



OBJECTIVES

Students will

- ◆ publish their realistic stories.
- ◆ take the spelling posttest.
- ◆ practice cursive *p* and *j*.

MATERIALS

- ◆ Routine 17
- ◆ *Language Arts Handbook*, p. 266
- ◆ *Skills Practice 1*, p. 138
- ◆ *Transparency 62*



Presentation and Publication

Presentation

Presenting your writing is an exciting part of the writing process. There are many ways to present your writing.

For an informative report

- ▶ find photographs to help illustrate your main idea
- ▶ use a chart or a graph that shows factual details
- ▶ give a presentation in class, show your graph or chart

For a book review

- ▶ create a cover drawing that illustrates your favorite scene
- ▶ add other drawings inside that show different parts of the book you reviewed

For a poem or short story

- ▶ find or create a drawing to go with your writing
- ▶ practice reading your writing aloud; then read it to your class
- ▶ create a book of poems or short stories
- ▶ send your stories and poems to a magazine to be published
- ▶ record your writing; that way your audience can read and hear your writing at the same time

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Language Arts Handbook, p. 266

Writing

Realistic Story

ROUTINE
17

Publishing

Teach

- ◆ Use Routine 17 as students complete the publishing process. Refer students to *Language Arts Handbook* page 266 as a guide for making their stories into books.
- ◆ Students should decide on a method for publishing their realistic stories. Because each student has a different story to tell, you may decide to have students publish their stories as individual books.
- ◆ When students have bound their stories into books, have volunteers read their stories aloud to the class.
- ◆ Create a class library to display students' stories until the end of the year. Allow students to take the stories home to share with their families before returning them to the class library. Remind students that they may put this story in their Writing Portfolios.

Guided Practice

- ◆ Using the story you have been working on with students, show them how to fold or bind the papers to create a book. You may also want to add pictures, photos, or art to your work to model the use of visuals.
- ◆ Have students turn to *Skills Practice 1* page 138 and discuss the final publishing checklist with them.

Apply

- ◆ After students have completed the publishing process, encourage them to read the stories written by other students.

Assessment

Use the Writing Rubrics found in the Level Appendix to evaluate students' realistic stories. You may use any of the rubrics for Genre, Writing Process, and Writing Traits.

UNIT 2
Lesson 4

Revising Use this checklist to revise your realistic story.

- Could your characters, setting, and events be real?
- Will your beginning interest the reader?
- Is there a problem to be solved?
- Does your order of events make sense?
- Did you use dialogue?
- Is the problem solved?

Editing/Proofreading Use this checklist to correct mistakes.

- Did you use correct spelling?
- Did you use correct punctuation?
- Did you use quotation marks around dialogue?
- Is it clear who is speaking when you use dialogue?

Publishing Use this checklist to prepare your realistic story for publication.

- Neatly rewrite or type a final copy.
- Give your story a title.

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Writing • Skills Practice 1

Skills Practice 1, p. 138

