



Standards and Benchmarks: 1A, 1B, 1C, 1D, 2A

Adventure Stories

Objective: The students will be able to write an adventure story that contains a title, as many sentences as you require*, and a conclusion.

*On the peer and teacher assessment sheets, the number of sentences required will be left blank so that you may determine the criteria which meet the needs of your students.

Materials

- adventure story (See the bibliography on pages 142 and 143.)
- copy of “Adventure Story Starters,” “Adventure Story Peer Assessment,” and “Adventure Story Teacher Assessment” (pages 93–95) for each student

Prewriting

1. Read an adventure story to your class.
2. Discuss the elements of an adventure story. (Adventure stories have some sort of adventure in them. Some examples of adventure might include climbing a big mountain, going to the first day of school, learning to ride a bike, going to the principal’s office, etc. Remember the things that a first and second grader would consider an adventure will be different from those of an adult.) Ask the students the following question: What was the adventure in the book we just read?

Drafting

1. Distribute a copy of “Adventure Story Starters” (page 93) to each student. Have students select one of the story starters and finish the story by telling what happens in the adventure.
2. Go over the criteria for an adventure story (see objective above). Clarify with students the expectations for these stories. Allow time for students to draft their adventure stories.

Editing and Revising

1. When the stories are drafted, pair students and have them read each others’ stories. Provide copies of “Adventure Story Peer Assessment” (page 94) for this purpose. Partners should check to make sure that all the criteria for the adventure story have been met.
2. Following the peer editing, students should make any necessary changes and revisions before writing the final copies of their stories.

Publishing and Assessment

1. Students should type their drafts, using a word-processing program on the computer. Students could illustrate their final copies with a picture of a character or the scenery.
2. Use “Adventure Story Teacher Assessment” (page 95) to evaluate the final copies of the adventure stories.

Adventure Story Starters

Story #1

Sam shouted loudly so that I could hear. He yelled that he thought I was a chicken for not wanting to go into the haunted house. Sam went on in and began climbing up the broken staircase. I came to the doorway and said I thought the stairs were going to break. Sam just said I was afraid of stairs, ghosts, and haunted houses. Then Karen came up and tried to get me to go in. She said that she would go with me, and that way Sam wouldn't think I was a chicken. I decided not to go in. Karen went on in to follow Sam. I sat and waited for over half an hour. Suddenly . . .

Story #2

The noontime blast of the firehouse siren announced the start of the town's bike race. For months, Meg had been practicing. She wanted to win first prize. The first place winner got a brand new ten-speed bike. At first, the hours of practice seemed to pay off as she sped ahead of all the other bikers. Then, from out of nowhere, George whizzed past. There were only a few laps to go . . .

Story #3

Martha and Kathryn had been hiking all day in the woods. Now they were miles from nowhere. The sun was starting to set, and Martha suggested that they head back. Kathryn agreed that it was a good idea. The girls looked around for some trail markers. They couldn't find any. "Oh, no!" said Martha, "We're lost! And we don't even have a flashlight!"

Story #4

Kristen ran into the stable and threw her arms around Ginger. Ginger was Kristen's very own horse. "They can't sell you," sobbed Kristen. She clung to Ginger's mane and stroked it gently. She cried over and over again. All of a sudden, she jumped on Ginger's back and they raced out of the stable.

Story #5

Emily jumped out of bed and quickly put on her robe. She ran down the stairs in such a hurry! Was she going to be late on the first day of school? She was so nervous about going into second grade. She had heard that mean Mary was going to be in her class. She was scared of her. Emily ate her breakfast and ran up to get dressed. Just then the phone rang. Emily could hear her mom talking on the phone. She was talking to Mrs. Marsh, her teacher! What could this mean? Emily's mom yelled, "Emily, it's for you!"

Story #6

The snake came slithering out of its cage. Not one of the students in Mr. Schmidt's class even noticed. Soon after the snake slithered off the counter, the lunch bell rang. All of the students ran to get their lunches and then lined up at the door. When the bell rang again for the students to come back from recess, they opened the door. Anne was the first one back to her seat. Suddenly, she screamed.

Adventure Story

Peer Assessment

Author's Name: _____

Title of Story: _____

Editor's Name: _____

Editor

Did the author write a story that . . .

- had an adventure in it?
- had a title?
- had at least _____ sentences?
- had a conclusion?

Author

Before you write your final copy, did you remember to . . .

- make any changes that your editor suggested?
- check for correct spelling?
- check for correct punctuation?
- check for correct capitalization?

Complete the following sentences.

1. My favorite part of my story is when _____

2. I need help on _____

Adventure Story

Teacher Assessment

Author's Name: _____

Title of Story: _____

Did the author write a story that . . .

- had an adventure in it?
- had a title?
- had at least _____ sentences?
- had a conclusion?

Did the author . . .

- write or type the story neatly?
- use correct spelling?
- use correct punctuation?
- use correct capitalization?

Feedback from the teacher:

1. Your story is strong in these ways: _____

2. You could make your adventure story better by doing the following: _____

Standards for Writing

Grades K–2

Accompanying the major activities of this book will be references to the basic standards and benchmarks for writing that will be met by successful performance of the activities. Each specific standard and benchmark will be referred to by the appropriate letter and number from the following collection. For example, a basic standard and benchmark identified as **1A** would be as follows:

Standard 1: Demonstrates competence in the general skills and strategies of the writing process

Benchmark A: Prewriting: Uses prewriting strategies to plan written work (e.g., discusses ideas with peers, draws pictures to generate ideas, writes key thoughts and questions, rehearses ideas, records reactions and observations)

A standard and benchmark identified as **4B** would be as follows:

Standard 4: Gathers and uses information for research purposes

Benchmark B: Uses books to gather information for research topics (e.g., uses table of contents, examines pictures and charts)

Clearly, some activities will address more than one standard. Moreover, since there is a rich supply of activities included in this book, some will overlap in the skills they address, and some, of course, will not address every single benchmark within a given standard. Therefore, when you see these standards referenced in the activities, refer to this section for complete descriptions.

Although virtually every state has published its own standards and every subject area maintains its own lists, there is surprising commonality among these various sources. For the purposes of this book, we have elected to use the collection of standards synthesized by John S. Kendall and Robert J. Marzano in their book *Content Knowledge: A Compendium of Standards and Benchmarks for K–12 Education* (1997) as illustrative of what students at various grade levels should know and be able to do. The book is published jointly by McREL (Mid-continent Regional Educational Laboratory, Inc.) and ASCD (Association for Supervision and Curriculum Development). (Used by permission of McREL.)



Language Arts Standards

1. Demonstrates competence in the general skills and strategies of the writing process
2. Demonstrates competence in the stylistic and rhetorical aspects of writing
3. Uses grammatical and mechanical conventions in written compositions
4. Gathers and uses information for research purposes

Standards for Writing

Grades K–2 *(cont.)*

1. Demonstrates competence in the general skills and strategies of the writing process

- A. Prewriting:** Uses prewriting strategies to plan written work (e.g., discusses ideas with peers, draws pictures to generate ideas, writes key thoughts and questions, rehearses ideas, records reactions and observations)
- B. Drafting and Revising:** Uses strategies to draft and revise written work (e.g., rereads; rearranges words, sentences, and paragraphs to improve or clarify meaning; varies sentence types; adds descriptive words and details; deletes extraneous information; incorporates suggestions from peers and teachers; sharpens the focus)
- C. Editing and Publishing:** Uses strategies to edit and publish written work (e.g., proofreads using a dictionary and other resources; edits for grammar, punctuation, capitalization, and spelling at a developmentally appropriate level; incorporates illustrations or photos; shares finished product)
- D.** Evaluates own and others' writing (e.g., asks questions and makes comments about writing, helps classmates apply grammatical and mechanical conventions)
- E.** Dictates or writes with a logical sequence of events (e.g., includes a beginning, middle, and ending)
- F.** Dictates or writes detailed descriptions of familiar persons, places, objects, or experiences
- G.** Writes in response to literature
- H.** Writes in a variety of formats (e.g., picture books, letters, stories, poems, and information pieces)

2. Demonstrates competence in the stylistic and rhetorical aspects of writing

- A.** Uses general, frequently used words to convey basic ideas