

PREVIEW

Grade 5



Expository & Opinion Writing

Deconstructing Text,
Writing Essays, Reports,
Response to Text



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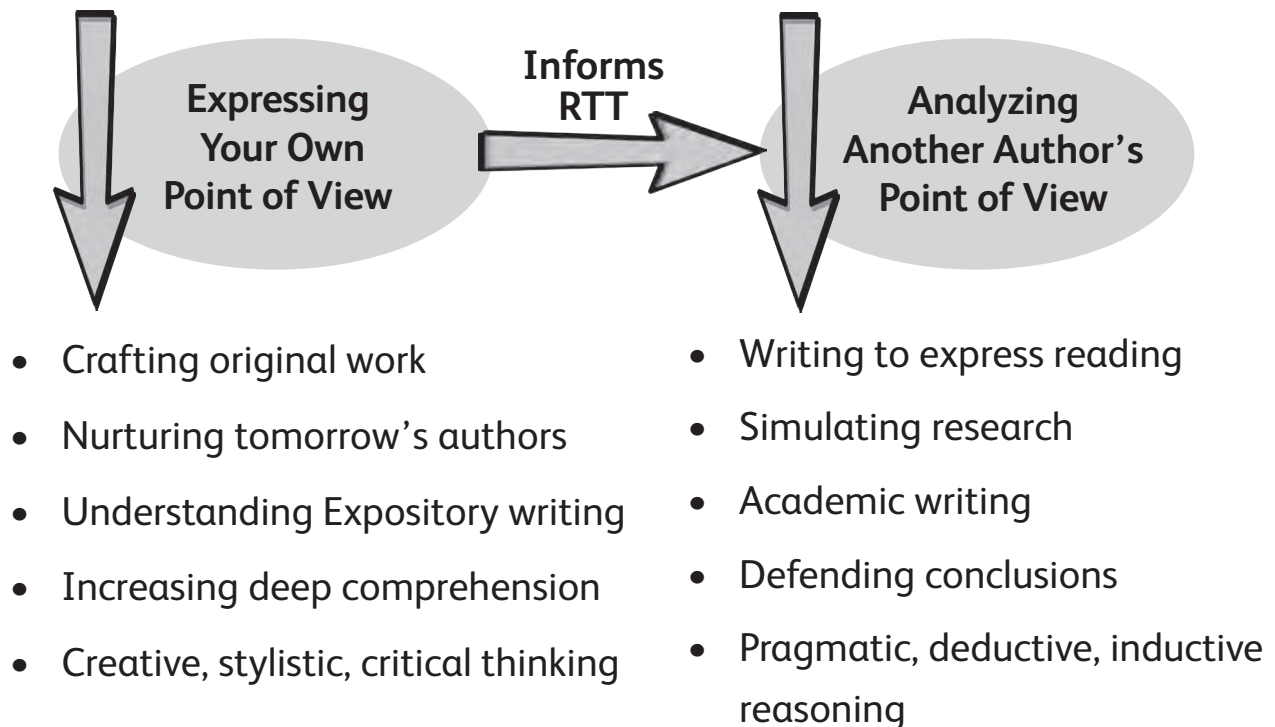
Empowering
Writers



GENERATIVE VS. RESPONSIVE WRITING

In the real world, and now, more and more often in school, writing can be either motivated largely by the writer's interests, imagination, and personal experience (**generative writing**) or it can be in response to a text or number of texts (**responsive writing**). Both approaches have value and one should not be overlooked at the expense of the other. Writing assessments in many places have moved away from generative writing in favor of responsive writing. **Ex.** A student must read several texts on a topic and then respond to what they read in an evaluative way, demonstrating not only literal comprehension, but critical thinking and personal reflection in response to a question or series of questions. They must back their ideas, conclusions, or positions by citing evidence in the text and from their own relevant personal experience. This kind of literary analysis task obviously encourages the kind of logical thinking required in secondary school and beyond. *The challenge is that success in this type of task really is rooted in reading comprehension.* Students who are challenged readers have a distinct disadvantage that they don't experience in many generative writing tasks. **Also, keep this in mind – while the world of academia and work will always appreciate and require analytical writing in response to text, we will still need the next generation of authors who will generate original writing for others to respond to.** So, don't throw the baby out with the bath water! For these reasons we have included both generative and responsive writing tasks in throughout the book.

GENERATIVE VS. RESPONSIVE WRITING





Grade 5 Year-at-a-Glance

For use when teaching expository/opinion and Response to Text writing across the course of a school year.

MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5
Section 1: Recognizing Genre/Organization	Section 2: Broad Yet Distinct Main Ideas/Reasons	Section 3: Elaboration-Detail Generating Questions	Section 3: Elaboration-Detail Generating Questions	Section 4: Research
<p>Baseline Assessment</p> <ul style="list-style-type: none"> Introduce the Expository & Opinion Pillars, pp. 9-12 Lesson 1: Recognizing Genre, p. 19 Lesson 2: Distinguishing Between Expository and Opinion Writing, p. 22 Lesson 3: Expository and Narrative Book Covers, pp. 28-29 <i>Lesson 4: Strategic Reading - Informed Writing, pp. 35-36</i> <i>Lesson 5: Strategic Reading - Organization and Text Conventions, p. 43</i> <i>Lesson 6: Close Reading Challenge, p. 49</i> Lesson 7: Analyzing and Annotating Expository and Opinion Writing, pp. 52-53 Lesson 8: Writing Simple Summarizing Paragraphs, pp. 79-80 <i>Lesson 9: Comparing and Contrasting in Response to Multiple Texts, p. 92</i> Lesson 10: Finding Irrelevant, Extraneous Details, pp. 107-108 Lesson 11: Expository and Opinion Pieces for Comparison, p. 112 Lesson 12: Cut and Paste Activities, pp. 129-130 <i>Lesson 13: Finding Evidence in the Text, pp. 140-141</i> <p>Introduce Reference Sheet from Section 6: Clue Words in Writing Tasks, pp. 460-462</p>	<ul style="list-style-type: none"> Lesson 1: Sort and Categorize, p. 150 Lesson 2: Compare These Pieces, p. 152 Lesson 3: Pick, List and Choose, pp. 157-158 <i>Lesson 4: Pick, List, Choose, Ask, Find to Generate Main Ideas/Reasons for Writing About Science or Social Studies, pp. 159-160</i> Lesson 5: Main Ideas/Reasons - Don't Overlap Them!, pp. 166-167 Lesson 6: Main Ideas/Reasons-Broad or Too Narrow?, pp. 171-173 Lesson 7: Recognizing Givens and Variables in Prompts and Assignments, pp. 177-178 Lesson 8: Naming Givens & Variables, p. 184 Lesson 9: Generating Broad Yet Distinct Main Ideas/Reasons, p. 186 Lesson 10: Alternatives to Boring, Redundant Main Idea/Reason Sentences, pp. 190-191 Lesson 11: Revising Boring, Redundant Main Ideas/Reasons, p. 194 Lesson 12: Main Idea/Reason Blurbs into Sentences, p. 197 <i>Lesson 13: Turning Questions into Responses, pp. 201-202</i> Lesson 14: The Missing Main Idea/Reasons - p. 205 Lesson 15: Word Referents, pp. 209-211 <i>Lesson 16: Preparing to Write a Response to Text, pp. 217-218</i> <i>Lesson 17: Preparing to Respond in Writing to Multiple Texts, p. 228</i> 	<ul style="list-style-type: none"> Lesson 1: Just OK or Much Better?, p. 245 Lesson 2: What Does it Look Like? Why is it Important? Grab Bag, p. 247 Lesson 3: Sentence Matching, p. 249 Lesson 4: Writing Sentences Using the Detail Generating Questions, p. 251 Lesson 5: Finding the Overly General Words and Phrases, p. 256 Lesson 6: Break up That Grocery List!, p. 260 Lesson 7: Using Detail Generating Questions, p. 265 Lesson 8: Flip the Sentence Subject, p. 279 <i>Lesson 9: Reading and Summarizing Texts, p. 284</i> <i>Lesson 10: Comparing and Contrasting in Research Simulation Tasks, pp. 294-295</i> <i>Lesson 11: Paraphrasing, p. 307</i> <i>Lesson 12: Giving the Author Credit, p. 312</i> 	<ul style="list-style-type: none"> Continue: Using the Detail Generating Questions - Model and Guided Practice <i>Continue: Response to Text Lessons</i> <p>Introduce from Section 6: Authentic Writing Tasks</p> <ul style="list-style-type: none"> Lesson 1: Analyzing Prompts for Givens and Variables, p. 463 Lesson 2: 7-Day Process Writing Timeline, p. 478 <p>Process Writing Piece</p> <p>Choose an appropriate expository topic and use the process writing timeline to instruct how to put a fully developed piece together.</p> <p>Introduce from Section 6: Steps for Approaching Response to Text Compositions, p. 480</p> <p>Choose an appropriate text or paired texts from your curriculum and write a response.</p>	<p>Mid-year Assessment</p> <ul style="list-style-type: none"> <i>Lesson 1: Reading Strategically and Finding Information Within Text, p. 318</i> Lesson 2: Research! Using Search Engines, p. 321 <i>Lesson 3: Using Images to Add Descriptive Details and Generate Research Questions, p. 323</i> <i>Lesson 4: Researching a Topic of Interest, p. 327</i> <i>Lesson 5: Gleaning Information from Diagrams, Charts, Graphs, and Maps, p. 333</i> <i>Lesson 6: Taking Notes, p. 337</i> <i>Lesson 7: Understanding and Using Notes, p. 341</i> <i>Lesson 8: Restating Information from Research, p. 343</i> Lesson 9: Introducing the Golden Bricks, p. 349 Lesson 10: The Golden Bricks - Powerful Supporting Details, p. 355 Lesson 11: Transitional Words and Phrases, p. 360 Lesson 12: Revise This Paragraph, p. 365 Lesson 13: Writing a Paragraph Using Supporting Details, p. 373 Sub-Genres of Expository Writing, p. 377 Lesson 14: Using Information to Create Well-Developed Paragraphs, p. 383

(continued)

Grade 5 Year-at-a-Glance



MONTH 6	MONTH 7	MONTH 8	MONTH 9	MONTH 10
Section 5: Introductions and Conclusions	Process Writing Section 6: Authentic Writing Tasks	Review all skills as needed	Review all skills as needed	Review all skills as needed
Introductions <ul style="list-style-type: none"> Lesson 1: Leads & Topic Sentences, p. 391 Lesson 2: Writing an Attention Grabbing Lead, p. 397 Lesson 3: Effective Topic Sentences, p. 403 Lesson 4: Writing Topic Sentences, p. 405 Lesson 5: Writing the Introduction Paragraph, p. 408 Lesson 6: Writing in Response to Text: Introduction Paragraph, p. 416 Conclusions <ul style="list-style-type: none"> Lesson 7: Revising Dull Conclusion Paragraphs, p. 421 Lesson 8: Revise This Conclusion Paragraph, p. 424 Lesson 9: Definitive Words and Phrases and Informative Verbs, p. 427 Lesson 10: The Hypothetical Anecdote, p. 432 Lesson 11: Analyzing More Complex Conclusions, p. 434 Lesson 12: Crafting Powerful Conclusion Paragraphs, p. 437 Lesson 13: Writing Response to Text: Conclusion Paragraphs, p. 444 From Section 6: Authentic Writing Tasks <i>Steps for Approaching Response to Text Compositions, p. 480</i> <i>Choose an appropriate text or paired texts from your curriculum and write a response.</i>	<ul style="list-style-type: none"> Lesson 1: Analyzing Prompts for Givens and Variables, p. 463 Lesson 2: 7-Day Process Writing Timeline, p. 478 Process Writing Piece Choose an appropriate expository topic and use the process writing timeline to put a fully developed piece together. Throughout the rest of the year, review all skills and apply to content area themes or units. (Read science or social studies texts and respond using the Response to Text skills learned and/or the expository/opinion skills.) In addition, choose from these appropriate authentic tasks to enhance and inform your instruction. <ul style="list-style-type: none"> Reference Pages: Clue Words in Writing Tasks, pp. 460-462 Reference Pages: Steps for Approaching Response to Text Compositions, p. 480 Lesson 3: Literary Themes – What do they Look Like? Why are they Important?, p. 483 Lesson 4: Read Like an Author, p. 489 Lesson 5: Identify the Theme, p. 496 Lesson 6: Narrator's Point of View, p. 512 Additional Literary Analysis Task Assignments, p. 531 	Research Project <i>Use a science or social studies theme to make an authentic application to the skills learned.</i>	End of Year Assessment	



Let's Compare Expository, Opinion, and Response to Text

	EXPOSITORY	OPINION	RESPONSE TO TEXT
Organization	Expository/informative Pillar	Opinion Pillar	Expository/informative Pillar
Purpose	To inform	To state a personal opinion	To demonstrate comprehension
Introduction	Lead/topic sentence	Lead/opinion statement	Summarize the source material Turn the Question into the Response
Body of Piece	Main ideas	Main reasons	Main ideas
Supporting Details	What does it "look" like? Why is that important? Did you give a specific example? Quotes, statistics, anecdotes, amazing facts, descriptive segments	What does it "look" like? Why is it important? Did you give a specific example? Quotes, statistics, anecdotes, amazing facts, descriptive segments, personal experience	Cite evidence: Quotes, statistics, amazing facts Paraphrase Compare/Contrast information Use evidence from all source material
Conclusion	Creatively restate each idea	Creatively restate each reason Restate the opinion	Reiterate topic and main ideas Synthesize information & draw conclusions Evaluate how information inspires or challenges



STRATEGIC READING GUIDELINES

1. Circle the **title**. Ask students what the title reveals. (the **topic**) Remind them that the topic tells the reader what the entire piece will be about. **Model** this for students and have them do the same.
2. Number each paragraph for reference purposes.
3. Point out and underline the **headings**. Explain that the headings allow you to quickly skim and scan the piece and get a sense of the **main ideas** of the piece.
4. Fill in the summarizing framework, based solely on the title and headings.
TOPIC: _____
Main Idea #1: _____
Main Idea #2: _____
Main Idea #3: _____
 - Discuss the way that identifying the topic and headings can set a purpose for learning. As readers they already have a good idea what they'll be reading about, which aids in comprehension.
 - Discuss how a summary such as this might be an excellent way for an author to begin. (*Helps with organization and focus.*)
5. Next, in each paragraph, have students locate all **bold-faced** or **italicized** words. Explain that these are key vocabulary words that might be new to the reader. These keywords are usually either preceded or followed by a definition to aid in understanding. Point out that these specially marked words indicate some of the important **details** in the piece.
6. Point out the **photograph** and its **caption**. Ask students why both are important.



Reference Page

7. Next, on the white board or chart paper, translate the information on the summarizing framework into an extended summary using the following sentence starters:

This expository text provides information about_____.
We'll discover _____, learn about_____,
and become familiar with _____.

Or...

This informative piece discusses _____. The author explores
_____, investigates _____, and
reveals _____.

8. Finally, have students read the text independently. Discuss how examining the following text conventions: title, headings, bold or italicized key words, photographs and captions guide their reading – think about how much they've learned before they've even started reading! Also point out the way that the author organized the information made it more accessible to the reader.



Teacher Background: Comparing & Contrasting in Response to Multiple Texts

As students begin to conduct research to inform their expository/informative writing they'll be required to access multiple sources of information in order to glean the facts and information necessary for a thorough response. They must be able to synthesize what they've read, selecting information from each source that is relevant to their assignment. Inherent in this process is the ability to compare and contrast what they've read and to express pertinent similarities and differences coherently in their writing.

This will require students to not only read each text strategically to fully understand the content, but to skim and scan both texts a second time to filter and identify information appropriate to the specific requirements of their writing task. This process involves sorting and categorizing – the kind of reasoning used in creating Venn diagrams.

Without specific strategies this process can feel hugely unmanageable for students. Therefore, the next lessons will break this complex critical thinking process into a number of clear steps that students can follow. This procedure will guide their thinking, providing a reliable roadmap that can be applied to any such research simulation task.



Comparing and Contrasting

In Response to Multiple Texts

LESSON 9

Objective

Students use skimming and scanning skills to highlight key information in two different texts in order to address the specific requirements of a compare and contrast writing assignment. Then they sort this relevant information into a Comparison Grid.

Procedure

1. Engage students in the usual annotation and analysis process for both texts, Birds of Prey from a previous lesson and the Flightless Birds. Use the annotated teacher versions to guide the process.
2. Explain that when authors write they often have to refer to multiple sources to find the information they need to inform their writing. In order to do this it's helpful if authors know, in advance, what specific information they'll need to complete their writing assignment.
3. Project, distribute, and discuss the writing assignment and Discussion Questions, p. 98.

You have read two informative texts about very different types of birds, Birds of Prey and Flightless Birds. Select a predatory bird and a flightless bird and write an essay describing what these have in common, and how they differ. Be sure to discuss the appearance and characteristics of both birds, citing examples from the text.

4. Walk them through the Discussion Questions, p. 98. Use the Annotated Teacher Page, p. 97, as a guide.
5. Then distribute copies of the Comparison Grid, p. 100, and project this. Citing information in both texts, assist students in filling in the comparison grid with simple bulleted notes. (See sample, p. 101)
6. Finally, project the Exemplar Text, p. 103, and have individual students match the details in this piece with the evidence in both source texts. If the evidence came from Birds of Prey have them underline it in the Exemplar Response in blue. If it came from Flightless Birds underline it in red. In this way students begin to see the clear connection between the source material and the written response to it. Be sure to point out that the author of the Exemplar Response did *not* copy word for word, unless clearly citing the source. Copying without citing the source would be *plagiarizing*. Instead, the author reworded the material and credited back to the author.

BONUS: Have students circle all of the various ways the authors of these pieces refer to the birds described in these texts. (We call this technique the use of “word referents.”) It’s important for students to understand the many ways an author can refer to the same thing, and learning to recognize word referents helps.

LESSON AT A GLANCE:

Whole Class Activity

- *Annotate and analyze the two texts*
- *Project the assignment and discussion questions*
- *Complete Comparison Grid*
- *Go thru the Written Response Exemplar*



FLIGHTLESS BIRDS

introduction

1.) When we think of birds we mostly imagine sleek feathered creatures soaring across the sky. However, while all birds have feathers, not all birds fly. In fact, there are many types of flightless birds in the world. Let's examine the ostrich, the kiwi, and the penguin – three very different flightless birds.

ostrich

2.) The ostrich is the largest of the flightless birds. These feathered giants stand between seven and nine feet tall on their incredibly powerful, long, jointed legs and weigh up to 350 pounds. Ostriches have long skinny necks that allow them to see far across the African plains. They also have incredibly large eyes and sharp vision to help them spot predators from long distances. Ostriches travel in herds and are formidable adversaries in a fight. Their legs deliver a lethal kick and they can outrun most predators at speeds of up to 43 miles per hour. In defending themselves and their young they have been known to defeat even lions in a battle. Contrary to folklore, ostriches do not stick their heads in the sand when trouble arises. They simply hunker down and try to blend in with their environment. These omnivores eat mostly plants, but will also eat a variety of insects and other small creatures when the opportunity arises. Female ostriches lay 7-10 eggs at a time, each large egg weighing 3-5 pounds, 6 inches around and 5 inches in height.

kiwi

3.) In contrast to the ostrich is the national symbol of New Zealand, the kiwi. The *kiwi* is the smallest flightless bird – about the size of a chicken. It stands about 20 inches tall and weighs just over two pounds. The kiwi has unusually distinctive gray feathers that look more like porcupine quills. It also is distinct because it doesn't have a tail. These nocturnal birds have whiskers beside their beaks that help these poorly-sighted birds as they snuffle about for food. Kiwis have an excellent sense of smell that helps them locate insects, fruit, frogs, eels, and crayfish. These omnivorous birds are easily agitated and extremely territorial. Their three-toed feet boast razor sharp claws with which they protect themselves. These bad-tempered, solitary birds nest in underground burrows, and excavate a new burrow every night. They lay very large eggs for such a small bird. Their oblong eggs are almost seven inches long and 3 inches around.



Annotated Page

penguin

4.) The penguin is perhaps the most well-known of the flightless birds. There are 17-20 different penguin species living exclusively in the southern hemisphere. These migratory birds come in many sizes, from the diminutive 16 inch tall Little Blue Penguin, to the four foot tall Emperor Penguin. Penguins are exceedingly good swimmers and divers, perfectly adapted to the frigid waters where they spend most of their time. Their speedy swimming is the characteristic that helps them the most in moving quickly away from predators such as killer whales or leopard seals. In fact the *Gentoo* penguin can swim up to 22 miles per hour! Their black and white tuxedo-style coloration helps camouflage them in the water. Penguin “wings” function as flippers to assist them in swimming. These non-flyers have more feathers than most other birds, and this helps maintain their body heat in the cold climates where they live. All species of penguins eat mostly fish, krill, and crustaceans. Most penguin species live in large colonies, some up to 200,000 birds. Depending on the species, penguin eggs range from about 2 to 5 inches in length. Interestingly, the female Emperor Penguin lays but a single egg and leaves it in the care of her male partner. The male cradles it on top of his webbed feet and covers it with a fold of skin that keeps the egg warm.

5.) These are just three earth-bound bird species that have managed well without the ability to fly. Should you ever visit the African plains, the forests of New Zealand, or the icy coastlines of the far Southern hemisphere, perhaps you’ll be lucky enough to catch sight of one of these unusual flightless birds.

conclusion



Title:

Topic

BIRDS OF PREY

lead

introduction

1.) If you look up in the sky and see a bird that doesn't even need to flap its wings to fly, you are probably looking at a bird of prey. Birds of prey, soar silently through the air. Also known as raptors, these large and interesting birds hunt and feed on other animals. Osprey, owls, hawks, and eagles are all birds of prey that share many characteristics, but differ in important ways too.

word referent

2.) Owls are a well-known example of a bird of prey. These large-eyed night stalkers have very sensitive ears, excellent night vision and sharp talons that are perfect for snaring prey. They are known for their ability to turn their heads almost completely around to spot prey in their territory. Their configuration of wing feathers helps them to fly silently and surprise their prey. Some owls, such as the Barn Owl have a concave arrangement of feathers on their faces that channels sound into their ears. Owls come in a variety of sizes from the tiny Saw Whet Owl to the Great Grey Owl, which has a wingspan of over five feet. Though owls are known for their hooting they make a variety of clicking and hissing sounds. All owls hunt at night and therefore are seldom seen.

owls

3.) Hawks have much in common with owls. Both use their powerful eyesight and strong talons to hunt small rodents like mice. Easily recognized by its rusty-red tail feathers, the red-tailed hawk is a common sight in the Canadian skies, throughout the United States and into northern Mexico. The Sparrowhawk is less frequently sighted. This small hawk gets its name because 98 % of its diet consists of other birds, usually sparrows. It is preyed upon by larger birds of prey. Hawks are daytime or diurnal hunters who spot, swoop, and devour their prey. They can perceive more colors than humans, which helps them locate prey. Their beaks are more hooked than the curved beak of an owl.

hawk

osprey

4.) While owls and hawks live in forested areas, the osprey lives near lakes, rivers and other waterways. This large, white headed predator with yellow eyes, is a diurnal hunter that feeds almost entirely on fish and often builds its nests of sticks on top of telephone poles. Pesticides have hurt Osprey populations but the species has rebounded in recent years. Osprey can be seen diving into the waterways, capturing fish. Some people confuse osprey with eagles, but can be distinguished by their white bellies and a distinctive black stripe that extends from their eyes along the side of their heads. Like Osprey, eagles are usually sighted around water. Two types of eagles live in North America. The Bald Eagle, a symbol of American courage and freedom, is not bald at all. It has a pure white head and a dark brown body. With glints of shimmering golden brown around its neck, the Golden Eagle is another easily recognized bird of prey. This fearless bird has been known to attack coyotes with its sharp talons and powerful beak in order to defend its young.

eagles

5.) North America is home to many birds of prey, from owls and hawks to osprey and eagles. These interesting raptors are among nature's most successful predators. Look up in the sky and see if you can spot one today.



Discussion Questions – Birds of Prey and Flightless Birds

You have read two informative texts about very different types of birds, Birds of Prey and Flightless Birds. Select a predatory bird and a flightless bird and write an essay describing what these birds have in common, and how they differ. Be sure to discuss the appearance and characteristics of both birds, citing examples from the text.

1. Fill in the summarizing frameworks, below, for each text:

BIRD OF PREY

Topic: Birds of Prey
 Main Idea #1: owls
 Main Idea #2: hawks
 Main Idea #3: osprey
 Main Idea #4: eagles

FLIGHTLESS BIRDS

Topic: Flightless Birds
 Main Idea #1: ostrich
 Main Idea #2: kiwi
 Main Idea #3: penguin

2. What do you notice about these summarizing frameworks? Each paragraph is about a different kind of bird
3. What are the “givens” in the boxed assignment? Must compare/contrast a predatory and a flightless bird
4. Go back to each text. Based on your main idea “blurbs” in the margins, circle the paragraph describing your chosen predatory bird in yellow and your flightless bird in pink.
5. Read your selected paragraphs. What common information might you use to compare/contrast? size, feathers, habitat, predators/prey/food
6. If you were going to expand the text Birds of Prey what is another main idea you might include: an additional type of bird, endangered birds of prey
7. If you were going to expand the text Flightless Birds, what is another main idea you might include: additional type of bird, endangered or extinct flightless birds

BONUS: Go back to each source and circle all of the ways the authors refer to the birds described in these texts. (word referents)

CIRCLE:

- large and interesting birds • these non-flyers • large-eyed night stalkers • raptors
- these beautiful animals • large white-headed predator • this fearless bird
- earth-bound birds • diurnal hunters • symbol of American courage and freedom



Comparison Grid

	PREDATORY BIRD - OWL	FLIGHTLESS BIRD - OSTRICH
Size/ Appearance	<ul style="list-style-type: none"> • variety of sizes • large eyes • sharp talons • concave feathers on face • unique wing feathers for silent flight 	<ul style="list-style-type: none"> • largest birds • large eyes • long, jointed powerful legs • long necks
Habitat	<ul style="list-style-type: none"> • forests 	<ul style="list-style-type: none"> • African plains
Predators/ Prey/food	<ul style="list-style-type: none"> • nocturnal hunters, eat small rodents • quiet and stealthy 	<ul style="list-style-type: none"> • omnivorous - eat mostly plants but sometimes insects or other small creatures • Fast runners, strong kickers



EXEMPLAR TEXT

Birds are all around us. But there are also some unusual birds that most of us don't see everyday. Two of these would be owls and ostrich. In the texts Birds of Prey and Flightless Birds we learn about a variety of out of the ordinary birds. The owl and ostrich are two of these interesting feathered creatures that share some traits and differ in other ways.

The author points out that while owls are a "well-known example of a bird of prey" they are difficult to spot, since they're nocturnal hunters. In the text we learn that there are many varieties of owls that come in all sizes, "from the tiny Saw Whet Owl to the Great Grey Owl which has a wingspan of over five feet." The author points out that owls have extremely large eyes to assist them in their nightly hunting of small rodents. These forest dweller's feathers help them while hunting. We read about how their arrangement of wing feathers help them to fly silently in order to surprise their prey. In the text, the author describes the Barn Owl's configuration of facial feathers that create a concave bowl that helps owls "channel sound into their ears." While the author doesn't mention any predators, I imagine owls could defend themselves with their sharp talons and beaks.

From the other text I learned ostriches offer a clear contrast to owls. Standing between 7 and 9 feet tall, with long, strong legs and long necks, these flightless birds can run up to 43 miles per hour. These African plain dwellers are omnivorous and spend much of their time scavenging for plants, insects, and sometimes small creatures. I was surprised to read that ostriches are "formidable adversaries in a fight." It was also amazing to read that their "lethal kick" can help them defeat even a lion in battle!

So, while owls and ostriches are both types of birds, owls are nocturnal hunters and ostriches are diurnal scavengers. Owls are stealthy flyers, while the flightless ostrich depends on its strong legs to run and to fight. Both are fascinating creatures.

Turning Questions into Responses



LESSON 13

Objective

Students analyze response to text questions to identify key phrases, and use these phrases to frame their written response in the form of a topic sentence.

Procedure

1. Explain to students that one way to powerfully demonstrate their understanding of a written passage is to write about it. In writing about reading, the author must respond to a question or questions about the text and put forth a clear, focused response. A great way to get started is to locate a key phrase within the question and repeat that key phrase in their written answer.

2. Write or project the following question for the class:

Write a response outlining the ways we can conserve water.

3. Read the question aloud and ask students what the question is all about. (ways we can cut down on water consumption.) Explain that ways we can conserve water is the key phrase in the question. This is the phrase they will repeat in their response. MODEL how to begin their response with this key phrase, and underline it:

Ex. There are many ways we can conserve water.

Another way might be: ***We can conserve water in many ways.***

4. Now, write or project this example, and have them respond in similar ways. Chart their effective responses.

Write a response describing why voting is import.

Ex. Voting is important because_____.

There are numerous reasons why voting is important.

Voting is important for many reasons. Etc.

5. Explain that this first sentence in their written response becomes their topic sentence. The topic sentence tells the reader what they will learn by reading on. Of course, without reading the source text, it's impossible to craft a full response. Remember, our objective here is simply to reiterate the key phrase as a means of getting started. Also, explain to students that when the prompt reminds them to cite examples or evidence that these specific textual references do not need to be included in the topic sentence, but in the body of the writing that would follow. Direct them to GUIDED PRACTICE, using the examples, p. 202. Then, assign pp. 203-204, for independent APPLICATION, in class or for homework.

LESSON AT A GLANCE:

Whole Class Activity

- Project a text question.
- Have students identify a key phrase.
- Students will use the phrase to form a topic sentence.



Name: _____

TURNING QUESTIONS/PROMPTS INTO RESPONSES (1)

REMEMBER: When writing a response to text you will be given a question or prompt to consider. Within the question or prompt you'll find a key phrase that you'll need to address. One effective way of getting started is to use this key phrase in the first line of your response. This key phrase becomes your *TOPIC SENTENCE*.

DIRECTIONS: Read each question/prompt below and underline the key phrase. Then, on the lines beneath the question/prompt, use this key phrase in your **TOPIC SENTENCE**.

1. Using evidence from the text, describe the circumstances leading up to the Titanic disaster.

2. Write an essay explaining the advantages and disadvantages of solar energy. Be sure to cite examples from the text.

3. Based on examples in the story, explain the way Meggie felt and the reasons for her strong feelings.

4. Write an essay explaining how the poet used numerous images from nature to set a mood. Use specific examples.



ELABORATION TOOLS FOR RESPONSE TO TEXT TASKS

When writing in response to text, it's important to cite evidence from the source material without copying word for word. Here are some ways to cite evidence in interesting ways:

- **SUMMARIZE**

In a sentence or two, *summarize* the topic and main ideas of the source material.

Ex. In the texts Birds of Prey and Flightless Birds, we explore various types of predatory and earth-bound birds, learn to recognize the appearance and characteristics of each of these unique feathered creatures, and discover some of the ways they are specially suited to their habitats.

- **PARAPHRASE**

In your own words, rephrase specific details in the source material in order to support your summary.

Ex. The author explains that ostriches have strong, powerful legs that can inflict a deadly blow.

- **CITE THE SOURCE TEXT**

Cite specific words, phrases, examples from the source material, using quotation marks to indicate the source author's exact words.

Ex. In paragraph two the author states: "Ostriches travel in herds and are formidable adversaries in a fight."



Student Page

Name: _____

PARAPHRASE IT!

When writing a response to text or when using researched material in a report or an essay, it's important not to take another author's words and use them as your own. That is called plagiarism. Instead, you need to refer to the text or source material and then express what you learned in your own words. This is called paraphrasing.

Read each sentence below from the text Twister. On another paper, paraphrase each sentence in your own words. Use sentence starters and replace underlined words or phrases with word referents. Then, try "flipping the sentence."

Ex. Generations of kids and teens have laughed themselves into knots playing the hilarious game of "Twister" at parties of all kinds.

In the article we read about how thousands of kids of all ages enjoyed getting tangled up in the rollicking party game called "Twister."

Underline the sentence starter and circle each word referent used for the underlined key words. Notice how the writer "flipped the sentence," below:

For decades, kids attending everything from grade school sleepovers to sweet sixteen parties have been crazy about the zany game known as "Twister," according to this article.

1. The Twister game board is a large plastic mat with six rows of brightly colored polka dots on which players must place their hands or feet.
2. Twister participants are challenged by having to reach over, under, around and through the hands, arms, feet, and legs of the other players in order to cover the designated circle.
3. The hilarious part of this popular party activity is to see how long you can continue to move your hands and feet as directed without toppling over.

(continued)



4. The game was originally called “Pretzel” before it was sold to the renowned toymaker Milton Bradley who released this party pleaser as “Twister.”

SENTENCE STARTERS

- The author discusses _____ .
- In the article we learn that _____ .
- The text explains the way _____ .
- It was interesting to learn how _____ .
- Reading the piece, I discovered that _____ .
- The writer outlines _____ .
- The reader learns that _____ .
- This informative piece examines _____ .
- In this article we discover _____ .
- According to this article _____ .
- Based on this text _____ .

BONUS: Select several sentences from a textbook, magazine article, or nonfiction book and paraphrase them using these techniques.



Name: _____

TAKE SOME NOTES!

Read or listen to each information sentence below and take notes. Write just enough to trigger a memory of what you learned so that you can recall it later. Focus on keywords. (Use the **dash** (–) as a quick way to define or explain something. Use a slash (/) as a way to say “and, or”.)

1. Oceanographers also study marine plants.

Notes: _____

2. The formal scientific study of oceans began in 1872 with the Challenger Expedition.

Notes: _____

3. The earth’s oceans are all interconnected with landforms emerging like islands.

Notes: _____

4. Marine biologists study plant and animal life in our oceans.

Notes: _____

5. Modern technology offers today’s oceanographers more opportunities to learn about oceans than in the past.

Notes: _____

6. Some oceanographers use scuba diving equipment and deep sea diving gear to explore the depths.

Notes: _____

7. Others travel in underwater crafts called submersibles.

Notes: _____

8. A famous submersible called “Alvin” was used to locate and explore the Titanic.

Notes: _____



Take Some Notes - Exemplar

TAKE SOME NOTES!

Read or listen to each information sentence below and take notes. Write just enough to trigger a memory of what you learned so that you can recall it later. Focus on keywords. Use the dash (–) as a quick way to define or explain something. Use a slash (/) as a way to say and, or.

1. Oceanographers also study marine plants.

Notes: oceanographers – marine plants

2. The formal scientific study of oceans began in 1872 with the Challenger Expedition.

Notes: began 1872 – Challenger Expedition

3. The earth's oceans are all interconnected with landforms emerging like islands.

Notes: oceans interconnected/landforms emerge

4. Marine biologists study plant and animal life in our oceans.

Notes: marine biologists – ocean plant animal life

5. Modern technology offers today's oceanographers more opportunities to learn about oceans than in the past.

Notes: modern technology – more opportunities

6. Some oceanographers use scuba diving equipment and deep sea diving gear to explore the depths.

Notes: scuba equipment/deep-sea gear

7. Others travel in underwater crafts called submersibles.

Notes: underwater crafts – submersibles

8. A famous submersible called "Alvin" was used to locate and explore the Titanic.

Notes: submersible Alvin – Titanic



Student Reference Page

HOW TO WRITE AN EFFECTIVE RESPONSE TO TEXT PARAGRAPH

AUTHORS INCLUDE:

- A **BROAD YET DISTINCT MAIN IDEA SENTENCE**
- A number of **PARAPHRASED DETAILS** from the source text that support the main idea
- Direct **QUOTES** or **CITATIONS** from the source text that support the main idea
- **WORD REFERENCES**
- **CITING SENTENCE STARTERS**
- **INFORMATIVE VERBS**
- Powerful **WORD CHOICE**
- **TRANSITIONAL WORDS, PHRASES**

AUTHORS AVOID:

- Copying evidence word for word from the source text (**PLAGIARIZING**)
- The “**Grocery List**”: (Do not list your details in a single sentence. Put each detail in a separate sentence.)
- The “**Broken Record**”: (Do not begin each sentence with the same words.)
- Paraphrasing without a reference to where the information was found in the source text



Steps For Approaching Response to Text Compositions

Teacher Background:

Steps For Approaching Response to Text Compositions

1. Read source texts, **ANALYZE** and **ANNOTATE**.
2. Fill in a **SUMMARIZING FRAMEWORK** for each source text.
3. Analyze the prompt for **GIVENS** and **VARIABLES**. What are the questions being asked?
4. Create a **GRID** to compare both texts.
5. Based on the grid create a new **SUMMARIZING FRAMEWORK** outlining the response to text composition.
6. Write **INTRODUCTION** using main ideas and informative verbs. (literal comprehension)
7. Compose a **BROAD YET DISTINCT MAIN IDEA SENTENCE** for each body paragraph.
8. Support each main idea with **CITED EVIDENCE** from the text. Use word referents and transitional words and phrases.
9. Write a **CONCLUSION** that includes evaluative thinking – how was the reader affected by the texts? What applications can be made to the writer's life?

These steps can be approached in a single sitting as impromptu writing, or can be applied over several days or more, one step at a time. At first, it's wise to guide students through the process in directed fashion, discussing and modeling each step, reminding them that they've practiced all of these skills discretely in the past. Also remember that you don't need to wait until late in the year for students to undertake this, despite the fact that they may not have learned all of the skills yet. Simply hold students accountable for what you've already taught, and **MODEL** what you haven't taught yet, understanding that their attempts to emulate what you've modeled will not be of the same quality as the skills they've practiced over time.



Teacher Background:

Theme in Literature - What's it All About?

The characters, motivation, problems, challenges, and adventures described through story action all generally point to the theme of a narrative piece of writing. *The theme is the abstract idea that drives the action and character development and is usually an ideal held in high esteem by the author.* The main character's interaction with other characters often raises questions about theme. In addition, the setting can influence or forward the theme. An example of this would be a story about a camping trip that will require *perseverance* on the part of the main character. A harsh natural landscape and stormy weather would add to the challenge and serve to show how perseverance is a necessity for survival.

Below you will find a list of common literary themes. As you look through the list, think of stories you've read that seem to embrace each ideal or theme:

COMMON LITERARY THEMES

- | | | | |
|-------------------------|-------------|-----------------------------|-------------------------|
| •Acceptance | •Courage | •Perseverance | •Cooperation |
| •Compassion | •Honesty | •Kindness | •Loyalty |
| •Responsibility | •Ambition | •Individuality | •Inequality - Justice |
| •Forgiveness | •Hard Work | •Being a Graceful Loser | •Learning from Mistakes |
| •Being True to Yourself | •Friendship | •Appreciating what you have | •Importance of Family |

An easy way to explore the idea of "theme" is through fables. Sometimes fables demonstrate a simple lesson, but often that lesson is rooted in a more abstract theme. Arnold Lobel's Fables are perfect for this purpose.

IMPORTANT TIPS:

In addition, posting a chart of **Common Literary Themes** for student reference is helpful. Have children review these every time they read fiction and discuss what the theme might be. Then, refer to the detail generating questions: **What Does it Look Like?** **Why is that Important?** and apply these to the story theme you've identified. For example, if you think the theme is "loyalty," what does loyalty look like? Why is it important in the story? This helps points to evidence in the text to support what the reader sees as the theme. If evidence cannot be found, you've likely identified the wrong theme.



COMMON LITERARY THEMES

- Acceptance
- Courage
- Perseverance
- Cooperation
- Compassion
- Honesty
- Kindness
- Loyalty
- Responsibility
- Ambition
- Appreciating what you have
- Forgiveness
- The Value of Hard Work
- Being a Graceful Loser
- Learning from Mistakes
- Being True to Yourself
- Individuality
- Importance of Family
- Friendship
- Determination
- Inequality – Justice

Can you think of any others?



Framing Questions for Reading & Responding to Literature

- **Who is the main character in the story** (*point of view character/protagonist*)?

This main character is also known as the protagonist or point of view character. The main character is the one conveying the story, the one who is faced with a challenge or presented with an adventure of some kind. The main character may be thrust into a difficult situation against her/his will, or might set out to solve a problem of his/her own free will. In short, the story is all about the main character.

- **Where is the story set?** (*setting*)

The setting is where the story takes place. It is important because the story world affects everyone and everything in it. We see the setting through the five senses of the main point of view character and the way they see it reveals something about their point of view.

- **What is the tone or mood of the story?**

The mood and tone of the story is determined by the main character's attitudes and feelings and is reflected through the description of the setting, word choice, and details.

Ex. Jess scuffed her feet along the floor of the dimly lit hallway and sighed.

What is the mood or tone? (*dark, discouraged*)

Jess danced with her shadow and smiled as she skipped down the hallway of the school.

What is the mood or tone? (*Upbeat, carefree*)

- **What is the main character's problem, challenge, or adventure?**

Most stories involve a problem or challenge faced by the main character. Facing and solving the problem is what reveals character and demonstrates growth. The problem causes the main character to grow, change, and learn something important.

- **What is the main character's motivation?** (*what the character wants*)

Sometimes what the character wants causes a problem, and sometimes a problem causes the main character to want something. It could be that the main character wants a particular outcome and has to struggle and persevere to achieve that.

- **Who or what stands in the way of the main character's motivation?**

It could be a person whose motivation is at odds with the main character's motivation.

Ex. Jill wants to go camping with a friend, but her parents want her to go to her aunt's birthday party. Or, it could be circumstances such as the weather or other event that causes conflict. **Ex. Jill has a camping trip planned but there's a hurricane predicted.**



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- **Where does the author use suspense and/or foreshadowing?**

When the main character is wondering or worrying the reader experiences a sense of tension or suspense. Other times the author only reveals part of what's going on, leaving questions in the reader's mind. Foreshadowing occurs when the author hints at some outcome before it happens.

- **How does the main character feel about the situation?**

There is usually a cause and effect relationship between story events and the main character's feelings and responses. The main character's feelings often change in response to events over the course of the story.

- **How does the main character show his/her feelings?**

Most often the author will show rather than tell how story characters are feeling. **Ex.** Instead of writing: 'Adam was mad' the author might write: **Adam's jaw was clenched and he breathed heavily.**

- **How did the main character grow and change in response to story events?**

The most powerful stories are the ones in which the main character struggles, grows and changes. This is why the main character is sometimes referred to as the "hero" or "heroine" of the story. Consider this character as the story begins, and again at the end. There will likely be a difference.

- **What figurative language did the author use and why?**

Authors use similes and metaphors to make strong impressions about story critical characters, settings, and objects. Why did the author draw this comparison? Readers should pay attention to figurative language as a pointer to whatever is important. **Ex. Lily's face was set like the wall of stone at the edge of the village.** (*simile*) **Lily's face became a wall of stone.** (*metaphor*)

- **What is the theme of the story and how is it demonstrated?**

The main story event, the main character's struggle, and realizations the characters come to point to the story theme. Some common themes are: friendship, courage, acceptance, forgiveness, cooperation, perseverance, loyalty, responsibility, honesty, freedom, kindness, individuality, justice. Have a chart of these abstract nouns (and others) hanging for student reference.

- **What would you do if faced with a similar challenge or adventure?**

In order to empathize and relate to a character's struggles it's important for the reader to consider the times when she/he felt similarly - in this way the reader can better anticipate or predict outcomes and can more readily empathize with the main character.



Identify the Theme

LESSON 5

Objective

Students identify the common theme within a narrative story and a poem and explore the theme in an analytical essay.

Procedure

1. Write the word “theme” on the board. Remind them that a theme, in literature, is an opinion or belief that the writer holds as true and can often be summed up in a single word like love, friendship, or courage. Ask them to think for a moment about some of the things their parents really care about and list them. The list might look something like this:

- Get your homework done.
- Do your best in school.
- Be nice to your siblings.
- Put your things away.
- Hang up your clothes.
- Have good manners.
- Be thankful for what you have.
- Appreciate and care for nature.

Ask students if they see a *theme* or two in these beliefs or values. Some possible themes might be:

- Hard work pays off.
- Responsibility takes practice.
- Kindness is important.
- Work at being polite.
- Gratitude is a virtue.

Explain that authors and poets will *show* how important their values or beliefs are by exploring the theme through characters (including the narrator of a story), words, and/or images.

2. Distribute the story Nothing to Do and Nowhere to Go, pp. 498-500, and the poem Forest Package, p. 501. Tell them that one text is a poem, the other a story. See if they can identify which is which based solely on the text structure. Discuss what makes a story different than a poem. Before reading the story, post the following guiding questions:
 - What does the title suggest?
 - Have you ever felt like Alex? When and why?
 - What did Alex learn from his experience?
 - Do you think the experience changed him? How do you know?

Then have the class read the story silently, considering the questions as they read. (If you think the readability will be an issue for your class, project and read it aloud to them.) Then discuss what they think the *theme* might be. (*Appreciating Nature*)

LESSON AT A GLANCE:

Whole Class and Independent Activity

- Define and discuss *theme*.
- Read a narrative story and a poem, identifying the common theme.
- Using guiding questions, write an analytical essay on the theme.

Identify the Theme



3. Move on to the poem Forest Package, and chart the following questions:

- What does the title of the poem suggest?
- What is the gift or package the poet is describing?
- How does the poet feel about the forest?

Again, have the class consider the questions as they read the poem silently. Then read it aloud to them, emphasizing the rhythmic pattern. Be sure to discuss the difference in purpose between a poem and a story. Remind them that poetry is intended to paint a picture using evocative, descriptive, and, often, figurative language. Poetry leaves much of the interpretation to the reader, in an impressionistic way. In this poem, discuss the ways the poet refers to nature. (A package, present, prize, gift to be opened and enjoyed) Help them identify the stanzas and the rhyming pattern (the last word in lines 2 and 4 of each stanza.) Be sure to remind them that not all poems rhyme. Discuss what they think the *theme* might be. (*Appreciating Nature*)

4. Discuss the similarities in theme between the two texts and the structural elements used to communicate that theme in each. These elements include character and plot, descriptive elaborative text, paragraphs, rhyme, rhythm and pattern. Refer to the Annotated Versions, pp. 504-507, to guide your conversation. It can be helpful to provide a GRID, p. 502, on which students can list the evidence they're accumulating to prove their point.

OPTION: This is a challenging, high-level thinking task. It might be helpful to project, annotate and analyze the sample texts, pp. 498-501, with the class to better prepare them for these kinds of assignments prior to asking them to write for this purpose. In this way they can clearly understand the salient features of a strong response. After the analysis and discussion you can choose an alternate narrative selection and thematically related poem and have students analyze and write about them in the same way. Use your professional discretion to decide how to best utilize this material for the unique needs of your class, moving from awareness-building to actual writing when the time is right.

5. Finally, have them write an essay that explains how the theme of the story is communicated through dialogue and description and how the theme is shown in the poem through the examples provided. Discuss a possible summarizing framework.

Ex. Topic: Theme: Appreciating Nature

Main Idea #1: Alex's experience with nature

Main Idea #2: Poet's view of nature

Main Idea #3: My experience with nature

6. Follow the Process Writing Timeline, pp. 478-479. See Sample Essay, pp. 509-510.
7. Distribute the list of sentence starters (Student Reference Sheet, p. 503) to guide students in their critical thinking and to assist them in citing evidence in the texts.



Name: _____

SAMPLE ESSAY:

LITERARY ANALYSIS TASK - POINT OF VIEW AND SETTING

In the stories The Winning Goal and Everybody Needs Their Own Dream the main characters have both worked hard to achieve a goal. Neither meets their goal, but for very different reasons. I believe that both made the right decision and that their decisions were dictated and affected by important relationships.

Kevin, the protagonist in The Winning Goal excelled at many things, especially soccer. His personal goal was to break the school record, and he was close to accomplishing this. His challenge was that his twin brother Cam lagged behind him in many things and because of this Kevin felt badly about enjoying his own success. This is evidenced by the following lines from the story: "For once, Kevin wanted to be able to be proud without feeling guilty that he'd outshined his brother still again. Was it his fault that he'd been born first, the bigger, healthier twin?" We see this again in the text, here: "Of course it wasn't his fault. But Kevin somehow always felt that it was." Despite this, when the moment came for Kevin to score the winning goal, he sacrificed it and passed the ball to Cam. We see that Kevin realizes he made the right decision when we see his reaction to Cam's surprise goal: "Kevin saw something new in his brother's face, and for a moment he forgot that he'd just given up his chance to break the school record."

In Everybody Needs Their Own Dream, Lisa, a talented pianist, is scheduled to audition at a famous music school. The reader gets the sense that Lisa is tired of all the practicing: "Lisa sat at the piano, shoulders hunched from hours of practice. She sighed, lifted her fingers from the keys and stretched." We see further evidence of this



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when she hears her friends outside enjoying the swimming pool and thinks that they're: "doing what you're supposed to be doing during summer vacation - having fun. She had an hour of practice to go." But Lisa feels a responsibility to her mom, who wanted to be a concert pianist but never had the chance. And Lisa really was talented. But she wanted to play blues and jazz. In fact, we learn this in the text: "She didn't care about winning a contest or performing in a concert hall." Her friend Dawneesha points out to Lisa that her mom's dream isn't hers, and that "everybody needs their own dream." The story ends with Lisa approaching her mom with a conversation about her own dreams.

I feel strongly that both Kevin and Lisa made the right choices. Both were confident in their own skills and didn't need a record or an audition to prove that. I respect Kevin for understanding Cam's struggles, and using his skill to help Cam taste success. Lisa demonstrated courage when she approached her mom. From the evidence in the story Lisa's mother seems kind and supportive. Dawneesha illustrates this when she describes Lisa's mom: "She's a nice lady. She loves you. She'll understand." I think the theme of both stories had to do with having the inner confidence to have talent without having to always be a winner. I hope if I'm ever in a similar situation that I would have the courage and confidence to do the same.

Additional Assignments



Additional Literary Analysis Task Assignments

Below you will find a variety of additional Literary Analysis Tasks. Each requires the student to access at least two sources of information on a given topic. These sources might be magazine or on line articles, videos, or images. Each requires students to take notes from each source and refer to these notes in composing an essay. Some suggested on line sources are provided, but you may choose to substitute other sources of your own including textbooks, nonfiction texts, etc. (Keep in mind that video content can change, so always check these before referring students to them.) You can also easily substitute curriculum related topics for any of the topics suggested.

1. You've read articles and watched videos about alligators and crocodiles. Write an essay describing both creatures, and explaining the differences and similarities between them. Compare their appearance, habitat, and behaviors. Be sure to cite evidence from the articles and videos to support your writing.

Suggested Video:

https://www.youtube.com/watch?v=7EL6iP9_t2k - Alligators – National Park Animals for Kids

<http://easyscienceforkids.com/crocodile-facts-for-kids-video/> - Crocodile Facts for Kids Video

<http://easyscienceforkids.com/crocodile-vs-alligator-video-for-kids/> - Crocodile Vs. Alligator Video for Kids

2. You have read articles and seen a video about robots and the many ways they can help people. Write an essay that explains what modern robots look like, what kinds of tasks they can perform, and what the future of robots might be. Take careful notes and use these to support your essay using information from all three sources. Be sure to cite your sources.

Suggested Video:

<https://www.brainpop.com/technology/computerscience/robots/> - Boston Dynamics' new SpotMini robot

3. Imagine your family has won a voucher for a fully paid week-long luxury vacation to the destination of your choice. Select your destination, then research the three top resorts in that area. Write an essay describing the resort you selected. Be sure to include the room accommodations, on-site activities, and near-by attractions. Also explain why you chose this resort over the others.

4. Select a topic you've learned about in science or social studies. Locate at least two online articles and/or videos on this topic. Take notes from these sources and write an informative essay, citing your sources.

5. You've read the story *Everybody Needs Their Own Dream*, pp. 520-522, about Lisa, who is supposed to audition for the famous Julliard School of Music. Research and write an opinion essay about gifted young musicians. Explain whether you think that all of the hours of practice are worth it or whether the sacrifice is just too great.

Suggested source material:

<http://www.juilliard.edu/youth-adult-programs>

<https://www.youtube.com/watch?v=EV1j8F0-FsU>

<http://www.classicalmpr.org/story/2014/01/22/want-to-be-concert-pianist>

6. Select a narrative story that you enjoyed and think about a scene involving more than one character. Rewrite the scene from the alternate character's point of view.