



Narrative Writing Guide

Grade 2

- **Personal Experience**
- **Character/Problem/Solution**
- **Narrative Essay**
- **Literary Analysis Tasks**
- **Response to Text**



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Writers

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What You'll Find in This Guide

In the activities that follow, your students will learn to:

- Recognize and distinguish between genres (narrative, informational, opinion writing) and understand the purpose of each.
- Understand and recognize the organizational structure of a narrative story.
- Learn how to read narrative stories with a critical eye, identifying literary elements (character, point of view, setting, plot, motivation, conflict, theme)
- Annotate and analyze narrative stories.
- Learn to recognize and generate the following narrative skills (narrative craft): entertaining beginnings, vivid, relevant elaborative detail, suspense, fully elaborated main events, conclusions, and extended story endings.
- Develop literary language including powerful adjectives, vivid verbs, strong word choice, word referents, sentence variety, transitional language.
- Generate original narrative stories incorporating all of these elements and skills.
- Extend or modify a narrative story in some way in order to demonstrate understanding of the literary elements through a narrative extension task (NET).
- Respond, in writing, to narrative stories in order to demonstrate deep comprehension through a variety of literary analysis tasks (LAT).

Lesson Formats

There are a number of different lesson formats to best address these objectives. When looking at the Table of Contents, you'll notice that some lessons are tagged with icons.

Awareness Lessons - These lessons are designed to introduce a skill or concept, raise student awareness, recognition, and understanding of a key concept or skill before they are asked to practice and apply it in their own writing. These awareness-building activities are short, straight-forward lessons, about 20 minutes in length and are indicated by .

Teacher Background Pages, Reference Pages, Annotated Selections, and Lessons Plans are all designated with a border of Apples. **Student Reference Pages** and **activity pages** are indicated with a border of **Pencils**. All Student Reference Pages (RP) and student activity pages (SP) are available for download from the following link: <https://empoweringwriters.com/toolbox/grade-2-narrative-student-pages/>.

For ease of use, the Guide has been divided into tabbed skill sections. Within each skill section you will find activities representing each of the lesson formats, as well as related Literary Analysis Tasks (LAT) and Narrative Extension Tasks. (NET) See more information on p. 6.

The Skill Sections are as follows:

Section 1: Recognizing Genre/Organization

Section 2: Entertaining Beginnings

Section 3: Elaborative Detail

Section 4: Building Suspense

Section 5: Main Event

Section 6: Extended Story Endings

Section 7: Authentic Writing Tasks

Also, given the demands of the latest standards and testing trends, **it is critical for students to generate their writing in both the traditional pen and paper mode as well as directly at the keyboard.** It is important to note that the latest research suggests that each modality stimulates the brain differently. Pen to paper is often a slower, more multi-sensory process, which reinforces sound symbol connections kinesthetically. At the same time, in order to be an effective communicator in the 21st century students must also possess agile keyboard skills. Therefore we suggest that students are given the opportunity to respond to written tasks in both modalities, at the teacher's discretion.

Throughout the guide, we've provided ideas for Making it Your Own, tailoring them to the content you are teaching as well as the specific needs and interests of your students. In addition, if students need more practice on a particular skill, be sure to utilize the templates to create these opportunities.

Grade 2 Unit Pacing Guide



Awareness lessons - 15-20 minutes each



Foundational lessons - 30-40 minutes each





Italics: Lessons to Support Understanding - 20-30 minutes each

Italics: Before and After Lessons - to be used after Guided Practice as independent practice.

Optional: Response to Text Lessons - To be used at the teacher's discretion. Can be broken into multiple days - from 20-40 minutes each.

Baseline: Day 1 Section 1: Recognizing Genre	Weeks 1 and 2 Section 1: Recognizing Genre	Week 3 Section 3: Elaborative Detail	Week 4 Section 2: Beginnings and Section 6: Endings	Weeks 5 and 6 Section 4: Suspense and Section 5: Main Event	Weeks 7 and 8 Section 7: Growth Line - Process Writing
BEGIN the year with a baseline prompt - Section 7 of the resource will give the background knowledge - this will require at least 45-60 minutes	Lesson 1: Introducing Graphic Organizers Lesson 2: Creating Book Covers Lesson 3: Narrative, Informational, or Opinion? Name the Genre! Lesson 4: Comparing Four Types of Writing (<i>prepare for two days of instruction</i>) Lesson 5: Annotating Narrative Stories (<i>several examples to work through that could be broken down over the course of several days or used as review and reinforcement over the course of the academic year.</i>) Lesson 6: Weak vs. Strong Narrative Analysis	Lesson 1: Story Critical Characters, Setting, Objects Lesson 2: Irrelevant Details Lesson 3: General or Specific? Lesson 4: Story Critical Elements in Literature Lesson 5 + 6: Creating Elaborative Segments <i>Lesson 7: Reading with Author's Eyes</i> <i>Lesson 8: Flip the Sentence Subject</i> Lesson 9: What Feelings Look Like Lesson 10: Showing or Telling? <i>Before and After Revision Activities</i>	SECTION 2: BEGINNINGS Lesson 1 + 4: Starting Off on the Right Foot <i>Lesson 2 + 5: Analyze the Beginning</i> Lesson 3 + 6: Revising Story Beginnings <i>Before and After Activities</i> SECTION 6: ENDINGS Lesson 1: Analyze the Ending Lesson 2: Extending the Ending <i>Before and After Revision Activities</i>	SECTION 4: SUSPENSE Lesson 1: Find the Suspense <i>Lesson 2: Word Referents</i> Lesson 3: Red Flag Words and Phrases Lesson 4: The Magic of Three Lesson 5: Building Suspense <i>Before and After Revision Activities</i> SECTION 5: MAIN EVENT Lesson 1: Comparing Summaries and Fully Elaborated Main Events Lesson 2: Main Event: Scripted Lesson Lesson 3: Main Event: Guided Practice <i>Before and After Revision Activities</i>	Complete a process piece where students can apply the skills they've learned to a whole piece Teacher Background - Process Writing Process Writing Projects - Process Writing Timeline OPTIONAL: <i>1 Day Complete an assessment to show growth over time. This will require at least 45-60 minutes</i> <i>Administering Narrative Prompts</i>

Optional Response to Text Lessons

	Section 1: Recognizing Genre	Section 3: Elaborative Detail	Section 2: Beginnings and Section 6: Endings	Section 4: Suspense and Section 5: Main Event	Section 7: Authentic Writing Tasks
<p>Optional Response to Text Lessons - use at your discretion</p> <p>Each lesson can be spread over several days and be used throughout the school year.</p> <p>Be sure to use the lessons from Section 1 prior to the other Response to Text lessons.</p>	<p>Lesson 7: Introduction to Literary Elements</p> <p>Lesson 8: Literary Elements Cards</p> <p> Lesson 9: Analyzing Assignments for Givens and Variables</p> <p> Lesson 10: Turning Questions into Responses</p> <p>Lesson 11: Finding Evidence - Be a Text Detective</p> <p>Lesson 12: Putting it All Together</p> <p> Lesson 13: Digging Deeper - Be a Text Detective</p> <p> Lesson 14: Theme in Story</p> <p>Lesson 15: Theme in Picture Books</p>	<p>Lesson 11: Literary Analysis Task - Elaborative Detail</p> <p>Lesson 12: Narrative Extension Task - Elaborative Detail</p>	<p>SECTION 2:</p> <p>Lesson 7: Literary Analysis Task - Beginnings</p> <p>Lesson 8: Narrative Extension Task - Beginnings</p> <p>SECTION 6:</p> <p>Lesson 3: Literary Analysis Task - Endings</p> <p>Lesson 4: Narrative Extension Task - Endings</p>	<p>SECTION 4:</p> <p>Lesson 6: Literary Analysis Task - Suspense</p> <p>Lesson 7: Narrative Extension Task - Suspense</p> <p>SECTION 5:</p> <p>Lesson 4: Literary Analysis - Main Event</p> <p>Lesson 5: Narrative Extension Task - Main Event</p>	<p>Lesson 3: Literary Analysis - Theme</p>

Lesson 4: Comparing Four Types of Writing

Objective:

Day 1: Students recognize and distinguish between character problem solution narratives, personal experience narratives, informational, and opinion texts.

Day 2: Students recognize and distinguish between informational and opinion texts.

Procedure:

Day 1

1. Explain that they will be reading a particular kind of text called a personal experience narrative. Using the teacher background information on p. 16, define and discuss this type of story (genre), emphasizing the key elements. (See chart on p. 25)
2. Project and distribute copies of A Puppy for Show and Tell (Personal Experience), SP 10, and RP 5, Annotation and Analysis Process for Narrative Stories. First read the entire story aloud to them and have them simply listen. Then, go back and annotate the story with the class. Use RP 5 for the step by step procedure and refer to the teacher version, p. 43. Discuss the story as you go, having students annotate (mark the parts of the story) along with you. In this exemplar, be sure to point out the entertaining beginning, middle, and end, the wealth of elaborative detail, and discuss what the theme might be. Finally, use the Narrative Summarizing Framework outlined at the end of the reference page, to orally summarize the story.

Student Page
Name _____

A Puppy for Show and Tell
Genre: Personal Narrative

ARF, ARF, ARF! The small black Labradoodle barked and twirled around inside the kennel. His paws scratched at the padding in the floor of the wire carrier. "Calm down little buddy! You're going to my classroom today." I couldn't wait to show him off.

The oversized puppy was covered in black curly hair from the top of his head to the end of his long tail. His floppy ears were almost hidden amongst the mound of curls. His paws were larger than some full-grown dogs and they too were capped with locks of black spirals.

I sure hope you are good boy today, I thought after loading the lightweight crate into the back of the SUV. Before I knew it we arrived at school. I grabbed the movable doghouse and started through the doors. My mom followed me yelling, "Can you carry him all the way to your classroom? He might get heavy." I ignored her fear and shuffled down the hall, barely able to carry the puppy and his kennel all the way to my classroom. I sat him down at the door of room 103, opened it, and pushed the coop inside. WHEW! My heart was pounding and a tiny bead of sweat trickled down my face. I quickly ignored my tired feeling as screams of excitement filled the room at the sight of the Labradoodle in the cage. All of a sudden, a mob of kids surrounded his cage. Each student took turns patting his soft coat. When they had all had a turn, my teacher agreed to let my puppy stay for the rest of the day.

I don't think I'll ever forget the day I brought my puppy to school. I hope I can bring him back again when he gets bigger, but I'll need to train him to sit before that day comes.

SUMMARIZING FRAMEWORK:
This story is about _____
The problem/adventure/experience was that _____
_____The problem was solved, adventure/experience concluded when _____

SP 10

(continued)

Lesson 4: Comparing Four Types of Writing

3. If time allows, go on to the character/problem/solution narrative titled The Dog Ate My Homework, SP 11. Follow the same process as in the previous story, using the annotated teacher page (p. 46) to guide the process. Emphasize the problem and the solution. Be sure to mention that again, the purpose here is to entertain. (Of course, you may approach this story on a separate day.)

Student Page
Name _____

The Dog Ate My Homework!
Genre: Character/Problem/Solution

Jack grabbed his backpack. He was off to school. "Oops!" he said. "I almost forgot my homework!" This was the last day to turn in his assignment.

He raced to the kitchen and looked on the table. Papers were scattered from end to end. Breakfast bowls still held uneaten cereal. But nowhere in the mess was his homework.

"Mom!" he yelled. "Did you see my homework?" His mom came in and looked around. "No Jack," she said.

Jack's heart began to pound. He didn't want to go to school without his homework. Then he saw something under the table. It was a paper torn in shreds.

His dog Bobo looked up at him. Small bits of paper were stuck to Bobo's mouth. Bobo licked his chops and wagged his tail. "Oh no!" Jack cried. "Bobo ate my homework!"

Jack picked up the scraps of his homework and got some tape. He tried to tape the scraps together. But some parts of the paper were gone. They were in Bobo's tummy! His homework page looked like a puzzle with missing pieces. The tape stuck to his fingers where the holes appeared. Some of the words had been omitted from his sentences. Jack fixed the paper the best he could. At least his teacher would know that he'd done his homework.

Next time, he would be careful to put his homework safely in his backpack. He hoped his teacher would believe him. "But it's true! The dog did eat my homework!" he muttered on his way out the door.

SUMMARIZING FRAMEWORK:
This story is about _____
The problem/adventure/experience was _____
The problem was solved, adventure/experience concluded when _____
What is the theme of the story? _____
(Go back and highlight the sections of the story that indicate the theme.)

SP 11

Day 2

4. On a subsequent day(s), walk students through the informational text Back to School, SP 12, pointing out the way this text is organized using the Informational Pillar, RP 3, and Annotation and Analysis Process for Informational and Opinion Texts, RP 7. Emphasize that the purpose of this text is to inform the reader, to provide them with information. Compare this to the 2 narrative stories and discuss the many differences. Move on to the Opinion text My Favorite Part of the School Day, SP 13, moving through it in the same manner. Be sure to point out the purpose (to express a point of view) and the opinion language that is subjective and personal. Use the annotated teacher version (pp. 48-50) to guide your discussion.

Student Page
Name _____

Back to School
Genre: Informational

Now is the time of year when kids everywhere are going back to school. It is a time to see friends, old and new. Students meet new teachers and learn class rules. Everyone is excited to see what the new year holds.

Back to school means meeting friends. The school bus stops and kids pour out. They wave and shout, "Hi!" Some children were in your class last year. Some children are new. Who are the new faces in your class? It is fun to get to know them all. You can talk together or sit together in the lunchroom.

Why not plan to play a game together at recess?

It is exciting to meet a new teacher. Will she be nice? Is he strict? Will your teacher remember your name? Kids wonder about their teachers. Your teacher will have class rules to follow. Most important, your teacher will teach you new things.

Going back to school is exciting and fun. Enjoy seeing friends, old and new. Get to know your new teachers. And work hard to make it a great year!

Informational Writing Summarizing Framework
TOPIC: _____
MAIN IDEA #1: _____
MAIN IDEA #2: _____
MAIN IDEA #3: _____

SP 12

Student Page
Name _____

My Favorite Part of the School Day
Genre: Opinion Writing

The school bell rings and children scatter here and there. Some dillydally down the hall, sleepy-eyed and wishing they were still home in bed. Not me! I race to class, excited to get the day started. There are so many reasons I enjoy school, but my favorite time of the day is reading. Along with reading, I also look forward to music and snack time.

I got really excited when my teacher gets out a book for reading. I am the first to the carpet for a read-a-loud. My favorite book she has read is *Junie B. Jones and Some Stinky Pucky Spying*. We take turns reading aloud to the class every morning during table time. I like to read stories about animals. When we get to pick a book to read silently, I always choose mysteries.

Another favorite part of my school day is music class. Not only do I like to sing many different kinds of songs, but I love playing instruments such as the drums and bells. Our teacher even lets us try out the piano sometimes. On days when the weather is cold or rainy, we go to the music room and dance to an assortment of songs. It is so fun!

I can't wait until snack time in the afternoon. Lunch is so early in the morning that it is hard to make it to the end of the school day without a pick-me-up. We eat a fruit snack or crackers with milk everyday except Friday. On Friday, we get to bring a snack from home if we choose to. My mom lets me pick out my favorite snack to pack in my backpack. I usually choose potato chips and a sports drink. UMMMMM! It is so delicious.

So, what do you like about school? Reading, music, and snack time are the cream of the crop for me. Without a doubt, school is a delightful hangout and I never want to miss a day.

Opinion Writing Summarizing Framework
TOPIC: _____
MAIN REASON #1: _____
MAIN REASON #2: _____
MAIN REASON #3: _____

SP 13

(continued)

Lesson 4: Comparing Four Types of Writing

- As a culminating activity, have the students look back over the 4 texts they annotated. Write the following on the board:

NARRATIVE STORIES – purpose: to entertain

- Character/problem/solution – focus on a **character** who solves a problem
- Personal experience narrative – focus on a **place or activity**, highly descriptive

INFORMATIONAL PIECES – focus on a **topic** – purpose: to inform

OPINION PIECES – focus on a personal **point of view** – purpose: to express a personal opinion

- Display the Narrative Diamond, RP 1; Informational Pillar, RP 3; and Opinion Pillar, RP 4. Ask students to try to match the various sections of the respective pieces of writing to the corresponding graphic organizer.
- Finally, consider having students save the annotated texts to serve as source texts for other lessons in this guide.

Turn and Talk: Discuss with a partner the similarities and differences in each genre. Why is it important to identify genre before reading the piece?

Student Reference Page

Informational Pillar

INTRODUCTION
 Lead/Topic Sentence

Main Idea #1 _____

Detail	Detail
Detail	Detail

Main Idea #2 _____

Detail	Detail
Detail	Detail

Main Idea #3 _____

Detail	Detail
Detail	Detail

Conclusion

Summarizing Framework
 TOPIC: _____
 MAIN IDEA #1: _____
 MAIN IDEA #2: _____
 MAIN IDEA #3: _____

RP 3

Student Reference Page

Annotation and Analysis Process for Informational and Opinion Texts

- Identify title/topic.
- Number each paragraph.
- Circle and label introduction.
- Bracket and label body of the piece.
- Underline main idea or main reason sentences, place blurb in margin (a word or phrase).
- Cross check supporting details to main ideas.
- Box and label the conclusion. Reference main ideas.
- Fill in summarizing framework:

TOPIC: _____
 MAIN IDEA/REASON #1: _____
 MAIN IDEA/REASON #2: _____
 MAIN IDEA/REASON #3: _____ etc.

RP 7

A Puppy for Show and Tell

Genre: Personal Narrative

Title
Genre: Personal Experience

entertaining
beginning

^{sound} ARF, ARF, ARF! The small black Labradoodle ^{action} barked and twirled around inside the kennel. His paws scratched at the ^{action} padding in the floor of the wire carrier. ^{dialogue} "Calm down little buddy! You're going to my classroom today." I couldn't wait to show him off.

The oversized puppy was covered in black curly hair from the top of his head to the end of his long tail. His floppy ears were almost hidden amongst the mound of curls. His paws were larger than some full-grown dogs and they too were capped with locks of black spirals.

elaborative
detail

I sure hope you are good boy today, I ^{thought} thought after loading the lightweight crate into the back of the SUV. ^{suspense} Before I knew it we arrived at school. ^{action} I grabbed the movable doghouse and started through the doors. My mom followed me yelling, ^{dialogue} "Can you carry him all the way to your classroom? He might get heavy." ^{conflict} I ignored her fear and shuffled down the hall, barely able to carry the puppy and his kennel all the way to my classroom. I sat him down at the door of room 103, opened it, and pushed the coop inside. ^{feelings} WHEW! My heart was pounding and a tiny bead of sweat trickled down my face. I quickly ignored my tired feeling as ^{sound} screams of excitement filled the room at the sight of the Labradoodle in the cage. ^{description} All of a sudden, a mob of kids surrounded his cage Each student took turns patting his soft coat. ^{conclusion} When they had all had a turn, my teacher agreed to let my puppy stay for the rest of the day.

main event

I don't think I'll ever forget the ^{memory} day I brought my puppy to school. I ^{wish/hope} hope I can ^{decision} bring him back again when he gets bigger, but I'll need to train him to sit before that day comes.

extended ending

Theme: pets are special

See annotated summarizing framework p. 47

entertaining
beginning

The Dog Ate My Homework! Genre: Character/Problem/Solution

Title
Genre: character/
problem/solution

^{action}
Jack grabbed his backpack. He was off to school. ^{dialogue}
“Oops!” he said. “I almost forgot my homework!” This was the ^{motivation}
last day to turn in his assignment.

He raced to the kitchen and looked on the table. Papers were scattered from end to end. Breakfast bowls still held uneaten cereal. But nowhere in the mess was his homework.

elaborative
detail: setting

“Mom!” he yelled. “Did you see my homework?” His mom came in and looked around. “No Jack,” she said.

^{feelings}
Jack’s heart began to pound. He didn’t want to go to school without his ^{suspense}
homework. Then he saw something under the table. It was a paper torn in ^{problem}
shreds.

His dog Bobo looked up at him. Small bits of paper were stuck to Bobo’s ^{dialogue}
mouth. Bobo licked his chops and wagged his tail. “Oh no!” Jack cried, “Bobo ate my homework!”

main event

^{action}
Jack picked up the scraps of his homework and got some tape. He tried to tape the scraps together. But some parts of the ^{description}
paper were gone. They were in Bobo’s tummy! His homework page looked like a puzzle with missing pieces. The tape stuck to his fingers where the holes appeared. Some of the words had been ^{action}
omitted from his sentences. Jack fixed the paper the best he could. At least his ^{solution}
teacher would know that he’d done his homework. ^{conclusion}

Next time, he would be careful to put his homework safely in his backpack. He hoped his teacher would believe him. “But it’s true! The dog did eat my homework!” he muttered on his way out the door. ^{extended ending}

Theme: put homework away safely

See annotated summarizing framework p. 47

Summarizing Frameworks

Look back at the narrative pieces on SP 10 and SP 11. Notice how they fit into the summarizing frameworks:

A Puppy for Show and Tell - Personal Experience - p. 45

This story is about "I" first person point of view.
Character(s)

The problem, adventure, or experience was I took my puppy to school for show and tell.
Main Event

The problem was solved/adventure, experience concluded when the students patted the puppy and the teacher let it stay.
Solution/Conclusion

The Dog Ate My Homework! - Character/Problem/Solution - p. 46

This story is about Jack.
Character(s)

The problem, adventure, or experience was that the dog ate his homework.
Main Event

The problem was solved/adventure concluded when Jack taped it together.
Solution/Conclusion

In each case, the use of the summarizing framework helps the reader reduce a fully elaborated piece of writing to the author's basic story plan.

Another benefit of using these frameworks as a follow-up to every reading experience is that students will internalize the frameworks and can use these as a concise, simple prewriting graphic organizer. However, they will need more guidance in order to FULLY ELABORATE their writing.

Lesson 8: Literary Elements Cards

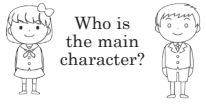

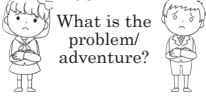


Objective:

Students will use the literary elements cards to orally express literal comprehension of text. They will learn to use the sentence starters on the back as a creative alternative to simple sentences.

*****IMPORTANT:** Select a picture book to use as the source text for this lesson. Prior to starting this lesson, photocopy the Literary Elements cards back to back with the sentence starters on the back of the card and place in a baggie or clip together so each student has a set of cards.

Student Reference Page

Literary Elements

CHARACTER Who is the main character? 	SETTING Where/when does the story take place? 
PROBLEM What is the problem/adventure? 	SOLUTION What is the solution? 
THEME What is the theme? 	

RP 9

Student Reference Page

Literary Elements Sentence Starters

The author revealed _____ as the main character. In the story, we find out that _____ In this story _____ The reader realizes _____ We recognize _____	The author revealed the setting as _____ We notice the _____ The main character finds him/herself at _____ _____ is the setting for this story.
We learn that the problem/adventure is _____ The main character's problem is _____ The reader sees the problem/adventure as _____ As the story unfolds we find _____	The author reveals the solution as _____ In the story, the reader discovers _____ We realize that the main character finally _____ Clearly, we see that the main character can _____
The theme of the story was _____ The reader realizes that _____ The author shows us _____ Clearly the theme was _____ As the story unfolds we see _____	

RP 10

Procedure:

1. Project and/or read a familiar picture book. *Example: Brave Irene by William Steig.* Summarize the story for students on chart paper as this will lead them to the literary elements.

Example: This is a story about Irene. The problem was she had to get the dress to the duchess in a big snow storm. The problem was solved when she made the box into a sled and got to the palace.

2. Hand each student a set of cards and remind them of the previous lesson where they learned about each of the literary elements. Discuss that today, they'll be using these cards along with the sentence starters on the back to answer the literary element questions.

(continued)

Lesson 8: Literary Elements Cards

3. Begin with Main Character. Ask students to choose the card labeled Main Character and look at the front of the card. Read the question with them. Then, have them turn the card over and read through the sentence starters. Explain that the sentence starters will help them to answer the question by framing up their thoughts. Then ask students the question: Who is the main character? Allow students to think about that. More than likely they will give you a one-word answer like: Irene. Now ask them to turn the card around and MODEL how to verbally use one sentence starter to answer the question. *Example: The reader finds out that Irene is the main character of the story.* GUIDED PRACTICE: Have students turn to a partner and answer the question using a sentence starter. Then have them switch roles.
4. Move to setting. Again, have students pull out the setting card and point out the question and the sentence starters on the back. Ask students to identify the setting of the story. *Example: In the snowy field.* Use a sentence starter and MODEL how to answer the question in a full sentence for students. *Example: The story takes place in a snowy field.* Ask students to turn and talk to a partner and practice using the sentence starters to answer the question in full sentences.
5. Continue through problem and solution cards in the same way. Example: problem – *Irene has to get the dress to the duchess in a big snow storm*, solution – *she uses the box as a sled and slides down the hill to the palace.*
6. When you get to theme, explain that there might be more than one theme in the story. Discuss this and if possible, project the story to find the theme. Remind students that the evidence in the story will help them to figure out the theme. If students are struggling with theme, provide the answer for them as theme will be explored in greater depth in later lessons. Example: Theme – *perseverance, bravery*
7. Conclude the lesson by asking students why answering in full sentences is important.

CHALLENGE: For students who are ready, ask them to work in pairs using their cards and another familiar story to answer the questions orally. One student can ask the question while the other answers and then switch roles. Remind them to answer in full sentences and use the sentence starters to make those sentences more creative.

NOTE: *This lesson can be done with any picture book, literature passage, or familiar story you read with students OR that they read independently.*

Lesson 1: Starting Off on the Right Foot

Objective:

Introduce students to the following concepts:

1. Story beginnings are designed to grab the reader's attention and make the reader want to read on. They introduce the main character, setting, and purpose for the story action.
2. Authors use the following techniques to begin stories in an entertaining way: **action, sounds**
3. There are a number of questions an author can ask in order to help generate an entertaining story beginning.

Procedure:

1. Familiarize yourself with the introductory section which provides important background information on story beginnings.
2. Project or reproduce Starting Off on the Right Foot, p. 97 (SP 34), for use with the entire class.
3. Discuss the function of a story beginning - to capture the reader's attention, inspire the reader to want to read on, and to introduce the main character, setting, and purpose for the story action. You may want to chart each technique and corresponding questions to hang in your class as an anchor chart. Share the "tips" for writing beginnings with students from the Teacher Background.
4. Read each example from Starting Off on the Right Foot, p. 97 (SP 34), and discuss each technique.
5. Possible follow-up/challenge activity - Have the class look through the beginnings of each chapter of a chapter book. Discuss how the author began the chapter (in novels, each chapter serves as a beginning, of sorts.) Challenge them to locate examples of each of the techniques presented. Share these with the class.

Turn and Talk: Discuss with a partner why an author needs to "hook" the reader right away. Discuss the common pitfalls of writing a story beginning.

Name _____

STARTING OFF ON THE RIGHT FOOT!

One way to make your writing more interesting and entertaining is by starting off with an irresistible, attention grabbing beginning! Here are some techniques authors use to begin their stories:

1. **AN ACTION** - *Put your main character in your setting doing something interesting and relevant to the story.*

Ask: What would you do?

Ex. *I raced to the playground and jumped up and down when I saw all of the equipment.*

Ex. *My legs swayed back and forth as my arms flapped to the rhythm of the swing, soaring me higher and higher through the air.*

2. **A SOUND** - *Grab the reader's attention through the use of a sound.*

Ask: What might you hear?

Ex. *WHEEEEE! Sam squealed loudly as he slid down the slide, feet first.*

Ex. *Creak, Squeak! Creak, Squeak! The sound of the rhythmic swing grew louder and louder as Sheree rocketed threw the air.*



Lesson 7: Elaborative Detail – Reading with Author’s Eyes

Objective:

Students read a sample of powerful elaborative detail from a chapter book and identify the questions the author must have generated in order to compose the description. Additionally, students use it as a model for creating an elaborative segment of their own.

Procedure:

1. Copy and distribute student activity pages Elaborative Detail (1) - (3), SP 66-68.
2. Read the literary sample aloud from Elaborative Detail (1), SP 66 and discuss the following:
 - the numerous specifics rather than general details
 - the sentence variety
 - the sensory details

3. Discuss the detail generating questions the author must have asked in order to generate the detail. Have students refer to RP 16.

He had a black top hat on his head. (The author asked, “What did he wear on his head?”) From *Charlie and the Chocolate Factory* by Roald Dahl, 2007, Puffin Books, Reprint Edition

4. Have students work in pairs or independently to complete Elaborative Detail (2), SP 67.
5. Then, read the CHALLENGE assignment. Students work independently using the detail-generating questions as a guide. On another day, proceed in similar fashion with Elaborative Detail (3), SP 68.
6. Use the “Make it Your Own” template on SP 69, to reinforce this lesson using a passage from a book you are reading together as a class.

(continued)

Lesson 7: Elaborative Detail – Reading with Author’s Eyes

Student Page

Name _____

ELABORATIVE DETAIL (1)

Read this descriptive segment below. The author uses elaborative detail to describe this story critical character. The sensory information allows the reader to see, hear, and experience this character. Think about the kinds of detail-generating questions the author would have to ask himself or herself in order to generate this type of detail. On the lines below, write your questions.

Mr. Wonka was standing all alone just inside the open gates of the factory. And what an extraordinary man he was! He had a black top hat on his head. He wore a tail coat made of a beautiful plum-colored velvet. His trousers were bottle green. His gloves were pearly gray. And in one hand he carried a fine gold-topped walking cane.

Covering his chin, there was a small neat pointed black beard—a goatee. And his eyes—his eyes were most marvelously bright. They seemed to be sparkling and twinkling at you all the time. The whole face, in fact, was alight with fun and laughter.

And oh, how clever he looked! How quick and sharp and full of life! He kept making quick jerky little movements with his head.

From: Charlie and the Chocolate Factory by Roald Dahl, 2007, Puffin Books, reprint edition

CHALLENGE: Think about a character from your favorite book. Write an elaborative detail segment describing the character on a separate piece of paper. Use the following questions to help generate specific detail.

- How tall or small is this character? (size)
- What kind/color hair?
- How old is the character?
- What kind of eyes/ears/nose/mouth does the character have?
- What is he/she wearing?
- What distinguishing characteristics does he/she have?
- What kind of expression is on the face?
- What does the character remind you of?

SP 66

Student Page

Name _____

ELABORATIVE DETAIL (2)

Read this descriptive segment below. The author uses elaborative detail to describe this story critical object. The sensory information allows the reader to see, hear and experience this object right along with the main character. Think about the kinds of detail-generating questions the author would have to ask himself or herself in order to generate this type of detail. On the lines below, write your questions.

It was a little insect, about an inch long and covered with dirt. It had six legs, two long antennae on its head and what seemed to be a pair of wings folded on its back.

Ever so softly he tapped the hard, black shell, and the antennae, and legs, and wings. Gradually the dirt that had collected on the insect fell away. His true color was still black, but now it had a bright glossy sheen.

From: The Cricket in Times Square by George Shelden, 1960, Bantam Doubleday Dell Publishing

CHALLENGE: Think about an insect you have seen, either inside, outside or in pictures. Write an elaborative detail segment describing an insect of your choice on a separate piece of paper. Use the following questions to help generate specific detail.

- How big or small is the insect?
- What kind/color body? Wings? Eyes?
- What unusual markings does it have?
- How does it sound?
- How does it move?

SP 67

Student Page

Name _____

ELABORATIVE DETAIL (3)

Read this descriptive segment below. The author uses elaborative detail to describe this story critical setting. The sensory information allows the reader to see, hear and experience this setting right along with the main character. Think about the kinds of detail-generating questions the author would have to ask himself or herself in order to generate this type of detail. On the lines below, write your questions.

The barn was very large. It was very old. It smelled of hay and it smelled of manure. It smelled of the perspiration of tired horses and the wonderful sweet breath of patient cows. It often had a peaceful smell – as though nothing bad could happen ever again in the world.

The barn had stalls on the main floor for the work horses, tie-ups on the main floor for the cows, a sheepfold down below for the sheep, a pigpen down below for Wilbur and it was full of all sorts of things that you find in barns: ladders, grindstones, pitch forks, monkey wrenches, scythes, lawn mowers, snow shovels, ax handles, milk pails, water buckets, empty grain sacks, and rusty rat traps.

From: Charlotte’s Web by E.B. White, 1952, Scholastic, Inc.

CHALLENGE: Think about an old barn that you’ve seen in real life or in pictures. Write an elaborative detail segment describing an old barn on a separate piece of paper. Use the following questions to help generate specific detail.

- How big or small is the barn?
- How old is the barn?
- What kind/color?
- What lives there?
- What kind of noises do you hear?
- What does it smell like?
- What tools do you see?

SP 68

Lesson 11: Literary Analysis Task - Elaborative Detail

Objective:

Students will analyze description in a story and explain how it brings a story to life!

Procedure:

1. Begin by reading the story Pitching In, SP 80-81, aloud to students. Then together as a class, read, analyze and annotate the story, according to RP 5, pointing out the way the story follows the organizational structure of the Narrative Writing Diamond. Be sure to summarize the story using the summarizing framework.

Student Reference Page

Annotation and Analysis Process for Narrative Stories

1. Label the **title** – what *genre* does the title hint at?
2. Circle the **entertaining beginning**, identify, label the technique.
3. Identify the **purpose of the story action** and main character's **motivation**.
4. Find **elaborative detail** describing the **setting** – mark and label this.
5. Underline and label **suspense, story tension, conflict**.
6. Bracket the **main event**.
7. Underline and label the **conclusion/solution** or conclusion of adventure.
8. Circle the **extended story ending** and label each technique.
9. Identify the **theme**. Highlight the parts of the story that indicate theme.
10. Fill in summarizing framework.

This is a story about _____
The problem/experience was _____
The problem ended/concluded when _____

THE MAIN EVENT?
Show where the story takes place. Who is the main character? What is the main problem? What is the main event? What is the main solution? What is the main conclusion?

RP 5

2. Identify the literary elements: character, setting, problem, solution. Use the familiar symbols or color code the text, drawing verbal responses from the class. NOTE: You may set this annotation and analysis aside to use again for the Narrative Extension Task, p. 165.

Student Reference Page

Literary Analysis Questions

Locate evidence from the text to identify character, setting, problem, solution and theme. Use the appropriate symbol on top of the evidence when you find it and label it with the appropriate literary element. (Color code the evidence instead of using the symbols.) Remember that in some stories there will be more than one piece of textual evidence.

Use this summary every time you read a story.

This story is about _____
The problem/adventure/experience was _____
The problem was solved, experience or adventure concluded when _____

☒ **Main point of view character:** Who was the main point of view character?
☐ **Setting:** Where and when did the story take place?
☐ **Problem/Adventure:** What was the main character's problem or adventure?
☐ **Solution/Conclusion:** How was the problem solved or adventure concluded?
☐ **Theme:** What was the big idea of the story?

Sentence Starters for Providing Evidence:

- The author shares _____
- We see this as the main character _____
- The text states, "_____".
- The reader realizes this when _____
- The theme is clearly shown when _____
- The author writes _____
- We find this out when _____
- It is clear when _____

RP 8

LESSON AT A GLANCE:

Whole Class Activity

- Read and annotate the story for parts of the diamond and literary elements.
- Project and discuss the task - what needs to be included in the response.
- Reread the story and mark the parts that identify the story setting.
- MODEL how to respond to the task.
- GUIDED PRACTICE: Guide students through the writing process.

(continued)

Lesson 11: Literary Analysis Task – Elaborative Detail

3. Project the Literary Analysis Task: Elaborative Detail, SP 82, read the assignment out loud, and discuss with the class, in a directed fashion, the givens and variables.

Read the story Pitching In and draw a ring around the elaborative detail segment where the author described the setting. Where is this story set? How do you know? Write in complete sentences and provide evidence that proves your answer. Sentence starters are provided to help you frame up your response.

Givens: identifying setting

Variables: evidence of setting

4. Ask the class to identify what they need to do. Student Responses: *Draw a ring around the elaborative detail segment of the setting. Underline the name of the setting or label the setting with the name. Underline the sentences or phrases that show the setting. Write the answer in complete sentences and add the evidence.*
5. Project the text. Then go step by step to answer the questions in the task. First, go back to the story and draw a ring around the elaborative detail. Then, label the setting. Find the evidence for the setting and underline the words or phrases that help you figure out where the story is set. Finally, MODEL for students how to write the answer to the questions in complete sentences and add the evidence. Use the sentence starters provided to frame up the response. (See modeled sample response below.)
6. GUIDED PRACTICE: Direct students to SP 82, and have them write their complete sentences. Circulate as students write and look for exemplary responses as well as students who are struggling to write complete sentences.

Sample Response:

In the story, Pitching In, the setting is an autumn day outside. The author wrote, “The warm September sun was high in the sky.” Then there were other descriptive phrases, “a flock of geese flying south, leaves of gold, red and orange on many of the trees, the colors seemed to shimmer.” The reader gets a picture of the beautiful autumn setting.

Sentence Starters:

The story takes place in _____.

The reader knows this because _____.

In the story _____ the author describes the setting as _____.

The author wrote _____.

We see this when _____.

The setting is _____.

This shows us _____.

We find out the setting is _____.

Pitching In ^{personal experience}

Entertaining
Beginning:
Dialogue

"Everybody, rise and shine." My mom's voice rang out loud and clear in the stillness of the early morning. It was Saturday and it would've been nice to sleep in, but Mom had told us last night that we had a lot of work to do in the yard and the garden. ^{✓ Main Characters} Everybody had to pitch in.

☐ Setting Autumn day

The warm September sun was high in the sky and beaming down on us. I watched a flock of geese flying south. I admired their graceful wings and long necks. There were still leaves of gold, red and orange on many of the trees and the colors seemed to shimmer in the bright sunlight. Autumn, I decided, was my favorite season.

☐ experience

Dad handed everyone a rake and the five of us got to work. We raked piles as high as the sky. Dad loaded the leaves onto a sheet and we dragged them to the edge of the woods. Sweat dripped down our faces. We soon finished raking and fell to the ground. "Come on lazybones," Dad laughed. There was still work to do. We got a quick water break and the five of us headed to the garden to harvest the last of the vegetables. Dad and I dug up a heaping bushel of potatoes while Rosie and Brian pulled bunches of carrots from the rich, dark soil. Mom harvested the squash from which she would make a creamy, spicy soup. While I dug, I watched a busy little squirrel gathering acorns from beneath the big oak tree and listened to Rosie sing a goofy song she'd made up herself.

Once the vegetables were harvested, we stacked firewood. By the end of the day, we were all tired and dirty, but really proud of all we'd accomplished. Our yard was the neatest one on the block!

conclusion

conclusion

(continued)

That evening, I remembered how I'd grumbled about getting up early and working outdoors. How silly of me! My shoulders were aching, but I was so glad that I'd discovered the fun of pitching in.



Theme

Theme: Many hands make light work
the rewards of hard work
families work together

Extended
ending
memory

Summarizing Framework:

This is a story about "I" first-person narrative and the family.

The experience was they had to rake leaves and clean the garden.

The experience ended when they were proud to have the neatest yard on the block.

Before and After Revision Activities –

Skill: Suspense

The following activities found on SP 98-101 are designed as revision activities for the independent practice and application of skills that have been previously taught. They can be assigned to an entire class, to small groups on an as-needed basis, assigned as independent work or homework. One way to keep a record of these assignments is to have students keep them in a “before and after” journal, and add to it throughout the school year.

“Before and After” Lesson Procedure

- Review the particular skill with the class.
- Photocopy and distribute the “Before” page for students.
- Have the students cut out the “Before” version and paste it in their composition book/journal.
- Read through the guidelines on the “Before” page with the students so that they know what you will be looking for.
- If this is a whole class activity, as the students write, circulate and read aloud good examples – this will encourage others.
- Compare the “Before” and “After” versions - Discuss the “After” versions as successful revisions.

Turn and Talk: Discuss with a partner the technique(s) you used to build suspense. How does this make the reader want to read on?

(continued)

Before and After Revision Activities -

Skill: Suspense

Student Page

Name _____

BEFORE AND AFTER REVISION ACTIVITY (1) - SUSPENSE

Read this sentence. It gives away an exciting part of the story way too soon!
There is no suspense to catch the reader's attention. It is BORING!

I saw an army of frogs near the edge of the pond.

Revise this by writing a suspenseful segment. Do not give it away too soon. Make the reader dying to find out. Tease the reader! You may use story questions, word referents, or the magic of three.

SP 98

Student Page

Name _____

BEFORE AND AFTER REVISION ACTIVITY (2) - SUSPENSE

Read this sentence. It gives away an exciting part of the story way too soon!
There is no suspense to catch the reader's attention. It is BORING!

I got chased by a dog.

Revise this by writing a suspenseful segment. Do not give it away too soon. Make the reader dying to find out. Tease the reader! You may use story questions, word referents, or the magic of three.

SP 99

Student Page

Name _____

BEFORE AND AFTER REVISION ACTIVITY (3) - SUSPENSE

Read this sentence. It gives away an exciting part of the story way too soon!
There is no suspense to catch the reader's attention. It is BORING!

I explored the forest.

Revise this by writing a suspenseful segment. Do not give it away too soon. Make the reader dying to find out. Tease the reader! You may use story questions, word referents, or the magic of three.

SP 100

Student Page

Name _____

BEFORE AND AFTER REVISION ACTIVITY (4) - SUSPENSE

Read this sentence. It gives away an exciting part of the story way too soon!
There is no suspense to catch the reader's attention. It is BORING!

I went on a ride at an amusement park.

Revise this by writing a suspenseful segment. Do not give it away too soon. Make the reader dying to find out. Tease the reader! You may use story questions, word referents, or the magic of three.

SP 101

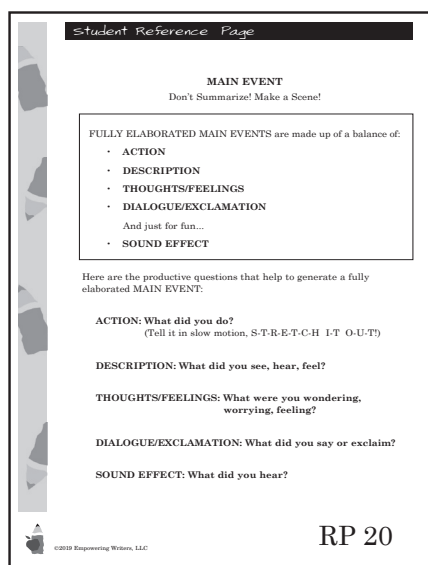
Lesson 1: Comparing Summaries and Fully Elaborated Main Events

Objective:

Students read and compare a story summary, a list of actions, and a fully elaborated main event in order to recognize the power of the fully elaborated main event. They will also analyze the elements of main event (action, description, thoughts/feelings, dialogue/exclamation).

Procedure:

1. Reproduce the RP 20, Main Event, for each student, which highlights the key aspects of main event. Distribute these and discuss the characteristics of main event with the class.



2. Project Comparing Summaries and Fully Elaborated Main Events (1), p. 205 (SP 106), and compare each example, pointing out the respective strengths and weaknesses of each.
3. Use colored markers to color code the fully developed main event as follows:
ACTION - black, DESCRIPTION - blue, THOUGHTS/FEELINGS - red, DIALOGUE/EXCLAMATION - green, SOUND EFFECT - orange
4. Discuss the weakness of a simple summary statement that cheats the reader out of all the vivid description, and play by play action. Follow the same procedure with Comparing Summaries and Fully Elaborated Main Events (2), p. 206 (SP 107).

Turn and Talk: Discuss how boring it is to read a “grocery list” of actions separated by “and thens.” And point out how interesting the fully elaborated main event is, by comparison.

CHALLENGE: Read an example of a fully elaborated main event from a picture book or chapter book and discuss the various techniques the author used. Here are some examples:

Charlotte’s Web by E.B. White – Chapter 16 – Off to the Fair – getting Wilbur, the famous pig, and the Zuckermans to the fair.

Ramona the Brave by Beverly Cleary – Chapter 5 – Owl Trouble – Ramona’s struggle when her classmate copied her art project for Parent’s Night at school.

The Candy Corn Contest by Patricia Reilly Giff – Chapter 10 – Richard, the main character, decides to secretly change the number for the Candy Corn Contest.

Name _____

COMPARING SUMMARIES AND FULLY ELABORATED MAIN EVENTS (1)

Read each version of a main event of a fantasy about how a horse became magical. Think about which version is more entertaining and why.

1. I watched the horse turn magical.
2. I saw the horse grow wings and then it grew a unicorn's horn. After that it started to fly and then it flew all around sparkling in the sky. And then it started to glow and everyone looked at it.
3. The horse threw its head back and whinnied. It bucked as if it was afraid and I noticed something sparkly suddenly sprouting from its back. How strange, I thought. I looked more closely and gasped. Golden wings were growing from the beast's back and were gently flapping. The animal settled down a little and a cloud of sparkling dust settled around her. "What's happening?" I asked, amazed. My eyes were open wide and my heart raced. The horse began to gallop and slowly, slowly its hooves left the ground. "She's flying!" I shouted, pointing to the magnificent magical creature circling up in the sky. A crowd of people gathered around and peered up into the sky. Murmurs of "Oooh!" and "Ahhh!" could be heard. They pointed and gasped. Suddenly there was a loud thundering noise and the magical horse seemed to nod her head. We watched as a golden horn grew from her head. I felt myself tingle in excitement. The horse had become a flying unicorn before my very eyes!

Turn and Talk: Which example is a fully elaborated main event? Which example is a simple summary of a main event? Which example is a grocery list of actions? Which example is the most entertaining to read?

Lesson 4: Narrative Extension Task - Extended Endings

Objective:

Students apply their knowledge of techniques for creating an alternate extended ending to modify a source text, thus demonstrating competence with the skill.

Procedure:

1. If you haven't already, together as a class, read, analyze and annotate The Banana Boat, SP 133-134, using RP 5, pointing out the way the story follows the organizational structure of the Narrative Writing Diamond.

Student Reference Page

Annotation and Analysis Process for Narrative Stories

1. Label the **title** – what *genre* does the title hint at?
2. Circle the **entertaining beginning**, identify, label the technique.
3. Identify the **purpose of the story action** and main character's **motivation**.
4. Find **elaborative detail** describing the **setting** – mark and label this.
5. Underline and label **suspense, story tension, conflict**.
6. Bracket the **main event**.
7. Underline and label the **conclusion/solution** or conclusion of adventure.
8. Circle the **extended story ending** and label each technique.
9. Identify the **theme**. Highlight the parts of the story that indicate theme.
10. Fill in **summarizing framework**.
This is a story about _____
The problem/experience was _____
The problem ended/concluded when _____

THE MAIN EVENT
Show action in this section. Name by whom, what it was. Include description and main character's thoughts and feelings.

THE NARRATIVE WRITING DIAMOND
Entertaining Beginning
Elaborative Detail
Purpose of the Story Action
Main Character's Motivation
Suspense, Story Tension, Conflict
Main Event
Conclusion/Solution
Extended Story Ending
Theme

RP 5

2. Identify the following literary elements: character, setting, problem, solution. Use the familiar symbols or color-code the text, drawing verbal responses from the class.

Student Reference Page

Literary Analysis Questions

Locate evidence from the text to identify character, setting, problem, solution and theme. Use the appropriate symbol on top of the evidence when you find it and label it with the appropriate literary element. (Color code the evidence instead of using the symbols.) Remember that in some stories there will be more than one piece of textual evidence.

Use this summary every time you read a story.

This story is about _____

The problem/adventure/experience was _____

The problem was solved, experience or adventure concluded when _____

☒ **Main point of view character:** Who was the main point of view character?

☐ **Setting:** Where and when did the story take place?

☐ **Problem/Adventure:** What was the main character's problem or adventure?

☐ **Solution/Conclusion:** How was the problem solved or adventure concluded?

☐ **Theme:** What was the big idea of the story?

Sentence Starters for Providing Evidence:

- The author shares _____
- We see this as the main character _____
- The text states, "_____".
- The reader realizes this when _____
- The theme is clearly shown when _____
- The author writes _____
- We find this out when _____
- It is clear when _____

RP 8

LESSON AT A GLANCE:

Whole Class Activity

- Read and annotate the story for parts of the diamond and the literary elements.
- Project and discuss the task - what needs to be included in the response.
- Reread the story and label the technique the author used to create extended ending.
- MODEL how to rewrite using a different strategy.
- GUIDED PRACTICE: Guide students through the writing process.

Lesson 4: Narrative Extension Task – Extended Endings

3. Distribute copies of Narrative Extension Task: Extended Endings, p. 242 (SP 136), read and discuss givens and variables in the Narrative Extension Task with the class.

Read the story The Banana Boat and draw a ring around the extended ending. The author used a memory to end the story. Rewrite the ending of the story using a wish or a hope.

Givens: write ending using wish/hope

Variables: student response

4. Ask the class to identify what they need to do. Student Responses: *First, go back to the story and draw a ring around the extended ending. Then, underline the sentence(s) where the author wrote a memory. Think about how to rewrite the ending using a wish or hope.*
5. Review the techniques for writing an extended ending using the Menu on RP 21. *Remember that for this kind of task, the productive questions will be altered to indicate the name of the main character.*

Student Reference Page

Menu for Extended Endings

- **A MEMORY:**
What did you remember most?
- **FEELINGS:**
How did you feel about what happened?
- **WISH or HOPE:**
What would you wish or hope?
- **DECISION:**
What did you decide?
- **DEFINING ACTION:**
What did you do?

RP 21

Ex. What did Charlie hope or wish for? Instead of “What did you hope or wish for?”

6. MODEL how to write an ending using a wish or hope for this story asking the productive question – What did Charlie wish or hope for?

Ex. *Charlie hoped that his friend Daniel would forgive him for not sharing. He learned his lesson and will share from now on. (NOTE: Feel free to substitute any of the ending strategies and/or direct students to choose one from the list if you are confident that they are independent with this skill.)*

7. GUIDED PRACTICE: Direct students to SP 136 and have them write the new extended ending. Circulate as students write and look for exemplary responses as well as students who are struggling.

Name _____

NARRATIVE EXTENSION TASK: EXTENDED ENDINGS

Read the story The Banana Boat and draw a ring around the extended ending. The author used a memory to end the story. Rewrite the ending of the story using a wish or a hope.

REMEMBER: Use the productive questions to fully elaborate your Extended Ending:

- **MEMORY:** What did _____ remember most?
- **FEELING:** How did _____ feel after everything that happened?
- **HOPE/WISH:** What did _____ wish or hope for?
- **DECISION:** What did _____ decide to do?
- **DEFINING ACTION:** What did _____ do to show how he/she felt or decide to do?

Writing prompts can and should be used in a variety of ways. Too often we see prompts exclusively as vehicles for assessment, when, in fact, they can be used to *prompt* children to write, applying the many discrete skills they've learned and practiced in isolation. In fact, while it might seem that offering children a blank slate in terms of writing about any topic of their choosing is a positive thing, for many younger students this kind of open-ended choice can be totally overwhelming. Having a variety of prompts that include reasonable perimeters can make the writing task so much more manageable for youngsters. A prompt can be the jumping-off point for a longer term **process writing assignment** (see [Process Writing Timeline](#), pp. 261-262), and can be utilized as foundational material from which students can **practice any skill**, or as a tool for children to practice **analyzing assignments** and **putting together a prewriting plan** (see [Analyzing Prompts for Givens and Variables](#), p. 250). Of course, they can also be used for **assessment purposes**. A scoring sheet template is provided on p. 258 and also accessible on the digital link. We recommend having two independent scorers - after double scoring, compare results.

Keep the following in mind if a prompt is used to assess student writing:

- **Before beginning, always remind students of the skills they've learned and be clear about the fact that you expect to see these skills as they respond to the prompt. You might even list the skills on the board.**
- **After students have completed their responses to the prompt, it is critically important that you score the papers, providing student-friendly feedback, using the same terminology you used when teaching. This needs to be done in a very timely manner, preferably within a week. Offer 2 or 3 *specific* ways the student could improve their writing. Ex. *Here, add "a vivid description"***
- **Based on the 2 or 3 specific suggested improvements, have children go back and revise, as indicated. Then, have them compare before and after versions so that they can see, tangibly, how revision improves writing.** (Tip: Avoid having children rewrite the entire piece. Instead, add a "tail" – a strip of lined paper taped to the side of the original, beside the specific suggestion, where students can "insert" the new and improved writing.

Lesson 2: 7-Day Process Writing Timeline

Objective

Students follow a 8-day process writing timeline to create generative narrative stories from prompts/assignments.

Procedure

DAY 1

1. Explain to students that they are beginning an 8-day writing process to complete a narrative story from a prompt.
2. Choose a prompt from those provided, SP 141-148, or create your own. If, for example, you have recently read a story about friendship, you might create a writing task such as:

Think about all the things you can do with a friend. Write a story about a time you spent with a friend.

3. Follow the Process Writing Timeline on pp. 261-262. (Please note that each day of the process need not be consecutive. In fact, leaving time in between allows the students to tap into the subconscious in between actual writing.)

NOTE: Templates have been provided for each section of the story. Use these as you see fit. SP 149-153.

A Process Writing Methodology and Timeline

DAY 1: Choose a broad topic around which students will write. It might relate to a season of the year, a reading selection, or it might relate to science or social studies. (See list of suggested topics on p. 263.) **Discuss the topic** with the class. Review the narrative summarizing framework (RP 2) and have students brainstorm and think about filling in their story summaries. Children may bring the summarizing frameworks home to complete. (About 30 minutes)

DAY 2: Share **story summaries**. Be sure each writer has a workable plan. Have them identify story critical characters, settings, and/or objects for future elaborative detail. (About 40 minutes)

DAY 3: The entire class constructs their individual **entertaining story beginnings** (SP 149). Begin by reviewing the menu for great beginnings, and the questions they need to ask to generate these beginnings. Circulate as students write, sharing great examples aloud. **Also as you walk about, remind them about and hold them accountable for spelling, grammar, and mechanics taught. Editing should be an ongoing process, not one reserved for the end.** (Remember, the actual beginning consists of only a sentence or 2, and it should begin as close to the main event as possible!) (About 30 minutes)