



Narrative Writing Guide

Grade 3

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

Expanded Edition
Literacy Launch
Section Included



Updated & Expanded Edition
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Empowering
Writers

Write. Read. Succeed.



Third grade is an exciting year in the learning lives of youngsters. By this time, most students have acquired basic academic skills as well as a body of general knowledge that expands their world and broadens their point of view. The focus begins to shift from learning to read to one of reading to learn. As students develop into strong strategic readers, glean information and insight from a variety of texts, writing becomes a tool for further exploration, helping them clarify, differentiate, sort and express information and opinions about what they've learned. In other words, writing becomes, more and more, a vehicle for clear thinking. This solidifies the reading-writing connection. In addition, learning to become strong informational and opinion writers and writing in response to text requires students to read more closely, which improves reading comprehension.

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

- Recognize and distinguish between genres (narrative, informational and opinion writing). They will be able to spot the subtle differences between informational and opinion writing.
- Annotate and analyze text to become strategic readers.
- Organize information in a logical manner so that their writing is easily understood and well paced.
- Develop broad yet distinct main ideas and main reasons.
- Generate a variety of rich supporting details.
- Conduct relevant research and enhance their writing with quotes, statistics, amazing facts, descriptive segments and anecdotes.
- Write compelling introductions with powerful leads and clear topic sentences.
- Creatively restate their main ideas and main reasons in conclusions that sum up the whole piece and end with decisive, memorable statements.
- Respond, in writing, to a variety of texts in order to demonstrate deep comprehension (including Short Constructed Response, Extended Constructed Response and Literary Analysis).

The activities provided here were developed for grade 3, as students acquire the writing skills they need to produce essays with multiple body paragraphs as well as effective introductions and conclusions.

Also included are a variety of more challenging activities that will guide more advanced students through the process of further developing and refining their writing skills. In each section you'll find a variety of lessons to meet the needs of the range of students in your class. Some lessons are largely teacher directed, others require greater independence on the part of the students. This allows you to differentiate to best meet the needs of all students.

In addition to the multitude of writing opportunities incorporated throughout this text, you will also find foundational lessons necessary to inform writing tasks. These critical thinking exercises (such as sorting details into main idea categories, recognizing fact from opinion, analysis of text, etc.) build the awareness level. Without this prior knowledge and experience students cannot be expected to effectively complete writing tasks.

Lastly, given the demands of the latest standards and testing trends, it is critical for students to generate their writing in both the traditional pen to paper mode and on a computer or other device. It is important to note that the latest research suggests that each modality stimulates the brain differently. Pen to paper is a slower, more multi-sensory process, which reinforces the assimilation of knowledge and skills in a wider variety of ways.



Introduction

What You'll Find in this Resource

This book was designed to provide everything you'll need to teach informational and opinion writing as well as response to text in Grade 3. It includes not only opportunities for writing informational and opinion texts, but more importantly, we've deconstructed effective writing into all of the foundational concepts and discrete skills students need in order to be successful. Doing so empowers students to be able to analyze and annotate texts and respond to these texts in writing.

Writing is a complex task. Simply discussing the attributes of powerful texts as a prerequisite to writing is not enough. **Students must learn, through explicit, objective-driven instruction, the salient features of the genre, author's purpose, and have a strong grasp of basic concepts that inform these understandings.** For example, before asking students to organize their writing by arranging like details into paragraphs, they must know how to sort and categorize, to use inductive and deductive reasoning. Before we suggest the use of more powerful vocabulary in their writing we need to have students use it comfortably in spoken language. They need scaffolding to grasp and apply these concepts to the writing task. Skipping any of the foundational skills only results in frustration.

This resource includes clear, objective-driven lessons that cover the all-important foundational concepts, and then build writing lessons on this firm base of understanding. Then, we begin teaching all of the specific skills that are the hallmarks of effective informational, opinion, and response to text writing.

This approach is extremely powerful for teachers and youngsters alike. Teachers begin to look at writing in more objective terms, in relation to specific skills taught. Students gain by having what can be an overwhelming process broken into manageable parts.

For ease of use, the book is divided into skill sections. Within each section you'll find a wide range of lessons – some very directed, others requiring more independence on the part of the student. These can be used at your discretion based on the needs of your students.

The Skill Sections are as follows:

Literacy Launch*

Section 1: Broad Yet Distinct Main Ideas/Reasons

Section 2: Elaboration - Detail Generating Questions

Section 3: Research

Section 4: Introductions and Conclusions

Section 5: Authentic Writing Tasks

*This essential jumping-off point to writing instruction and reading comprehension is the prerequisite to understanding all genres of writing and reading purposes. For that reason, we suggest that whatever genre you begin teaching, all students are first introduced to the Literacy Launch. Then, regardless of what genre they are interacting with, whether in reading or writing, there will be a necessary fundamental understanding. *(Note: The Literacy Launch is presented in the same manner in both our Informational Writing Guide and Narrative Writing Guide. It only needs to be taught once and when concepts are mastered, teaching can move directly to Section 1. If for example, you begin with Informational writing, when you move to Narrative, the Literacy Launch instruction does not need to be repeated. Instead, move right to Section 1.)*

Additionally, the foundational skills learned during the Literacy Launch provide students with the tools needed to address text-dependent and constructed response tasks. Note that Response to Text (R) activities are interspersed throughout this Guide. To find specific skills, see the Response to Text Index, pp. 316-317.

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

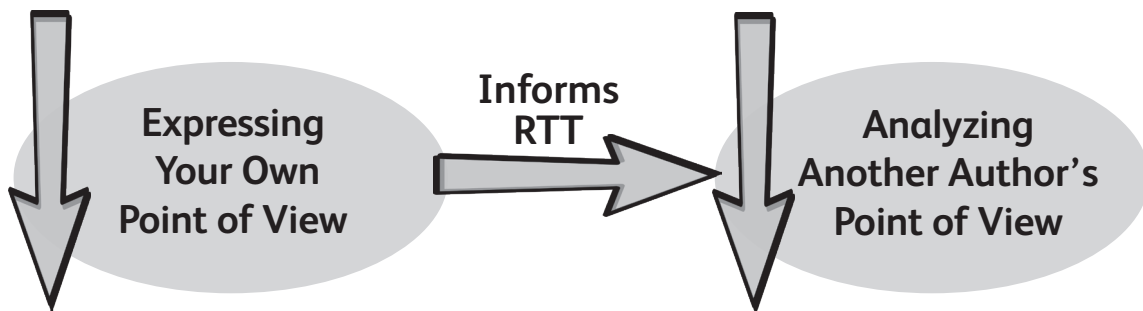
	INFORMATIONAL	OPINION	RESPONSE TO TEXT
Organization	Informational Pillar	Opinion Pillar	Informational Pillar
Purpose	To inform	To state a personal opinion	To demonstrate comprehension
Introduction	Lead/topic sentence	Lead/opinion statement	Summarize the source material Turn the Question into the Response
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



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 source 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 task. They must back their ideas, conclusions, or positions by citing evidence in the text. *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. For these reasons we have included both generative and responsive writing tasks throughout the book. See chart below and note how one genre of writing informs the other.

GENERATIVE VS. RESPONSIVE WRITING



- | | |
|--|---|
| <ul style="list-style-type: none">• Crafting original work• Nurturing tomorrow's authors• Understanding Informational writing• Increasing deep comprehension• Creative, stylistic, critical thinking | <ul style="list-style-type: none">• Writing to express reading• Simulating research• Academic writing• Defending conclusions• Pragmatic, deductive, inductive reasoning |
|--|---|

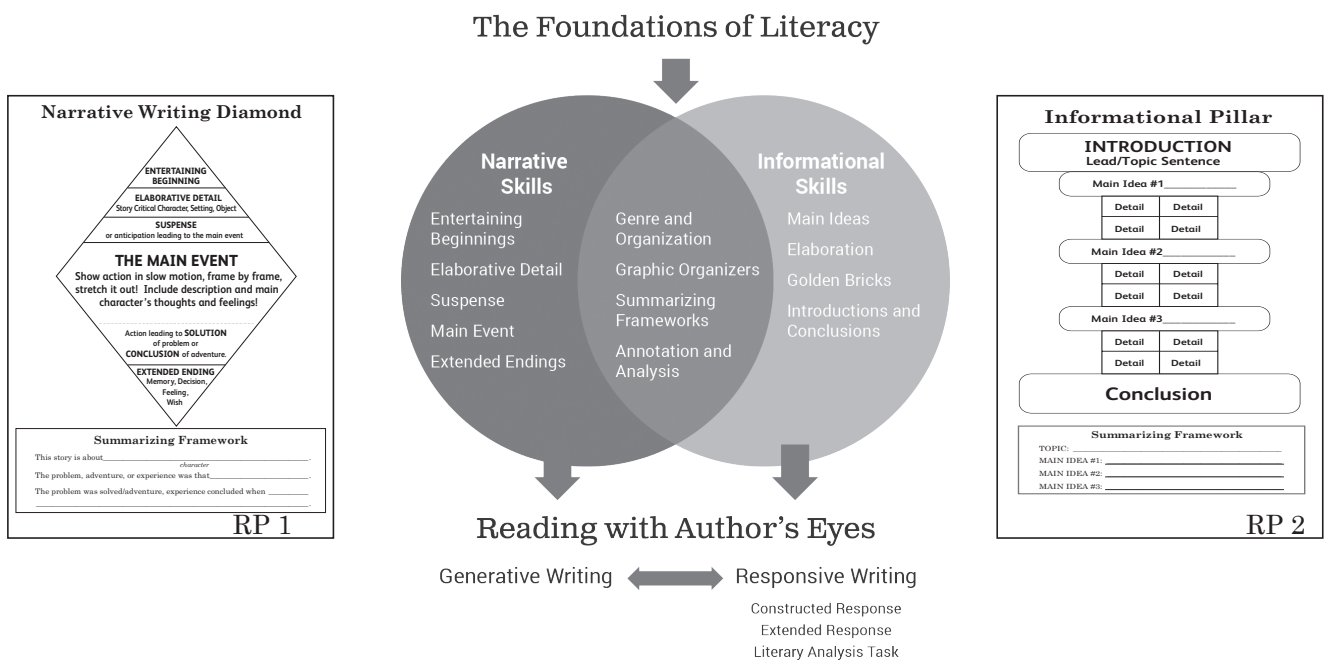
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Where do we begin?

The Literacy Launch is the starting point! Before students can write or even read strategically, they need to be clear about genre and purpose. The lessons in this section help students develop the foundational concepts they need for both reading and writing. They'll be exposed to multiple genres of writing during this time frame, in much the same way as they are exposed to many types of text over the course of a day in content areas. They'll learn to recognize and identify the key characteristics of each genre, the organizational structure and author's purpose. You may worry that the time spent on these foundational skills might be better spent writing, pencil to paper. However, these core lessons are essential if students are to write with intention, a clear sense of purpose, with examples of strong writing to guide them. Too often we press students directly into writing tasks that overwhelm them because they don't have a clear understanding of how text is organized, nor do they have the skills to apply to the task. This will come in time but begins on the awareness level of understanding what authors do.

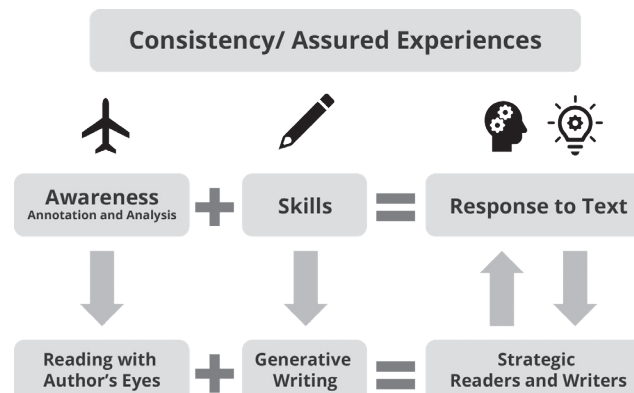
The Venn Diagram illustrates the Literacy Launch and the powerful writing-reading connection. The core of the diagram outlines the skills inherent in learning to recognize genre, organization, annotation and analysis, and the salient features of the various genres. By understanding how text is constructed, students can begin to read more strategically. We call this "Reading with Author's Eyes." Through the Literacy Launch, students are introduced to the graphic tools and summarizing frameworks first on the awareness level and then on the generative level. Students also learn to proactively interact with the text through the annotation and analysis process for each genre of writing and then apply that process to their independent reading. Each step in the foundational learning process creates a predictable approach to literacy that students can rely on and internalize.



(continued)

Teacher Background: The Literacy Launch

Once students have completed the foundational learning presented in the Literacy Launch, they can move seamlessly into narrative, informational, or opinion/argument writing. The discrete skills of each genre are broken down into manageable components and taught through the Empowering Writers methodology. This is presented in incremental steps that begin with the awareness level and then provides students with the capacity to generate and craft original writing, while also preparing them to respond in writing. The synergistic nature of the awareness level understanding, coupled with genre specific skill development allows students to respond to text and become strategic readers and writers. Once the Literacy Launch is completed, you'll move directly into skill development.



Defining Genre

Narrative Writing - Narrative writing is written to entertain an audience of others through storytelling. The author's focus is on a main character in a setting who has a problem to solve or an adventure or meaningful experience to share. The main character typically grows or changes in some way as the story develops.

Informational Writing - The purpose of informational writing is to inform an audience of others. The organization is linear, typified by an introduction, several body paragraphs that include a main idea with supporting details, and a conclusion. The tone of the informational piece is usually straightforward and the author works hard to present information in an organized, sequential fashion. The focus of informational writing is on a topic.

Opinion Writing - The purpose of opinion writing is to share a personal opinion. The successful opinion author uses information strategically, showcasing facts that support the opinion. With an organizational structure similar to informational writing, opinion writing focuses on an issue or position that can be looked at from multiple perspectives. To do this, students must be able to distinguish between fact and opinion.

Argument Writing - The purpose of argument writing is to organize and present a well-reasoned, logical argument demonstrating the writer's position, belief, or conclusion on an issue. The writer makes a claim and supports it with sound reasons and evidence. Additionally, the author must defend the claim using credible sources and address a counterargument. The organizational structure of argument writing mirrors informational writing with an introduction, several body paragraphs, and a conclusion.

Response to Text Writing - The purpose of this type of writing is to demonstrate deep comprehension of source material. There are two types of response to text - Short Constructed Response (SCR) and Extended Constructed Response (ECR). In SCR, the organizational structure is one paragraph with an introduction statement, several pieces of evidence that are either cited directly from the source text or paraphrased, and a conclusion statement. ECR is a multi-paragraph response to source text and takes the shape of informational writing with an introduction paragraph, several body paragraphs, and a conclusion paragraph. In both types of response writing, students must use the given source text(s) to support their answer to a question or task and provide their analysis.

LESSON 1

Objective

Students learn that graphic organizers represent the shape and structure of corresponding genres of writing. Specifically, they will recognize the Narrative Diamond, Informational Pillar, and Opinion Pillar.

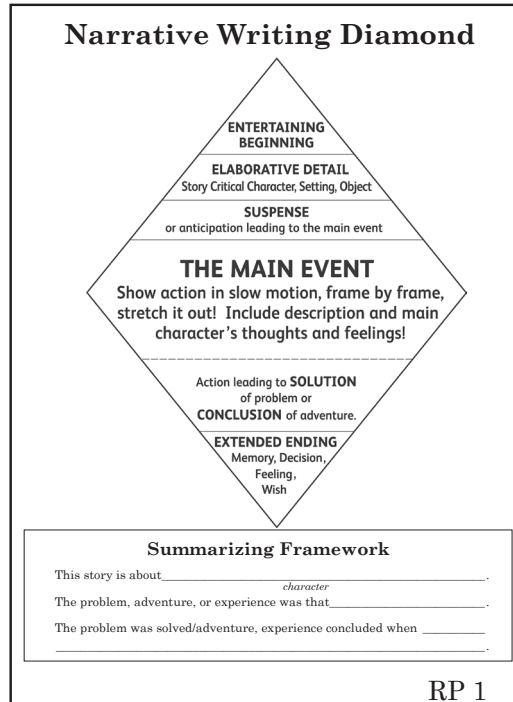
Procedure

1. Explain to students that certain types of diagrams called graphic organizers are used to represent the shape and structure of each type or genre of writing. Graphic organizers are used to help authors plan their writing and to summarize their reading.
2. Project the Narrative Writing Diamond, RP 1. Talk students through each section of the diamond, explaining how narrative stories follow the pattern represented.

LESSON AT A GLANCE:

Whole Class

- Project Narrative Diamond.
- Define and ask guiding questions.
- Proceed similarly with informational pillar.



The following **guiding questions** will help you engage students as you point them through the Diamond:

- How big is the beginning of the story? (small)
- What follows the beginning? (elaborative detail)
- What is the largest part of the story? (main event)
- Can you point to the ending?

Explain that as they begin analyzing narrative stories more closely, they'll be able to identify each of the sections of the Diamond.

Introducing Graphic Organizers

3. Proceed in similar fashion with the Informational Pillar, RP 2, and the Opinion Pillar, RP 3. (You might want to approach each graphic organizer on a different day.)

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 2

Opinion Pillar		
INTRODUCTION Lead/Opinion Statement		
Main Reason #1 _____		
Detail	Detail	
Detail	Detail	
Main Reason #2 _____		
Detail	Detail	
Detail	Detail	
Main Reason #3 _____		
Detail	Detail	
Detail	Detail	
CONCLUSION Creative Restatements of Main Reasons		
Summarizing Framework		
TOPIC: _____		
MAIN REASON #1: _____		
MAIN REASON #2: _____		
MAIN REASON #3: _____		

RP 3

Use the following **guiding questions** for both the Informational and Opinion Pillars:

- What are the largest, broadest parts of the pillar? (Introduction and Conclusion)
- Can you point to the main ideas/main reasons?
- What supports the main ideas/main reasons? (details)

Close the lesson by asking students the following:

- How are these graphic organizers helpful?
- How do authors use these graphic organizers?

Leave each graphic organizer posted in the classroom, and refer to these every time you read or write.

LESSON 5

Objective

Students learn strategies for close reading that provide valuable information about organization that will later inform their writing.

Strategies include:

- skimming and scanning for an overview of the entire text
- recognizing the importance of headings, keywords, diagrams, illustrations
- writing a summary based on information provided (text conventions)

Important Vocabulary

title, topic, headings, bold-face print, italicized print, key words, diagram, photograph, illustration, caption

Procedure

1. Explain to the class that they will be reading a selection titled The Mighty Sled Dog, SP 12-13 and that they'll be learning some strategies for how to read more effectively in order to glean the most information from the text.
2. Explain that, before they read an informational piece, it's important to look for certain cues that can provide valuable information to aid the reader's understanding. Distribute copies to the class and project. *To build context and background begin by showing the students numerous online images of a variety of dog sledding (or, for the other text Niagara Falls, SP 15-16) and discuss what, if any, prior knowledge they might have. Read the text aloud. This will give them a sense of what the text is all about.*

LESSON AT A GLANCE:

Whole Class and Independent Activity

- Introduce students to text conventions.
- Modeling skimming, scanning.
- Point out how cues improve reading.
- Summarize the piece.

Student Page

Name: _____

THE MIGHTY SLED DOG

Have you ever tried to walk around outside after a big snowstorm? Or seen cars stuck in a snow bank or on a slippery hill? For sure, getting from here to there in the snow is hard. But, for over 4,000 years sled dogs have helped people travel across the snow. Let's meet the strong, loyal, and hardworking sled dog!

A History of Helping

For thousands of years sled dogs have helped people in cold, snowy climates. In Siberia, a northern part of Russia, and across the far north




Photo: sled dogs on road around the world

regions of **North America** these dogs have pulled sleds to carry people and supplies from place to place. Hunters and trappers have used sled dogs to take them deep into the wilderness to hunt and trap animals for food, hides, and fur. Then they pull sleds of people and their **bounty** back again. Dog sleds carried **prospectors** searching for gold into faraway regions where they couldn't go on foot.

Balto, a famous sled dog, led a team carrying a special **serum** or medicine over 700 miles to a village suffering from an **epidemic**. Many people were very sick and the medicine surely saved lives.

The Alaskan Husky

The Alaskan Husky is not a pure breed, but does have certain characteristics. These

Student Page

Name: _____

sled dogs are usually a mix of breeds that have thick fur to keep them warm. Their coats come in all colors and could be short or long. They can have brown or blue eyes, and sometimes one of each! Most have **furry** pointy ears and a tail that curls up and over their backs. Most important, these cold weather canines must be strong, and have the **stamina** needed to run long distances without tiring. These are very smart animals that learn many commands. They also need to be

able to work on a team of between 3 and 16 dogs to pull the sled.

Dog Sled Racing

Dog Sled drivers, or **mushers**, often enjoy racing with other dog sled teams. They must train their dogs to turn quickly and not to get tangled in the lines that connect their harnesses. The team with the best-behaved, smartest, strongest, fastest dogs will be the winner! A famous Alaskan dog race is called the Iditarod. Teams race over one thousand miles, from Anchorage to Nome, Alaska. The record for the fastest Iditarod time is less than 9 days!

Strong and fast, sled dogs are loyal to their team through thick and thin. If you ever travel to a cold and snowy climate like Alaska, you might be able to go for a ride on a dog sled. Dress warm, hold on tight, and get ready to MUSH!




SP 13

Student Page

Name: _____

THE MIGHTY SLED DOG

Read The Mighty Sled Dog and answer the questions, below.

1. Underline the title.
2. Circle the three headings.
3. Highlight, in yellow, the **keywords** and their definitions.
4. Highlight, in pink, the **captions** beneath photos and map.
5. Write two details about Sled dogs that you learned in this text:


SP 14

Strategic Reading - Informed Writing

Student Page
Name: _____

NIAGARA FALLS

If you hear thundering water crashing 165 feet over rocky ledges, feel the air filled with mist, and watch over seven hundred thousand gallons of water per second flow past, do you know where you'd be? If you guessed Niagara Falls, you're right! Let's find out how the falls formed, how people enjoy them, and the many daredevil stunts people have tried there.



How Niagara Formed
Niagara Falls was formed over ten thousand years ago at the end of the last ice age. Waterfalls occur when a stream or river erodes or washes away the bed of soil beneath it. When this happens, hard slabs of rocks are uncovered. Softer rocks are worn down and disappear. The strongest rocks, called capstones, cause the water to flow across them and then down. Niagara Falls are located between Ontario, Canada and New York State. These falls are actually made up of three different falls that converge or join together. The largest of the three is called Horseshoe Falls, and the smallest Bridal Veil Falls.

Enjoying Niagara Falls
For years Niagara Falls has drawn many visitors. Nowadays families love to take a sail on a boat called **The Maid of the Mist**. Upon **embarking** (getting onboard) you'll be given a blue plastic

the law, and many thrill-seekers have been arrested trying some new trick.

Though not the tallest or broadest waterfall in the world, Niagara Falls is impressive. If you visit Ontario or up-per New York State, be sure to see the falls. See if you can recognize the Niagara River feeding the falls, and the rocky capstone. Take a boat ride or view the falls from an observation deck. And, perhaps best of all, imagine the daredevil stunts performed there through the years!

Through the years many daredevils or extreme risk-takers have performed dangerous stunts at Niagara Falls. Many tried to go over the falls in a barrel. Most who have tried this have died, although some survived. The first person to go over the falls and survive was a school-teacher named Miss Annie Taylor. In 1901 she was strapped into a special harness inside a barrel (along with her cat) and was launched into the river and over the falls. The barrel was pulled from the river about twenty minutes later. Though bruised and stunned, Annie Taylor lived. Other daredevils have walked across the falls between the United States and Canada on tightropes. Another even tried to go over on a jet ski, but did not live to tell about it. These stunts are against

SP 15

Student Page
Name: _____

Niagara Stunts



SP 16

Student Page
Name: _____

NIAGARA FALLS

Read *Niagara Falls* and answer the questions below.

- Underline the title.
- Circle the three headings.
- Highlight, in yellow, the **keywords** and their definitions.
- Highlight, in pink, the **captions** beneath photos and map.
- Write two details about Niagara Falls that you learned in this text:

SP 17

3. Direct their attention to the text and ask them to annotate it together, labeling the important parts. Use the Strategic Reading Guidelines, pp. 38-39 or Common Informational Text Features, RP 5, to inform your discussion.

Common Informational Text Features

Title/Topic	Usually names the topic
Table of contents	A list of main ideas, chapters, or sections at the front of the book
Index	Page numbers for locating specific information about the topic
Glossary	List of words from the text related to the topic, and their definitions
Headings	Names the main ideas or sections related to the topic. May correspond to the Table of Contents
Keywords: Bold-faced words Italicized print	These highlighted words indicate important vocabulary about the topic. The author generally gives the definition within the text.
Photographs, illustrations, captions	Images to enhance the text along with a short description of the picture
Inset photos	Gives a close-up view of something about the topic showing specific detail
Labeled diagrams	Important information about the topic in a diagram, with labels to name parts, sections, or details
Charts, graphs, tables	Shows data about the topic
Maps	A representation of an area (land or sea) that is discussed in the text

Text features are the building blocks for text structure in informational writing, just as literary elements are the building blocks for narrative.

RP 5

- First, circle the **title**. Ask them 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.
- Next, for reference purposes, number each paragraph.
- 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.

Strategic Reading - Informed Writing

7. Ask them to help you fill in the summarizing framework, based solely on the title and headings.

Chart:

TOPIC: Sled Dogs

MAIN IDEA #1: History of Helping

MAIN IDEA #2: Alaskan Husky

MAIN IDEA #3: Dog Sled Racing

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.)

8. Next, in each paragraph, have them 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.

(**Option:** For homework, have students create a key word vocabulary chart, listing each key word followed by a definition they craft from the information provided in the text.)
9. Point out the **map**, the **photograph** and its **caption**. Ask students why these are important.
10. Model how to use the information on the summarizing framework to write an extended summary using the sentence starters, coupled with Informative Verbs, RP 6.

Sentence Starters:

This text provides information about _____.

This informative piece _____.

In this text, the author _____.

The author reveals _____.

The reader discovers _____.

In this paragraph/piece _____.

It was clearly _____.

INFORMATIVE VERBS

recognize	understand
learn about	become aware of
discover	uncover
reveal	study
examine	observe
analyze	investigate
find out	focus on
know	delve into
consider	determine
remember	explore
discusses	informs

RP 6

Annotation and Analysis: Comparing Four Types of Writing

LESSON 8

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 Narrative Teacher Background in the Introduction Section, pp. 12-17, define and discuss this type of story (genre), emphasizing the key elements.
2. Distribute copies of The Swan Boat Ride (Personal Experience), SP 30-31, and RP 8, Annotation and Analysis Process for Narrative Stories. First read the entire story aloud to them. Then, go back and annotate the story with the class (Refer to pp. 54-55). Use RP 8 for the step by step procedure and refer to the teacher version, p. 52. 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 Teacher Reference Page, to orally summarize the story.

LESSON AT A GLANCE:

Whole Class Activity

- Introduce each genre.
- Annotate and analyze each selection.
- Summarize each selection.

Student Page
Name _____

The Swan Boat Ride
Genre: Personal Experience

I jumped out of the car and ran towards the pond. Mom and Dad roared after me shouting, "Wait! Care! We have to stay together!" We were right in the middle of Boston, at the Commons, a beautiful park with plenty of green grass and a lagoon right in the center. Today was the day we were going to ride the swan boats for the first time.

The boats were painted bright green with rows of wooden bench seats trimmed in red. An elegant white swan sat in the back of the boat with the driver seated in the middle of the swan's wings. The day was calm and clear with a bright blue sky. It was a perfect day for a boat ride.

Just then I noticed something! A line snaked all the way around the pond and almost down the street. Oh no, I thought! That can't be the line for the swan boats! Dad walked up to the man who was selling tickets and asked about the line. Sure enough, everyone had the same idea as we did. We would have to wait our turn!

My eyes got teary and I slumped forward. Mom put her hand on my back and told me, "It's OK Care! We'll get in line and you'll see, it'll move quickly!" We shuffled to the back of the line and took our places. All of a sudden, this beautiful day didn't seem quite as good as it did a moment ago.

I sensed my arms and blew out a big breath! Mom and Dad talked quietly with each other and I just stood there. I looked up at the sky and down at the path. I craned my neck around to look at the front of the line but all I saw were legs and shoes. There sure were a lot of people here! I heard children laughing and some people speaking in a language I didn't understand. I guess this park draws visitors from around the world, I thought.

After a few minutes the line began to move. Mom told me that each boat carried at least 25-30 passengers. I started to count to see how long it might take, but I lost count three times and gave up. To pass the time, Mom looked up the history of the swan boats. I didn't realize that the first ones were built almost a hundred and fifty years ago and that the same family runs the boat business today. It's now the fourth generation of the family. That must make them happy to see such a crowd! We saw images of the first boat that was made and it was much smaller! Thankfully, the boats are larger now and can fit many tourists. Amazingly the driver still pedals the boat, no motor here!

(continued)

SP 30

Student Page

Sure enough, the line continued to move quickly and before we knew it we were first in line for the next boat. The man motioned us forward and took my hand as I stepped onto the platform. The boat rocked and I almost fell sideways. I took tiny shuffling steps and sat down on the bench. When the boat was loaded we gently pushed off from the dock. I felt a light breeze on my face and turned towards the sun. Smiling from ear to ear, I thanked Mom and Dad and settled in for our ride.

The City of Boston certainly looked different from this vantage point. We circled around the lagoon and under a bridge. Trees covered most of the tall buildings but I could make out the statue in the park. We passed by the famous island from the book Make Way for Ducklings and saw plenty of mallard ducks all around the edge of the water. I felt at peace as we floated past each landmark.

We finished the circle and the driver began to pull back to the docks. Our boat ride was over!

As we carefully stepped out of the craft, the driver tipped his hat and smiled. I smiled back and waved as we walked into the park for our picnic. While we ate, I couldn't help but think about the peaceful ride. It's amazing to me that people have been enjoying this summer pastime for well over a century! I wonder if my ancestors ever took the swan boat ride? When I'm old enough I want to be a swan boat driver so I can give this kind of joy to people from all over the world.

SUMMARIZING FRAMEWORK:

This story is about _____.

The problem/adventure/experience was that _____.

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 31

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

THE MAIN EVENT
Show action in blue action. Circle by name, check it out! Underline description and name character's thoughts and feelings!

Annotations:
Summarizing Framework
Summarizing Framework
Summarizing Framework
Summarizing Framework

RP 8

Annotation and Analysis: Comparing Four Types of Writing

3. If time allows, go on to the character/problem/solution narrative titled Austin's Lunch, SP 32-33. Follow the same process as in the previous story, using the annotated teacher page (pp. 56-57) to guide the process. Emphasize the problem and the solution. Be sure to mention that again, the purpose here is to entertain. Refer back to the Narrative Teacher Background in the Introduction Section, pp. 12-17. (Of course, you may approach this story on a separate day.)

Student Page
Name _____

Austin's Lunch
Genre: Character/Problem/Solution

Austin and Hayley stepped onto the pathway leading to the pond. They carried a cooler along with a blanket to spread on the grass. Chattering as they walked, you could hear the excitement in their voices about this first picnic of spring.

The sky was a perfect shade of blue and the air was just warm enough for a light sweater. The fat, red robins were out and feasting on juicy worms as Austin and Hayley walked by. Bees buzzed, daffodils poked their heads out of the ground, and the leaves in the trees were starting to unfurl.

As they rounded the corner to the pond, they stopped short. What in the world was that they wondered? Just ahead, on the edge of the pond sat a large bird. It was white with a long neck and a red colored bill. Above its bill was a black mask. "A swan," whispered Austin. Oh no thought Hayley. She murmured, "Swans can be a little aggressive especially if they're nesting."

They approached the pond area cautiously. Hayley hanging back as Austin led the way. They tiptoed around to the wide area of grass on the opposite end of the pond and spread out their blanket. They were far enough away from the swan not to disturb it.

They both sat down cross legged and reached into the cooler. They had packed chicken sandwiches, ice cold lemonade and some orange slices. It was a feast for a king! Austin's eyes lit up when he noticed the chocolate chip cookies for dessert. "YUM!" he exclaimed and smiled. Unwrapping a sandwich, Hayley took a big bite and sighed contentedly. This was such a beautiful day, she thought. Just then, they heard a grunting noise followed by a loud hissing. Austin looked up from his lunch but didn't notice anything nearby. He unwrapped his sandwich.

Before too long, a ruffie of white feathers came into view. Could it be the swan, thought Austin? He jumped up to get a better look and that's when the bird came running full speed at him. Hayley raced over to the tree and hid behind it leaving her sandwich behind. Austin, hunched at the intruder trying to scare it away. The swan came closer, flapping its wings and making a loud trumpeting sound. "Get out here!" shouted Austin, but the swan paid no attention. Its large bill opened and closed while it chased Austin around the pond. He ran around in circles holding onto his sandwich as he hid. The swan was close behind.

SP 32

Student Page

Hayley shouted from her hiding place, "Throw the sandwich at it!" Austin just kept running. He was breathing heavily and it felt like his lungs were going to explode. This swan is really mad, he thought. As Austin got closer to the pond he noticed a large mound of grass and twigs with several pale blue eggs in the center. This must be its nesting ground. No wonder it's so angry.

At that moment, Hayley launched her sandwich at the swan and Austin followed suit. The swan turned and pecked at the sandwiches, giving them time to grab the rest of their picnic and race down the path away from the pond. "Phew! We made it," gasped Hayley, when they were far enough away. Austin panted and his shirt was stuck to his skin. "That was a close one!" he wheezed.

They ran back towards home as quickly as possible and collapsed on the front porch giggling. This perfect day turned out to be quite an adventure. "You should have seen your face when that swan ran towards you," Hayley laughed. Austin laughed and wondered if maybe he should have thrown that sandwich earlier. His heart raced as he recalled the attack. "How about a picnic on the porch?" asked Hayley. "It's definitely safer than the pond today." Austin agreed and set out the blanket.

SUMMARIZING FRAMEWORK:

This story is about _____

The problem/adventure/experience was that _____

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 33

Day 2

4. On a subsequent day(s), walk students through the informational text Swans, SP 34, pointing out the way this text is organized using the Informational Pillar, RP 2, 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.

Student Page
Name _____

Swans
Genre: Informational

How much do you know about swans? Swans are beautiful, graceful birds. Come discover how they live and ways people have honored them for centuries.

What do swans look like? There are seven different kinds of swans. All of them are related to ducks. All swans are large birds with long necks. They are among the largest flying birds. Adult swans are white with red bills. They have black masks above their bills. Their bills have black tips. They use their bills to reach into the water to eat the aquatic plants that grow at the bottom of the pond or lake. Baby swans are called cygnets. Cygnets are gray with a dark bill.

What is life like for a swan? Swans live for about 35 years! When the cygnets grow up they find a mate. Then the pair, one male and one female, usually live together for life. They spend much of their time in the water. They build nests nearby. Both the male and female help build the nest and take care of the eggs. They are aggressive when protecting their eggs so humans should stay away. Some live in captivity, in farms or parks.

It seems that people have always loved swans. Authors have written stories about them, showcasing their lifestyle. Poets have written poems about these graceful creatures and there is even music written about swans. They are a symbol of love for many because of their long-lasting relationships. Make that's why they have captured the hearts of people! In Boston people built boats that look like swans. They are called swan boats and visitors to the city can take a ride in the lagoon on one of these boats.

The next time you see one of these beautiful creatures, you will understand them better! You can't help but notice their elegant appearance, appreciate their lifestyle, and recognize how these birds are honored. They are an amazing species!

Informational Writing Summarizing Framework

TOPIC: _____

MAIN IDEA #1: _____

MAIN IDEA #2: _____

MAIN IDEA #3: _____

etc. _____

SP 34

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 2

Annotation and Analysis Process for Informational and Opinion Texts

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

TOPIC: _____

MAIN IDEA/REASON #1: _____

MAIN IDEA/REASON #2: _____

MAIN IDEA/REASON #3: _____ etc.

RP 7

Move on to the Opinion text Water Fowl Growing Out of Control, SP 35-36, 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. Have students refer to Sentence Starters for Opinion Writing, RP 4. Use the annotated teacher version, pp. 59-60, to guide your discussion.

Annotation and Analysis: Comparing Four Types of Writing

Student Page
Name: _____

Water Fowl Growing Out of Control
Genre: Opinion Writing

Swans, geese and other water birds live for many years and one pair of water fowl can easily grow to 50-100 birds within five to seven years. The birds are a treasured natural resource however, they can easily get out of control. They can damage ponds, lakes and golf courses. Some people want to destroy these birds but, in my opinion, people can use decoys, modify the habitat or stop feeding these animals to control the population in a humane way.

Decoys can be used to scare the birds away from a water area. Bright scarecrows made of human clothing that move in the breeze can be used to keep away geese or swans. Moving them every several days is most effective so the birds do not get used to them. I would support the use of helium balloons as well. Painted with large eyes and tethered to the edge of the pond, those decoys deter water birds from nesting nearby. Another effective way of removing the water birds is to get a dog. Dogs will scare the birds by running or barking. The birds will not nest if they fear the dog will come near.

Water birds need a protected habitat to nest, so modifying that habitat can be effective. One thing I suggest is to remove the vegetation on the edge of the water. If there is no protection, the birds will not stay. I am in favor of replacing grass with shrubs. Swans and geese like the tall grass but cannot nest in a shrub. There are also overhead grid wires that can be installed to keep the birds from landing in the water. These would be effective for a large pond or lake.

SP 35

Student Page

If you and your neighbors stop feeding the water birds they will move away. These animals get used to being fed and when that stops, they will find another place to live. I support a town law that does not allow feeding of these birds on town property. This will keep the parks clean and help the birds live in nature. The birds rely on the humans and then can't support themselves. This causes them to be challenged in the wild.

Water birds can be a beautiful addition to a water park; however they can also destroy the park. In my opinion, they can be kept under control with some humane efforts like using decoys, changing the environment and discouraging humans from feeding them. These positive steps can keep the water areas clean and natural, while keeping the water birds safe.

Opinion Writing Summarizing Framework

TOPIC: _____
MAIN REASON #1: _____
MAIN REASON #2: _____
MAIN REASON #3: _____

SP 36

SENTENCE STARTERS FOR OPINION WRITING

Pro **Con**

One thing I enjoy is _____ One thing I dislike is _____
My favorite _____ is _____ My least favorite _____ is _____
I absolutely love _____ I absolutely hate _____
It's easy to see why I like _____ It's easy to see why I dislike _____
I really appreciate _____ I just can't appreciate _____
I get really excited when _____ I get very disappointed when _____
There's nothing I'd rather do than _____ There's nothing I'd like to avoid more than _____
I look forward to _____ I dread _____
I am in favor of _____ I am against _____
I adore _____ I abhor _____

Opinion Statement

In my opinion, _____ As I see it, _____
To me, _____ From my point of view, _____
According to my point of view _____ I think that _____
I believe that _____ It seems to me that _____

RP 4

5. 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

6. Display the Narrative Diamond, RP 1; Informational Pillar, RP 2; and Opinion Pillar, RP 3 and use these each time you interact with text.

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?

Note: Apply this annotation process to all the reading you do in the classroom across the curriculum. Remind students to use the reference sheets for annotation and analysis with each selection they read (RP 7 and RP 8). They can also use RP 9 for summarizing each type of text they read.

Annotation and Analysis Process for Informational and Opinion Texts

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

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

RP 7

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. Find elaborate detail describing the setting – mark and label this.
4. Underline and label suspense/story tension.
5. Bracket the main event.
6. Underline and label the conclusion/solution or conclusion of adventure.
7. Circle the extended story ending and label each technique.
8. Fill in summarizing framework
This is a story about _____.
The problem/experience was _____.
The problem ended/concluded when _____.
9. Identify the purpose of the story action and main character's motivation.
10. Find and label conflict.
11. Identify the theme. Highlight the parts of the story that indicate theme.

THE MAIN EVENT
Should have been identified, labeled, and boxed. Character's thoughts and feelings.

RP 8

SUMMARIZING FRAMEWORKS

Narrative Writing Summarizing Framework

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

Informational Writing Summarizing Framework

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

Opinion Writing Summarizing Framework

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

RP 9

LESSON 11

Objective

Students will locate the evidence from the text that matches the literary analysis questions and then use that evidence to provide textual support for their answers.

Procedure

1. Direct students to take out Turning Questions into Responses, SP 59, from the previous lesson. Explain that although they were able to answer each question, they need to go back into the text to find the evidence. Evidence is the proof that the answer is valid.
2. Discuss the task.
3. Distribute Literary Analysis Questions, RP 12. Project a story you have previously annotated. MODEL with students how to find the evidence in the text for each literary element by reading the question and locating the textual support. Either color code or use the symbols given on RP 12 to locate the sentence or sentences that provide the evidence of the answer. An annotated sample has been provided for you.

LESSON AT A GLANCE:

Whole Class Activity

- Select a prior story that has been annotated.
- Review literary elements and symbols on RP 12 (or color-code).
- Go through the story and label/code each element as students find the evidence to back up their answer.
- Orally state the answer to each question using the sentence starters and the evidence.

LITERARY ANALYSIS QUESTIONS

Locate evidence from the text to identify character, setting, motivation, plot, conflict 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.

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

Setting: Where and when did the story take place?

Plot: What was the problem or adventure?

Motivation: What did the main character(s) want?

Conflict: What kept the main character(s) from getting what he/she/they wanted?

Theme: What was the big idea of the story?

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 _____.

The theme of the story was _____.

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 _____.
- In paragraph _____, the author writes _____.
- "_____" writes the author to show _____.

RP 12

Student Page
Name _____

Austin's Lunch
Genre: Character/Problem/Solution

Austin and Hayley stepped onto the pathway leading to the pond. They carried a cooler along with a blanket to spread on the grass. Chattering as they walked, you could hear the excitement in their voices about the first picnic of spring.

The sky was a perfect shade of blue and the air was just warm enough for a light sweater. The fat, red robins were out and flitting on juicy worms as Austin and Hayley walked by. Boss buzzed, daffodils poked their heads out of the ground, and the leaves in the trees were starting to unfurl.

As they rounded the corner to the pond, they stopped short. What in the world was that they wondered? Just ahead, on the edge of the pond sat a large bird. It was white with a long neck and a red crested bill. Above its bill was a black mask. "A swan," whispered Austin. Oh no thought Hayley. She murmured, "Swans can be a little aggressive especially if they're nesting."

They approached the pond area cautiously. Hayley hanging back as Austin led the way. They tiptoed around to the wide area of grass on the opposite end of the pond and spread out their blanket. They were far enough away from the swan not to disturb it.

They both sat down cross legged and reached into the cooler. They had packed chicken sandwiches, ice cold lemonade and some orange slices. It was a feast for a king! Austin's eyes lit up when he noticed the chocolate chip cookies for dessert. "YUM!" he exclaimed and smiled. Unwrapping a sandwich, Hayley took a big bite and sighed contentedly. This was such a beautiful day, she thought. Just then, they heard a grunting noise followed by a loud hissing. Austin looked up from his lunch but didn't notice anything nearby. He unwrapped his sandwich.

Before too long, a ruffle of white feathers came into view. Could it be the swan, thought Austin? He jumped up to get a better look and that's when the bird came running full speed at him. Hayley raced over to the tree and hid behind it leaving her sandwich behind. Austin, lurched at the intruder trying to scare it away. The swan came closer, flapping its wings and making a loud trumpeting sound. "Get

SP 32

Student Page

out of here!" shouted Austin, but the swan paid no attention. Its large bill opened and closed while it chased Austin around the pond. He ran around in circles holding onto his sandwich as he did. The swan was close behind.

Hayley shouted from her hiding place, "Throw the sandwich at it!" Austin just kept running. He was breathing heavily and it felt like his lungs were going to explode. This swan is really mad, he thought. As Austin got closer to the pond he noticed a large mound of grass and twigs with several pale blue eggs in the center. This must be its nesting ground. No wonder it's so angry.

At that moment, Hayley launched her sandwich at the swan and Austin followed suit. The swan turned and pecked at the sandwiches, giving them time to grab the rest of their picnic and race down the path away from the pond. "There! We made it," gasped Hayley, when they were far enough away. Austin panted and his shirt was stuck to his skin. "That was a close one!" he wheezed.

They ran back towards home as quickly as possible and collapsed on the front porch giggling. This perfect day turned out to be quite an adventure. "You should have seen your face when that swan ran towards you." Hayley laughed. Austin laughed and wondered if maybe he should have thrown that sandwich earlier. His heart raced as he recalled the attack. "How about a picnic on the porch?" asked Hayley. "It's definitely safer than the pond today." Austin agreed and set out the blanket.

SP 33

Identify each literary element from the story Austin's Lunch, SP 32-33 and write a paragraph. Provide evidence from the story for each element.

Finding Evidence - Be a Text Detective!

4. Now that you have located the evidence in the text, MODEL how to add the evidence by inserting the textual support right after the answer to the literary analysis questions. Go sentence by sentence and show students how to use the author's exact words for evidence, and/or paraphrase the evidence in your own words. Sentence starters for textual evidence are provided below.

Main Character: The reader is introduced to the main point of view character(s) _____. (provide evidence)

Setting: This story is set in _____. (provide evidence)

Plot: As the story unfolds we learn _____. (provide evidence)

Motivation: The main character wanted _____. (provide evidence)

Conflict: The tension began when _____. (provide evidence)

Theme: The theme is _____. (provide evidence)

Ex:

The reader is introduced to the main point of view characters, Austin and Hayley. (Provide evidence) In the very first sentence the author says, "Austin and Hayley stepped onto the pathway leading to the pond."

This story is set in the spring at a park. (provide evidence) A detailed description of the setting includes the bees buzzing, daffodils poking their heads, and leaves unfurling.

As the story unfolds we learn that Austin and Hayley are going to the pond for a picnic but they see a swan who is nesting and try to steer clear. (provide evidence) "On the edge of the pond sat a large bird," writes the author and then it is revealed as a swan.

The main characters want to have a nice relaxing picnic. (provide evidence) The reader realizes this in the first paragraph, "...you could hear the excitement in their voices about the first picnic of spring."

The tension in the story began when the swan was trying to protect the nest so it rushed at Austin and chased him. (provide evidence) The text states, "...the bird came running full speed at him," and continues, "The swan came closer flapping its wings and making a loud trumpeting sound."

The theme of the story is that protective instincts are strong in nature. (provide evidence) We see the theme clearly when Austin is running and sees the nest with the eggs. That's when he realizes that the swan is mad because it's protecting its nest.

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 _____.

In paragraph __, the author writes _____.

"_____", writes the author to show _____.

Lesson 4: Literary Analysis Task - Beginnings


Procedure:

1. Together as a class, read, analyze and annotate The Bake Sale, pp. 157-159, according to SRP 6, 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**. Have students highlight the parts of the story that indicate theme.
10. Fill in **summarizing framework**. Allow students to prompt you.
This is a story about _____.
The problem/experience was _____.
The problem ended/concluded when _____.



The diagram is a diamond shape divided into four quadrants. The top quadrant is labeled 'ENTERTAINING BEGINNING' and contains the text 'Show action in show motion, frame by frame, event by event. Include description and main character's thoughts and feelings!'. The bottom quadrant is labeled 'EXTENDED STORY ENDING' and contains the text 'Show action in show motion, frame by frame, event by event. Include description and main character's thoughts and feelings!'. The left quadrant is labeled 'PURPOSE OF THE STORY ACTION' and contains the text 'Show action in show motion, frame by frame, event by event. Include description and main character's thoughts and feelings!'. The right quadrant is labeled 'CONCLUSION/SOLUTION' and contains the text 'Show action in show motion, frame by frame, event by event. Include description and main character's thoughts and feelings!'. The center of the diamond is labeled 'THE MAIN EVENT'.

SRP 6

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LESSON AT A GLANCE:

Whole Class Activity

- Read and annotate the story for the literary elements.
- Project and discuss the task - what needs to be included in the response. (the givens)
- Reread the story and mark the parts that identify the techniques the author used to create an entertaining beginning and where the main character's motivation and conflict show up. (Highlight or underline)
- MODEL how to respond to the first main idea in the task - answer the questions "What does it look like? Why is it important?"
- Guide students through the writing process.
- MODEL and practice the second main idea.

Discuss the literary elements in the text, drawing verbal responses from the class, and/or chart them. Have students refer to Literary Analysis Questions, SRP 10. Color code evidence from the text to identify *character, setting, motivation, and conflict*. NOTE: You may set this annotation and analysis aside to use again for the Narrative Extension Task, p. 167.

Student Reference Page

Literary Analysis Questions

Locate evidence from the text to identify character, setting, motivation, plot, conflict 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.

- ✓ **Main point of view character:** Who was the main point of view character?
- **Setting:** Where and when did the story take place?
- ★ **Plot:** What was the problem or adventure?
- **Motivation:** What did the main character(s) want?
- △ **Conflict:** What kept the main character(s) from getting what he/she/they wanted?
- X **Theme:** What was the big idea of the story?

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 _____.

The theme of the story was _____.

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 _____.
- In paragraph _____, the author writes _____.
- "_____" writes the author to show _____.

SRP 10

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Lesson 4: Literary Analysis Task – Beginnings

- Project the Literary Analysis Task: Beginnings, p. 163, read the assignment out loud, and discuss with the class. Remind students that in the task there are elements to look for – the givens are what everyone needs to address and the variables are the decisions the writer needs to make.

You've read the story The Bake Sale. Write an essay identifying the techniques the author uses to create an entertaining beginning and explain why this is important for the reader. Explain what you learn about the main character's motivation and conflict. Provide evidence from the text to support your ideas.

- Ask the class to identify the givens, what they need to address. Highlight or color code the key words in the task. Based on the task, guide students in filling out the summarizing framework as a pre-writing tool.

Task:

Givens: Must identify the techniques used to create an entertaining beginning AND what the reader learns about the main character's motivation and conflict.

Variables: The specific evidence from the text each student chooses as proof of the beginning techniques and specific evidence that points to motivation and conflict.

Ex. of Summarizing Framework

TOPIC: The Bake Sale

MAIN IDEA #1: Beginning Techniques

MAIN IDEA #2: Main Character's Motivation and Conflict

- Show students the informational/expository pillar to indicate the organizational structure of this response. Students need to understand that the response is informational/expository even though the source text is narrative.
- Have the class discuss their ideas in response to the first main idea – What beginning techniques does the author use to hook the reader? Underline or highlight the evidence in the text as students respond.

Example responses: the author used sound and thought

- Now ask students Why is it important to capture the reader's attention this way? (You are asking students to explain their answer.)

Example responses: The beginning sets up the rest of the story, we are introduced to the main character Susie right away, brings us into the story world, we start to like her and want her cookies to be perfect too.

Lesson 4: Literary Analysis Task – Beginnings

7. MODEL the use of sentence starters, p. 164, to turn their verbal responses into writing.
See sample Modeled Response on p. 165.

8. GUIDED PRACTICE: Direct students to p. 163, and have them write their first paragraph. They can choose the details to provide evidence of the beginning techniques and ask students to explain how the reader knows this. As students work, circulate, offering guidance and encouragement. At any point you may stop and pick up again the next day. The idea is not to overwhelm them, but to build their confidence.

9. Continue to Main Idea #2 and discuss how to find the evidence for the main character's motivation and conflict. Underline or highlight the evidence as students respond.

Ex. for Main Idea #2:

Ask: *How do we know what the main character wants – the motivation, and what is standing in the way – the conflict?*

Possible Responses: *Susie wants to bake the best cookies for the bake sale, she makes a mistake when she bakes so she has to buy cookies instead*

10. MODEL the paragraph. Then, direct students to write their second paragraph providing evidence and explanation. Remember that this can be done on another day.

See sample Modeled Response on p. 165.

11. Remind students to use the sentence starters because these phrases help the writer to smoothly and fluently express ideas and cite evidence.

12. Close the lesson by having students reiterate the steps necessary for a well-supported written response.

Entertaining
Beginning:
Sound, thought

Genre: Personal Experience

The Bake Sale

Splat! I cracked an egg and the firm, yellow yolk fell into my mixing bowl. How I loved baking! My grandfather had not only shared his extra special secret recipe for oatmeal raisin cookies with me, but shown me exactly how to make them. From start to finish, I'd make them all by myself and they'd be the hit of the bake sale.

"Are you sure about that Susie," my friend Kate had asked, looking worried. She thought that baking from "scratch," (without using a store-bought mix) was really tricky. But she didn't know how often I'd helped my grandfather whip up a batch of these tasty cookies, or how carefully he'd taught me the rules of baking. I knew how important it was to sift and carefully measure the flour. I understood why it was important to use softened, but not melted, butter and, of course, I knew better than to crowd too much cookie dough onto one cookie sheet. So my answer to Kate's question was a definite "yes!" I was sure I could make cookies for the bake sale all by myself and they'd turn out delicious.

motivation

It was important that they turn out well because we were going to charge money for them at the 3rd grade bake sale. Everybody in my class was excited about contributing a goodie to sell at the bake sale, which was our way of raising money to pay for a field trip to the zoo. Kate was bringing brownies that she and her mother would make from a mix. My friend Theo said he'd bring a berry pie and Willa's mom had promised to make her famous carrot cake with crunchy walnuts and a sweet pineapple filling.

We'd made signs with brightly colored markers reading **Third Grade Bake Sale, Saturday 9 AM, Park Lane Elementary School** and posted them up all over town. All the 3rd graders would meet our teacher that morning where we'd set up picnic tables in the shade of the towering elm tree that stood on the green lawn in front of our school. On the picnic tables, we'd set up an irresistible display of pies, cakes and cookies, each carefully wrapped

description

in clear plastic to protect their lusciousness. Just thinking about the selection of treats, some crispy and chocolatey and others chewy and fruity, made my sweet tooth smile!

So here it was Friday night and I was making my oatmeal raisin cookies. My mom wanted to help, but I'd promised her that I was up to the job on my own. The only thing I wasn't allowed to do by myself was put the baking sheets into the oven or take them out when they were done.

I started by making a creamy mixture of softened butter and sugar. Then, I added the other ingredients. The last step was stirring in a cup of juicy raisins.

It wasn't long before the dough was thoroughly mixed and ready for the oven. I put heaping spoonfuls of it onto the cookie sheet, carefully spaced so that the cookies wouldn't meld together as they baked, and called my mom to put them in the oven.

The last thing I did was set the timer for exactly 10 minutes. I had to be certain not to burn them! Then, I had to have a taste. I was in for the surprise of a lifetime when I licked the wooden spoon with which I'd been mixing the dough. Instead of the sweetness I'd been expecting, my dough was bitter. What had gone wrong?

I was even more upset when the first batch came out of the oven, flat and dense.

"What did I do wrong?" I asked Mom.

She took a small bite of a still hot cookie. "I think I know," she said, quietly. "Did the recipe say baking powder or baking soda?"

There it was — my mistake. I'd added baking powder instead of baking soda. That was the reason my cookies had a bitter taste and a heavy, rather than a crumbly, texture. How could I have made such a dumb mistake? I felt like crying!

In the morning, Mom and I stopped at the bakery and bought a selection of cookies to bring to the bake sale. I felt like such a failure when I saw Theo's pies and the cake Willa's mom had baked. Even Kate's brownies, which I knew came from a boxed mix, looked delicious with messy swirls of frosting

main event

(continued)

and rainbow sprinkles. My cookies looked perfect, but they were obviously store-bought, and I felt ashamed of them and myself for making that dumb mistake. Miserably, I added my contribution to the table of sweet treats.

“What happened?” Kate asked. When I told her, she just shrugged and said “Oh well, Susie. You tried. The next batch of cookies you bake will probably come out just right.”

Theo agreed. “My grandmother did most of the work on my pies,” he admitted. “It’s cool that you even tried to make cookies all by yourself.”

“My mom says baking is kind of like a science experiment,” Willa said. “Even a little tiny mistake makes a big difference.”

My friends made me feel much better and our bake sale turned out to be a smashing success. By lunchtime, every single sweet, even my store-bought cookies, was sold and we had a nice amount of money to add to our field trip fund.

Looking back, I realized that being miserable about a batch of bitter cookies was like crying over spilled milk. It just made no sense. From now on, I decided I was going to forgive myself for my mistakes. I’d take advice from more experienced bakers and try again...and again and once again, until I got it just right. If I kept trying, there was no doubt I’d master the science of baking and the first people to taste my triumphs would be my kind and honest friends.

Theme: no use crying over spilled milk
practice makes perfect
everyone makes mistakes

extended ending

main event cont.

conclusion

SUMMARIZING FRAMEWORK:

This story is about Susie.

The problem/adventure/experience was that she wanted to bake homemade cookies for the school bake sale but she made a mistake.

The problem was solved, adventure/experience concluded when she realized it was ok to buy cookies but she would keep on baking.

Name _____

LITERARY ANALYSIS TASK: BEGINNINGS

ENTERTAINING BEGINNING: The main character is introduced in the beginning of the story. The main character is also called the point-of-view character.

You've read the story The Bake Sale. Write an essay identifying the techniques the author uses to create an entertaining beginning and explain why this is important for the reader. Explain what you learn about the main character's motivation and conflict. Provide evidence from the text to support your ideas.

THINK ABOUT IT: Is this a narrative or informational/expository assignment?

Your teacher will walk you through the following STEPS:

1. Read, annotate, analyze, and summarize the story.
2. Fill in the following:
 - Who is the main **point of view character**? _____
 - What is the **setting**? _____
 - What is the main character's **motivation**? (What does she/he want?) _____

 - What is the **conflict**? (Who or what stands in the way of the main character's motivation?) _____
 - Fill in the summarizing framework that outlines the **plot**.

This story is about _____.

The problem /adventure experience _____.

The problem was solved, experience or adventure concluded when _____.

- What is the **theme**? _____

3. Think about the assignment:
 - What techniques does the author use to create an entertaining beginning?
 - Why is this important to the reader?
 - What do you learn about the main character's motivation for the story?
 - What do you learn about the conflict the main character faces?

4. Your teacher will MODEL this process with you. You may use the sentence starters to help you cite examples in the source text.

Sentence Starters for Literary Analysis:

- The reader discovers that_____.
- In the beginning of the story, the author _____.
- We see that _____.
- The author reveals _____.
- (Character's name) influenced the story by__.
- In this story_____.
- The reader understands this when_____.
- In the story, evidence suggests that_____.
- It isn't long before we discover_____.
- Through the text we learn that_____.
- In paragraph _____, we see that _____.
- We know this because _____.
- We see this when_____.

In the story The Bake Sale the author created an entertaining beginning using two techniques. To begin the author used sound. She writes: "Splat! I cracked an egg..." Then the author also uses the thoughts of the main character. "How I loved baking!" By starting off this way, the reader enters the story world right away and we learn the purpose for the story action, there will be a bake sale and the main character is going to bake some cookies from scratch. The reader relates to Susie and wants the cookies to turn out perfect too.

In the story we see Susie's motivation and conflict. Her motivation is that she wanted to bake oatmeal raisin cookies all by herself for the bake sale, just like her grandfather taught her. The reader understands this when Susie answers her friend Kate, "So my answer to Kate's question was a definite yes!" I was sure I could make cookies for the bake sale all by myself and they'd turn out delicious." The conflict shows up later in the story as Susie realizes that she made a mistake while baking. Instead of adding baking soda, she added baking powder and the cookies had a bitter taste and heavy texture. She has to buy store bought cookies instead. The motivation and the conflict together create an entertaining story.

*** NOTE:** In this sample, we don't see an introduction or conclusion paragraph. As the year unfolds, students will be guided into a more complete response, including introduction and conclusion.

Objective:

Students apply their knowledge of techniques for creating an elaborative detail segment.

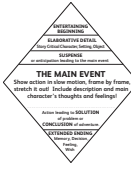
Procedure:

1. If they haven't already, as a class, have students read, analyze and annotate Joining the Crèche, pp. 234-236, according to SRP 6, 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**. Have students highlight the parts of the story that indicate theme.
10. Fill in **summarizing framework**. Allow students to prompt you.
 This is a story about _____
 The problem/experience was _____
 The problem ended/concluded when _____



THE MAIN EVENT
 Show action in clear motion. Items by theme, watch it roll! Include description and main objective. (Thoughts and feelings)

Anticipation or Suspense
 Elaborative Detail
 Suspense
 Conclusion or Solution
 Extended Story Ending

SRP 6

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Discuss the literary elements in the text using SRP 10, drawing verbal responses from the class, and/or chart them. Color code evidence from the text to identify *character, setting, motivation, and conflict*.

Student Reference Page

Literary Analysis Questions

Locate evidence from the text to identify character, setting, motivation, plot, conflict 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.

- Main point of view character:** Who was the main point of view character?
- Setting:** Where and when did the story take place?
- Plot:** What was the problem or adventure?
- Motivation:** What did the main character(s) want?
- Conflict:** What kept the main character(s) from getting what he/she/they wanted?
- Theme:** What was the big idea of the story?

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 _____.

The theme of the story was _____.

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 _____.
- In paragraph _____, the author writes _____.
- " _____" writes the author to show _____.

SRP 10

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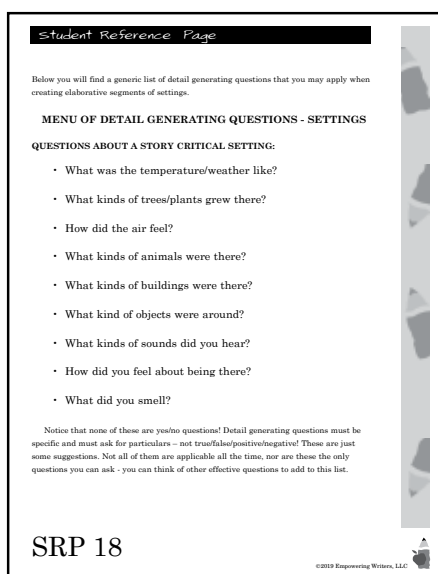
Lesson 10: Narrative Extension Task - Elaborative Detail

2. Distribute copies of Narrative Extension Task: Elaborative Detail, p. 245, read and discuss the Narrative Extension Task with the class. Remind students that the givens are what everyone needs to include and the variables are the decisions that writers get to make.

In the story Joining the Crèche, the author described the setting as “clear skies with a refreshing breeze.” This makes the reader feel that Antarctica is an enjoyable environment. Write a new elaborative detail segment about this setting, but now make the setting less enjoyable – cold, dark and more dangerous.

Givens: setting - Antarctica

Variables: specific details for the elaborative detail segment.



3. Review the techniques for writing an elaborative detail segment (p. 173). Have students refer to SRP 18. Be sure to explain that the words an author uses to describe the setting will set the mood for a story.
4. MODEL rewriting this setting using the detail-generating questions.

Ex.

Antarctica was a world of glaring, blinding whiteness. Looking up I noticed, the skies were filled with white clouds and below, the dark sea was choppy with churning, white-capped waves. Pale icebergs floated silently in the colorless, freezing water. Paulo lived on a massive, snow-covered glacier where his fluffy gray feathers almost blended into the landscape. There wasn't a tree to hide behind or a single flower to bring a spot of color to the bleached, barren landscape. I shivered just thinking about this frozen land.

Remind students that the elaborative detail segment should allow the reader to visualize the scene. Then, move to GUIDED PRACTICE and circulate as students rewrite this segment.

5. Close the lesson by pointing out to students that there are many ways to write the new elaborative detail segment of this setting.

Turn and Talk: How does description set the mood of the story?

Name _____

NARRATIVE EXTENSION TASK: ELABORATIVE DETAIL - SETTING

In the story Joining the Crèche, the author described the setting as “clear skies with a refreshing breeze.” This makes the reader feel that Antarctica is an enjoyable environment. Write a new elaborative detail segment about this setting, but now make the setting less enjoyable – cold, dark and more dangerous.

THINK ABOUT IT: Based on the story Joining the Crèche. How would the description change if the mood were different?

Here are a list of possible detail-generating questions to use to write your elaborative detail segment:

- What color was the sky?
- What kind/color clouds?
- How did the waves look? How did the water move?
- What was the land like? What kind of trees/plants grew there?
- What kind of icebergs?
- What kind of animals were there?
- What kind of smells were in the air?
- How did the day make you feel?
- Any others that you can think of...

SENTENCE STARTERS:

- The sky was ____.
- Looking up I saw _____
- The sea _____.
- Icebergs, the color of _____.
- I noticed_____.

Lesson 5: Building Suspense

Objective:

Students learn the power of suspense, recognize three techniques for building suspense (story questions, word referents, and the Magic of Three) and practice building suspense using these techniques.

Procedure:

1. Read a sample of suspense from literature. Several examples can be found on p. 251. Discuss and define the function and characteristics of suspense with the class.
2. Chart the 3 techniques for building suspense: story questions, word referents, the Magic of Three. Use the examples, pp. 250-251, to illustrate each technique to the class. Have students refer to SRP 19.

Student Reference Page

Menu for Suspense

Story Questions:

- What might your main character be wondering or worrying?

Word Referents:

- Brainstorm a number of alternative ways to refer to the character or object you plan to reveal. Then ask the usual questions that apply to elaboration - but, substitute the word referents for the named character or object.

Magic of Three:

- Name a red flag word or phrase to grab the reader's attention.
- What might you hear/see/feel/sense that hints at the revelation?
- What is your reaction to this hint?
- What do you discover? (Nothing, the first two times.)

SRP 19

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3. Choose one of the suspense exercises pp. 268-271, for modeling and guided practice. Use the questions from SRP 19, to guide your modeling, along with SRP 20, The Magic of Three Template.

Lesson 5: Building Suspense

Student Reference Page

THE MAGIC OF THREE TEMPLATE

Red Flag word/phrase _____, 1st. HINT: _____

No discovery: _____

Reaction: _____

Red Flag word/phrase _____, 2nd. HINT: _____

No discovery: _____

Reaction: _____

Red Flag word/phrase _____, 3rd. HINT: _____

Revelation/Discovery: _____

RED FLAG WORDS AND PHRASES

Suddenly	Just then	All of a sudden
A moment later	In the blink of an eye	Without warning
The next thing I knew	Instantly	To my surprise
(add your own)		

SRP 20

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After choosing the exercise you'd like to model, gather the entire class, and ask the questions that apply. Ask for a number of responses before charting a response that works. (Again, generating a number of responses is helpful for students as they move into guided practice.) It is always helpful to read through the modeled samples that follow. These will give you an idea of how to formulate your questions and how you might translate student responses into your modeled sample.

4. On another day, review the modeled sample that the class helped with, then, move to **GUIDED PRACTICE**. Have students try the same example you modeled, circulate as they work, offering advice and encouragement. Read any effective segments aloud.
5. After students feel comfortable with this, have them work through several other exercises in this session independently. You can designate a particular technique, or allow them to choose. Encourage them to apply the skill in process writing experiences.

Name _____

BEFORE AND AFTER REVISION ACTIVITY (1) - MAIN EVENT

Read this summary of a **main event**. It rushes through the most important part of the story way too quickly! It is BORING!

I spent a spring morning walking through the countryside. It was beautiful.

Revise this by writing a fully elaborated **main event** with a balance of action, description, dialogue, thoughts and feelings - and just for fun, a sound effect.

Be sure to:

- Show slow motion action. Ask: What did I do?
S-T-R-E-T-C-H I-T O-U-T!
- Include an exclamation. Ask: What did I exclaim?
- Show how the main character is feeling.
Ask: How did I feel?
- Include a description of the setting.
Ask: What did I see, hear, feel, smell?

