

# WRITING AFTER A CLOSE READING: Narrative Writing Tasks

- Usually based on a literary text— but occasionally informational text is provided.
  - Generates a narrative response.
- Focuses on facets of story elements/plot exposition.
- Requires students to:
  1. Continue the story.
  2. Rewrite it from another viewpoint.
  3. Insert a missing part.
  4. Generate a fiction based on fact.
- Requires evidence/details from the original work(s) to be woven into the response.
  - May require a transitional introduction-and/or conclusion.
- Allows for more than one possible answer.

## FRAMES & EXAMPLES

### Continue the story

Within \_\_\_\_ (title), the author creates a vivid setting and distinct characters, (name them). Think about the details the author uses to establish the setting and the characters. Write an original story about what happens when/after \_\_\_\_ (content specific to the original story). In your story, be sure to use what you have learned about the setting and the characters as you tell what happens next.

**ELA:** In the passage from *Magic Elizabeth*, the author creates a vivid setting and two distinct characters, Mrs. Chipley and Sally. Think about the details the author uses to establish the setting and the characters. Write an original story about what happens when Sally arrives at Aunt Sarah's house. In your story, be sure to use what you have learned about the setting and the characters as you tell what happens next.

At the end of the passage, \_\_\_\_ (character did what). Write an original story that describes what \_\_\_\_ (character) does the next time \_\_\_\_ (situation happens).

**ELA:** At the end of the passage, Howie tells Kevin that he is not making a good case. Write an original story that describes what Kevin does next to try to change Howie's mind about paying for Cromwell's training.

Write a continuation of the story using details from the passage. Describe what you think might happen after \_\_\_\_ (character does what). What obstacles might he face and what actions might he take to overcome them?

**ELA:** Write a continuation of the story of Bahauddin Shah using details from the passage. Describe what you think might happen after Bahauddin Shah climbs out of the Salt Caverns. What obstacles might he face and what actions might he take to overcome them?

### Fiction based on fact

\_\_\_\_ (title) describes (the concept of... idea of... event of... ). Using the facts and information provided by the author of this text, write an original narrative describing \_\_\_\_ . In your story, be sure to use what you have learned about the setting and the characters as you describe a common problem and solution for that time period.

**ELA/SOCIAL STUDIES:** *Colonial Life* describes families and lifestyles of that era. Using the facts and information provided by the author of this text, write an original narrative describing a typical day in a colonial child's life. In your story, be sure to use what you have learned about the setting and the characters as you describe a common problem and solution for that time period.

### Rewrite from a new point of view

You have read a passage from \_\_\_\_ (title). Think about how the story would be different if it were told from \_\_\_\_ (character's) point of view. Write the story from the point of view of \_\_\_\_ (character).

**ELA:** You have read a passage from "The Growin' of Paul Bunyan." Think about how the story would be different if it were told from Johnny's point of view. Write the story from the point of view of Johnny.

**ELA:** You have read Anthony Browne's *Voices in the Park*. Think about how the story would be different if it were told from the dog's viewpoint. Write a fifth story from the point of view of the dog.

This passage is written as a first/third-person told from \_\_\_\_ (character's) point of view. Write a narrative story that describes the major events in the passage from the point of view of \_\_\_\_ (character), emphasizing his thoughts and feelings about \_\_\_\_, \_\_\_\_, and \_\_\_\_ (list other characters and/or situations).

**ELA:** This passage is written as a first-person narrative told from Miss Summerson's point of view. Write a narrative story that describes the major events in the passage from the point of view of the stranger, emphasizing his thoughts and feelings about Mr. Skimpole, Miss Summerson, and Richard.

### Insert the missing piece

This story tells about \_\_\_\_ (character & main idea). Write the \_\_\_\_ (format) that \_\_\_\_ (character) likely wrote about \_\_\_\_ (topic/situation). Include information about how the characters responded to the events in the story as you write the \_\_\_\_ (format).

**ELA:** This story tells about Derrick's first camping trip. Write Derrick's journal entry about this camping trip. Include information about how the characters responded to the events in the story as you write the journal entry.

**ELA:** In the middle of *The Big Orange Splot*, a man goes to see Mr. Plumbean, but the author never tells the reader what they talked about. Add this missing page to the book. What did they talk about? Write what they said and draw a matching illustration. Be sure to use information that you know happens later in the story.

**ELA:** After discovering that his wife has gone missing from the bicycle they were sharing, Mr. Harris returns "to where the road broke into four" and seems unable to remember where he has come from. Using what you know about Mr. Harris, write a narrative story that describes how he chooses which road to take and the experiences he has on his return journey. Be sure to use details from the passage in developing your narrative.

# WRITING AFTER A CLOSE READING: Research Writing Tasks

- Based on two or more informational texts.
- Generates an informative/expository or a persuasive/argumentative response.
- Focuses on a single topic, idea, or event— often of a scientific or historical nature.
- Requires students to synthesize, combine, or evaluate ideas across multiple texts.
- Requires multiple details from the original text(s).
- Allows for more than one possible answer.

## INFORMATIVE/EXPLANATORY FRAMES & EXAMPLES

### Synthesize & explain

After reading texts about \_\_\_ (content/topic), write a/an \_\_\_ (format) explaining what can be learned about \_\_\_ (specific facet) from the passages and illustrations. Include details from all texts in your explanation.

You've read passages from \_\_\_, \_\_\_, and \_\_\_ (titles). Think about the illustrations from the passages and how they help the reader learn more about \_\_\_ (content/topic). Write a/an \_\_\_ (format) explaining what can be learned from the illustrations about \_\_\_ (specific facet) described in the passages. Include details from all three sources in your explanations.

### Compare information

You read \_\_\_ (title) and \_\_\_ (title). Think about the key details in each text that explain \_\_\_ (content/topic). Write a/an \_\_\_ (format) comparing and contrasting the key details presented in both texts about \_\_\_ (specific facet). Use specific details and examples from both passages to support your ideas.

After reading \_\_\_, \_\_\_, and \_\_\_ (titles), write a/an \_\_\_ (format) comparing \_\_\_ (topic A) and \_\_\_ (topic B). Include details from all texts in your explanation.

**SCIENCE:** After reading the three articles, write an essay comparing hammerhead sharks and whale sharks. Include details from all texts in your explanation.

### Sequence the steps

What is the process for \_\_\_ (content/system)? After reading documents and articles on how \_\_\_ (content/system) functions/works, write a/an \_\_\_ (format) for \_\_\_ (audience) that explains (content/system) from \_\_\_ (step 1/starting point) to \_\_\_ (final step/result).

After researching \_\_\_, \_\_\_, and \_\_\_ (titles) on \_\_\_ (topic), write a/an \_\_\_ (format) that relates how \_\_\_ (content).

**SOCIAL STUDIES:** What is the process for passing a bill in Congress? After reading political documents and articles on how Congress makes laws, write an article for the general public that relates how a bill is developed and the process it takes to get it to the floor of Congress.

**SCIENCE:** Can the brain become smarter or is intelligence fixed? After reading articles on learning and the brain, write an article for your peers that relates how the brain develops from birth to twenty-five years of age.

### Define or describe

After researching \_\_\_, \_\_\_, and \_\_\_ (titles) on \_\_\_ (content/topic), write a/an \_\_\_ (format) that defines and explains \_\_\_ (content). Support your discussion with evidence from your research. What implications can you draw?

[Insert essential question] After reading \_\_\_, \_\_\_, and \_\_\_ (titles), write a/an \_\_\_ (format) that describes \_\_\_ (content) and addresses the question.

**ELA:** How does Esperanza deal with her challenges as an immigrant to the United States? After reading Esperanza Rising, write an essay that describes her challenges and addresses the question.

**SOCIAL STUDIES:** In what ways did the era of the cowboy (mid- to late 1800s) influence American culture? After reading historical documents, write an essay that describes the iconic American cowboy and addresses the question.

**SCIENCE:** How do physical traits serve living things? After reading a book about butterflies, write an article that describes the features of three butterfly types and addresses the question.

# WRITING AFTER A CLOSE READING: Research Writing Tasks

## PERSUASIVE/ARGUMENTATIVE FRAMES & EXAMPLES

### Persuade one side

[Insert essential question] After reading \_\_\_ (title) and \_\_\_ (title), write an essay that discusses \_\_\_ (topic/issue) and evaluates \_\_\_ (content). Support your position with evidence from both texts.

**SOCIAL STUDIES:** Is “utilitarianism” a viable social philosophy for the 21st century? After reading John Stuart Mill’s “Utilitarianism” and Jacob’s “An Argument Against Utilitarianism,” write an essay that discusses the “Greatest Happiness Principle” and evaluates its relevancy for today’s society. Support your position with evidence from the texts.

**SCIENCE:** Is wind power a solution to energy shortages and costs? After reading the U.S. Department of Energy’s report on alternative energy resources and “The Energy Crisis and Climate Change,” write an article that discusses wind power’s benefits and costs and evaluates whether wind power is a possibility for America’s energy future. Support your position with evidence from both texts.

### Argue a position

After researching \_\_\_, \_\_\_, and \_\_\_ (titles) about \_\_\_ (content/issue), write a/an \_\_\_ (format) that argues your position, pro or con, on \_\_\_ (content/issue). Support your position with evidence from your research. Be sure to acknowledge competing views. Back up your claim with reasons and evidence from both/all three sources.

**ELA/SOCIAL STUDIES:** Did Amelia Earhart crash on Nikumaroro Island or into the Pacific Ocean? After reading about Amelia Earhart’s final flight, write an essay that argues your opinion of her final resting place. Support your position with evidence from your research. Be sure to acknowledge competing views. Back up your claim with reasons and evidence from all three sources.

### Identify a problem & argue a solution

You’ve read some research on the issue of \_\_\_ (topic). Write a/an \_\_\_ (format) that outlines a new school policy in the handling of \_\_\_ (problem). Within your \_\_\_ (format), acknowledge competing views, but argue why your position/policy is the best solution. Back up your claim with reasons and evidence from all three sources.

**HEALTH:** You’ve read some research on the issue of concussions. Write an essay that outlines a new school policy in the handling of athletes who are diagnosed with a concussion. Within your essay, acknowledge competing views, but argue why your position/policy is the best solution. Back up your claim with reasons and evidence from all three sources.

After researching \_\_\_, \_\_\_, and \_\_\_ (titles) about \_\_\_ (content/issue), write a/an \_\_\_ (format) that identifies the problem and argues for a particular solution. Be sure to examine competing views. Give examples from past or current events or issues to illustrate and clarify your position.

Which is better: \_\_\_ (option A) or \_\_\_ (option B)? After reading scientific sources, write a/an \_\_\_ (format) that compares \_\_\_ (option A) and \_\_\_ (option B) and argues which is the better option for \_\_\_ (situation/solution). Be sure to support your position with evidence from the texts.

### Compare & argue a position

[Insert essential question] After reading \_\_\_, \_\_\_, and \_\_\_ (titles), write a/an \_\_\_ (format) that compares \_\_\_ (content) and argues \_\_\_. Support your position with evidence from the texts.

**ELA:** What makes something funny? After reading selections from Mark Twain and Dave Barry, write a review that compares their humor and argues which type of humor works for a contemporary audience and why. Support your position with evidence from the texts.

**SOCIAL STUDIES:** Do presidential policies really make a difference in the lives of Americans? After reading primary and secondary sources, write an essay comparing John F. Kennedy’s New Frontier social policies with Lyndon Johnson’s Great Society social policies and argue which had a more significant impact on Americans. Support your position with evidence from the texts.

**SCIENCE:** Which is the better energy source? After reading scientific sources, write an essay that compares the chemistry involved in producing nuclear energy and fossil fuels and argues which is the better energy source for urban communities. Support your position with textual evidence.

You read three sources discussing \_\_\_ (content/issue). Consider the points made by each source about the issues surrounding \_\_\_ (specific facet). Write a/an \_\_\_ (format) analyzing the arguments of those who believe \_\_\_ (perspective A) and those who believe the opposite. Base the analysis on the specifics of the arguments and principles set forth in the sources. The \_\_\_ (format) should consider at least two of the sources presented.

**SOCIAL STUDIES:** You read three sources on the Supreme Court case of Tinker v. Des Moines:

- the United States Supreme Court majority opinion by Chief Justice Abe Fortas
- the United States Supreme Court dissenting opinion by Justice Hugo Black
- a transcript of a radio interview with law professor Catherine Ross

Consider the points made by each source about the issues surrounding the Tinker v. Des Moines case. Write an essay analyzing the arguments of those who believe certain kinds of speech should be prohibited within an educational setting and those who believe the opposite. Base the analysis on the specifics of the Tinker v. Des Moines case and the arguments and principles set forth in the sources. The essay should consider at least two of the sources presented.

WRITING AFTER A CLOSE READING:

# Literary Analysis Tasks

- Based on one or more texts (literature, informational text, or a combination).
- Generates an informative/explanatory or a persuasive/argumentative response.
  - Focuses on *how & why* the author did what he did.
- Requires students to explain, analyze, compare, or evaluate facets of the text(s).
  - Requires multiple details from the original text(s).
  - Allows for more than one possible answer.

## FRAMES & EXAMPLES

### Evaluate an argument

Which argument is stronger? Write a/an \_\_\_\_ (format) that compares \_\_\_\_, \_\_\_\_, and \_\_\_\_ (titles) regarding \_\_\_\_ (content/issue). Explain how effectively you think each author supported his claim with reasoning and/or evidence. Support your ideas with evidence from the three texts.

You've read three texts about \_\_\_\_ (topic). All three claim \_\_\_\_\_. Consider the argument each author uses to demonstrate \_\_\_\_ (repeat claim). Write a/an \_\_\_\_ (format) that analyzes the strength of the arguments in at least two of the texts. Remember to use textual evidence to support your ideas.

**ELA:** *You have read three texts about Amelia Earhart. All three claim that Earhart was a brave, courageous person. Consider the argument each author uses to demonstrate Earhart's bravery. Write an essay that analyzes the strength of the arguments about Earhart's bravery in at least two of the texts. Remember to use textual evidence to support your ideas.*

**2016 SAT FRAME:** Write an essay in which you explain how \_\_\_\_ (author's name) builds an argument to persuade his audience that \_\_\_\_ (claim). In your essay, analyze how \_\_\_\_ (author) uses one or more of the following features (or features of your own choice) to strengthen the logic and persuasiveness of his argument:

- evidence, such as facts or examples, to support claims.
- reasoning to develop ideas and to connect claims and evidence.
- stylistic or persuasive elements, such as word choice or appeals to emotion, to add power to the ideas expressed.

Be sure that your analysis focuses on the most relevant features of the passage. Your essay should not explain whether you agree with \_\_\_\_'s (author's) claims, but rather explain how the author builds an argument to persuade his audience.

# WRITING AFTER A CLOSE READING: Literary Analysis Tasks

## FRAMES & EXAMPLES

### Study purpose, message, & structure

Write an essay analyzing each author's purposes in describing \_\_\_ (content/topic) and compare the information about \_\_\_ (specific facet) as each author presents it. Use evidence from all three articles.

Is the author's message behind (title) \_\_\_ or \_\_\_? Argue which is most likely the author's intended purpose. Support your position with specific details. Be sure to acknowledge competing views.

**ELA:** *Is the author's message behind "Let It Go" inspiring or disheartening? After reading the print lyrics and viewing the Disney video clip, write an essay that argues which is the author's intended purpose. Support your position with specific details and observable evidence from both texts. Be sure to acknowledge competing views.*

The author of \_\_\_ (title) conveys the message: \_\_\_ (content). Analyze how the author conveys this message through use of \_\_\_ (story elements, literary devices, text features, text structure, etc.).

**S/SS/ELA:** *The producer ends the "Mistakes" PSA with the printed message: "Other people make mistakes; slow down." Write a report for federal regulators analyzing how the producer conveys this message. Include visual and quantitative evidence within your response.*

\_\_\_ (title) is intentionally organized to (identify purpose). Analyze how the author accomplishes this. Explain how different sections of this text contribute to this overall effect.

**ELA:** *"The Carpet Fitter" is intentionally organized to create a twist or surprise ending. Analyze how the author accomplishes this. Explain how different sections of this text contribute to this overall effect.*

### Analyze characterization

After reading \_\_\_ (story with illustrations) what does the reader know about \_\_\_ (character(s))? Use details from the text and the illustrations to explain what is known about \_\_\_ (character(s)) and their life situations?

\_\_\_ (character A from one text) and \_\_\_ character B from another text) both try to teach important lessons. Write an essay that explains how \_\_\_ and \_\_\_'s words and actions are important to the plots of the two stories. Use what you learned about the characters to support your writing.

You have read \_\_\_ (title). Write a/an \_\_\_ (format) in which you analyze how the author develops the relationship between \_\_\_ (character A) and \_\_\_ (character B). Be sure to discuss how the author:

- develops the characters individually.
- describes their relationship.
- uses their relationship to impact \_\_\_ (outcome/choices/situation).

**ELA:** *You have read "Carpet Fitter." Write an essay in which you analyze how the author develops the relationship between Eddie and Mrs. Van-Brugh. Be sure to discuss how the author:*

- develops the characters individually.
- describes their relationship.
- uses their relationship to impact Eddie's choices.

### Analyze point of view

You have read three informational articles about \_\_\_ (topic/content). Write a/an \_\_\_ (format) explaining the similarities and differences in each article's point of view about (topic/content). Support your conclusions with information from all three sources.

In \_\_\_ (title) and \_\_\_ (title), the \_\_\_ (characters/narrators) have a point of view different from \_\_\_ (character(s)). Write a/an \_\_\_ (format) analyzing how these differences in point of view create tension in both stories. Use details from both texts to support your ideas.

**ELA:** *In the passages from Confetti Girl and Tortilla Sun, the narrators have points of view different from those of their parents. Write an essay analyzing how these differences in points of view create tension in both stories. Remember to use details from both texts to support your ideas.*

### Compare themes

Both \_\_\_ (poem or story 1) and \_\_\_ (story 2) develop the theme of \_\_\_\_. Write a/an \_\_\_ (format) that explains how the theme is shown through the characters (and how the theme of the poem is shown through the speaker). Include specific details from both texts to support your essay.

**ELA:** *Both the Disney video and the Mother's Day presentation address the "let it go" theme. Write an essay that explains how this theme is shown through the characters. Include specific details from both texts to support your essay.*

You have read \_\_\_ (title) and \_\_\_ (title). Write a/an \_\_\_ (format) that identifies a similar theme in each text and compares and contrasts the approaches each author uses to develop this theme. Be sure to support your response with evidence from both texts.

**ELA:** *You have read the passage from Boy's Life and "Emancipation: A Life Fable." Write an essay that identifies a similar theme in each text and compares and contrasts the approaches each author uses to develop this theme. Be sure to support your response with evidence from both texts.*

The story \_\_\_ (title) describes a character who \_\_\_ (main idea/theme), and the passage \_\_\_ (title) describes a character who \_\_\_ (main idea/theme). Write a/an \_\_\_ (format) that analyzes how the narrators describe these events in order to build/create \_\_\_ (literary device). Be sure to use support from both texts in developing your response.

**ELA:** *The story "Departure" describes a character leaving home, and the passage from "Up the Coolly" describes a character returning home. Write an essay that analyzes how the narrators relate the events about the journeys in a manner that builds mystery and/or tension. Be sure to use support from both texts in developing your response.*