

Target 4 types of narrative reading responses

Move beyond personal narratives.

THEN

Traditional Prompt Narrative Writing

- Based on background knowledge.
- Generates a narrative response.
- Typically requires students to recall a personal experience.
- Allows for more than one possible response.

NOW

Read-Write Prompt Narrative-Writing Task

- Typically based on a literary text.
- Generates a narrative response.
- Requires students to write an original story based on information learned in the original text(s).
- Requires multiple details from the original text(s).
- Allows for more than one possible response.

CCSS W9 | Draw evidence from literary or informational texts to support analysis, reflection, and research.

INDIANA W1 | ...Apply reading standards to write in response to literature and nonfiction texts.



SECRET SITE RESOURCES



Generate narratives in response to reading.



How should students incorporate evidence in a narrative response?



**SPIN-OFF
SESSION**

TEXT-BASED RESPONSES
Session 4 | Extended Responses

Define what counts as evidence.

Review what students know as “evidence” when writing informative and persuasive responses.

Clarify that “evidence” in narratives means weaving in details from the original text.

Identify the details to include.

- Repeat setting details.
- Repeat character feelings, traits, thoughts, actions, words.
- Repeat plot (problem, solution, action, event, theme) details.



Analyze sample narrative-writing tasks.

Draft parallel prompt experiences to include essential academic vocabulary.

1 Continue the story.

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?

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.

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.

2 Rewrite the perspective.

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.

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.

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.

3 Insert the missing piece.

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.

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.

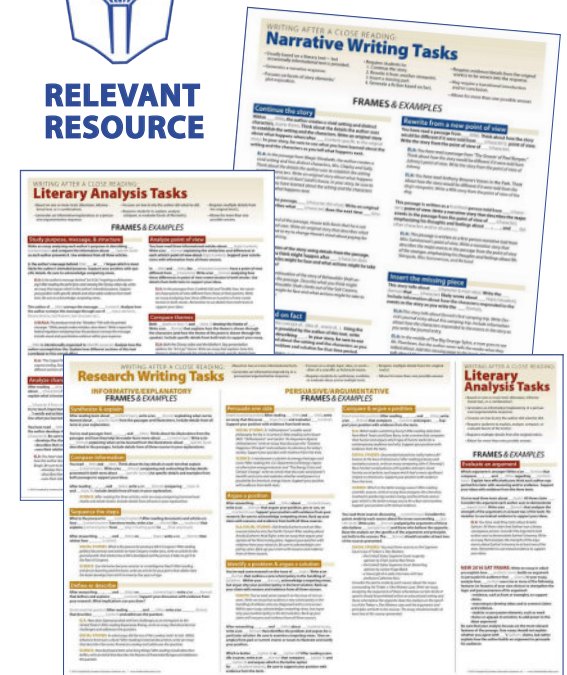
After discovering that his wife has gone missing from the bicycle they were sharing, Mr. Harris returns “to where the road broke into four” and seems unable to remember where he has come from. Using what you know about Mr. Harris, write a narrative story that **describes how he chooses** which road to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

4 Write fiction based on fact.

“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.



RELEVANT RESOURCE





TASK TYPE

KEY INGREDIENTS

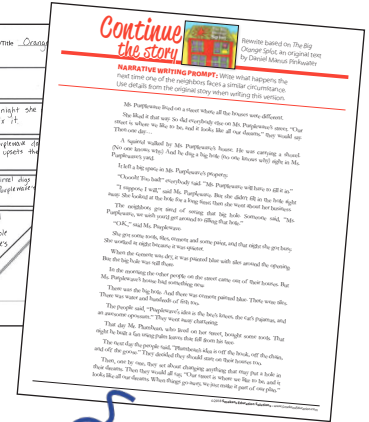
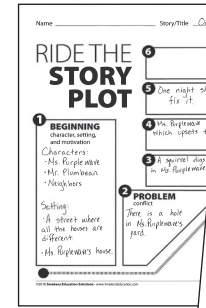
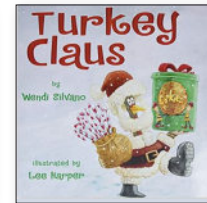
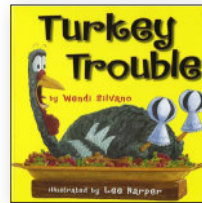
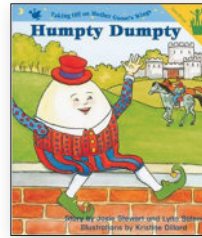
MENTOR TEXTS

ANCHOR PAPER

1

“Continue” the story following a similar plot.

- Incorporate the same characters.
- Describe a similar problem & solution.
- Depict the same lesson learned— just sooner.
- Include a transitional introduction.



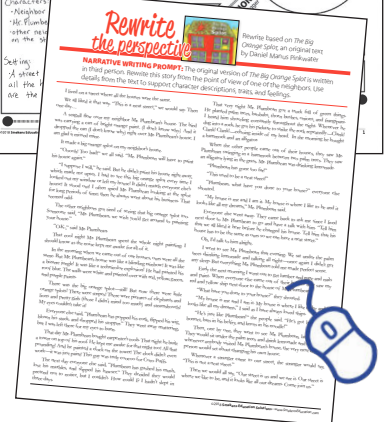
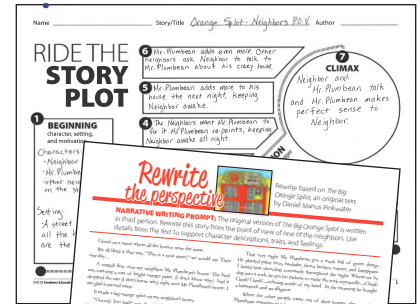
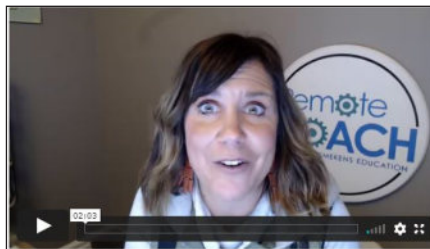
2

Rewrite the same plot from a different character's viewpoint.

- Incorporate the same characters.
- Describe the same problem & solution.
- Reveal a different character's perspective.

CHARACTER A		CHARACTER B
Goldilocks		Baby Bear
To see what was inside the cottage		Wanted to eat my porridge
The door was open, so I just went inside		It was way too hot
I tasted some porridge, tried out a chair, and fell asleep in a cozy little bed		So we went for a walk to give it time to cool
I woke up to 3 scary bears staring at me (I jumped up and ran away! The nearest quiet bush there again)		We came home and someone ate it all, broke my chair, and fell asleep in my bed

SECRET SITE RESOURCES



Rewrite narratives from a different character's perspective.



TASK TYPE

KEY INGREDIENTS

MENTOR TEXTS

ANCHOR PAPER

3

Insert the missing piece or page.

- Demonstrate mastery of the story arc.
- Expand on ideas merely mentioned.
- Note the details that happen before and after the inserted information.
- Include a transitional introduction and/or conclusion.



- Dissect deleted scenes from movies.



This is the missing page from _____ Title _____

Before & After THE INSERT

ALREADY-KNOWN INFORMATION	ADDED PORTION	NOT-YET-KNOWN INFORMATION
<ul style="list-style-type: none"> • Mr. Plumbean has frangipani, palm trees and an alligator. • The neighbor sipped lemonade with Mr. Plumbean • Mr. Plumbean's house is many colors and he worked at night to paint it. • The neighbors like living on a neat street. • Mr. Plumbean made his house look like a home of his dreams. 		

Insert the missing piece or page...

NARRATIVE WRITING PROMPT: Choose one scene from the *Before* or *After* section and write a scene that connects the two. Be sure to include details from the original text.

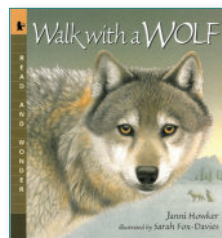
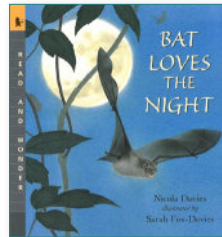
Anchor Paper: Includes a title, a drawing, and a story. The story is written in a narrative style and includes details from the original text.

4

Write fiction based on fact.

- Gather details from the informational text, including:
- People/Subjects.
 - Setting.
 - Events/Activities.

- Generate an original plot revealing:
- Accurate character and setting details.
 - A realistic problem.
 - A plausible solution.



Original Text

THE GREAT PACIFIC GARBAGE PATCH

Write Fiction from Fact

NARRATIVE WRITING PROMPT: Write a fictional story based on information gathered about the Great Pacific Garbage Patch. Include details from the original text in your story.

The Plastic Cup

Fiction Based on Facts

INFO TEXT	FEATURES	LITERATURE
		SUBJECT CHARACTERS
		TIME & PLACE SETTING
		EVENTS PROBLEM & SOLUTION

Two options applied in red