



PLAN POWERFUL UNITS

Elevate narrative writing for test success

PRESENTER

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SPARK YOUR NEXT STEPS

Understand the expectations.

PURPOSE | TO ENTERTAIN

Generate a story or situation that describes a problem and solution.



SECRET SITE RESOURCE

TRADITIONAL NARRATIVE GENRES

- A **PERSONAL NARRATIVE** is a true story about one's own experience.
- **FANTASY** involves magical or supernatural elements (e.g., fairy tales, fables, myths, legends, etc.).
- A **PLAY** or **DRAMA** is a story written in script form and told through performance.
- A **GRAPHIC NOVEL** tells a story through a mix of visual art and text.
- **REALISTIC FICTION** is a made-up story that **COULD** happen in real life (e.g., a short story, adventure story, or mystery, etc.).

NARRATIVE RESPONSES TO TEXTS

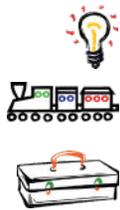
- **CONTINUE** the story by imagining what happens next or exploring a future event.
- **RETELL** a story from another character's viewpoint.
- **INSERT** the missing part, scene, or page within the original plot, honoring what was known before and happens after.
- **FICTION BASED ON FACT** creates a fictional story inspired by information learned from nonfiction texts (e.g., historical or science fiction).

Teach the essential writing skills within the "trophy" traits.



STANDARDS EXPECTATIONS

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.



- IDEAS** | The type of information included in the writing
- ORGANIZATION** | The arrangement of the information in the writing
- CONVENTIONS** | The writing's level of correctness

ESSENTIAL INGREDIENTS

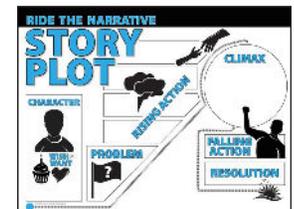


- VOICE** | The attitude or tone conveyed within the writing
- WORD CHOICE** | The specific and precise vocabulary within the writing
- SENTENCE FLUENCY** | The flow of sentences across the writing

SOPHISTICATED INGREDIENTS



RELEVANT RESOURCES



GENRE WRITING

Focus instruction on the plot.

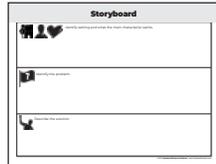
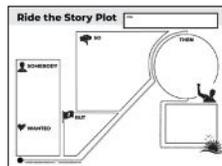
SKILL #1 Describe a problem/conflict.

Describe narrative writing like an airplane flight.



Readers expect a story to have a problem that gets solved.

- Flat line
- Rocket ship
- Crash landing



<p>Think of a problem.</p>		<p>Create a basic plot Make something happen to someone</p>
<p>Plan a solution.</p>		<p>Hook & satisfy readers Start & end the story intentionally</p>
<p>Name the character(s).</p>		

Identify the 3 types of character problems/conflict.



Problem with someONE
Character vs. Character
Character vs. Society

- a friend, classmate
- a family member
- an enemy, rival, or competitor
- a love interest
- an authority figure
- a group, club, or organization



Problem with someTHING
Character vs. Nature
Character vs. Environment
Character vs. Circumstance
Character vs. Technology

- technology/machine malfunction
- a physical object
- a challenging situation
- an unavoidable accident
- a wild animal encounter
- a weather event
- a natural disaster



Problem with HIMSELF
Character vs. Self

- selfish behavior
- a tough choice
- low self-esteem
- fear of failure
- distrust of others
- a bad habit
- a poor attitude/unmotivated
- an ethical dilemma
- a moral dilemma

SKILL #2 Conclude with a solution/resolution.

Identify the 3 types of story solutions.



- an adult
- a family member
- a friend
- a neighbor
- a stranger
- a superhero/supernatural character



- an object
- a tool or piece of technology
- a skill or technique
- a signal or clue
- a key or hidden treasure
- a map, book, or guide



- end the day/go to bed
- it's no longer important
- a change in attitude
- face consequences & move on
- get more chances/attempts
- the rules change

Define Solution versus Resolution.



If the conflict is conquered, then it's a **SOLUTION**—a clear fix or “victory” for the character.



If things are improved, but not all better, then it's a **RESOLUTION** marking the end of a difficult journey.

Introduce 2-part conclusions.

RESOLVE + REFLECT

SKILL #3 Plan character(s) & setting.

Consider the most important details to include in the beginning/opening exposition.

<p>BEGINNING</p> <p>WHO does it happen to?</p> <p>WHERE & WHEN does it happen?</p>	<p>MIDDLE</p> <p>WHAT is the PROBLEM?</p>	<p>ENDING</p> <p>HOW is it SOLVED?</p>
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WRITING TEMPLATES & ICONS ARE ON THE SECRET SITE



READING RESPONSE

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.



STANDARDS EXPECTATIONS

Draw evidence from literary or informational texts to **support** analysis, **reflection**, and research.

...Apply reading standards to **write in response** to literature and nonfiction texts.

Define what counts as evidence.

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



SECRET SITE RESOURCES



Generate narratives in response to reading.



How should students incorporate evidence in a narrative response?

TASK TYPE

KEY INGREDIENTS

MENTOR TEXTS

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 1	CHARACTER 2
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 just 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 tiny beds, porridge, and a chair, and I didn't know who I was or where I was.	We went home and everything was fine. We had to go to school.



ALL RESOURCES ON THE SECRET SITE

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.



4 Write fiction based on fact.

Gather details from the informational text, including:

- People/Subjects.
- Setting.
- Events/Activities.

Fiction BASED ON Facts		
INFO TEXT	FEATURES	LITERATURE
	SUBJECT CHARACTER	
	TIME & PLACE SETTING	
	EVENTS PROBLEM & SOLUTION	

Generate an original plot revealing:

- Accurate character and setting details.
- A realistic problem.
- A plausible solution.

