



## Introduction to the Lesson Plan Organizer for Grade 4

The Lesson Plan Organizer is an **on-the-go printed version** of the lessons, and simplifies implementing the instruction in conjunction with the HUB. The lessons have been abbreviated in this printed version, like “cliff notes” for use within the classroom.

**Each lesson plan follows the Empowering Writers \*METHODOLOGY and includes:**

- Clear **objectives**
- **Materials** needed for the lesson
- Reminders for the **HUB Key Digital Components** that support the lesson
- Concise **procedures**
- **Key vocabulary** where necessary
- **Application** opportunities across learning

### **\* METHODOLOGY**

1. **INTRODUCE** and define a specific skill through the use of published texts.
2. **MODEL** the skill for students, “thinking out loud” the thoughts and questions of an author.
3. **GUIDED PRACTICE** opportunities for students to practice the skill previously modeled.
4. **APPLICATION** of the skills across learning where students apply skills independently.

### **How to use your Lesson Plan Organizer:**

- Sign into your **HUB resource**.
- Review the lesson plan for the complete procedure. *The Lesson Plan Organizer will prompt you to see the lesson plan for examples and modeled samples.*
- Familiarize yourself with the **Teacher Background** material, either video or printed.
- Using your Lesson Plan Organizer, jot down notes for implementation (sticky notes or write directly on the planner).
- With your Lesson Plan Organizer in your hand, you can freely move around the room, teach the lesson and utilize the HUB as needed for the digital assets.



## Grade 4 Lesson Planning Musts

**Graphic Organizers:** Informational Pillar, Opinion Pillar, and Narrative Diamond either displayed or handy for students to refer to when writing AND reading.

**Objective:** Always be clear on the objective of the lesson. When in doubt about the direction of the lesson, review the objective. It provides the focus.

**Teacher Background/Answer Keys:** Have teacher background and answer pages handy to refer to the lesson.

*For lesson planning purposes it will be assumed that you have and understand the lesson assets that may be supporting the delivery of the lesson.*

**Teacher Background:** A short review of the skill being taught that will inform your instruction. This needs to be reviewed prior to teaching the lesson.

**Modeled Lesson:** An opportunity to see the skill in action, think of it as a “dress rehearsal” for the instruction.

**SkillPower:** A PowerPoint presentation for the introduction of a new skill. This can be presented with or without narration.

**Virtual Field Trip:** Build background knowledge for students and introduce important academic language before diving into text.

**Digital Student Pages:** All student pages can be either assigned digitally or printed depending on the preferred structure of the lesson.

**Narrated Text:** Text is broken into smaller chunks and read aloud. Useful for introducing the text, preview for students with IEP requirements, review or reinforcement. Use individually, in small groups or for homework.

**Interactive Student Slides:** Digital slides that you can customize to assign to students. Perfect for review, reinforcement or as a way to gauge student understanding.

**DIVIDER PAGE**

**LITERACY  
LAUNCH**

**DIVIDER PAGE**

# Section 1: Literacy Launch

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# Introducing Graphic Organizers

**Key Components:** *Teacher Background*    *Skill Power!*    *Animated Video*

<p><b>Objective:</b> <i>What do you want students to know or do as a result of this lesson?</i></p>	<p>Students will 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.</p> <p><i>This lesson is an awareness level lesson and will not have guided practice.</i></p>
<p><b>Materials:</b> <i>Include all literature and materials needed for teacher and student</i></p>	<p><b>Skill Power!</b> to introduce diamond OR Animated Video (<i>preview and choose</i>) <u>Narrative Diamond</u> - RP 1</p> <p><b>Skill Power!</b> to introduce pillar <u>Informational</u> - RP 2 and <u>Opinion Pillars</u> - RP 3 Animated Video: The Narrative Writing Diamond Annotation and Analysis for Narrative Stories, RP 8</p>
<p><b>Procedure</b></p>	
<p>INTRODUCE AND DEFINE</p>	<p>1. Explain that Graphic Organizers are visual tools to represent the shape and structure of different genres of writing.</p>
<p>MODEL/GUIDED PRACTICE</p>	<p>2. Project and work through the <b>Skill Power!</b> to introduce the Narrative Diamond - be sure students have a copy of the diamond to refer to during the presentation. OR project the Animated Video to introduce the diamond.</p> <p>3. Project and work through the <u>Skill Power!</u> to introduce the Informational (and Opinion) pillars. (<i>They are organized similarly, point out the difference in the language - opinion statement and main reasons.</i>)</p> <p>4. Proceed in similar fashion with RP 2 and RP 3. Use <b>Skill Power!</b> Introducing the Informational Pillar to lead discussion.</p> <p>5. Close the lesson by asking students the following: a. How are these graphic organizers helpful? b. How do authors use these graphic organizers? c. Explain that the summarizing framework is the way in which we summarize.</p>
<p>APPLICATION  <i>Anytime and Always</i></p>	<p><b>How I will use this across learning.</b></p> <p>Graphic organizers should be posted and students should have a copy of each in their writing folders. They are to be used with all text experiences for annotation and later when students are rewriting their own stories or essays, these are the tools for organization.</p>

# Recognizing Genre

Key Components: *Teacher Background Interactive Slides Skill Power! - Argument*

<p><b>Objective:</b> <i>What do you want students to know or do as a result of this lesson?</i></p>	<p>Students will recognize and identify narrative, informational, opinion and response to text paragraphs in terms of author’s purpose and salient features. An argumentative extension is also included.</p>
<p><b>Materials:</b> <i>Include all literature and materials needed for teacher and student</i></p>	<p><u>Narrative, Informational or Opinion?</u> SP 1  <u>Informational, Opinion or Response to Text?</u> SP 2  <u>The Vocabulary of Argument Writing</u>, ARG RP 1            Skill Power! Argument - Introducing the Argument Pillar  <u>Argument Pillar</u>, ARG  <u>Informational, Opinion, or Argument</u>, ARG 1-2</p>
<p><b>Procedure</b></p>	
<p>INTRODUCE AND DEFINE</p>	<p>1. CHART, discuss and define each genre - Narrative, Informational, Opinion and Response to Text (<i>Optional: Argument</i>).</p>
<p>MODEL</p>	<p>2. Project and read each paragraph on SP 1.            Discuss genre and circle or highlight the appropriate genre.</p> <div data-bbox="513 991 1200 1199" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Key            Narrative, Informational or Opinion? SP 1            1. Narrative 2. Opinion 3. Informational            Informational, Opinion, or Response to Text SP 2            1. Informational 2. Response to Text 3. Opinion</p> </div> <p>3. <i>OPTIONAL EXTENSION: Repeat with the ARG 1-2 - project and discuss the <b>Skill Power!</b>, then circle or highlight the appropriate paragraphs.</i></p> <div data-bbox="513 1295 1200 1503" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Key            Informational, Opinion, or Argument?, ARG 1            1. opinion 2. informational 3. argument            Informational, Opinion, or Argument?, ARG 2            1. informational 2. argument 3. opinion</p> </div>
<p>GUIDED PRACTICE</p>	<p>4. Use SP 2 (ARG 2) for practice.</p>
<p>APPLICATION <i>Anytime and Always</i></p>	<p><b>How I will use this across learning.</b>  <i>Use the Interactive Slides for additional practice.            Make a copy of the slides and share with students.</i>            This conversation should happen each time you pick up a text in all content areas.</p>

**DIVIDER PAGE**

**INFORMATIONAL/  
OPINION  
WRITING**

**DIVIDER PAGE**

# Informational/Opinion Writing - Broad Yet Distinct Main Ideas/Reasons

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# Sort and Categorize

Key Components: *N/A*

<b>Objective:</b> <i>What do you want students to know or do as a result of this lesson?</i>	Using a Venn Diagram, students will sort details into given main idea/reason categories and identify details that overlap.						
<b>Materials:</b> <i>Include all literature and materials needed for teacher and student</i>	<u>Sort &amp; Categorize (1-2)</u> , SP 61-62						
<b>Procedure</b>							
<b>INTRODUCE AND DEFINE</b>	1. Explain that students will be working to put items into main idea/main reason categories.						
<b>MODEL</b>          <b>MODEL</b>	2. Distribute and project either SP 61 or SP 62. Read the directions aloud. 3. Discuss the given main ideas/reasons and read through the details. 4. Sort the details into the appropriate main idea/reason category on the Venn Diagram. Details that apply to both main ideas/ reasons should be sorted into the column where the two circles intersect. 5. Distribute the other SP to complete independently or with a partner. Circulate and answer questions. Review finished work as a class, including any bonus main ideas/reasons students have come up with. <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"><p><b>KEY:</b> <u>SORT &amp; CATEGORIZE (1)</u></p><table><tr><td><b>Halloween</b> Making costumes Trick or Treating Haunted Houses</td><td><b>Autumn Activities</b> Apple picking Raking leaves Hayrides Corn mazes Football games</td><td><b>Both</b> Carving pumpkins Bonfires Ghost stories</td></tr></table><p><u>SORT &amp; CATEGORIZE (2)</u></p><table><tr><td><b>School Days</b> Riding on the bus Lunch in the cafeteria Gym class Math tests</td><td><b>Weekends</b> Saturday morning cartoons Sunday brunch Sleeping late Sleepovers</td><td><b>Both</b> Family dinners Homework Playing sports Seeing friends Doing chores Shopping</td></tr></table></div>	<b>Halloween</b> Making costumes Trick or Treating Haunted Houses	<b>Autumn Activities</b> Apple picking Raking leaves Hayrides Corn mazes Football games	<b>Both</b> Carving pumpkins Bonfires Ghost stories	<b>School Days</b> Riding on the bus Lunch in the cafeteria Gym class Math tests	<b>Weekends</b> Saturday morning cartoons Sunday brunch Sleeping late Sleepovers	<b>Both</b> Family dinners Homework Playing sports Seeing friends Doing chores Shopping
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<b>APPLICATION</b> <i>Anytime and Always</i>	<b>How I will use this across learning.</b> Sorting and categorizing is an essential skill when determining Broad Yet Distinct Main Ideas. Practice sorting regularly.						

# Compare These Pieces

## Key Components: *Teacher Background*

<b>Objective:</b> <i>What do you want students to know or do as a result of this lesson?</i>	Students will recognize the difference between pieces organized around main ideas/reasons that are not “broad yet distinct” and those that are. They will learn to identify main ideas that are non-distinct, overlapping or overly general, or too narrow to umbrella a variety of supporting details.
<b>Materials:</b> <i>Include all literature and materials needed for teacher and student</i>	<u>The Charming Dolphin</u> , SP 63-66 (informational) <u>Cooking</u> , SP 67-70 (opinion)
<b>Procedure</b>	
INTRODUCE AND DEFINE	1. Introduce the vocabulary “broad yet distinct” main ideas (for informational writing) and “broad yet distinct” main reasons (for opinion writing). Broad means that they are general enough so that you can add more specific details. Distinct means that they are easily distinguished from each other. Discuss this concept with the class and point out the ways in which this concept is reflected in the sample pieces.
MODEL/GUIDED PRACTICE	2. Select SP 63-66 or SP 67-70. Project and read through both versions. Point out the main idea/reason sentences in bold and underline them for extra emphasis. 3. Compare the pieces. Refer to the key below as you elicit responses from students to questions such as: a. Which piece gives you more information? Why? b. Which piece is more interesting to read? Why? c. Does every detail in each paragraph relate to the main idea? d. What is the difference between the main idea sentences in each pair of pieces? <div data-bbox="448 1257 1451 1963" style="border: 1px solid black; padding: 10px;"><p><b>Key</b> <u>The Charming Dolphin:</u> <b>Version 1</b> has overly general, overlapping main ideas, which makes it difficult to find details that relate directly to the main idea. Opinions are introduced as the author struggles to elaborate the piece. Losing sight of the author’s purpose is another problem that can arise when main ideas are not distinct. (For instance: The words “awesome” and “adorable” are both subjective and largely opinion-based.) This should have been an <b>informational piece with the purpose of informing the reader.</b> <b>Version 2</b> is well-elaborated and organized around three broad yet distinct main ideas (the playfulness, intelligence, and compassion of dolphins). <u>Cooking:</u> <b>Version 1</b> is more effective. There are 3 distinct main reasons: cooking saves money, allows you to eat healthier, and helps you carry on family traditions. <b>Version 2</b> has two overlapping main reasons, as paragraphs 1 and 3 focus on how cooking promotes healthy eating using different language (healthy vs. good for you).</p></div>

	<p>4. Complete the other piece in the same manner on another day.</p> <p>N/A Completed as a class.</p>
<p><b>APPLICATION</b></p> <p><i>Anytime and Always</i></p>	<p><b>How I will use this across learning.</b></p> <p>This critical thinking helps students understand how the choice of main ideas affects the elaboration and organization of the piece. Recognizing broad yet distinct main ideas vs. overlapping main ideas is a critical skill. Discuss this with every informational and opinion text.</p>

# Informational/Opinion Writing - Elaboration - Detail-Generating Questions

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# Just Okay...or Much Better?

**Key Components:** *Interactive Slides*    *Teacher Background*

<p><b>Objective:</b> <i>What do you want students to know or do as a result of this lesson?</i></p>	<p>Students will recognize the difference between simply stated facts and facts elaborated with specific detail.</p>
<p><b>Materials:</b> <i>Include all literature and materials needed for teacher and student</i></p>	<p><u>Just Okay...or Much Better?</u>, SP 106 Interactive Slides: Food Package Challenge</p>
<p><b>Procedure</b></p>	
<p>INTRODUCE AND DEFINE</p>	<p>1. Explain that some writers, when preparing an informational report give the readers the bare-bones facts, without elaborating on them. Discuss “showing vs. telling” and the value of sensory details that allow the reader to “see, hear, feel, smell, taste” the facts, bringing the writing to life.</p>
<p>MODEL</p>	<p>2. Share an example from SP 106. Ask which sentence is more interesting and informative. Have them point out the sensory information that enlivens the “Much Better” examples. Then highlight the “Why is that Important” aspect of the “Much Better” examples.</p>
<p>GUIDED PRACTICE</p>	<p>3. Students read additional pairs of sentences and begin to evaluate them in these terms. Share and discuss their responses.</p> <p>4. Ask the class which example they think was taken from a response to text piece? Point out the way the author uses a specific example in order to make the sentence much stronger.</p>
<p>APPLICATION <i>Anytime and Always</i></p>	<p><b>How I will use this across learning.</b></p> <p><b>BONUS:</b> For homework you can send the sheet home and have students underline the “What Does it Look Like?” part of the “Much Better” sentences in green, the “Why is it Important?” part in red.</p> <p>Use the Interactive Slides for additional practice.</p>

# Informational/Opinion Writing - Research

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# Reading Strategically and Finding Information Within Text

## Key Components: *Teacher Background*

<p><b>Objective:</b> <i>What do you want students to know or do as a result of this lesson?</i></p>	<p>Students will use glossaries, indexes and tables of contents. They will begin to recognize these and other text conventions such as sub-headings and bold-faced print so that they can locate specific information to bring to their writing.</p>
<p><b>Materials:</b> <i>Include all literature and materials needed for teacher and student</i></p>	<p><i>Collection of nonfiction books that have a glossary, index, table of contents, diagrams, headings, chapter titles, keywords, diagrams, charts, graphs, illustrations and/or photographs. Use a science or social studies textbook as well.</i></p> <p><u>Common Informational Text Features</u>, RP 5 <u>The Book Detective</u>, SP 140</p>
<p><b>Procedure</b></p>	
<p>INTRODUCE AND DEFINE</p>	<p>1. Explain that they'll be looking at text conventions in informational materials including glossaries, indexes, charts, graphs, and others.</p>
<p>MODEL</p>	<p>2. Distribute RP 5. Project and review the vocabulary. Point out the various features in one of the chosen nonfiction books. Explain that you use these features to locate information.</p>
<p>GUIDED PRACTICE</p>	<p>3. Divide students into small cooperative groups and provide each group with one of the nonfiction books. Explain that they'll be playing detective to track down specific parts of each book.</p> <p>4. Distribute SP 140. Have groups work to complete the page by studying the parts of their nonfiction book. Circulate answering questions and providing support. Time permitting, allow students to present their completed work to the class.</p>
<p>APPLICATION <i>Anytime and Always</i></p>	<p><b>How I will use this across learning.</b></p> <p>Locating information in an informational text is a foundational skill for research. Refer to these conventions every time you are reading information.</p>

# Informational/Opinion Writing - Introductions and Conclusions

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# Leads and Topic Sentences

## Key Components: *Teacher Background*

<p><b>Objective:</b> <i>What do you want students to know or do as a result of this lesson?</i></p>	<p>Students will identify leads and topic sentences in introduction paragraphs, and recognize the type of lead. In addition, they begin to designate between topic sentences which clearly state each main idea and those that suggest or imply main ideas through the use of a general, umbrella statement.</p>
<p><b>Materials:</b> <i>Include all literature and materials needed for teacher and student</i></p>	<p><b>Skill Power! Introduction Paragraphs</b> <u>What Your Informational Paragraph Needs</u>, RP 28 <u>Leads and Topic Sentences (1-3)</u>, SP 182-184</p>
<p><b>Procedure</b></p>	
<p>INTRODUCE AND DEFINE</p>	<ol style="list-style-type: none"> <li>1. Refer to the information in the <u>Teacher Background</u> pages in order to introduce students to the function and characteristics of introduction paragraphs and use the top part of RP 28 for student reference.</li> <li>2. Project <b>Skill Power!</b> to introduce this concept. Point out the various types of leads and the topic sentences. Note that the topic sentences highlight each main idea: eye-hand coordination, fit and trim bodies, and nerves of steel. You may also, at this time, point out that sometimes an author will use a more general TOPIC SENTENCE, in which the main ideas are simply suggested, but not clearly stated. (There are specific activities that address this later in the section.)</li> </ol>
<p>MODEL</p>	<ol style="list-style-type: none"> <li>3. Choose one page from SP 182-184, project and read. Ask students to identify the particular kind of lead. Students may use RP 28 to help identify each type of lead. Keep in mind that some of these examples include a TOPIC SENTENCE that references each main idea, and others are general umbrella type sentences. Students will discover that when the topic sentence is general in nature, it is impossible to determine the author's prewriting plan by simply reading the introduction. There is a value, therefore, in writing topic sentences that specifically refer to each main idea, as it helps the author stay focused, and assists the reader by clearly explaining what information they will receive.</li> <li>4. At the bottom of each page students are asked to identify whether the introduction belongs to an informational or opinion piece. Discuss their reasoning.</li> </ol>
<p>APPLICATION <i>Anytime and Always</i></p>	<p><b>How I will use this across learning.</b></p> <p>As homework, or an ongoing project, have students locate introduction paragraphs in magazine articles and identify the types of leads. Glue these to posters for class discussion and reference.</p>

# Informational/Opinion Writing - Authentic Writing Tasks

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# Analyzing Writing Assignments

## Key Components: *Skill Power!*

<p><b>Objective:</b> <i>What do you want students to know or do as a result of this lesson?</i></p>	<p>Students analyze prompts in order to identify given and variable elements necessary for effective responses. They also learn to read assignments as a means of identifying genre and purpose.</p>
<p><b>Materials:</b> <i>Include all literature and materials needed for teacher and student</i></p>	<p><b>Skill Power! Recognizing Givens and Variables</b> <u>Prompts (1-12)</u>, SP 219-226 <u>Analyzing Response to Text Prompts</u> - Pages 105-106</p>
<p><b>Procedure</b></p>	
<p>INTRODUCE AND DEFINE</p>	<ol style="list-style-type: none"> <li>1. Project <b>Skill Power!</b> to introduce the concept of <b>givens</b> and <b>variables</b> and work through this with students as a review.</li> <li>2. Choose and project one of the prompts/ assignments from SP 219-226.</li> </ol>
<p>MODEL/GUIDED PRACTICE</p>	<ol style="list-style-type: none"> <li>3. Explain that at some future point they may be presented with a prompt such as this as a means of showcasing the specific writing skills they've learned. Explain that prompts can also be used for assessment.</li> <li>4. Read the prompt aloud. Ask: Does it sound as though it might be an informational or opinion prompt? Ask them what clues in the prompt lead them to make that distinction (<i>explain why</i>).</li> <li>5. Discuss the GIVEN elements - those included in the prompt itself that need to be included in the response. For example, the topic may be given and main ideas/reasons left to the discretion of the author. Sometimes the main ideas/reasons are given, and the specific topic is a variable.</li> <li>6. Fill in the framework, having the class name the GIVENS and brainstorm a range of possibilities for the VARIABLES for each prompt. You may want to engage the class in the "PICK, LIST, CHOOSE" procedure in order to generate main ideas.</li> </ol> <p><i>See lesson for specific examples for each prompt.</i></p>
<p>APPLICATION <i>Anytime and Always</i></p>	<p><b>How I will use this across learning.</b></p> <p>Anytime students are given a prompt or assignment for either assessment, process writing, or for portfolio samples, be sure to remind students to approach these in similar fashion. They should read the prompt and determine the genre and purpose, then analyze the given and variable elements. Will they be writing their opinion or straight information, thus referring to the Opinion or Informational Pillar? What will their main ideas or main reasons be? This analysis helps to clearly define their task, and ensures that their written response is reflective of the assignment given. This analysis process should become their go-to first step before putting pencil to page or fingers to keyboard. For Response to Text assignments, follow the same process, using pages 105-106.</p>

**DIVIDER PAGE**

**NARRATIVE  
WRITING**

**DIVIDER PAGE**

# Narrative Writing - Entertaining Beginnings

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# Starting Off on the Right Foot

Key Components: *Teacher Background*    *Skill Power!*

<p><b>Objective:</b> <i>What do you want students to know or do as a result of this lesson?</i></p>	<p>Students will understand the purpose of story beginnings and analyze literature for the author’s techniques.</p>
<p><b>Materials:</b> <i>Include all literature and materials needed for teacher and student</i></p>	<p><b>Skill Power! Entertaining Beginnings OR Animated Video Lesson:</b> <b><i>Entertaining Beginnings - Walk in the Woods</i></b> <u>Starting Off on the Right Foot</u>, SP 29</p>
<p><b>Procedure</b></p>	
<p>INTRODUCE AND DEFINE</p>	<ol style="list-style-type: none"> <li>1. Project <b>Skill Power!</b> OR <b><i>Animated Video Lesson</i></b>, and introduce students to the skill alongside SP 29.</li> <li>2. Discuss the function of a story beginning and chart each technique with the corresponding questions.</li> </ol>
<p>MODEL/GUIDED PRACTICE</p>	<ol style="list-style-type: none"> <li>3. Have the class look through the beginnings of each chapter of a middle grade novel. Discuss how the author began the chapter (in novels, each chapter serves as a beginning, of sorts.) Challenge them to locate examples of each of the techniques presented. Share these with the class.</li> </ol>
<p>APPLICATION <i>Anytime and Always</i></p>	<p><b>How I will use this across learning.</b> Students should recognize each technique when reading across learning. Teachers point out techniques during read alouds.</p>

# Analyze the Beginning

Key Components: *N/A*

<p><b>Objective:</b> <i>What do you want students to know or do as a result of this lesson?</i></p>	<p>Students read story beginnings and determine which techniques authors used to create effective, entertaining story beginnings.</p>
<p><b>Materials:</b> <i>Include all literature and materials needed for teacher and student</i></p>	<p><u>Analyze This Beginning! 1-4, SP 30-34</u> <u>Menu for Beginnings, RP 17</u> <u>Analyze This Beginning! - Make-It-Your-Own, SP 34</u></p>
<p><b>Procedure</b></p>	
<p>INTRODUCE AND DEFINE</p>	<p>1. Project student pages and refer to RP 17, discuss techniques.</p> <div data-bbox="440 789 1425 1079" style="border: 1px solid black; padding: 10px;"> <p><b>Key</b>            SP 30, <u>Wonder</u> by R.J. Palacio — technique: THOUGHT            SP 31, <u>The Someday Birds</u> by Sally J. Pla — technique: SOUND            SP 32, <u>Moo</u> by Sharon Creech — technique: ACTION            SP 33, <u>The 13th Floor: A Ghost Story</u> by Sid Fleischman — technique: DIALOGUE</p> </div>
<p>MODEL/GUIDED PRACTICE</p>	<p>2. Use the template on SP 34, to complete this activity using a book you are reading together as a class. Remember, you can use the beginning of the book, or the beginning of any subsequent chapter.</p>
<p>APPLICATION <i>Anytime and Always</i></p>	<p><b>How I will use this across learning.</b>          NOTES: As an ongoing activity, have students identify beginning techniques in their independent reading and present to the class. Allow the student volunteer to take the lead as the class brainstorms ways of revising the beginning by using alternative techniques. Discuss.</p>

# Narrative Writing - Elaborative Detail

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# Story Critical Characters, Settings, and Objects

Key Components: *Teacher Background*    *Skill Power!*

<p><b>Objective:</b> <i>What do you want students to know or do as a result of this lesson?</i></p>	<p>Students recognize and identify story critical characters, settings, and objects and understand that authors freeze the story action in order to describe these elements.</p>
<p><b>Materials:</b> <i>Include all literature and materials needed for teacher and student</i></p>	<p><b>Skill Power! Story Critical Characters, Settings, and Objects (Elaborative Detail)</b> <u>Story Critical Characters, Setting, Objects, SP 48</u></p>
<p><b>Procedure</b></p>	
<p>INTRODUCE AND DEFINE</p>	<ol style="list-style-type: none"> <li>1. Project and discuss <b>Skill Power!</b> Together, work through SP 48 and color code.</li> <li>2. Explain that the class will be reading a number of story plans. Notice that in each plan there are certain characters, settings, and objects that are in some way interesting. These are the things that an author would take the time to describe. Explain how the author freezes the story action for the purposes of elaborative detail.</li> </ol>
<p>MODEL</p>	<ol style="list-style-type: none"> <li>3. Read through and discuss the first example together. Ask them to point out the story critical character. (<i>I</i>) Underline this in red. Approach the setting (<i>amusement park in blue</i>) and object (<i>roller coaster in green</i>) in similar fashion, as directed. Discuss each.</li> </ol>
<p>GUIDED PRACTICE</p>	<ol style="list-style-type: none"> <li>4. Have students use the Summarizing Framework to create interesting story plans of their own which feature story critical characters, settings, and objects.</li> </ol> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>This story is about _____. <i>character and setting</i></p> <p>The problem was that _____. <i>main event</i></p> <p>The problem was solved/adventure concluded when _____.</p> <p>_____                      _____                      _____ <i>character</i>                      <i>setting</i>                      <i>object</i></p> </div>
<p>APPLICATION <i>Anytime and Always</i></p>	<p><b>How I will use this across learning.</b> Students will recognize story critical elements in literature. Teacher will point out these elements in read alouds.</p>

# Narrative Writing - Suspense

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# Find the Suspense

Key Components: *Teacher Background*    *Skill Power!*

<p><b>Objective:</b> <i>What do you want students to know or do as a result of this lesson?</i></p>	<p>Students are introduced to, develop an awareness of, and distinguish between the characteristics of story questions and word referents in order to build suspense.</p>
<p><b>Materials:</b> <i>Include all literature and materials needed for teacher and student</i></p>	<p>Teacher Background - Suspense - Pages 157-160  <b>Skill Power! Suspense!</b>  <u>Menu for Suspense</u>, RP 19  <u>Find the Suspense!</u>, SP 80</p>
<p><b>Procedure</b></p>	
<p>INTRODUCE AND DEFINE</p>	<ol style="list-style-type: none"> <li>1. Read a sample of suspense from 157-160. Discuss and define characteristics and functions of suspense.</li> <li>2. Project and discuss <b>Skill Power!</b>, refer to RP 19. Use the examples on the PowerPoint to illustrate each technique to the class.</li> </ol>
<p>MODEL/GUIDED PRACTICE</p>	<ol style="list-style-type: none"> <li>3. Project, discuss and color code SP 80. Be sure to point out the ways in which the author stretches out the suspenseful segment in order to build more tension and add more entertainment value. In your conversation, reiterate the terms: <i>suspense, tension, anticipation, hint, word referent, revelation.</i></li> </ol>
<p>APPLICATION <i>Anytime and Always</i></p>	<p><b>How I will use this across learning.</b>          Notice and reference the use of word referents and story questions to build suspense in literature.</p>

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# Comparing Summaries and Fully Elaborated Main Events

Key Components: *Teacher Background*    *Skill Power!*

<p><b>Objective:</b> <i>What do you want students to know or do as a result of this lesson?</i></p>	<p>Students read and compare a story summary, a list of actions, and a fully elaborated main event in order to recognize the power of the fully elaborated main event. They will also analyze the elements of the main event.</p>
<p><b>Materials:</b> <i>Include all literature and materials needed for teacher and student</i></p>	<p><u>Main Event</u>, RP 21 <b>Skill Power! Comparing Summaries and Fully Elaborated Main Events</b> <u>Comparing Summaries and Fully Elaborated Main Events (1-2)</u>, SP 102-103</p>
<p><b>Procedure</b></p>	
<p>INTRODUCE AND DEFINE</p>	<p>1. Discuss RP 21, highlighting the key aspects of the main event.</p>
<p>MODEL/GUIDED PRACTICE</p>	<p>2. Project <b>Skill Power!</b> and compare each example, pointing out the respective strengths and weaknesses of each.</p> <p>3. Assign SP 102 and color code the fully developed main event as follows:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>ACTION - black, DESCRIPTION - blue, THOUGHTS/FEELINGS - red, DIALOGUE/ EXCLAMATION - green, SOUND EFFECT - orange</p> </div> <p>4. Discuss the weaknesses of a simple summary statement that cheats the reader out of all the vivid description, and play by play action.</p> <p>5. Discuss how boring it is to read a “grocery list” of actions separated by “and thens.” And point out how interesting the fully elaborated main event is, by comparison.</p> <p>6. Use SP 103, for additional practice.</p>
<p>APPLICATION <i>Anytime and Always</i></p>	<p><b>How I will use this across learning.</b></p> <p>Read an example of a fully elaborated main event from age appropriate fiction and discuss the various techniques the author used.</p> <p><i>See examples from literature in the lesson plan.</i></p>

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# Analyze the Ending

Key Components: *Teacher Background*    *Skill Power!*

<p><b>Objective:</b> <i>What do you want students to know or do as a result of this lesson?</i></p>	<p>Students will analyze a story ending and identify the techniques used for effective endings.</p>
<p><b>Materials:</b> <i>Include all literature and materials needed for teacher and student</i></p>	<p><u>Menu for Extended Endings</u>, RP 22 Teacher Background - Endings - Pages 217-218 <b>Skill Power! Extended Story Endings</b> <u>Analyze This Ending (1-4)</u>, SP 118-121</p>
<p><b>Procedure</b></p>	
<p>INTRODUCE AND DEFINE</p>	<p>1. Distribute RP 22. Share the examples of extended endings on 217-218 (Sarah, Sam, and Jackie). Discuss and point out the menu items as applied in the samples.</p>
<p>MODEL</p>	<p>2. Project and discuss <b>Skill Power!</b> and SP 118-121. Identify memories, feelings, decisions, hopes or wishes. Highlight and color code each sentence. 3. Discuss the way the ending “sums up” the story. Have the students summarize who the story was about, what the problem, adventure, or experience was, and how it was resolved.</p>
<p>GUIDED PRACTICE</p>	<p>4. On another day, choose another of these endings, read it aloud together and have students proceed independently. Discuss their analysis as a group.</p>
<p>APPLICATION <i>Anytime and Always</i></p>	<p><b>How I will use this across learning.</b> During read alouds, discuss the purpose of an extended ending and identify the techniques authors use.</p>

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# Analyzing Prompts for Givens and Variables

Key Components: *Teacher Background*    *Skill Power!*

<p><b>Objective:</b> <i>What do you want students to know or do as a result of this lesson?</i></p>	<p>Students will be able to read prompts in order to identify given and variable elements necessary for successful responses.</p>
<p><b>Materials:</b> <i>Include all literature and materials needed for teacher and student</i></p>	<p><b>Skill Power! Recognizing Givens and Variables</b> <u>Prompts</u>, SP 137-144</p>
<p><b>Procedure</b></p>	
<p>INTRODUCE AND DEFINE</p>	<p>1. Project the <b>Skill Power!</b> or choose a prompt from SP 137-144. Explain at some future point they may be presented with a prompt such as this as a means of showcasing the specific writing skills they’ve learned. Explain that prompts can also be used for assessment. Everyone will respond to the same prompt, and there are several story elements provided, (givens) and several decisions that each individual author would need to make (variables).</p>
<p>MODEL/GUIDED PRACTICE</p>	<p>2. Read prompt and ask - does it sound as though it might be a realistic personal experience, (realistic fiction) or an imaginative or fantasy story?</p> <p>3. Discuss the GIVENS - those included in the prompt that need to be included in the response. For example, GIVENS might include a particular setting, character, or object, and/or an activity/experience. Pick these out and discuss the fact that everyone’s response should include the GIVENS.</p> <p>4. Discuss the VARIABLES. These include the obvious decisions the author needs to make. The variables are the elements that will set each author’s story apart. Their main event must include the variable.</p> <p>5. MODEL what the PREWRITING FRAMEWORK may look like, brainstorm possible variables.</p> <div data-bbox="527 1493 1555 1738" style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p>This is a story about _____. <span style="display: block; text-align: right;"><i>character-GIVEN</i></span></p> <p>The adventure, problem, or experience is that _____. <span style="display: block; text-align: right;"><i>main event -GIVEN and VARIABLE</i></span></p> <p>The adventure concluded/problem solved when _____. <span style="display: block; text-align: right;"><i>VARIABLE</i></span></p> </div>

	<ol style="list-style-type: none"> <li>6. Have the class focus on one of the prewriting plans and based on the plan, identify at least two elements (character, setting, or object) that demand a vivid elaborative segment. This reminds them to focus on story critical elements to which they must apply elaboration during the drafting process.</li> <li>7. Explain that this analysis process is how they will read a prompt and plan their response.</li> <li>8. For this objective, there is no reason to have students write the prompt.</li> </ol>
<p><b>APPLICATION</b> <i>Anytime and Always</i></p>	<p><b>How I will use this across learning.</b> Follow this procedure for the purpose of analyzing and planning to respond to an assignment or assessment.</p>