

Access 2

Extended Writing Project: Narrative Writing

Paraphrase

Read and listen to the writing prompt for your extended writing project. After you've read and listened to the prompt, fill in the blanks below to paraphrase the writing prompt.

Write a _____ about someone who takes a stand to help another person or to _____ . Think about why your character decides to _____. What does your character hope to _____? What does your character _____? What is the _____ of your character's efforts?

*W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

*ELD.PI.6.10.b.Ex - **Writing** Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).

Introduction Glossary

As you read and listen to the introduction to writing a literary analysis, look for these key words and use the definitions below to help you understand the concepts.

Word or phrase	What it means
narrative	A type of writing that retells real or imagined experiences or events.
fictional narratives	Made-up stories, such as novels, short stories, poems, or plays.
nonfiction narratives	True stories, such as memoirs or diary entries, personal essays or letters, autobiographies or biographies, eyewitness accounts or histories.
narrator	The person who tells the story. In nonfiction, the narrator is usually the author. In fiction, the narrator may be a character in the story or outside the story.

*RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

*L.6.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

*ELD.PI.6.6.c.Ex - **Reading/viewing closely** Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.

Fill in the Blanks

As you read the introduction to writing a narrative essay, fill in the blanks below.

1. A narrative is _____.
2. Narratives can be fiction or nonfiction.
3. Fictional narratives are _____ and can take the form of _____.
4. Nonfiction narratives are _____, often expressed in _____.
5. Many narratives have a _____ who _____.
6. In nonfiction narratives, the _____ usually tells the story.
7. In fictional narratives, the narrator can be a _____ or _____.
8. Effective narrative writing uses _____, includes _____, and presents the events in _____.
9. The features of narrative writing include:
 - setting— _____
 - _____ or _____ individuals
 - plot— _____
 - theme— _____

*W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

*ELD.PI.6.2.Ex - **Interacting via written English** Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.

*ELD.PII.6.5.Ex - **Modifying to add details** Expand sentences with an increasing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.

Model Glossary

Use the chart to clarify vocabulary and idioms as you read the Student Model "Taking the Shot."

Word or phrase	What it means
dutifully	done out of responsibility, not out of want or desire
shot	attempt to throw a basketball through a hoop
hurl	throw
bleachers	bench seats in a gymnasium
bystanders	people standing nearby
trip	group of three
talking trash	(idiom) saying mean things
chucking	throwing
athletic talent	ability to play sports well
dude	(slang) man, boy, or guy
shrug	lift up one's shoulders
court	space where basketball is played
takes after	is like one's older family member in some way
chef	a professional cook
especially	mostly
chemistry	a kind of science
quit	stop
teasing	making fun of
free throw	in basketball, an attempt at making a basket without any other players trying to block it
go bananas	(idiom) become extremely angry or excited
talents	things one is naturally good at doing
feel big	(idiom) feel better than other people
stand up to	make a defense against; fight back
snatched	took, grabbed
dribbling	bouncing a basketball
snapped	said in a short, angry way
target	a focus of unwanted, often negative, attention

nasty	mean
stunned	shocked
blew the shot	did not get the ball into the basket
metallic	metal
virtual	something that is not real, but technology is used to make it appear real, as in computer games
calculate	figure out
not so hot	not very good
shot us a dirty look	looked at us in a mean or angry way
envious	jealous

*RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

*L.6.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

*ELD.PI.6.6.c.Ex - **Reading/viewing closely** Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.

Annotation Guide

Use the following annotation guidelines to help you annotate the student model. Be sure to make annotations or highlights to the text to complete each line.

1. Highlight at least two sentences or passages that you have questions about. Enter your questions as annotations.
2. Highlight any unfamiliar vocabulary. Analyze context clues to determine the meaning of these unfamiliar terms.
3. Highlight the sentences that help you to identify the setting at different points in the story. Annotate to explain how the sentence helps you to identify the setting.
4. Highlight the names of the characters in the story.
5. Highlight at least two examples of important events in the story that help to develop the plot. Annotate to explain why you think they are important.
6. Highlight the sentence or sentences in the final paragraph that help you to identify the story's theme. Annotate to explain the theme in your own words.

*RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

*ELD.PI.6.11.a.Ex - **Justifying/arguing** Justify opinions or persuade others by providing relevant textual evidence (e.g., quoting from the text or referring to what the text says) or relevant background knowledge with moderate support.

Sentence Frames

Use the following sentence frames to write your answers for the Think Questions.

Question	
1.	<p>The opening and the end of the story take place _____.</p> <p>Scenes in the middle part of the story happen _____.</p>
2.	<p>The narrator is _____ . She is good at _____ . She feels upset because _____ .</p> <p>The narrator's brother is _____. Some kids at school tease him because _____ . He doesn't mind because he knows he is good at _____ and _____ .</p> <p>A friend of the narrator and her brother is _____ . He helps _____ .</p>
3.	<p>At the beginning of the story, Celia is upset because _____ .</p> <p>First, she offers to help Kyle _____ , but Kyle says _____ .</p> <p>Then Celia's friend Mac asks her _____ . So Celia decides to have Mac come over with a video game that will _____ .</p> <p>Later in gym class, Kyle _____ . Celia tells the mean boys that she doesn't make fun of _____ . Kyle offers to help _____ . Trey says _____ , but George says _____ . Later, George and Kyle will get together to _____ .</p>
4.	<p>An example of a fictional narrative is _____ .</p> <p>An example of a nonfiction narrative is _____ .</p> <p>An example from the text is _____ .</p>

5.	A narrative in which one character had to stand up for another is _____ _____ An example of how the character did this is _____ _____
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*ELD.PI.6.2.Ex - **Interacting via written English** Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.
*ELD.PI.6.11.a.Ex - **Justify/arguing** Justify opinions or persuade others by providing relevant textual evidence (e.g., quoting from the text or referring to what the text says) or relevant background knowledge with moderate support.