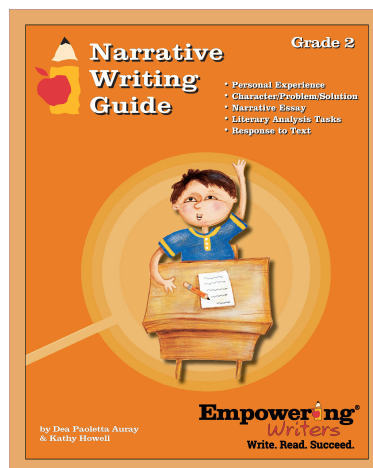




Grade 2 Narrative Writing Guide

Student Pages for Print or Projection

SECTION 1: Recognizing Genre/Organization



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Narrative Book Cover Template

Front Cover - Title and Student Drawing

Back - Leave Blank

The image shows a large rectangular frame divided into three horizontal sections. The top section is the largest and is intended for a title and student drawing. The middle section is a narrow horizontal band. The bottom section is the largest and is intended to be left blank.

SP 1



Narrative Book Cover Template

Large blank rectangular area for drawing or illustration.

Fold

Name: _____

This story is about _____

The problem was _____

The problem was solved _____

The author's purpose was _____



Name _____

Summarizing Framework for Narrative Writing

Please tell us about your story by answering the questions below.

This story is about:

The problem/adventure was that:

The problem was solved/the adventure ended when:

The author's purpose was to:



Informational Book Cover Template

Front Cover - Title and Photo

Back - Leave Blank



Informational Book Cover Template

Fold

Name: _____

This text is about _____

The author's purpose was _____



Name _____

Summarizing Framework for Informational Writing

Please tell us about your informational text by
answering the questions below.

The text gives information about:

_____.

The author's purpose is to:

_____.



Name _____

NARRATIVE, INFORMATIONAL, OR OPINION?

Read the following paragraphs. For each paragraph determine whether it is a **Narrative story**, written to entertain the reader, **Informational text**, written to give information, or **Opinion**, which is written to express personal opinion. **Circle the correct response**. Be ready to explain your answer.

1. **SCRATCH, SCRITCH, SCRATCH! SCRATCH, SCRITCH, SCRATCH!**

Cade unzipped his tent and peeked out the opening. To his surprise, a bear was pawing through the trash, scattering rubble here and there. What should I do, he wondered?

Narrative

Informational

Opinion

2. Bears are large animals with short tails, round ears, and stocky legs. Even though they are very heavy animals that often lumber, or move slowly, they can also run and swim fast. Plus, they can climb high in a tree. These furry creatures mark their territory by scratching the tree bark nearby. They eat whatever is in sight, plant or animal, except during the winter months when some bears hibernate.

Narrative

Informational

Opinion

3. I think the coolest animal in the world is the bear. I really enjoy reading books about bears and learning about how they live and their unique ways. My favorite type of bear is the brown bear, with his long fur and paws with sharp claws. Many people are afraid of bears, but we should help these animals instead of hunting them.

Narrative

Informational

Opinion



Name _____

NAME THE GENRE! (1)

Read the following paragraphs. For each paragraph determine whether it is a Narrative, Informational, or Opinion piece. If it's a narrative, do you think it's a character, problem, solution narrative or a personal experience narrative? **Circle your answers and be ready to explain them.**

1. What is your favorite time of year? Most people like warm, sunny days, but not me. I like really cold days with snow falling from the sky. I bundle up, go outside, and play in the wintery mix. Sometimes I build a snowman, but if I have a choice, I always choose sledding. Racing down the hill on a fast, red sled is so exciting. I ride the hill over and over until I am too tired to go again. Then, it's time for a cup of hot chocolate to warm me up.

Narrative

Informational

Opinion

If narrative - Character/problem/solution or Personal Experience?

2. Winter is one of the four seasons that begins in the middle of December. The winter months are December, January, and February. During this season, the earth is tilted away from the earth and the days become shorter. There are many special holidays in winter. Christmas, Valentine's Day, and Groundhog's Day are just a few. Even though it snows in the winter, not all habitats get snow.

Narrative

Informational

Opinion

If narrative - Character/problem/solution or Personal Experience?

3. YIKES! I stepped out onto the icy porch and held on to the rail. The slick layer of glaze made even standing hard. I looked across the yard and couldn't believe my eyes. Prancing across the frozen grass was an elk with the largest horns I had ever seen. I tried to ease my way down the steps to get a closer look, when WHOOSH! My legs slid out from under me and I bumped down each stair with a THUD! "OUCH!" I screamed. I couldn't move my leg. Tears streamed down my face and sharp pain pierced my body.

Narrative

Informational

Opinion

If narrative - Character/problem/solution or Personal Experience



Name _____

NAME THE GENRE! (2)

Read the following paragraphs. For each paragraph determine whether it is a Narrative, Informational, or Opinion piece. If it's a narrative, do you think it's a character, problem, solution narrative or a personal experience narrative? **Circle your answers and be ready to explain them.**

1. "WHOA" I yelled as I turned the corner to see the lions showing off for the zoo crowd. I rushed over to the fence and stood watching them run and play with one another. Without warning, one of the beasts pawed at the fence and I jumped, almost falling backwards. I couldn't take my eyes off of their huge bodies and long manes. A loud roar came from one of the beasts and I decided it was time to move on to the next animal.

Narrative Informational Opinion

If narrative - Character/problem/solution or Personal Experience?

2. A visit to the zoo is one of my most beloved field trips. The lions and tigers are thrilling to see, yet a bit scary at the same time. I always find the monkeys to be entertaining and I love watching them swing all around their cage. The animal I like the most is the alligator. I want to stand close enough to see its giant teeth, but my teacher never lets me get too close.

Narrative Informational Opinion

If narrative - Character/problem/solution or Personal Experience?

3. The San Diego Zoo has been voted the #1 zoo in the world. Not only does this wildlife park offer amazing array of animals, but you can enjoy a personal experience up close. Expert trainers take you behind the scenes to pet some of the animals and even feed them. Don't forget your camera so you can remember your adventure forever.

Narrative Informational Opinion

If narrative - Character/problem/solution or Personal Experience?



Name _____

A Puppy for Show and Tell
Genre: Personal Narrative

ARF, ARF, ARF! The small black Labradoodle barked and twirled around inside the kennel. His paws scratched at the padding in the floor of the wire carrier. “Calm down little buddy! You’re going to my classroom today.” I couldn’t wait to show him off.

The oversized puppy was covered in black curly hair from the top of his head to the end of his long tail. His floppy ears were almost hidden amongst the mound of curls. His paws were larger than some full-grown dogs and they too were capped with locks of black spirals.

I sure hope you are good boy today, I thought after loading the lightweight crate into the back of the SUV. Before I knew it we arrived at school. I grabbed the movable doghouse and started through the doors. My mom followed me yelling, “Can you carry him all the way to your classroom? He might get heavy.” I ignored her fear and shuffled down the hall, barely able to carry the puppy and his kennel all the way to my classroom. I sat him down at the door of room 103, opened it, and pushed the coop inside. WHEW! My heart was pounding and a tiny bead of sweat trickled down my face. I quickly ignored my tired feeling as screams of excitement filled the room at the sight of the Labradoodle in the cage. All of a sudden, a mob of kids surrounded his cage. Each student took turns patting his soft coat. When they had all had a turn, my teacher agreed to let my puppy stay for the rest of the day.

I don’t think I’ll ever forget the day I brought my puppy to school. I hope I can bring him back again when he gets bigger, but I’ll need to train him to sit before that day comes.

SUMMARIZING FRAMEWORK:

This story is about _____ .

The problem/adventure/experience was that _____

_____ .

The problem was solved, adventure/experience concluded when _____

_____ .



Name _____

The Dog Ate My Homework!
Genre: Character/Problem/Solution

Jack grabbed his backpack. He was off to school. “Oops!” he said. “I almost forgot my homework!” This was the last day to turn in his assignment.

He raced to the kitchen and looked on the table. Papers were scattered from end to end. Breakfast bowls still held uneaten cereal. But nowhere in the mess was his homework.

“Mom!” he yelled. “Did you see my homework?” His mom came in and looked around. “No Jack,” she said.

Jack’s heart began to pound. He didn’t want to go to school without his homework. Then he saw something under the table. It was a paper torn in shreds.

His dog Bobo looked up at him. Small bits of paper were stuck to Bobo’s mouth. Bobo licked his chops and wagged his tail. “Oh no!” Jack cried, “Bobo ate my homework!”

Jack picked up the scraps of his homework and got some tape. He tried to tape the scraps together. But some parts of the paper were gone. They were in Bobo’s tummy! His homework page looked like a puzzle with missing pieces. The tape stuck to his fingers where the holes appeared. Some of the words had been omitted from his sentences. Jack fixed the paper the best he could. At least his teacher would know that he’d done his homework.

Next time, he would be careful to put his homework safely in his backpack. He hoped his teacher would believe him. “But it’s true! The dog did eat my homework!” he muttered on his way out the door.

SUMMARIZING FRAMEWORK:

This story is about _____ .

The problem/adventure/experience was _____

_____ .

The problem was solved, adventure/experience concluded when _____

_____ .



Name _____

Back to School Genre: Informational

Now is the time of year when kids everywhere are going back to school. It is a time to see friends, old and new. Students meet new teachers and learn class rules. Everyone is excited to see what the new year holds.

Back to school means meeting friends. The school bus stops and kids pour out. They wave and shout, "Hi!" Some children were in your class last year. Some children are new. Who are the new faces in your class? It is fun to get to know them all. You can talk together or sit together in the lunchroom. Why not plan to play a game together at recess?

It is exciting to meet a new teacher. Will she be nice? Is he strict? Will your teacher remember your name? Kids wonder about their teachers. Your teacher will have class rules to follow. Most important, your teacher will teach you new things.

Going back to school is exciting and fun. Enjoy seeing friends, old and new. Get to know your new teachers. And work hard to make it a great year!

Informational Writing Summarizing Framework

TOPIC: _____

MAIN IDEA #1: _____

MAIN IDEA #2: _____



Name _____

My Favorite Part of the School Day Genre: Opinion Writing

The school bell rings and children scatter here and there. Some dillydally down the hall, sleepy-eyed and wishing they were still home in bed. Not me! I race to class, excited to get the day started. There are so many reasons I enjoy school, but my favorite time of the day is reading. Along with reading, I also look forward to music and snack time.

I get really excited when my teacher gets out a book for reading. I am the first to the carpet for a read-a-loud. My favorite book she has read is Junie B. Jones and Some Sneaky Peeky Spying. We take turns reading aloud to the class every morning during table time. I like to read stories about animals. When we get to pick a book to read silently, I always choose mysteries.

Another favorite part of my school day is music class. Not only do I like to sing many different kinds of songs, but I love playing instruments such as the drums and bells. Our teacher even lets us try out the piano sometimes. On days when the weather is cold or rainy, we go to the music room and dance to an assortment of songs. It is so fun!

I can't wait until snace time in the afternoon. Lunch is so early in the morning that it is hard to make it to the end of the school day without a pick-me-up. We eat a fruit snack or crackers with milk everyday except Friday. On Friday, we get to bring a snack from home if we choose to. My mom lets me pick out my favorite snack to pack in my backpack. I usually choose potato chips and a sports drink. UMMMM! It is so delicious.

So, what do you like about school? Reading, music, and snack time are the cream of the crop for me. Without a doubt, school is a delightful hangout and I never want to miss a day.

Opinion Writing Summarizing Framework

TOPIC: _____

MAIN REASON #1: _____

MAIN REASON #2: _____

MAIN REASON #3: _____



Name _____

The Nutty Squirrel

Chuckles the squirrel shivered as he scampered across the backyard. There was a nip in the air. Red and gold leaves fell from the trees. Autumn was here and it was time to gather nuts for the winter.

Chuckles looked this way and that. There were acorns in the grass under the oak tree. “I’m tired of acorns,” Chuckles said. “This year I’m going to store away some other treats. Just then the door of the house opened and two little boys came out. One was chewing on something. The boy smiled. It must have been something tasty! He handed something round and red to the other boy. His friend popped the round red treat in his mouth. He began to chew. As they walked away, one of the round red treats fell out of the boy’s pocket. Chuckles ran and picked it up. I should bury this for winter, he thought, but his tummy growled. So, he popped the round red treat in his mouth. It was sweet and chewy. It tasted like berries. Chuckles pushed it around with his tongue. It stretched. He coughed and something happened! The chewy treat formed a big bubble. POP! It burst and stuck all over his furry little face.

“What kind of a nut is this?” Chuckles asked, as he pulled the sticky red mess off his face. He wished he’d never put it in his mouth. He decided then and there to go back to eating acorns!



SUMMARIZING FRAMEWORK:

This story is about _____ .

The problem/adventure/experience was _____

_____ .

The problem was solved, adventure/experience concluded when _____

_____ .



Name _____

Ready, Set, Jump!

Jenny stepped out into the cool, crisp air. Leaves were gently falling from the huge oak trees, billowing to the ground without a sound.

Hundreds of leaves covered the yard like a colorful quilt. The wind swirled and twirled them about as if they were dancing on the grass. Each one had its own unique color and shape. Some were reddish brown, while others were bright orange.

All of a sudden, a great thought popped into her head. She grabbed the rake and began to gather clusters of leaves into a huge pile. As she raked, some of the feathery petals wandered off, paying little attention to her plan. Once she had a tall hill in front of her, she laid the rake down and walked away. As she turned around to glance at the giant pyramid, her heart raced and she rubbed her hands together. She couldn't wait to run and jump in the middle of the pile. "Ready, set, GO!", she shouted, and away she zoomed. She dove into the mountain of leaves and they scattered here and there. Her body rolled around in the multicolored stockpile as she crunched the broken leftovers in her palm. "That was fun," she yelled and she grabbed the rake again.

After several rounds of raking and jumping, she grew tired. She went back inside for now, but she hoped more leaves would fall overnight. This might be an everyday activity as long as the leaves were falling, she thought.



SUMMARIZING FRAMEWORK:

This story is about _____ .

The problem/adventure/experience was that _____
_____ .

The problem was solved, adventure/experience concluded when
_____ .



Name _____

Mr. Bud's New House (I)

Hi. This is my story about Mr. Bud's brand, new house. Mr. Bud was a little old man who lived in a cottage in the forest. One day there was a big storm and a tree fell on his house and it crashed through the roof. Mr. Bud was sad. His house was wrecked. He needed a new house. He had to get stuff to build it. He cut down a tree then he cut it up into boards. Then he got a bunch of sticks and some rocks and some stones. Then he made the bottom with the rocks and stones and then built the rest out of boards and the roof was with sticks. Then his neighbors helped him. By the time he did all this stuff Mr. Bud was really tired, so he went into his new house and went to sleep.

THE END

SUMMARIZING FRAMEWORK:

This story is about _____.

The problem/adventure/experience was _____

_____.

The problem was solved, adventure/experience concluded when

_____.



Name _____

Mr. Bud's New House (2)

The wind howled through the clearing and shook the timbers of old Mr. Bud's cottage. He huddled under the covers in his bed, hoping for the storm to pass.

CRACK! What was that, he wondered. The old man jumped from his bed and peered out the window. To his horror, the giant oak tree that stood beside his house swayed and toppled. "Oh no!" he shouted. He covered his head and threw himself to the ground as the huge tree crashed through the roof of his house.

After a moment or two he got up and looked around. There was a giant hole in the roof. He could see the black night sky through the hole. The trunk and branches of the tree covered everything on one side of the room. Leaves fluttered to the floor. It was as though the room had become a forest! All of his furniture was smashed and broken. "Oh dear!" he cried. "My cottage is ruined!" He shook his head and said, "Tomorrow I will have to repair my house. But I cannot do it alone." Mr. Bud sat down on a tree limb and made a plan. He would gather his neighbors. Together they would chop the tree into pieces and drag it outside. Then they would slice it



into boards. The tree that destroyed his cottage could provide the wood to repair it!

He shivered when he thought about how close he'd come to being crushed by the tree. And he was thankful that he had a plan. He decided to get up at the crack of dawn and begin the work he needed to do. "Tomorrow I will have a brand, new cottage!" he exclaimed as he curled up on a strong branch of the oak and went to sleep.

SUMMARIZING FRAMEWORK:

This story is about _____ .

The problem/adventure/experience was _____

_____ .

The problem was solved, adventure/experience concluded when

_____ .



Name _____

Literary Elements: Character/Point of View

Directions: Read each passage and underline the main point of view character in the example. Then, write the name of the character on the line to answer the question.

1. Jules looked over his shoulder to see a pair of green, glowing eyes staring right at him. What in the world is that, he thought?

Who is the main character?

The main character is _____.

2. The puppies played tag as they raced around the house. Leo, the smallest of the litter was getting tired so he plopped down on the rug and fell fast asleep.

Who is the main character?

The main character is _____.

3. Pigs love the mud, thought Callie the cow. "Not me!" she muttered to herself. She munched on the grass as she watched the pigs roll around and around in the dirt.

Who is the main character?

The main character is _____.

Sentence Starters for Main Character/Point of View

The author revealed _____ as the main character.

In the story, we find out that _____.

In this story _____.

The reader realizes _____.

We recognize _____.



Name _____

Literary Elements: Setting

Directions: Read each passage and underline the setting in the example. Then, write the setting on the line to answer the question.

1. I sniffed the air and couldn't help but notice the smell of fresh cut hay. Over in the field stood several black and white cows munching on grass. The chickens pecked at the ground. Pigs rolled around in the mud. The barnyard was full of activity today?

What was the setting of this story?

The setting of this story was _____.

2. Whoosh! I heard the sound of the waves hitting the shore. The water was sparkling blue. The sand was blinding white. Gulls called out in loud voices and tiny hermit crabs crawled in the tidal pool. It was such a beautiful day at the beach.

What was the setting of this story?

The setting of this story was _____.

3. On one side of the room was a long table covered in white paper. There were instruments lined up on the counter. A stethoscope, some tongue depressors, and cotton balls were all waiting for the doctor. Hopping up on the table, I thought, let's get this over with!

What was the setting of this story?

The setting of this story was _____.

Sentence Starters for Setting

The author revealed the setting as _____.

We notice the _____.

The main character finds him/herself at _____.

_____ is the setting for this story.



Name _____

Literary Elements: Problem/Adventure

Directions: Read each passage and underline evidence of the problem. Then, write the problem on the lines to answer the question.

1. She had to get the brownies to the bake sale, even in the rain. Tanya stepped out into the storm. She pulled her raincoat closer and held onto the box of brownies for dear life. The wind blew strong and the rain came in sideways. The box started to slip from her hands. She tried to leap over the puddle and landed in water up to her knees but the box was water tight. Trudging forward in the water, she made it! The brownies were delivered.

What was the main character's problem or adventure?

The problem/adventure was _____.

2. It was the bottom of the 7th inning. The score was tied 3-3 and Dan was up! Swing! The ball whizzed by him. Strike one! He got ready again and looked over at the pitcher. The pitcher wound up and sailed the ball through the air. Dan held tight to the bat and took a big swing. It flew through the air, landing deep in center field. He ran as fast as possible around the bases. He slid into home. They did it! They won the game!

What was the main character's problem or adventure?

The problem/adventure was _____.

3. It was my turn to roll the dice. Out of nowhere a storm rolled through. CRACK! Lightning struck nearby. All of a sudden, the lights flickered. We were in total darkness. Walking carefully into the kitchen, Mom grabbed the flashlight and some candles. We lit the candles and turned on the flashlights! Finally, we were able to finish our game.

What was the main character's problem or adventure?

The problem/adventure was _____.

Sentence Starters for Problem/Adventure

We learn that the problem/adventure is _____.

The main character's problem is _____.

The reader sees the problem/adventure as _____.

As the story unfolds we find _____.



Name _____

Literary Elements: Solution or Conclusion

Directions: Read each passage and underline the setting in the example. Then, write the setting on the line to answer the question.

1. James finally finished his math test and passed his paper to the teacher. James realized that he had to study a lot so he could learn the hard math concepts. He was glad that his mom had helped him with his homework because it was really hard work.

What is the solution or conclusion of this story?

The solution/conclusion is _____.

2. "Just one more time, please," complained Jeramy. She was trying so hard to get up on the bike and pedal without the training wheels. Dad held on while she started pedaling and then let go. Jeramy smiled. She was doing it all by herself.

What is the solution or conclusion of this story?

The solution/conclusion is _____.

3. The wave washed over Sam as he tried to jump on his boogie board and ride the waves into shore. Each time he tried, the wave knocked him over. Sam hopped on the board one more time, paddled quickly with his arms and just like that, glided right to the shore.

What is the solution or conclusion of this story?

The solution/conclusion is _____.

Sentence Starters for Setting

The author reveals the solution as _____.

In the story, the reader discovers _____.

We realize that the main character finally _____.

Clearly, we see that the main character can _____.



Name _____

Literary Elements: Theme (1)

Directions: Read the passage and think about the big idea of the story – the theme. Then select the theme that best expresses what the passage is about.

1. Audie sat by himself on the bus. Each day he looked for an empty seat next to someone. They were all full. Then, when others got on the bus, they moved right on past him. Finally, on the fourth day of school, a girl looked at him and asked, “Is this seat taken?” Audie shook his head and Vera sat down. He smiled at her and said, “I’m Audie, what’s your name?”

2. Jose held the flag carefully as he made his way out to the front of the school. It was his day to be the flag raiser. The flag was folded neatly into a triangle and Jose had to unfold it piece by piece. As he unfolded, Mr. Holt, the principal, held onto the sides so it wouldn’t touch the ground. Together they clipped the flag onto the hooks and Jose slowly raised it up the flagpole. The flag was flying. The announcements came on. Jose put his hand on his heart. The whole school said The Pledge of Allegiance. Jose smiled as he stepped back into school to start the day.

Themes: **Pride in country** **Friendship**

CHALLENGE: On the lines provided, use one of the sentence starters below to write a sentence that answers this question: What is the theme of the story?

Sentence Starters for Theme

The theme of the story was _____.

The reader realizes that _____.

The author shows us _____.

Clearly the theme was _____.

As the story unfolds we see _____.



Name _____

Literary Elements: Theme (2)

Directions: Read the passage and think about the big idea of the story – the theme. Then select the theme that best expresses what the passage is about.

1. Looking down I noticed a folded piece of paper with a little bit of green sticking out of it. I reached down to pick it up and realized that it was a grocery list. It had twenty dollars folded inside. I looked up and down the aisles but did not see anyone searching for this lost note and money. I folded it up in my hand and started to put it in my pocket. Something stopped me. Walking quickly up the aisle to the front desk, I handed the note and the money over to the cashier. The cashier smiled down at me and thanked me. I grinned and walked away knowing I had done the right thing.

2. Grandpa took out the oil, vinegar and seasonings. All of the ingredients for his secret recipe. “I want to teach you how to make my famous salad dressing,” he said. We measured, poured, and chopped. Nothing was written down. I had to remember everything. One little slip up and the recipe would be ruined. We stirred and tasted as Grandpa added a little of this and a little of that. Finally, it was done! My heart beat a bit fast as I thought about how I was ever going to remember each detail. Grandpa grinned and said, “Next week, we’ll practice again!”

Themes: **Traditions in family** **Honesty**

CHALLENGE: On the lines provided, use one of the sentence starters below to write a sentence that answers this question: What is the theme of the story?

Sentence Starters for Theme

The theme of the story was _____.

The reader realizes that _____.

The author shows us _____.

Clearly the theme was _____.

As the story unfolds we see _____.



Name _____

PUTTING IT ALL TOGETHER

Directions: Use the story you've read and annotated to respond to the text. Be sure to include the evidence to support your answers. Sentence starters are provided to help you frame your answer. Use SRP 8 as a guide to the literary analysis questions.

The main character is _____ .

The author introduces _____ .

The story is set _____ .

The reader finds this out _____ .

_____ .

The problem is _____ .

The author writes _____ .

_____ .

The problem is solved when _____ .

_____ .

It is clear when _____ .

_____ .

The theme of the story is _____ .

This is shown _____ .

_____ .



Name _____

DIGGING DEEPER – BE A TEXT DETECTIVE!

Directions: Read, analyze and annotate a story with your teacher. Think about the story and consider how the character felt. Why did the character feel this way? Have you ever felt the same way? Using the sentence starters below, write your answers on the lines provided.

Inferential Thinking

How did the main character feel in the story? Why did he/she feel that way? How do you know? What is the evidence?

Evaluative Thinking

Did you ever have a similar situation? When? How did you feel in your situation?

Sentence Starters for Inferential Thinking:

- It was clear ____ was feeling.
- The reader sees this when _____.
- The main character felt _____.

Sentence Starters for Evaluative Thinking:

- I'll never forget the time I _____.
- Just like the main character I _____.
- I felt _____, just like _____.



Love



Courage



Cooperation



Friendship



Forgiveness



Responsibility



Name _____

THEME IN STORY

Directions: Read each passage and determine the theme of the story. Write the theme on the line provided then, go back to the passage and put a star above the sentence or sentences that show the evidence of the theme. (Remember: The theme is the big idea of the passage and the evidence proves that the theme you identified is valid.)

1. I couldn't wait until my birthday. There was a big box in my mom's bedroom. I hope that's for me, I thought. When mom was in the kitchen I tiptoed into her bedroom. I looked in the closet. There it was. Should I open it? Mom would be really mad at me if I peeked inside. I turned and walked out the door.

Theme: _____

2. I hid my face inside my hands and tried not to cry. All of my school supplies were scattered around me. Peeking out I noticed Andi picking up the spilled pencils. She handed them to me. We gathered all the other supplies and put them back into the box. I smiled and thanked her.

Theme: _____

3. I walked onto the playground and noticed a girl sitting in a wheelchair laughing with her friend. On the swings were some children swinging high in the sky. One child had dark hair and the other had red hair. Some boys were playing basketball. One wore shorts and the others were in long pants. Two children were speaking to each other in sign language. What a great place to live, I thought to myself!

Theme: _____



Name _____

EVIDENCE OF THEME CHART

Book Title: _____

Theme: _____

Evidence: _____



Name _____

**NARRATIVE SUMMARIZING FRAMEWORK &
TEMPLATE FOR THEME**

This story is about _____ .

The problem, adventure, or experience was that _____

_____ .

The problem was solved/adventure, experience concluded when

_____ .

The theme of this story is _____ .

We see this when _____ ,

the main character, _____ .

This was also demonstrated when _____

_____ .

The reader also recognizes the theme in the story when _____

_____ .



Name _____

**FRAMING QUESTIONS FOR NARRATIVE STORIES
MAKE -IT-YOUR-OWN**

_____ Story

_____ Author

1. Who is the main character in the story? _____
2. Where is the story set? _____
3. What is the main character's problem, challenge or adventure? _____

4. Where does the author use suspense? _____

5. How does the main character feel about the situation? _____

6. How does the main character show his/her feelings? _____

7. How does the main character solve his/her problem? _____

8. What is the theme of the story? _____

BONUS: On a separate piece of paper or at the keyboard, write about what you would do if faced with a similar challenge or adventure.

Sentence Starters for Responding to Literature

- The reader discovers that ____.
- The author shows ____.
- In this story ____.
- At the beginning it's clear that ____.
- We discover ____.
- Clearly, the theme was ____.
- For example, ____.
- I believe ____ because ____.
- We recognize ____.
- The reader realizes ____.
- As the story unfolds, ____.
- Through the text we learn that ____.
- We see this when ____.
- From the start, ____.

