NARRATIVE ON-DEMAND WRITING
THINK ABOUT IT...

Think back to October when we learned about on-demand writing and how to write an on-demand informational article.

When I say, “GO,” you will have 2 minutes to jot down what you remember about how to write an effective informational article in on-demand writing.

Partner share; whole group share
I will give 5 SWORD cards to the first PAIR of students who can remember the 3 different purposes of on-demand writing WITHOUT looking at your notes.

The 3 Purposes of On-Demand Writing Are....
REVIEW...

✧ I will give 5 SWORD cards to the first PAIR of students who can remember the 3 different purposes of on-demand writing WITHOUT looking at your notes.

✧ The 3 Purposes of On-Demand Writing Are....

**Inform
I will give 5 SWORD cards to the first PAIR of students who can remember the 3 different purposes of on-demand writing WITHOUT looking at your notes.

The 3 Purposes of On-Demand Writing Are....

**Inform**  **Narrate**
I will give 5 SWORD cards to the first PAIR of students who can remember the 3 different purposes of on-demand writing WITHOUT looking at your notes.

The 3 Purposes of On-Demand Writing Are....

**Inform  **Narrate  **Argue
NEW TYPE OF WRITING

- In this writing unit, you will write an on-demand style NARRATIVE (not an article).
- What are some differences between informational texts and narrative texts? Write for 3 minutes.
- Partner share; whole group share.
- What were your elementary personal narratives like?
WRITING NARRATIVES

There are 2 types of narratives: a **personal narrative** and a **narrative essay**

- **A personal narrative** is what you wrote last year or in elementary school. You picked your own topic---one significant event in your life---and described that one event. This is expected to be an event that you actually experienced. Your purpose was probably to entertain and your audience was generally anyone, and your narrative could be as long as you wanted.

- **A narrative essay** is what you will do in on-demand writing. You are describing one event that fits the purpose and audience listed in the prompt, so it’s VERY SPECIFIC. This narrative can be real or fictitious—it could be about you or someone else. Your purpose is probably to teach the reader an important lesson (theme). Because this is an essay, your narrative needs to be shorter than what you may have written in the past. It does, however, include the same kinds of details. You just have to be more selective about the details you include.
MENTOR TEXT ANALYSIS

❖ You will receive 2 different texts: “Fish Cheeks” by Amy Tan and “Stomp Out Bullying” by Jennifer Dignan. You have read both of these texts this year.

❖ These texts are yours to keep. Put your name on them; you will need to keep up with them throughout this unit.

❖ You also will receive a handout with a graphic organizer on front and back to complete an analysis of these 2 texts. You may write on this, too.
MENTOR TEXT ANALYSIS

- Read “Stomp Out Bullying” and “Fish Cheeks.” On your Compare-Contrast graphic organizer record similarities and differences you see between the texts.

- When comparing and contrasting, you have to choose characteristics of each item to describe. For example, if I were comparing the book Hunger Games to its movie, I might choose to describe similarities and differences in characters, plot events, and setting. If I were comparing my 2 favorite restaurants, I would describe similarities and differences in the prices of the food, the quality of the service, and the taste of the food.

- On the section for differences, there is a middle column called “with regard to.” In this column, you should list the characteristics of the writing that you are describing differences about. You should choose these before you fill out any details in the boxes. If you struggle a bit, that’s OK. Just do your best.

- Write your answers in PENCIL. Work until the timer sounds.
MENTOR TEXT ANALYSIS

✧ Form groups of 4 with the people sitting around you.

✧ Discuss what you wrote for each section of the compare-contrast chart. When someone in your group mentions a good idea that you didn’t think of, write it down on your chart IN PEN. You may also think of other characteristics to contrast in the “With regards to” column.

✧ As each person shares, feel free to discuss any other similarities or differences you may think of that you did NOT record on your chart. The benefit of small group discussion is the sparking of new ideas.

✧ Work until the timer sounds. Whole group share.
WRITING NARRATIVES

- Idea Development is the academic term for supporting details a writer uses to accomplish his/her purpose.

- As we have already discussed, supporting details are very important because they help the readers understand your ideas clearly and completely.

- However, different types of texts use different types of details.
BRAINSTORM:
WHAT KINDS OF SUPPORTING DETAILS ARE FOUND IN THESE TEXTS?

Informational Writing:  

Narrative Writing:  

Monday, January 20, 14
MENTOR TEXT ANALYSIS

❖ You will receive an Idea Development Reference Sheet. Keep this until further notice. You may write on it.

❖ INDIVIDUALLY: Turn your Compare-Contrast Chart to the back. On your graphic organizer, identify the PURPOSE of each text and the idea development techniques used by the author to develop the purpose throughout the text. You may use your reference sheet. If you find it helpful, you can highlight the techniques on your copies of the texts. Work until the timer sounds.

❖ AS A GROUP: Discuss your answers (correct or add to if necessary).

❖ Whole group share

Monday, January 20, 14
WHAT KINDS OF SUPPORTING DETAILS ARE FOUND IN THESE TEXTS?
HOW DOES EACH DETAIL SUPPORT THE WRITER’S PURPOSE?

<table>
<thead>
<tr>
<th>“Stomp Out Bullying”</th>
<th>“Fish Cheeks”</th>
</tr>
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<tbody>
<tr>
<td></td>
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