

2025 SUMMER INSTITUTE:

WRITING MINI-LESSONS

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WRITING MINI-LESSONS and PROFESSIONAL DEVELOPMENT

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Think It, Know It, Show It
Created by: Michelle Salts and Emily Weber

<i>Text Type</i>	Informative/ Expository
<i>Grade Level(s)</i>	6-12
<i>ELA standard(s) addressed</i>	<ul style="list-style-type: none"> Anchor Standard RI 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Anchor Standard W 2. Write informative/explanatory texts.
<i>Lesson Objectives</i>	<ul style="list-style-type: none"> TLW identifies a reliable source and analyzes it for specific information. TLW produces an informative/explanatory text in a creative format demonstrating an understanding of foundational unit concepts. TLW explains how and why their creative product shows the specific information reflected in the source.
<i>Materials/ Resources</i>	<ul style="list-style-type: none"> Laptop/Chromebook CRAAPS Method Handout KWL Chart Google Doc Pencil/paper Promethean Board
<i>Mini-Lesson Procedures</i>	<ol style="list-style-type: none"> Use established classroom procedures to assign partners or groups of three. Assign or allow students to select a topic or concept related to a new unit. (Consider front-loading essential understanding and/or vocabulary.) <ul style="list-style-type: none"> Examples: <ul style="list-style-type: none"> In the 7th grade unit, <i>The Giver</i>, concepts such as dystopian, utopian, anarchy, and authoritarian societies will be important to understand. In the 9th grade unit, <i>A Lesson Before Dying</i>, the essential question, “What makes us human?” could be addressed in this lesson. Each group should make notes about their topic on a KWL chart prior to researching their topic. Each source should be evaluated using the CRAAP method. Use the linked graphic organizer to guide the process. Virtual Stations: Brainstorming, Revision, and Reflection Students will select a multimedia medium, such as a video, play, social media-styled post, or song, to creatively reimagine their topic and accurately reflect their informational text. Students could personify concepts or present their research in an engaging manner to help teach their topic to other students.

	<ul style="list-style-type: none"> Students should accurately represent the key facts, themes, and insights from their informational writing while using creative techniques such as personification of concepts, metaphorical storytelling, humor, or character dialogue to bring their topic to life. Examples: <ul style="list-style-type: none"> How a bill becomes a law: https://www.youtube.com/watch?v=OgVKvqTltto <i>Inside Out</i> film (the introduction of emotions) https://www.youtube.com/watch?v=1S0RKRRyqhQ Cumcumba Video: Science Centered, Benefits of the cucumber https://www.youtube.com/shorts/Hc65D12fV8Y <p>7. Students will present their projects and teach their assigned topic to the class.</p>
<i>Differentiated Instruction</i>	<ul style="list-style-type: none"> Choice in method of demonstrating understanding through written, visual, audio means (product). Individual, partner, or group work based on student needs (process). Scaffolded research support (process).
<i>Connection to critical writing, including next steps</i>	Foundation for Culminating Writing Task (primarily Research Simulation) and/or evaluating sources and/or synthesis of research information.

Supporting Materials:

Name: _____		Date: _____
<div style="border-top: 1px dotted black; border-bottom: 1px dotted black; margin: 0 0 10px 0;"> <p>KWL Chart</p> </div> <p style="font-size: 0.8em; margin: 0;">Select a topic you want to research. In the first column, write what you already <u>know</u> about the topic. In the second column, write what you <u>want</u> to know about the topic. After you have completed your research, write what you <u>learned</u> in the third column.</p>		
What I Know	What I Want to Know	What I Learned

CRAAPs Method

C	Currency: The timeliness of the info
R	Relevance: How the info fits your needs
A	Authority: The source of the info
A	Accuracy: Reliability and correctness of the info
P	Purpose: The reason the info exists

What type of source is it?

- ☐ Scholarly Article
☐ Magazine
☐ Newspaper
☐ Book
☐ Website

1. Currency: the timeliness of the information. When was the information published or posted? Is it recent enough to be relevant to your thesis? Why or why not?

- ☐ Yes
☐ No

Explain:

Websites Only: How recently has the website been updated?

2. Relevance: the importance of the information for your needs. Does the information relate to your topic or answer your question?

- ☐ Yes
☐ No

Explain:

Is the information at an appropriate level?

- ☐ Yes
☐ No

Explain:

Would you be comfortable using this source for a research paper?

- ☐ Yes
☐ No

Explain:

3. Authority: the source of the information. Who is the creator or author? What are the author's credentials or organizational affiliations?

What are the author's qualifications to write on this topic?

*Websites Only: does the URL reveal anything about the author or source? (examples: .com, .edu, .gov, .org, .net)

4. Accuracy: the reliability, truthfulness, and correctness of the content Is the information supported by evidence?

- ☐ Yes
☐ No

Explain:

Are there citations or a bibliography included?

- ☐ Yes
☐ No

Are there spelling, grammar, or other typographical Errors?

- ☐ Yes
☐ No

*Websites Only: Do all the links work?

- ☐ Yes
☐ No

5. Purpose: the reason the information exists. Do the creator(s) make their intentions or purpose clear?

- ☐ Yes
☐ No

Does the point of view appear objective and impartial?

- ☐ Yes
☐ No

Explain:

Are there any political, ideological, cultural, religious, or personal bias?

- ☐ Yes
☐ No

Is the creator/author trying to sell you something?

- ☐ Yes
☐ No

What is the topic?	
What is the source title?	
How do you know your source is credible? (link CRAAPS)	
What specific information are you looking for as you research?	
What information do you already know about your topic?	

Virtual Stations		
#1: Brainstorming	#2: Revisions	#3: Reflection
<ul style="list-style-type: none"> Who needs to know this—and why? What facts, examples, or visuals could support my explanation? What do I already know, and what do I still need to research? How can I make this topic clear and interesting to someone who knows nothing about it? What angle or perspective makes this topic unique or powerful? 	<ul style="list-style-type: none"> Did I clearly explain my topic with facts, examples, or evidence? Is my information accurate, organized, and easy to follow? Does my creative product reflect the same message as the source material? Are the visuals, layout, or audio clear and purposeful? Would someone understand the topic just from looking at your product? Did I balance creativity with accurate, informative content? What could I change or add to make this more engaging or effective? 	

Character Confessionals:

Created by: Matthew Canone and Georgia Elliott

***Note:** This lesson is using *The Crucible* as the text but can be adapted to any 9-12 text.

<i>Text Type</i>	Literary Analysis
<i>Grade Level(s)</i>	9-12
<i>ELA standard(s) addressed</i>	SL.11-12.4: Present information, findings, and supporting evidence, while respecting intellectual property; convey a clear and distinct perspective, such that listeners can follow the line of reasoning, address alternative or opposing perspectives, and use organization, development, substance, and style that are appropriate to purpose, audience, and a range of formal and informal tasks.
<i>Lesson Objectives</i>	<ul style="list-style-type: none">• TLW create a reality television-style confessional from the POV of a main character unpacking the events of the scene.• TLW evaluate five chosen confessions, one from each character option, for the accuracy of the character's description.
<i>Materials/ Resources</i>	<ul style="list-style-type: none">• Chromebook• <i>The Crucible</i> (this lesson can work with any anchor text)• Characteristics List
<i>Mini-Lesson Procedures</i>	<p>**Act 1 was completed in class the previous day**</p> <ol style="list-style-type: none">1. TTW review the plot points of Act 1 with the students, calling on individual students to recall.2. TTW introduce the assignment, inviting the students to choose between the main characters Abigail Williams, John Proctor, Rev. Parris, Tituba, or Mary Warren to record their confessional.3. TLW use their annotations from Act 1 to create a brief list of examples supporting their characterization.<ol style="list-style-type: none">a. For example, a characteristic of Abigail is that she is capable of violence. This is supported when she threatens the other girls if they tell the truth, "I will come to you in the black of some terrible night and will bring a pointy reckoning that will shutter you!"4. Using their Chromebook and their list of characteristics, TLW record a 1-2 minute confessional video from the point of view of their chosen character, recapping their perspective on the events of Act 1.5. Once all recording is finished and submitted to Google Classroom, TTW ask for volunteers to show the confessionals to the whole class, ideally getting one example of each of the five characters.

	6. After each viewing, TLW discuss in groups whether or not they believe the confessional is an accurate depiction of the character.
<i>Differentiated Instruction</i>	<ol style="list-style-type: none"> 1. Students are given a choice of characters to record their confessionals. 2. Grouping will be intentionally varied by students' ability.
<i>Connection to critical writing, including next steps</i>	This activity will help support students in their summative assessment of a literary analysis.

“Anchoring with Imagination:” Creative Writing in the Style of Broadcast Journalism

Created by: Elyse Landry and Jacob Rummel

<i>Text Type</i>	Informative/Explanatory
<i>Grade Level(s)</i>	9-12
<i>Standard(s) addressed</i>	<p>US.1: Analyze ideas and events in the history of the United States of America from 1776 to 2008 and how they progressed, changed, or remained the same over time.</p> <p>US.2: Analyze connections between events and developments in U.S. history within their global context from 1776 to 2008.</p> <p>W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>RL.9-10.6: Analyze a particular point of view or cultural experience reflected in works of literature drawing on a wide reading of world literature.</p> <p>TH-CE-H4: Write scripts for classroom, stage, and media performances, using various forms of technology</p>
<i>Lesson Objectives</i>	<ol style="list-style-type: none"> 1. Explain a topic(s)/concept(s). 2. Analyze the significance of the topic(s)/concept(s) regarding their impact throughout time. 3. Demonstrate effective oral communication and presentation skills by sharing a self-created piece with an audience.
<i>Materials/ Resources</i>	<ol style="list-style-type: none"> 1. A text if applicable (ex: historical article, a novel such as <i>Of Mice and Men</i>, etc.) 2. Computer with access to a word processor and/or slideshow software. 3. Paper and pencil
<i>Mini-Lesson Procedures</i>	<ol style="list-style-type: none"> 1. Warm-up/Extended Bell Ringer <ol style="list-style-type: none"> a. Exquisite Corpsing: students in groups of 3-4 will participate together in either a single round or multiple rounds of the collaborative, creative writing exercise, Exquisite C (explained below), b. Exquisite corpsing procedures: <ol style="list-style-type: none"> i. All students start with a blank sheet of paper to complete the next step. ii. Students write a line and drop the last word on the next bottom line and fold the paper hiding the top line.

	<p>iii. Students pass their papers to the next student and that student has to write a line inspired by the dropped word.</p> <p>iv. This pattern continues for x amount of rounds. You can do one long round, or multiple short ones.</p> <p>v. Students will be given a topic to focus on, so no matter what the dropped word is, they must do their best to connect their next line back to the provided topic.</p> <p>c. Students will focus their corpsing on their subject, be it a historical time period or figure, a mathematical theory or formula, a fictional world or character, a scientist or scientific breakthrough, etc. Ex: students might write about the Industrial Revolution, or the discovery of the double helix, or the character progression of Jefferson in <i>A Lesson Before Dying</i>.</p> <p>2. Main Activity: Script-writing</p> <p>Instructions: Students will stay in the same groups as the warmup, and prepare and present a report as if they are "reporting back" to a present-day audience, sharing their observations, experiences, and insights from the chosen context. This activity is designed to deepen understanding, encourage perspective-taking, and enhance communication skills through immersive, creative engagement with the subject matter. All students in previously created groups are responsible for writing the script, and the groups will decide which students will be the anchors that present to the class at the end of the assignment. The recommended number of anchors is 1 to 2, but the whole group can present if they want.</p> <p>The following is a brief overview of the different components to be included and are expanded upon below with a Social Studies example:</p> <ul style="list-style-type: none"> • Beginning: The student will explain the broad idea/concepts of where they are/were, or about the specific person/character they witnessed. • Middle: "And in breaking news": The student will focus on no more than two main storylines from that time or place or about the fact/concept that has been picked. • End: The student will explain the implications of what happened during their travel, and/or how it has affected the modern world, depending on what the student chose. <p>Example for Social Studies:</p> <p>Student Directions:</p> <p>1. BEGINNING – Set the Scene (30–45 seconds)</p>
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	<p>Start your broadcast by introducing your location and time period.</p> <p>Include the broad historical context: When is this happening? Where are you? What is going on globally?</p> <p><i>Use phrases like:</i></p> <ul style="list-style-type: none"> • “Good evening from the year 1944. I’ve just arrived in Normandy, France...” • “This is [Your Name], reporting from Berlin in the final days of World War II...” • “We’re broadcasting from the U.S. home front, where rationing and war bonds are shaping daily life...” <p>2. MIDDLE – “And in Breaking News...” (1–2 minutes)</p> <p>Announce 1–2 major events or developments with clear, factual reporting.</p> <p>These can be military events (D-Day, Pearl Harbor, Hiroshima), political moves (rise of Hitler, signing of treaties), social effects (women entering the workforce), or technological developments (radar, atomic bomb).</p> <p>Include quotes, fake interviews, or eyewitness accounts if desired.</p> <p><i>Use urgency and clarity like a real news report:</i></p> <ul style="list-style-type: none"> • “In breaking news, Allied forces have stormed the beaches of Normandy...” • “Civilians in London are taking shelter once again tonight, as the Blitz continues...” • “President Roosevelt addressed the nation today after the attack on Pearl Harbor...” <p>3. END – Wrap-Up & Modern Relevance (30–45 seconds)</p> <p>End your report by explaining the long-term impact of the events you covered.</p> <p>You might reflect on how WWII shaped the modern world—politically, socially, technologically, or culturally.</p> <p><i>Consider closing with:</i></p> <ul style="list-style-type: none"> • “These events would go on to reshape the balance of power across the globe...” • “The sacrifices made here would echo through generations to come...” • “From this chaos, the United Nations would later be born...”
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<i>Differentiated Instruction</i>	Rather than writing a script and performing it live in class, students could create a comic strip, video, slideshow presentation, a structured essay, a poem or song, etc.
<i>Connection to critical writing, including next steps</i>	Students have to critically report and analyze either a historical event or figure, scientific breakthrough/concept, fictional world, mathematical theory/person, etc. Students have to organize the information in a cohesive manner.

Write Into the Text: Creative Writing to Emulate Author Style

Created by: Meradith and Chelsie Sanders

<i>Text Type</i>	Literary Analysis
<i>Grade Level(s)</i>	6-12
<i>ELA standard(s) addressed</i>	<p>RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.4 Determine figurative and connotative meanings; analyze how diction (including analogies and allusions) shapes tone and meaning.</p> <p>W.3 Establish context, use narrative techniques (dialogue, pacing), structure events clearly, use vivid language and sensory details, and conclude appropriately.</p> <p>W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on how well the purpose and audience have been addressed.</p> <p>SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>LS.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>LS.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
<i>Lesson Objectives</i>	<ul style="list-style-type: none"> • I can understand what a literary analysis is and how it explores the various components of everyday fictional texts that connect to my personal life. • I can engage with the themes, characters, and cultural elements of a literary text through a piece of creative writing which will build into a literary analysis. • I can compare my literary analysis with a peer's and identify similar and different literary devices. • I can work with a partner to determine what affect literary devices and stylistic choices have on the reader and the writing as a whole.
<i>Materials/ Resources</i>	<ul style="list-style-type: none"> • 2-3 prompts (relate to anchor text/unit themes) based on the unit's central message or events within the work. • Chromebook • writing utensil(s) • Predetermined definitions of literary elements (e.g., theme, characterization, metaphors, symbolism, foreshadowing) <ul style="list-style-type: none"> ○ This lesson is somewhat dependent on having been explicitly exposed to literary analysis/literary devices.

<p><i>Mini-Lesson Procedures</i></p>	<ol style="list-style-type: none"> 1. Give 2-3 broad creative writing prompts BEFORE reading literary texts. The prompts should be based on the themes and cultures of the unit. 2. Students will individually choose a prompt to write about. It must include all the elements under the comparisons tab. <ol style="list-style-type: none"> a. 3-5 paragraphs b. protagonist c. conflict d. symbol (at least 2) e. central theme f. figurative device(s) g. 1st or 3rd person <p><i>** the quantity and specifics of these will be altered depending on scaffolds/grade levels</i></p> <p><u>Possible prompts:</u></p> <p>Example for High School Unit: <i>Things Fall Apart</i> Choose one of these two prompts to create a story:</p> <ul style="list-style-type: none"> • “You’re exiled from your state for 8 years... how does that play out?” • “Your friend of 10 years betrays you, what was the betrayal and what does the aftermath look like?” • “Your society is forced to accept a new language that challenges all of your traditions. This is a completely new language that is created by the government. How do you and/or your community respond to this shift?” <p>Example for Middle School Unit: <i>Call of the Wild</i> (middle school)</p> <ul style="list-style-type: none"> • “You and your family are driving home from a long vacation. The car breaks down suddenly and there’s no civilization in sight.” • “Imagine you and all of your peers show up at school and there isn’t a single adult on campus” <p><i>*Can be transformed into a narrative writing task</i></p> <p>Comparisons:</p> <ul style="list-style-type: none"> • Character development • Commonalities in subject matter • Symbolism • Theme/moral lessons • Setting • And any other literary devices that make sense to the respective grade level 3. After students read the event (e.g., <i>Things Fall Apart</i>: Okonkwo’s exile, or betrayal in Okonkwo’s eyes from his clan) (e.g., <i>Call of the</i>
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	<p>Wild: Buck is kidnapped, Buck becomes a sled dog) have students who responded to the same prompt pair up.</p> <ol style="list-style-type: none"> a. Partners will then compare their individual prompts to the event chapters in the novel as b. Students will determine the following in a “me v. the novel” format by switching papers <u>to determine what affect their stylistic choices had on the event itself.</u> <ol style="list-style-type: none"> i. The main theme in the chapter which was focused on in the text vs. what I wrote ii. The literary devices (e.g., allusion, metaphor/simile, mood) vs. which ones I used iii. The tone and style of the event vs. the ones I used iv. The setting of the event and how it affects the reader vs. how my setting affects the reader v. Conflicts surrounding and within the event versus my conflicts vi. The use of dialogue vs. my use of dialogue vii. and any other devices the educator deems appropriate for grade level c. Students will determine what they learned about how authors use literary devices to express meaning through a think-pair-share where they make a bulleted list with at least the previous 7 literary elements (more may be added upon teacher determination). <p>4. Students will now rewrite their own stories after having understood the events of the novel. They must adjust their literary devices and analysis to their rendition of the event(s). Their goal is to attempt to emulate the style of Chinua Achebe/Jack London in order to better understand the impact that even small details can have on the reader.</p> <ol style="list-style-type: none"> a. After identifying the literary elements, students will make a new copy of their old draft and revise it to better match Chinua Achebe’s/Jack London’s writing style. b. Students may not use dialogue, symbols, etc. directly from the text, but rather they are allowed to be inspired by it. <p>5. Teacher will grade these and choose 4-5 students’ papers. Teacher will remove the names of the students who wrote these papers and they will be put into a Google Drive folder to share with students. The students will vote on one paper that they feel best targets the literary devices and which reveals implicit analysis of the book.</p> <p>6. Lesson exit: Students will answer the following questions:</p> <ol style="list-style-type: none"> a. How did creatively writing before you read the event in the novel help you to better understand the novel? b. What were the similarities and differences between your writing and Achebe’s/London’s writing?
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	<p>c. What did you notice about the literary techniques that Achebe/London used after modifying your own?</p> <p>d. Which devices do you think most impacted the altering of the story when you rewrote it and why?</p>
<i>Differentiated Instruction</i>	<ul style="list-style-type: none"> • Sentence stems such as: <ul style="list-style-type: none"> • “The theme of my story is...” or “The lesson that the novel intends to teach us is...” • Paragraph frames for creative writing such as: <ul style="list-style-type: none"> • My setting is: • My character is/are: • My conflict is: • My dialogue is: • Allowing oral storytelling with peers or 1-1 with teacher before writing • Reduced word count/literary device options with same standard expectations. Perhaps gradually adding in more • Provide a vocabulary bank for words <ul style="list-style-type: none"> • (e.g., exile, betrayal, tradition, allusion, irony, etc. • Allowing translation devices • Pairing high and low learners • Encouraging the use of personal culture in their narratives • Using another lens (e.g., male focused, female focused, time period focused) • Encouraging layering <ul style="list-style-type: none"> • a symbol with multiple meanings • Extending <ul style="list-style-type: none"> • Alternate endings • Alternate beginnings • inverting the story based on another lens <ul style="list-style-type: none"> • RL.9:Identify and analyze how modern literature borrows from and transforms traditional literature (e.g., hero's journey, biblical allusion, trickster archetypes). • Video, visual art, audio, multimedia enhancements • <i>Prompts may be modified to align to literary elements of the unit/anchor text.</i> • <i>Determine the most pressing literary devices to focus on—not all devices may be relevant in your class/grade level.</i>
<i>Connection to critical writing, including next steps</i>	<ul style="list-style-type: none"> • Next steps—analyzing literary devices across various forms of media. • Understanding the role these devices play in stories and how a literary analysis explores these devices and their effects on the story. • Comparing/contrasting the analyses of other pieces of literature to this one, going deeper into analysis

From the Inside Out:
Building Believable Characters Through Reflection, Imagery, and Narrative Elements
 Created by: Sarah Arceneaux, Molly Jumonville, and Kara Rutherford

<i>Text Type / Overview</i>	Narrative: This narrative writing activity guides students through developing a believable character by exploring the character's past, present, and future using the Method of Currere. Through prompts, thematic images, and concentric circles, students reflect on their character's background, emotions, relationships, and growth to craft a well-structured and descriptive narrative. The activity supports Standard W.3 by emphasizing character development, dialogue, imagery, and logical event sequencing.
<i>Grade Level(s)</i>	6th-12th
<i>ELA standard(s) addressed</i>	Anchor Standard W.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
<i>Lesson Objectives</i>	<ul style="list-style-type: none"> • Students will be able to create a believable character by including details about their personality, background, feelings, and how they change throughout a story. • Students will be able to include dialogue and detailed plot elements, as well as create imagery using descriptive language in their narratives.
<i>Materials/ Resources</i>	<p>-A Game of Stories predetermined content-specific prompts. *Disclaimer: Some cards in this game are not appropriate for the classroom. The teacher should review the cards prior to the lesson.</p> <p><i>**This lesson was adapted from writing exercises facilitated by the National Writing Project of Acadiana.</i></p>
<i>Mini-Lesson Procedures</i>	<p>Method of Currere-Past, Present, Future</p> <p>Example text to use for PD/modeling is <i>Finding Nemo</i>: Marlin</p> <p><i>Variations:</i> You could use this activity with any text or topic that works for your class/students.</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. If needed, complete a plot diagram of the storyline.

For PD/modeling: complete a quick plot of the storyline of *Finding Nemo* using the notes below:

The Beginning

- * Marlin is a clownfish living in the Great Barrier Reef
- * He's overprotective of his only son, Nemo
- * Marlin lost his wife and other eggs in a barracuda attack

The Problem

- * Nemo gets captured by a scuba diver
- * Marlin, despite his fears, sets out to find Nemo

Marlin's Adventure

1. Meets Dory, a forgetful blue tang fish
2. Faces dangers like sharks, jellyfish, and whales
3. Travels across the ocean to Sydney, Australia

Marlin's Growth

- * Learns to trust others and take risks
- * Becomes braver as he faces his fears
- * Realizes he needs to let Nemo be more independent

The Reunion

- * Finds Nemo in a dentist's office aquarium
- * Works with Dory and Nemo to escape back to the ocean

The End

- * Marlin returns home with Nemo
- * He's less overprotective and more relaxed as a parent

2. Focus on the main character of your text. Complete a writing prompt from the perspective of that character.

For PD/modeling: focus on the character of Marlin and complete one of the writing prompts below.

Past: Students respond to a stem from the character's POV. Stems from Esther Perel's, *Where Should I Begin?*

- If I could whisper in the ear of my younger self, I would say...
- A person who doesn't know they've impacted my life is...
- When I was young, I would spend hours daydreaming about...
- I owe a thank you to...

3. Teachers will review two juxtaposed images that relate thematically to the anchor text with the purpose of building context and understanding prior to reading.

For PD/modeling: Marlin clinging to Nemo at the school drop-off line vs. Marlin proudly watched Nemo swim off to school.

Present: Find and use images that connect thematically to each unit's anchor text or supplemental text. This helps build visual context for students as a starting point for their writing.

6th Grade: *Esperanza Rising*

7th Grade: *Restart*

8th Grade: *The Call of the Wild*

English I: Photojournalism

English II: *Things Fall Apart*

English III: *The Great Gatsby*

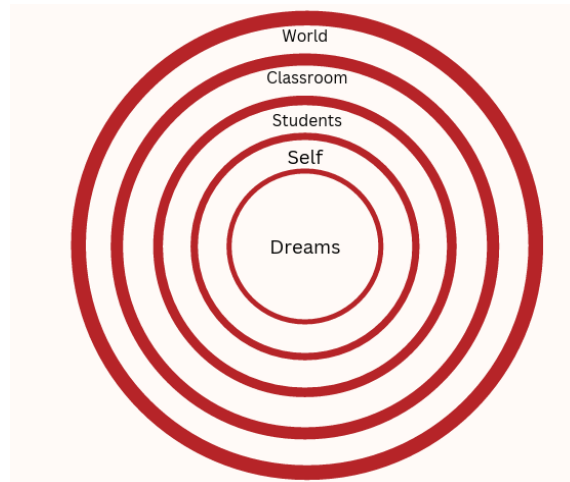
English IV: *Hamlet*

Teachers will display guiding questions to help students build out details based on the images for their narratives.

- Select an image that represents something related to your narrative's main character.
- What emotions does this image evoke?
- What aspect of your character's personality could this image represent?
- Using this image, what sensory details (sight, sound, smell, feeling) stand out?
- Write down 5-10 details or questions inspired by this image.

4. Teachers will guide students through a third narrative brainstorming activity using Concentric Circles that will help build out more details for their writing.

Future: Students create a Concentric Circle (A Bullseye) for a character in the text to consider the future for the character.



A. Draw a circle in the center of the paper and draw four concentric circles around it.

Write the word **Hopes** in the center circle.

B. Each additional circle represents a different level.

	<p>We recommend:</p> <ol style="list-style-type: none"> 1) self 2) family/close friends 3) future 4) world <p>*Note that these could be changed based on your personal experiences and/or preferences.</p> <p>C. Once each circle is labeled, write memories associated with character development throughout the text. Tip: Try to record 3-4 memories in each circle.</p> <p>C. Then, select one memory from each circle that you remember vividly and can write about.</p> <p>Variations:</p> <ul style="list-style-type: none"> • If you would like to select a different topic, substitute the word “education” in Step A for a different topic/theme. Suggestions include “family,” “goals,” etc. • You might also choose to change the focus of the concentric circles. Instead of age ranges, you might select sub-topics. For example, if you choose to write about family, one circle might say “parents,” another has the name of your siblings, and a third with the name of your pet. <p><i>For PD/modeling: Using Marlin from Finding Nemo</i></p> <p>Center Circle-Hopes</p> <p>Circle Two-Self</p> <ul style="list-style-type: none"> • Marlin hopes to be less overprotective • He wants to be brave enough to rescue Nemo • He wants to prove to himself that he can face challenges <p>Circle Three-Family/Friends</p> <ul style="list-style-type: none"> • Deep down, Marlin hopes Nemo will become more independent • He wants Nemo to grow up strong and confident • He wants to be the good father that he and his wife both dreamed of being <p>Circle Four -Future</p> <ul style="list-style-type: none"> • Marlin could inspire other fish with his adventure tale • He might help other parents balance protection and freedom • Marlin might be more open to new experiences <p>Circle Five- World</p> <ul style="list-style-type: none"> • He might help other parents balance protection and freedom • After his adventure, Marlin hopes for a world where it's safe to explore • He wants Nemo and other young fish to learn and grow without fear
<i>Differentiated Instruction</i>	<p>Throughout each activity, students are given multiple prompts to choose from, as well as multiple images to use as visual prompts. In addition, students have the opportunity to discuss and share with partners or small groups. They can give one another feedback using the provided</p>

	conversation stems from the Guidebooks curriculum, ensuring they have the opportunity to practice speaking, listening, and writing skills.
<i>Connection to critical writing, including next steps</i>	<p>These narrative activities assist students to master the writing objective; students build out narrative details pertaining to character development as well as plot development and using descriptive language. The intention of each activity is to help students think deeper about the characters they will create in their narratives.</p> <p>After completing the three activities, students will have an abundance of details they can use to compose their final narrative task. Each unit supplies teachers and students with an optional narrative organization frame that helps students to organize elements of their narratives into a more concrete structure. They will use that frame to turn their brainstorming details into a draft of their complete narrative.</p>