

Name \_\_\_\_\_

**You are invited to a party. It might be a birthday party, holiday party, or another type of celebration. Write a story about going to this party.**

As you prepare to write:

1. Analyze the givens and variables in this prompt.
2. List at least two segments of elaborative detail you would include.

\_\_\_\_\_ .

3. Remember to showcase all of the writing skills you have learned.
4. Use the following framework to plan your story:

This is a story about \_\_\_\_\_ .  
*character - GIVEN*

The adventure, experience, or problem is that \_\_\_\_\_ .  
*main event - GIVEN and VARIABLE*

The adventure or experience concluded/problem solved when \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ .

Name \_\_\_\_\_

**We all have people in our lives who are special. Write a story about a special person in your life and a time you spent together.**

As you prepare to write:

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2. List at least two segments of elaborative detail you would include.  
\_\_\_\_\_ .
3. Remember to showcase all of the writing skills you have learned.
4. Use the following framework to plan your story:

This is a story about \_\_\_\_\_ .  
*character - GIVEN*

The adventure, experience, or problem is that

\_\_\_\_\_ .  
*main event - GIVEN and VARIABLE*

The adventure or experience concluded/problem solved when \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_ .

Name \_\_\_\_\_

**It's fun to explore the outdoors. Write a story about a time you had exploring somewhere outdoors.**

As you prepare to write:

1. Analyze the givens and variables in this prompt.
2. List at least two segments of elaborative detail you would include.

\_\_\_\_\_ .

3. Remember to showcase all of the writing skills you have learned.
4. Use the following framework to plan your story:

This is a story about \_\_\_\_\_ .  
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*main event - GIVEN and VARIABLE*

The adventure or experience concluded/problem solved when \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ .

Name \_\_\_\_\_

**In life we all learn lessons. We learn patience, kindness, honesty, bravery, perseverance or another lesson. Write a story about a time you learned a lesson. Be sure to show how you grew or changed during the time from the beginning to the end.**

As you prepare to write:

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\_\_\_\_\_ .

3. Remember to showcase all of the writing skills you have learned.
4. Use the following framework to plan your story:

This is a story about \_\_\_\_\_ .  
*character - GIVEN*

The adventure, experience, or problem is that

\_\_\_\_\_  
\_\_\_\_\_  
*main event - GIVEN and VARIABLE*

The adventure or experience concluded/problem solved when \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_ .

Name \_\_\_\_\_

**Imagine you lost your puppy in the park and are searching for it. Write a story from the puppy's point of view about being lost and then found.**

As you prepare to write:

1. Analyze the givens and variables in this prompt.
2. List at least two segments of elaborative detail you would include.

\_\_\_\_\_ .

3. Remember to showcase all of the writing skills you have learned.
4. Use the following framework to plan your story:

This is a story about \_\_\_\_\_ .  
*character - GIVEN*

The adventure, experience, or problem is that \_\_\_\_\_ .  
*main event - GIVEN and VARIABLE*

The adventure or experience concluded/problem solved when \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ .

**CHALLENGE:** Divide the class in half and direct one half to write about losing their puppy in the park. While the other half takes the point of view of the puppy.

Name \_\_\_\_\_

**Trying something new can be scary. Write a story about a time you tried something new. It could be a new food, a new hobby or sport, an amusement park ride, or something else. Be sure to include what you learned about yourself when you tried this new thing.**

As you prepare to write:

1. Analyze the givens and variables in this prompt.
2. List at least two segments of elaborative detail you would include.

\_\_\_\_\_ .

3. Remember to showcase all of the writing skills you have learned.
4. Use the following framework to plan your story:

This is a story about \_\_\_\_\_ .  
*character - GIVEN*

The adventure, experience, or problem is that \_\_\_\_\_ .  
*main event - GIVEN and VARIABLE*

The adventure or experience concluded/problem solved when \_\_\_\_\_ .  
\_\_\_\_\_  
\_\_\_\_\_ .

Name \_\_\_\_\_

**Imagine you were walking in your neighborhood and you spotted an unusual animal. Write a story about this unusual animal.**

As you prepare to write:

1. Analyze the givens and variables in this prompt.
2. List at least two segments of elaborative detail you would include.

\_\_\_\_\_ .

3. Remember to showcase all of the writing skills you have learned.
4. Use the following framework to plan your story:

This is a story about \_\_\_\_\_ .  
*character - GIVEN*

The adventure, experience, or problem is that \_\_\_\_\_ .  
*main event - GIVEN and VARIABLE*

The adventure or experience concluded/problem solved when \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ .

Name \_\_\_\_\_

**A giant box appears on your doorstep addressed to you. Write a story about what's inside and what happens when you open it.**

As you prepare to write:

1. Analyze the givens and variables in this prompt.
2. List at least two segments of elaborative detail you would include.

\_\_\_\_\_ .

3. Remember to showcase all of the writing skills you have learned.
4. Use the following framework to plan your story:

This is a story about \_\_\_\_\_ .  
*character - GIVEN*

The adventure, experience, or problem is that \_\_\_\_\_ .  
*main event - GIVEN and VARIABLE*

The adventure or experience concluded/problem solved when \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ .

Name \_\_\_\_\_

## The Girl Who Loved Dresses Too Much

Long ago and far away, in a magical kingdom by the sea, there lived a girl by the name of Penelope. Now, Penelope was not a princess but she dearly wished to be. “If I were a princess, I’d wear a beautiful new dress every single day,” Penelope declared, imagining how beautiful she would look draped in fine fabrics in a rainbow of rich colors, with lace at the collar, frills on the sleeves and ruffles at the hem.

Penelope’s parents lavished love on the girl, but they weren’t able to provide the luxuries she so craved. But they both made an earnest effort. Penelope’s mother and father raised sheep and wove the fleece into warm capes for Penelope to wear in the winter. In the summer, they grew cotton to make her light and breezy dresses to wear when the weather was warm. They tended to an orchard of peach and apple trees that bloomed with dainty white flowers and provided juicy fruit for Penelope to eat. They dug gemstones out of the earth and polished them to make glittering jewels that jangled from Penelope’s wrists and neck.

Was Penelope grateful? I think not. She cried for more and more, more of everything that was lush and lovely. Her parents wrung their hands with worry. Would their little Penelope ever realize the value of what she had — the love of her family, a warm cottage where she could lay her head down to rest every night in safety and comfort, simple clothes, healthy foods. They certainly hoped so.

While Penelope never knew it, the actual princess of the kingdom watched her every move from the highest tower in the castle. Princess Annabella had everything that Penelope so desired. Ladies of the court served her fancy foods on gleaming golden plates. She wore beautiful dresses hand stitched by the most talented tailors in the land. Court jesters amused her and noble

*(continued)*

knights protected her. Since hers was a magical kingdom, she had sorcerers on hand to help her with anything she needed. But she didn't have a friend in the world.

She longed to make a friend of Penelope. As a princess, however, it would be improper for her to knock on Penelope's door and introduce herself. First, Penelope had to prove herself to be a friend worthy of a princess. If she did so, Princess Annabella would share all her riches with her friend.

The next day, Penelope woke up and put on one of her simple cotton dresses. As she took her morning walk in the woods, she saw a beautiful baby blue dress hanging from the limb of a tree. It fluttered in the wind, silver threads glittering in the early morning sun. She ran toward it and eagerly snatched it from the branch. Just then, a sorcerer popped out from behind the tree.

"Do you like that beautiful dress?" he asked.

Penelope rubbed her cheek on the soft, fine fabric and nodded her head.

"Would you say it's fit for a princess?" the sorcerer asked.

Before Penelope had the chance to answer, she saw an even more beautiful ruby red dress hanging in another tree in the distance. She dropped the baby blue dress like it was on fire and ran to claim the more extravagant garment. But the minute she touched it, another sorcerer appeared.

"Where is the blue dress?" the sorcerer asked.

"I like this one more," she said. But the minute the words were out of her mouth, she spotted an even more luxurious dress of majestic purple in the distance. She dropped the ruby red dress and rushed toward the posh creation of frills and lace that hung from a tree deep in the forest. However, as she got closer, the dress began to fade away. By the time she reached the tree, it had vanished. Penelope stomped her foot in fury.

*(continued)*



“Where did it go?” she shouted. But there was nobody to answer her question. The sorcerers too had disappeared.

Penelope hurriedly retraced her footsteps. As she reached out to lift the ruby red dress from the ground and claim it for her own, it vanished. The same thing happened with the baby blue dress.

In the highest tower of the castle, Princess Annabella put down her spy-glass and sobbed with disappointment. If Penelope had been satisfied with the baby blue dress, the sorcerer would have taken her to the castle to meet the princess.

Generously, the sorcerer gave her a second chance. The same would have happened if she'd settled for the ruby red dress. But when she rushed for the purple dress, Penelope had proven herself just too greedy a girl to be a friend of the princess. It took some time, but Princess Annabella eventually found a friend, a girl from the kingdom who shared her few possessions with anyone in need. Penelope, on the other hand, grew greedier and greedier with each passing year. Since she was never satisfied with the simple pleasures that were available to her, she lived out her years alone and bitter, remembering the three beautiful dresses hanging in the dark forrest that should have been hers.

Name \_\_\_\_\_

## LITERARY ANALYSIS TASK: THEME

**THEME:** The author rarely states the theme directly. Instead it is shown through the main character’s problem and how it gets resolved. Another way to think about theme is that it is the “big idea” of the story.

You’ve read the story The Girl Who Loved Dresses Too Much. Think about the theme of the story. Write an essay to explain the theme of the story and why theme is important in a story. Be sure to include evidence from the story to support your ideas.

**THINK ABOUT IT:** Is this a narrative or informational assignment?

Your teacher will walk you through the following STEPS:

1. Read, annotate, analyze, and summarize the story.
2. Fill in the following:
  - Who is the main **point of view character**? \_\_\_\_\_
  - What is the **setting**? \_\_\_\_\_  
\_\_\_\_\_
  - What is the main character’s **motivation**? (What does she/he **want**?) \_\_\_\_\_
  - What is the **conflict**? (Who or what stands in the way of the main character’s motivation?) \_\_\_\_\_
  - Fill in the summarizing framework that outlines the **plot**.

*This story is about* \_\_\_\_\_ .

*The problem / adventure / experience* \_\_\_\_\_ .

*The problem was solved, experience or adventure concluded when* \_\_\_\_\_ .

- What is the **theme**? \_\_\_\_\_
3. Consider the assignment:
    - What is the theme of the story?
    - How do you know this is the theme?
    - Why is theme important?
  4. Your teacher will MODEL this process with you. You may use the sentence starters to help you cite examples in the source text.

(continued)

SENTENCE STARTERS:

- The reader discovers that\_\_\_\_\_.
- The theme was \_\_\_\_\_.
- The main character shows the reader \_\_\_\_\_.
- The author chose this because \_\_\_\_\_.
- The main character \_\_\_\_\_.
- We see that\_\_\_\_\_.
- The author reveals\_\_\_\_\_.
- In this story\_\_\_\_\_.
- The reader sees this when\_\_\_\_\_.
- In the story, evidence suggests that\_\_\_\_\_.
- It isn't long before we discover\_\_\_\_\_.
- Through the text we learn that\_\_\_\_\_.
- In paragraph \_\_\_\_\_ we see that \_\_\_\_\_.
- We know this because \_\_\_\_\_.
- We see this when\_\_\_\_\_.



Name \_\_\_\_\_

### Ollie and the Adorable Kitten

Ollie stretched and opened his mouth wide to yawn. These days it seemed like the handsome dog spent most of every day napping. Once, he could romp with his boy for hours and fetch sticks from dawn to dusk. Where had all his energy gone? Ollie suspected that kitten had stolen it!

The kitten, who'd joined the family only a week ago, certainly had pep to spare. The fluffy three-pound critter ran at top speed after her little ball with a tinkling bell inside. Ollie'd seen her leap high into the air to snag a buzzing insect and bat at balls of yarn with her little paws. He marveled at her energy. His tail drooped and he felt even more exhausted when he remembered the time when he had equal vim and vigor. Holy cow, that tiny tabby made him feel old!

But growing old didn't bother Ollie. He'd had a playful puppyhood, a happy adulthood and now he was ready to face his golden years, calm and dignified. What worried him was that the kitten was taking his place in the boy's heart. The boy meant everything to Ollie. For years, the two of them had trampled through the woods in the snow and jumped into the river to cool off in the summer. For as long as he could remember, Ollie had slept on a beanbag at the foot of the boy's bed and the boy had greeted him each morning with a loving pat on the head.

These days, Ollie still slept on his comfy beanbag at the foot of the boy's bed, but the kitten curled up in the actual bed. Ollie could hear her purring throughout the night and knew the boy was playing with her underneath the covers. He still got his good morning pat on the head too, but the kitten got cuddled throughout the day. In his worst moments, Ollie imagined ways of getting rid of the frisky feline. He could nose a door open and let the little charmer out, where she'd surely get lost and never be heard from again. Or, he could .....? He could what? Ollie forced these ridiculous thoughts out of his head. He knew he'd never do anything to hurt the baby cat. He'd just have to find another way to let the boy know he was still as fun to play with as the kitten. But how? Ollie thought and thought until his brain ached. He finally came up with an idea and it was a fantastic one!

It was a hot day in late spring. The boy came home from school sweaty and grouchy. He threw his backpack down and slouched in front of the TV. He didn't even seem to notice when the kitten jumped into his lap. Ollie retrieved his leash and brought it to the boy.

*(continued)*

“You want to take a walk?” the boy asked, surprised and annoyed. “Come on, Ollie. It’s too hot.”

But Ollie persisted. He held the leash in his mouth and wagged his long, lush tail eagerly.

Finally, the boy took the kitten off his lap and onto the couch. He stood up. “You win,” he grumbled, taking the leash from Ollie’s mouth and snapping it to the dog’s collar.

The boy and the dog started up the wooded path behind their house. Here, in the shady, pine-scented forest with his best buddy by his side, the boy started to feel like his usual happy self. They walked on. The path narrowed as they stepped from the woods into a meadow of tall grasses. Just ahead was the river and its clear waters had never looked so irresistible! Without a second to spare, Ollie and the boy dove in. Until the sun started to set on the western horizon, Ollie and his boy soaked, splashed and swam in the chilly water. Ollie felt like a puppy again. More importantly, he felt the boy’s love.

“That was just what I needed after a bad day at school,” the boy said as he and Ollie began their hike back home. “It made me forget that I almost flunked my spelling test and had a fight with Fred at recess. How’d you know how to cheer me up, Ollie? Ollie wagged his tail, a gesture that meant “A best friend always knows.”

That night, after he’d dried off and eaten a delicious dinner, Ollie snuggled up contently on his beanbag at the foot of the boy’s bed and remembered his wonderful day. As usual, the little kitty was sleeping in the bed, but Ollie didn’t feel even a little bit jealous. The kitten might be cute and full of energy, but she would never experience the joy of swimming in the river with the boy. Ollie hoped she didn’t feel too jealous.

Name \_\_\_\_\_

## A Talent of My Own

It was the bottom of the ninth inning and we were losing by a score of 3-2. There were runners on first and third. The crowd cheered as Nick sauntered up to the plate holding his lucky bat over his shoulder. As usual, he didn't disappoint his fans — not by a long shot. Nick, our team's reliable power hitter and my twin brother, slammed yet another home run right over the fence and gave us a 5-3 victory.

As I picked up our equipment from the emerald green grass of the baseball diamond, my teammates gathered around Nick clapping him on the back and giving him credit for yet another win.

“You must be mighty proud of that boy of yours,” I overheard one of the coaches say to my father and Dad puffed up with pride as if he himself had hit the winning homerun.

I wondered if I'd ever do anything to make him feel that proud. Probably not. Even though I was ten minutes older, Nick was way taller than me. He was not only better at sports than me, but school was easier for him too. I worked hard to earn my grades and he just coasted along. All in all, I couldn't help but wonder if he was the gifted twin and I was the dud. It certainly seemed that way.

I felt invisible in the back seat of our mini-van as we drove along the winding country roads of my quiet hometown to our house. In the front seat, Dad and Nick discussed every play of the game, including the one where I almost caught a fly ball in center field, but fumbled at the last second.

“Better luck next time, Matt,” my dad said, with a chuckle. He and Nick spent that afternoon glued to the TV screen as their favorite major league team played a season opener. I went upstairs to draw in my room.

(continued)

Sports, sports, sports and more sports. That was all that seemed to matter to my Dad. I never said so outright, but I hated sports, especially baseball. Nick loved being up at bat and knowing all eyes were on him, but it made me feel nervous, which almost always caused me to make an embarrassing mistake. I knew I was too clumsy for sports, but there had to be something I was good at, some way I could make my dad feel proud of me. I racked my brain trying to figure out what that might be.

The next week at school, we started an interesting project in art, my favorite subject. First we used oil pastel crayons to draw pictures of ourselves. Of course, as twins, Nick and I looked very much alike, but you'd never know it from our self portraits. He'd drawn himself with a round pumpkin head, two blue dots for eyes and not much else, while I sweated the details. I was the last to finish, but I ended up creating a realistic likeness of myself.

But the project wasn't done yet. In our next art class, we looked at pictures painted by somebody named Pablo Picasso. The style of art was called cubism. The images looked like they'd been somehow shattered and put back together again in a haphazard way. It might sound weird, and it was, but it was also fascinating. I was so excited when our art teacher told us to cut our self-portraits into pieces and put them back together in the style of cubism. With the first snip of my scissors, I heard Nick whisper to his friend, "This is bogus."

Of course, he was finished within minutes, carelessly cutting his self portrait into quarters and pasting them back together. I worked until the last minute of the class and was truly proud of what I created. Even my art teacher was impressed. The next day, I learned that she'd shown my picture to the owner of a local art gallery who'd agreed to auction it off for money that would be donated to our school. Wow! I was really surprised and proud.

*(continued)*

But not as proud as my dad. The night of the auction, I heard him telling another parent that “he felt like the luckiest dad in the world to have one son who was an athlete and another who was an artist.” My heart swelled with pride.

Now that I’ve discovered my talent for art, I don’t need to be jealous of Nick’s athletic skills anymore. I’ve realized that we both have things we’re good at and others that we struggle with. I am proud to be the brother of a baseball hero. He’s proud to be the twin of the elementary school artist whose painting earned \$200 for our school — and no matter how many home run he hits, I don’t think I’ll ever feel jealous of Nick again.

Name \_\_\_\_\_

LITERARY ANALYSIS TASK: COMPARING TWO STORIES

You've read the stories of Ollie and the Adorable Kitten and A Talent of My Own. Compare and contrast the two stories in terms of theme, setting and plot. Be sure to cite evidence from both texts.

Before writing, look at each question in the assignment, above. Fill in the summarizing framework for informational writing, below. Then, go back to the text to find and mark evidence to support the answers to each part of the question. Then, jot your ideas on the comparison grid. Your teacher will help.

- TOPIC: \_\_\_\_\_
- MAIN IDEA #1: \_\_\_\_\_
- MAIN IDEA #2: \_\_\_\_\_
- MAIN IDEA #3: \_\_\_\_\_

	OLLIE....	A TALENT....
Theme		
Setting		
Plot		

**Sentence Starters for Response to Multiple Texts:**

- In these stories\_\_\_\_\_.
- The setting was \_\_\_\_\_.
- In paragraph #\_\_\_\_\_.
- In the same paragraph\_\_\_\_\_.
- Because of this\_\_\_\_\_.
- The plot\_\_\_\_\_.
- One similarity is that\_\_\_\_\_.
- Both Ollie and Matt \_\_\_\_\_. (insert characters)
- As the plot unfolds \_\_\_\_\_.
- The author shows this when\_\_\_\_\_.
- On the other hand\_\_\_\_\_.
- Another difference is that\_\_\_\_\_.
- Similarly, \_\_\_\_\_.
- I believe that\_\_\_\_\_.
- The evidence shows that\_\_\_\_\_.
- Both stories address \_\_\_\_\_.