WRITING ORGANIZER - Narrative

Orientation: Sets the scene and mood, introduces characters

Usually includes:  
- When
- Where
- Who or what

Complication: Dilemma or problem that sets off the events

A dilemma or problem which disrupts the normal life or comfort of the characters and sets off a sequence of interesting events

Sequence of events: Triggered by the complication

May include:

A description of events as they happen
- First…
- Next…
- Later…
- After…

A sequence of events particular to each character
- While…
- As…
- Meanwhile…
- When…

A combination of sequences

Further Complications

Resolution: Climax or ending where the problem is resolved

The ‘ending’ – a description of the final outcome.
**WRITING ORGANIZER - Narrative**

**Orientation:** Sets the scene and mood, introduces characters

**Complication:** Dilemma or problem that sets off the events

**Sequence of events:** Triggered by the complication

**Resolution:** Climax or ending where the problem is resolved
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LESSONS & TEMPLATES
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- Fully EDITABLE
- Great for INDEPENDENT learners
- Integrates ALL narrative genres

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5 Stars - Grade 6 Teacher
Writing Organizer - Procedure

Purpose: - Tells what will be made or done.

May include a brief description of the product.

Requirements: - List of what is needed.

List may include:
- Ingredients
- Utensils
- Materials
- Tools

Steps: - In order of what needs to be done
- Include diagrams or pictures if needed

Steps usually start with an action verb.

Steps are numbered in order.
1.
2.
3.
4.

Steps clearly explain
- What needs to be done.
- How it needs to be done
### Writing Organizer - Procedure

**Purpose:**
- Tells what will be made or done.

**Requirements:**
- List of what is needed.

**Steps:**
- In order of what needs to be done
- Include diagrams or pictures if needed
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- Great for INDEPENDENT learners
- Integrates ALL procedure genres

• Differentiated learning tasks.
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• No preparation required
• Assessment tools & Templates

COLOURFUL, INTERESTING AND ENGAGING. THESE WRITING PROMPTS WERE CLEAR IN EXPLANATION AND MOTIVATING IN PROVOKING THE STUDENTS TO WRITE.

Jenna - Grade 6 Teacher

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**WRITING ORGANIZER - Recount**

**Orientation:** - Introduction – Setting the scene.

**Gives details of:** - Who
                    - What
                    - When
                    - Where
                    - Why

**Events:** - What happened – in chronological order.

**What happened?**
- First…
- Next…
- Soon…
- During…
- After…
- Later…
- Eventually…
- Finally…

**Conclusion:** - Personal Comment (Optional)

**What did you think, feel or decide about the events that happened.**
WRITING ORGANIZER - Recount

Orientation:  - **Introduction** – Setting the scene.

Events:  - **What happened** – in chronological order.

Conclusion:  - **Personal Comment (Optional)**
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- No preparation required
- Develop multiple writing skills

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**WRITING ORGANIZER – Historical Recount**

**Orientation & Background:** – Setting the scene.

**Gives details of:**
- What is the recount about?
- When did it happen?
- Where did it happen?
- Who was involved?

**Events:** – What happened – in chronological order.

**What happened?**
- First…
- Next…
- Soon…
- During…
- After…
- Later…
- Eventually…
- Finally…

**Who did What?**

**Conclusion:** – Reflection and Personal Opinion(Optional)

**Why did these events happen?**
**What do they mean?**
**Are there any relevant connections of note?**
WRITING ORGANIZER – Historical Recount

Orientation & Background:  – Setting the scene.

Events:  - What happened – in chronological order.

Conclusion:  - Reflection and Personal Opinion(Optional)
WRITING ORGANIZER - Explanation

Introduction: General statement about the topic.

May include:
- A definition or question.
- A brief description.

Explanation: - Series of explanatory statements.

Statements are written in sequential order to explain:

- How something Works
  Including
  - What is it used for
  - What each part does
  - How the parts work together
  - How to use it

Or

- Why something happens
  Including
  - How and why it starts?
  - What happens next, why?
  - What happens after that, why?
  - What happens finally, why?

Conclusion: - Summary or comment

May include:
- A summary or recommendation
- A general comment about use or history.
WRITING ORGANIZER - Explanation

Introduction:  General statement about the topic.

Explanation:  - Series of explanatory statements.

Conclusion:   - Summary or comment
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YEARS 3-7  
LESSONS & TEMPLATES  
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- Great for INDEPENDENT learners  
- Engaging VISUAL TEACHING AIDS

- Differentiated learning tasks.  
- SeeSaw, Google Classroom, iPad & Microsoft ready  
- No preparation required  
- Assessment & Planning Tools

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MY STUDENTS LOVED USING THIS RESOURCE. IT WAS CLEAR, COLOURFUL AND ENGAGING. THE EXPLANATIONS OF TEXT TYPES WERE VERY CLEAR AND THE PICTURES WERE MOTIVATING.

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The position: outlines the issue and writer’s point of view.

States what the issue or topic is.
States what you think about it.
Can be used to attract attention.

Arguments: - Series of points with supporting evidence.

Why should people believe you?

- Argument 1 – Because...
- Argument 1 – Because....
- Argument 1 – Because....
- More arguments (if needed)

Summing up: - restating position and main arguments

Strongly repeats what you believe with the summary of the reasons why.
WRITING ORGANIZER – Exposition / Persuasion

The position: outlines the issue and writer’s point of view.

Arguments: - Series of points with supporting evidence.

Summing up: - restating position and main arguments
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**WRITING ORGANIZER – Discussion / Argument**

**Issue:** introduction to the issue or topic.

- States what the issue is.
- States that different groups have differing views.
- May introduce the groups for and against.

Arguments: - Points of evidence – for and against.

<table>
<thead>
<tr>
<th>For</th>
<th>Against</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First point of view for:</strong></td>
<td><strong>First point of view against:</strong></td>
</tr>
<tr>
<td>Who?</td>
<td>Who?</td>
</tr>
<tr>
<td>What do they think?</td>
<td>What do they think?</td>
</tr>
<tr>
<td>Why?</td>
<td>Why?</td>
</tr>
<tr>
<td><strong>Second point of view for:</strong></td>
<td><strong>Second point of view against:</strong></td>
</tr>
<tr>
<td>Who?</td>
<td>Who?</td>
</tr>
<tr>
<td>What do they think?</td>
<td>What do they think?</td>
</tr>
<tr>
<td>Why?</td>
<td>Why?</td>
</tr>
<tr>
<td><strong>Next point of view for:</strong></td>
<td><strong>Next point of view against:</strong></td>
</tr>
<tr>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>

**Conclusion:** - summary or a recommendation

**Summarise the arguments:**

<table>
<thead>
<tr>
<th>What do you recommend?</th>
<th>Why?</th>
</tr>
</thead>
</table>

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WRITING ORGANIZER – Discussion / Argument

Issue: introduction to the issue or topic.

Arguments: - Points of evidence – for and against.

Conclusion: - summary or a recommendation
WRITING ORGANIZER – Text Response

Orientation:  Identifies the subject.

What, Who, When and where.

Details:  - Description of the subject.
- Description of the personal responses to it.

Description of the subject.

May include:
- People or characters involved.
- Summary of what happened.
- Other important features.

Personal Response

May include:
- Physical reactions or effects
- How it made you feel/
- What you thought of the characters or events.
- What you learnt from it.

Conclusion:  - Final assessment or recommendation
WRITING ORGANIZER – Text Response

Orientation: Identifies the subject.

Details:  - Description of the subject.
- Description of the personal responses to it.

Conclusion:  - Final assessment or recommendation
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Introduction: Definition or classification of the subject.

May include a definition, classification or brief description.

Description: - Important facts about the subject.

- Facts about the subject, set out in paragraphs.

- Subheadings are often used. For example:

<table>
<thead>
<tr>
<th>Animal</th>
<th>Person</th>
<th>Object</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearance</td>
<td>Name, Age</td>
<td>Appearance</td>
<td>Location</td>
</tr>
<tr>
<td>Habitat</td>
<td>Age</td>
<td>Appearance</td>
<td>Climate</td>
</tr>
<tr>
<td>Movement</td>
<td>Personality</td>
<td>Occupation</td>
<td>Geography</td>
</tr>
<tr>
<td>Food</td>
<td>Occupation</td>
<td>Achievements</td>
<td>Population</td>
</tr>
<tr>
<td>Behaviour</td>
<td>Achievements</td>
<td>History</td>
<td>Culture</td>
</tr>
<tr>
<td>Lifecycle</td>
<td>History</td>
<td></td>
<td>History</td>
</tr>
</tbody>
</table>

- May include photos, pictures, maps or diagrams

Conclusion: - Summary, question or comment (optional)
**Writing Organizer – Information Report**

**Introduction:** Definition or classification of the subject.

*May include a definition, classification or brief description.*

**Description:** Important facts about the subject.

- Facts about the subject, set out in paragraphs.

- Subheadings are often used. For example:

<table>
<thead>
<tr>
<th>Animal</th>
<th>Person</th>
<th>Object</th>
<th>Place</th>
</tr>
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<td>Occupation</td>
<td>Functions</td>
<td>Geography</td>
</tr>
<tr>
<td>Food</td>
<td>Achievements</td>
<td>Features</td>
<td>Population</td>
</tr>
<tr>
<td>Behaviour</td>
<td>History</td>
<td>Uses</td>
<td>Culture</td>
</tr>
<tr>
<td>Lifecycle</td>
<td>History</td>
<td>Values</td>
<td>History</td>
</tr>
</tbody>
</table>

- May include photos, pictures, maps or diagrams

**Conclusion:** Summary, question or comment (optional)

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WRITING ORGANIZER – Information Report

Introduction: Definition or classification of the subject.

Description: Important facts about the subject.

Conclusion: Summary, question or comment (optional)
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DEAR …

INTRODUCTION…

BODY OF THE LETTER…

CONCLUSION…

SALUTATION

YOUR NAME

YOUR ADDRESS

RECIPIENTS NAME

SHARE YOUR THOUGHTS, NEWS, IDEAS ETC.

YOURS…

SINCERE FAITHFULLY

TRULY

YOUR…

SON

WIFE

FRIEND

Action Paragraph: Ask any questions or lead the reader to take action.
NAME  
STREET  
TOWN  
POSTCODE  

DEAR SIR / MADAM  

INTRODUCTION…  

MAIN POINT OF THE LETTER…  

2nd POINT OF THE LETTER…  

3rd POINT OF THE LETTER…  

Conclusion of letter…  

YOUR NAME
INTRODUCTION…

INTRODUCE THE TITLE AUTHOR AND A BREF SYNOPSIS

SET THE TONE OF YOUR REVIEW IN YOUR OPENING SENTENCE

DID YOU LIKE THE BOOK? IF SO WHY? / WHY NOT?

CAN YOU COMPARE THIS TO ANY OTHER TEXT?

WHAT WHERE THE KEY POINTS OR MESSAGE FROM THE BOOK?

OPINION

WHO MIGHT THIS BOOK APPEAL TO AND WOULD YOU RECOMMEND IT TO OTHERS?

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WRITING ORGANIZER – Personal Narrative

Introduction: Expose the event to your audience.

- What is the opening hook?
- What is the text about?
- Who is in this story?
- Where is it set?
- When do the events or experiences occur?

Body Paragraphs: The chronological Sequence and flow of your narrative occurs here.

- What is the Central Problem?
- What happens in the rising action?
- How does the climax play out?

Conclusion: Wrap up the narrative, and lessons learned.

- What happens in the falling action?
- What is the resolution of the story?
Introduction: Expose the event to your audience.

Body Paragraphs: The chronological Sequence and flow of your narrative occurs here.

Conclusion: Wrap up the narrative, and lessons learned.
WRITING ORGANIZER – Expository Essay

Introduction: Expose your audience to your topic.

- Usually consists of a general statement on the subject.
- Provides an overview of the essay.

Body Paragraphs: Each of the body paragraphs deals with one idea, or piece of information.

- Topics may be grouped under common headings.
- The number of paragraphs will depend on the complexity of the topic.

For example, an expository text on wolves may include a series of paragraphs under headings such as habitat, breeding habits, what they eat, etc.

Conclusion: Summarize key information & restate main ideas.

- Have an opinion but remain objective
- An expository informs rather than persuades.
WRITING ORGANIZER – Expository Essay

Introduction: Expose your audience to your topic.

Body Paragraphs: Each of the body paragraphs deals with one idea, or piece of information.

Conclusion: Summarize key information & restate main ideas.
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Compare & Contrast: Subject by Subject

**Thesis Statement:** Sets up the comparison and contrast

**Subject 1:**
Point 1
Point 2
Point 3

**Subject 2:**
Point 1
Point 2
Point 3

**Conclusion:** Summarizes and reinforces the text’s main points.
Compare & Contrast: Point by Point

**Thesis Statement:** Sets up the comparison and contrast

**Point 1:**
Subject 1
Subject 2

**Point 2:**
Subject 1
Subject 2

**Point 3:**
Subject 1
Subject 2

**Conclusion:** Summarizes and reinforces the text’s main points.
Compare & Contrast: Compare, then Contrast

**Thesis Statement:** Sets up the comparison and contrast

**Section 1:**
All the comparisons

**Section 2:**
All the contrasts

**Conclusion:** Summarizes and reinforces the text’s main points.
Cause and Effect: Chain

Introduction: (Including ‘Situation’)

Problem 1 and solution to problem 1

Problem 2 and solution to problem 2

Problem 3 and solution to problem 3

... 

Conclusion: (Including ‘Evaluation’)

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DEAR SIR / MADAM

INTRODUCTION...

MAIN POINT OF THE LETTER...

2nd POINT OF THE LETTER...

3rd POINT OF THE LETTER...

Conclusion of letter...

YOUR NAME

Action Paragraph: Reinforce what you want to happen. (Apology, Promotion, Application etc.)
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