

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*

Looking for a Complete Narrative Unit?

Fully Editable, No Preparation required

NARRATIVES

COMPLETE STORY WRITING UNIT



PDF & DIGITAL | 209 PAGES

Narratives come in all flavors

Popular Narrative Genres:

Tragedy	Science Fiction
Fantasy	Mythology
Adventure / Action	Mystery / Horror
Romance	Drama
Children's	And many more...

Writing Checklists



"OMG! I woke up with wings"

WHO ARE YOUR CHARACTER? HOW DO THEY LOOK, ACT AND THINK?

WHAT SETTING BEST FITS YOUR STORY? WHEN AND WHERE DOES IT OCCUR?

HOW WILL YOUR PLOT PLAY OUT? WHAT ARE THE MAJOR EVENTS TO BE?

FROM WHICH PERSPECTIVE IS IT TOLD? WHAT GENRE AND STYLE WILL IT TAKE?

- **Fully EDITABLE** writing templates
- **Great for INDEPENDENT** learners
- **Master PLANNING & CRAFTING** great CHARACTERS, SETTINGS & PLOTS.

Engaging story prompts and narrative tutorials.

Covers all narrative genres, styles and story elements.

Includes example narratives and assessment tools for multiple age groups.

Excellent for either short daily writing or in-depth writing.

Sensory Quick Writes

The power to being a great storyteller is to place the audience in the characters shoes during key moments of your narrative. A great tool to enhance this is to do some descriptive sensory quick writes. Over the next three slides let your students take on the persona of a character from the image and write a highly descriptive first person perspective account.

I See
I Hear
I Taste
I Feel

"I feel my feet walking across the tightrope"

The Pillars of Narrative Writing

Characters	Setting	Plot	Writing Craft
Create heroes, villains and side players that drive your plot through actions, thoughts and words.	Provide a stage where characters can put their greatest strengths or abilities.	Take us on a journey where something happens, a conflict or a quest or a discovery of interest.	The art of writing beautiful words, sentences and paragraphs which place in with the story.

No matter what your story, you will need to cover these essentials...

What's your problem? Part 1

Every story needs a problem and a way to solve it. A well-told story is a well-told problem. The problem is the conflict. The conflict is what makes our story interesting. Something goes wrong with the characters and they have to solve the problem. The problem is the conflict. The conflict is what makes our story interesting. Something goes wrong with the characters and they have to solve the problem. The problem is the conflict. The conflict is what makes our story interesting. Something goes wrong with the characters and they have to solve the problem.

So much variety



"THIS RESOURCE PROVIDES SO MANY HELPFUL ACTIVITIES TO HELP KIDDO WHO STRUGGLE WITH NARRATIVE WRITING. BOTH THE STUDENTS AND I LOVED IT!"

★★★★★

Soul Speechie - Grade 6 Teacher

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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*

Looking for a Complete Procedural Unit?

Fully Editable, No Preparation required

PROCEDURAL WRITING UNIT

Over 115 pages of self-directed fun, activities, resources and lessons

PDF & DIGITAL | FULL INTERACTIVE UNIT

Different Procedure Styles

Science Experiment, Self-Help Guides, Instruction Manuals, Rule Books, User Guides, Recipes, Digital Tutorials

Make Your Own Games

Make a board game of your own and create the rules and instructions. Be sure to include:

- No of players
- Equipment required
- How to start
- Finishing / completing
- Scoring

How To Post a Video to YouTube

GOAL / AIM: What are you going to do?
STEPS: How will I do it?
RESOURCES: What will I need?
CONCLUSION: Have I done it? What next?

- Fully **EDITABLE** lessons and templates
- Great for **INDEPENDENT** learners
- **HUGE** variety of **PROCEDURAL** types

Differentiated procedural tasks.

SeeSaw, Google Classroom, iPad & Microsoft ready

Plenty of procedural examples, lessons and assessment tools.

An excellent in depth focus on procedural writing for all abilities.

Flowcharts as Procedures

Flowcharts are an extremely useful means of delivering clear instructions without explanation or opinion. They not only provide a visual but also identify parts of the process requiring information or action.

NAME	FUNCTION
Start / End	The start and end of a process.
Decision	The point at which a choice is made between two or more paths.
Process	The main steps of the process.
Input / Output	The data that enters or leaves the process.

Procedural Genre Matrix

Genre	Form	Structure	Language	Style	Register	Context
Recipe	Text	Linear	Imperative verbs	Informal	Informal	Home
Instruction Manual	Text	Linear	Imperative verbs	Formal	Formal	Work
Science Experiment	Text	Linear	Imperative verbs	Formal	Formal	School
Self-Help Guide	Text	Linear	Imperative verbs	Informal	Informal	Work
Recipe Book	Text	Linear	Imperative verbs	Informal	Informal	Home
User Guide	Text	Linear	Imperative verbs	Formal	Formal	Work
Digital Tutorial	Text	Linear	Imperative verbs	Formal	Formal	School

Recipe Graphic Organiser

Scrambled scones with jam and cream.

Ingredients: 100g plain flour, 100g butter, 100g sugar, 1 egg, 1 tsp baking powder, 1 tsp vanilla extract, 100g jam, 100g cream.

Method: 1. Preheat the oven to 180°C. 2. Sieve the flour and baking powder into a bowl. 3. Rub the butter into the flour until the mixture resembles breadcrumbs. 4. Add the sugar and vanilla extract and mix well. 5. Add the egg and mix until a soft dough is formed. 6. Roll out the dough on a floured surface and cut out scones. 7. Bake for 10-12 minutes. 8. Serve with jam and cream.

So much variety

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)*

Looking for a Complete Recount Unit?

Fully Editable, No Preparation required

RECOUNTS

COMPLETE WRITING UNIT







PDF & DIGITAL | 78 INTERACTIVE PAGES

Recount Writing Matrix

Use this matrix to easily identify what to include and exclude when selecting to write a specific genre of recount

	Personal Recount	Factual Recount	Imaginative Recount	Literary Recount	Reflection
Purpose	Retell an event you were involved with.	Retell an event that really happened.	Recount a completely fictitious event.	Retell a real or fictitious event with a focus on explaining how things were.	Understanding how you responded to an event.
Form	Easy diary letter.	News Report / Journalist Recount / Letter.	Recount.	Recount.	Letter.
Structure	Single event heading.	Single event heading.	Single event heading.	Single event heading.	Single event heading.
Visual Text	Minimal - none required.	Photos, diagrams may enhance.	Illustration essential.	Illustration essential.	Illustration essential.
Written Text	<ul style="list-style-type: none"> First Person Perspective Full tense Time Connectives used to connect events Chronological Order 	<ul style="list-style-type: none"> Third Person Perspective Full tense Time Connectives used to connect events Chronological Order 	<ul style="list-style-type: none"> First Person Perspective Full tense Time Connectives used to connect events Chronological Order 	<ul style="list-style-type: none"> First Person Perspective Full tense Time Connectives used to connect events Chronological Order 	<ul style="list-style-type: none"> First Person Perspective Full tense Time Connectives used to connect events Chronological Order

The Four Pillars of Recounts

WHEN ?

- ALWAYS keep things in chronological order (the order in which it occurred.)
- Minutes, Days, Months Years... Which time segments make the most sense to your recount?
- Will other major historical events such as a reference to World War I or the stone age add greater time context?
- Mix up your connective language so you are not always saying 'next' or 'then'.

Writing Guide

- Huge **VARIETY** of recount tasks
- Everything in unit is **EDITABLE**
- **INDEPENDENT & GROUP** recount tasks


Recount planning, writing and assessment tools.

Recount teaching guides, with Slides and Notes

Personal, factual, literary and historical recounts covered.

Excellent for either short daily writing or an intense writing unit.

Two truths and a lie




As a group warm up activity get your students to create a recount of any style in which they tell two truths and a lie.

It is a quick and fun way to reinforce the key elements of recount writing.

Your students can not only share and read them but also provide feedback and editing to their piece of writing in their quest to separate fact from fiction.

Tip: Try not to make your lie too wild otherwise your readers will almost immediately pick it!

Write a letter back home



REFLECT

WHO?	WHAT?	WHEN?	WHERE?
Who was the key character?	What was the event?	When did it take place?	Key locations and places.
Why did it happen?	What happened?		
Why did it happen?	What happened?		
Why did it happen?	What happened?		

So much variety



LOVE, LOVE, LOVE THIS RESOURCE!! IT MAKES TEACHING RECOUNTS A BREEZE!! I LOVED THE VISUALS AND THE LESSONS

★★★★★

Melissa - Grade 6 Teacher

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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.*

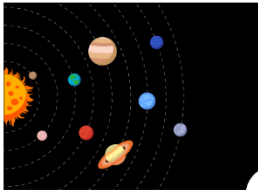
Conclusion: *- Summary or comment*

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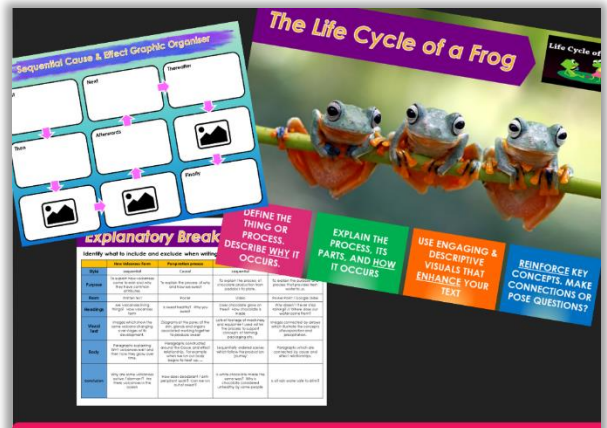
Fully Editable, No Preparation required

EXPLANATION WRITING

A COMPLETE INTERACTIVE UNIT



LESSONS & TEMPLATES | 91 PAGES



- **Fully EDITABLE** explanatory resources.
- **Great for INDEPENDENT & GROUP** learning.
- **Engaging VISUAL TEACHING AIDS.**



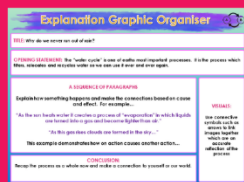
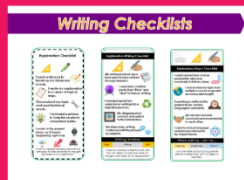
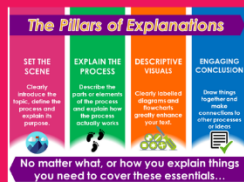
a variety of
procedural
Activities

Differentiated
learning tasks.

SeeSaw, Google
Classroom, iPad &
Microsoft ready.

No preparation
required.

Procedural
Assessment &
Planning Tools.



So much
variety



“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.”



Hanifa - Grade 6 Teacher

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WRITING ORGANIZER – Exposition / Persuasion

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

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Arguments: - *Series of points with supporting evidence.*

Summing up: - *restating position and main arguments*

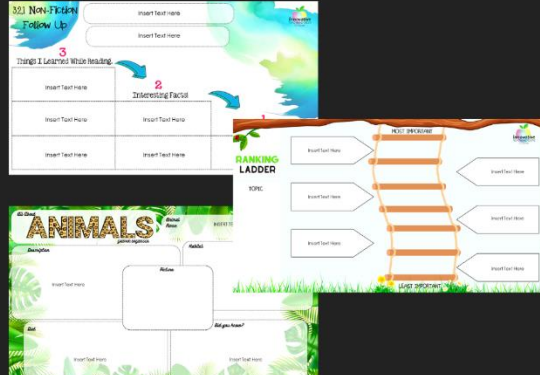
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Fully Editable, No Preparation required

101 DIGITAL GRAPHIC ORGANIZERS

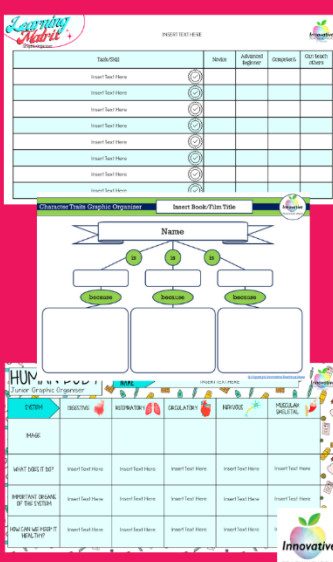


CROSS CURRICULUM | EDITABLE



- Fully **EDITABLE** templates
- **MULTIPLE VERSIONS** of each
- Integrates **ALL** curriculum areas

- **Digital, Printable black and white versions included.**
- **SeeSaw, Google Classroom, iPad & Microsoft ready**
- **No preparation required**
- **TpT Best Seller**



So much variety

THIS RESOURCE IS PERFECT FOR USE IN THE CLASSROOM AS IT CONTAINS VARIOUS ORGANIZERS AND TOOLS TO USE ACROSS CONTENT AREAS AND WITH STUDENTS OF VARYING ABILITY LEVELS.

★★★★★ Jennifer B. - Grade 7 Teacher

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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.*

For

- *First point of view for:*

Who?

What do they think?

Why?

- *Second point of view for:*

Who?

What do they think?

Why?

- *Next point of view for:*

...

Against

- *First point of view against:*

Who?

What do they think?

Why?

- *Second point of view against:*

Who?

What do they think?

Why?

- *Next point of view against:*

...

Conclusion: - *summary or a recommendation*

Summarise the arguments:

What do you recommend?

Why?

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*

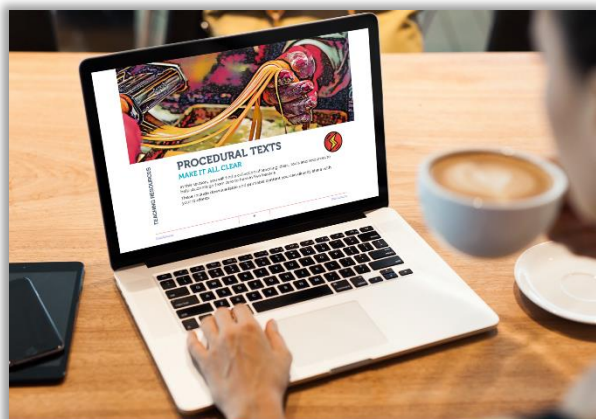
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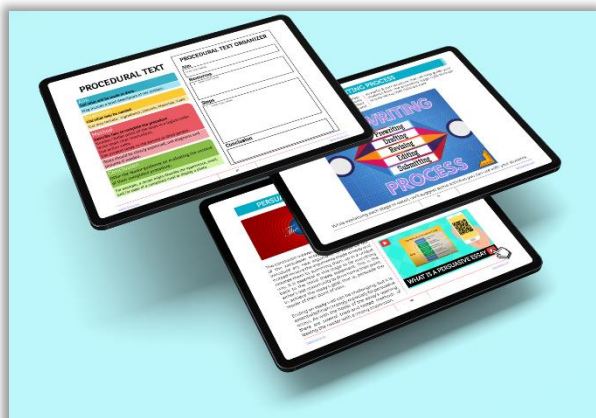
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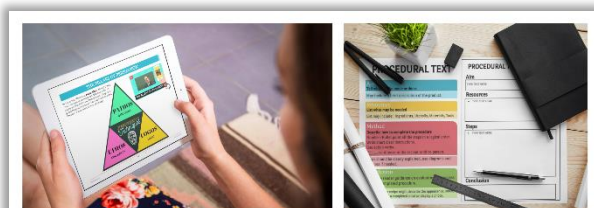
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WRITING ORGANIZER – Information Report

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:

Animal	Person	Object	Place
Appearance	Name, Age	Appearance	Location
Habitat	Appearance	Parts	Climate
Movement	Personality	Functions	Geography
Food	Occupation	Features	Population
Behaviour	Achievements	Uses	Culture
Lifecycle	History	Values	History

- May include photos, pictures, maps or diagrams

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

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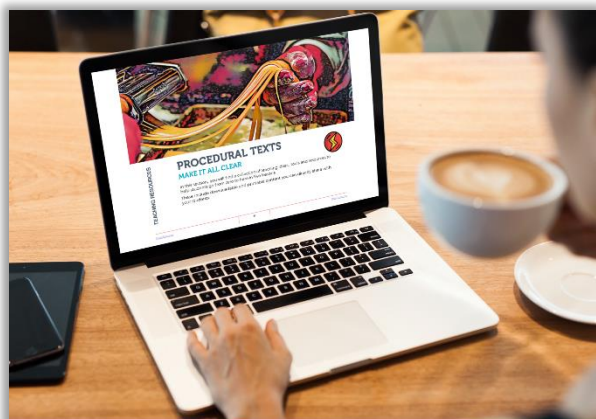
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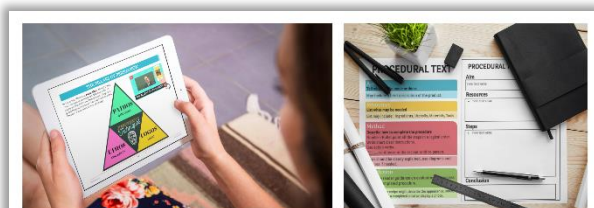
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WRITING ORGANIZER – Informal Letter

YOUR ADDRESS

Street
Town
POSTCODE

DATE

RECIPIENTS NAME

DEAR ...

INTRODUCTION...

BODY OF THE LETTER...

SHARE YOUR THOUGHTS, NEWS, IDEAS ETC.

YOURS...
SINCERELY
FAITHFULLY
TRULY

YOUR...
SON
WIFE
FRIEND

CONCLUSION...

SALUTATION

YOUR NAME

Action Paragraph: Ask any questions or lead the reader to take action.

WRITING ORGANIZER – Formal Letter

NAME
STREET
TOWN
POSTCODE

Street
Town

POSTCODE

DATE

DEAR SIR / MADAM

INTRODUCTION...

MAIN POINT OF THE LETTER...

2nd POINT OF THE LETTER...

3rd POINT OF THE LETTER...

Conclusion of letter...

YOUR NAME

WRITING ORGANIZER – Book Review

INTRODUCTION...	INTRODUC E THE TITLE AUTHOR AND A BREF SYNOPSIS
	SET THE TONE OF YOUR REVIEW IN YOUR OPENING SENTENCE
BODY...	DID YOU LIKE THE BOOK? IF SO WHY? / WHY NOT?
	CAN YOU COMPARE THIS TO ANY OTHER TEXT?
SUMMARY	WHAT WERE THE KEY POINTS OR MESSAGE FROM THE BOOK?
OPINION	WHO MIGHT THIS BOOK APPEAL TO AND WOULD YOU RECOMMEND IT TO OTHERS?

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?*

WRITING ORGANIZER – Personal Narrative

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.*

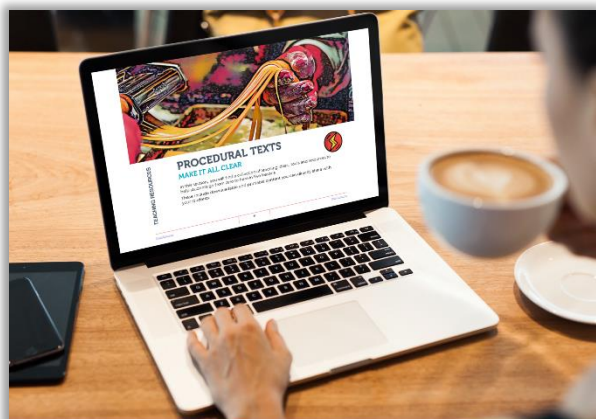
WRITING ORGANIZER – Expository Essay

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.*

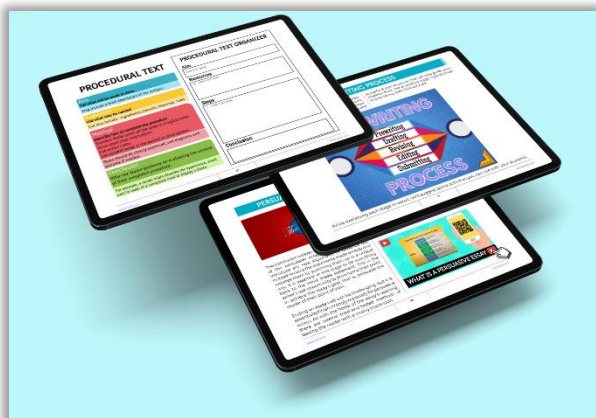
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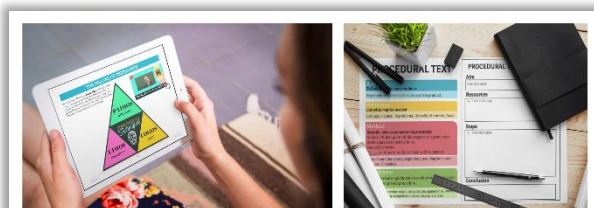
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Compare & Contrast: Subject by Subject

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: Block

Introduction: (Including 'Situation')

Problem 1

Problem 2

...

Transition sentence / Paragraph

Solution 1

Solution 2

...

Conclusion: (Including 'Evaluation')

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')

WRITING ORGANIZER – Formal Letter

WRITER'S ADDRESS

Street
Town

POSTCODE

RECIPIENTS ADDRESS

NAME
STREET
TOWN
POSTCODE

DATE

NAME OR TITLE

DEAR SIR / MADAM

INTRODUCTION...

MAIN POINT OF THE LETTER...

2nd POINT OF THE LETTER...

3rd POINT OF THE LETTER...

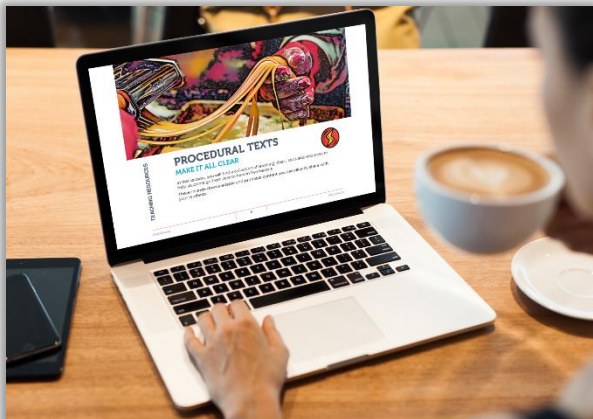
Conclusion of letter...

YOUR NAME

EXPLAIN WHY YOU ARE WRITING

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

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