Read a Story and Write a New Ending

Open responses use criteria and an illustrative response. Other well-supported responses can be acceptable.

Learning goal: Explain character actions with evidence and write a coherent narrative ending with dialogue.

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Worked example: A different character returns a borrowed pencil without being reminded. This action may show responsibility. A possible next line is “I put it back in your case,” she said. The inference and dialogue must fit the action.

Use the material to work through each task. Show the requested response.

1. What does the main character want? Name a detail that shows the goal.

Uses relevant details from the material and explains their connection.

Accepts equivalent wording and other interpretations supported by the material.

Mira wants to find the map. The story describes the actions taken toward that goal.

2. Describe the problem and the action that begins to solve it.

Preserves the material’s facts, sequence and qualifications.

Accepts equivalent wording and other interpretations supported by the material.

Mira faces a problem: she almost blames Theo before remembering the fountain. Mira remembers leaving the map by the fountain and checks there with Theo.

3. What can you infer about the character? Support your answer with an action from the story.

Uses relevant details from the material and explains their connection.

Accepts equivalent wording and other interpretations supported by the material.

Mira is becoming responsible because she admits leaving the map and clips it to the bag.

4. What does admitted mean here? Use a nearby action as a clue.

Uses relevant details from the material and explains their connection.

Accepts equivalent wording and other interpretations supported by the material.

admitted means acknowledged that she had made a mistake. The character’s action in the story supports this meaning.

5. Suggest a lesson the story supports. Explain how the ending develops it.

Uses relevant details from the material and explains their connection.

Accepts equivalent wording and other interpretations supported by the material.

Mira could check her own actions before blaming someone else.

6. Plan a new ending for this character. Include an action, a line of dialogue and a result consistent with the material.

Preserves the material’s facts, sequence and qualifications.

Addresses each requested part; a different well-supported response is acceptable.

Mira held the map carefully. "I will clip it here," she said. Then she and Theo walked back to their team. At the gate, they read the first clue together. Mira smiled because asking for help had solved the problem.

7. Using the material, write a 5–6 sentence ending. Include dialogue, actions and a clear order. Your ending may differ from the original.

Writes connected complete sentences with appropriate capitals and punctuation.

Preserves the material’s facts, sequence and qualifications.

Addresses each requested part; a different well-supported response is acceptable.

Mira held the map carefully. "I will clip it here," she said. Then she and Theo walked back to their team. At the gate, they read the first clue together. Mira smiled because asking for help had solved the problem.

8. Revise one sentence in your ending to show a feeling through an action. Explain why the action fits this character.

Identifies a specific change and explains how it improves meaning or clarity.

Preserves the material’s facts, sequence and qualifications.

Mira let out a slow breath and smiled after the problem was resolved. This action shows relief at the end rather than simply saying the character felt good.