



978-0-8234-3656-9 • E-book available
Ages 8–10 • \$15.95

Writing with Rosie

You Can Write a Story Too

Patricia Reilly Giff

Instructional Standards in this Guide:

Reading Literature: RL.4-5.1, 2, 3, 4, 10

Reading Informational text: RI.4-5.1, 2, 3, 4, 5, 8, 9, 10

Reading Foundation Skills: RF.4-5.3, 4

Writing: W.4-5.2, 3, 4, 5, 6, 7, 8, 9, 10

Speaking and Listening: SL.4-5.1, 2, 3, 4, 5

Language: L.4-5.1, 2, 3, 4, 5, 6

Guided Reading Level: Q

Grade Level: 4

Interest Level: 3-7



BEFORE READING

1. Display any books by Patricia Reilly Giff.
2. Discuss the cover, title and author of the book *Writing with Rosie: You Can Write a Story Too*.
3. Predict the text type of the book based on the title.
4. Create a list of Patricia Reilly Giff books read by the students.
5. Have students research the author in small groups. Plan and create a PowerPoint presentation. Share.
6. Look at the Table of Contents. Have the students discuss the structure of the book (notice *Can You See How I Did It?* and *Your Turn*).
7. Discuss the structure of the book.
8. Create an informative paragraph on writing, using the Table of Contents.
9. Generate a Story Elements chart: *character, setting, problem, action/hook, dialogue, description, worry, worsening problem, solution*.



DURING READING

1. How does the point of view contribute to the authenticity of the story?
2. Discuss the style of Giff's writing in the book. How does she choose to arrange her sentence structure? How does the style contribute to the author's message and overall effect she wishes to create?
3. How does the presentation of information contribute to your understanding of the text?
4. What is the tone of her work? What is her attitude toward what she is writing about? What is the feeling of the book? Does it encourage you to write?
5. How does Giff's background influence her writing both personally and professionally?
6. Describe how the author uses reason and evidence to support specific claims in the book.
7. How does Giff use imagery as an effective writing tool?
8. Explain how and why the following elements are used by the author in writing fiction: *character, setting, problem, action/hook, dialogue, description, worry, worsening problem, solution.*

AFTER READING

1. What is the author's purpose for writing this book?
2. Who is Rosie and how does she end up a book person?
3. How does Patricia Reilly Giff begin to create a story?
4. According to the author, when are you truly finished writing a story?
5. Describe the connection between reading and writing. Use evidence from the book.
6. How do you think Giff feels about other writers and their works?
7. What does she mean by "*As writers, every time we read, we almost use a magnifying glass to see how the author told her story*"?
8. What does Giff mean by "*We all have stories to tell*"?
9. Create a story plan using the Story Elements discussed in the book.
10. What have you learned from *Writing with Rosie*? How has this book affected you personally?
11. Choose a Patricia Reilly Giff book to read. Write a book report describing the Story Elements. Use specific examples from the book. Create a report cover and a book review.
12. Create a time line for the writing process using words and phrases from *Writing with Rosie*.

Guide written by Marla Conn, reading/literacy specialist and educational consultant

