

Grades
6-7

NARRATIVE HOOKS

Engaging lesson that
teaches students to
'hook' the reader

Complete
Lesson

WRITING HOOKS

Date _____

It's your turn. Choose three of the hooks/introductions to use as you write your own.

CHARACTER Describe a main character in the narrative.	INTERESTING COMMENT Leave the reader wanting more with an interesting comment.
DIALOGUE Spark interest using dialogue.	ACTION Put the reader in the moment using active verbs.

Which of the three hooks you will write. In the box below circle your choices.

DESCRIPTIVE	CHARACTER	INTERESTING COMMENT

DESCRIPTIVE

Choose a type of hook and example. Use the space below to explain what makes it interesting.

DESCRIPTIVE

Paint a picture in the reader's mind using imagery.

_____ as close to school.

_____ in school stood the oldest, darkest house in town. The vines and moss leaving only the windows open to stare at you. The smell of air and there was a deadly silence surrounding the perimeter. No _____ was shrouded in darkness.

SOUND EFFECT

Begin with a sound (onomatopoeia).

_____ school.

_____ room. The students rushed to the window to see a shadow _____ toward the school.

CHARACTER

Describe a main character in the narrative.

_____ is coat. He avoided making eye contact with anyone and this was his one chance to make an impression.

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SCROLL
to take a look inside!

HOOK YOUR STUDENTS WITH THIS CREATIVE NARRATIVE WRITING MINI-LESSON!

- Printable and digital-ready
- Introduces each type of hook with definitions, examples, and interactive practice

Name _____ Date _____

HOOKS

Directions: Read through each type of hook and example. Use the space below to explain what makes the revised hook more interesting.

DESCRIPTIVE
Create a picture in the reader's mind using imagery.

Before: The condemned house was close to school.

Revised: Around the corner from school stood the oldest, darkest house in town. The vines and moss covered every inch of the house, leaving only the windows open to stare at you. The smell of something rotten penetrated the air and there was a deadly silence surrounding the perimeter. No matter the time of day, the house was shrouded in darkness.

SOUND EFFECT
Begin with a sound (onomatopoeia).

Before: The tree was falling toward the school.

Revised: Boom! Snap! The air left the room. The students rushed to the window to see a shadow; as the huge tree snapped in half and fell toward the school.

CHARACTER
Describe a main character in the narrative.

Before: Daniel was nervous.

Revised: Daniel fidgeted with the button on his coat. He avoided making eye contact with anyone in the meeting. He hadn't meant to hurt anyone, and this was his one chance to make amends.

DIALOGUE
Spark interest using dialogue.

Before: I was going to be late for my first day and my dad was growing impatient.

Revised: "I just need two more minutes Dad!" I shouted from my room. "It is the first day and I have to make a good impression!"

He could hear Dad sigh all the way up the stairs.

I shouted back, "Just hurry up! Being late is not a good first impression."

INTERESTING COMMENT
Leave the reader wanting more with an interesting comment.

The door was open we returned home.

As we walked up the drive, we noticed the front door was ajar. Mom insisted we call the but Dad walked inside.

ACTION
Put the reader in the moment using active verbs.

The kitten ruined our house.

The house was destroyed. The kitten shredded the curtains, chewed all the leather shoes, and destroyed all the toys in the middle of the bed.

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What's Included



Definitions & Examples of 6 Hook Types



Anchor Posters & Interactive Notes



Scavenger Hunt Activity



Student Worksheets



Presentation Slides + Recorded Video



Exit Tickets

EXIT TICKET - HOOK

Name _____ Date _____

In class you wrote several hooks, please choose one and write it below. When considering which hook to write, think about writing the hook that may be best for your narrative.

WRITING HOOKS

Name _____ Date _____

Directions: Now it's your turn. Choose three of the hooks/introductions to use as you write your own.

DESCRIPTIVE Create a picture in the reader's mind using imagery.	CHARACTER Describe a main character in the narrative.	INTERESTING COMMENT Leave the reader wanting more with an interesting comment.
SOUND EFFECT Begin with a sound (onomatopoeia).	DIALOGUE Spark interest using dialogue.	ACTION Put the reader in the moment using active verbs.

Decide which of the three hooks you will write. In the box below circle your choices.

DESCRIPTIVE	CHARACTER	INTERESTING COMMENT
SOUND EFFECT	DIALOGUE	ACTION

Hook 1: _____

PEER REVISION — SENTENCE STARTERS - HOOKS

Directions: On your OWN sheet of paper use sentence starter #1 to identify the type of hook that was used. Then choose from the list below to provide feedback for your partner.

1. The author used _____ type of hook.
2. The hook sets/does not set the scene by providing details about _____.
3. The beginning hooks/does not hook the reader because _____.
4. (Identify hook here) is effective/ineffective because _____.
5. Interesting comment makes sense and leads the reader into the story by _____.
6. The active verbs used are (list active verbs that were used) _____.
7. The use of (Identify hook here) creates the following image in the reader's mind (describe what you 'see') _____.
8. The hook makes the reader want to keep reading because _____.
9. Dialogue is formatted correctly/incorrectly _____.
10. The author's hook is great because _____.

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PEER REVISION — SENTENCE STARTERS - HOOKS

Directions: On your OWN sheet of paper use sentence starter #1 to identify the type of hook that was used. Then choose from the list below to provide feedback for your partner.

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6. The active verbs used are (list active verbs that were used) _____.
7. The use of (Identify hook here) creates the following image in the reader's mind (describe what you 'see') _____.
8. The hook makes the reader want to keep reading because _____.
9. Dialogue is formatted correctly/incorrectly _____.

This resource supports key ELA standards and skills, including:

- ✓ Peer & Individual Revision
- ✓ Speaking + Listening
- ✓ Narrative Writing CCR Standards
- ✓ Collaboration
- ✓ Creative Writing

NARRATIVE WRITING: HOOKS

Example: The cold drops hit my skin sending a shiver up my spine. I inhaled the scent of spring flowers before making my decision to run.	Example: "Where are you going?" Sidney hollered I turned to respond, "I have to show you something." She seemed nervous but took my hand.
Example: BOOM! There was an explosion in the distance, but it the Earth was shattered.	Exam We kn we al

HOOK SCAVENGER HUNT — INTERESTING COMMENT

Name _____ Date _____

Directions: It is your mission to find an **INTERESTING COMMENT** hook in any novel or short story that is available to you. In the spaces below you will record the following: title of text, the author, and the hook.

Title of text: _____

Author: _____

Hook: _____

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HOOK SCAVENGER HUNT — ACTION

Name _____ Date _____

Directions: It is your mission to find an **ACTION** hook in any novel or short story that is available to you. In the spaces below you will record the following: title of text, the author, and the hook.

Title of text: _____

Author: _____

Descriptive	Sound Effect	Character
Glue this side down	Cut along the dashed lines	Cut along the dashed lines
		Glue this side down

Reference + Practice

Practice hook writing

Student choice

Interactive notes

paste into notebook for reference

Name _____ Date _____

WRITING HOOKS

Directions: Now it's your turn. Choose three of the hooks/introductions to use as you write your own.

DESCRIPTIVE Create a picture in the reader's mind using imagery.	CHARACTER Describe a main character in the narrative.	INTERESTING COMMENT Leave the reader wanting more with an interesting comment.
SOUND EFFECT Begin with a sound (onomatopoeia).	DIALOGUE Spark interest using dialogue.	ACTION Put the reader in the moment using active verbs.

Decide which of the three hooks you will write. In the box below circle your choices.

DESCRIPTIVE	CHARACTER	INTERESTING COMMENT
SOUND EFFECT	DIALOGUE	ACTION

Hook 1:

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NARRATIVE WRITING: HOOKS

Descriptive	Sound Effect	Character
Glue this side down	Cut along the dashed lines	Cut along the dashed lines
Dialogue	Interesting Comment	Action

Glue this side down

Glue this side down

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Student Choice & Teacher Review

HOOKS

Directions: Read through each type of hook and example. Use the space below to explain what makes the revised hook more interesting.

DESCRIPTIVE

Create a picture in the reader's mind using imagery.

Before: The condemned house was close to school.

Revised: Around the corner from school stood the oldest, darkest house in town. The vines and moss covered every inch of the house, leaving only the windows open to stare at you. The smell of something rotten penetrated the air and there was a deadly silence surrounding the perimeter. No matter the time of day, the house was shrouded in darkness.

SOUND EFFECT

Begin with a sound (onomatopoeia).

Before: The tree was falling toward the school.

Revised: Boom! Snap! The air left the room. The students rushed to the window to see a shadow; as the huge tree snapped in half and fell toward the school.

CHARACTER

Describe a main character in the narrative.

Before: Daniel was nervous.

Revised: Daniel fidgeted with the button on his coat. He avoided making eye contact with anyone in the meeting. He hadn't meant to hurt anyone, and this was his one chance to make amends.

PEER REVISION — SENTENCE STARTERS - HOOKS

On your OWN sheet of paper use sentence starter #1 to identify the type of hook that

Then choose from the list below to provide feedback for your partner.

hook used _____ type of hook.

sets/does not set the scene by providing details about _____.

inning hooks/does not hook the reader because _____.

hook here) is effective/ineffective because _____.

comment makes sense and leads the reader into the story by _____.

Examples of weak and strong hooks & peer revision

Three overlapping worksheets are shown, designed for students to practice writing hooks for their narratives.

The top worksheet, titled "WRITING HOOKS", includes a section for students to choose three hooks/introductions to use as they write their own. The hooks are categorized into six types:

- DESCRIPTIVE**: Create a picture in the reader's mind using imagery.
- CHARACTER**: Describe a main character in the narrative.
- INTERESTING COMMENT**: Leave the reader wanting more with an interesting comment.
- SOUND EFFECT**: Begin with a sound (onomatopoeia).
- DIALOGUE**: Spark interest using dialogue.
- ACTION**: Put the reader in the moment using active verbs.

Below these categories, students are instructed to "Decide which of the three hooks you will write. In the box below circle your choices." The box contains three columns: "DESCRIPTIVE", "CHARACTER", and "INTERESTING COMMENT" in the first row; "SOUND EFFECT", "DIALOGUE", and "ACTION" in the second row. Below this box, there is a section for "Hook 1:" with several lines for writing.

The middle worksheet, titled "EXIT TICKET - HOOK", asks students to "Please choose one and write it below. When considering which hook that may be best for your narrative." It includes a section for "Hook written:" with several lines for writing.

The bottom worksheet, also titled "EXIT TICKET - HOOK", asks students to "Identify which type of hook you have written." It includes a section for "Hook written:" with several lines for writing.

A large blue arrow points from the text "exit view" to the bottom worksheet, indicating the final step in the process.

Practice & exit tickets for teacher review

Ways to Use this Resource



Start-of-Unit Mini-Lesson



Supplement to Your Writing Curriculum



Writing Center Task



Bell Ringer

NARRATIVE WRITING: HOOKS

Descriptive	Sound Effect	Character
Glue this side down	Cut along the dashed lines	Cut along the dashed lines
Dialogue	Interesting Comment	Action
Glue this side down	Glue this side down	Glue this side down

HOOKS

Name _____ Date _____

Directions: Read through each type of hook and example. Use the space below to explain what makes the revised hook more interesting.

DESCRIPTIVE

Create a picture in the reader's mind using imagery.

Before: The condemned house was close to school.

Revised: Around the corner from school stood the oldest, darkest house in town. The vines and moss covered every inch of the house, leaving only the windows open to stare at you. The smell of something rotten penetrated the air and there was a deadly silence surrounding the perimeter. No matter the time of day, the house was shrouded in darkness.

SOUND EFFECT

Begin with a sound (onomatopoeia).

Before: The tree was falling toward the school.

Revised: Boom! Snap! The air left the room. The students rushed to the window to see a shadow; as the huge tree snapped in half and fell toward the school.

CHARACTER

Describe a main character in the narrative.

Before: Daniel was nervous.

Revised: Daniel fidgeted with the button on his coat. He avoided making eye contact with anyone in the meeting. He hadn't meant to hurt anyone, and this was his one chance to make amends.

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EXIT TICKET - HOOK

Name _____ Date _____

In class you wrote several hooks, please choose one and write it below. When considering which hook to write, think about writing the hook that may be best for your narrative.

Identify which type of hook you have written.

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WRITING HOOKS

Name _____ Date _____

Directions: Now it's your turn. Choose three of the hooks/introductions to use as you write your own.

DESCRIPTIVE Create a picture in the reader's mind using imagery.	CHARACTER Describe a main character in the narrative.	INTERESTING COMMENT Leave the reader wanting more with an interesting comment.
SOUND EFFECT Begin with a sound (onomatopoeia).	DIALOGUE Spark interest using dialogue.	ACTION Put the reader in the moment using active verbs.

Decide which of the three hooks you will write. In the box below circle your choices.

DESCRIPTIVE	CHARACTER	INTERESTING COMMENT
SOUND EFFECT	DIALOGUE	ACTION

Hook 1:

Identify which type of hook you have written.

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PEER REVISION — SENTENCE STARTERS - HOOKS

Name _____ Date _____

Directions: On your OWN sheet of paper use sentence starter #1 to identify the type of hook that was used. Then choose from the list below to provide feedback for your partner.

1. The author used _____ type of hook.
2. The hook sets/does not set the scene by providing details about _____.
3. The beginning hooks/does not hook the reader because _____.
4. (Identify hook here) is effective/ineffective because _____.
5. Interesting comment makes sense and leads the reader into the story by _____.
6. The active verbs used are (list active verbs that were used) _____.
7. The use of (Identify hook here) creates the following image in the reader's mind (describe what you 'see') _____.
8. The hook makes the reader want to keep reading because _____.
9. Dialogue is formatted correctly/incorrectly _____.
10. The author's hook is great because _____.

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HAPPY TEACHERS SAID...

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HOOKS

Read through each type of hook and example. Use the space below to explain what makes the revised hook more interesting.

DESCRIPTIVE

Create a picture in the reader's mind using imagery.

Before: The condemned house was close to school.

Revised: Around the corner from school stood the oldest, darkest house in town. The vines and moss crept every inch of the house, leaving only the windows open to stare at you. The smell of something rotten penetrated the air and there was a deadly silence surrounding the perimeter. No matter the time of day, the house was shrouded in darkness.

SOUND EFFECT

Begin with a sound (onomatopoeia).

Before: The tree was falling toward the school.

Revised: Boom! Snap! The air left the room. The students rushed to the window to see a shadow; the huge tree snapped in half and fell toward the school.

CHARACTER

Describe a main character in the narrative.

Before: Daniel was nervous.

Revised: Daniel fidgeted with the button on his coat. He avoided making eye contact with anyone at the meeting. He hadn't meant to hurt anyone, and this was his one chance to make amends.

SIX TYPES OF NARRATIVE HOOKS

DESCRIPTIVE Create a picture in the reader's mind using imagery.	SOUND EFFECT Begin with a sound (onomatopoeia).	CHARACTER Start by describing a main character in the narrative.
DIALOGUE Spark the reader's interest by using a line or two of dialogue.	INTERESTING COMMENT Leave the reader wanting more with an interesting comment.	ACTION Put the reader in the moment using active verbs.

Decide which of the three hooks you will write. In the box below circle your choices.

Descriptive	Character	Interesting Comment
Sound Effect	Dialogue	Action

“My students enjoyed creating the interactive notes. It helped them better remember the different hooks and apply them to their writing. We created examples to go with each hook for the interactive notes related to their individual narratives. This was a great supplement to my other activities.”

“This resource was a great addition to my writing curriculum.”

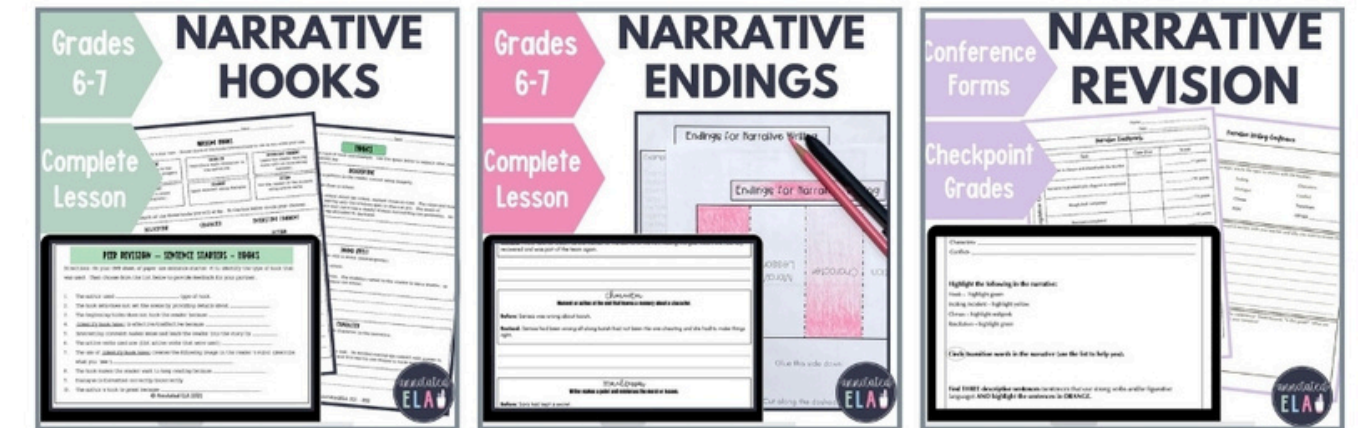
“Awesome for all academics! It's practical and great to use for early finishers or your main lesson!”

Complete Your Unit!

This resource is part of the Narrative Writing Bundle: Middle School, which includes:

- Narrative Endings
- Transition Words and Phrases
- Narrative Revision and more!

“This unit is wonderful! Go ahead and get the bundle; you'll never need another resource for narrative writing. It contains every single element possible.”



NARRATIVE WRITING BUNDLE

COMPLETE NARRATIVE UNIT -
9 RESOURCES



Click to learn more!

Thank you
**for checking out
this resource**



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with Melissa Burch

*Let's
Connect!*



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