

Narrative **WRITING**

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INTRODUCTION

Name _____ Date _____

PARTS OF SPEECH STORY

DIRECTIONS: Fill in words representing the appropriate part of speech to complete each sentence below. Then, write a story using the words from your list.

NOUNS

1. _____	A. _____
2. _____	B. _____
3. _____	C. _____
4. _____	D. _____
5. _____	E. _____

VERBS

1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

ADJECTIVES

1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

WRITING

NARRATIVE ESSAY RUBRIC

SCORE POINT	ATTRIBUTES OF THE ESSAY
4	<ul style="list-style-type: none">Has a clear beginning, middle, and ending.Easy for the reader to follow.Logical sequence of events.Uses effective elaboration strategies, such as sensory details, dialogue, and figurative language.Creates complete sentences that are arranged in a logical order.Uses descriptive words and appropriate word choice.Grammar, capitalization, punctuation, and spelling do not interfere with the meaning of the essay.
3	<ul style="list-style-type: none">Has a beginning, middle, and ending.Logically organized.Uses elaboration strategies, such as sensory details, dialogue, and figurative language.Creates mostly complete sentences that are arranged in a logical order.Some variety of word choice.Grammar, capitalization, punctuation, and spelling do not interfere with the meaning of the essay.
2	<ul style="list-style-type: none">Incomplete development of either the beginning, middle, or ending of the story.Not well organized.Limited use of elaboration strategies.Incomplete sentences that make it difficult for the reader to understand the points being made.Little or no variety of word choice.Errors in grammar, capitalization, punctuation, and spelling make it difficult for the reader to fully comprehend the points being made.
1	<ul style="list-style-type: none">No clear beginning, middle, or ending.No organization (lack of paragraphs).Few details included to support statements made.No variety in elaboration.Mostly incomplete sentences that greatly interfere with comprehension.Only basic words used in the essay.Numerous errors in grammar, capitalization, punctuation, and spelling make it difficult for the reader to fully comprehend the points being made.

WRITING

Sample ESSAY

A DAY AT THE BEACH

"Hey, everybody," my mom said. "Get up! We're going to the beach today, remember?"

"Of course I do! I can't wait!" I exclaimed excitedly.

With that, I was up out of bed faster than a speeding bullet. I whizzed around the room like a tornado, grabbing the bags I had set out the night before. I was eager to get to our destination.

The drive was from Jonesburg, but the time seemed to go by in the blink of an eye because my family had such a great time on the trip. We talked and laughed about our previous visits to the beach and decided what we wanted to do this time. My sister was really interested in getting a tan, so my mom wanted to find a whole sand-dollop, and my dad wanted to relax and read a book.

As for me, I was ready for the water! I had brought my body board, which always propelled me through the waves so though I never swam. Before we knew it, we could smell the salty ocean air.

We loaded up like pack mules to carry all our supplies down to the beach, so we could avoid using rope ladders to the car. It was still early in the day, though, so the only one we got in the morning. The air was cool and damp. The faint scent of fish was in the air, but it was pleasant, not overwhelming. I saw the waves race up to the shore as they were stirred along by the morning wind. After we were set up for the day, I was the first to wade out into the water. The water seemed so warm to me. I laughed out loud because I was so happy to be there. I would not have guessed that my mood would soon change.

The ocean was my playground for the day. I had a section all to myself, and I enjoyed every moment of it. I went over to the deep water, caught a big wave, and rode back to the shore on my surfboard. I heard the refreshing feel of the cool water. As the sun moved higher, I began to heat to a certain level, and I felt the squish and beneath my nose as I waded in my own sweat. Suddenly I felt something, and it was not the wave I expected. No, it was something much different. It felt long and wavy as it circled my leg.

"Aaaaaa!" I screamed as I jumped high in the air. My voice was overpowered by the sound of the crashing waves, and no one wanted to hear me.

"Aaaaaa!" I screamed again as my leg strongly caught on fire. The wave hitting was gone, replaced by burning and pain. I made my way toward the shore, still screaming. Finally, I caught my breath and saw that I was still along the shore in search of hot treasure.

"What is it?" she said, coming over to see. Several bystanders came along with her to see what had happened.

"I've been bitten by a shark!" I screamed.

"What?" she demanded as she looked at me. "I don't see blood!"

I quickly hopped out of the water, still hysterical. "Well look at my leg! Look in this cavity!"

"Calm down," my mom said. "It's not a shark bite, but it is a jellyfish sting. Don't worry, though, we have what you need to make it feel better."

It still hurt, but I was so relieved that I had lost my leg to a shark attack I was able to calm down a bit. The sting lasted quite a while, but not as long as my family's good natured teasing about my "shark attack."

WRITING

REPRODUCIBLE PAGES

Reproducible pages, such as a writing checklist and an elaboration strategy page, are included to be given to all students to refer to during the writing process. Prewriting strategy pages and handouts to be used with instruction on writing narrative prompts are also included.

RUBRICS

Clear, concise rubrics that can be used with any narrative essay are provided. It is recommended that these rubrics be shared with students before, during, and after the writing process. Students can use the rubrics to assess themselves and their peers. Teachers can use the rubrics to assess students and also as a reference during conferences on writing.

SAMPLE ESSAYS

Sample essays that are narrative in style and that model good use of introductions, transitions, sensory details, and logical conclusions are provided to share with students. Teachers can make copies on overhead transparencies or make individual copies for students. The sample essays should serve as classroom discussion starters about what makes good narrative writing.

INTRODUCTION

WRITING PROMPTS

The forty different prompts included are clearly written and are designed to get students to write creatively while adhering to the formula for developing essential story elements. Each prompt has three levels of support.

This writing sheet is titled 'Narrative Prompt 1.1'. It includes a header for 'Name' and 'Date'. The prompt asks students to write about 'The Best Day I Ever Spent With My Family'. It provides a detailed paragraph of support with transition words like 'First, we...', 'Next, we...', 'I couldn't believe...', 'Finally, we...', and 'It was so much fun because...'. At the end, it asks 'All in all, this has to be my favorite family memory ever because...'. The bottom right corner features the 'WRITING' logo.

Level One gives students a way to begin their paper, along with transition words to use between paragraphs, phrases to build support within paragraphs, and a way to end their paper.

This writing sheet is titled 'Narrative Prompt 1.2'. It includes a header for 'Name' and 'Date'. The prompt asks students to write about 'The Best Day I Ever Spent With My Family'. It provides a paragraph of support with transition words like 'First, we...', 'Next, we...', 'Finally, we...', and 'This day was the best ever because...'. The bottom right corner features the 'WRITING' logo.

Level Two offers students transition words to use between paragraphs and a way to end their paper.

This writing sheet is titled 'Narrative Prompt 1.3'. It includes a header for 'Name' and 'Date'. The prompt asks students to write about 'The Best Day I Ever Spent With My Family'. It provides a paragraph of support with transition words like 'First, we...', 'Next, we...', 'Finally, we...', and 'This day was the best ever because...'. The bottom right corner features the 'WRITING' logo.

Level Three provides students with a few brief reminder tips for writing their paper and space to write.

RESEARCH AND STANDARDS

In recent years, more emphasis has been placed on proficiency testing for students in public schools. Testing has extended from subjects such as reading and math to other subjects, including writing. One effect of this emphasis on testing has been a renewed interest in teaching writing, especially instruction based on the state and national standards that have been developed over the past three decades (Strickland et al. 2001). This focus on testing can be seen in both general and special education classes across the nation. The most frequently required types of writing measured on standardized tests are personal narrative, letter, persuasive or opinion essay, and imaginative narrative (Isaacson 2004). The national assessments consistently show that the narrative essay proves to be more of a challenge for students than other genres (DeLaPaz 2001). This binder contains activities and prompts that develop students' skills in that type of writing: narrative writing. The activities not only prepare students for success on standardized tests, but also for the life skill that adults need of writing effectively.

For students to become good writers, they must be given frequent opportunities to write. Students, especially those with learning differences, must receive instruction that is explicit. This means step-by-step strategies should be provided in clear, simple language (Isaacson 2004). Students must understand the goals of their writing, and they must also receive frequent feedback. The forty prompts included in this binder allow students many opportunities to write for meaningful purposes. The rubrics detail the goals and allow the teacher to provide feedback.

Writing is a difficult task for even the most proficient student. However, for those with learning differences it is even more challenging. Teachers must have high expectations, though, that every student will learn write and write well. To achieve this goal, instruction must be tailored to fit the needs of the students (Graham and Harris 1994). Each prompt in this binder has three levels for teachers to choose from to give their students the appropriate level of support. This ensures every student has a chance to succeed.

DeLaPaz, Susan. 2001. Stop and dare: A narrative writing strategy. *Intervention in School and Clinic* 36: 234–244.

Graham, Steve, and Karen R. Harris. 1994. Implications of constructivism for teaching writing to students with special needs. *Journal of Special Education* 28: 275–89.

Isaacson, Stephen. 2004. Instruction that helps students meet state standards in writing. *Exceptionality* 12: 39–54.

Strickland, Dorothy, Angela Bodino, Kathy Buchan, Karen Jones, Audrey Nelson, and Michelle Rosen. 2001. Teaching writing in a time of reform. *The Elementary School Journal* 101: 385–395.

CORRELATIONS

Narrative Writing guides students to

- use graphic organizers to gather supporting details;
- write to a specific prompt;
- learn various ways to grab a reader’s attention in an introduction;
- learn and use the steps of the writing process;
- use descriptive details and figurative language; and
- learn the parts of an essay.

ACTIVITIES FOR TEACHING NARRATIVE WRITING

IDEAS TO HELP STUDENTS BRAINSTORM A TOPIC

Often when writing a narrative essay, one of the hardest things is just getting started and coming up with an idea to write about. If you ask students to simply “write a story,” they may not even know where to begin. One way to come up with a topic is by making lists.

Activity 1: TRI-FOLD LIST

Have students fold a sheet of notebook paper into thirds. They should label one section *Characters*, another *Setting*, and the third *Main Events*.

Write the same categories on the board, and give students a better idea about what to put in each category by providing some examples. After *Characters* write the following: animals, fictional creatures, real people, and names of professions (example: lawyer). After *Setting* write the following: city, place of business (example: mall), and landform (example: mountain). After *Main Events* write the following: winning the lottery and the sky turning black. These ideas will help students think of different things that can happen in a story.

Then, allow students three minutes for each category to brainstorm and create lists of a few words and phrases that fit. This timed-writing strategy cuts down on procrastinating. After the nine minutes have passed, give students time to look over their lists. Have students circle three choices for *Characters*, one for *Setting*, and three for *Main Events*. You may also have students talk with a partner about what might happen in a story using their story elements. If time permits, you could ask students to write a draft of their story using ideas from their tri-fold list, or you could ask them to just keep the paper in their writing folder to refer to when they are asked to write a story.

	CHARACTERS	SETTING	MAIN EVENTS
○			
○			
○			

Activity 2: PARTS OF SPEECH STORY

Review with students what nouns, verbs, and adjectives are, explaining each part of speech and giving a few examples. Provide students with a copy of page 3 to complete. They should then create a story using the words from their list, which will be a great source of ideas as they write.

Activity 3: PERSONAL NARRATIVE QUICK WRITES

Make an overhead transparency of page 4, which lists ten topics for quick writes. As you share these ideas with students, reveal only one topic at a time. Allow students three minutes to write about each topic. The resulting quick writes can then be stored in their writing folder and used as a source of ideas for future writing exercises.

PARTS OF SPEECH STORY

DIRECTIONS: Fill in words representing the appropriate part of speech to complete the lists below. Then, write a story using the words from your lists.

NOUNS

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

VERBS

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

ADJECTIVES

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Name _____ Date _____

PERSONAL NARRATIVE QUICK WRITES

1. A memory of an event that happened in my living room
2. A memory of an event that happened in my backyard
3. A celebration to remember
4. A pet or a family member of mine
5. A vehicle my family has had
6. A favorite family photograph
7. My earliest memory
8. A school field trip
9. A sporting event
10. A time I rode on a bus, a plane, a train, or a boat