

4th-6th
GRADE

NARRATIVE WRITING UNIT

PERSONAL NARRATIVES

FOURTH GRADE NARRATIVE WRITING STANDARDS

WRITING STANDARDS

W.3 Write narratives to events using effective clear event sequence

FIFTH GRADE NARRATIVE WRITING STANDARDS

WRITING STANDARDS AND CONVENTIONS

W.3 Write narratives to events using effective clear event sequence

SIXTH GRADE NARRATIVE WRITING STANDARDS

WRITING STANDARDS

W.3 Write narratives to events using effective clear event sequence

SESSION SIX: POINT OF VIEW

NARRATIVE ELEMENTS

answer the questions on the following

SIXTH GRADE

CSS.W.6.3
CSS.W.6.3a
CSS.W.6.3b
CSS.W.6.3d
CSS.W.6.3d
CSS.W.6.3a

POINT OF VIEW

POINT OF VIEW	POINT OF VIEW
	POINT OF VIEW Definition: The narrator's story being told
	IMPERSONATOR Definition: A person especially a character in a novel
	FIRST-PERSON POINT OF VIEW Definition: First person where the story is told
	THIRD-PERSON POINT OF VIEW Definition: In third person narrator tells us about story
	THIRD-PERSON LIMITED POINT OF VIEW Definition: The narrator and feelings of one character are described using 'he', 'she', 'it'
	THIRD-PERSON OMNISCIENT POINT OF VIEW Definition: A point of view of storytelling in which the narrator knows the thoughts and feelings of all characters
	SECOND-PERSON POINT OF VIEW Definition: The narrator is the character using the 'you' to tell the story

SENSORY DETAILS

APPEAL TO THE READER'S SENSES

SMELL
Example from My Survival: A Girl from Schindler's List
There was no water, food, bathroom, or windows, or even much oxygen, but we believed the train was taking us to Oskar's new factory in Czechoslovakia. We tolerated the overcrowding, hunger, and foul smells as best we could.

TASTE
Example from My Survival: A Girl from Schindler's List
"Our food was also not food as most people understand that word. Food in a concentration camp meant a foul-smelling bowl of watery soup and a piece of stale bread."

TOUCH
Example from My Name is Bana: "Mamma gives me that hug that makes all my insides mush together. My favorite kind."

SIGHT
Example from My Survival: A Girl from Schindler's List
"From the balcony, I could look into the monastery backyard, where there were fruit trees and flowering bushes."

SOUND
Example from My Survival: A Girl from Schindler's List
"The sky was filled with the sounds of air-raid sirens and German fighter planes buzzing over the city."

USING DIALOGUE IN NARRATIVE WRITING

DIALOGUE RULE #1
You must start a new paragraph and indent each time a new person talks.

DIALOGUE RULE #2
Quotation marks only go around the words a character actually says.

DIALOGUE RULE #3
Always capitalize the first word inside a quotation.

DIALOGUE RULE #4
Punctuation goes inside the quotation marks.

DIALOGUE RULE #5
When there are quotation marks, you most likely need a comma somewhere. Either at the end of the word, quotations or before when the speaker is being introduced: He said, ..."

IMPORTANT REMINDERS
Dialogue should serve the following purposes in a narrative essay:
1. Give readers a better understanding of characters.
2. Give readers a better understanding of the setting.
3. It should move the story along, not slow it down.

WAYS TO START A NARRATIVE

WHERE: Start your narrative by describing a setting
It feels as honest as the day is crummy that I begin this tale of total desperation and woe with me, my pukier sister, Georgia, and Leonardo the Silent sitting like rotting sardines in the back of a Hills Village Police Department Cruiser. - *Middle School: The Worst Years of My Life* by James Patterson

WHEN: Start your narrative by describing the time, day, month, or season
If I had known what the next six years of my life were going to be like, I would have eaten more. I wouldn't have complained about brushing my teeth, or taking a bath, or going to bed at eight o'clock every night. I would have played more. Laughed more. I would have hugged my parents and told them I loved them. - *Prisoner 8-3087* by Alan Gratz

ACTION: Start your narrative by jumping right into the action
PLUNK. Plink. Ripple. Rumble. Tinkle Twinkle. Boomble. I know that's not an actual word, but it's a real sound. I can create any musical combination of sounds on my piano. That's my superpower. I sit, hand perched with thirsty fingers, as I get ready to play. I work hard at it, always trying to find the right melodies and harmonies. The upstairs-downstairs scales that rise and fall. The three- and four-finger chords that stomp. - *Blended* by Sharon Draper

INTRODUCE A CHARACTER:
When I was little, a kid pointed at me on the playground and shouted, "Her arms fell off!" then ran away screaming in terror to his mom, who had to cuddle him on her lap and rub his head for like ten minutes to get him to calm down. I think, up until then, I hadn't thought about the idea that my arms must have actually fallen off at some point in my life. I had never really thought about not having arms at all. - *Insignificant Events in the Life of a Cactus* by Dusti Bowlin

DIALOGUE: Start your narrative
"Adal Get back from that window! Grabbing mine, yanking me so I toppled. "I was only saying hello to Stephen, but sometimes my mouth was faster than my brain. - *The War That Saved My Life* by R.J. Palacio

INTERESTING COME-AROUND:
"CHECK THIS OUT. This duck is blowing up the most balloons... I found out that that was some kinda snort be in those balloons, but hey! - *Ghost* by Jason Reynolds

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THE HUNGRY TEACHER

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AN UPPER ELEMENTARY

PERSONAL NARRATIVE MENTOR TEXT WRITING UNIT

This flexible unit gives students the tools they need to craft meaningful personal narratives—moving beyond simple retellings into stories with structure, voice, and vivid detail. With step-by-step modeling, scaffolded writing lessons, and mentor text examples, students learn how to brainstorm ideas, build characters, and develop stories that hook the reader and leave a lasting impact. Whether you're introducing narrative writing, revisiting it mid-year, or preparing students for polished final drafts, this unit meets them where they are and pushes their writing further.

- ✓ **16 step-by-step teacher lesson plans**
- ✓ **16 teacher PDF and Google Slides presentations** (plot structure, hooks, character development, dialogue, transitions, pacing, figurative language, revising, and more)
- ✓ **Fully scaffolded writing practice** with modeled examples
- ✓ **Mentor text studies, graphic organizers, and interactive notebook pages**
- ✓ **Built-in narrative reference booklet** for student use
- ✓ **Rubrics, checklists, and writing conference tools** for self-, peer-, and teacher feedback
- ✓ **Teacher answer keys, sample passages, and flexible pacing guides**
- ✓ **100% digital and print** student notebooks and teaching slides

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DIGITAL



PERSONAL NARRATIVE WRITING UNIT

This **Narrative Writing Unit** gives students the scaffolds, models, and strategies they need to move beyond simple retellings into fully developed personal narratives. Through engaging lessons, mentor text studies, and structured writing practice, students learn how to brainstorm ideas, build characters, and craft stories with vivid detail, clear structure, and strong voice. With step-by-step guidance, they'll gain confidence as writers who can hook readers, develop plots, and reflect with purpose.

Here's what they'll learn:

- **Narrative Structure:** Understand plot diagrams in narrative writing
- **Engaging Beginnings:** Write strong hooks that establish setting, characters, and context.
- **Character Development:** Show feelings, motives, and actions through description & dialogue.
- **Point of View:** Practice using first-person narration and maintaining perspective.
- **Sensory Details & Figurative Language:** Use imagery and literary devices to bring stories to life.
- **Dialogue & Pacing:** Incorporate purposeful dialogue and control the rhythm of events.
- **Transitions & Cohesion:** Guide readers smoothly through a narrative arc.
- **Strong Endings:** Conclude stories in ways that connect to themes or lessons learned.
- **Revising & Editing:** Differentiate between revising ideas and editing conventions.
- **Publishing:** Prepare polished final drafts for authentic sharing.

Why this works:

This unit transforms narrative writing into a clear, approachable process. Students don't just get a prompt—they get scaffolded steps, mentor text examples, and tools for planning, revising, and polishing their work. Reluctant writers gain the confidence to finish a story they're proud of, while advanced writers deepen their craft through purposeful revision and narrative techniques.

Perfect for:

- Teachers who want a step-by-step narrative writing sequence that's ready to use.
- Students who need structured guidance for turning ideas into full, detailed stories.
- Any upper elementary ELA class working on personal narrative, creative writing, or storytelling skills.

TEACHERS LIKE YOU HAVE SAID...



"I absolutely love every resource I buy from Martina. The layout is easy to follow, it correlates with her other resources, and **has everything you need in it. The standards are aligned with every lesson, suggested responses are included, clear procedures, learning objectives, and so much more.**" – Julie N.



"This is an amazing resource and is well worth the price. It is so robust. I started with the text structures and objective summaries lessons, and students were very engaged." –Jill P.



"**SUCH** a valuable resource! There's so much here, and it's all appropriate for my state's learning targets. **Many of my students wrote really impressive narratives, thanks to the help of this resource!**" –Amy G.



"This resource has made teaching narrative writing to my middle schoolers a breeze! **I love how each day is laid out and set up so students learn a little bit about narrative writing and build their own narratives step-by-step.** I made a couple of changes to some of the mentor text examples, as I am using this in conjunction with literature circle novels, and I wanted it to match what my students are currently reading. Overall, I have felt so organized using this, and most importantly, my students have been engaged!" –Samantha S.



"This was one of the first products of yours that I have purchased, and I'm SO beyond glad that I did. **I love everything about it-- ESPECIALLY how you've included the lesson plans, and examples of completed work. I've never been more pleased with a TPT purchase in my life. Thank you!**"
– Insightfully Designed Academics



"I love these units! **They are so easy to use in the classroom and making planning and teaching an absolute breeze.**"
— Carley L.

PERSONAL NARRATIVE WRITING UNIT

1	What Is a Narrative? Students are introduced to personal narratives. They learn the six key elements of narrative writing and set up their interactive notebooks.
2	Narrative Elements in Mentor Texts: Using mentor texts, students identify elements like setting, point of view, and dialogue, and analyze how authors build strong narratives.
3	Brainstorming Personal Narrative Ideas: Students generate multiple story ideas through prompts and task cards/slides, collecting as many possibilities as possible.
4	Picking an Idea & Zooming In: Students choose one story idea and zoom in on a specific moment, using sensory details and focusing on a single important event.
5	Narrative Plot Diagrams: Students map their chosen story using a plot diagram (exposition, rising action, climax, falling action, resolution).
6	Point of View: Students study and practice writing from a first-person point of view to strengthen their personal narratives.
7	Using Sensory Details: Students learn how to use the five senses to create vivid scenes and make their writing come alive.
8	Using Dialogue Correctly: Students review rules for punctuating and formatting dialogue.
9	Using Dialogue Effectively: Students practice making dialogue purposeful, showing character, advancing the plot, and creating tone
10	Ways to Start a Narrative: Students explore engaging narrative leads, comparing different types of openings (action, dialogue, description, reflection).
11	Using Narrative Transitions: Students practice transitional words, phrases, and clauses to maintain flow and guide readers through events.
12	Pacing Narrative Writing: Students focus on slowing down or speeding up parts of their story to highlight important events and maintain interest.
13	Figurative Language + Show, Don't Tell: Students practice using figurative language, vivid description, and showing (not telling) to develop scenes.
14	Ways to End a Narrative: Students analyze different types of narrative conclusions and practice crafting their own satisfying endings.
15	Editing vs. Revising: Students learn the difference between revising content (ideas, organization, detail) and editing for grammar, punctuation, and spelling.
16	Final Drafts: Students publish their narratives, focusing on neatness, correctness, and showing their best effort in a polished final piece.

4th-6th GRADE UPPER ELEMENTARY

NARRATIVE WRITING

USING NARRATIVE TEXTS AS MENTOR TEXTS

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NARRATIVE WRITING UNIT

Includes lesson plans, interactive notebook lessons, lesson materials, full size reference materials, and graphic organizers.

NAME: _____ TOPIC: **EXAMPLE ANSWERS**

Use the narrative story to find each answer.

1. How did the author set the scene? The author introduced the setting into the story by describing the scene.
2. Did the author use sensory details? Yes, the author used sensory details to describe the scene.
3. How did the author use dialogue? The author used dialogue to show the characters interacting.
4. Who is the main character? The main character is the boy who is riding the bike.
5. Did the author use figurative language? Yes, the author used figurative language to describe the scene.

NAME: _____ TOPIC: **SUCCESS**

Using your brainstem below.

IDEA #1
Moving to a new town.

When you write your moment, think about specific moment in details?

I think I can use the story to still remember how different it felt.

Who is in your story? What is your story about? When did your story start? Where did your story start? How did the event happen?

NARRATIVE WRITING ROUGH DRAFT

I swung my leg over the shiny black frame of my new bike, my heart thumping almost as fast as the blinking lights on my handlebars. The tires were so smooth they barely made a sound as I wobbled out of the driveway. For a second, I thought I might flip over, but then I pushed down harder, and the bike leapt forward. I couldn't help grinning. This wasn't like the old hand-me-down bike I used to ride in the city. This one felt fast, powerful, and mine.

"Stay close!" my mom called from behind me. I turned my head just enough to see her and my dad helping my younger brother onto his bike.

The evening air was cool and crisp, carrying the scent of pine trees mixed with a sweet aroma from downtown. The sun was already sliding behind the mountains, painting the sky orange and purple. I gripped my handlebars tighter and pedaled faster, the cool wind rushing past my face.

As we turned onto Main Street, I noticed how different it felt to ride here. In the city, cars crowded every road, horns blaring at all hours. I almost never rode outside because it felt too dangerous. But here, in our new town, the streets seemed to welcome us. A few cars rolled by slowly, their windows open, people smiling as we passed. The sidewalks buzzed with families walking dogs or chatting in front of little shops.

"This is amazing!" I shouted over my shoulder. My voice echoed off the storefront windows.

My dad laughed. "Don't go too far ahead! We're heading to the river!" I slowed just enough to let them catch up, though my legs wanted to keep flying.

Why did the event happen? We celebrated by riding down to our favorite restaurant by the river, then getting ice cream next door before taking home at sunset!

TEACHER KEYS, EXAMPLES, AND GUIDES

The teacher examples have all notes, outlines, drafts, examples, and essays. All of these are in the lesson plans and in the slides to display to students as well.

LESSON PRESENTATIONS

PDF + Google Slides lesson presentations for every lesson to display for students while taking notes or learning narrative writing skills.

Breaks down the daily lesson plans, prep you'll need to do, materials or articles you will need, and reading and writing standards.

WEEK TWO

DAY	LESSONS	OTHER RES
1	Elements of a Narrative 1. Lesson One Slides 2. Copies of the reference page 3. Copies of the Writing Interact	

WEEK TWO		
DAY	LESSONS	OTHER RESOURCES YOU'LL NEED
6	Point of View 1. Lesson Six Slides 2. Copies of the Point of View reference pages	1. Lesson Slides 2. Lesson Plans 3. Lesson Plans 4. Notes (optional)

WEEK THREE AND FOUR

LESSONS		OTHER KNOWLEDGE
11	Using Narrative Techniques	1. Lesson Eleven Slides 2. Copies of Narrative Techniques Reference 3. Copies of Narrative Transcription Guide 4. Writer's notebooks or computers 5. Narrative writing conference sheet
12	Pacing Narrative Writing	1. Lesson Twelve Slides 2. Copies of Pacing Your Narrative Writing 3. Writer's notebooks or computers 5. Narrative writing conference sheet
13	Figurative Language	1. Lesson Thirteen Slides 2. Copies of Figurative Language Reference 3. Copies of Figurative Language Guide 4. Writer's notebooks or computers 5. Narrative writing conference sheet
14	Ways to End a Narrative	1. Lesson Fourteen Slides 2. Copies of Ways to End a Narrative 3. Copies of Ways to End a Narrative 4. Writer's notebooks or computers 5. Narrative writing conference sheet
15	Editing vs. Revising	1. Lesson Fifteen Slides 2. Copies of Editing vs. Revising 3. Copies of Editing vs. Revising 4. Writer's notebooks or computers 5. Narrative writing conference sheet
16	Final Draft	1. Lesson Sixteen Slides 2. Copies of Final Draft 3. Narrative writing conference sheet

NARRATIVE WRITING UNIT

DAY 1 Elements of Narrative Writing	DAY 2 Narrative Elements in Helter Skelter	DAY 3 Brainstorming Personal Narrative Ideas	DAY 4 Picking an Idea and Zooming In	DAY 5 Picking an Idea and Zooming In
DAY 4 Point of View	DAY 7 Using Sensory Details	DAY 8 Using Sensory Details	DAY 9 Using Dialogue Effectively	DAY 10 Ways to Start a Narrative
DAY 11 Using Narrative Transitions	DAY 12 Pacing Narrative Writing	DAY 13 Figurative Language	DAY 14 Ways to End a Narrative	DAY 15 Editing vs. Revising
DAY 16 Publishing Final Drafts	DAY 17 Writing Celebration!	DAY 18	DAY 19	DAY 20
DAY 21	DAY 22	DAY 23	DAY 24	DAY 25

STUDENT REFERENCE PAGES

DIGITAL RESOURCES

CONNECTION RUBRIC

Level	Indicator	Indicator	Indicator
Level 1	Identify the main idea of the text.	Identify the main idea of the text.	Identify the main idea of the text.
Level 2	Identify the main idea of the text.	Identify the main idea of the text.	Identify the main idea of the text.
Level 3	Identify the main idea of the text.	Identify the main idea of the text.	Identify the main idea of the text.
Level 4	Identify the main idea of the text.	Identify the main idea of the text.	Identify the main idea of the text.
Level 5	Identify the main idea of the text.	Identify the main idea of the text.	Identify the main idea of the text.

PRINT AND DIGITAL

CONNECTION RUBRIC

Level	Indicator	Indicator	Indicator
Level 1	Identify the main idea of the text.	Identify the main idea of the text.	Identify the main idea of the text.
Level 2	Identify the main idea of the text.	Identify the main idea of the text.	Identify the main idea of the text.
Level 3	Identify the main idea of the text.	Identify the main idea of the text.	Identify the main idea of the text.
Level 4	Identify the main idea of the text.	Identify the main idea of the text.	Identify the main idea of the text.
Level 5	Identify the main idea of the text.	Identify the main idea of the text.	Identify the main idea of the text.

Editable and differentiated narrative writing rubrics.

16 LESSON PLANS

SIXTH GRADE NARRATIVE WRITING STANDARDS

FIFTH GRADE NARRATIVE WRITING STANDARDS

WRITING STANDARDS AND CONCEPTS

FOURTH GRADE NARRATIVE WRITING STANDARDS

WRITING STANDARDS AND CONCEPTS

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

NARRATIVE WRITING TIPS

While I never want to reduce writing instruction to "teaching the test," I do believe it's important to give students authentic practice with tasks that mirror what they may encounter on standardized assessments. When students are not only intentional

NOTE TO TEACHER

This unit is designed to help upper elementary ELA students (grades 4-6) learn how to write quality narrative essays. While the PARCC and Common Core standards require students to respond to narrative prompts, my goal was not to "teach the test." Instead, I wanted to give students authentic writing opportunities that build both creativity and strong narrative skills.

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SESSION ONE: WHAT IS A NARRATIVE?

FOURTH GRADE	FIFTH GRADE	SIXTH GRADE
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SESSION TWO: NARRATIVE ELEMENTS IN MENTOR TEXTS

FOURTH GRADE	FIFTH GRADE	SIXTH GRADE
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SESSION THREE: BRAINSTORMING PERSONAL NARRATIVE IDEAS

FOURTH GRADE	FIFTH GRADE	SIXTH GRADE
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CCSS.W.4.3
CCSS.W.4.3a

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SESSION FOUR: PICKING AN IDEA AND ZOOMING IN

FOURTH GRADE	FIFTH GRADE	SIXTH GRADE
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SESSION FIVE: NARRATIVE PLOT DIAGRAMS

FOURTH GRADE	FIFTH GRADE	SIXTH GRADE
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CCSS.W.4.3
CCSS.W.4.3a

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SESSION SIX: POINT OF VIEW

FOURTH GRADE	FIFTH GRADE	SIXTH GRADE
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SESSION SEVEN: USING SENSORY DETAILS

FOURTH GRADE	FIFTH GRADE	SIXTH GRADE
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- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows form and reflects on the narrated experiences or events.

- Lesson Seven Slides
- Copies of Narrative Essay Planning Sheet
- Copies of Sensory Details Reference pages
- Student's narrative essay interactive notes to reference.
 - Have all other narrative chart papers and interactive notebook lessons from previous lessons for students to reference.
- Plot Interactive Notebook Page from the previous lesson
- Sensory Details Planning Pages examples for: My Name is Bana, Alexander and the Terrible, Horrible, No Good, Very Bad Day, and My Survival to use as mentor texts for the Sensory Details Planning Pages and my teacher example.
- Mentor Text Example Texts.

SESSION EIGHT: USING DIALOGUE CORRECTLY

SESSION NINE: USING DIALOGUE EFFECTIVELY

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SESSION TEN: WAYS TO START A NARRATIVE

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SESSION ELEVEN: USING NARRATIVE TRANSITIONS

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SESSION THIRTEEN: FIGURATIVE LANGUAGE

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SESSION FOURTEEN: WAYS TO END A NARRATIVE

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SESSION FIFTEEN: EDITING VS. REVISING

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CCSS.W.4.3d
CCSS.W.4.3e

CCSS.W.5.3
CCSS.W.5.3a
CCSS.W.5.3b
CCSS.W.5.3c
CCSS.W.5.3d
CCSS.W.5.3e

CCSS.W.6.3
CCSS.W.6.3a
CCSS.W.6.3b
CCSS.W.6.3c
CCSS.W.6.3d
CCSS.W.6.3e

SESSION SIXTEEN: FINAL DRAFTS

FOURTH GRADE	FIFTH GRADE	SIXTH GRADE
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CCSS.W.4.3
CCSS.W.4.3a
CCSS.W.4.3b
CCSS.W.4.3c
CCSS.W.4.3d
CCSS.W.4.3e

CCSS.W.5.3
CCSS.W.5.3a
CCSS.W.5.3b
CCSS.W.5.3c
CCSS.W.5.3d
CCSS.W.5.3e

CCSS.W.6.3
CCSS.W.6.3a
CCSS.W.6.3b
CCSS.W.6.3c
CCSS.W.6.3d
CCSS.W.6.3e

- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows form and reflects on the narrated experiences or events.

- Lesson Sixteen Slides
- Resources and a way to "publish" their work so they don't have access to computers, my students can write on some kind of pretty colored paper.
- Rough draft: make sure students really understand their final copies.
- Student's narrative essay interactive notes to reference.
 - Have all other narrative chart papers and interactive notebook lessons from previous lessons.
- Narrative writing conference sheet

PRINT AND DIGITAL

EXAMPLE OF A LESSON PLAN AND RESOURCES

WAYS TO START A NARRATIVE

QUICK NOTES

WHERE: Start your narrative by describing a setting

month, season

WAYS TO START A NARRATIVE CHART PAPER

Tips for Management:

1. Keep conference sheets organized in binders (one per class period).
2. Print enough double-sided sheets so you can meet with each student at least twice during drafting.
3. Remind students that these drafts don't need to be perfect — they are meant to get ideas down and can be revised later.

Teacher Role During Work Time:

Introduction:

1. Remind students that most of their planning should be complete at this point. If they haven't finished, check that they at least have a solid beginning, climax, and conclusion before starting their draft.

SESSION TEN: WAYS TO START A NARRATIVE

	FOURTH GRADE	FIFTH GRADE	SIXTH GRADE
STANDARDS	- CCSS.W.4.3 - CCSS.W.4.3a - CCSS.W.4.3b - CCSS.W.4.3c - CCSS.W.4.3d - CCSS.W.4.3e	- CCSS.W.5.3 - CCSS.W.5.3a - CCSS.W.5.3b - CCSS.W.5.3c - CCSS.W.5.3d - CCSS.W.5.3e	- CCSS.W.6.3 - CCSS.W.6.3a - CCSS.W.6.3b - CCSS.W.6.3c - CCSS.W.6.3d - CCSS.W.6.3e

NARRATIVE WRITING OBJECTIVES

- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows form and reflects on the narrated experiences or events.

PREP

1. Lesson Ten Slides
2. Copies of Ways to Start a Narrative Reference pages
3. Chart paper for Ways to Start a Narrative
4. Writer's notebooks, paper, or computers to write rough drafts.
5. Student's narrative essay interactive notes to reference and outlines
 - Have all other narrative chart papers, interactive notebook lessons, and outlines from previous lessons for students to reference.
6. Narrative writing conference sheets
7. My Name is Bana, My Alexander and the Terrible, Horrible, No Good, Very Bad Day, and My Survival to use as mentor texts.

WRITING CONFERENCE EXAMPLE

Student: _____ Date: _____

NARRATIVE WRITING ROUGH DRAFT

I swung my leg over the shiny black frame of my new bike, my heart thumping almost as fast as the blinking lights on my handlebars. The tires were so smooth they

For a second, I thought I

the bike leapt forward. I couldn't

bike I used to ride in the city.

turned my head just enough to

WAYS TO START A NARRATIVE TEACHER EXAMPLE

WHERE: Start your narrative by describing a setting

The cool mountain air brushed against my face as I pedaled down the quiet streets of our new town, the river glistening in the distance.

WHEN: Start your narrative by describing the time, day, month, season

It was the evening of my 10th birthday, the mountains in early fall.

WAYS TO START A NARRATIVE

WHERE: Start your narrative by describing a setting

It feels as honest as the day is crummy that I begin this tale of total desperation and

with me, my pukey sister, Georgia, and Leonardo the Silent sifting like rotting sardines in the back of a Hills Village Police Department Cruiser.

WHEN: Start your narrative by describing the time, day, month, season

If I had known what the next six years of my life were going to be like, I would have eaten more, I wouldn't have complained about brushing my teeth, or taking a bath, or going to bed at eight o'clock every night. I would have played more. Laughed more. I would have hugged my parents and told them I loved them.

ACTION: Start your narrative by jumping right into the action

PLUNK. Pink. Ripple. Rumble. Tinkle Twinkle. Boombie. I know that's not an actual word, but it's a real sound. I can create any musical combination of sounds on my piano. That's my superpower. I sat, hand perched with thirty fingers, as I get ready to play. I work hard at it, always trying to find the right melodies and harmonies. The upstairs-downstairs scales that rise and fall. The three- and four-finger chords that stomp.

INTRODUCE A CHARACTER:

When I was little, a kid pointed at me on the playground and shouted, "Her arms fell off!" then ran away screaming in terror to his mom, who had to cuddle him on her lap and rub his head for like ten minutes to get him to calm down. I think, up until then, I hadn't thought about the idea that my arms must have actually fallen off at some point in my life. I had never really thought about not having arms at all.

DIALOGUE: Start your narrative by using quotes

"Aaah! Get back from that window! Mom's voice, shouting. Mom's arm, grabbing mine, yanking me so I toppled off my chair and fell hard to the floor."

"I was only saying hello to Stephen White." I knew better than to talk back, but sometimes my mouth was faster than my brain. "I'd become a fighter, that summer. The War That Saved My Life by Kimberly Brubaker Bradley"

INTERESTING COMMENT: Grab the reader's attention

"CHECK THIS OUT. This dude named Andrew Dahl holds the world record for blowing up the most balloons... with his nose. Yeah. That's true. Not sure how he found out that was some kinda special talent, and I can't even imagine how much snort he in those balloons, but hey, it's a thing and Andrew's the best at it."

WAYS TO START A NARRATIVE

WHERE: Start your narrative by describing a setting

Example from Middle School: The Worst Years of My Life by James Patterson

as the day is crummy

of total

woe with me, my

WAYS TO START A NARRATIVE

WHEN: Start your narrative by describing the time, day, month, season

Example from Prisoner 8-3087 by Alan Gratz

If I had known what my life were going to be like, I would have eaten more. I wouldn't have complained about brushing my teeth, or taking a bath, or going to bed at eight o'clock every night. I would have played more. Laughed more. I would have hugged my parents and told them I loved them.

WAYS TO START A NARRATIVE

ACTION: Start your narrative by jumping right into the action

Example from Blended by Sharon Draper

I sit, hand perched with thirsty fingers, as I get ready to play. I work hard at it, always trying to find the right melodies and harmonies. The upstairs-downstairs scales that rise and fall. The three- and four-finger chords that stomp.

WAYS TO START A NARRATIVE

INTRODUCE A CHARACTER:

When I was little, a kid pointed at me on the playground and shouted, "Her arms fell off!" then ran away screaming in terror to his mom, who had to cuddle him on her lap and rub his head for like ten minutes to get him to calm down. I think, up until then, I hadn't thought about the idea that my arms must have actually fallen off at some point in my life. I had never really thought about not having arms at all.

WAYS TO START A NARRATIVE

DIALOGUE: Start your narrative by using quotes

Example from The War That Saved My Life by Kimberly Brubaker Bradley

"Aaah! Get back from that window! Mom's voice, shouting. Mom's arm, grabbing mine, yanking me so I toppled off my chair and fell hard to the floor."

"I was only saying hello to Stephen White." I knew better than to talk back, but sometimes my mouth was faster than my brain. "I'd become a fighter, that summer. The War That Saved My Life by Kimberly Brubaker Bradley"

WAYS TO START A NARRATIVE

INTERESTING COMMENT: Grab the reader's attention

Example from Ghost by Jason Reynolds

CHECK THIS OUT. This dude named Andrew Dahl holds the world record for blowing up the most balloons... with his nose. Yeah. That's true. Not sure how he found out that was some kinda special talent, and I can't even imagine how much snort he in those balloons, but hey, it's a thing and Andrew's the best at it."

WAYS TO START A NARRATIVE

ROUGH DRAFT EXAMPLES

NARRATIVE WRITING ROUGH DRAFT

I swung my leg over the shiny black frame of my new bike, my heart thumping almost as fast as the blinking lights on my handlebars. The tires were so smooth they

For a second, I thought I

the bike leapt forward. I couldn't

bike I used to ride in the city.

turned my head just enough to

WAYS TO START A NARRATIVE

LET'S GET STARTED

Today, you will start rough drafts of your personal narrative.

Turn and talk with a partner about which of the following we discussed today and you begin your writing.

WAYS TO START A NARRATIVE

LESSON TEN

Each lesson plan includes a section for the standards, objective, preparation, learning period, and closing. It also includes any student materials, reference sheets, teacher examples, and answer keys.

The lesson's teaching slides have everything you need to teach the lesson: teaching slides, examples, and concept breakdowns.

EXAMPLE OF LESSON TEN'S SLIDES

A collage of various writing prompts and examples for narrative writing. The cards are arranged in a layered, overlapping fashion. Key cards include:

- WAYS TO START A NARRATIVE** (Purple background): "Where" with a globe icon. Example: "It feels as though that I begin to feel desperation on my sister's part."
- WAYS TO START A NARRATIVE** (Pink background): "WHERE:" with a globe icon. Example: "Middle School: The Worst Years of My Life by James Patterson".
- WAYS TO START A NARRATIVE** (Yellow background): "WHEN:" with a clock icon. Example: "B-3087 by Alan Grant".
- WAYS TO START A NARRATIVE** (Orange background): "ACTION:" with a sneaker icon. Example: "PLUNK. Plink. Ripple. Rumble. Tinkle Twinkle. Boombles. I know that's not an actual word, but it's a real sound. I can create any musical combination of sounds on my piano. That's my superpower."
- INTRODUCE A CHARACTER** (Teal background): "Example from Insignificant Events in the Life of a Cactus".
- INTRODUCE A CHARACTER** (White background): "Example from The War That Saved My Life by Kimberly Brubaker Bradley".
- DIALOGUE** (Purple background): "Start your narrative by using quotes." Example: "Ada! Get back!" Mam's voice, shouting, grabbing mine and my chair and forcing me to get up.
- DIALOGUE** (White background): "Example from The War That Saved My Life by Kimberly Brubaker Bradley".
- LET'S GET STARTED** (Yellow background): "Today, you will start your rough drafts of your personal narratives." Includes a red button icon.
- ROUGH DRAFT EXAMPLES** (White background): "NARRATIVE WRITING ROUGH DRAFT".
- WORKSHEET EXAMPLES** (Blue background): "WHERE: Start your narrative by describing a setting." Example: "The cool mountain air brushed against my face as I pedaled down the quiet streets of our new town, the river glistened in the distance."
- INTERESTING COMMENT** (White background): "Most people are a little surprised when they find out I grew up in a treehouse. Yes, a real treehouse. Like the ones you see in the movies."
- INTERESTING COMMENT** (White background): "Example from Ghost by Jason Reynolds".
- INTERESTING COMMENT** (White background): "Example from The World Record for a Person... with his hands... sure how he kinda special".
- INTERESTING COMMENT** (White background): "Example from The World Record for a Person... with his hands... sure how he kinda special".
- INTERESTING COMMENT** (White background): "Example from The World Record for a Person... with his hands... sure how he kinda special".

TEACHING SLIDES INCLUDED FOR ALL 16 LESSONS

TRANSITIONS IN NARRATIVE WRITING



WAYS TO START A NARRATIVE

POINT OF VIEW



USING DIALOGUE EFFECTIVELY



USING SENSORY DETAILS

When you write a personal narrative, you can use sensory details to help your reader experience the story.

TOUCH:  All have a sense of touch. I remember his brothers stuffed food into backpacks, kissed us, and told us we were from "My Country."

TASTE:  "Our food was also not food as most of the food in the world."

HEAR:  "The sky was filled with the sound of air-raid sirens and the sound of fighting cities."

SMELL:  "Guards marched up the stairs and into the room."

SEE:  "From the balcony, I could look down at the monastery's backyard."

TOUCH EXAMPLE:  As soon as I ripped the...

SEE EXAMPLE:  Looking down at the shiny...

SMELL EXAMPLE:  As soon as I wheeled my...

NARRATIVE PLOT DIAGRAMS

LESSON NINE

NARRATIVE ELEMENTS IN MENTOR TEXTS



PICKING AN IDEAS AND ZOOMING IN



USING DIALOGUE CORRECTLY

PACING YOUR NARRATIVE WRITING

SENSORY DETAILS IN NARRATIVE WRITING

Christmas Eve Paiama Tradition

PLOT	PLAY OUT THE GENERAL SCENE	FOCUS ON THE SENSORY DETAILS
Antagonist (opposition)	Sitting in the living room on Christmas Eve getting ready to open the one special Christmas Eve gift.	• The room was warm and cozy.
Protagonist (action)	Waiting in the living room for everyone's gift to be passed.	• The room was warm and cozy.

BRAINSTORMING PERSONAL NARRATIVE IDEAS

WORKSHEET EXAMPLES

My First Real Bike Ride

Describe the way the song sounded on guitar.

WORKSHEET EXAMPLES

How to Play Guitar

Describe the way the song sounded on guitar.

FIGURATIVE LANGUAGE

WHAT IS A NARRATIVE?

EDITING VS. REVISING

TURN AND TALK

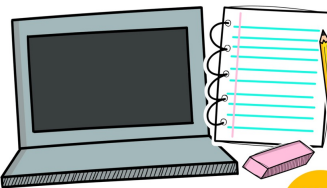
What specific sensory details will you try to focus on in your personal narrative?

Note: You do not have to use all five senses in your narrative. Some will make more sense than others. Do not force it. Just write sensory details that make sense with your experience.

WAYS TO END A NARRATIVE

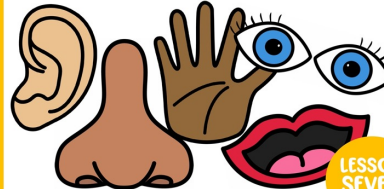


WRITING FINAL DRAFTS



LESSON SEVEN

SENSORY DETAILS IN NARRATIVE WRITING



EXAMPLES AND POSSIBLE ANSWERS INCLUDED

NAME: _____ **TOPIC:** **EXAMPLE ANSWERS**

Use the narrative structure to write your story.

BRAINSTORMING NARRATIVE TOPICS **SUGGESTED ANSWERS**

PROMPT #6
Describe a time you _____

In the woods by our house a pile of old glass. Most of it buried. I have found really medicine jars and glass bottles.

NAME: _____ **TOPIC:** **SUGGESTED ANSWERS/ANSWER KEY #2**

Riding bikes with my family downtown.

NAME: _____ **TOPIC:** **SUGGESTED ANSWERS/ANSWER KEY #1**

Moving to a new town.

Write your big idea in the first circle. Narrow it down to a specific moment in the smaller circle. This activity should help you zoom in on a moment that you can describe using sensory words—what you saw, heard, touched, smelled.

NAME: _____ **TOPIC:** **SUGGESTED ANSWERS/ANSWER KEY #2**

Write your big idea in the first circle. Narrow it down to a specific moment in the smaller circle. This activity should help you zoom in on a moment that you can describe using sensory words—what you saw, heard, touched, smelled.

Name: My Name is Bana Period: _____ Date: _____

NARRATIVE ESSAY PLOT DIAGRAMS

Climax

Name: Alexander and the Terrible, Horrible, No Good, Very Bad Day Period: _____ Date: _____

NARRATIVE ESSAY PLOT DIAGRAMS

Climax

Can it get any worse? At _____

Name: My Survival: A Girl on Schindler's List Period: _____ Date: _____

NARRATIVE ESSAY PLOT DIAGRAMS

Climax

Nazis place Rena and her family into Krakow ghetto. Then they go to a labor camp. Oskar Schindler starts to employ Jews in his factory.

Schindler is able to get the women back to his factory.

Rena and her mother are liberated at the end of the war. She faces a lifetime of remembering what she experienced under Nazi reign.

Rena is a young Jewish girl who lives in Poland when her childhood is disrupted by the Nazi invasion.

Exposition

Rising Action

Falling Action

Resolution

FOURTH GRADE

SENSORY DETAILS PLANNING
Disney World with My Family

NOTE: You will not always use all five senses in a narrative piece of writing. Do not try and force sensory writing. If you can use only two or three senses, that is great!

PLOT	PLAN OUT THE GENERAL SCENE	HAP OUT YOUR IDEAS, DESCRIPTIONS, AND SENSORY DETAILS
BEGINNING (EXPOSITION)	Mom and dad surprise us with Magic Bands for	Mom handed each of us a small box. We opened our boxes and I had a Tinkerbell Magic Band for Disney World!

FIFTH GRADE

SENSORY DETAILS PLANNING
Christmas Eve Pojama Tradition

NOTE: You will not always use all five senses in a narrative piece of writing. Do not try and force sensory writing. If you can use only two or three senses, that is great!

PLOT	PLAN OUT THE GENERAL SCENE	HAP OUT YOUR IDEAS, DESCRIPTIONS, AND SENSORY DETAILS
BEGINNING (EXPOSITION)	Sitting in room on	

SIXTH GRADE

SENSORY DETAILS PLANNING
Teaching Myself How to Play Guitar

NOTE: You will not always use all five senses in a narrative piece of writing. Do not try and force sensory writing. If you can use only two or three senses, that is great!

PLOT	PLAN OUT THE GENERAL SCENE	HAP OUT YOUR IDEAS, DESCRIPTIONS, AND SENSORY DETAILS
BEGINNING (EXPOSITION)		

ANSWER KEY

Answer the following questions:

- Which sentence is using figurative language?
 - "My favorite book is..."
 - "My favorite book is..."
 - "My favorite book is..."
 - "My favorite book is..."

WAYS TO START A NARRATIVE

WHERE: Start your narrative by describing a setting.

The cool mountain air brushed against my face as I pedaled down the quiet new town, the river glistening in the distance.

NARRATIVE WRITING ROUGH DRAFT

I swung my leg over the shiny black frame of my new bike, my heart thumping almost as fast as the blinking lights on my handlebars. The fires were so smooth they barely made a sound as I wobbled out of the driveway. For a second, I thought I might tip over, but then I pushed down harder, and the bike help grinning. This wasn't like the old hand-me-down bike I rode in the city. This one felt fast, powerful, and mine.

"Stay close!" my mom called from behind me. I turned just enough to see her and my dad helping my younger brother onto his bike.

The evening air was cool and crisp, a sweet aroma from downtown. The sun was painting the sky orange and purple. I gripped faster, the cool wind rushing past my face.

As we turned onto Main Street, I noticed city cars crowded every road, horns blaring because it felt too dangerous. But here, in our new town, a few cars rolled by slowly, their windows open. The sidewalks buzzed with families walking dogs or chatting in front of little shops.

"This is amazing!" I shouted over my shoulder. My voice bounced off the storefront windows.

My dad laughed. "Don't go too far! You slowed just enough to let them catch up. It's not just about the bike—it's about the town."

WAYS TO END A NARRATIVE

REMEMBER A CHARACTER

I glanced at my brother riding beside me, his sneakers flashing as he tried to keep up. For once, instead of annoying me, it just made me laugh. I realized that this bike ride wasn't just about the bike—it was about all of us, pedaling together in our new town.

THINK ABOUT THE NARRATIVE

As I leaned my bike against the garage, I thought about how different life felt now. Back in the city, I never imagined riding free through quiet streets, past shops and restaurants, down to the river. Moving here had changed more than our address—it had changed how I saw myself.

NOTE A FEELING

I took a deep breath, the cool night air filling my lungs. My chest ached in the best way, overflowing with excitement and freedom. For the first time, I didn't just feel like a kid on a bike—I felt unstoppable.

GET TO THE POINT OR LESSO

That night I learned something important: a bike isn't just two wheels and some metal. It's a ticket to adventure, to family memories, to freedom. And in this new town, I knew I'd have plenty of roads waiting for me.

SUGGESTED ANSWERS/ANSWER KEY #1

Traveling to Disney World with my family.

NAME: _____ **TOPIC:** **EXAMPLE ANSWERS**

Use the narrative structure to write your story.

BRAINSTORMING NARRATIVE TOPICS **SUGGESTED ANSWERS**

PROMPT #6
Describe a time you _____

In the woods by our house a pile of old glass. Most of it buried. I have found really medicine jars and glass bottles.

NAME: _____ **TOPIC:** **SUGGESTED ANSWERS/ANSWER KEY #2**

Riding bikes with my family downtown.

NAME: _____ **TOPIC:** **SUGGESTED ANSWERS/ANSWER KEY #1**

Moving to a new town.

Write your big idea in the first circle. Narrow it down to a specific moment in the smaller circle. This activity should help you zoom in on a moment that you can describe using sensory words—what you saw, heard, touched, smelled.

NAME: _____ **TOPIC:** **SUGGESTED ANSWERS/ANSWER KEY #2**

Write your big idea in the first circle. Narrow it down to a specific moment in the smaller circle. This activity should help you zoom in on a moment that you can describe using sensory words—what you saw, heard, touched, smelled.

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NARRATIVE ESSAY PLOT DIAGRAMS

Climax

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Schindler is able to get the women back to his factory.

Rena and her mother are liberated at the end of the war. She faces a lifetime of remembering what she experienced under Nazi reign.

Rena is a young Jewish girl who lives in Poland when her childhood is disrupted by the Nazi invasion.

Exposition

Rising Action

Falling Action

Resolution

NARRATIVE WRITING ROUGH DRAFT

POSSIBLE TRANSITION IMPROVEMENTS

I swung my leg over the shiny black frame of my new bike, my heart thumping almost as fast as the blinking lights on my handlebars. The fires were so smooth they barely made a sound as I wobbled out of the driveway. For a second, I thought I might tip over, but then I pushed down harder, and the bike help grinning. This wasn't like the old hand-me-down bike I rode in the city. This one felt fast, powerful, and mine.

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"This is amazing!" I shouted over my shoulder. My voice bounced off the storefront windows as if the whole street were cheering with me.

NARRATIVE WRITING ROUGH DRAFT

POSSIBLE FIGURATIVE LANGUAGE IMPROVEMENTS

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"Stay close!" my mom called from behind me. I turned just enough to see her and my dad helping my younger brother onto his bike.

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"This is amazing!" I shouted over my shoulder. My voice bounced off the storefront windows as if the whole street were cheering with me.

NARRATIVE WRITING FINAL DRAFT

On my 10th birthday, just weeks after we moved to our new town, I swung my leg over the shiny black frame of my new bike, my heart thumping like a drum, keeping time with the blinking lights on my handlebars. The fires whispered against the pavement as I wobbled out of the driveway. For a second, I thought I might tip over, but then I pushed down harder, and the bike leapt forward. A grin spread across my face. This wasn't like the old hand-me-down bike I rode in the city. This one felt fast, powerful, and mine.

"Stay close!" my mom called from behind me. I turned just enough to see her and my dad helping my younger brother onto his bike.

After a few shaky pedals, the evening air grew cool and crisp, carrying the scent of pine trees mixed with the sweetness of dinner cooking downtown. The sun slipped behind the mountains like a sleepy giant, brushing the sky with orange and purple paint while the cool air prickled against my skin. I gripped my handlebars tighter and pedaled faster, the wind rushing past my face.

When we turned onto Main Street, I immediately noticed how different it felt to ride here. Back in the city, cars fought for space on every road, their horns screaming like restless babies. I almost never rode outside because it felt too dangerous. But here, the streets seemed to welcome us. A few cars rolled by slowly, their windows open, people smiling as we passed. The sidewalks buzzed with families walking dogs or chatting in front of little shops.

"This is amazing!" I shouted over my shoulder. My voice bounced off the storefront windows as if the whole street were cheering with me.

STUDENT REFERENCE PAGES AND BOOKLET

ELEMENTS OF NARRATIVE WRITING

SET THE SCENE

- Help the reader understand the who, what, why, when, where, and how of the story.
- Example from *Alexander and the Terrible, Horrible, No Good, Very Bad Day*: "It was a morning like any other, and now there's a sign in the morning" repeated on the skateboard and by mistake the water was running and could tell it was going to be a bad day."

EVENTS IN ORDER

- Write the events in the order they happened.
- Use transition words like next, then, after, etc. to show the order.
- When there's a change in the time or action you will need a new paragraph.

USING TIME AND PLACE

- When and where does the story take place? You can use sensory details to help the reader visualize the scene.
- Example from *My Survival: A Girl from Schindler's List*: "I knew the station. The sky was filled with the sounds of airplanes buzzing over the city."

DEVELOP THE POINT OF VIEW

- Personal narratives are written from a first-person point of view. Think of how you can help the reader understand YOUR life, address, path, excitement, or happiness.
- Example from *My Name is Bona*: "Why did you name me Bona? She told me that I can connect after a life full of love where I was born."

DEVELOP CHARACTER MOTIVES

- Help the reader understand why the character does what they do.
- Example from *My Survival: A Girl from Schindler's List*: "I knew the station. The sky was filled with the sounds of airplanes buzzing over the city."

POINT OF VIEW

POINT OF VIEW Definition: The narrator's position in relation to the story being told.
Example: first person, second person, third person.

SENSORY DETAILS

SMELL Example from *My Survival: A Girl from Schindler's List*: "There was no water, food, bathroom, or windows, or even much oxygen, but we believed the train was taking us to Oskar's new factory in Czechoslovakia. So we tolerated the overcrowding, hunger, and foul smells as best we could."

TASTE Example from *My Survival: A Girl from Schindler's List*: "Our food was also not food as most people understand that word. Food in a concentration camp meant a foul-smelling bowl of watery soup and a piece of stale bread."

PACING YOUR NARRATIVE

Your writing determines how fast or slow the story may seem and give more details.

PLAN YOUR PACING

- Think about which sections you want to read.
- Consider how much space you need to read.
- Consider the mood and tone. Consider using a suspenseful mood with a slow pace.

Example 1 (Fast beginning, slow climax):
"Fast" "I pushed my hand back, slammed it down." "Slow" "As I reached the courtroom doors, I saw the headlights."

Example 2 (Slow build-up, fast ending):
"The night dragged on, with each footstep echoing, and my mind raced to find a way to escape. The light flashed, the door slammed shut, and I was alone."

WRITING TO PACE YOUR NARRATIVE

Adding details:
1. When something is more important, create a paragraph to add detail.
2. When something is less important, don't add detail.
3. **Slow pace with detail:** The story of a love story. The couple went to a wedding when they were married.
4. **Fast pace with less detail:** The couple went to a wedding when they were married.

Very sentence length according to your pace:
• Shorter sentences = increase energy and fast pace (short sentences).
• Longer sentences = decrease energy and slow pace (longer sentences).
• **Example:** With a smile on her face and after her son took her place in the race, she said, "You were a real out there."

REVISING FOR PACING

Where does the reader get bored? ... Call it or cut it.
Original (too slow): "The first race was long and hard. It was a real out there."

FIGURATIVE LANGUAGE

SMILE Definition: Compares two unlike things using "like" or "as."
Example: "My dog's head is as empty as a flower pot."
- wrote by Louis Sachar

HYPERBOLE Definition: An exaggeration that can't possibly be true.
Example: "My mom was crying, and the rain made it seem like the whole world was crying."

ALLUSION Definition: The repetition of beginning consonant sounds in two or more neighboring words or phrases.
Example: The worm worked its way up the warm path.

ALLUSION Definition: The expression of one's meaning by using language that normally signifies the opposite.
Example: With a smile on her face and after her son took her place in the race, she said, "You were a real out there."

IRONY Definition: Naming a thing or an action by using the opposite of what is meant.
Example: "It was a real out there."

USING DIALOGUE IN NARRATIVE WRITING

DIALOGUE RULES

- You must start a new paragraph for every new person talks.
- Quotation marks only actually say.
- Always capitalize the first word in a dialogue.
- Punctuation goes inside the quotation marks.
- When there are quotation marks or before introduced: He said,

IMPORTANT

Dialogue should serve the following purposes:
1. Give readers a better understanding of the story.
2. Give readers a better understanding of the story.
3. Give readers a better understanding of the story.

WAYS TO END A NARRATIVE

REMEMBER A CHARACTER

Ollie laughed and stomped his guitar, and the little mouse danced in his mouth like a blooming, all sweet and sad. And then Ollie and Steve and Miss Franny and Darius and all the other mice and my daddy all started to sing. And I listened careful, so I could learn it.

My Survival: A Girl from Schindler's List
Rene Trister
As the years go by, I have seen where the teachers themselves spoken to, how those teachers taught to their students. From become teachers and past generation. And perhaps you those with the courage to be a upstander, not a bystander.

NOTE A FEELING

Ghost by Jason Reynolds
"On your mark," said the starter. My heart thumped, thump-thumped, and I could feel my running shoes. I'm not sure what color. Not blue. Something else. Something different. A color I never, I squatted down, pushed my feet back, stretched out my thumbs and index finger placed them on the edge of the white starting line.

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst
My both was too hot. I got down the drain, and I got to hate my railroad-car pal because back the pillow he said I could be a good, very bad day. My even in Australia.

NARRATIVE REFERENCE BOOKLET

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COMES IN SIX DIFFERENT VERSIONS:

1. Tabbed mini-page in full-color
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5. Full-page in full-color
6. Full-page black and white

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DIGITAL STUDENT NOTEBOOK AND GOOGLE TEACHING SLIDES INCLUDED

NARRATIVE DIGITALNB 4-6

File Edit View Insert Format Slide Arrange Tools Extensions Help

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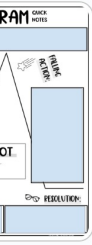
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ELEMENTS OF NARRATIVE WRITING

ELEMENT	EXPLANATION	EXAMPLE
SET THE SCENE 		
EVENT IN ORDER 		
USING TIME AND PLACE 		
DEVELOP THE POINT OF VIEW 		
DEVELOP CHARACTER MOTIVES 		
USE DIALOGUE CORRECTLY TO MOVE THE STORY ALONG 		

The screenshot shows a Google Slides interface. The top menu bar includes File, Edit, View, Insert, Tools, Extensions, and Help. The top toolbar contains icons for undo, redo, search, and various editing tools. The slide title is "WHAT IS A NARRATIVE?". The slide content includes a section titled "Using Time and Place" with the text: "It was evening, the kind of cool September air that felt perfect for riding. My tires hummed against the smooth pavement, and the air smelled like pine trees mixed with the sweetness of ice cream. In the distance, the mountains were turning purple under the fading sun." The slide is part of a presentation titled "ELEMENT THREE".

LESSON 1 SLIDES

File Edit View Insert Format Tools Slide Arrangements Tools Extensions Help

Slide Show

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23

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USE DIALOGUE TO MOVE THE STORY ALONG

ELEMENT SIX

Example from *My Name is Bana*:

"Your baba and I wanted you to always be qawia just like this tree."

Momma speaks to me in Arabic, the language of the country where I was born. I know that qawia means "strong" in English, because I speak that language too.

POWERED BY CODE BY NISSEN DICKIE

LESSON 1: SLIDES

File Edit View Insert Format Tools Extensions Help

Slide Show

DEVELOP CHARACTER MOTIVES

ELEMENT FIVE

Example from *My Survival: A Girl on Schindler's List*

One evening, I took the puppy for a walk later than usual, and two German officers walked by and stopped me. "What are you doing out so late?" one of the officers said. I was so scared, I could hardly speak. I pointed to my dog.

www.wiley.com/jhr/104/1/104-104

THANK YOU SO MUCH!



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