3rd ELA LEAP Practice
Week 3

1. Complete each day's work. Read the information and answer the Practice Questions on the pages for each day.
2. Read for 30 minutes each day.
3. Complete the reading log on the next page after you read each day.
<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Pages</th>
<th>1 question or prediction</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/23/2020</td>
<td><em>The Three Little Pigs</em></td>
<td>1-20</td>
<td>I wonder why the third pig didn’t help his brothers build better houses?</td>
</tr>
</tbody>
</table>
Week 3 Day 1
Chapter 9
The Essay Writing Process

This chapter covers the following standards: W.4, W.5, W.6

In this chapter, you will learn how to write an essay. You will also learn the steps of the writing process.

Why Write?
You do all sorts of writing in school. In science, you may write a report about an animal. In language arts, you may write an autobiography.

Writing should always be clear. Clear writing has a focus. It sets out to say something, and it does. It tells what the reader needs to know. It leaves out what the reader does not need to know. Focus keeps the reader’s attention on the topic. Clear writing needs other things too. Read more about what clear writing needs below.

Who Will Read It?
No matter what you write, you want to be understood. Think about who is reading what you write. This is your audience. Write with your reader in mind.

You might ask yourself these questions:
- Does that reader know what I know?
- Will the reader know the words I am using?
- Does the reader think about things like I do?
- What will make the reader interested in what I have to say?

Thinking about these things helps you to be clear. You can write in a way that your reader can understand and enjoy.

The Right Length
How much should you write? Usually, you will have instructions on length. Your language arts teacher may ask you to write a paragraph about your summer. Your social studies teacher may ask you to write a page about the Civil War. If you are not sure how much to write, ask.

As a general rule, paragraphs should be three to six sentences long.

Reasons to Write
Clear writing considers the reader and the length. Now, let’s look at reasons to write.

Before you begin writing, it is important to ask yourself why you are writing. This is also called your purpose. Now, you are the author. You need to ask yourself why you’re writing.

All writing has a purpose, or reason. Your purpose can be to teach someone something new. Your purpose can be to convince someone to do something you want.
Parts of an Essay

No matter what you write about, you need to include all the parts of an essay. A written response has three basic parts: the introduction, the support, and the conclusion. Each part of the essay is important. Here are the main parts that all your school writing should have. You will learn more about organizing your essay later in the chapter.

Introduction

In the introduction, you tell readers what your essay is about. You introduce the topic of the essay to them. If you are writing a narrative, you introduce the narrator or the characters of the story.

Example: Owls are fun to learn about. There are many kinds of owls all over the world.

Support

Now you need to support what you said in the introduction. You must develop your topic. This means adding details. These can be facts and examples if you are writing to give information. If you are writing to give an opinion, you provide reasons that support the opinion. If you are writing a story, you develop the story by using dialogue and descriptions. You will describe the action and the feelings of the characters.

Example: Owls are hunting birds. They are related to hawks. They hunt at night, so their big eyes can see well in the dark. Most birds have eyes on the sides of their head, but the owl’s eyes are both in front. This gives them good depth perception (ability to judge distance). This is important for hunting small prey, like mice.

Conclusion

The conclusion is the last thing your reader sees. It is your last chance to make a point and remind the reader of your main idea. Leave the reader with a final thought or question. If you’re writing a narrative, the conclusion is how you resolve the story. You let the reader know how the story ends.

Example: Most people find owls interesting. In some cultures, they are symbols of wisdom. To me, they are just one of the coolest birds to study.

How to Organize Your Writing

No matter what kind of writing you do, having a plan is important. A plan helps your writing stay organized. Organizing your writing helps you figure out what to say and when to say it. It also helps the reader understand what you have to say.

There are different ways, or patterns, to organize your writing. Let’s look at some common ones.

Time Order

Time order tells things in the order they happen. This pattern is also called chronological order.

The paragraph below uses time order.

I had the best time at my birthday party. First, we played games. Next, everyone sang to me, and we ate cake. At the end, I opened my gifts. It was great day.
Chapter 9 The Essay Writing Process

Compare and Contrast

**Compare and contrast** tells how things are the same. It can also tell how things are different.
The paragraph below uses compare and contrast.

> I think that painting is more fun than drawing. With painting, you can choose your colors. When you draw, you just use a pencil. You can use different kinds of brushes to paint. When you draw, you only get one thin line. Painting is much more fun.

Cause and Effect

**Cause and effect** tells what happens and why. This kind of paragraph might tell mostly about the cause (why something happened). It might tell mostly about the effect (the result of something happening).
The paragraph below uses cause and effect.

> It is important to use a napkin at lunch. Last week, I didn’t. I got chocolate pudding on my face. I walked around school all messy for an hour. Everyone was looking at me. Now I wipe my face every time I eat.

Question and Answer

**Question and answer** asks a question. The paragraph then answers that question. It can also tell about a problem and then suggest solutions.
The paragraph below poses a question and gives an answer.

> Last summer, I thought about something important. How could I get more allowance? I came up with some new jobs I could do. I told my mom that I would still do my regular chores. I would also take out the trash and sweep for an extra dollar each week. Mom and I are both really happy with the new plan.

Picking the Right Pattern

As you can see, there are many ways to organize essays. You might not know how to organize your writing. Just think of it this way: the pattern you choose depends on your topic (what you are writing about). It also depends on your purpose (why you are writing).

For example, if you are writing about how to build a model airplane, it makes sense to use time order. If you are writing about what could happen if a person does not wear a seat belt, it makes sense to use cause and effect.
Practice 1: Parts of an Essay and Organization

Read and answer the following questions.

1. Rebecca is writing an essay on how to do laundry. She needs help organizing the steps in her essay. Read the sentences and the question that follows.
   Sentence 1: Last, choose hot or cold water, and then start the machine.
   Sentence 2: Then add the soap.
   Sentence 3: First, put in the clothes.
   Sentence 4: It is easy to start a load of laundry.
   What is the best order for the sentences?
   A. 2, 4, 3, 1
   B. 4, 3, 2, 1
   C. 3, 2, 4, 1
   D. 1, 2, 3, 4

2. Stephen is writing an informational report about desserts for class. Read this paragraph from the report. Then, answer the question that follows.
   Ice cream is creamier. Frozen yogurt is healthier. Both are sweet and cold. If my parents offer, I will take either one.
   Stephen needs to fix the paragraph by adding an opening sentence that gives the main idea of the paragraph. Which sentence would best begin this paragraph?
   A. People have been eating ice cream for thousands of years.
   B. My mom makes the best homemade ice cream.
   C. I like all kinds of desserts, but ice cream is the best.
   D. Ice cream and frozen yogurt are almost the same.

3. The following is the beginning of an opinion article that Mona is writing for the school newspaper. The article needs more support for the reasons why goldfish make the best pets.
   Read the beginning of the article and the directions that follow.
   My best friend, Amy, says goldfish are the best pets. They don't cost much, and they don't eat much. They don't need to be let outside early in the morning. Amy used to have a dog that once ate a remote control. Now, she has a pet goldfish named Ziggy. Her mom likes the fish better too.

Choose three sentences that support the main idea given in the paragraph.
   A. They don't chew your shoes.
   B. Fish are strange looking.
   C. Fish hatch from eggs.
   D. They are completely quiet.
   E. Cats are more playful than fish.
   F. Goldfish are beautiful creatures.
Chapter 9 The Essay Writing Process

4. If you were writing an essay explaining how to draw a house, which pattern would be the best to use?
   A. time order
   B. compare and contrast
   C. cause and effect
   D. question and answer

5. A student is writing a narrative about a surprise gift. Read the paragraph and the directions that follow.

   For my birthday this year, I did not get a gift that I could open. Mom said we have enough stuff. She told me to think of a new activity to try. I asked for acting lessons and just started last week. My class play is in two months. I've asked all of my friends to come watch.

   Select the best conclusion for the paragraph.
   A. Acting lessons turned out to be the perfect gift.
   B. I like to wrap gifts for my friends and family.
   C. My friends and I like to put on plays in the basement.
   D. I think I'm going to ask for a skateboard next year.

6. Cody is writing an informational paragraph about penguins for class. The paragraph needs an introduction to the topic. Read the paragraph and the directions that follow.

   They waddle around clumsily when they're not in the water. Their wings are not designed for flight. They are designed for swimming. Their wings are powerful paddles that propel them through the water. Penguins swim at amazing speeds underwater.

   Write at least one sentence that could be added to the beginning of the paragraph to introduce the topic. Write your answer in the space provided.

7. Read this paragraph and the question that follows.

   My dentist told me what happens if you don't floss your teeth. Germs can grow on your gums. The germs cause cavities. Getting a filling is no fun, so I've started to floss.

   What pattern does this paragraph use?
   A. time order
   B. cause and effect
   C. compare and contrast
   D. question and answer
Week 3 Day 2
8. If you were writing an essay about the differences between a crocodile and an alligator, which pattern would be the **best** to use?

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**Steps of Writing**

You know how to make a sandwich, right? First, you gather what you will use. You need bread and fillings. Then, you decide how you will put it together. Finally, you might add chips and a drink to make it complete.

Making a sandwich is a process. Writing is a process too. Here are the steps of the **writing process**. You should follow them when you write any essay.

<table>
<thead>
<tr>
<th>The Writing Process</th>
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<tbody>
<tr>
<td><strong>Step</strong></td>
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</table>
| Plan your draft | Select a topic.  
                   | Develop ideas.  
                   | Write a draft. |
| Revise | Make sure ideas are clear.  
         | Add precise words and details. |
| Edit | Fix any errors. |
| Publish | Type your essay or report.  
          | Upload it for others to read. |

**Plan and Write Your Draft**

The first step in writing an essay is **planning** what to write.

**Select a Topic**

Before you start to write, you have to **select a topic**. When you write for class, your teacher might tell you to pick any topic. Or you may have a few subjects to choose from.

When you take a writing test, the writing prompt will give you a topic. But you still need to decide exactly what you want to write. For example, look at the sample prompt.

A local radio show is having a writing contest. To enter, you need to write a story about having special powers, like a superhero, for one day. What kind of powers would you have? How would you use them?

Before writing, think about superheroes and what they can do. How would your powers be special? What could you do in one day? Write a story about what you would do if you had superpowers for one day.

The prompt gives you a topic. But you still need to decide a couple of things. What special powers will you have? What events will you tell about? In the next section, you will see ways to start thinking about what to write.
8. If you were writing an essay about the differences between a crocodile and an alligator, which pattern would be the best to use?

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What kind of powers would you have? How would you use them?

Before writing, think about superheroes and what they can do. How would your powers be special? What could you do in one day? Write a story about what you would do if you had superpowers for one day.

The prompt gives you a topic. But you still need to decide a couple of things. What special powers will you have? What events will you tell about? In the next section, you will see ways to start thinking about what to write.
Do Some Prewriting
Prewriting means getting your ideas on paper. There are many ways to do this. Here are some easy ones. Ask your teacher about others.

Find the Facts
When you write for class, you may have time to look up some facts. Say you want to have the powers that Spider-Man has. But you can’t remember what they are. You could look it up and see that Spider-Man is fast and strong. He also can climb walls and sense what is about to happen.

When you write for a test, you can’t look up anything. But you can use what you know. What you already know can make great examples to support your ideas. For example, say you’re writing about the superpowers you would have. You can explain them by telling which famous superheroes also have them. You could say, “I can fly like Superman and breathe under water like Aquaman. I also have a magic rope that makes people tell the truth, like Wonder Woman.”

Use Brainstorming
Brainstorming is like thinking on paper. Think of a topic, and then list everything about it that pops into your head. After you do that for a few minutes, look over the list and pick the best ideas. Here is a sample based on the prompt about special powers.

Sample Brainstorming List
What powers would I have?
- flying
- invisible
- walk through walls
- hear or see really well
- change into a creature

What would I do?
- stop crime
- show off to friends
- help someone in need

Make a Graphic Organizer
A graphic organizer is a way to see how your ideas fit together. There are many kinds of graphic organizers. Some are better for narratives. Others will help you plan descriptive writing.

A story map is helpful for writing a narrative response. It can help you think about events. Here is a sample story map for a typical day.

Beginning
I got up and brushed my teeth, I ate breakfast. Then, I caught the bus to school.

Middle
The morning was fine. The afternoon was worse. We had a quiz in math. I had not studied. I don’t think I did very well.

End
I came home, and Mom said I looked sad. I told her about the quiz. She gave me a cookie and helped me study. I felt better.
A fishbone map shows cause and effect. It has spaces for you to list what happens and why it happens.

A Venn diagram is made up of two circles that overlap. It shows how two items are alike and different. The overlapping part of the circles has what is similar. Each separate circle has what goes with just that item. For example, say your topic is spiders and beetles. Your Venn diagram might look like this.

Webbing helps you develop a structure for your ideas. Your topic goes in the middle circle. Facts and examples go in other circles connected by lines to the middle circle.

What I Would Do with Superpowers

- listen for sirens
- look for criminals
- save people
- watch news reports
- get them to safety
- rescue them
- tell them I can help
- go to crime scenes

fight crime
help police
Write a Draft

It’s time to get your ideas on paper. Write a draft using the ideas you came up with as you planned. When you draft, you should not worry about spelling or punctuation. But you should write in complete sentences. If some are not correct, that’s all right. You will fix them later.

Practice 2: Plan and Write Your Draft

Read and then answer the following questions.

Look at the graphic organizer Natalie made before writing her report.

1. Which of these best fits in the empty soccer space?
   A. two teams
   B. play on field
   C. warm weather
   D. wear a uniform

2. Look at the graphic organizer John made before writing his report.
   Which of these best fits in the empty space?
   A. chocolate
   B. ham
   C. bananas
   D. rolls

3. Write about this prompt.
   Use your own paper.
   Write a story about something that happened that made you very happy.
   Use brainstorming or a graphic organizer to come up with ideas.
   Pick one idea that you want to write about.
   Use a graphic organizer or an outline to help put your ideas in order.
   Save your work. You will use it again for other practices in this chapter.
Week 3 Day 3
4. Write about this prompt. Use your own paper.

Describe the thing that you would most like to have if you could buy anything.

Write some ideas. Use brainstorming or a graphic organizer to help you.
Choose the idea you want to write about.
Use a graphic organizer or an outline to help put your ideas in order.
Save your work. You will use it again for other practices in this chapter.

Revise and Edit Your Draft
You have a draft—good job. Now it's time to improve your essay as much as you can. When you revise, you look for ways to improve what you wrote.

Revising for Clear Writing
Revising means improving your writing. In this step, you read your own work and look for ways to make it better. You can ask yourself these questions as you read your essay:

**Writing Checklist Questions**

☐ Did I respond to the prompt?
☐ Is the main idea clear?
☐ Do the details all support the main idea?
☐ Did I make the best word choices?
☐ Is it all in a logical order?
☐ Are all my sentences complete?
☐ Are there any errors in usage, grammar, punctuation, and spelling?

Use Precise Words
As you write, read it back to yourself. Can readers tell what you mean? Can they picture what you describe? One way to help people picture what you are saying is to use precise words. These are words that describe clearly. Avoid vague words like good, bad, stuff, and thing.

Writers and speakers choose words and phrases for effect. You can do the same. There are words and phrases that are just right to explain what you want people to know. You need to pick the right ones.

Remember, also, that when you write essays for class, you observe the conventions of written Standard English. That means you don't write the same way you talk. When you chat with your friends, you may use relaxed grammar, slang words, and fragments. But when you write, you want to follow the rules of grammar and usage.

Include Details
In addition to colorful words, there are other details you can include. Details make your writing more interesting. Supporting sentences tell details about your point. Supporting sentences have examples,
facts, and stories. They give your reader more information. They give proof that what you are saying is right. They help you grab your reader's interest, so he or she wants to read what you wrote.

Make Edits
When you edit, you find and fix small errors. This includes looking for and fixing errors in areas like these:

- spelling
- punctuation
- capitalization
- agreement
- verb tenses
- noun and pronoun forms
- conjunctions
- prepositions

Practice 3: Revise and Edit Your Draft

A. Look at a student's first draft about superhero powers. Help the author revise this essay. Choose the best change for each underlined part. Pick the one that makes the meaning most clear.

One day, I woke up and had superpowers. I knew they'd last for just that day. My powers included flying, like Superman. I could just jump up and fly. I could also breathe under water, like Aquaman. My magic rope made people tell the truth, so they had to say what they did wrong. Wonder Woman had one. First, I called the police and told them I could help. By flying fast, I caught some bank robbers that try to run away. Then, I put the rope around them and made them confess. The police put them in jail when I was done with them. Next, there's innocent people on a bridge. Two guys took a truck and knocked cars into the river. I saved them by going underwater and flying the injured people to the hospital. The police were grateful, and people were happy I was around, even for just one day.

1. Read the sentences from the sample draft and the question that follows.
   My magic rope made people tell the truth, so they had to say what they did wrong. Wonder Woman had one.
   Which phrase best replaces the underlined words with more clear and specific language?
   A. is one
   B. liked telling the truth
   C. had a rope like this
   D. helped me call the police

2. Read the sentence from the sample draft and the question that follows.
   I called the police and told them I could help.
   Which phrase best replaces the underlined words with more clear and specific language?
   A. what I could do to help them fight crime
   B. I could help people because I liked them
   C. they were great for fighting crime
   D. they need to help me fight crime
3. The author is revising his paper about having superpowers for a day. He has decided that the underlined word is not precise enough for his audience.

Two **guys** took a truck and knocked cars into the river.

Rewrite the sentence, replacing the underlined word with a more precise term.

4. Read the sentence from the sample draft and the question that follows.

I **saved them** by going underwater and flying the injured people to the hospital.

Which phrase **best** replaces the underlined word with more clear and specific language?

A. the thieves
B. the victims in the cars
C. the people on the bridge
D. the police

B. The essay about superpowers also has some errors. Help the author fix them. Choose the **best** corrections for the underlined part of each sentence from the essay.

5. Read the sentence and the directions that follow.

I knew they'd last for just that day.

This sentence from the draft has **one** error in punctuation. Rewrite the sentence, revising it to correct the error.

6. Read the sentence from the draft and the question that follows.

First: **I called** the police and told them I could help.

How should the underlined words be written to correct the errors in capitalization and punctuation?

A. First, I called
B. First; i called
C. first, I called
D. First; I Called
Chapter 9 The Essay Writing Process

7. Read the sentence from the draft and the question that follows.
   By flyng fast, I caught some bank robbers that try to run away.
   How should the underlined words be written to correct the errors in spelling and grammar?
   A. flying / tryng   C. flyng / tryng
   B. flying / tried   D. fied / tried

8. Read the sentence from the draft and the directions that follow.
   Next there's innocent people on a bridge.
   Select the best phrase to correct the underlined words for grammar and punctuation.
   A. Next there was   C. Next to them
   B. Next, there were   D. Next, some

C. Now, it's time for you to revise and edit your own writing. Take out the two essays you wrote for Practice 2. Revise them to make the meaning more clear. Then edit them for mistakes in grammar, spelling, and punctuation.

Individual Activity: Writing an Essay

Use your own paper to write an essay for one of the prompts below.
Or choose your own teacher approved topic.

Make sure that you:
- Brainstorm or freewrite your ideas.
- Use a graphic organizer and an outline.
- Do a rough draft, revised draft, and a final draft.
- Use the writing checklist questions to write a well-written essay.
- Check the essay for spelling, punctuation, grammar, or sentence structure errors.

1. What are three things that make someone a good friend?

2. You want your friend to come over and spend the night. But your parents don't want to let you because it is a school night. Write an essay to your parents. Explain the reasons why they should let your friend spend the night at your house.

3. Write an informational essay about your favorite wild or domestic animal.
   Note: You will have to do some research for this essay.

4. If you could plan a field trip for your class, where would you go, and what would you do?

5. Think about a time when you had to be brave. Perhaps you had to be in the hospital, speak in front of the class, stand up to a bully, or you were involved in a natural disaster, such as a tornado or a hurricane. Write a story about this event.

6. Write a story about a time you experienced or learned something new for the first time. It could be when you first rode a bike or learned a new game. It could have been your first train or plane ride, or your first trip to an amusement park. First experiences may be funny, scary, or exciting.
Publish Your Writing

When you are done revising and editing, you can **publish your writing**. This means you share the final version with others. You can type it on the computer. Then, you can print it to give to your teacher or other students. You can also put a version of it online. If your class has a website, there may be a place to see student essays.

Publishing your work helps you to share with others. Then you can ask for help. Or you can work with a group to create new stories and improve each other's writing.

**Activity**

Did you finish writing your essay about something that made you happy? How about the one telling what you most like to buy? Now it's time to publish them.

Take the first essay, and make a small book out of it. You can print it on paper that you can bind together with clips or yarn. Or you can make a book out of construction paper. Then, write your story in it. You could also glue the printed pages inside. Add some pictures as visuals to help tell the story of what made you happy.

Take the second essay, and publish it to a webpage. Ask your teacher or tutor for help.

Chapter 9 Key Term Activity

Fill in the blanks with the correct word.

**Word Bank**

<table>
<thead>
<tr>
<th>introduction</th>
<th>edit</th>
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</thead>
<tbody>
<tr>
<td>prewriting</td>
<td>precise words</td>
</tr>
<tr>
<td>graphic organizer</td>
<td>revising</td>
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</tbody>
</table>

In this chapter, you learned that a **(1) ________________** is a way to see how ideas fit together. The **(2) ________________** tells readers what the essay is about. To **(3) ________________** means to find and fix errors. Use **(4) ________________** to describe something clearly. Getting ideas down on paper is called **(5) ________________**. **(6) ________________** means improving your writing.

See the Teacher Guide for the Chapter 9 Review.
Week 3 Day 4
Narrative Essays

Chapter 12

This chapter includes the following standards: W.3a-d

Narrative Writing

Narrative writing tells a story. Like the other essays you have read about, a narrative needs to be well organized. There needs to be a logical order with transition words. A narrative essay should also contain a beginning, a middle, and an ending. But since it is a story, it can include some creative elements that other essays might not.

Let’s review the elements of literature that will help you write a well-written narrative essay. The main thing to remember from chapter 2 is that a narrative is a true or made up story that contains a narrator point of view, characters, plot, dialogue, descriptive details, temporal words, and closure.

Narrator

Every story has a narrator, the speaker who tells the story to the reader. The two main types of narration you would use to tell a story are first-person point of view and third-person point of view.

<table>
<thead>
<tr>
<th>A first-person narrator</th>
<th>This is a character within the story, speaking from his or her own point of view and using the pronouns I, me, and my.</th>
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<td>A third-person narrator</td>
<td>This is an unnamed storyteller who is not part of the story. The pronouns used are he, she, and it. Or the narrator might be all-seeing and is able to tell readers everything that the story’s characters think and feel.</td>
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Characters

As you read in chapter 2, another element in stories are the characters. Characters are the beings in a story. They can be people, animals, toys, talking rocks, or just about anything.

This chart lists two common types of characters.

<table>
<thead>
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<th>Character Type</th>
<th>Definition</th>
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<td>Protagonist</td>
<td>This is the main and most important character in the story. Sometimes the protagonist is the hero or heroine of the story.</td>
<td>In E. B. White’s <em>Charlotte's Web</em>, Wilbur is the protagonist.</td>
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Chapter 12  Narrative Essays

| Antagonist | This is an opponent, rival, or obstacle to the protagonist. | In E. B. White’s Charlotte’s Web, Homer Zuckerman is the protagonist. |

There are different kinds of characters in stories and different ways to describe them. Authors describe characters by giving them what are known as character traits. **Character traits** are words that describe a character's personality and what a character looks like.

Some of these people may be old, young, nice, mean, loving, shy, outgoing, athletic, lazy, rude, selfish, brave, friendly, sloppy, quiet, loud, greedy, tall, or short. The characters you create in a story can have the same character traits as people you know.

**Plot**

**Plot** is the sequence of events of a story from the beginning to the end. For example, if you wrote a story about going to a friend’s birthday party, the story would have a beginning, a middle, and an ending.

First, you would write where the birthday party took place and who was at the party (beginning).

Next, you would write what happened during the party in the order that they happened (middle).

Then, you would write what happened at the end of the party (ending).

**Dialogue**

An important part of writing narrative essays is adding **dialogue** (conversations) between the characters. Dialogue helps move your story along. Look at this example passage.

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The Case of the Missing Skateboard

Jeremiah stood on his front stoop and frowned. "Hey, where'd my skateboard go? I left it right here just five minutes ago." He had gone inside for a glass of water, thirsty from skateboarding all afternoon.

His sister, Jada, paused her jump-roping. His brother, Jason, looked up from filling his bicycle tire with air. They glanced at each other, puzzled.

"I didn't see anything," said Jada. She looked worried.

"Do you think someone stole it?" Jason asked.

"I don't know," said Jeremiah. "Who was last outside our apartment? Only our neighbor Mr. Kim, and I know he doesn't skateboard. Who else would take it?"

"Maybe Mrs. Rodney saw something," suggested Jada. Mrs. Rodney ran the newspaper stand across the street.

"Yeah, if anyone saw who took your skateboard, it'd be her," cried Jason. "Let's go ask her." Jeremiah thought hard.

Their grandma was inside taking her afternoon nap. They only had an hour before Mom and Dad got home from work. If he wanted to find his skateboard, he had to act quickly.

"Let's go," he said.

The three children headed across the street. They had a case to solve: the case of the missing skateboard.
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"Do you think someone stole it?"
Sensory Language and Descriptive Details

In addition to dialogue, you can use other literary devices. Sensory language (sight, sound, smell, hearing, and touch) can help you write a meaningful narrative essay. Descriptive details are sensory recreations of experiences or objects. Writers use descriptive details to create a picture of a person, place, or thing.

For example, read this paragraph. Then, read the explanation that follows.

I am a girl who lives in a house with my parents. I have a cat and a dog. I like reading books. My favorite time of year is summer.

This paragraph contains information about the author. However, there are no descriptive details that create a picture about the author, her house, her pets, or her favorite time of the year.

Now, look at the paragraph with descriptive details added.

My name is Lucy, and I am a nine-year old girl. I have brown hair and green eyes. My parents, sister, and I live in a big, white house that has a big fenced in back yard. I have a cute, gray and white kitten named Callie. She is two months old and loves to climb on everything in the house. She even likes to climb on me. I also have a big German shepherd named Rocky. He looks mean, but he is really a sweet dog. He loves to be petted by everyone when I take him for a walk in the park. He enjoys chasing squirrels and barking at the ducks in the pond. I like doing all kinds of things, like riding my bike and playing with my friends. One of my favorite things to do is read mystery books. I like pretending that I am a detective. I follow the clues and try to figure out who the villain is before I get to the end of the book. Summer is my favorite time of the year. I love playing with my friends on warm, sunny days. My family goes camping a lot during the summer. I love toasting fluffy marshmallows in the campfire, swimming in the lake, and catching glowing fireflies at night with my sister.

Do you see how different this paragraph is from the first one? This paragraph describes what the girl, the house, and the animals look like. The author uses examples to describe her animals, why she likes mystery books, and why summer is her favorite time of the year. By reading the descriptive details, you can picture what she, her house, and her pets look like. You can also picture the cat climbing on things and the dog chasing squirrels and barking at the ducks. Additionally, you can picture camping with her parents and catching fireflies with her sister. Some examples of sensory words are as follows:

<table>
<thead>
<tr>
<th>Descriptive Details and Sensory Language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sight</strong> - dazzling, sparkling, golden, purple, brown, spotted, round, tall, wrinkled</td>
</tr>
<tr>
<td><strong>Hearing</strong> - blaring, squeaking, piercing, chattering, squawking, thudding, moaning, giggling</td>
</tr>
<tr>
<td><strong>Smell</strong> - earthy, rotten, fresh, musty, fruity, sweaty, burnt, buttery, spicy</td>
</tr>
<tr>
<td><strong>Taste</strong> - bitter, sour, delicious, mushy, rich, salty, mild, chewy, sweet, crunchy</td>
</tr>
<tr>
<td><strong>Touch</strong> - slimy, furry, hard, bumpy, smooth, cold, silky, sharp, sticky, wet, dry</td>
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</tbody>
</table>

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Temporal Words and Phrases

Another way to move the sequence of events along in a story is to use temporal words and phrases. **Temporal words and phrases** describe when something happens and help move a story along in a clear, logical manner. Think about how you tell stories to your friends. You probably use words like first, then, next, later, and finally to help your friends follow your story. You use the same words when you write narrative stories.

Here is a list of some common temporal words and phrases used in narrative writing.

<table>
<thead>
<tr>
<th>today</th>
<th>since</th>
<th>as soon as</th>
</tr>
</thead>
<tbody>
<tr>
<td>tomorrow</td>
<td>now</td>
<td>in the meantime</td>
</tr>
<tr>
<td>immediately</td>
<td>suddenly</td>
<td>next week</td>
</tr>
<tr>
<td>next</td>
<td>during</td>
<td>first of all</td>
</tr>
<tr>
<td>later</td>
<td>meanwhile</td>
<td>all of a sudden</td>
</tr>
<tr>
<td>after</td>
<td>before</td>
<td>at this instant</td>
</tr>
<tr>
<td>finally</td>
<td>at the present time</td>
<td>in time</td>
</tr>
<tr>
<td>yesterday</td>
<td>when</td>
<td>in the end</td>
</tr>
</tbody>
</table>

Read the following passage.

My older brother Jes and I jumped out of bed, dressed, and ate breakfast in the huge lodge's dining room. We were going horseback riding. We had to drive to the stables, so Mom and Dad hurried us along for the short drive there. I noticed a majestic bald eagle gliding overhead, his screeches sounding an alarm throughout the valley. We picked out our horses. I chose a lively brown mare that I named Hyper. Jes chose a big white stallion named Snowball. Mom and Dad settled for two gentle older horses called Dolly and Sam.

Now read the passage with the temporal words added. Then, read the explanation that follows.

As soon as the alarm went off, my older brother Jes and I jumped out of bed, dressed, and ate breakfast in the huge lodge's dining room. Today, we were going horseback riding. We had to drive to the stables, so Mom and Dad hurried us along for the short drive there. Before we arrived at the horse stables, I noticed a majestic bald eagle gliding overhead, his screeches sounding an alarm throughout the valley. Shortly after arriving at the stables, we picked out our horses. I chose a lively brown mare that I named Hyper. Jes chose a big white stallion named Snowball, and eventually Mom and Dad settled for two gentle older horses called Dolly and Sam.

Can you see how these temporal help make the story clearer? They help signal shifts from one time period or setting to another.
Provide a Conclusion

The last paragraph in an essay is the concluding paragraph. In a **concluding paragraph**, the writer ends the story. Remember that a story will have a beginning, a middle, and an ending. Don't leave readers wondering what happens to the main characters.

Read this narrative passage. Notice that it has a beginning, a middle, and an ending. The story is told in third person point of view. The story has characters and is organized in a sequence of events that unfolds naturally. The story has dialogue, sensory language, and descriptive details. The story also has temporal words and phrases to signal shifts from one time period or setting to another.

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**The Emperor's New Clothes**  
Adapted from the story by Hans Christian Andersen

1. Many years ago, there was an Emperor. He loved new clothes. He spent all his money on them. He had a different suit for each hour of the day.

2. One day, two thieves came to the city. They were disguised as tailors. They told people that they could make beautiful clothes of the finest material.

3. The colors were bright. The patterns were amazing. But, they said, these clothes were invisible to anyone who was not worthy. If a person were unfit for the office he held, or was dull or stupid in any way, he would not be able to see the clothes.

4. "These must indeed be splendid clothes," thought the Emperor. "If I have such a suit, I can find out who in my realm is unfit for his office. I would also be able to tell the wise from the foolish. I must have these clothes right away."

5. He paid the two men, so they could begin work. The two pretend tailors pretended to work very hard. In reality, they did nothing at all. They asked for the most delicate silk. They wanted the purest gold thread. But they really put both into their own knapsacks. They did their pretend work until late at night.

6. The Emperor wanted to know how the work was coming. He thought about who to send. After all, someone dull or unfit for his job would not be able to see the fine cloth.

7. "I will send my faithful old minister," said the Emperor at last. "He will see how the cloth looks; for he is a man of sense, and no one can be more suitable for his office than he is."

8. So the faithful old minister went to the room where the pretend tailors were pretend working. He saw them working on nothing.

9. "What is the meaning of this?" he thought. "I cannot see the least bit of cloth." However, he did not say this aloud. "I will never confess that I cannot see the stuff," he thought. So he told the thieves their work was excellent and that he would describe it to the Emperor.

10. The minister told the Emperor about the fine clothes. In the next few days, the Emperor sent more officers of his court to look at the work. They all came back with glowing reports. None of them wanted to be fired or called stupid.

11. Finally, the day came. The Emperor would wear the new clothes in a great parade through the city. The pretend tailors stayed up the whole night pretending to finish the clothes. As the sun came
up, they shouted, “The Emperor’s new clothes are ready!”

12 Now the Emperor, with all his court, came to the tailors. They raised their arms, as if holding something up. They said, “Here are your Majesty’s trousers. Here is the scarf. Here is the shirt. The whole suit is as light as a cobweb. One might think one has nothing at all on—such is the great quality of this delicate cloth.”

13 They pretended to dress the Emperor. They praised how wonderful he looked. All the lords and ladies of the court pretended too.

14 Now the Emperor walked in the parade. All the people cried out, “Oh!

15 How beautiful. Look at our Emperor’s new clothes. How graceful and lovely the fabric is.” In short, no one wanted to allow that he could not see the clothes.

16 “But the Emperor has nothing at all on,” said a little child.

17 “Listen to the voice of innocence,” said his father. What the boy had said was whispered all around.

18 “But he has nothing at all on,” cried out all the people at last.

19 The Emperor was upset. He knew that the people were right.

Narrative Story Outline

A narrative story outline is a good way to organize the details in a story. You can create your own narrative organizer to organize your story ideas.

Narrative Story Outline

Story Title: __________________________________________________________

Setting of the story: ________________________________________________

Characters in the story: _____________________________________________

Details

Beginning of story


Middle of story


End of story
Chapter 12 Key Term Activity

Fill in the blanks with the correct word.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>temporal</td>
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<tr>
<td>plot</td>
</tr>
<tr>
<td>narrative</td>
</tr>
</tbody>
</table>

In this chapter, you learned that first-person and third-person are the two main types of authors use to tell a story. The sequence of events of a story from the beginning to the end is called the (2) _______________. (3) _______________ includes sight, sound, smell, hearing, and touch. (4) _______________ words tell when something happens and help move a story along. A (5) _______________ essay is a true or made up story. The (6) _______________ of the story is a character who causes problems for the main character.

See the Teacher Guide for the Chapter 12 Review.
Week 3 Day 5
Review the story, “The Emperor’s New Clothes” from yesterday’s work.

Write the Emperor’s journal entry about the day he walked in the parade. Include information about how the characters responded to the events in the story as you write the journal entry. Remember to follow the writing process – brainstorm, draft, revise, edit, and publish – as you write this narrative.

Write your narrative in the space below or on a separate sheet of paper.