4th 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

Writing an Essay

This chapter covers the following standards: W.4, W.5, W.6, L.1-L.3

The Writing Process

Writing is a process. The steps for writing an essay are important to follow. 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>
<th>What You Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step</strong></td>
<td><strong>What You Do</strong></td>
</tr>
<tr>
<td>1. Brainstorm</td>
<td>Come up with ideas. Select a topic.</td>
</tr>
<tr>
<td>2. Plan</td>
<td>Develop and organize ideas.</td>
</tr>
<tr>
<td>3. Draft</td>
<td>Write a draft.</td>
</tr>
<tr>
<td>4. Revise</td>
<td>Make sure ideas are clear. Add precise words and details.</td>
</tr>
<tr>
<td>5. Edit</td>
<td>Fix any errors.</td>
</tr>
<tr>
<td>6. Publish</td>
<td>Type your essay or report. Print it, or upload it onto a computer for others to read.</td>
</tr>
</tbody>
</table>

Brainstorming

Brainstorming is like thinking on paper. You brainstorm to help you get ideas about what to write. By the time you finish brainstorming, you should be able to select a topic.

To make a brainstorming list, think of a topic, and then list everything about the topic that pops into your head. After you do that for a few minutes, look over your list and pick your best ideas. Here is a sample a student named Kellie made based on the prompt, “If you could have any job in the world, what would it be?”
A similar approach is called **freewriting**. In freewriting, you still write everything that pops into your head. It doesn't matter if what you write makes sense at first. The point of freewriting is to keep your pencil moving. If you think you have run out of ideas, just write anything until more ideas come into your head. You might repeat a word or write “I don’t know” until you get an idea. Eventually, you will write full sentences or even full paragraphs about your topic. You may even be able to use pieces of your freewrite in your draft. If Kellie had used freewriting instead of a brainstorming list, her freewrite might have looked like this:

**Actress across across, I would be an actress, what would I do? I’d live in california and be famous with lots of mony mony mony. I dont know what else I’d do what else would I do I would meet stars have beatuful cloths and a nice house and car. I could get into cool concerts and stuff and get awards for acting and so many nosie photographers. I would do good things and be a rollmodel, give charity good roles no scandals.**

Notice that Kellie kept writing even when she thought she was out of ideas. She didn’t stop to correct her errors. Ignoring errors helps you get more ideas out on paper.

Another way to brainstorm is to make a **graphic organizer**. As you think about organizing your essay, it can be helpful to see how your ideas fit together. A **graphic organizer** is a useful way to see your ideas on paper. There are many kinds of graphic organizers. Some are specific to certain types of essays.

One type of graphic organizer is a cluster. These graphic organizers are also known as mind maps, webs, or cluster maps. In **clustering**, you write the central idea in the middle of a sheet of paper. Supporting ideas branch off the central idea. Finally, specific examples or details branch off the supporting ideas.

Clustering shows you how the parts of your essay fit together. You can see if you have enough support for the central idea. You can tell if the central idea is too general or too specific. Clustering helps you organize your thoughts.
Remember Kellie’s prompt about what job she wants to have? This clustering example is like something that Kellie might come up with.

Other types of graphic organizers include spider maps and fishbone maps. **Spider maps** are similar to cluster diagrams. You write your main details on the large lines. Then, you brainstorm supporting details to write on the branches.
**Fishbone maps** are good for exploring cause and effect. You write an effect on the line, and then you brainstorm causes and write them on each branch. You can add details on the lines coming out of each branch, too.

![Fishbone Map Example](image)

A **Venn diagram** is useful when comparing and contrasting ideas. It is a quick visual way to see points that are alike and those that are different. Draw two circles that overlap, labeling both for the items or ideas that you are comparing. Write the points that are unique to each item in its own circle. The overlapping part of the circles contains the similarities between the two. Look at the following Venn diagram that compares and contrasts whales and fish.

![Venn Diagram Example](image)

A **T-chart** is a graphic organizer, shaped like a “T” that is used for listing two separate viewpoints of a topic. A T-chart can be used to compare and contrast two things, to list advantages and disadvantages, to separate facts from opinions, etc. Topics can include anything that can be easily divided into two opposing views.

The T-chart below shows reasons why young children should and should not be allowed to have a pet.

![T-chart Example](image)

<table>
<thead>
<tr>
<th>Should Young Children Have a Pet?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasons They Should</td>
</tr>
<tr>
<td>companionship</td>
</tr>
<tr>
<td>responsibility</td>
</tr>
<tr>
<td>exercise and play</td>
</tr>
<tr>
<td>reduces stress</td>
</tr>
</tbody>
</table>
Practice 1: Brainstorming

Create a brainstorming list, a cluster diagram, or a different graphic organizer for one or more of the following topics:

- Importance of family
- Times you were scared
- Description of a favorite food
- Fantasy vacation
- Favorite after school activity
- The last time you cried
- Description of a famous person

Save your work. You will use it again for other practices in this chapter.

Planning

No matter what you write about, you will need to organize your writing. A well-organized piece of writing is an effective tool. You can organize your writing better if you know the important parts of a written response. Let’s walk through an example here that will show you the main parts that all your writing for school should have.

Introduction

In the introduction, you tell readers what your essay is about. This is where you introduce characters in a story, give your opinion on an issue, or begin to explain a topic. The introduction is usually where you
Chapter 9 Writing an Essay

state your **central idea**, too.

**Example:** Learning to skateboard can be challenging.

**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're writing a narrative, you will add conflicts or dialogue to show how your character responds to a situation.

**Example:** You have to learn how to balance. You also have to learn to steer with your whole body. At first when I was learning, I thought I'd never get the hang of it. But soon I was learning tricks. My first trick was a kick turn, where you balance on the back wheels and turn the front of the board in a different direction.

**Conclusion**

The **conclusion** is the last thing your reader sees. It is your last chance to make your point. Remind the reader of your central idea. Then, leave your reader with a final thought or question. You can even tie your conclusion back to an idea from the introduction. If you're writing a narrative story, this is where your plot would wrap up.

**Example:** It may seem hard at first, but skateboarding takes time and practice, just like anything you learn.

**Using Graphic Organizers to Plan Your Writing**

You learned about using graphic organizers to help you brainstorm. You can also use graphic organizers to help you plan the organization of your writing. One way to do this is to make an **outline**. An outline simply lists your central ideas and supporting details in an organized way. This allows you to plan the order you will talk about each topic. Remember Kellie's cluster diagram about wanting to be an actress? She might turn her cluster diagram into an outline like this one.

I. Well-known
   a. Famous friends
   b. Get into cool places
   c. Directors begging me to play a role

II. Perks of being famous
   a. Win awards
   b. Good money
   c. Nice stuff

III. Role model
   a. Good roles only
   b. No scandals
   c. Use money for charity

You can also use graphic organizers to help you plan narrative stories. You can also use **plot diagrams** to help you organize your own story. Look at this example of a plot diagram on the next page. This is a diagram for the story *Tales of a Fourth Grade Nothing*, but you can use a similar diagram to plan your own stories.

This graphic organizer looks like a mountain. Each part of a story has its own place in the graphic. At the left side of the mountain is the introduction of the story and its rising action. This is the part where you build up conflict in your story. Next is the climax, the height of your story's action. It forms the peak of the mountain. Then, the story's falling action and resolution go on the other side. When you
write stories, you will show the effects of the climax in the falling action. Then, you'll show how the characters resolved the conflict and tie up loose ends in the resolution.

No matter what type of writing you do, your conclusion or resolution should give your reader closure. Closure is the feeling that something is complete, or closed. Your reader should not have any unanswered questions left at the end of your story or essay.

**Writing a First Draft**

It's time to get your ideas on paper. You can write a first draft by using the ideas you came up with when you were planning your essay. Refer back to your brainstorming lists, cluster diagrams, outlines, or any other prewriting you have already done. These are your tools for crafting a draft, so be sure to use them.

In your draft, you should not worry about spelling or punctuation. The point of writing a draft is to get the ideas you brainstormed into sentences and paragraphs. This is not the final step. If some sentences are not perfect, that's fine. You will fix those later.

It is important to include all the parts of your writing in your draft. Make sure you have the beginning, middle, and end that you planned. Include a topic sentence for each paragraph. Fill out each paragraph with supporting details. Use transition words to show the connections between your ideas.
Week 3 Day 2
Practice 2: Writing a First Draft

You can use the outlining skills you have learned to help you begin writing your first draft. Use this outline to turn your brainstorming and planning into a draft. On each line, write a complete sentence based on your planning. Use a separate sheet of paper if you need more space. Then, use your outline to write a complete first draft. Write you draft on the next pages.

A. First Supporting Idea (Topic Sentence): 

1. 
2. 
3. 

B. Second Supporting Idea (Topic Sentence): 

1. 
2. 
3. 

C. Third Supporting Idea (Topic Sentence): 

1. 
2. 
3. 

Save your work. You will use it again for other practices in this chapter.
Week 3 Day 3
Revising the Draft
You have written a draft—good job! Now it’s time to improve your essay as much as you can.

Revising means improving your writing. In this step, you read your own work and look for ways to make it better. When you revise, you look for big things to change and reword to make sure your ideas are clear. Later, when you edit your draft, you will fix any errors you find. You can ask yourself these questions as you read your essay:

Writing Checklist Questions

- Did I respond to the prompt?
- Is my main idea clear?
- Do my details all support the main idea?
- Did I make the best word choices?
- Are my points 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. Will your readers understand 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, great, awesome, stuff, and thing.

Think back to the topic of what career you would pick. Here is the draft of Kellie’s paper. Look at the underlined parts. Do you see how they might make her writing seem a bit dull?

If I could be an actress, what I would do! I’d have lots of nice dresses and own a great house and maybe a new car! I’d have directors calling me up all the time asking me to star in their next films. I could get into all the right places and restaurants and never have to wait in line. One bad thing about being an actress would be the people who take pictures all the time. Their so nosie! If I lived in Hollywood, I could meet other famous people. I think I would be a good celebrity because I’d be rich but I’d use it for charity. I wouldn’t have scandals to my name either being a role model is important to me. Of course, I’d love to have famous friends and know all the rite people.

Now, look at the revised draft. Kellie uses more precise words. That helps make the writing more clear.

If I could be an actress, what I would do! I’d have a closetful of glamorous dresses and own a mansion and maybe a new car! I’d have directors calling me up all the time asking me to star in their next films. I could get into popular clubs and restaurants and never have to wait in line. One bad thing about being an actress would be the people who take pictures at all hours of the day and night. Their so nosie! If I lived in Hollywood, I could meet other celebrities, like Dakota Fanning or Brad Pitt. I think I would be a good celebrity because I’d be rich but I’d use my money for charity. I wouldn’t have scandals to my name either being a role model is important to me. Of course, I’d love to have famous friends and know all the rite people.
Include Details
In addition to precise words, there are other details you can include. They can make your writing more solid. When you conduct research, you will get more facts, or concrete details, to use to support your points. Make sure your supporting sentences contain examples, facts, and stories to give your reader more information. Your reasons and evidence give proof that what you are saying is right. If you are writing a story, use descriptions to give depth to your characters and settings. These help you grab your reader's interest so that he or she will want to read what you wrote.

Sometimes you will need to use sensory details in your descriptions. These details appeal to your five senses. Sensory details can be more attention-grabbing to read than concrete details alone. Read these two sentences to see the difference.

Concrete detail: Lizards have scales to protect themselves.
Sensory detail: Lizards have rough, hard scales to protect themselves.

Do you see how the sensory words describe the lizard's scales in greater detail? They also make the sentence more interesting. These sensory details help you add imagery to your writing.

Be careful to avoid clichés when you revise your writing. Clichés are phrases that have been used so much they aren't interesting anymore. Many people say, "I'm so hungry I could eat a horse!" This saying was new and exciting at some point. But now, everyone has heard it. It would be far more engaging to say something new, like "I'm as hungry as a bear in a honey famine!"

Use Figurative Language
Remember how authors use figurative language to add extra meaning to their writing? When you revise your writing, you can add figurative language of your own. Like sensory details and imagery, figurative language makes your writing more interesting. The sentence "I'm as hungry as a bear in a honey famine!" is an example of a simile. Similes are comparisons using like or as. You can use similes or metaphors (comparisons that use like or as) to make your own writing more meaningful and fun to read.

Use Transitions
Remember that transitions help your reader follow your ideas. They show relationships between central ideas and supporting details. Look at this paragraph. Can you see what the student forgot to add to his first draft?

I needed a lot of things for my project. I went to the store. The project was due the next day. My teacher said the project was very important to my grade. I wanted to do well. I knew I could go to a baseball game if I got a good grade. I was afraid I wouldn't finish it in time.

You might notice the story sounds funny. It doesn't seem to flow. That's because the student did not use transition words to connect his ideas. The ideas seem random and unrelated. Now read this paragraph, and pay close attention to how the underlined words change the paragraph.

Since I needed a lot of things for my project, I went to the store. The project was due the next day. My teacher said the project was very important to my grade, so I wanted to do well. I knew I could go to a baseball game if I got a good grade, but I was afraid I wouldn't finish it in time.

Do you see how much clearer the events of the story are when the writer added transitions?
Practice 3: Descriptive Detail

Find a picture in a book, in a magazine, or on the Internet. Write a paragraph describing the picture you chose. Make sure to use precise words, concrete details, sensory details, figurative language, and transitions in your description.

Editing the Draft

Once you have finished revising your writing, you should begin editing. When you edit your writing, 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

Look at chapters 7 and 8 for more review of these topics. Did you notice the errors in the actress essay? Here they are, underlined for you to see.

If I could be an actress, what I would do! I'd have a closetful of glamorous dresses and own a mansion and maybe a new car! I'd have directors calling me up all the time asking me to star in their next films. I could get into all the right places and restaurants and never have to wait in line. One bad thing about being an actress would be the people who take pictures at all hours of the day and night. Their so nosy! If I lived in Hollywood, I could meet other celebrities, like Dakota Fanning or Brad Pitt. I think I would be a good celebrity because I'd be rich but I'd use my money for charity. I wouldn't have scandals to my name either being a role model is important to me. Of course, I'd love to have famous friends and know all the rite people.

- The first mistake (I'd) needs an apostrophe as well as capitalization. It should be I'd.
- The word across should be spelled actress.
- The word Their should be They're, which is short for They are. The word nosy should be nosy.
- The underlined sentence is a run-on. It needs a period after either, and being should be capitalized. (Or you can add a semicolon after either.)
- Finally, the word rite should be right.

Editing your work is very important. Well-edited work is neat and easy to read. But it can be difficult to catch all of your errors. You should use peer editing to help you catch the tricky errors. Peer editing means having a friend or classmate edit your work. It is much easier to find other people’s errors than it is to find your own. When you trade papers with a friend and edit each other’s work, you both find more errors than you would find alone. Both of you end up with much better writing.
Practice 4: Editing the Draft

A. Read this text. It contains mistakes. Then, answer the questions that follow.

My Dream Pet

1. If I could choose any animal in the world for a pet, I would pick an elephant. An elephant is enormous. I could ride it down Main street, and people would get out of our way. They would know someone important and powerful was coming in their direction.

2. At home, my elephant could help with my chores. Me, my brother, and my sister always argue about our chores. A pet elephant could pick up my clothes, books, and toys with its trunk. It could even pick up my bed and shake it out!

3. An elephant could also help me earn some extra spending money. An elephant can squirt water from its trunk. Some of my neighbors have gardens growing on hills. Them need help with that job. My elephant could water those hard to reach places for my neighbors. Don't you think they would pay big money for that kind of help? I was knowing Mrs. Jones will want that kind of service!

4. Finally, I would like an elephant for a pet because no one else I know has one. I would be the only kid in town with a pet elephant!

1. Read this sentence from the text and the directions that follow.

   I could ride it down Main street, and people would get out of our way.

   Rewrite this sentence to correct the error in capitalization.

2. Read this sentence from the text and the directions that follow.

   They would know someone important and powerful was coming in their direction.

   Underline the word in this sentence that is not spelled correctly.

3. Read this sentence from the text and the question that follows.

   Me, my brother, and my sister always argue about our chores.

   What is the best way to correct the grammar in this sentence?
   A. I and my brother and my sister always argue about our chores.
   B. My brother, my sister, and me always argue about our chores.
   C. My brother, my sister, and I always argue about our chores.
   D. Correct as is
4. Read this sentence from the text and the question that follows.

A pet elephant could pick up my clothes, books, and toys with its trunk.

What is the best way to correct the punctuation in this sentence?
A. A pet elephant could pick up my clothes, and books, and toys, with its trunk.
B. A pet elephant could pick up my clothes, books and, toys with its trunk.
C. A pet elephant could pick up my clothes books and toys with its trunk.
D. Correct as is

5. Read this sentence from the text and the directions that follow.

Them need help with that job.

Rewrite the sentence, correcting the error in grammar.

6. Read this sentence and the directions that follow.

I was knowing Mrs. Jones will want that kind of service!

Underline the part of the sentence that contains an error.

B. Go back to the essay you drafted. Revise and edit it to make sure it contains no errors. Use the writing checklist as you revise your essay.
Chapter 9 Writing an Essay

Publishing the Draft
When you are done working on it, you can publish your writing. This means you share the final version of your essay with others. Before you publish your writing, you should make one last check that everything is correct and complete. Did you leave any words or paragraphs out? Did you finish all the steps of the writing process? Did you have a peer help you edit your paper? Once you are sure your writing is complete, you are ready to publish!

Remember, when you publish your writing, neatness counts. You should make sure your handwriting is clear and easy to read. Or you can type your essay on the computer. Then, you can print it to give copies to your teacher or to other students. You can also put a version of your finished essay online. If your class has a website, there may be a webpage to see student essays.

Practice 5: Publishing
Have you finished writing your essays? Now, it’s time to publish them! Complete the following task.
Take one of your essays, and make a small book out of it. You can print your essay on paper and then bind it together with staples. You also could punch holes on the left side of the pages and run yarn through the holes. You might make a book out of construction paper, and then write your story in it. Or you could glue the printed pages inside. Add some pictures to help tell the story. Show the things you want your readers to picture in their minds as they read your words.
Take another 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
revising editing
outline rough draft
graphic organizers details

In this chapter, you learned that (1) ________________ means looking for and fixing small errors like punctuation and spelling mistakes. (2) ________________ is where you visually place your ideas. Facts and (3) ________________ give proof that what you are saying is right. An (4) ________________ will help you put your thoughts and ideas in order. A (5) ________________ is when you use your brainstorming list, freewriting notes, or your outline to begin writing your essay. (6) ________________ means improving your writing by making sure it is clear, complete, and well organized.

See the Teacher Guide for the Chapter 9 Review.
Week 3 Day 4
Chapter 12

Narrative Essays

This chapter covers the following standards: W.3a-e, W.4, W.5, W.6

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 setting, narrator point of view, characters, dialogue, and descriptive details.

Setting

Setting is the time and place of a story. A story may take place in any era—past, present, or future. Also, a story may take place in any part of the world, real or imagined. Your story could be set in your school, your house, a store, or in outer space. Setting is very important because when and where the action of a story occurs directly affects other parts in the story. There can be more than one setting in a story. For example, a story can begin in a person's house and end at an amusement park.

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>
</tr>
</thead>
<tbody>
<tr>
<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>
</tr>
</tbody>
</table>
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, robots, talking rocks, or just about anything.

This chart lists two common types of characters.

<table>
<thead>
<tr>
<th>Character Type</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<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>
</tr>
<tr>
<td>Antagonist</td>
<td>This an opponent, rival, or obstacle to the protagonist.</td>
<td>In E. B. White’s <em>Charlotte’s Web</em>, Homer Zuckerman is the protagonist.</td>
</tr>
</tbody>
</table>

There are different kinds of characters in stories, and different ways to describe them. Authors describe characters by giving them what is 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, greedy, tall, or short. The characters you create in a story can have the same character traits as people you know.

This chart lists some common character traits.

<table>
<thead>
<tr>
<th>adventurous</th>
<th>bossy</th>
<th>happy</th>
<th>talented</th>
<th>poor</th>
<th>serious</th>
</tr>
</thead>
<tbody>
<tr>
<td>curious</td>
<td>funny</td>
<td>neat</td>
<td>proud</td>
<td>rich</td>
<td>nosy</td>
</tr>
<tr>
<td>energetic</td>
<td>hostile</td>
<td>sloppy</td>
<td>loud</td>
<td>respectful</td>
<td>silly</td>
</tr>
<tr>
<td>brave</td>
<td>honest</td>
<td>selfish</td>
<td>rude</td>
<td>daring</td>
<td>friendly</td>
</tr>
<tr>
<td>creative</td>
<td>sad</td>
<td>successful</td>
<td>unfish</td>
<td>cheerful</td>
<td>quiet</td>
</tr>
</tbody>
</table>

Dialogue
An important part of writing narrative essays is adding **dialogue** (conversations) between the characters. Dialogue helps move your story along. It can also help you break up descriptions of events, too. The purpose of adding dialogue to a story is to:

- develop the plot of the story. For instance, the antagonist might say something that angers the protagonist. This anger causes the protagonist to take some sort of action, moving the story closer to its conclusion.

- reveal conflict between characters. For instance, the dialogue between two characters might be hostile, which reveals the conflict between two different characters.

- develop the personality of the character. Both the tone and content of the dialogue tell the reader about the character’s personality.

- reveal background information about a character. The writer can use dialogue to reveal something that happened in the past.
Chapter 12 Narrative Essays

Read this passage. Then, read the explanation that follows.

Margaret and Victoria were two fourth grade girls. One day, just to be mean, Margaret started a rumor that Victoria cheated on her math test. A couple of days later, Victoria and her friend came up with a plan to trick Margaret into confessing that she lied. After lunch, Victoria cornered Margaret in the girl’s restroom. Victoria asked Margaret why she lied about Victoria cheating on the math test.

After reading the passage, the reader knows that Margaret is a mean girl who tells a lie about Victoria. The reader also knows that Victoria has a plan to get Margaret to tell the truth. Now, read the passage with some dialogue.

Margaret and Victoria were two fourth grade girls. One day, just to be mean, Margaret started a rumor that Victoria cheated on her math test. A couple of days later, Victoria and her friend came up with a plan to trick Margaret into confessing that she lied. After lunch, Victoria cornered Margaret in the girl’s restroom.

“How could you do this to me?” Victoria asked angrily.

“What are you taking about?” Margaret sneered.

“You know that you lied about me cheating on that math test,” Victoria said.

“So what?” Margaret asked. “You can’t prove that it was me that started that rumor.”

“Why did you say that I cheated on that math test?” Victoria asked.

“Why!” Margaret exclaimed. “I’ll tell you why. I don’t like you.”

“What did I ever do to you?” Victoria asked.

“Nothing. I just don’t like you, so you better watch out,” Margaret said, shoving Victoria out of her way as she stormed out of the restroom.

“Did you get all that?” Victoria asked her friend, Ashley. Ashley opened the door of the bathroom stall she had been hiding in.

“I sure did,” said Ashley. “I can’t wait for the principal to listen to this tape. Margaret is about to get what is coming to her.”

The dialogue in this passage helps to move the story along and makes the story more interesting. The dialogue reveals Margaret’s personality and the source of conflict between Margaret and Victoria.

**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. In other words, description allows the reader to be transported into a scene. Writers use descriptive details to create a vivid picture of a person, place, or thing.
For example, read this short paragraph. Then, read the explanation that follows.

Hi, my name is Andy. I have a dog and live with my parents and baby brother. Last weekend, I went camping with my Grandpa Joe and my father. We had a good time fishing, hiking, and swimming.

This paragraph contains some information about a boy named Andy who went camping with his dog, grandfather, and father. Now, read the paragraph with descriptive details added.

Hi, my name is Andy. I just turned ten-years-old two weeks ago. I have light brown hair and blue eyes. I live in a red-brick one-story house with my parents and my baby brother, Sam. Sam is five months old. He’s cute, but he cries a lot. I also have a big, goofy Golden Retriever named Rufus. Rufus loves going on walks around the neighborhood. He likes it when people stop to pet him. He wags his tail like crazy and has a big smile on his face. Rufus really likes our neighbor Mrs. Stanton because she always has doggie treats for him. For my birthday, Dad and Grandpa Joe took me camping at Lake Winnesopga. We had so much fun. My dad rented a boat, and we fished right in the middle of the lake. I caught a pretty big catfish. Grandpa Joe caught the most fish, though. After fishing, Dad, Grandpa Joe, and I went swimming. It was a scorching hot, summer day, so the cool, crystal clear water was a welcomed relief from the heat. Later that night, my dad cooked the fish we caught on the campfire we made. I helped bring twigs and branches from the forest to make the fire. The next day, we all went hiking on a nature trail through the forest. It was so cool. We saw deer, foxes, squirrels, birds, and frogs. We even saw a mean-looking rattlesnake sunning itself on a rock. I had a really good time on this camping trip, and I hope we get to do it again next summer. Maybe I can bring Rufus next time. He would love swimming in the lake and chasing all the critters in the forest.

Do you see how different this paragraph is from the first one? In this paragraph, Andy describes what he looks like. He also describes his brother as being cute but fussy. Readers can picture what Rufus looks like, and readers can picture Rufus walking around the neighborhood, wagging his tail, getting petted, and eating dog treats. Andy describes the camping trip with his father and grandfather. Readers can picture them fishing, swimming, and hiking. Andy uses examples to describe what they saw while hiking. He uses the word scorching to make it clear that it was a very hot day, and he uses the words cool, crystal clear water to describe the lake. Readers can also visualize the snake on the rock and Rufus running around chasing forest animals if he went on the next camping trip.

Descriptive Details and Sensory Language

No matter what kind of narrative essay you write, be sure to make your narrative descriptive. Some examples of sensory words are as follows:

- **Sight** - dazzling, sparkling, golden, purple, brown, spotted, round, tall, wrinkled
- **Hearing** - blaring, squeaking, piercing, chattering, squawking, thudding, moaning, giggling
- **Smell** - earthy, rotten, fresh, musty, fruity, sweaty, burnt, buttery, spicy
- **Taste** - bitter, sour, delicious, mushy, rich, salty, mild, chewy, sweet, crunchy
- **Touch** - slimy, furry, hard, bumpy, smooth, cold, silky, sharp, sticky, wet, dry
Chapter 12 Narrative Essays

Practice 1: Sensory Language and Descriptive Details

1. **Part A**
   Look at this picture.

   ![Image of a school lunchroom with students and food]

   Think about eating lunch in your own school lunchroom. Then, answer these questions.

1. What do you see around you in your school lunchroom?

   ________________________________________________
   ________________________________________________
   ________________________________________________
   ________________________________________________
   ________________________________________________

2. What sounds do you hear?

   ________________________________________________
   ________________________________________________
   ________________________________________________
   ________________________________________________
   ________________________________________________

3. What foods do you smell in the lunchroom?

   ________________________________________________
   ________________________________________________
   ________________________________________________
   ________________________________________________
   ________________________________________________

4. What tastes (crispy, greasy, creamy, spicy, etc.) does the lunch room bring to mind?

   ________________________________________________
   ________________________________________________
   ________________________________________________
   ________________________________________________
   ________________________________________________
Week 3 Day 5
Transitional Words

How do you move the sequence of events along in a story? You use transitional words and phrases. **Transitions** help move a story along in a clear, logical manner. Think about how you tell stories to your friends. You probably use transitions like first, then, next, later, and finally to help your friends follow your story. You use the same transitions when you write narrative stories.

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

<table>
<thead>
<tr>
<th>First</th>
<th>Since</th>
<th>As soon as</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second</td>
<td>Now</td>
<td>In the meantime</td>
</tr>
<tr>
<td>Immediately</td>
<td>Suddenly</td>
<td>Without delay</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>Last</td>
<td>To begin with</td>
<td>Prior to</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 nicknamed 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 transitions 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 nicknamed 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 transitions 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.
Practice 2: Setting, Narrator, Characters, Descriptive Words, Transitions, and Dialogue

A fourth grade student named Bonnie was given this narrative writing prompt:

Write a story about a time when you had to learn to do something for the first time.

Read Bonnie's essay. Then, answer the questions that follow.

Becoming a Big Sister

1. Right before my sixth birthday, my mom told me I was getting a little brother. I don't mind telling you I wasn't happy about that at all. I pretended to be happy. But nothing my mom said made me feel any better about being a big sister to a baby brother. That night in bed, I asked myself, “What do I know about being a big sister?”

2. Eventually, my little brother, Jacob, was born. My dad took me to the hospital to see him and my mother. The baby looked like a little burrito all wrapped up in his blankets. My mom unwrapped the baby from the blankets, so I could get a good look at him. The baby had a headful of brown hair, and his skin was all wrinkled. His tiny fingers were tightly closed into little fists while his blue eyes looked directly at me. I just stood there, speechless. My mom told me to hold him. Hold him! Nobody said anything about me having to hold my baby brother.

3. “Come on, Bonnie,” my mother said. “You need to learn how to hold him.”

4. “Do I have to?” I asked, fearing that I would hurt him.

5. My father said, “You don’t have to hold him right now if you aren’t ready.”

6. “Thanks,” I said, hoping that I never had to hold my brother.

7. About a month later, I was helping my mother fold the laundry. She had this expression on her face that told me that she wanted to tell me something.

8. “Bonnie, Jacob is your brother, and you need to learn how to hold him. I am counting on you to help me change him and feed him this summer,” my mother said.

9. “Okay. I knew you would make me hold him sooner or later,” I replied.

10. My mother smiled and motioned for me to follow her. We walked down the hall and into Jacob’s room. My heart was pounding. What if I dropped him? What if he cried when I held him?

11. My mom walked over to the crib where Jacob was kicking his little legs in the air and making little gurgling noises. She gently picked him up and carried him over to me.


13. I sat down in the rocking chair and thought my mother was about to make a big mistake.

14. My mother said, “Okay, Bonnie, just relax, and hold out your arms. Now, take your right hand and support his head and neck while cradling his body with your other arm.” My mother guided my right hand under Jacob’s head and put the rest of his body in my left arm. Then, she backed up and smiled at me.

15. “Oh, my gosh! I’m doing it. I’m holding him,” I squealed.
"Yes, you are," my mother said. "Now, that wasn't so scary was it?" she asked.

"Yes, it was," I said stubbornly.

And just like that, I was holding my baby brother. After a few more lessons on how to hold a newborn baby, my fear was gone. Learning how to hold a baby just takes practice like anything else. After a couple of weeks, I was feeding Jacob, changing his stinky diaper, and rocking him to sleep at night. Who knows, maybe I would enjoy being a big sister after all.

1. Part A
What is the setting of paragraph 1?

Part B
What is the setting of paragraph 2?

2. Part A
Who is telling this story?

Part B
This story is told from the first or third person point of view?

3. Part A
Read this line of dialogue from the story.
"Do I have to?" I asked, fearing that I would hurt him.

What does this line of dialogue reveal about Bonnie?
A. Bonnie does not like her little brother.
B. Bonnie is afraid that she will hurt her little brother.
C. Bonnie does not want to visit her brother and mother.
D. Bonnie thinks her mother should hold the baby.

Part B
Which paragraph lets readers know that Bonnie is excited to hold her brother for the first time?
A. paragraph 9
B. paragraph 6
C. paragraph 17
D. paragraph 15
4. **Part A**
Underline **two** transitional words in this passage.

My mother said, "Okay, Bonnie, just relax, and hold out your arms. Now, take your right hand and support his head and neck while cradling his body with your other arm." My mother guided my right hand under Jacob's head and put the rest of his body in my left arm. Then, she backed up and smiled at me.

**Part B**
Underline at least **six** descriptive and/or sensory words in paragraph 2.

Eventually, my little brother, Jacob, was born. My dad took me to the hospital to see him and my mother. The baby looked like a little burrito all wrapped up in his blankets. My mom unwrapped the baby from the blankets, so I could get a good look at him. The baby had a headful of brown hair, and his skin was all wrinkled. His tiny little fingers were tightly closed into little fists while his blue eyes looked directly at me. I just stood there, speechless. My mom told me to hold him. Hold him! Nobody said anything about me having to hold my baby brother.

**Narrative Organizer**
A narrative outline will help you organize your story, and it will help you include all the elements of the plot. Look at this narrative organizer Bonnie used to organize her narrative essay.

**Narrative Story Outline**

**Story Title:** Becoming a Big Sister

**Setting of the story:** Home and the Hospital

**Characters in the story:** Me, Mom, Dad, and Jacob

**Details**

**Beginning of story**
Mom tells me I am going to be a big sister. I am not happy with this. I don't know anything about being a big sister.

**Middle of story**
I meet my little brother in the hospital. Mom wants me to hold him, but I am afraid to hold him. Later on, Mom tells me I have to learn how to hold the baby.

**End of story**
Mom teaches me how to hold Jacob, and it was easier than I thought it would be. I learned how to feed him and change him.

You can create your own narrative organizer to organize your story ideas.
The Narrative Essay Writing Process

Step 1 ➔ Brainstorm or freewrite your story ideas down on paper.
Step 2 ➔ Use a graphic or narrative organizer to organize your story ideas.
Step 3 ➔ Write the rough draft of your narrative essay. Include the setting and all parts of the story.
Step 4 ➔ Revise your essay. Include character traits, dialogue, sensory language, descriptive details, and narrator point of view.
Step 5 ➔ Edit your essay. Correct spelling, grammar, punctuation, and sentence structure mistakes.
Step 6 ➔ Write your final draft.

Chapter 12 Key Term Activity

Fill in the blanks with the correct word.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
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<tbody>
<tr>
<td>sensory language</td>
</tr>
<tr>
<td>character traits</td>
</tr>
<tr>
<td>point of view</td>
</tr>
<tr>
<td>narrative</td>
</tr>
<tr>
<td>dialogue</td>
</tr>
<tr>
<td>descriptive details</td>
</tr>
</tbody>
</table>

In this chapter, you learned that a (1) ___________________ is the perspective from which the story is told. (2) ___________________ is a conversation between the characters. (3) ___________________ are sensory recreations of experiences or objects. A (4) ___________________ is a true or made up story. (5) ___________________ are words that describe a character's personality and what a character looks like. (6) ___________________ includes sight, sound, smell, hearing, and touch.

See the Teacher Guide for the Chapter 12 Review.

Narrative writing tells a story.

Once upon a time...