5th 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>The Three Little Pigs</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 8

The Essay Writing Process

This chapter covers the following standards: W.1, W.2, W.3, W.4, W.5, W.6

At some point, you will need to write an essay in response to a writing prompt. You might write essays that are narrative, informative, or persuasive. You will also review ways to write an effective essay and practice writing on your own. However, before you learn the different steps of the writing process, let’s review the basics of writing a paragraph.

**Paragraph Structure**

A **paragraph** is a group of closely related sentences that develop a central idea. Paragraphs are usually five to six sentences long, but your teacher will let you know how many sentences to write for your paragraphs. A paragraph has three parts as shown below:

1. **Topic Sentence (Introduction)**
2. **Supporting Details (examples, reasons, testimony, observations)**
3. **Concluding Sentence (Summary)**

The topic sentence is the first sentence of the paragraph. The **topic sentence** introduces the topic (main idea) of the paragraph.

The next three sentences are the supporting sentences. **Supporting sentences** provide details for the paragraph.

The concluding sentence is the last sentence of the paragraph. The **concluding sentence** sums up the content of the paragraph.

The chart on the next page outlines the paragraph and explains the function of each sentence in the paragraph.
Look at these sentences about civilian space travel:

**Topic sentence:** The idea of space travel has fascinated people for hundreds of years.

**Supporting sentence 1:** Ever since our ancient ancestors first gazed upon the night sky, people have wondered what wonders existed beyond the twinkling stars.

**Supporting sentence 2:** You may be surprised to know that the idea of civilian space travel has been around for decades.

**Supporting sentence 3:** In fact, many people in the 1970s believed that people would be staying in hotels on the moon by the year 2000.

**Concluding sentence:** Although hundreds of people, including Justin Bieber and Katy Perry, have signed up to become future space tourists, many people wonder if civilian space travel is a good idea.

Now, look at how the sentences form a paragraph when they are all put together.

The idea of space travel has fascinated people for hundreds of years. Ever since our ancient ancestors first gazed upon the night sky, people have wondered what wonders existed beyond the twinkling stars. You may be surprised to know that the idea of civilian space travel has been around for decades. In fact, many people in the 1970s believed that people would be staying in hotels on the moon by the year 2000. Although hundreds of people, including Justin Bieber and Katy Perry, have signed up to become future space tourists, many people wonder if civilian space travel is a good idea.

**Practice 1: Paragraphs**

Read the paragraph. Then, answer the questions that follow.

Bicycle Motocross (BMX) racing is one of the fastest growing and most popular sports in the world. In July of 1971, filmmaker Bruce Brown recorded some boys jumping high in the air and performing incredible stunts while racing their bikes around a dirt track. Brown was impressed by what he saw. So part of the film was used as the opening credits of a documentary about motorcycle racing called *On Any Sunday*. And it wasn't long before this new, exciting bicycle sport grabbed the attention of thousands of kids all across the country.

1. Draw a circle around the topic sentence.
2. Underline the supporting sentences.
3. Draw a rectangle around the concluding sentence.
The Essay Writing Process

Whether you’re writing a letter, an essay for class, or a response to a writing prompt, your writing won’t just appear magically. You have to use a process. Prewriting is the first step of the writing process.

Read the Writing Prompt

The first step in writing a good response is to read the writing prompt carefully. Make sure you understand the question, the topic you should write about, and the form (persuasive, informative, or narrative) that you should write in. It is also important to identify the audience you are writing to. As you will see, these considerations should be answered for you in the writing prompt.

Prewriting

Once you clearly understand the writing prompt, you can begin generating ideas to use in your response. This is called prewriting. You may have many good ideas, but they aren’t useful until you get them out of your head and onto the paper. Brainstorming and freewriting are two methods of getting your ideas out of your head, so you can work with them.

If you are writing an essay for class, you can also do research. You can look up the topic of your writing and include facts about it. When you do research, remember to cite (give credit to) the sources you use.

Brainstorming

One way to explore ideas for your essay is through brainstorming. Make a list of whatever comes to mind about the topic in the writing prompt. Do not worry about grammar or spelling, and don’t make any decisions about the ideas as you write them. Just let them flow freely from your thoughts.

Your purpose is to create a list of ideas and details that you can use to develop your essay. For example, look at the brainstorming lists below, which a student named Tim wrote. Tim was asked to name his favorite food.

After listing some different foods, Tim decided his absolute favorite is spaghetti. Now, read on to find out how prewriting helped Tim to develop this idea.

Freewriting

Freewriting is another way to write down ideas that you can use for an essay. When you freewrite, you simply start writing and see what happens. Don’t worry about grammar and spelling. If you get stuck and don’t know what to put next, write “I don’t know what to write.” Just keep writing, and let the ideas flow.

Look at how freewriting helped Tim with his essay about spaghetti.

I really like my mom’s spaghetti with meatballs. She makes great sauce, the meatballs are just a little spicy, I put grated cheese on top too, it’s best to put the cheese on when it’s really hot so it melts a little. Spaghetti is one food you can kind of play with cause you twirl the noodles on your fork. It’s fun to eat and delicious!
Chapter 8 The Essay Writing Process

**Graphic Organizers**

It would be hard to write directly from a brainstorming list or freewriting notes. The ideas don't follow any logical order. You need to **focus your ideas** by grouping and organizing them.

**Graphic organizers**, such as a Venn diagram, spider map, T-chart, main idea chart, and a cluster chart, help you visually place your ideas.

For example, 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]

For almost any topic, a **spider map** is helpful for deciding the main points to cover. You write the central idea in the center, and write each main point about it on the lines that radiate outward like legs. Supporting details go on the smaller lines off each leg. This graphic organizer also works well to develop ideas for cause and effect. For example, you can write a cause in the center and the effects that happen as a result on the lines. Conversely, the effect can go in the middle, with the causes that lead to it on the lines.

Look at the spider map on maintaining a healthy lifestyle.

![Spider Map]

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.

<table>
<thead>
<tr>
<th>Reasons They Should</th>
<th>Reasons They Should Not</th>
</tr>
</thead>
<tbody>
<tr>
<td>companionship</td>
<td>too immature</td>
</tr>
<tr>
<td>responsibility</td>
<td>can hurt the animal</td>
</tr>
<tr>
<td>exercise and play</td>
<td>allergies</td>
</tr>
<tr>
<td>reduces stress</td>
<td>animal can hurt the child</td>
</tr>
</tbody>
</table>
Main Idea and Details Chart

A main idea and details chart can help you list the main idea (topic), details, and summary that will be included in an essay. This chart will also help keep your main points organized and in the order that each part of the essay will be written. This chart is useful for writing a five-paragraph essay.

<table>
<thead>
<tr>
<th>Main Idea:</th>
<th>A country I would like to visit is Ireland.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Detail 1:</strong> Medieval Castles</td>
<td><strong>Detail 2:</strong> Attractions</td>
</tr>
<tr>
<td>• Blarney Castle in County Cork</td>
<td>• Country villages</td>
</tr>
<tr>
<td>• Bunratty Castle in County Clare</td>
<td>• Giant’s Causeway</td>
</tr>
<tr>
<td>• Leap Castle in County Offaly</td>
<td>• Cliffs of Moher</td>
</tr>
<tr>
<td></td>
<td>• Aran Islands</td>
</tr>
<tr>
<td></td>
<td>• Glenveagh National Park</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Summary: The castles, attractions, and culture are the reasons why I would like to visit Ireland.

Clustering is another helpful way to start organizing your ideas. Using clustering, you group related thoughts together. First, put the main question of the writing prompt in the center of the page, and draw a circle around it. Then, draw branches from this circle to add topics and supporting details.

The clustering process can help you sort out your ideas. As you can see, clustering helped Tim decide on three main ideas to talk about in his essay. Each of these would make a good topic for one paragraph.

Whichever method you use to generate ideas, keep your goal in mind. You want to be able to use the notes you made as a road map to follow as you begin to write. Once you have your ideas in a usable list or organizer, it’s time to begin planning. As you write, and later revise, you will develop your ideas further by adding details and linking everything together in a logical way.
Week 3 Day 2
Making an Essay Outline

An essay outline is your road map. An outline will help you put your thoughts and ideas in order. And it will guide you through to the finished essay. When you create an outline, you organize your thoughts about your topic. First, write your topic (the title) at the top of the page. Then, list all the main topics (points) you want to make about the essay topic. Finally, list the facts and reasons that support those main topics.

An outline can have main topics, and subtopics. This is what you need to know about writing an outline.

- Every outline should have a title. The title should be centered on the page.
- The introduction, main topics, and conclusion are set off by a Roman numeral followed by a period.
- Subtopics give supporting facts or reasons. A subtopic is set off by a capital letter followed by a period.

Look at this outline format.

(Essay Title)

I. Introduction
(Tells readers what main topics will be in the essay.)
   A. (Main Topic #1)
   B. (Main Topic # 2)
   C. (Main Topic #3)

II. (Main Topic #1)
   A. (Supporting fact or reason #1)
   B. (Supporting fact or reason # 2)
   C. (Supporting fact or reason #3)

III. (Main Topic #2)
   A. (Supporting fact or reason #1)
   B. (Supporting fact or reason # 2)
   C. (Supporting fact or reason #3)

IV. (Main Topic #3)
   A. (Supporting fact or reason #1)
   B. (Supporting fact or reason # 2)
   C. (Supporting fact or reason #3)

V. Conclusion
(You will reword and summarize the main topics for your readers.)
Look at the outline Tim made for his essay.

Title - Why I love my Mom’s Spaghetti

I. Introduction
   A. She makes it from scratch
   B. I love how it tastes
   C. It’s fun to eat
II. Great Sauce
   A. Fresh and canned tomatoes
   B. Fresh herbs
   C. Cut-up peppers
III. Meatballs
   A. Spicy, but not too hot
   B. Juicy, never dry
IV. Fun to Eat
   A. Watch cheese melt on top
   B. Twirl noodles
   C. Make the meatballs last
V. Conclusion

As you can see, Tim now has an excellent road map for drafting an essay with five paragraphs.

Raising Questions
Another key to writing an excellent essay is raising questions that your reader might have. Think about what you would ask a person about the topic. Using our sample writing prompt, what would you ask a friend about his or her favorite food? Here are some possible questions to ask about Tim’s topic:
   · How often do you have your favorite spaghetti?
   · Does your mom ever make it with different ingredients?
   · Do you put anything else on top, besides cheese?

These are good questions, and maybe you can think of others. The idea is to consider what people might ask so that you can answer those questions in your composition.

Writing the Rough Draft
A rough draft is an important part of the writing process. This is the time you will write your ideas and thoughts down on paper. When you write a rough draft, you will use your brainstorming list, freewriting notes, or your outline to begin writing your essay.

The purpose of the rough draft is for you to write your ideas and get them on paper without fear of making mistakes in grammar, capitalization, punctuation, or paragraph structure. A rough draft is supposed to be a little messy and have mistakes in it. If needed, review the paragraph structure section at the beginning of the chapter.
Chapter 8 The Essay Writing Process

Look at Tim's rough draft.

**Tim's Rough Draft**

My favrite meal is my moms spaghetti. It is good and it is fun to eat. The homemade sauce. Mom uses canned tomatoes and paste. Fresh hurbs two. She adds cut up peppers. the meatballs a little spicy not too hot. They are stay juicy. They are never dry or hard.

Spagetti Spaghetti is fun to eat. I like to put the grated chees on top to melt while its hot. The chalenge is getting the meatballs to last.

My moms spaghetti is my favorite meal. I give her a big hug. Glad my mom is a great cook.

As you can see, Tim's rough draft has several errors in it. There are some misspelled words, such as favrite, little, chalenge, and hurbs. There is a run-on sentence in the first paragraph: It is good and it is fun to eat.

The words moms spaghetti should be written as mom's spaghetti. And the words while its hot should be written as while it's hot. Also, the word the in the third paragraph should be written as The.

Tim will revise his essay in the next step, and he will begin to correct spelling and grammar errors. He will also begin adding more information to his essay.

**Revise 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**

- 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. Can your 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, great, awesome, stuff, and thing.

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

My favorite meal is my mom’s spaghetti. I love it. It tastes yummy. It is fun to eat.

The best part is the homemade sauce. Mom uses canned tomatoes and paste, but she also cuts up fresh tomatoes. Fresh herbs too. She adds cut-up peppers.

The next best thing is the meatballs. There a little spicy but not too hot. They are always cooked just right and stay juicy. They are never dry or hard.

The last best thing is that spaghetti is fun to eat. I like to put the grated cheese on top to melt while it’s hot and twirl the noodles on my fork. The challenge is getting the meatballs to last.

This is why my mom’s spaghetti is my favorite meal. Whenever she makes it, I give her a big hug. I’m so glad my mom is a great cook.

Now look at Tim’s revised draft. He uses more precise words. That helps make his writing more clear.

Tim’s Second Revised Draft

My favorite meal is my mom’s spaghetti. She makes it from scratch, and I love it. It tastes mouth-wateringly delicious and is fun to eat.

The best part is the homemade sauce. Mom uses canned tomatoes and paste, but she also cuts up fresh tomatoes. Fresh herbs too, like oregano and basil. She adds peppers cut into little cubes.

Also scrumptious are the meatballs. There a little spicy but not too hot. They are always cooked to perfection and stay juicy. They are never dry or hard.

The final reason I love spaghetti is that it’s fun to eat. I like to put the grated cheese on top to melt while it’s hot and twirl the noodles on my fork. The challenge is getting the meatballs to last, so I cut them up and have a piece of meatball with each fork of noodles.

The flavor and fun of my mom’s spaghetti make it my favorite meal. Whenever she makes it I give her a big hug. I’m so glad my mom is such a wonderful cook.

Include Relevant Details

In addition to colorful words, there are other details you can include. They can make your writing more interesting. When you conduct research, you will get more facts to use to support your points. Supporting sentences tell details about your point. Supporting sentences contain examples, facts, and stories. They 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 descriptions help you grab your reader’s interest so that he or she will want to read what you wrote. Make sure the facts you include are relevant. Relevant means that the information matters to your topic and isn’t out of place. Every detail you add should support your topic. If it does not give support, take it out.
Chapter 8 The Essay Writing Process

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

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

Because some of these errors are small, you might miss them. But small mistakes matter. Look over your writing closely when you edit.

Tim’s Final Draft
My favorite meal is my mom’s spaghetti. She makes it from scratch, and I love it. It tastes mouth-wateringly delicious, and it is fun to eat.
The best part is the homemade sauce. Mom uses canned tomatoes and paste, but she also cuts up fresh tomatoes. She uses fresh herbs too, like oregano and basil. She also adds bell peppers cut into little cubes.
Also scrumptious are the meatballs. There a little spicy, but they are not too hot. They are always cooked to perfection and stay juicy. They are never dry or hard.
The final reason I love my mom’s spaghetti is that it’s fun to eat. I like to put the grated cheese on top to melt while it’s hot and twirl the noodles on my fork. The challenge is getting the meatballs to last, so I cut them up and have a piece of meatball with each bite of the spaghetti.
The flavor and fun of my mom’s spaghetti make it my favorite meal. Whenever she makes it, I give her a big hug. I’m so glad my mom is such a wonderful cook.

Publishing
When you are done working on it, you can publish your writing. This means you share the final version of your essay with others. You can type your essay on the computer. Then you can print copies of it to give 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.

Publishing your work helps you share it with others. Then, if you like, you can ask for outside help. Or you can work with a group to create new stories and improve each other’s writing.
Chapter 8 Key Term Activity

Fill in the blanks with the correct word.

**Word Bank**
- revising
- editing
- outline
- rough draft
- graphic organizers
- main idea and 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. A (3) ______________ chart can help you keep main points organized and in the correct order. 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 8 Review.
Week 3 Day 3
Chapter 11

Narrative Essays

This chapter covers the following standards: W.3a-e

Narrative Writing

Narrative writing tells a story. Like the other essays you have read about in this chapter, 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, plot, characters, dialogue, descriptive details, and point of view.

Setting

Setting is the time and place of action for a literary work. 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, the mall, or a baseball field. Setting is very important because when and where the action of a story occurs directly affects other parts in the story.

Plot

The plot is the pattern of events in a story, including how the story works out. It refers to all the related events that move from the story's beginning to its end. When you write a narrative, you should focus on the sequence of events of the story. You don't necessarily need to tell a story in the same order it happened, but the event's sequence needs to make sense.
Chapter 11: Narrative Essays

Let's take a look at the different parts of the plot.

In a story the introduction, sets the stage for the events to come. It usually gives details about the setting and characters. In Roald Dahl's Charlie and the Chocolate Factory, readers are introduced to Charlie Bucket, his parents, and his four grandparents who all live together in a small house. They’re poor, hungry, and cold. The one thing that brightens Charlie’s life is the chocolate factory, owned by Willy Wonka, that’s right in the neighborhood. That, and the one chocolate bar a year he gets on his birthday.

As the plot of a story unfolds, problems, or conflicts, occur between opposing forces. We see rising action as these various conflicts complicate the lives of the characters. For example, one conflict in Roald Dahl’s Charlie and the Chocolate Factory is shown in the strained relationship Charlie has with his father. Mr. Bucket loses his job, becomes very sick, and all he wants is some chocolate. The main conflict of the story is that Mr. Bucket’s ill health becomes a life or death situation.

The highest point of action in a story is called the climax. This turning point is usually filled with suspense, as readers want to find out what will happen next as the story reaches a peak. In Charlie and the Chocolate Factory, the climax occurs when Charlie finds some money on the ground, buys a Wonka chocolate bar, and finds a Golden ticket which Charlie uses to take a tour of Willy Wonka's chocolate factory. Charlie and Grandpa Joe go to the factory on the day of the tour, see a room made entirely of edible things (with a chocolate river), and they meet little people called Oompa-Loompas who run the factory.

After the highest point of action, most stories begin to move toward the end. This is called falling action. Major conflicts begin to be solved, and other details of the story are wrapped up. Charlie finds out that he has been chosen to take over the chocolate factory when Willy Wonka gets old, and the great glass elevator breaks through the roof of the ceiling.

The resolution is the outcome of a story. Conflict is resolved, and loose ends may be tied up. Some stories, of course, leave questions unanswered. By the end of Charlie and the Chocolate Factory, Willy Wonka, Charlie, and Grandpa Joe go get Charlie’s family, and bring them back to the factory, where they’ll never go hungry again.

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 some 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 Charlotte’s Web, Wilbur is the protagonist.</td>
</tr>
</tbody>
</table>
Chapter 11: Narrative Essays

<table>
<thead>
<tr>
<th>Antagonist</th>
<th>This is an opponent, rival, or obstacle to the protagonist.</th>
<th>In Bruce Coville's <em>Jeremy Thatcher, Dragon Hatcher</em>, Mary Lou Hutton is the antagonist.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flat</td>
<td>This is a character with few defining traits; often called two-dimensional.</td>
<td>In the <em>Harry Potter</em> book series by J. K. Rowling, Crabbe and Goyle are flat characters.</td>
</tr>
<tr>
<td>Round</td>
<td>This is a character with a variety of characteristics that you get to know about; three-dimensional.</td>
<td>In Roald Dahl's <em>Charlie and the Chocolate Factory</em>, Willy Wonka is a round character.</td>
</tr>
<tr>
<td>Static</td>
<td>This is a character who doesn't change throughout the story.</td>
<td>In &quot;Little Red Riding Hood,&quot; the Big Bad Wolf is a static character.</td>
</tr>
<tr>
<td>Dynamic</td>
<td>This is a character who changes or grows over the course of the story.</td>
<td>In Dr. Seuss's <em>How the Grinch Stole Christmas</em>, the Grinch is a dynamic character.</td>
</tr>
</tbody>
</table>

**Note:** Characters can be more than one type of character.

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, short, etc. The characters you write about can have the same character traits as people you know.

Think about people you know in real life. Some of these people may be old, young, nice, mean, loving, shy, outgoing, athletic, lazy, greedy, tall, short, etc. The characters you read about in books can have the same character traits as people you know.

Sometimes authors do not directly give character traits to their characters. Authors can reveal character traits by including a **character's thoughts, words, and actions**. Readers can determine the characteristics of a character by observing his/her thought thoughts, behavior, speech, appearance, and communication with other characters.

This chart lists some common character traits.

<table>
<thead>
<tr>
<th>adventurous</th>
<th>bossy</th>
<th>happy</th>
<th>considerate</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>obnoxious</td>
<td>daring</td>
<td>friendly</td>
</tr>
<tr>
<td>creative</td>
<td>sad</td>
<td>successful</td>
<td>unselshfish</td>
<td>cheerful</td>
<td>quiet</td>
</tr>
</tbody>
</table>

**Conflict**

The best way to study characters is to observe how they handle conflicts. **Conflict** is a problem or struggle in a piece of literature. The main conflict in a work is always the struggle that the main character faces.
Let’s take a closer look at some of these conflicts.

**Person vs. self**

This type of conflict occurs when characters struggle with themselves. They are unsure of an important choice they must make, or they feel tormented by some kind of emotion. This type of conflict is called *internal* because it occurs in the mind of a character.

**Example**

The *Island of the Blue Dolphins* by Scott O’Dell tells the story of a young Native American girl stranded alone for years on an island off the California coast. Karana lives alone on the island after her brother dies. Karana takes on traditionally male tasks, such as hunting, making spears, and building canoes in order to survive.

**Person vs. person**

This type of conflict is external. This occurs outside of a character. In this type of conflict, a character has a problem that involves another character. It could be a physical fight or verbal disagreement; it could even be two characters struggling to achieve the same goal.

**Example**

In *Anne of Green Gables* by Lucy Maud Montgomery, Anne, who is an orphan, is sent to live with Marilla and Matthew Cuthbert. Anne struggles to make friends, fit in at home and her new school, and she struggles with her classmate, Gilbert Blythe, who teases her about her red hair.

**Person vs. nature**

Also external, these conflicts include natural-disaster scenarios like tornadoes, floods, and severe storms. Other examples of person vs. nature conflicts might involve hostile, rugged terrain, such as an arid desert that must be crossed or a steep mountain that must be climbed or a conflict with an animal.

**Example**

The book “*Swiss Family Robinson*” by Johann Wyss is about a family from Switzerland on their way to Australia who are shipwrecked on a tropical island. They use their ingenuity and tools from the ship to survive, and eventually they regain contact with the outside world.

**Person vs. society**

Characters sometimes face problems with people in the world in which they live. Person vs. society conflicts can include issues with the rules or traditions of their society.

**Example**

The book *Sounder* by William H. Armstrong shows the courage, love, and faith that bind an African-American family together despite the racism and inhumanity they face during the difficult years of the nineteenth century South.

**Person vs. technology**

These types of conflicts are those that deal with a character struggling against machines or other devices with artificial intelligence.

**Example**

In the book *A Wrinkle in Time* by Madeleine L’Engle, Meg Murry, her small brother Charles Wallace, and her mother come face-to-face with a stranger in their kitchen. They discover that Meg’s father had been experimenting with time travel when he mysteriously disappeared. Now the time has come for Meg, her friend Calvin, and Charles Wallace to rescue Meg’s father.

**Person vs. supernatural**

This type of conflict features a character set against elements outside of the natural realm. This could include encounters with ghosts, deities, or other mystical experiences.

**Example**

In the book *Time for Andrew: A Ghost Story* by Mary Downing Hahn, Andrew thinks his Aunt Blythe’s house is creepy. Then, in the middle of the night, Andrew awakens to find the ghost of a boy standing in his room.
Person vs. supernatural

These conflicts have characters who attempt to break free of the fixed path set before them. This type of conflict is prevalent in Greek and Roman mythology, where the gods often placed fates on characters that could not be changed.

Example

The Disney book *The Lion King*, tells the story of Simba, a young lion who is destined to become the next lion king after Simba’s uncle kills Simba’s father. Simba must learn how to fight and recapture his rightful place in his family.

Dialogue

An important part of revising stories or narrative essays is adding engaging dialogue, or conversations between the characters. Dialogue helps move your story along. It can help you break up descriptions of events, too. But your dialogue needs to be exciting. Many parts of the conversations we have every day are too boring to read about. For example, look at this comic strip.

![Comic strip showing dialogue](image)

Do you see how this dialogue is not very engaging? As a reader, you probably don’t get much out of this dialogue. It doesn’t keep your attention. Now, look at this comic strip.

![Comic strip showing attention-grabbing dialogue](image)

See how the second comic strip uses attention-grabbing dialogue? You can tell the speaker’s feelings from the words. The words also show what is happening in the story.

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>
Week 3 Day 4
Chapter 11: Narrative Essays

Sensory Language and Descriptive Details

In addition, 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.

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 factual information about the author. However, there are no descriptive details that creates a vivid 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 and I live in a two-story white house that has a big fenced in back yard. I have a cute, little 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 dog named Rocky. He looks mean, but he is really a sweet dog. He loves to be petted by everyone we see 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 parents and I go camping a lot during the summer. I love toasting marshmallows in the campfire, swimming in the lake, and catching fireflies at night with my mother. Summer also means spending time with my best friend, Nikki. We sure do have a lot of fun playing dress up, painting our fingernails, hanging out at the mall, and talking about boys.

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 the author provides, you can visualize what she, her house, and her pets look like. You can also visualize the cat climbing on things, and the dog chasing squirrels and barking at the ducks. You can also visualize Lucy camping with her parents and playing with her friend, Nikki.

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

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Activity: Sensory Language and Descriptive Details

Look at this picture.

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 smells do you associate with the lunchroom?
4. What tastes (crispy, greasy, creamy, spicy, etc.) does the lunch room bring to mind?

5. Now, read the prompt.

Pretend that you are looking through a photo album. You turn the page, and you see this picture of this boy. First, describe how this picture makes you feel. Then, write down what you think this boy is thinking about.

There are no right or wrong answers to these questions. Just write down what thoughts and emotions you feel looking at this picture. And write down what you think this little boy is thinking about. Remember that when you write a story, you need to write what the characters are thinking (thoughts) and how they are feeling (emotions).

Establish a Point of View

When you write a narrative, you should choose a point of view or perspective from which the story is told. A point of view is the position or outlook from which a character tells the story.

Establishing a clear and consistent point of view in your narrative helps your readers to follow the events and characters in your story more easily.

The typical points of view to select would be either a first-person point of view or a third-person point of view. When you tell a story about a personal experience, or a story about someone else, you would write from a first-person point of view using pronouns, such as I, me, and my. When you write as an observer rather than a participant like a biographical sketch, then you would use pronouns, such as he, she, her, him, his, they, their, and so on.
Point of View

Every story has a **narrator**, the speaker who tells the story to the reader. The three main types of narration are **first-person point of view**, **second-person point of view**, and **third-person point of view**. The narrator’s or speaker’s point of view influences how events in a story are described.

<table>
<thead>
<tr>
<th>Type of Narrator</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First-person narrator</strong></td>
<td>This is a character within the story, speaking from his or her own point of view and using the pronouns <em>I</em>, <em>me</em>, and <em>my</em>.</td>
<td><em>Example</em>: In <em>Life of Pi</em>, Pi Patel tells his story as the main character.</td>
</tr>
<tr>
<td><strong>Second-person narrator</strong></td>
<td>He or she will talk to the audience directly, using <em>you</em> to address the reader. This type of narration is often used in giving instructions, such as a cookbook or a manual.</td>
<td><em>Example</em>: <em>Taste of Home Kid-Approved Cookbook</em> by Taste of Home</td>
</tr>
<tr>
<td><strong>Third-person narrator</strong></td>
<td>This is an unnamed storyteller who is not part of the story. The pronouns used are <em>he</em>, <em>she</em>, and <em>it</em>. Or the narrator might be all-seeing and is able to tell readers everything that the story’s characters think and feel.</td>
<td><em>Example</em>: <em>The Secret Garden</em> by Frances Hodgson Burnett</td>
</tr>
</tbody>
</table>

Organizing Your Narrative

When you are asked to write a narrative story, your teacher will give you a topic, or your teacher will ask you to choose your own topic. You can organize your narrative essay in three different ways: the five W’s chart, a plot diagram, and a narrative outline.

**The Five W’s Chart**

Let’s meet Ben. Ben is a fifth grade student who has been assigned to write a narrative story. He needs to decide on a point of view for his narrative about a wild horse ride. Since he personally experienced the wild horse ride, Ben chose the first-person point of view for his narrative. He felt that the story would have a greater impact on the reader with the use of the first-person point of view.

Ben was not sure about how he should organize his narrative. However, he took careful notes in Mrs. Connor’s English class and learned how to organize a narrative. She said that a story should begin by establishing a setting. **Setting** is the time, place, and general background for a narrative. Ben chose his setting to be near Yellowstone National Park in the summer of his tenth birthday. He would describe the mountains, valleys, the lodge, and the stables where he picked his horse to ride on the trail.

Mrs. Connor also explained that a narrative needs one or more characters (persons in the story). Ben decided that he and his family would be the characters. In addition, a story must contain a **plot**, a series of related events including **conflict** (struggle between different forces in a story) and leading to a **climax** (turning point in a story). A writer can also use **suspense**, so readers look forward to the next event in the narrative. Therefore, a narrative essay should have a setting, one or more characters, and a clear plot with a beginning, a middle, an end, and suspense.

Mrs. Connor also said that some narratives follow a **chronological order**, which is listing the events in the order in which they happened. The reader can then experience each event in a logical time sequence.

Mrs. Connor also suggested another strategy Ben could use to organize his narrative. He could create an chart for a narrative using the five W’s (*who, where, when, what happened, and why*).

She stated that the five W’s would still include the main parts of a story such as setting, character, plot,
and chronological order. Here is how Ben used this outline to organize his narrative essay:

My Wild Horseback Ride

<table>
<thead>
<tr>
<th>Who?</th>
<th>Ben, Jes, Mom, and Dad (Characters)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where?</td>
<td>Near Yellowstone National Park (Setting)</td>
</tr>
<tr>
<td>When?</td>
<td>Summer when I was 10 (Setting)</td>
</tr>
<tr>
<td>What happened?</td>
<td>Woke up, ate breakfast at lodge, drove to stables, saw an eagle, picked out horses, rode the ridge, climbed the tougher trails, my horse leaves the trail, my encounter with a mountain lion, my horse rears up and races down the mountain, safe return to stables, helicopter ride, I won't ride a horse again (Plot)</td>
</tr>
<tr>
<td>Why?</td>
<td>To reach the top of the mountain to see the view (Purpose)</td>
</tr>
</tbody>
</table>

This is Ben's narrative story. Notice how the story has a beginning, a middle, and an ending. The story has all elements of the plot. The story also has some dialogue and descriptive details. Additionally, the story has transitional words so that readers can follow events in the order in which they happened.

This is the story Ben wrote using his narrative outline.

My First (and Last) Horseback Ride

1. The sun rose brightly over the clear blue skies of Yellowstone National Park. The surrounding mountains reflected the glow of a new morning. Barely ten years old, I went on a two-week vacation out West with my family. We spent our last day horseback riding in the mountains and valleys near this magnificent park. The night before, I dreamed that my horse was almost flying along the ridges and mountain tops in huge leaps that took us into the clouds and back to earth again. Little did I realize what an incredible day I was about to experience.

2. Early that morning, my older brother Jes and I jumped out of bed, got dressed, and ate breakfast in the huge lodge's dining room. First, 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. After we reached the stables, we picked out our horses. I chose a lively, brown mare that I nicknamed Hyper. Jes rode a big white stallion named Snowball, and Mom and Dad settled for two gentle older horses called Dolly and Sam.

3. In a matter of minutes, we started to climb the well-worn path along the ridge above the stables. Ahead of us was another, higher ridge that led us on to the steeper, more challenging trails above. Eventually, we would be able to reach the top of the mountain where we could view the entire valley and the surrounding mountains.

4. As we climbed higher, I felt light headed and dizzy. Meanwhile, Hyper forged ahead. She suddenly turned and galloped far off the trail to reach the wild grasses that grew along a gully. With my family out of sight, Hyper started neighing loudly. I could sense something was wrong, and it was.
Ahead of us on a rock ledge was a snarling mountain lion with a menacing look in his eyes. Suddenly, Hyper reared on her hind legs as I hung on her back with all my might. Eyeing those dangerous hooves, the mountain lion howled and screamed and backed away. At that moment, Hyper quickly turned and headed straight down the mountain. Scared and angry, I continued to hang on despite the falling rocks and clouds of dust caused by our quick descent.

Hyper was amazing as she bounded over rocks, leapt over gullies, and tore through the underbrush. I could tell that her intent was to get back to those stables. And in a short time, we were there. Then, I thought about my dream the night before and how different my ride turned out to be.

About an hour later, Mom, Dad, and Jes returned to the stables. “I guess you took the short cut,” said Jes. Shaking my head, I told them about the mountain lion.

“We’re glad you’re safe,” Mom said, relieved.

“Well, we went looking for you, Ben, and never got to the top of the mountain,” remarked Dad. “Would you like to try again?”

“No, thanks, Dad,” I stated firmly. “How about a helicopter ride instead?”

So on that last day, we finally saw the top of that mountain and many other mountains besides and valleys too. And, from now on, I’ll stick to horseback riding in my dreams.

Plot Diagram

A plot diagram is good to use when you are organizing a narrative story. A sample of this is shown below. 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. During the narrative essay, you must introduce the characters and the main conflict in the story. Continuing up the mountain, you build up the conflict through the rising action.

Next is the climax, the highest part of the mountain. This is also the most exciting part of the story. Here, the conflict is addressed head on. Then, the story’s falling action and resolution go on the other side. In the falling action, you write about the consequences of the climax. In the resolution, you tie up loose ends so that your reader’s questions are answered. These parts of a narrative provide your story with a clear beginning, middle, and end.

For example, look at this diagram with the plot from E.B. White's Charlotte's Web.
Narrative Outline

A narrative outline will help you organize your story, and it will help you include all the elements of the plot. This is simple narrative outline you can use to organize your narrative essay.

**Introduction**

**Main Characters**
Fern, Wilbur, and Charlotte

**Setting**
The Zuckerman Farm

**Conflict of the Story**
Readers are introduced to Wilbur the pig and Fern, the girl who keeps Wilbur as a pet.

**Rising Action**
Charlotte tells Wilbur he may be killed, but that she has a plan to save him.

**Climax**
Charlotte begins her plan to save Wilbur.

**Falling Action**
Wilbur wins a special prize at the country fair. Charlotte tells Wilbur that she is dying.

**Conclusion**
Wilbur decides to save Charlotte’s Children and take them back to the farm. Charlotte dies at the fair ground.

Narrative writing tells a story.
Week 3 Day 5
Re-read the story, “My First (and Last) Horseback Ride.”

Write a journal entry about this event from the point of view of Hyper, the horse. Include information about 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. You will plan the narrative using the steps on the next page and then may write your narrative on the following pages or on separate sheets of paper.
The Narrative Essay Writing Process

Step 1: Brainstorm or freewrite your story ideas down on paper.
Step 2: Use a graphic organizer, plot diagram, or a narrative outline to organize your story ideas.
Step 3: Write the rough draft of your narrative essay. Include the setting and all parts of the plot.
Step 4: Revise your essay. Include character traits, conflict, dialogue, sensory language, descriptive details, figurative language, and point of view.
Step 5: Edit your essay. Correct spelling, grammar, punctuation, and sentence structure mistakes.
Step 6: Write your final draft. And use the writing checklist questions list to be sure that your essay is well-written.

Writing Checklist Questions

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