

Narrative Writing

At Sea

Objectives & Common Core Connections

- * Develop a real or imagined experience or event.
- * Focus on the purpose of narrative writing.
- * Develop a good opening sentence.
- * Establish a situation and characters.
- * Organize a clear event sequence.
- * Use dialogue to show characters' responses.
- * Add descriptive details to develop events.
- * Write a narrative.

Introduction Provide each student with a copy of the writing frame (page 57). Read the title and first line. Also discuss the illustration and point out the blank speech balloons. Explain that students will develop a narrative that includes dialogue and details.

Model Summarize the situation suggested by the illustration. You might say: *Some passengers aboard a cruise ship are reacting to the storm.* Work with students to develop opening sentences about the situation and characters. For example:

- A fierce storm tossed the ship through the waves over and over again. Mrs. Pardi clung to her husband as the ship heaved.

Lead students in developing a sequence of events. For example:

- ship is caught in storm
- the Pardis are upset
- ship finally docks
- the Pardis decide to spend vacation on land

Model sentences with dialogue to show how the characters might respond to the storm.

For example:

- “What a horrible vacation!” sobbed Mrs. Pardi.
- “Don’t worry,” Dr. Pardi said. “The crew is used to storms.”

Model sentences in which descriptive details show how the characters respond to the storm.

For example:

- Although he spoke calmly, Dr. Pardi was biting his nails. Mrs. Pardi closed her eyes as if to make the storm disappear. When the storm let up and the ship docked, the couple rushed off carrying their suitcases. They planned to spend the rest of their vacation on land.

Guided Practice Have students complete the writing frame. Encourage them to use their own dialogue and details to show how the characters respond to the events.

Review Invite volunteers to share their finished pages with the class. Have listeners use items 1–6, 8, 9, and 11 on the assessment checklist (page 64) to evaluate the effectiveness of other students' work.

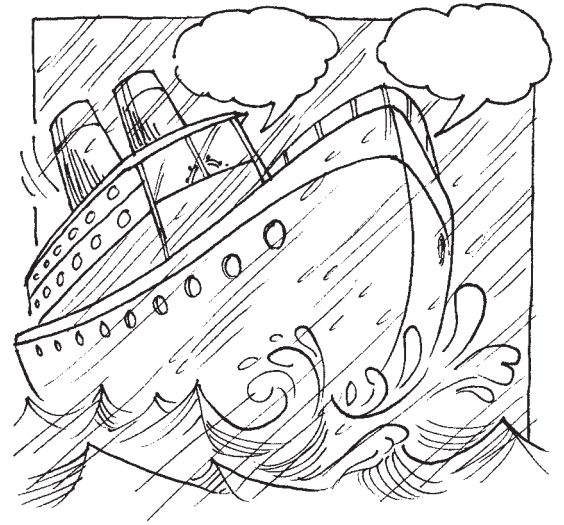
Independent Practice Use the On Your Own activity (page 58) as homework or review. Encourage students to use what they learned in the lesson to complete it. Explain that they can choose a topic from the Idea Box or use one of their own. Suggest that students limit the number of characters to two or three. You might also invite them to title their finished narratives.

At Sea



What's the story?

- Focus on your writing purpose.
- Tell what is happening and who the characters are.
- Write a good opening sentence.
- Organize events in order.
- Use dialogue and details to show how the characters respond to events.
- Write your narrative on another sheet of paper.



Writing Purpose _____

What Is Happening _____

Character 1 _____

Character 2 _____

Opening Sentence _____

Order of Events _____

Dialogue and Details _____

On Your
Own

Choose a story topic from the Idea Box or think of one of your own. Complete this page. Then, write your narrative on another sheet of paper.



Idea
Box

Boy Misses the Bus for School

My Idea: _____

Woman Gets on the Wrong Train

Family Is Caught in Huge Traffic Jam

Writing Purpose _____

What Is Happening _____

Character 1

Character 2

Opening Sentence _____

Order of Events _____

Dialogue and Details _____

Student Assessment Checklist

Narrative Writing

1. Developed a real or imagined experience or event.
2. Focused on the writing purpose.
3. Established a situation.
4. Established characters.
5. Developed a good opening sentence.
6. Organized events in sequence.
7. Used time words to signal event order.
8. Included dialogue.
9. Used descriptive details.
10. Provided a conclusion.
11. Wrote a narrative.

**More Things
to Check**

- Capitalized proper nouns.
- Capitalized the first word of sentences.
- Used correct punctuation.
- Spelled words correctly.
- Followed correct paragraph form.