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# 14 Narrative Writing

When you write a **narrative**, you write a story. A story has a beginning, middle, and end. A story can be make-believe. You can also write a story based on events that happened to you in real life. This is called a **personal narrative**. You use the pronouns *I* and *me* when you write about something that happened to you. This is called a first-person narrative. Stories that are made up are called **creative narratives**. Writers often use details from their own lives to make these stories seem true to life.

You should write about the events in the order that they happened. This is called **time order**. Using time order gives the story a clear beginning, middle, and end. A story may also have details about the **setting**. The setting is when and where an event took place.



## Guided Practice

Read the writing assignment. Then answer the questions.

**Write a personal narrative of one or more paragraphs about a time that you went on an interesting trip.**

Be sure to:

- follow the five steps of the writing process
- write a topic sentence
- arrange the details about the event in time order
- give details about the time and place and your feelings
- use first-person pronouns *I* and *me*



## Step 1: Prewrite

Read the writing assignment again. Underline key words. This will help you know what to write about.

What words give clues about the type of narrative you will write?

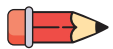
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There are two types of narratives. One that is made up. One that is about real-life experiences.

The next step is to plan what to write. First, decide on the experience. Jot down notes about what happened first, second, and so on. Then write details about the event.



A graphic organizer helps put ideas in order. Choose a graphic organizer that fits the kind of writing you will do. A narrative tells about an event and gives details in time order. A sequence chart shows events in time order.

Here is how one student, Ella, uses a sequence chart to organize the details of her story and to put them in the correct time order.

**Subject:** My Train Ride to Visit Uncle Ray and Aunt Rosa

↓  
**1** Dad walked me to the train car

↓  
**2** climbed on train and found a seat by the window

↓

3 forgot my glasses



4 I was upset. If someone was with me we could have played a game.



5 watched the scenery go by and listened to the sounds of the train



6



7



8



9



The items below complete the sequence chart. Number them in the order in which you think they happened. Number them 6, 7, 8, 9 to complete the time line.

\_\_\_\_\_ I fell asleep.

\_\_\_\_\_ He said we were already at my stop.

\_\_\_\_\_ The conductor woke me up.

\_\_\_\_\_ I saw my aunt and uncle.



Are there any words that give clues to the order of events? What do you think happened next? Think about when the event happened. Was it before or after another event?

The next step is to write the draft.

## Step 2: Draft

Read Ella's draft. Then answer the questions.

I took my first train trip by myself last week. I had a few problems. I had taken the train lots of times with my dad. This time I went to visit Uncle Ray and Aunt rosa alone. Dad walked me to the train car. He pointed me out to a conductor and told him I was 10 years old. Then i got on the train and walked down the aisle until I found a seat by the window. Dad waved at me until the train left the station right at 10:02 a.m.

When we got going, I dove into my backpack. I pulled out a book and looked for my glasses. I thought I felt them. But all I came up with was a toothbrush. I forgot my glasses on the kitchen table! I felt a little upset. If dad had been with me, we would have talked or played a game.

Finally, I leaned my head on the window and watched the scenery whiz by. The train made that “whump, whump, whump” sound over the tracks. I counted how many sheds I saw in the backyard. After that I guess I fell asleep. The next thing I knew the conductor was asking me, “Weren’t you getting off at this stop?” My eyes popped open, and I saw my aunt and uncle standing on the train platform. I panicked. Was the train coming or leaving? lucky for me, the train had just pulled into the station!

Which event is the focus of the story?



Why was this trip so important to Ella? The topic sentence answers this question.

Which words or phrases show the order of events in the story?



How do you know what happened first? Last?

The next step is to revise the draft.

### Step 3: Revise

Read the revised draft. Then answer the questions.

I took my first train trip by myself last week. I had a few problems. I had taken the train ~~lots of~~<sup>many</sup> times with my dad. This time I went to visit Uncle Ray and Aunt Rosa alone. Dad walked me to the train car. He pointed me out to a conductor and told him I was 10 years old. Then I got on the train and walked down the aisle until I found a seat by the window. Dad waved at me until the train left the station right at 10:02 a.m.

When we got going, I dove into my backpack. I pulled out a book and looked for my glasses. I thought I felt them. ~~But~~ all I came up with was a toothbrush. I forgot my glasses on the



kitchen table! I felt a little upset. If ~~dad~~ had been with me, we would have talked or played a game.

Finally, I leaned my head on the window and watched the scenery whiz by. The train made that “whump, whump, whump” sound over the tracks. I counted how many sheds I saw in the backyard. After that I guess I fell asleep. The next thing I knew the conductor was asking me, “Weren’t you getting off at this stop?” My eyes popped open, and I saw my aunt and uncle standing on the train platform. ~~I panicked. Was the train coming or leaving?~~ lucky for me, the train had just pulled into the station!

What two sentences did Ella make into one sentence? Write the new sentence on the lines below.

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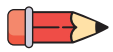


A compound sentence is when two sentences are combined into one sentence.

Which sentences did Ella take out?



Some details are not important to what happens in a story.



## Peer Review

Use the rubric on the next page to review Ella's writing and give it a score. This is called **peer review**. A number is assigned to tell how well the question was answered. The rubric tells what is needed for the highest score. It also tells why some writing might receive lower scores.

SAMPLE

## Narrative Writing Rubric

### Score 3

- The writing answers all parts of the question.
- The opening sentence clearly tells the subject.
- Details about the writer's feelings and when and where events took place are included.
- The supporting details are in time order and relate directly to the subject.
- Words are used correctly and well.
- There are almost no mistakes in grammar, capitalization, punctuation, and spelling.

### Score 2

- The writing answers almost all parts of the question.
- The opening sentence tells the subject.
- Some details about the writer's feelings and when and where events took place are included.
- Most of the supporting details relate directly to the subject and are in time order.
- Some words are not used correctly.
- There are some mistakes in grammar, capitalization, punctuation, and spelling.

### Score 1

- The writing answers only part of the question.
- The opening sentence does not relate to the topic.
- The writer does not include details about his or her feelings or details about when and where events took place.
- The supporting details do not relate directly to the subject and are not in time order.
- Many words are used too many times or not used in the right way.
- There are several mistakes in grammar, spelling, capitalization, and punctuation.

What score would Ella's draft receive?

Score: \_\_\_\_\_



Is the writing clear? Does it answer the question?

Why do you think it would receive this score?

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Are there any mistakes?

## Step 4: Edit

Ella made the big corrections to her draft. The next step is to edit the draft. Ella will read the draft again. She will check for mistakes in grammar, spelling, and punctuation. She will use proofreading symbols to mark changes to be made.

## Proofreading Chart

Symbol	Example
^ Add letters or words.	The dolphins <sup>were</sup> beautiful.
⊙ Add a period.	I heard them whistle ⊙
≡ Capitalize a letter.	Then <u>i</u> was scared.
⊂ Close up space.	They swam under ⊂ water.
⌞ Add a comma.	He wanted to play ⌞ but the dolphin didn't.
/ Lowercase a letter.	He wanted to play, but the <del>D</del> olphin didn't.
¶ Begin a new paragraph.	¶ The diver was all alone.
ƒ Delete letters or words.	The diver was all <del>a</del> alone.
↺ Switch the position of letters or words.	They <u>played</u> <u>also</u> music.

Read the draft. Find and correct any mistakes. Use proofreading symbols to show changes.

I took my first train trip by myself last week. I had a few  
 problems. I had taken the train many times with my dad. This  
 time I went to visit Uncle Ray and Aunt rosa alone. Dad walked  
 me to the train car. He pointed me out to a conductor and told

him I was 10 years old. Then I got on the train and walked down the aisle until I found a seat by the window. Dad waved at me until the train left the station right at 10:02 a.m.

When we got going, I dove into my backpack. I pulled out a book and looked for my glasses. I thought I felt them, but all I came up with was a toothbrush. I forgot my glasses on the kitchen table! I felt a little upset. If Dad had been with me, we would have talked or played a game.

Finally, I leaned my head on the window and watched the scenery whiz by. The train made that “whump, whump, whump” sound over the tracks. I counted how many sheds I saw in the backyards. After that I guess I fell asleep. The next thing I knew the conductor was asking me, “Weren’t you getting off at this stop?” My eyes popped open, and I saw my aunt and uncle standing on the train platform. lucky for me, the train had just pulled into the station!

How many mistakes did you find?



Look for mistakes in spelling, capitalization, and punctuation.

## Step 5: Publish

The final step is for Ella to turn in her writing. Her teacher might read it to the class or ask Ella to read it to the students.

SAMPLE



# Independent Practice

Read the writing assignment. Then answer the questions.

## Step 1: Prewrite

Write a personal narrative about something that you did last weekend.

Be sure to:

- follow the five steps of the writing process
- write a topic sentence
- tell the story in time order
- give details about the time and place and your feelings
- use details that make the story come alive



1. Who is your audience?

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2. What kind of writing are you being asked to do?

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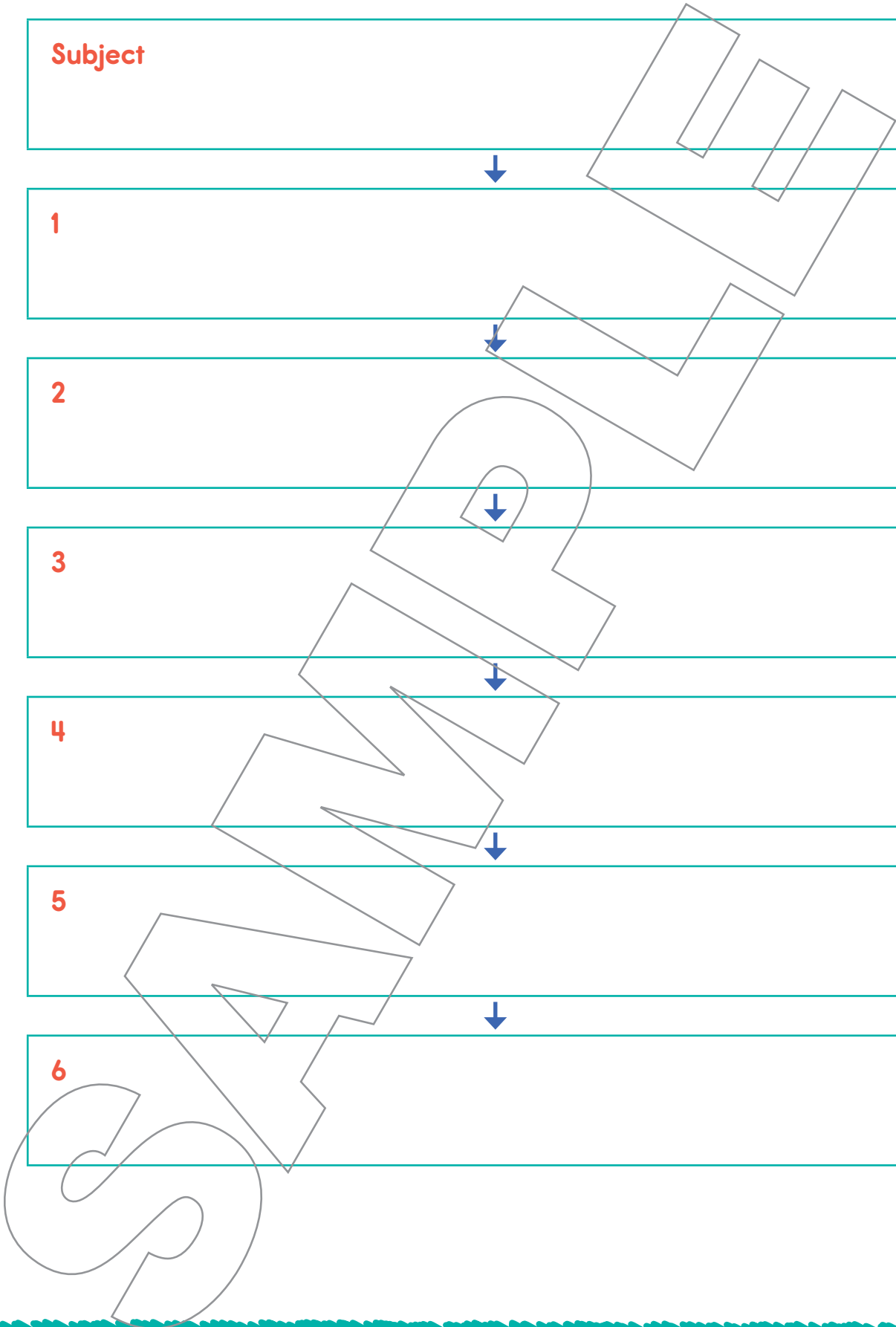
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3. Fill in the graphic organizer to plan your writing.

<b>Subject</b>	
<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	
<b>6</b>	



## Step 2: Draft

4. Write your draft below. Use the graphic organizer on the previous page to help you write your draft. Be sure you tell the time and place. Then use time order to write your narrative.

18 horizontal lines for writing a draft.

### Step 3: Revise

### Step 4: Edit

5. When you have finished your draft, go back over it. Make your revision on this page. Then edit your revised draft. Use the rubric on page 175 and proofreading chart on page 177 to review your writing. Ask a peer to review your writing, too.

15 horizontal lines for writing.

### Step 5: Publish

6. Write or type your final answer on a separate sheet of paper. Publish your writing by turning it in to your teacher or sharing it with the class.