

## Narrative Writing Annotated

Example Poster

### The Quest for the Raindrop of Life Excerpt

The sun blazed<sup>1</sup> in the sky above the **Barren**<sup>2</sup> as yet another scorching summer day. Shumped<sup>3</sup> against a tree, the **young old**<sup>4</sup> Kian flicked<sup>5</sup> lazily through his favourite book. His **brown carts**<sup>6</sup> flopped down over his **crystal blue eyes**<sup>7</sup> and he blew them away with a half-hearted puff.

Kian<sup>8</sup> had just finished reading the **Quest for the Raindrop of Life**<sup>9</sup> when he looked up and saw a man carrying a load of grain and heading into the **Barren** land. It was **hot**<sup>10</sup> that day and the sun was blinding. He decided to go and help the man with his work. He got dressed and went to the **Barren** through the long grass. He had to walk carefully because the **sharp**<sup>11</sup> stones and sharp thorns had made the way very rocky. When he was by the man's side, the man said, "You have a right answer<sup>12</sup>!" and Kian was overjoyed.

"Say I am a right answer?"  
Kian said. "You said, 'I got a good answer'."  
The man said, "Yes, you did. You got a good answer."  
Kian was so happy that he ran home to tell his mother, "Mum, I found an answer to the **Quest for the Raindrop of Life**!"

"Well done, Kian!"  
Kian's mother said.  
"But where did you get the answer from?"  
Kian said, "I got it from the **Book of the Sun**."



W	Writing	describing and writing a story
C	Character	Distinct character, clear initial description. Informed, 'read easily'. Shumped, 'flopped'.
V	Setting	Connecting device = place
A	Atmosphere	Using the scene to engage reader
T	Text structure	Conversational, lots of multiple sentences

Y5 NAPLAN

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### The Quest for the Raindrop of Life Excerpt

The sun blazed<sup>1</sup> in the sky above the **Barren**<sup>2</sup> as yet another splendid<sup>3</sup> summer day. Shumped<sup>4</sup> against a tree, the **young old**<sup>5</sup> Kian flicked<sup>6</sup> lazily through his favourite book. His **brown carts**<sup>7</sup> flopped down over his **crystal blue eyes**<sup>8</sup> and he blew them away with a half-hearted puff.

In the distance<sup>9</sup>, faint sounds<sup>10</sup> of village life could be heard<sup>11</sup>. The local children played happily on their bicycles while their parents chatted about their daily chores of cleaning, cooking and washing<sup>12</sup>. Out in the **barren**<sup>13</sup> fields, workers were dutifully harvesting fresh crops and loading up their carts ready for market. The **Barren**<sup>14</sup> was a picture of perfection<sup>15</sup> and Kian was contently enjoying<sup>16</sup> another day in paradise<sup>17</sup>, completely unaware of what was about to happen<sup>18</sup>.

Suddenly<sup>19</sup>, Kian heard the approaching clipp-clapping of a horse's<sup>20</sup> hooves. He looked up and saw a man wearing a tall, pointy hat

second paragraph description  
actions and sets scene

ink saving Eco

## Year 5 Narrative Writing Example

**Paola Bonifacci, Tomohiro  
Inoue, George Manolitsis, Valentina  
Tobia**

## **Year 5 Narrative Writing Example:**

**Literacy in Early Childhood and Primary Education** Claire McLachlan,2013 Provides a comprehensive reader friendly introduction to literacy teaching and learning exploring both theoretical underpinnings and practical strategies

**Becoming a Teacher of Writing in Elementary Classrooms** Donna Kalmbach Phillips,Mindy Legard

Larson,2015-12-22 Becoming a Teacher of Writing in Elementary Classrooms nurtures teachers identities as writers connects to the realities of writing instruction in real and diverse classrooms and encourages critical and creative thinking This text is about writing instruction as a journey teachers and students embark on together The focus is on learning how to teach writing through specific teaching and learning structures found in the Writing Studio mini lessons teacher and peer conferencing guided writing and sharing celebrating and broadcasting writing Pedagogical features include teaching structures and strategies Problematizing Practice classroom scenarios assessment resources and a Companion Website Because a teacher who views him or herself as a writer is best positioned to implement the Writing Studio a parallel text Becoming writer give readers space to consider who they are as a writer their personal process as a writer and who they might become as a writer

**Illinois Standards Achievement Test Sample Writing Materials** ,1999

**The Impact of**

**Home and School Environment on Early Literacy and Mathematic Skills** Paola Bonifacci,Tomohiro Inoue,George Manolitsis,Valentina Tobia,2023-09-06 Resources in education ,1987-05 **Sat Attack** Jean Kendall,2004-01-12 Help Year 6 Children beat their reading and writing SATs A Comparative Study of Writing Abilities in Two Modes at the Grade 5, 8, and 12 Levels Ian Pringle,Aviva Freedman,Ontario. Ministry of Education,Ontario. Ministry of Colleges and

Universities,1985 The third of three studies involving a comparative analysis of transactional and narrative writing of selected samples of students in two Ontario districts this study addressed questions arising from the earlier studies and examined the writing skills of students in grades 5 8 and 12 Writing samples were examined for conformity to the norms of story structure and argumentation and the subject matter of the transactional writing was analyzed The level of affective development manifested in subsamples of both the stories and the arguments was rated All the papers in the sample were analyzed for syntactic complexity scores and for mechanical and conventional errors Comparisons of the first and second versions of the papers were made to assess skills in revising and editing Findings indicated the need of students to learn how to write an argument and to revise a paper Other implications were 1 that since the level of difficulty of one aspect of a writing task may decrease the lack of control in another teachers must take into account the nature of difficulties in the tasks they set students and make their assessments accordingly 2 that students at all levels should be given occasions to write narratives 3 that the model of persuasive discourse should be countered and 4 that writing strategies recommended by authorities need to be implemented EL

Constructive Rhetoric Edward Everett Hale (Jr.),1896

**Writing in the**

**Primary School** Dan O'Brien,1992 Form-function Relations in Narrative Development E. Birgitta Svensson,2018-03-15

This book provides insights into the development toward narrative competence and illustrates multifaceted patterns in the developing capacity to create globally coherent narrative texts. The methodology draws from both a psycholinguistic approach to narrative development, systemic functional linguistics and writing pedagogy theory. This book extends previous studies on narrative writing development since it provides a multifaceted window into the progression of narrative development from elementary school through secondary school and university to life as a professional journalist and writer. It also shows how narrative writing development is related to the cognitive, emotional, psychological and social development of the individual.

**Educational Opportunity for ESL Students : Academic and English Language Instruction at Newton High** Craig Barrett Wilson, 1998     **Reading-writing Connections** Mary F. Heller, 1991     *Reading Writing Connections: From Theory to Practice* Second Edition is an extraordinary language arts methods text that enables elementary and middle school teachers to create classroom environments where all students can become lifelong readers and writers. Focusing on developmentally appropriate methods and materials, this remarkably readable book empowers a new generation of teachers to integrate reading, writing, listening, and speaking in K-8 classrooms. Heller's highly accessible writing style makes *Reading Writing Connections* suitable as the primary text for undergraduate and graduate courses in language arts, reading, writing, and literacy.

**Narrative Writing** Emily Hutchinson, 2005-09-01     *Writing 4* consists of 4 Worktexts and 4 Teacher's Notes designed for writing practice with incremental teaching methods, basic grammar review pages and real world themes.     *The Journal of Experimental Education*, 1991     *Annual Report of the Board of Education* Massachusetts. Board of Education, 1880

*Report of Examinations of Schools in Norfolk County, Massachusetts* George Augustus Walton, 1880     Public Documents of Massachusetts Massachusetts, 1880     Annual Report of the Board of Education Massachusetts. Department of Education, 1880     **Report of Examinations of Schools in Norfolk County, Massachusetts** Massachusetts. Department of Education, 1880     *Journal of Narrative and Life History*, 1994

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web isolation of trimyristin from nutmeg purpose the purpose of this experiment is to isolate myristic acid from ground nutmeg seeds nutmeg seeds are extracted using  $\text{TBME}$  to yield crude trimyristin then recrystallized to yield pure trimyristin which will be hydrolyzed and undergo esterification

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web read standard reflux on page 201 of the organic chem lab survival manual prelab question 1 trimyristin is a triglyceride what are triglycerides prelab question 2 how do microwaves heat microwave procedure add approximately 2.5 g of ground nutmeg record exact mass and 15 ml of diethyl ether to microwave vessel

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web in this week's lab experiment the purpose of this lab is to learn new techniques to isolate trimyristin from the common spice nutmeg this lab requires five techniques simple distillation vacuum filtration melting point determination reflux and extraction

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web trimyristin compound from nutmeg seed trimyristin compounds contained in nutmeg seed is very important to be isolated because it has various benefits trimyristin along with myristic acid myristicin and elemicin have antioxidant anticonvulsant analgesic anti inflammatory antidiabetic antibacterial and anti fungal activity

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web aug 4 2008 the purpose of this experiment was extract isolate and purify the natural product trimyristin from the spice nutmeg the trimyristin was extracted by using the solvent diethyl ether and

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web trimyristin is found in the fixed oil of nutmeg the fixed oil comprises approximately 24 40 of the nutmeg seed trimyristin comprises 73 of the fixed oil overall trimyristin should have percent recovery of 18 29 1 figure 1 shows how trimyristin is triester formed from the dehydration reaction between glycerol and myristic acid oh

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web purpose the purpose of this lab is to extract trimyristin from nutmeg as well as synthesizing myristic acid from the extracted trimyristin using base hydrolysis and naoh acidification using hcl is necessary to characterize the product by finding the melting point

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web in this lab trimyristin is extracted from ground nutmeg occurring in many vegetable oils as well as myristic acid trimyristin consists of long saturated hydrocarbon chains and it is relatively nonpolar thus using a relatively nonpolar solvent trimyristin can be easily extracted by the concept of like dissolves like

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web the desired components of solids are dissolved in a solvent then the remaining solid is filtered so that the selected element and solvent are left over in this lab the trimyristin was dissolved into the solvent and the remainder of the nutmeg was filtered out

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web may 1 2011 experiment 3 1 february 2010 grade a small scale extraction of trimyristin from nutmeg introduction the purpose of this experiment is to collect trimyristin from an amount of nutmeg provided trimyristin is a type of triglyceride containing the fatty acid myristic acid also known as tetradecanoic acid

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