

## 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. **He was green**<sup>10</sup> that day as he had not eaten dinner the night before. **He grew**<sup>11</sup> from not eating for the last two weeks all because of the **heat**<sup>12</sup> and **desert**<sup>13</sup> through the long, grueling days he had worked<sup>14</sup> by himself and living off the land and not even eating. **He grew**<sup>15</sup> from not eating for the last two weeks and not even eating. **He grew**<sup>16</sup> from not eating for the last two weeks and not even eating. **He grew**<sup>17</sup> from not eating for the last two weeks and not even eating.

**They**<sup>18</sup> had not eaten<sup>19</sup> for days. **They**<sup>20</sup> had not eaten<sup>21</sup> for days. **They**<sup>22</sup> had not eaten<sup>23</sup> for days. **They**<sup>24</sup> had not eaten<sup>25</sup> for days. **They**<sup>26</sup> had not eaten<sup>27</sup> for days. **They**<sup>28</sup> had not eaten<sup>29</sup> for days. **They**<sup>30</sup> had not eaten<sup>31</sup> for days. **They**<sup>32</sup> had not eaten<sup>33</sup> for days. **They**<sup>34</sup> had not eaten<sup>35</sup> for days. **They**<sup>36</sup> had not eaten<sup>37</sup> for days. **They**<sup>38</sup> had not eaten<sup>39</sup> for days. **They**<sup>40</sup> had not eaten<sup>41</sup> for days. **They**<sup>42</sup> had not eaten<sup>43</sup> for days. **They**<sup>44</sup> had not eaten<sup>45</sup> for days. **They**<sup>46</sup> had not eaten<sup>47</sup> for days. **They**<sup>48</sup> had not eaten<sup>49</sup> for days. **They**<sup>50</sup> had not eaten<sup>51</sup> for days. **They**<sup>52</sup> had not eaten<sup>53</sup> for days. **They**<sup>54</sup> had not eaten<sup>55</sup> for days. **They**<sup>56</sup> had not eaten<sup>57</sup> for days. **They**<sup>58</sup> had not eaten<sup>59</sup> for days. **They**<sup>60</sup> had not eaten<sup>61</sup> for days. **They**<sup>62</sup> had not eaten<sup>63</sup> for days. **They**<sup>64</sup> had not eaten<sup>65</sup> for days. **They**<sup>66</sup> had not eaten<sup>67</sup> for days. **They**<sup>68</sup> had not eaten<sup>69</sup> for days. **They**<sup>70</sup> had not eaten<sup>71</sup> for days. **They**<sup>72</sup> had not eaten<sup>73</sup> for days. **They**<sup>74</sup> had not eaten<sup>75</sup> for days. **They**<sup>76</sup> had not eaten<sup>77</sup> for days. **They**<sup>78</sup> had not eaten<sup>79</sup> for days. **They**<sup>80</sup> had not eaten<sup>81</sup> for days. **They**<sup>82</sup> had not eaten<sup>83</sup> for days. **They**<sup>84</sup> had not eaten<sup>85</sup> for days. **They**<sup>86</sup> had not eaten<sup>87</sup> for days. **They**<sup>88</sup> had not eaten<sup>89</sup> for days. **They**<sup>90</sup> had not eaten<sup>91</sup> for days. **They**<sup>92</sup> had not eaten<sup>93</sup> for days. **They**<sup>94</sup> had not eaten<sup>95</sup> for days. **They**<sup>96</sup> had not eaten<sup>97</sup> for days. **They**<sup>98</sup> had not eaten<sup>99</sup> for days. **They**<sup>100</sup> had not eaten<sup>101</sup> for days.

**Shumped**<sup>102</sup> & **shumped**<sup>103</sup> as he was **shumped**<sup>104</sup> to the **shumped**<sup>105</sup> tree.



W	Writing	describing characters, settings, events
C	Character	Distant character; clear initial description. Informed, 'read easily'. Shumped, flopped.
V	Vocabulary	Connecting device = place
S	Setting	Using the setting to engage reader
T	Textual features	Conversational, lots of multiple sentence

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忙led about their daily chores of cleaning, cooking and washing<sup>12</sup>. Out in the **burning**<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 hooves. He looked up and saw a man wearing a tall, pointy hat

**Vocabulary** Interesting descriptive words relating to theme

**Character** Distant character; clear initial description. Informed, 'read easily'. Shumped, flopped.

**Vocabulary** Connecting device = place

**Setting** Using the setting to engage reader

**Textual features** Conversational, lots of multiple sentence

ink saving Eco

second paragraph describes action and sets scene

## Year 5 Narrative Writing Example

**Dan O'Brien**

## **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.

**BOOK JACKET Title Summary** field provided by Blackwell North America Inc All Rights Reserved    *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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