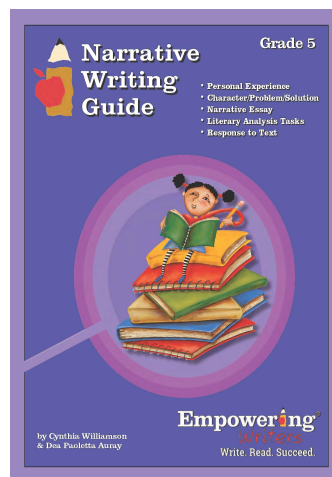




Grade 5 Narrative Writing Guide

Student Pages for Print or Projection

SECTION 7: Prompts and Process Writing



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Name _____

Everybody enjoys a celebration! Write a story about how you celebrated the winter holidays. Make sure to describe foods your family prepared and served for this special occasion.

As you prepare to write:

1. Analyze the givens and variables in this prompt.
2. List at least two segments of elaborative detail you would include.

_____ .

3. Remember to showcase all of the writing skills you have learned.
4. Use the following framework to plan your story:

This is a story about _____ .
character - GIVEN

The adventure, experience, or problem is that _____ .
main event - GIVEN and VARIABLE

The adventure or experience concluded/problem solved when _____

_____ .

Name _____

Some people love to shop and others hate it! Write about your last shopping trip. How did you feel about it? What did you buy?

As you prepare to write:

1. Analyze the givens and variables in this prompt.
2. List at least two segments of elaborative detail you would include.

_____ .

3. Remember to showcase all of the writing skills you have learned.
4. Use the following framework to plan your story:

This is a story about _____ .
character - GIVEN

The adventure, experience, or problem is that _____ .
main event - GIVEN and VARIABLE

The adventure or experience concluded/problem solved when _____

_____ .

Name _____

Think back for a minute. Write a personal experience story about an exciting experience you had when you were younger. Would the experience be equally exciting today? If not, what would?

As you prepare to write:

1. Analyze the givens and variables in this prompt.
2. List at least two segments of elaborative detail you would include.

_____ .

3. Remember to showcase all of the writing skills you have learned.
4. Use the following framework to plan your story:

This is a story about _____ .
character - GIVEN

The adventure, experience, or problem is that _____ .
main event - GIVEN and VARIABLE

The adventure or experience concluded/problem solved when _____

_____ .

Name _____

Rainy days can be boring! Write about how you spent your time on a day when you had to stay indoors.

As you prepare to write:

1. Analyze the givens and variables in this prompt.
2. List at least two segments of elaborative detail you would include.

_____ .

3. Remember to showcase all of the writing skills you have learned.
4. Use the following framework to plan your story:

This is a story about _____ .
character - GIVEN

The adventure, experience, or problem is that _____ .
main event - GIVEN and VARIABLE

The adventure or experience concluded/problem solved when _____

_____ .

Name _____

Most of us enjoy exploring the world. Write about a place you have traveled to or wish to travel to someday. Make sure your story includes descriptive details about the place itself and elaborates on what you did while you were there.

As you prepare to write:

1. Analyze the givens and variables in this prompt.
2. List at least two segments of elaborative detail you would include.

_____ .

3. Remember to showcase all of the writing skills you have learned.
4. Use the following framework to plan your story:

This is a story about _____ .
character - GIVEN

The adventure, experience, or problem is that _____ .
main event - GIVEN and VARIABLE

The adventure or experience concluded/problem solved when _____

_____ .

Name _____

What is the biggest mistake you've ever made? Write a story about your mistake and its consequences.

As you prepare to write:

1. Analyze the givens and variables in this prompt.
2. List at least two segments of elaborative detail you would include.

_____ .

3. Remember to showcase all of the writing skills you have learned.
4. Use the following framework to plan your story:

This is a story about _____ .
character - GIVEN

The adventure, experience, or problem is that _____ .
main event - GIVEN and VARIABLE

The adventure or experience concluded/problem solved when _____

_____ .

Name _____

Everyone loves to eat! Imagine an amazing meal, delicious snack, or a scrumptious dessert you've enjoyed. Write a story about the experience of preparing and savoring this edible treat.

As you prepare to write:

1. Analyze the givens and variables in this prompt.
2. List at least two segments of elaborative detail you would include.

_____ .

3. Remember to showcase all of the writing skills you have learned.
4. Use the following framework to plan your story:

This is a story about _____ .
character - GIVEN

The adventure, experience, or problem is that

_____ .
main event - GIVEN and VARIABLE

The adventure or experience concluded/problem solved when _____

_____ .

Name _____

There are many things in life that can be frightening. Think of a time when you were really frightened. Write a suspenseful story about your frightening experience and how you got through it.

As you prepare to write:

1. Analyze the givens and variables in this prompt.
2. List at least two segments of elaborative detail you would include.

_____ .

3. Remember to showcase all of the writing skills you have learned.
4. Use the following framework to plan your story:

This is a story about _____ .
character - GIVEN

The adventure, experience, or problem is that _____ .
main event - GIVEN and VARIABLE

The adventure or experience concluded/problem solved when _____

_____ .

Name _____

Captain Bluster and the Seriously Stormy Sea of Life

Let's get one thing straight right up front: Captain Bluster wasn't actually the captain of anything — not the soccer team and certainly not the glitzy yacht named “Golden Girl” that was anchored in the harbor. He didn't even know how to paddle a rowboat! He was just an ordinary 11-year-old boy with a big mouth who swaggered around school telling everybody how wonderful he was.

“If I was the captain of the soccer team, we'd win every game,” he bragged. “And someday, I'm going to own a boat that's twice the size of “Golden Girl.” You'll be begging me for a ride and, if you play your cards right, I might even take you for a spin.”

I rolled my eyes. “Lucky me,” I thought, wondering why he always had to sit next to me on the bus.

What Captain Bluster didn't understand was that nobody took him seriously. It was obvious that he really wanted to be admired, but most of the kids in our class just laughed his grand ideas off, and I did too. The Captain tried to make us feel like he was better than us and we knew better. In school, we had to deal with him but otherwise, we tried to avoid his talk — which wasn't always easy.

It was Saturday afternoon, a gray day in September and I was hanging out with three of my best friends at the park across the street from the harbor in our town. This was one of our favorite places to meet. Jerry, Ellie, Leo and I were sitting on a bench and talking when suddenly, Ellie said “Oh, no!” She pointed at a figure in the distance that was heading our way. It was Captain Bluster.

“Hey, losers.” He squeezed onto the bench with us.

(continued)



“Hey,” Jerry mumbled. Jerry had coined the nickname Captain Bluster over the summer when he’d had the misfortune of being stuck at camp with Gary Brustman, who was constantly yammering on about how he was the fastest swimmer in the pool and the most accurate shot at the archery range. We’d almost forgotten that Gary was the Captain’s real name.

“Let’s go look at the boats,” Leo suggested.

The Captain followed as the three of us started walking toward the dock where dozens of sleek vessels were bobbing in the choppy sea. We’d done this many, many times before — walked on the dock, looked at the boats and tried to pick our favorite. The “Golden Girl” won every time! The lavish ship seemed to gleam even on this overcast day. About 50 feet long, it was white and spotless. In the front — or bow — there were navy blue canvas chairs and a big round table. A small inflatable boat hung on the starboard side. We guessed there were at least two bedrooms in the cabin and imagined they were as clean and orderly as a hotel room. We’d never been aboard this beautiful boat, but all three of us dreamed of doing so.

As we explored the dock, Captain Bluster trailed a step behind us and we tried to ignore him. At the end of the dock, the majestic “Golden Girl” rocked and rolled with the waves.

“It’s such a beautiful boat,” Ellie said and I knew she was imagining cruising tropical waters in such a ship. Someday, Ellie, someday...

Just then, Captain Bluster issued a challenge. “Why don’t you go aboard?”

“Duh. It’s not our boat,” I said.

“So what? Nobody’ll see.” Captain Bluster was right about that. There was nobody around.

Without warning, Captain Bluster took a flying leap and just missed landing on the stern of “Golden Girl.” There was a big splash!

(continued)

Ellie, Leo and I burst out laughing. There was Captain Bluster as we'd never seen him before — wet, helpless and panicked.

Jerry was the first of us to realize that our conceited classmate was in real trouble. Before we knew it, Jerry had jumped into the water and hauled the clueless kid to the shore.

Later, Jerry told us he remembered that nobody at camp ever actually saw Captain Bluster in the pool. Now we knew why. He couldn't swim!

Back home, I got to feeling sorry for Captain Bluster. Somewhere, he'd gotten the idea that the way to make friends was to impress and intimidate people, even if it meant taking dangerous chances. Life must have been so lonely for him. Would he ever learn that people would like him better if he'd just act like a normal person with gifts and areas of weakness like all of us? I hoped so, because sometimes life got seriously stormy and you need your friends to help you through all the sudden squalls.

Name _____

No Way, Jose

It was Monday morning and our teacher, Mrs. Ellery introduced Jose to us, asking him to stand and tell us about the place he came from. He did just that, speaking quietly but clearly about the home he left behind and his new life in our town. I was sure he would find his place at our school and be just as happy there as we were.

At lunchtime, I saw him holding his tray and scanning the crowded cafeteria for a place to sit. I waved him over to the table where I sat with my friends Holly, James and Taylor. With a smile of relief, he took me up on the offer. We were all chatting and getting to know each other when Harry sat down with us.

“I forgot my lunch,” he said, eyeing our sandwiches.

Jose quickly offered his and Harry gobbled it up.

That afternoon at gym, the teacher chose Jose to be the captain of our team for a game of “Capture the Flag.” We were just getting started when I heard Harry tell Jose that he really, really wanted to be the team captain.

“Maybe next time,” is what I would’ve said, but not Jose.

“Go ahead,” he said. “Be captain.”

The teacher looked puzzled but said, “Are you sure that’s okay with you, Jose?”

Jose nodded and relinquished his position.

Some people think Harry is a bully. I don’t. Not really. He just has a habit of pushing people to do things his way. If you stand up to him, he’ll back down in an instant. I told this to Jose on the bus going home.

“I understand,” Jose said.

But the next day, I had to question if that was true. Harry continued to take advantage of Jose every chance he got. He cut in line in front of Jose. He took Jose’s turn at bat when we were playing softball at recess. Harry and four of his friends borrowed pencils from Jose, who then had to take one for himself from a disapproving Mrs. Ellery. Again, I told him, “You can’t let Harry or any of his pals push you around like that. Say ‘no way,’ Jose!”

“But I want to be friends with those guys, Amelia,” he said.

(continued)

“That’s not the way to do it,” I said.

Jose just shrugged and I feared he’d never learn to stand up for himself.

A few weeks passed and before long, we all started thinking about Halloween.

“What are you going to be?” I asked Jose.

Harry overhead. “How about a wimp?”

He and his friends guffawed with laughter. Jose’s face turned bright red. He was quiet for the rest of the day.

On Monday morning, we had a big math test, but Jose and I had studied over the weekend and we were well prepared. Harry, on the other hand, was not.

“Hey, Jose,” he said, as we rode the bus to school. “You’ve gotta help me out, buddy. Let me copy your answers on the test.”

“Say ‘no way,’ Jose.” I mouthed the words to him and he gave me a thumbs up. Then, he turned to Harry and shouted, “No way, Harry. And if I catch you looking at my answers, I promise you’ll be sorry!”

Harry’s eyes widened with surprise. “Whatever,” he said, like he couldn’t care less when I knew he cared a lot.

I don’t know how Harry did on the test, but Jose and I aced it. As the school year wore on, Jose became one of the best-liked and most respected kids in our class. When he was voted class president, I know for a fact that even Harry voted for him!

CAPTAIN BLUSTER:
What does he do to make friends? Why?

NATE'S POV:

CAPTAIN BLUSTER'S POV:

JOSE:
What does he do? Why?

AMELIA'S POV:

JOSE'S POV:

**POV = point of view*

Name _____

LITERARY ANALYSIS TASK: NARRATOR'S POINT OF VIEW

Read the assignment below and think about how to organize your essay. Refer back to your organizing grid. Then, fill in the summarizing framework.

Both told in the voice of a 1st person narrator, the stories Captain Bluster and the Seriously Stormy Sea of Life and No Way, Jose both feature main characters who are eager to make friends. Citing specific passages from each story, write an essay describing how the stories might have been different and how they might have been the same if seen through the eyes of Captain Bluster or Jose himself.

Summarizing Framework:

TOPIC: _____

MAIN IDEA #1: _____

MAIN IDEA #2: _____

**SENTENCE STARTERS FOR A LITERARY ANALYSIS TASK -
EXPLORING POINT OF VIEW AND SETTING**

- Both Jose and Captain Bluster hope _____
- From the narrator’s point of view _____
- Finally, Jose _____
- The text focuses on _____
- Both texts _____
- The narrator’s impression of _____
- Captain Bluster learns _____
- As Jose discovers _____
- Both texts emphasize _____
- The point-of-view character knows _____
- The author makes it clear _____
- For example, _____
- Another example is _____
- This becomes evident when _____
- Amelia believes _____
- Nate tries to _____
- Nate’s friends agree _____
- This is clear when _____
- Jose’s attitude changes when _____
- As the story continues _____
- Nate and his friends are surprised when _____
- Amelia and her friends _____
- Jose and Captain Bluster are _____

Name _____

The Cattle Drive

Establishing Shot: The scene opens on a wide-open view of the unsettled west of the 1800s. In the distance, we see a towering mountain range. At the foot of these mountains, saguaro cactus thrives and hundreds of cattle roam free. Camera moves in for a close-up of a young man of 14 named Lyle.

Wearing ragged clothes and an expression of utter defeat, Lyle sits on the ground. Two cattle graze nearby. Lyle gets up and pats one on the flank.

Lyle

I'm sorry, buddy. I know you're thirsty. Help is on its way, I just know it.

Lyle's voice is hoarse. He, too, is thirsty. The moon rises. Fade into....

The Next Morning: On horseback, a rancher and group of a dozen ranch-hands appear on the eastern horizon as the sun rises behind them. Off-screen, we hear Lyle's voice.

Lyle

Uncle Jack! Over here!

Camera zooms in for a shot of Lyle standing and waving his hands to get the attention of Uncle Jack, the rancher. With his last ounce of strength, Lyle trots to greet his uncle and the ranch-hands. His uncle throws him a canteen and Lyle gulps down the contents.

Jesse, one of ranch-hands

(To Lyle)

What were you thinking, son? Trying to drive 400 head of cattle to market all by yourself? Even I couldn't do that and you're just a kid.

Lyle looks embarrassed and hangs his head in shame.

Uncle Jack

Give him a break, Jesse. He's just trying to do his Daddy proud. Now let's get to work. We've gotta rustle up those cattle and find 'em a watering hole. There's not a minute to waste.

SFX: the pounding of horse hooves on the ground.

Long shot: On galloping horses, Uncle Jack, Lyle and ranch-hands gather the cattle into a herd and drive them forward. Fade into....

Later that night: Uncle Jack, Lyle and ranch-hands have settled down for

(continued)

the night in front of a blazing bonfire. The cattle continue to drink from a nearby water hole and the men finish plates of beans. One of the ranch-hands plays the harmonica.

Uncle Jack

I know the death of your Daddy hit you hard and you're eager to step into his shoes, but promise me you won't pull a stunt like this again. Taking off all by yourself, thinking you could drive the herd to market alone. What if I hadn't been able to figure out what you'd gone and done? You took a wrong turn miles back and if I hadn't tracked you down, you wouldn't have found a watering hole for miles. You could've lost the whole herd — or worse.

Lyle

(Sadly)

I thought I could do it.

Uncle Jack

I know. And I know your Daddy would be mighty proud of your efforts — and happy you're safe and sound. Learn from this, Lyle.

Lyle

(Nodding his head)

I will. And thank you, Uncle Jack for saving the herd — and me.

Uncle Jack

You'll return the favor one day, I'm sure of it.

Fade into:

Years into the future, a similar scene around a bonfire in the wilderness takes place. Uncle Jack is an old man now and Lyle is an adult. It's time for Lyle to return the favor...



Name _____

A White Water Misadventure

Ever since I was a little kid, the river has been my friend. Sitting with my father while he paddled a canoe, I marveled at the power of the water and dreamed of the day I could shoot the rapids all by myself.

Shooting the rapids means maneuvering your canoe through the foaming, rushing waters of the river. This is not as easy as it looks. You must take care to avoid whirlpools, which can crop up anywhere and overturn your canoe in an instant. When big boulders break the surface of the white waters, you've got to paddle around them, usually while fighting a strong current. Take my word for it, to successfully shoot the rapids, you've got to be a quick thinker and a powerful paddler.

My Dad is both and he's taught me everything he knows. That's why I felt confident as I hauled my canoe down to the river. I was convinced that Dad was going to be super proud of me when I told him I'd taken on the river all by myself.

At first, the river gave me a relaxing ride. I felt the rhythms of the current slowing down, then speeding up, and paddled accordingly. As the bright spring sun shined down on me, I felt grown-up and capable.

Suddenly, my canoe hit something really solid beneath the water. In the blink of an eye, my canoe spun out of control and flipped! I fell into the freezing water and the current took its brutal grip on me. The stormy waters shoved me roughly down the river. Along the way, I lost my paddle and hit my head on a rock. Many tense, terrifying moments went by before I was able to fight my way out of the water and stagger to the sandy river bank.

There I lay, catching my breath and shivering, on a bed of smooth river rocks. I felt a large, round lump rising on my forehead where I'd bumped my head. My canoe was nowhere in sight and I could only guess that it had filled with water and sunk. What was I going to tell Dad?

Of course, I told him the truth, but not until three days later when he returned from another of his business trips. He was angrier than I'd ever seen him before.

(continued)

“What were you thinking?” He yelled. “To go out on the canoe all alone, without even telling your mother where you were going and in the spring no less! What have I always said about the spring waters?”

Now I remembered. In the spring, the waters of the river were high because of melting snow, high enough to wash over large boulders so that paddlers couldn’t see them in their path. I must have hit one of these hidden hazards. I wished I’d remembered Dad’s warnings about the dangers of shooting the rapids in the spring a few days earlier.

Dad clapped his hand to his forehead. “I ask you again, David, what were you thinking?” Waiting for a response, he glowered at me and I lashed out.

“Well, I have to do things by myself these days, don’t I? You’re never around!” A few months ago, Dad had gotten a new job, which was good for his career but not so good for Mom and me, since it required frequent business trips. Mom and I were still adjusting to being left on our own so often and it was hard on both of us.

Thinking back, I wonder if I’d gone out on the canoe alone just to get Dad’s attention, conveniently “forgetting” everything he’d taught me about the dangers of spring waters. In the end, we both apologized to each other — me for my recklessness and Dad for failing to notice how sorely I’d been missing him. We both agreed to make the most of the time we had together and to learn from our mistakes.

Name _____

LITERARY ANALYSIS TASK: COMPARING TWO NARRATIVE TASKS

You've read The Cattle Drive and A White Water Misadventure. How was Lyle's learning experience different than David's? Write an essay to compare the conflict, plot, and the theme in the movie script and the story. Cite evidence from both texts.

Before writing, look at each question in the assignment, above. Fill in the summarizing framework for informational writing, below. Then, go back to the text to find and mark evidence to support the answers to each part of the question. Then, jot your ideas on the comparison grid. Your teacher will help.

TOPIC: _____
MAIN IDEA #1: _____
MAIN IDEA #2: _____
MAIN IDEA #3: _____

	LYLE	DAVID
Conflict		
Plot		
Theme		

Sentence Starters for Response to Multiple Text:

- In both the story and the movie script_____.
- The conflict was that_____.
- In paragraph #_____.
- Through dialogue, we learn_____.
- Because of this_____.
- The plot setting_____.
- One similarity between the movie script and the story is_____.
- Both Lyle and David _____. (insert characters)
- As soon as _____.
- The author demonstrates this when_____.
- On the other hand_____.
- A difference between the two reading is_____.
- When this happens, we understand_____.
- Similarly, _____.
- I believe that_____.
- The evidence shows that_____.