

## Grade 5 Narrative Writing Standard W.5.3

### Grade 5 Narrative

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques such as dialogue, description and pacing to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases and clauses to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

### The Reading/Thinking/Writing Task

Students were immersed in a multi-week unit learning how to use information from texts to write a narrative. Students first wrote an instructional narrative on a different topic. Together, they listened to texts read aloud, and read texts during reading groups to build knowledge. As a class, they discussed the topic and collected relevant information for their class notes. Each student wrote an *instructional* narrative focused on a problem and how the problem was solved.

Students then completed the pieces here as a narrative assessment using the informational text, *Turtle, Turtle, Watch Out* by April Pulley Sayre, and a supplemental slide show that detailed problems sea turtles face. Students were given two to three class periods to independently complete their notes and their first draft pieces. Students worked with the Focusing Task “*Write a narrative about a problem a sea turtle has and how the problem was solved.*”

*Note: Some of the pieces in this set did not originally have titles. Each was given a basic title for ease of reference.*

### Focus of the Writing Task

*Write a narrative about a problem a sea turtle has and how the problem was solved.*

# **The Writing Task in the Curriculum**

## ***How is it embedded in curriculum/content?***



### ***Class: 5<sup>th</sup> grade ELA curriculum***

- using information from nonfiction texts to write a story



### ***Curriculum unit***

- wrote a narrative using information from another text, and then completed an independent writing assessment prior to this assessment
- learned to use relevant information from the text to craft a focused narrative



### ***Standards***

- Reading: RI.5.1, RI.5.4 RI.5.9, RI.5.10
- Writing: W.5.3, W.5.8, W.5.10

## ***How did students build the knowledge they needed?***



### ***Texts***

- *Turtle, Turtle, Watch Out* by April Pulley Sayre
- informational slide presentation on sea turtles (teacher created)



### ***Reading and re-reading***

- teacher read texts aloud
- students read and re-read texts independently and instructionally
- students took notes using common graphic organizers

## ***What instructional approaches were used to teach writing?***



### ***Craft lessons***

- students were just beginning to be introduced to using information from texts to craft narratives so they worked with story maps, problem/solution charts, and used models of stories from informational texts



### ***Writing approaches (independent)***

- reminded students of the elements that make up a narrative: character, problem, solution
- after having listened to the text read aloud, discussed the power point, and taken notes, students then independently wrote and proofread a story based on the facts learned

## ***What was the timeframe?***

Long (2-5 weeks)

***Standard W.5.3***  
***Grade 5***  
***Proficient***

**Fredrick, Fredrick, Watch Out!!!**

Late in the night in Texas on a beach, Little Frederick the turtle and all his 120 brothers and sisters were pushing their way through 2 feet of sand. As his flippers were pushing the sand back he could feel sand rolling down his shell. One of his brothers back flipper slipped and hit him in the face. It was so hot and stuffy in the nest, when Fredrick emerged from the sand he felt a cold chill because it was so hot in there. Then he saw a light, and started crawling towards it, but that was a house light not the moon. Once he was about a foot away from the road the light turned off. Frederick said “why did the moon just shut off?”

Then something caught his eye, it was the moon. And now Fredrick is living in his new home... the ocean.

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***Standard W.5.3***  
***Grade 5***  
***Approaching***

**Sea Turtle**

Once there was a turtle and she was getting ready to lay her eggs.

The turtle has to eat a lot to get ready to lay her eggs. She eats coral, jellyfish and sponge. The coral, jellyfish and sponge gives her energy to swim to shore at night.

While she was swimming she thinks she sees a jellyfish. After she eats what she thinks is a jellyfish she started choking. It was not a jellyfish, it was a plastic bag.

The turtle can not breath. She tries to get it out of her throat, but it is too late. The turtle has already died.

Make sure you do not throw your trash in the ocean. Make sure you throw your trash in the trash.

***Standard W.5.3***  
***Grade 5***  
***Beginning***

**TURTLE TURTLE WATCH OUT**

There was a mother turtle who went to Florida beach to lay her egg named Olivia. A racoon was watching. When mother turtle left the racoon went to get the egg but young boy, Jake had a flashlight. He pointed it at the racoon and scared the racoon away. When Olivia gets to the beach she swims until three sharks see Olivia. Olivia swims faster and faster until she escapes. When Olivia gets older she finds a male and mates. Someday Olivia will lay her eggs and when Olivia's eggs hatch they will experience what olivia had to go through.

***Standard W.5.3***  
***Grade 5***  
***Exceeds***

### **A Sea Turtle's Adventure**

I open my eyes and boom. I can't see anything. It is like being in a black hole. My journey is about to begin. I start cracking the shell with my special tooth. My tooth starts to ache every time I try to crack the shell. As I got out of the shell, the sand feels rough. It was everywhere. I wonder if the whole world was sand? Then all my brothers and sisters start digging to the top. We start looking for the brightest light.

Two creatures start running towards us. They are gray and white with black noses, sharp claws, and big sharp teeth. What do they want? My heart beats as fast as Nascar racers drive. One of those silly looking creatures picks me up. I can feel his sharp nails trying to break my shell. I can smell his breath, it smells like rotting fish. Flashing lights are everywhere. People are screaming. I feel Like I'm flying like superman in the air. Then boom I hit the ground like a wrecking ball. Humans come and help me get back to the ocean.

As I'm entering the ocean I see beautiful fish like creatures. They are so different in many ways. Some are blue, red orange, white and black. But one fish was really beautiful. It had stripes of blue with some camouflage and an orange body. With five fins and a very interesting head. That kind of looked like a horn. Now I will set off for my next adventure.

**Standard W.5.3**  
**Grade 5**  
**Proficient**

**Fredrick, Fredrick, Watch Out!!!**

Late in the night in Texas on a beach, Little Frederick the turtle and all his 120 brothers and sisters were pushing their way through 2 feet of sand. As his flippers were pushing the sand back he could feel sand rolling down his shell. One of his brothers back flipper slipped and hit him in the face. It was so hot and stuffy in the nest, when Fredrick emerged from the sand he felt a cold chill because it was so hot in there. Then he saw a light, and started crawling towards it, but that was a house light not the moon. Once he was about a foot away from the road the light turned off. Frederick said “why did the moon just shut off?”

Then something caught his eye, it was the moon. And now Fredrick is living in his new home... the ocean.

**Orients the reader by establishing a situation and introduces the main character**

**Conveys experiences precisely, using concrete words and phrases and sensory details**

**Organizes an event sequence that unfolds naturally**

**Uses a variety of transitional words, phrases and clauses to manage the sequence of events**

**Uses dialogue to show the response of the main character to the situation**

**Provides a conclusion that follows from the narrated events**

**Final Thoughts**  
**(Gr 5 Narrative: Proficient)**

This proficient fifth grade narrative shows an understanding of the topic and incorporates an understanding of some of the problems baby sea turtles face. The piece begins by introducing the main character (*Fredrick*) and establishing a situation (*The turtles are hatching*). The writer uses concrete language and rich sensory details to describe what it might be like to be a baby turtle emerging from the nest (*When fredrick emerged from the sand he felt a cold chill*). Events unfold naturally as Fredrick sees what he thinks is the moon and begins to move toward the light. The writer uses dialogue to show how Fredrick responds when the light suddenly disappears (*Why did the moon shut off?*). A variety of transitional words, phrases and clauses (*late in the night, as, then, but*) smoothly manage the sequence of events. The conclusion follows naturally from earlier events, with Fredrick spotting the moon and finding a new home in the ocean.

**A Word About Language and Conventions**  
**(Gr 5 Narrative: Proficient)**

Control of Conventions: Although there are some errors, the writer shows *overall control* over grade-level language and conventions.



***Standard W.5.3***  
***Grade 5***  
***Approaching***

**Sea Turtle**

Once there was a turtle and she was getting ready to lay her eggs.

**Orients the reader by establishing a situation and introduces the main character**

The turtle has to eat a lot to get ready to lay her eggs. She eats coral, jellyfish and sponge. The coral, jellyfish and sponge gives her energy to swim to shore at night.

While she was swimming she thinks she sees a jellyfish. After she eats what she thinks is a jellyfish she started choking. It was not a jellyfish, it was a plastic bag.

**Uses some transitional words to manage the sequence of events**

The turtle can not breath. She tries to get it out of her throat, but it is too late. The turtle has already died.

**Organizes an event sequence that unfolds naturally**

Make sure you do not throw your trash in the ocean. Make sure you throw your trash in the trash.

**Describes the response of the main character to the situation**

**Provides a conclusion that follows from the narrated experiences or events**

**Final Thoughts**  
**(Gr 5 Narrative: Approaching)**

This fifth grade narrative shows solid understanding of the topic and is clearly connected to the assigned text. The piece begins by introducing the main character and establishing a situation (*The turtle needs to eat a lot to get ready to lay her eggs*). The story revolves around the central problem of mistaking a plastic bag for a jellyfish and the sequence of events unfolds logically. The conclusion, the death of the turtle and advice to the reader about how to keep tragedies like this from happening, follows from the narrated events and shows understanding of a problem that sea turtles face.

This piece is close to proficient, but the writing lacks detail. Concrete words, phrases and sensory details are needed help the reader better understand events and experiences. This writer would also benefit from instruction in how to use narrative techniques like description and pacing to develop events.

**A Word About Language and Conventions**  
**(Gr 5 Narrative: Approaching)**

Control of Conventions: Although there are some errors, the writer shows *overall control* over grade-level language and conventions.

**Standard W.5.3**  
**Grade 5**  
**Beginning**

**TURTLE TURTLE WATCH OUT**

There was a mother turtle who went to Florida beach to lay her egg named Olivia. A racoon was watching. When mother turtle left the racoon went to get the egg but young boy, Jake had a flashlight. He pointed it at the racoon and scared the racoon away. When Olivia gets to the beach she swims until three sharks see Olivia. Olivia swims faster and faster until she escapes. When Olivia gets older she finds a male and mates. Someday Olivia will lay her eggs and when Olivia's eggs hatch they will experience what olivia had to go through.

**Establishes a situation and introduces characters**

Although some **transitions are used**, they do not **effectively manage the sequence of events. Large jumps in time and loose connections between events make the story confusing.**

The writer does not **use narrative techniques like dialogue and descriptions.** Events are listed rather than developed and few details are included.

**Conclusion follows from narrated events**

**Final Thoughts**  
**(Gr 5 Narrative: Beginning)**

Although it does incorporate some details learned in class, this story does not show a clear understanding of the topic or text. The writer introduces characters and establishes a situation (*the egg named Olivia is in danger*). However, events in the middle of the narrative are only loosely connected and jump around in time and place, often confusing the reader. Events are listed, rather than developed, narrative techniques are not employed, and few details are included. The conclusion does follow from the narrated events, returning to the beginning of the story, reflecting that someday, Olivia's babies "will experience what olivia had to go through".

This writer would benefit from using a narrative planner to think through a logical set of events on which to base the story. Practice with transitions that connect one idea to another would also support the writer in creating a more coherent storyline. Oral processing, and perhaps some rereading, to solidify content understanding might also be helpful.

**A Word About Language and Conventions**  
**(Gr 5 Narrative: Beginning)**

Minimal Control of Conventions: At times, the lack of control of conventions and language interferes with the reader's understanding of the piece. This writer would benefit from instruction in punctuation and grammar.

**Standard W.5.3**  
**Grade 5**  
**Exceeds**

**Sea Turtle's Adventure**

I open my eyes and boom. I can't see anything. It is like being in a black hole. My journey is about to begin. I start cracking the shell with my special tooth. My tooth starts to ache every time I try to crack the shell. As I got out of the shell, the sand feels rough. It was everywhere. I wonder if the whole world was sand? Then all my brothers and sisters start digging to the top. We start looking for the brightest light.

Two creatures start running towards us. They are gray and white with black noses, sharp claws, and big sharp teeth. What do they want? My heart beats as fast as Nascar racers drive. One of those silly looking creatures picks me up. I can feel his sharp nails trying to break my shell. I can smell his breath, it smells like rotting fish. Flashing lights are everywhere. People are screaming. I feel Like I'm flying like superman in the air. Then boom I hit the ground like a wrecking ball. Humans come and help me get back to the ocean.

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The writer **orients the reader by establishing a situation and introducing a narrator. The story is told from a first person point of view.**

Effectively **uses descriptions of actions and thoughts to develop experiences** and to **show the response of the main character to the situation**

**Organizes an event sequence that unfolds naturally**

**Uses concrete words and phrases and sensory details to convey experiences and events precisely**

**Uses a variety of transitional words, phrases and clauses to manage the sequence of events**

**Provides a conclusion that follows from the narrated experiences**

**Final Thoughts**  
**(Gr 5 Narrative: Exceeds)**

This fifth grade narrative shows solid understanding of the topic and is clearly connected to the assigned text. This strong piece of writing begins by introducing a narrator and establishing a first person point of view. The events unfold naturally and are developed using concrete language and rich sensory detail. A variety of transitional words, phrases and clauses move the reader comfortably through the sequence of events. Descriptions of actions and thoughts from a first person perspective show the response of the narrator to situations. Effective use of narrative techniques, as well the unusual perspective, bring this piece above the threshold of proficient for fifth grade.

**A Word About Language and Conventions**  
**(Gr 5 Narrative: Exceeds)**

Control of Conventions: Although there are some errors, the writer shows *overall control* over grade-level language and conventions.