

# Narrative Writing Annotated

Example Poster

## The Quest for the Raindrop of Life Excerpt

The sun **dazzled**<sup>1</sup> in the sky above the **barn**<sup>2</sup> as yet another **splendid**<sup>3</sup> summer day **slammed**<sup>4</sup> against the **door**<sup>5</sup>. The **bird**<sup>6</sup> **flipped**<sup>7</sup> lazily through his favourite book, his **crimson eyes**<sup>8</sup> **flipped**<sup>9</sup> down over his **crystal blue eyes**<sup>10</sup> and he blew them away with a **half-hearted**<sup>11</sup> puff.

**Ken**<sup>12</sup> **stamped**<sup>13</sup> his foot on the ground as he **stamped**<sup>14</sup> his feet across the ground happily on their bicycles while their parents **laughed**<sup>15</sup> about their daily share of **slamming, soaking and mending**<sup>16</sup>. Out in the **farmers**<sup>17</sup> fields, workers were **delicately**<sup>18</sup> harvesting fresh crops and loading up their carts ready for market. **The barn**<sup>19</sup> was a **picture of perfection**<sup>20</sup> and Ken was **contentedly enjoying**<sup>21</sup> another day in **paradise**<sup>22</sup>, completely **unaware**<sup>23</sup> of what was about to happen<sup>24</sup>.

**Suddenly**<sup>25</sup> Ken heard the approaching clip-clopping of a **horse's**<sup>26</sup> hooves. He looked up and saw a man wearing a tall, pointy hat and thinking that they looked like **knives**<sup>27</sup>. Ken kept in his feet and **stamped**<sup>28</sup> his feet on the **ground**<sup>29</sup>. There had been nothing in the distance and nothing from all around the yard appeared. In that **moment**<sup>30</sup> through the long grass towards the **open air**<sup>31</sup> he **noticed**<sup>32</sup> that being someone from **another**<sup>33</sup> all his time being there seemed to have passed them and now they had a **right answer**<sup>34</sup>. Ken pulled his mouth into a **grin**<sup>35</sup>.

**Ken**<sup>36</sup> **stamped**<sup>37</sup> his foot on the ground as he **stamped**<sup>38</sup> his feet across the ground happily on their bicycles while their parents **laughed**<sup>39</sup> about their daily share of **slamming, soaking and mending**<sup>40</sup>.

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**Suddenly**<sup>49</sup> Ken heard the approaching clip-clopping of a **horse's**<sup>50</sup> hooves. He looked up and saw a man wearing a tall, pointy hat and thinking that they looked like **knives**<sup>51</sup>. Ken kept in his feet and **stamped**<sup>52</sup> his feet on the **ground**<sup>53</sup>. There had been nothing in the distance and nothing from all around the yard appeared. In that **moment**<sup>54</sup> through the long grass towards the **open air**<sup>55</sup> he **noticed**<sup>56</sup> that being someone from **another**<sup>57</sup> all his time being there seemed to have passed them and now they had a **right answer**<sup>58</sup>. Ken pulled his mouth into a **grin**<sup>59</sup>.

**Vocabulary** Interesting descriptive words relating to theme.

**Character** Distinct character, clear initial description. Informed, 'read lazily', 'stamped', 'flipped'

**Cohesion** Connecting device - and

**Relevance** Using the senses to engage reader.

**Point of View** Common, first person narrative.

**Setting** Descriptive words relating to the setting.

**Theme** The quest for the raindrop of life.

**Structure** The story is told in a chronological order.

**Language** The use of descriptive words to create a picture in the reader's mind.

**Style** The use of simple, clear language to tell the story.

**Character** Ken is the main character.

**Setting** The story is set in a rural area.

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## The Quest for the Raindrop of Life Excerpt

The sun **dazzled**<sup>1</sup> in the sky above the **barn**<sup>2</sup> as yet another **splendid**<sup>3</sup> summer day **slammed**<sup>4</sup> against a tree, **the year old**<sup>5</sup> Ken **flipped**<sup>6</sup> lazily through his favourite book. His **crimson eyes**<sup>7</sup> **flipped**<sup>8</sup> down over his **crystal blue eyes**<sup>9</sup> and he blew them away with a **half-hearted**<sup>10</sup> puff.

**In the distance**<sup>11</sup>, **joint sounds**<sup>12</sup> of village life could be **heard**<sup>13</sup>. The local children played happily on their bicycles while their parents **laughed**<sup>14</sup> about their daily share of **slamming, soaking and mending**<sup>15</sup>. Out in the **farmers**<sup>16</sup> fields, workers were **delicately**<sup>17</sup> harvesting fresh crops and loading up their carts ready for market. **The barn**<sup>18</sup> was a **picture of perfection**<sup>19</sup> and Ken was **contentedly enjoying**<sup>20</sup> another day in **paradise**<sup>21</sup>, completely **unaware**<sup>22</sup> of what was about to happen<sup>23</sup>.

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**Cohesion** Connecting device - and

**Relevance** Using the senses to engage reader.

**Point of View** Common, first person narrative.

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second paragraph describes action and sets scene

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**Michel Fayol, M. Denis**  
**Alamargot, Virginia Berninger**

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**Boys and Literacy** Trisha Maynard,2004-11-23 In recent years the issue of boys and literacy namely that they are worse at it compared to girls has become a key area of interest to all those concerned with the education of our children This book highlights the key factors causing this divide and discusses the implementation of new strategies to overcome it which have been the result of extensive qualitative research made by the author Trisha Maynard reports case study findings of a primary school whose staff wanted to explore and improve boys attitudes towards and attainment in literacy and in particular their difficulties with writing The book highlights issues concerning the reading and writing of stories what teachers understand by good story writing and the importance of teachers exploring boys and girls difficulties with literacy by themselves It provides significant insight into boys difficulties with writing as well as informing teachers how to find out about children s attainment

**An Introduction to Narrative Writing** Ruth B. Safford,1930

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**Sat Attack** Jean Kendall,2004-01-12 Help Year 6 Children beat their reading and writing SATs

**Constructive Rhetoric** Edward Everett Hale (Jr.),1896      **Writing in the Primary School** Dan O'Brien,1992

**Michigan: a Romantic Story for Young People** Joseph Walker McSpadden,1927      *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      **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      **Harcourt Science: Physical science, [grade] 5, Units E and F, teacher's ed** ,2000      **Educational Opportunity for ESL Students : Academic and English Language Instruction at Newton High** Craig Barrett Wilson,1998      **Illinois English Bulletin** ,1916      **Bulletin** ,1916      **The Classroom Teacher** Milo Burdette Hillegas,Thomas Henry Briggs,1929      Bulletin Illinois Association of Teachers of English,1919      **Bulletin of the Illinois Association of Teachers of English** ,1915      Report of the State Superintendent for the School Years Ending July 31, ... and ... Kansas. State Dept. of Public Instruction,1881

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