Inside Writing NARRATIVES

... a self-contained student writing unit, complete with instruction, guidelines, activities, and writing space

WRITE SOURCE

GREAT SOURCE EDUCATION GROUP
a division of Houghton Mifflin Company
Wilmington, Massachusetts
www.greatsource.com
Consulting Educators

We want to offer a special thanks to urban curriculum coordinator Dr. Mildred Pearson and to the entire Write Source/Great Source team for all their help. In addition, Inside Writing is a reality because of the help and advice of the following educators:

- Linda Albertson
- Amita Antao
- Lisa Ariens
- Connie Blair
- Robert Day
- Pauline Eadie
- Rhoda Goodwin
- Marguerite Guy
- Jerry Hajewski
- Mark Harris
- Shirley Minga
- Rhoda Nathan
- Elhadji Ndaw
- Trinette Patterson
- Regina Peña
- Colleen Rourke
- Mora Snowden
- Seth Sundag
- Yolanda Tynes
- Jackie Veith
- Larry Vernor
- Agnes V. Williams
- Gail Winograd

Field-Test Reviewers

- Daniel Addis
  - Jack Yates High School
  - Houston, Texas
- James Beirne
  - Hughes Center
  - Cincinnati, Ohio
- Kay Caillouette
  - Sequoia High School
  - Redwood City, California
- Daniel Ferris
  - Interdistrict Downtown School
  - Minneapolis, Minnesota
- Judy Gardner
  - L. W. Higgins High School
  - Marrero, Louisiana
- Carol Glass
  - Samuel Tilden High School
  - Brooklyn, New York
- Sarah Goldammer
  - North Community High School
  - Minneapolis, Minnesota
- Carmen S. Marletta-Francisco
  - Central High School
  - Bridgeport, Connecticut
- Deborah Matthews
  - Austin Community Academy High School
  - Chicago, Illinois
- Mecca Murphy
  - Fenger Academy
  - Chicago, Illinois
- Oleta Rhoads
  - Steelville High School
  - Steelville, Missouri
- Ruth Roose
  - Omaha Home for Boys
  - Omaha, Nebraska
- Thomas G. Smith
  - T. S. Weaver High School
  - Hartford, Connecticut
- Edrieanne Votto
  - Venice High School
  - Los Angeles, California
- Agnes V. Williams
  - Milwaukee Public Schools
  - Milwaukee, Wisconsin

Authors

Dave Kemper and Pat Sebranek

Trademarks and trade names are shown in this book strictly for illustrative purposes and are the property of their respective owners. The authors’ references herein should not be regarded as affecting their validity.

Copyright © 2004 by Great Source Education Group, a division of Houghton Mifflin Company. All rights reserved.

Permission is hereby granted to teachers to reprint or photocopy pages 10TE-14TE and page 8 of this work in classroom quantities for use in their classes with accompanying Write Source/Great Source material, provided each copy made shows the copyright notice. Such copies may not be sold and further distribution is expressly prohibited. Except as authorized above, prior written permission must be obtained from Great Source Education Group to reproduce or transmit this work or portions thereof in any other form or by any other electronic or mechanical means, including any information storage or retrieval system, unless expressly permitted by federal copyright law. Address inquiries to Permissions, Great Source Education Group, 181 Ballardvale Street, Wilmington, MA 01887.

Great Source and Write Source are registered trademarks of Houghton Mifflin Company.

Printed in the United States of America

International Standard Book Number: 0-669-50380-0 (teacher's edition)
Planning Notes: Narratives

2TE Unit Overview

3TE Weekly Planning Chart

4TE Daily Lesson Plans

9TE About the Sample Narrative

10TE Assessed Writing Samples

15TE Optional Activities for Multiple Intelligences
   Additional Narrative Writing Prompts

16TE Correlations to Write Source Handbooks
Unit Overview:

Narratives

As with all Inside Writing units, the narrative writing unit is ready to put in the hands of your students. Everything they need to complete their work is included in this booklet.

In this unit, students are asked to write a personal narrative about an event in their lives that they experienced with a group. The group could be family members, friends, classmates, teammates, or even strangers. The unit includes an excerpt from Bob Kerrey’s memoir, When I Was a Young Man, which tells about his participation in an underwater demolition training session in the autumn of 1967. His experience as both a team leader and a team member prepared Kerrey for a successful career in business and in politics.

Rationale

- In the “Universe of Discourse,” the narrative is one of the most accessible forms of writing for students to develop.
- All students have experienced important life events while they were with friends, family members, or other groups of people.
- Students can learn to shape their experiences into narratives that have effective beginnings, middles, and endings.
- Narrative writing is often included on district and state assessment tests.

Major Concepts

- A personal narrative is a story about an event in a person’s life. It highlights important actions that occurred and feelings that arose during the experience.
- A narrative must go through a series of steps—prewriting, writing, revising, and editing and proofreading—before it is ready to be published.
- Assessment is an important part of the writing process.

Strategies and Skills That Students Will Practice

- Freewriting to select a subject
- Using a flowchart to gather and organize details
- Identifying a focus
- Writing the beginning, middle, and ending parts of a narrative
- Using an appropriate tone
- Peer responding
- Using active voice
- Using personal pronouns correctly
- Evaluating narratives using an assessment rubric

Performance Standards

Students are expected to . . .

- use prewriting strategies to generate and organize ideas.
- employ detail, dialogue, and personal feelings to narrate the events of an engaging true story.
- revise and edit their writing, striving for completeness, personal voice, appropriate word choice for tone, smooth-reading sentences, and correctness.

Reinforcing Skills

- Students can use the Writers INC or the Write Ahead handbook for additional instructions related to writing narratives. (See page 16TE for handbook correlations.)
- Editing and proofreading skills can be reinforced and expanded by implementing exercises from Inside Writing Skills available for each level. (See page 7TE for suggestions.)
# Weekly Planning Chart

<table>
<thead>
<tr>
<th>Day</th>
<th>WEEK ONE</th>
<th>Pages</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Understanding the Unit</strong>&lt;br&gt;Reviewing the Unit Basics</td>
<td>inside front cover, 1-3</td>
<td>understanding the assignment and narrative writing</td>
</tr>
<tr>
<td></td>
<td>Completing a Warm-Up Activity</td>
<td>4</td>
<td>identifying important groups and events in students' own lives</td>
</tr>
<tr>
<td>2</td>
<td><strong>Working with a Sample Narrative</strong>&lt;br&gt;Reading and Reacting to a Sample Narrative</td>
<td>5-8</td>
<td>analyzing a narrative; assessing with a rubric</td>
</tr>
<tr>
<td>3</td>
<td><strong>Prewriting</strong>&lt;br&gt;Selecting a Subject</td>
<td>10-11</td>
<td>freewriting to find a topic</td>
</tr>
<tr>
<td></td>
<td>Using a Flowchart to Gather Details</td>
<td>12-13</td>
<td>using a flowchart to gather details and find a focus</td>
</tr>
<tr>
<td></td>
<td>Learning About the Narrative Structure</td>
<td>14</td>
<td>understanding the parts of a narrative</td>
</tr>
<tr>
<td>4</td>
<td><strong>Writing</strong>&lt;br&gt;Starting Your Narrative</td>
<td>16-17</td>
<td>developing an effective beginning</td>
</tr>
<tr>
<td></td>
<td>Developing the Middle Part</td>
<td>18-20</td>
<td>sharing details of the experience</td>
</tr>
<tr>
<td>5</td>
<td><strong>Writing</strong>&lt;br&gt;Ending Your Narrative</td>
<td>21</td>
<td>forming a meaningful closing</td>
</tr>
<tr>
<td></td>
<td>Forming a Complete First Draft</td>
<td>22</td>
<td>completing the first draft</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>WEEK TWO</th>
<th>Pages</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Revising</strong>&lt;br&gt;Skills Activity: Writing with an Appropriate Tone</td>
<td>24-25</td>
<td>identifying tone in writing</td>
</tr>
<tr>
<td></td>
<td><em>Optional: Sharing Assessed Models</em> 10TE-13TE</td>
<td></td>
<td>evaluating student writing</td>
</tr>
<tr>
<td></td>
<td>Peer Responding</td>
<td>26</td>
<td>using a peer-response sheet</td>
</tr>
<tr>
<td>2</td>
<td><strong>Revising</strong>&lt;br&gt;Using a Checklist</td>
<td>27</td>
<td>revising the first draft</td>
</tr>
<tr>
<td></td>
<td>Writing a Complete Revised Draft</td>
<td>28</td>
<td>completing the revised writing</td>
</tr>
<tr>
<td>3</td>
<td><strong>Editing and Proofreading</strong>&lt;br&gt;Skills Activity: Editing for Style</td>
<td>30-31</td>
<td>using active voice</td>
</tr>
<tr>
<td></td>
<td>Skills Activity: Editing for Correctness</td>
<td>32</td>
<td>using personal pronouns correctly</td>
</tr>
<tr>
<td>4</td>
<td><strong>Editing and Proofreading</strong>&lt;br&gt;Reviewing Editing in Action</td>
<td>33</td>
<td>learning how to edit</td>
</tr>
<tr>
<td></td>
<td>Skills Activity: Checking for Correctness</td>
<td>34-35</td>
<td>checking for style and correctness</td>
</tr>
<tr>
<td></td>
<td>Using a Checklist</td>
<td>36</td>
<td>editing and proofreading</td>
</tr>
<tr>
<td></td>
<td>Writing the Final Copy</td>
<td>37-40</td>
<td>completing the final draft</td>
</tr>
<tr>
<td>5</td>
<td><strong>Publishing</strong>&lt;br&gt;Sharing the Final Copy</td>
<td>8</td>
<td>using a rubric to assess writing</td>
</tr>
<tr>
<td></td>
<td>Understanding the Publishing Process</td>
<td>42</td>
<td>discussing publishing ideas</td>
</tr>
</tbody>
</table>
Daily Lesson Plans: Week One

**DAY 1**

Understanding the Unit

Reviewing the Unit Basics

- Discuss “About the Unit” (inside front cover). Note that the intended audience is the students' classmates. Students will be expected to share their finished writing in class.
- Review the table of contents and assignment checklist (pages 1-2). Students can use the checklist to keep track of their assignments. (Consider establishing due dates.)

Using the checklist as a guide, each day write the content and/or language objectives for the day in a prominent place and explain them orally for ESL students.

- Invite students to list all of the groups to which they belong. Remind students that the groups they mention may include not only formal organizations, such as clubs or sports teams, but also traditional or informal groupings, such as families or neighborhoods. After students have compiled their lists, ask volunteers to share examples with the class. Take a moment to talk about experiences that may occur in various groups.
- If time allows, lead a discussion about the quotation by Willa Cather (page 3).

Completing a Narrative Warm-Up Activity

- Implement “Jogging Your Memory” (page 4). Have students choose a group of people and an event experienced with that group. This activity should get students thinking about memorable experiences that could make good personal narratives.

**DAY 2**

Working with a Professional Narrative

Reading a Sample Narrative

**Optional:** Implement “Prereading Activity” (page 9TE) to help students think about the purpose of memoirs.

- Have students read the sample narrative (pages 5-6), or read it aloud to the class. You may want to share the “Author Bio” feature (page 9TE) before the reading.
- As students read or listen to the sample narrative (pages 5-6), ask them to pay attention to two things—the way the writer presents each event in the order that it occurred and the clarity and simplicity of the language. Mention that the writer is recalling an experience that took place more than 30 years earlier. Talk about the reliability of one's memory. Explain that when writing a narrative based on a real event, the writer must balance good storytelling with the truth.

Reacting to the Narrative

- Have students complete “Reacting to the Reading” (page 7), and discuss their answers as a class. Afterward, ask students to comment on Kerrey's relationship with members of the group—his fellow crew members.
Optional: Using “Important Stylistic Features” (page 9TE) as a guide, discuss tone and sentence variety in the model narrative.

- As a class, assess the sample using the rubric on page 8. To get started, analyze the sample for content (stimulating ideas) by determining whether the writer focuses on a specific experience, includes specific details, and so on. Ask students to describe the tone the writer uses, or name types of tone (humorous, casual, suspenseful) and ask them which is used. Then go on to organization and the other areas. As an alternative, you could analyze the sample for just one or two of the traits on the rubric. Inform students that their narratives will be assessed with the rubric.

Optional: Implement “Reading Narratives” (page 44). Provide books, magazines, newspapers, and Internet sites for students to review. (Students may work on this activity throughout the unit whenever they have time.)

**DAY 3**

Prewriting

Selecting a Subject

- Implement “Selecting a Subject” (pages 10-11). Students will explore possible experiences for their narratives. Encourage them to choose a subject that they feel strongly about; otherwise, they will find it difficult to write an effective narrative.

Gathering Details

- Implement “Using a Flowchart to Gather Details” (pages 12-13). First, review the sample flowchart on page 12. Explain to students that the flowchart will help them generate an outline of the events they will retell in their narratives. Afterward, talk about the importance of focus. Discuss where in their narratives the students might address the focus. Explain that in the sample narrative (pages 5-6), the writer first talks about the focus in the second paragraph.

Learning About the Narrative Structure

- Discuss “Learning About the Narrative Structure” (page 14). You may wish to challenge advanced students to start their narratives at the most exciting point of the story and work backward.

  ESL Tip: Make a linking words chart like the one on page 14, and prominently display it so that ESL students can refer to it easily.

**DAY 4**

Writing

Starting Your Narrative

- Implement “Starting Your Narrative” (pages 16-17). Refer students to the sample beginnings on pages 5 and 16. Ask volunteers to share their openings with the class. Challenge the class to identify the opening strategy each writer used.
Have ESL students share their openings with a more proficient ESL student or a sympathetic native speaker. Do not force ESL students to read their writing to the class. However, if they volunteer and are eager to share, encourage them.

Developing the Middle Part
• Implement “Developing the Middle Part” (pages 18-20). Remind students that they do not have to give every little detail related to the event in their narrative—just the most important ones. Before students begin their work, discuss the different ways to develop the main part of the narrative—by using specific details, action, dialogue, and feelings. Have students identify these elements in the middle paragraphs on pages 5-6 and 18. Optional: When students have finished writing the middle part of their narratives, instruct them to label examples of details, action, dialogue, and feelings in their own writing. They should have at least one example of each feature in their narratives.

DAY 5

Writing
Ending Your Narrative
• Implement “Ending Your Narrative” (page 21). Remind students that their endings should flow naturally from the middle part of the narrative. Point out how the writer of the sample narrative (pages 5-6) explains what he and his teammates thought and felt at the time. Remind students that, in their own conclusions, they should explain what they learned from their experiences.

Forming a Complete First Draft
• Completed copies of rough drafts are due the next class period. Review the tips on page 22 with students before they complete their first drafts.

Daily Lesson Plans: Week Two

DAY 1

Revising
Skills Activity
• Implement “Writing with an Appropriate Tone” (pages 24-25). As a class, discuss how word choice influences tone. Point out specific words in the examples that contribute to each sentence’s tone. Ask volunteers to change words in the examples to express a different tone. Finally, emphasize that the revising stage is a good time to add or change words to strengthen tone. When writing the first draft, writers are more concerned with details about the experience. Revising allows them to notice the tone of their writing and decide whether it is the tone they want to communicate.
The concept of tone may be difficult for students who are learning a new language. If possible, pair students with proficient English speakers to list various emotions and brainstorm words that convey those emotions.

Optional: Share the “excellent” and “fair” assessed narratives (pages 10te-13te) to help students evaluate the effectiveness of their writing. (Make copies of the essays, or display them using an overhead projector.) Students should ask themselves whether their writing measures up to the “excellent” narrative, and, if not, what improvements they can make.

Peer Responding
- Have students react to one another’s writing, guided by “Peer Responding” (page 26).

DAY 2

Revising

Using a Checklist to Revise
- Have students revise their first drafts, following “Using a Checklist” (page 27).
Emphasize that revising is the process of improving the ideas and organization of details in writing. (Checking for spelling, punctuation, and grammar should wait.)
Before they begin their work, review “Revising in Action” (page 27) to make sure that students understand the revising process.

Tip: Give students a specific number of changes to make. For example, you may challenge them to include at least two instances of dialogue in their narratives.

Writing a Revised Draft
- Give students time to complete their revising. Review “Revising Tips” and “Adding a Title” (page 28) with students before they write their complete revised drafts.

DAY 3

Editing and Proofreading

Skills Activity: Editing for Style
- Implement “Using Active Voice” (pages 30-31). Tell students that active voice makes writing clearer and more energetic. It also mirrors the natural construction of the English language, which is noun + verb + object. Most writers avoid passive voice. Point out that the writer of the sample narrative (pages 5-6) uses active voice.

Skills Activity: Editing for Correctness
- Implement “Using Personal Pronouns Correctly” (page 32).

Inside Writing
Skills activities to consider:
- Pronoun-Antecedent Agreement (pages 73-74)
- Confusing Pronoun Reference (page 76)
- Pronoun Shifts (page 77)
- Pronouns (pages 99-103)
- Active and Passive Verb Forms (page 115)
DAY 4

Editing and Proofreading

Reviewing Editing in Action
• Discuss the sample edited paragraph at the top of page 33.

Checking for Correctness
• Discuss the sample proofread paragraph at the top of page 34. Then implement “Making Editing and Proofreading Changes” (pages 34-35). This activity could be done by individuals, with partners, or as a class, depending on students’ abilities. Note that students may solve editing issues in different ways.

Using a Checklist to Edit and Proofread
• Have students edit their revised writing, following “Using a Checklist” (page 36). Students may work in pairs to edit their narratives.

Writing the Final Copy
• Review the tips on page 37. Then provide time for students to write and proofread their final copies (pages 38-40). Final copies should be due the following day.

ESL Tip
Stress the format of the final narrative (traditions vary by culture). Point out that students should write their personal names before their family names.

DAY 5

Publishing
Sharing the Final Copy
• In small groups, have students share their final drafts. Provide copies of the rubric (page 8) for students to use to evaluate their classmates’ essays. Each student should write his or her name (Evaluator:) and the name of the writer (Writer:) at the top of the rubric. Have students evaluate each essay for the six traits of effective narratives, and have them write at least one positive comment at the bottom or on the back of the rating sheet. (Each writer should have an opportunity to review the ratings.)

Assessment Note: We use a 5-point scale to evaluate the writing samples on pages 10TE-14TE, but the rubric can be used with any point scale.

Daily Lesson Plans: Week Three (Optional)

Extension Activities
Reflecting on Your Writing
• Have students complete “Reflecting on Your Writing” (page 45). This activity will help them think about their writing experiences in this unit.

Preparing for a Writing Test
• Also consider implementing “Preparing for a Writing Test” (page 46). Students should review this sheet before they take a district or state assessment test.
About the Sample Narrative

The sample narrative is an excerpt from a memoir titled *When I Was a Young Man* by Bob Kerrey. It is the story of Kerrey's early weeks of training as an underwater demolitions expert in 1967. He sharpened his leadership skills as he organized the men in his crew and dealt with problems. These skills proved useful during dangerous military missions in Vietnam as well as later in Kerrey's life when he entered politics.

Prereading Activity

Tell students that the Vietnam War was a controversial military action in the history of the United States. Young American men were drafted to serve in the military, and the goal of the war was to prevent communist forces from overtaking all of Vietnam. As the war dragged on, many Americans—including former soldiers such as Kerrey, who had been severely wounded and discharged from service—withdrew their support of the war. Ask students how their own life experiences may have changed the way they think about national and world events.

Important Stylistic Features

**TONE:** Although Kerrey is describing a time in his life when he faced challenges daily, his tone is understated. The reader understands how difficult the training was because of the details Kerrey includes. His tone also reflects the way soldiers are expected to behave under difficult conditions. This contrasts with the joyful tone he uses when his team is excused from the final ocean race. Here are some examples:

- "Following these orders would put us into the cold, black water. . . . We began our day soaking wet."
- "We whooped and laughed for joy like children who have received the most special gift we could ever have imagined."

Kerrey's voice is sincere, natural, and calm. As an officer and as a politician, Kerrey had to stay calm through dangerous situations or differences of opinion. Encourage students to use a tone that matches their personalities and the situations they are recalling in their narratives.

**SENTENCE VARIETY:** When writing narratives, writers may fall into a pattern of declarative sentences—the subject followed by the action. This strategy keeps the story moving, but it may be boring for readers. Below are passages from Kerrey's narrative that show how he varied his sentence beginnings.

- "Hell Week was a series of competitions between boat crews. Points were awarded for first, second, and third places. According to a rumor that our instructors would neither confirm nor deny . . . " (The third sentence begins with a prepositional phrase, not a noun.)
- "My boat crew was ahead on points at the end of the week. Even if we lost the next-to-last event before we set off on the ten-mile IBS trip, our lead was big enough to win. That event was a quarter-mile foot race. . . . " (The second sentence begins with a dependent clause, not a noun.)

Encourage students to begin at least one sentence in each paragraph with a phrase or clause instead of a noun or pronoun.

Vocabulary

**Insignia**  Badges or other marks that show rank or membership in a group

**stenciled**  Marked by applying ink to spaces on a stencil (heavy paper with letters or other shapes cut out)

**callisthenics**  Physical exercises designed to increase strength

**secure**  In this context, a naval term meaning "stop work"

Author Bio

Bob Kerrey was born in 1943, grew up in Lincoln, Nebraska, and studied to be a pharmacist. In 1966, he joined the navy and was an officer in Vietnam until he was seriously wounded in 1969. For his actions, he received the Medal of Honor. Kerrey served as the governor of Nebraska from 1983 to 1987 and then spent two terms as senator from that state. He is currently the president of the New School University in New York City.
Assessed Writing Samples

Pages 10TE-14TE include three sample narratives assessed according to the rubric on page 8 in the unit. Use these samples to help students with their writing and revising. (See Week Two, DAY 1 in “Daily Lesson Plans,” page 7TE.) You may also use them to guide your own evaluation of your students’ essays. A 5-point scale is used to evaluate these samples, but the rubric will work with any point scale.

Narrative Writing Assessment

People Power

“Hey, hey! Ho, ho! The parking garage has got to go!” My friends Muriel, Juana, Lisa, and I chanted this over and over until we were hoarse. We were standing in a crowd of 50 people in front of city hall. Our goal was to save a community garden that the city wanted to pave over to make a new parking garage. My friends and I never even knew there was a community garden in our neighborhood until last month, but now we knew that it was important to save it.

It was Muriel’s mother who explained everything to us. We were eating dinner at her house, and Muriel was picking all the tomatoes out of her salad. “I hate them,” she said, making a face. “They’re too sour.” Her mother quietly scooped up Muriel’s tomatoes and put them on her own salad. “Muriel,” she said, “your grandmother grew these tomatoes herself in the community garden. You should not be so ungrateful.”

Juana and Lisa began to eat their tomatoes as if they were starving. “What community garden?” I asked through a mouthful of salad, which I thought was delicious.

“It’s on Congress and Eighth. It used to be an empty lot until people got together and fixed it up. It’s been there for years. It won’t last much longer, though, because the city is going to pave it over and build a parking garage.”

I was shocked. I didn’t think the city could do something like that.

“Well,” said Mrs. Muñoz, “you should talk to Muriel’s abuela if you want to know more.”

Muriel’s grandmother was a small woman who wore oversized sweatshirts with big hearts and cartoon kitties on them, overalls, and mud-covered boots. She took me to see the garden. It was quite an operation. It had 30 plots and, at that time of year, was bursting with fresh vegetables. She gave me a whole basket of tomatoes before sending me home. She also invited me to a SOG (Save Our Garden) meeting the next day.

I didn’t know what to expect at the meeting, but I had a great time. About 20 people showed up. They were all ages and from all different parts of the city. There were old people and people my parents’ age and even kids
younger than I am. At that meeting people talked about how to approach the
city. We took a vote on whether or not to hold a rally. I was so excited to vote
in favor of it. Then we got into small groups and made posters and fliers. I
took home a bundle of fliers and passed them out at school. Muriel couldn’t
believe how much I was into the garden. But she caught the spirit. Soon she
was telling everyone to come to the rally.

The rally took place on a Friday afternoon after school. Muriel and I
raced downtown on our bicycles. We pulled fliers out of our backpacks. At
first the crowd was really small. Then we started to chant, “Save our garden!”
We handed out fliers to people waiting for buses and people just walking by.
Soon we had 50 people there. We stayed until the last light was turned out in
the city hall building. The mayor didn’t come out to talk to us, but we thought
we had made our point anyway. We gave each other hugs and high fives
before heading home.

Muriel’s grandmother told us later that the city officials agreed to meet
with SOG and talk about a compromise. I was so proud of everybody in the
group. We got together and tried to make some change for the good. My
experience really taught me that working together can make people in
power listen.

Assessment Rubric

4. STIMULATING IDEAS
   The narrative...
   • focuses on a specific event or experience.
   • contains specific details and dialogue.
   • makes readers want to know what happens next.

4. LOGICAL ORGANIZATION
   • begins by identifying the experiences and giving background
     information.
   • presents actions and ideas chronologically (according to time).

5. ENGAGING VOICE
   • shows that the writer is truly interested in the subject.
   • is written in an appropriate tone.

5. ORIGINAL WORD CHOICE
   • contains specific verbs.

5. EFFECTIVE SENTENCE STYLE
   • flows smoothly from one idea to the next.

5. CORRECT, ACCURATE COPY
   • follows the basic rules of writing.
   • uses the form suggested by the teacher.

1. Incomplete 2. Poor 3. Fair 4. Good 5. Excellent

COMMENTS:
   Your narrative is very good—it starts with someone speaking,
takes the challenge of beginning in the middle of the story, and
includes background information.

In the middle paragraphs, the order of events is easy to follow,
and you keep the reader’s interest by using dialogue, descriptive
details, and feelings. Perhaps you could have provided more specific
details about the group at the meeting and rally.

The ending clearly shares what you learned from your experience.
A Senior Moment

Little kids or old people—those were my choices. I wanted to stay home and watch television but my dad thought I should do some volunteer work. He thought it would help me develop character, whatever that means. So I flipped a coin. I got old people. So my dad signed me up to go two afternoons a week to Wesley Nursing Home over on Tenth Street. My job was to read to people who couldn’t see so good or to play cards with them or whatever they wanted. I didn’t care.

A whole bunch of kids were signed up to do this. We had to go to a meeting before our first session with the old folks. I saw quite a few kids I knew from school. I’m new to the neighborhood so I don’t know very many people. We moved here last winter so I didn’t get to meet everybody in the fall like everybody else.

I learned a lot at the meeting. Like how to talk to old people. You shouldn’t yell at them because their not all deaf. And just because they dont move around so good doesn’t mean theyre stupid so don’t talk down to them either. These things made sense to me. I learned a lot.

So this girl Jenny and me were put together to work as partners the first day. We played cards with two older ladies named Doris and Mrs. Larson. Mrs. Larson didn’t want us to call her by her first name. After all we were just kids. First we played hearts which is pretty easy. Then Mrs. Larson asked us if we wanted to learn a new game called bridge. Well it was new to me and Jenny. We said sure and so Mrs. Larson started to teach us. She warned us that we had to be good at math. Turns out Jenny is the best kid in math at our whole school. I didn’t know that even though we were in the same math class. I guess maybe I am in the math class for smart kids.

Anyway, we played bridge all afternoon. It’s a tough game. Mrs. L
as we started to call her seemed maybe a little bit impressed that we could keep up with her. Doris and her were lots of fun.

So I decided I would keep going to the senior center because it turns out that older people can be kind of fun. they may not know about hip-hop or watch cool shows on tv but they are ok. I never really thought about that before because my dad and I live so far away from my grandparents.

**Assessment Rubric**

3. **STIMULATING IDEAS**  
   *The narrative...*  
   *focusses on a specific event or experience.*  
   *contains specific details and dialogue.*  
   *makes readers want to know what happens next.*

2. **LOGICAL ORGANIZATION**  
   *begins by identifying the experience and giving background information.*  
   *presents actions and ideas chronologically (according to time).*

3. **ENGAGING VOICE**  
   *shows that the writer is truly interested in the subject.*  
   *is written in an appropriate tone.*

2. **ORIGINAL WORD CHOICE**  
   *contains specific verbs.*

3. **EFFECTIVE SENTENCE STYLE**  
   *flows smoothly from one idea to the next.*

2. **CORRECT, ACCURATE COPY**  
   *follows the basic rules of writing.*  
   *uses the form suggested by the teacher.*

**COMMENTS:**

Your beginning paragraph starts with an interesting statement, and it gives enough background to identify your experience. The middle of your narrative is confusing because the events are out of order. The ending identifies what you learned from your experience, but you could have added a little more about your feelings.

Your voice is very natural. Sometimes it may be too informal. Get some help checking for grammar and spelling errors.
A Big Family Wedding

Last summer I had to go to my cousin’s wedding. My family is enormous. On one side alone I’ve got 15 cousins. I can’t even remember most of their names. It was Felicia who was getting married. She just graduated from college. The first one from that side of the family. Now she’s married.

Most of the cousins had something to do for the wedding. The littlest kid’s got to sit around and look cute in frilly dresses but us older kids actually had to do stuff. The boys got to be ushers. Kevin and Todd and Donnie and me. We are the oldest boys so we got to show everybody to their seats. It was a big deal. I had to rent a tuxedo. My mom was so proud. She took lots of pictures.

At the rehearsal dinner some lady showed us how to act. We were supposed to meet people in the back of the church and then lead them up to a seat. We had to ask bride or groom? So we knew which side to put them on. I didn’t think I had to ask because I thought I knew everybody. We are a close family. I practiced by taking my mom to her seat. I asked bride or groom. She started to cry. “Someday you’ll be the groom,” she said. Donnie really gave me a hard time over that.

The wedding was fine. We got everybody to theyre seats. My mother cried and so did my sister Anna but she’s only a baby. After the wedding we got to eat cake and dance and drink punch. I had a good time. I know that there will be lots of weddings in the future so we can all get together again.

Assessment Rubric

2 STIMULATING IDEAS
   The narrative...
   • focuses on a specific event or experience.
   • contains specific details and dialogue.
   • makes readers want to know what happens next.

2 LOGICAL ORGANIZATION
   • begins by identifying the experience and giving background information.
   • presents actions and ideas chronologically (according to time).

3 ENGAGING VOICE
   • shows that the writer is truly interested in the subject.
   • is written in an appropriate tone.

2 ORIGINAL WORD CHOICE
   • contains specific verbs.

2 EFFECTIVE SENTENCE STYLE
   • flows smoothly from one idea to the next.

2 CORRECT, ACCURATE COPY
   • follows the basic rules of writing.
   • uses the form suggested by the teacher.

1 Incomplete
2 Poor
3 Fair
4 Good
5 Excellent

COMMENTS:

Weddings often result in family memories. However, your beginning does not grab my attention. Try opening with a quotation. The order of events in your middle paragraphs is not clear. Details about your mother and Donnie are good. Your role in the wedding party was obviously meaningful to you, but you don’t really explain what you felt.

Get help to check for spelling, grammar, and punctuation errors.
Optional Activities for Multiple Intelligences

Consider implementing one or more of the following activities during the unit. (The intelligences addressed in each activity are listed in italics.)

* **Warm-Up** (page 4)
  Figure out how many combinations of events and people can be formed from the items on the two lists on page 4. Then identify one combination that you would like to recall.  
  *Mathematical-Logical Intelligence*

* **Reacting to the Reading** (page 7)
  To help you understand the period in which Bob Kerrey's narrative takes place, do some research. Try to locate oral histories or letters from Vietnam veterans to their friends or families. How did these people experience their training and the war?  
  *Intrapersonal Intelligence*

* **Prewriting** (pages 12-13)
  Use music to help you remember details about a particular event. For example, you might listen to songs that were popular when the event happened.  
  *Musical Intelligence*

* **Prewriting** (pages 12-13)
  Turn the flowchart on pages 12-13 into a storyboard. Use a sheet of blank paper for each box in the chart. Instead of writing words, draw pictures or sketch details. Use your drawings to help you write a focus statement.  
  *Visual Intelligence*

* **Editing** (pages 30-31)
  Look up the words *active* and *passive* in the dictionary, and apply the definitions to the concepts of active and passive voice. Do the definitions help you understand the concepts?  
  *Linguistic Intelligence*

* **Reflecting on Your Writing** (page 45)
  Consider what image would best represent your narrative. Draw appropriate images or find them in magazines, in newspapers, or on the Internet, and attach them to your final draft.  
  *Visual Intelligence*

Additional Narrative Writing Prompts

For additional writing practice, assign one or more of the following narrative writing prompts.

- Observe an event that involves a large group of people (for example, a football game, a musical concert). Then write a narrative based on your observations.

- Keep a journal of your activities and interactions with friends and family. Then turn your notes into a narrative titled “A Day in the Life of ______________.”

- Think of a famous music group or sports team. Imagine that you are a member of that group. Then write a narrative about an experience with that group.

- As a group, write a story in round-robin style. Each person in the group writes a paragraph, picking up where the previous writer left off.

- Interview a family member about the history of your family. Then write a narrative about a significant event or time for your family.

- Rewrite the narrative that you prepared for this unit from the perspective of another person in the group.
## Correlations to Write Source Handbooks

### Inside Writing

<table>
<thead>
<tr>
<th>Narratives</th>
<th>Writers INC ©2001</th>
<th>Write Ahead ©2004</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3</strong> Introduction</td>
<td>147</td>
<td>149</td>
</tr>
<tr>
<td><strong>4</strong> Narrative Warm-Up</td>
<td>46</td>
<td>47</td>
</tr>
<tr>
<td><strong>5</strong> Reading and Reacting</td>
<td>98, 148-149, 150-151, 153</td>
<td>98, 150-151, 155-156</td>
</tr>
<tr>
<td><strong>8</strong> Understanding Traits</td>
<td>21-26</td>
<td>19-24</td>
</tr>
</tbody>
</table>

### PREWRITING: Planning Your Writing

<table>
<thead>
<tr>
<th></th>
<th>Writers INC ©2001</th>
<th>Write Ahead ©2004</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10</strong> Selecting a Subject</td>
<td>43-45, 147, 151</td>
<td>41-47, 152</td>
</tr>
<tr>
<td><strong>12</strong> Using a Flowchart to Gather Details</td>
<td>46-49</td>
<td>50-58</td>
</tr>
<tr>
<td><strong>14</strong> Learning How Narratives Work</td>
<td>106</td>
<td>60, 151</td>
</tr>
</tbody>
</table>

### WRITING: Connecting Your Ideas

<table>
<thead>
<tr>
<th></th>
<th>Writers INC ©2001</th>
<th>Write Ahead ©2004</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>16</strong> Starting Your Narrative</td>
<td>55, 147, 148, 150, 153</td>
<td>61, 153</td>
</tr>
<tr>
<td><strong>18</strong> Developing the Middle Part</td>
<td>56-57, 148-149, 150-151, 153</td>
<td>62-63, 150-151</td>
</tr>
<tr>
<td><strong>21</strong> Ending Your Narrative</td>
<td>58, 149, 151, 153</td>
<td>64, 151, 156</td>
</tr>
<tr>
<td><strong>22</strong> Forming a Complete First Draft</td>
<td>12-13, 53-58, 147</td>
<td>13, 59-64</td>
</tr>
</tbody>
</table>

### REVISING: Improving Your Writing

<table>
<thead>
<tr>
<th></th>
<th>Writers INC ©2001</th>
<th>Write Ahead ©2004</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>24</strong> Writing with an Appropriate Tone</td>
<td>78, 140, 241</td>
<td>133, 143, 332</td>
</tr>
<tr>
<td><strong>26</strong> Peer Responding</td>
<td>69-74</td>
<td>73-76</td>
</tr>
<tr>
<td><strong>27</strong> Using a Checklist</td>
<td>26, 68</td>
<td>24, 72, 157</td>
</tr>
</tbody>
</table>

### EDITING: Checking for Style and Correctness

<table>
<thead>
<tr>
<th></th>
<th>Writers INC ©2001</th>
<th>Write Ahead ©2004</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>30</strong> Using Active Voice</td>
<td>130, 510, 511</td>
<td>129, 132</td>
</tr>
<tr>
<td><strong>32</strong> Using Personal Pronouns</td>
<td>503, 504, 505-506</td>
<td>451, 452, 453</td>
</tr>
<tr>
<td><strong>33</strong> Reviewing Editing in Action</td>
<td>16-17, 18-19</td>
<td>16-17, 77-80</td>
</tr>
<tr>
<td><strong>34</strong> Checking for Correctness</td>
<td>75-78</td>
<td>17, 154</td>
</tr>
<tr>
<td><strong>36</strong> Using a Checklist</td>
<td>79, 154</td>
<td>81, 157</td>
</tr>
<tr>
<td><strong>37</strong> Writing the Final Copy</td>
<td>20, 30-32</td>
<td>18, 26-27</td>
</tr>
</tbody>
</table>

### PUBLISHING: Sharing the Final Copy

<table>
<thead>
<tr>
<th></th>
<th>Writers INC ©2001</th>
<th>Write Ahead ©2004</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>42</strong> Understanding Publishing</td>
<td>33-39</td>
<td>35-39</td>
</tr>
</tbody>
</table>

### Extension Activities

<table>
<thead>
<tr>
<th></th>
<th>Writers INC ©2001</th>
<th>Write Ahead ©2004</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>44</strong> Reading Narratives</td>
<td>98, 147-151</td>
<td>98, 150-151, 155-156</td>
</tr>
<tr>
<td><strong>45</strong> Reflecting on Your Writing</td>
<td>35</td>
<td>34</td>
</tr>
<tr>
<td><strong>46</strong> Preparing for a Writing Test</td>
<td>406-409, 438-446</td>
<td>273-280, 362, 366-368</td>
</tr>
</tbody>
</table>
Inside Writing NARRATIVES

Getting Started: Learning About Narrative Writing
2 Checklist: Narrative Writing
3 Introduction: Narratives
4 Narrative Warm-Up
5 Reading and Reacting to a Sample Narrative
8 Evaluating: Understanding the Traits of an Effective Narrative

PREWRITING: Planning Your Writing
10 Selecting a Subject
12 Using a Flowchart to Gather Details
14 Learning About the Narrative Structure

WRITING: Connecting Your Ideas
16 Starting Your Narrative
18 Developing the Middle Part
21 Ending Your Narrative
22 Forming a Complete First Draft

REVISING: Improving Your Writing
24 Writing with an Appropriate Tone
26 Peer Responding
27 Using a Checklist
28 Writing a Complete Revised Draft

EDITING: Checking for Style and Correctness
30 Using Active Voice
32 Using Personal Pronouns Correctly
33 Reviewing Editing in Action
34 Making Editing and Proofreading Changes
36 Using a Checklist
37 Writing the Final Copy

PUBLISHING: Sharing the Final Copy
42 Understanding the Publishing Process

Extension Activities
44 Reading Narratives
45 Reflecting on Your Writing
46 Preparing for a Writing Test
Checklist: **Narrative Writing**

This checklist will help you keep track of the assignments in this unit. Check the box next to each unit assignment as you complete it.

<table>
<thead>
<tr>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

- Narrative Warm-Up: Jogging Your Memory (page 4)
- Reacting to the Reading (page 7)

**PREWRITING: Planning Your Writing**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
- Selecting a Subject (pages 10-11)
- Using a Flowchart to Gather Details (pages 12-13)

**WRITING: Connecting Your Ideas**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
- Starting Your Narrative (pages 16-17)
- Developing the Middle Part (pages 18-20)
- Ending Your Narrative (page 21)
- Forming a Complete First Draft (page 22)

**REVISING: Improving Your Writing**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
- Writing with an Appropriate Tone (pages 24-25)
- Peer Responding (page 26)
- Using a Checklist (page 27)
- Writing a Complete Revised Draft (page 28)

**EDITING: Checking for Style and Correctness**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
- Using Active Voice (pages 30-31)
- Using Personal Pronouns Correctly (page 32)
- Making Editing and Proofreading Changes (pages 34-35)
- Using a Checklist (page 36)
- Writing the Final Copy (pages 37-40)

**Extension Activities**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
- Reading Narratives (page 44)
- Reflecting on Your Writing (page 45)
- Preparing for a Writing Test (page 46)
"Most of the basic material a writer works with is acquired before the age of fifteen."

—Willa Cather

Narratives

What happens when you hang out with your friends, family members, classmates, or teammates? On most days, probably nothing unusual takes place, but sometimes you may have a problem to solve or a challenge to face together. For example, you and your friends may run for student council, or your basketball team may have to face the reigning champions. In those situations, you and your friends or teammates have to work together.

In this unit, you will be asked to write about an event you have experienced with a group, such as family, friends, classmates, teammates, or even total strangers. When you write about a group, you have two tasks. First, you must identify yourself and the group members as distinct characters. Second, you need to choose key events and details to make the experience interesting to your readers. This will result in an effective personal narrative that offers enjoyment and a learning opportunity to your readers.
Narrative Warm-Up: Jogging Your Memory

Look at the two lists below. Choose at least one group and one event, or think of your own examples. Then think about an experience you had with that group of people at that event. Recall your impressions, feelings, actions, and anything you associate with the experience.

Groups
- classmates
- family members
- teammates
- friends
- strangers

Events
- holiday
- school day
- subway or bus ride
- concert
- field trip

Start to form a story, or narrative, by completing the sentence starters below. You may use a sentence starter more than once.

- I was with ...................................... at (or on) a .............................................................. doing ..............................................................

- The first thing that happened was ..............................................................

- ..............................................................................................................................

- ..............................................................................................................................

- ..............................................................................................................................

- I felt (or thought) ..............................................................

- ..............................................................................................................................

- ..............................................................................................................................

- Things really got interesting when ..............................................................

- ..............................................................................................................................

- ..............................................................................................................................

- What I remember most about the experience is ..............................................................

- ..............................................................................................................................

- ..............................................................................................................................

- ..............................................................................................................................

Next Step: Meet with a classmate and take turns telling each story. Be prepared to share your story with the class.
Reading a Sample Narrative

In this narrative, former governor, senator, and naval officer Bob Kerrey recalls his participation in an underwater demolition training session in 1967. The training is intense, and the graduates are sent on some of the most dangerous assignments of the Vietnam War. During training, Kerrey learns both to lead and to serve in a group.

Excerpt from When I Was a Young Man

Each seven-man column [group] became a boat crew that was expected to carry or paddle a small inflatable rubber boat (IBS) everywhere we went for the next eighteen weeks. Our training would begin on this same street at 6 a.m. Monday. [Chief Petty Officer] Olivera told us to be there in formation with our boots spit-shined, our uniforms starched, our insignia sewn on our collars or shirtsleeves, and our names stenciled in black over our left shirt pockets. When our senior officer protested that this would be impossible because the laundry services were closed, Olivera took a step closer, spit on the ground, and said, “I expect you bananas to be standing tall at 0600 with everything done as I have asked. That means every one of you. If even one man is not ready, I’ll march all of you into the bay. Dismissed.” . . .

All the boundaries disappeared as we scrambled to do what Olivera ordered us to do. We organized ourselves into teams. We found self-employed contractors who were willing to do the weekend of washing, ironing, printing, and sewing that we needed. Most important, we made certain that no man failed. Had each of us gone off on our own we most certainly would not have gotten the job done. Working together we managed with time to spare.

On Monday . . . we arrived early and stood tall in the dark waiting for Olivera to appear. We felt proud and were ready to begin. Olivera appeared on schedule. He gave our senior officer

VOCABULARY

**insignia** Badges or other marks that show rank or membership in a group

**stenciled** Marked by applying ink to spaces on a stencil (heavy paper with letters or other shapes cut out)
another half-hearted salute and inspected our ranks with a quick
glance left and right. Then he told our senior officer to bring the
men to attention, ordered them to execute an about-face and a
forward march. Following these orders would put us into the
cold, black water. Our senior officer objected, “But, Olivera, we
did everything you told us to do.” Olivera answered, “Mister, it’s
time for a little suffering. To succeed in this program you must be
willing to die before you can go to heaven.” We began our day
soaking wet. . . .

Hell Week was a series of competitions between boat crews.
. . . According to a rumor that our instructors would neither
confirm nor deny, the winner of the week’s competition would be
excused from the week’s final event: an all-night ten-mile ocean
race in our boats down the coast to Tijuana and back.

My boat crew was ahead on points at the end of the week.
Even if we lost the next-to-last event before we set off on the ten-
mile IBS trip, our lead was big enough to win. That event was a
quarter-mile foot race from the callisthenics field to our boats. . . .

At the sound of the whistle the run began. When we neared
our boat, we saw an oval shadow lying on the ground. While the
other crews were heading for the water, we stood and stared at
a sad and deflated boat. . . . Olivera asked me what I intended to
do. I said I would find the pump, repair the damage, and join the
others who were now long gone. He spat on the ground once
and said, “No, I think you bananas should secure for the night.
You won that right.”

We whooped and laughed for joy like children who have
received the most special gift we could ever have imagined. I
saluted and said “Thank you, Olivera.” We showered and went to
our barracks to sleep and dream the dreams of champions.

**VOCABULARY**

*callisthenics* Physical exercises designed
to increase strength

*secure* In this context, a naval term
meaning “stop work”

Excerpt from WHEN I WAS A YOUNG MAN, copyright © 2002 by
J. Robert Kerrey, reprinted by permission of Harcourt, Inc.
Reacting to the Reading

Answer the following questions about the sample narrative on pages 5-6. Responses will vary.

• What group is the subject of the narrative?
The writer’s boat crew or team is the focus of the narrative.

• What experience does the writer recall in the narrative?
The writer recalls his training as part of the inflatable boat (IBS) crew.

• What do the teams do during the experience recalled in the narrative? How do team members feel?
The teams get organized, follow orders, compete with other teams, and try to participate in a race. Team members face physical challenges but feel happy when they succeed. However, sometimes team members are confused by their officer’s orders.

• Which characters stand out most in the narrative? What makes them memorable?
Olivera stands out because he gives orders and spits. The senior officer stands out because he questions his superior, and the narrator stands out because he tells the story.

• What lesson does the writer learn from the experience of being in a group? He learns that a team working together can accomplish a great deal. He learns that the whole group succeeds when they make sure that no one fails.
Evaluating: **Understanding the Traits of an Effective Narrative**

This rubric (checklist) will help you understand the traits found in effective narratives. Use this rubric to help you develop your narrative and as a final checklist for your completed writing. You can also use this rubric to evaluate your classmates' narratives. (Your teacher will give you a point scale to use for final evaluations.)

### Assessment Rubric

**__STIMULATING IDEAS__**

*The narrative...*

- focuses on a specific event or experience.
- contains specific details and dialogue.
- makes readers want to know what happens next.

**__LOGICAL ORGANIZATION__**

- begins by identifying the experience and giving background information.
- presents actions and ideas chronologically (according to time).

**__ENGAGING VOICE__**

- shows that the writer is truly interested in the subject.
- is written in an appropriate tone.

**__ORIGINAL WORD CHOICE__**

- contains specific verbs.

**__EFFECTIVE SENTENCE STYLE__**

- flows smoothly from one idea to the next.

**__CORRECT, ACCURATE COPY__**

- follows the basic rules of writing.
- uses the form suggested by the teacher.

**Comments:**
Pre-writing
Planning
Your Writing
The subject of your narrative should be an event in your life that you have experienced with a group. You may already have found a possible subject from your work on page 4. However, if you still need help selecting a subject, complete the activity below.

Use the space below to freewrite about at least two experiences in your life that involved a group of people. Consider friends, family members, classmates or teammates, or people you had never met before. Then answer the questions on the following page.

Experience 1: ...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................

Experience 2: ...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................

10 Narratives
Before you decide which experience you would like to use as a subject, answer these questions.

- What did I learn from each experience?

Experience 1: .............................................................................................................

..............................................................................................................................

..............................................................................................................................

..............................................................................................................................

Experience 2: .............................................................................................................

..............................................................................................................................

..............................................................................................................................

..............................................................................................................................

- What is most interesting about each experience? Why?

Experience 1: .............................................................................................................

..............................................................................................................................

..............................................................................................................................

..............................................................................................................................

Experience 2: .............................................................................................................

..............................................................................................................................

..............................................................................................................................

..............................................................................................................................

Next Step: Meet with a classmate to discuss your possible topics and your answers to the questions. Work with your partner to decide which experience you should write about. Then complete the sentence below:

My narrative will be about .........................................................................................
Prewriting | Using a Flowchart to Gather Details

In the sample narrative on pages 5-6, the writer tells how he and his crewmates work together successfully to complete an intense military training session. The narrative has two strengths. The writer tells about key events in a clear, chronological order. The writer also tells what he and the crew think or learn at key moments during the experience.

This flowchart is filled with key events and details that Bob Kerrey includes in the sample narrative on pages 5-6. Read the chart to discover how to gather details and organize them in your own narrative.

Event 1:
The crew meets the chief petty officer, and he gives orders that seem impossible.

Event 2:
The members of the crew work together to carry out the orders. They are proud of themselves.

Event 3:
The chief petty officer sends the crew into the water. They learn that training involves suffering.

Event 4:
The crew is winning in a week of competitions.

Event 5:
In the last race, the crew discovers that their boat is deflated. They know they will lose the race.

Event 6:
The chief petty officer dismisses the crew members because they have won the competition. They are happy.
Use the flowchart below to gather details for your narrative. Fill in each box with the events or actions you want to share. Also include details, feelings, or things you learned during each event.

Event 1:

Event 2:

Event 3:

Event 4:

**Next Step:** Ask yourself “What did I learn from this experience?” and “Why is this experience important to me?” Use your answers to develop a focus statement or main point for your narrative. Here is a sample focus statement based on Bob Kerrey’s narrative: *By working as a team, everyone wins.* Write your focus statement below.

<table>
<thead>
<tr>
<th>Focus Statement</th>
<th></th>
</tr>
</thead>
</table>
Learning About the Narrative Structure

Your narrative is the story of an important experience in your life. It focuses on events that have happened to you (and a group) and that have taught you something. The graphic below shows how the parts of a narrative fit together.

- The **beginning** identifies the event you are writing about and the group that shared the experience with you. It also gives background information. (See page 16.)
- The **middle** tells about the important events and actions that have taken place during the experience, usually in the order that they have happened. It may include feelings you have had or lessons you have learned along the way. (See page 18.)
- The **ending** reveals the importance of the experience—what you have learned about yourself, others, or the world. (See page 21.)

**Transition Words and Phrases**

Narratives are often organized *chronologically* (by time). Words and phrases like *first, next,* and *as soon as* connect related actions.

<table>
<thead>
<tr>
<th>about</th>
<th>during</th>
<th>yesterday</th>
<th>until</th>
<th>finally</th>
</tr>
</thead>
<tbody>
<tr>
<td>after</td>
<td>first</td>
<td>meanwhile</td>
<td>next</td>
<td>then</td>
</tr>
<tr>
<td>at</td>
<td>second</td>
<td>today</td>
<td>soon</td>
<td>as soon as</td>
</tr>
<tr>
<td>before</td>
<td>third</td>
<td>tomorrow</td>
<td>later</td>
<td>when</td>
</tr>
</tbody>
</table>
Writing
Connecting Your Ideas
Starting Your Narrative

The beginning of your narrative should get the reader's attention and give necessary background information. You can use one of the following strategies:

- Start in the middle of the action.
- Ask readers a question.
- Begin with someone speaking.
- Start with a surprising statement or an interesting fact.

In the following sample, the writer begins with someone speaking.

**Sample Beginning Paragraph**

"Summer camp will be awesome! We'll be the ones to watch out for—just like on that TV show about people surviving on desert islands." That was the first thing my best friend Jerry said when he learned that both of us, along with our two buddies Alex and Mahoney, had been accepted at the same summer camp for city kids. We thought we knew exactly what we were getting into. We spent weeks making plans to deal with any situation or challenge we might face. The problem was that we really had no idea what we were up against.

Use the space below to write the beginning of your narrative. If you don't like how it turns out, write a second or third version on the next page. (Try using a different strategy in each beginning.)
Next Step: After you have written your beginnings, meet with a classmate. Talk about the different versions. Which one grabs the reader’s attention? Which one gives the best background information? Place a star next to the version you like best.
Developing the Middle Part

Remember, a narrative tells a story. Even though you are telling about true events, you must still hold the reader’s interest with action, dialogue, details, and feelings.

Study the sample middle paragraphs below and in the narrative on pages 5-6.

Sample Middle Paragraphs

At camp, my buddies and I were split up and assigned to different cabins. “This ruins everything!” I thought. I started to panic because now I had to deal with a whole new bunch of guys. I was in a cabin with 11 other people. One kid said, “I thought we were going to rough it. I’ve got four brothers and two sisters, so this is like a vacation.” The kid who said this was really big. I found out later that his name was Anthony, and he actually knew my cousin, so I figured I could trust him.

At that point, though, I still really missed my own friends. The camp counselor, Jake, came by and told us to elect two co-leaders who would be responsible for having the cabin crew get its chores done and get to activities on time. How could we elect a leader when we didn’t even know one another? I was getting upset.

I said, “Look, on TV, the teams sit in a circle and figure out who everybody is and what everybody’s strengths are. We could try that.” Nobody moved until Anthony, the big guy, said, “Good idea.” So we sat down and introduced ourselves, told where we were from, what our families and neighborhoods were like, and what we liked to do. Then I said people should nominate themselves or someone else to lead the cabin. I nominated Anthony. He surprised me by nominating me back. I couldn’t believe it when we both won.

Write your middle paragraphs below and on the following pages.
The ending of your narrative should share the importance of your experience as a member of a group. Tell readers what you learned from your experience.

**Sample Ending Paragraph**

I worked hard to be a good co-leader. As it turned out, I needed everybody’s help. I couldn’t just order everybody around. So I figured out which kids needed reminding and which ones I could count on. I discovered I could always count on Anthony to back me up. In the end, I learned that I am a good leader. I also learned that one of the best parts of camp was making new friends. I am going to apply to the camp in a couple of years when I am old enough to be a counselor. Anthony said he would, too.

Use the space below to write the ending of your narrative. If you don’t like the first ending, try another version on your own paper.
Writing  
Forming a Complete First Draft

After you finish pages 16-21, write a complete copy of your first draft. Do your writing on your own paper, and store your work in the back pocket of this booklet. Keep the following tips in mind as you complete this copy.

Drafting Tips

1. Write on every other line on only one side of your paper. This will make revising much easier. (If you use a computer, make sure to double-space.)

2. Keep your writing as neat as possible, but don’t worry if you cross out a few words.

3. Feel free to add new ideas that come to mind. After all, writing is a process of discovery.

4. Notice any parts you may want to change. You can make these changes when you revise.

5. Keep your purpose and audience in mind. You’re trying to tell your readers about an important experience that you shared with a group.

6. Remember: A first draft is your first look at a piece of writing. You may rewrite some parts three or four times before they sound just right.
Revising
Improving Your Writing
Revising Writing with an Appropriate Tone

Tone is conveyed through a writer’s choice of words. The tone of your writing helps make your narrative engaging by communicating your attitude or feelings about your subject. Tone allows readers to share your feelings. Your tone might be humorous, serious, enthusiastic, sad, or neutral.

**Neutral tone:**

The school choir performed a song written by their music teacher, Derek Jones. (The writer gives information only. The sentence does not reveal what the writer feels about the subject.)

**Enthusiastic tone:**

Wow! We couldn’t believe our ears when we heard the awesome way the choir performed Mr. Jones’s terrific new song.

**Sad tone:**

The chorus, their faces somber, looked out over the hushed audience and closed the concert with a song by the late Mr. Jones.

Read the passages below. Then match the letter of each tone to the appropriate passage.

a. angry       b. sad       c. happy       d. sarcastic    e. neutral

1. When Morris and I helped score the winning goal, it was as if the sun had burst through the rain clouds. We were heroes!

2. My farewell to my dearest, oldest friends was a tearful occasion. They begged me not to go, but what could I do? The situation was hopeless.

3. I told Julio that I knew I’d win the contest. “Right,” he said with a doubtful half-smile. “And then you’re going to win the lottery!”

4. The new art teacher suggested that I send in some of my sketches for the art contest. I’ll choose the best ones and mail them on Thursday.

5. My fellow skateboarders and I are really sick and tired of being treated like garbage. People who don’t think skateboarding is a real sport are only showing how ignorant they really are.
Choose a tone. On the lines below, write two or three sentences on a topic that fits that tone. After the last sentence, write the name of the tone that you used.

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

Next Step: Review your draft to determine what tone you have used in your writing. What feeling or attitude do you have toward your subject? What feeling or attitude do you want to communicate to your readers? Rewrite any passages that need to have a different or stronger tone. Be prepared to share your work with the class.
Peer Responding

Your teacher may want you and a classmate to react to each other’s writing by completing the response sheet below.

Response Sheet

Writer’s name: ...........................................  Responder’s name: ...........................................

Title: ..............................................................................................................................

I liked . . .

⇒ the beginning because it made me want to find out how the experience turned out.

⇒ your tone because it made me feel ______ about the subject.

⇒ the details in the _____ paragraph. They made the scene come to life.

⇒ the ending because it was clear what you felt or learned.

I would change . . .

⇒ the middle part because you don’t tell the events in a logical order.

⇒ the tone in your _____ paragraph. It doesn’t match the rest of the story.

⇒ the part about ____. It was confusing.

Strong words, phrases, and ideas in the writing: .................................................................

"Static buzzed in my ear as I strained to hear Melissa’s voice on the cell phone. She sounded like a tiny insect. She was thousands of miles away."

"Sometimes you just get lucky and find a bunch of friends who understand you without asking a lot of questions."
Revising Using a Checklist

Use the following checklist or the assessment rubric on page 8 as a guide to review and revise your first draft. Make changes as needed so that your narrative contains the best ideas and details.

**Revising Checklist**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Does my beginning grab the reader's attention and give necessary background information?</td>
<td></td>
</tr>
<tr>
<td>Do the middle paragraphs share the key events and actions?</td>
<td></td>
</tr>
<tr>
<td>Do the middle paragraphs include details, dialogue, and personal feelings?</td>
<td></td>
</tr>
<tr>
<td>Do I use an appropriate tone in my writing?</td>
<td></td>
</tr>
<tr>
<td>Does the ending tell why the experience was important to me?</td>
<td></td>
</tr>
</tbody>
</table>

**Revising in Action**

When you revise, you improve the ideas and organization in your first draft. You can make improvements by adding new ideas, crossing out unnecessary ideas, rewriting unclear ideas, and reordering out-of-place ideas. See the examples below.

"Remember what Lincoln said about government for the people, of the people, by the people, or something like that?"  
Lynda and Maria, Jessie was trying to convince me and two other friends that the four of us should run for student council. So far she wasn't working. "Tell me again why we should run for student council," I requested. "We are perfectly average—just like the majority of students. We represent them perfectly. It makes perfect sense to run for student council." I reminded her that we were not exactly popular, and we weren't the smartest kids either. She replied that that was her point exactly.
Revising Writing a Complete Revised Draft

After you finish pages 24-27, write a complete copy of your revised first draft. Do your writing on your own paper, and store your work in the back pocket of this booklet. Keep the following tips in mind when you complete the revised copy.

Revising Tips

1. Write on every other line on one side of your paper. This will make editing much easier. (If you use a computer, make sure to double-space.)

2. Keep your writing as neat as possible, but don’t worry if you cross out a few words.

3. Focus on ideas that need to be changed. Add, reorder, cut, and rewrite different parts as needed.

4. Take your time. You can’t make all your changes in one revision.

5. Pay special attention to peer responses. Your peers are your audience, and your goal is to tell them a good story.

6. Save your first draft and your revision so that you have a record of the changes you have made.

Adding a Title

At some point in the process, you need to form a title. A title should hook your reader and help introduce your subject. Here are three guidelines to follow:

- Use strong, colorful words.
  Facing the Challenge Together, not My Failed Election Campaign

- Give the words rhythm.
  Surviving Summer Camp, not My Great Summer at Camp

- Be imaginative.
  People Power, not Saving the Community Garden
Editing
Checking for Style and Correctness
Using Active Voice

Active voice and passive voice are terms used to describe how action is presented in your writing. In active voice, the subject of the sentence is the person or thing that is doing the action. In passive voice, the subject names who or what receives the action. Passive voice emphasizes what is done rather than who or what did it. Sentences that use passive voice are also wordier than those that use active voice. Study the following examples.

*Active voice:*

The crew members inflated the rubber boat before the race.
(Who does the action? “Members” is the subject of the sentence. What do they do? They inflated the rubber boat.)

*Passive voice:*

The rubber boat was inflated by the crew members before the race.
(“Boat” is the subject of the sentence. It receives the action (the inflating) by the crew members.)

Active voice is clearer and stronger than passive voice. Nevertheless, passive voice has its uses. Sometimes you do not know who or what has acted. (*Mistakes were made. The crew was dismissed.*) In general, though, use active voice for effective writing.

On the lines, identify whether the sentences below use active voice (A) or passive voice (P).

1. Ten members of the skateboarding club met in the park. **A**
2. Club meetings were held regularly by the members. **P**
3. Updates about the new skateboard park were shared. **P**
4. A new indoor skateboard park was being built. **P**
5. Devon and Manny demonstrated some new moves they had developed. **A**
6. Everyone stopped to watch the demonstration. **A**
7. Manny was approached by a young skateboarder named Alyssa. **P**
8. Alyssa asked Manny why he wasn’t wearing his helmet. **A**
9. Manny was annoyed by helmets. **P**
10. Alyssa reminded him about the helmet law. **A**
Rewrite the passive sentences below using active voice. (Remember, you have to change the order of the words, and you may have to change some of the words in the new sentences.)

Answers may vary.

1. Helmet laws for skateboarders have been passed in many metropolitan areas by city council members.
   - City council members in many metropolitan areas have passed helmet laws for skateboarders.

2. The laws are often ignored by skaters who think that nothing will ever happen to them.
   - Often, skaters who think that nothing will ever happen to them ignore the laws.

3. Serious injuries can easily be avoided by skaters who wear pads and helmets.
   - Skaters who wear pads and helmets can easily avoid serious injuries.

4. Unnecessary chances are taken by skaters every day.
   - Skaters take unnecessary chances every day.

5. The attitudes of these skaters should be changed.
   - These skaters should change their attitudes.

6. Thrilling airborne maneuvers are executed by skaters who take safety seriously.
   - Skaters who take safety seriously execute thrilling airborne maneuvers.

Next Step: Look again at your own writing. Highlight or underline examples of passive voice in your narrative. Whenever possible, change passive voice to active voice. Ask a classmate for suggestions if you need help.
Using Personal Pronouns Correctly

When a personal pronoun is the subject of a sentence (or a clause), use the subject form. On the other hand, if a personal pronoun is the direct object, indirect object, or object of a preposition, use the object form. Study the chart below:

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th></th>
<th>Object</th>
<th></th>
<th>Plural</th>
<th></th>
<th>Subject</th>
<th></th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Person</td>
<td>I</td>
<td>me</td>
<td>First Person</td>
<td>we</td>
<td>us</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Person</td>
<td>you</td>
<td>you</td>
<td>Second Person</td>
<td>you</td>
<td>you</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third Person</td>
<td>he, she, it</td>
<td>him, her, it</td>
<td>Third Person</td>
<td>they</td>
<td>them</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

They promoted us! (They is the subject, and us is the direct object.)
She gave him a book. (She is the subject, and him is the indirect object.)
I stepped between him and her. (I is the subject, and him and her are objects of the preposition between.)

If any personal pronoun in the sentences below is used incorrectly, cross it out and write the correct personal pronoun above it. Use the rules and examples above as a guide. The first one has been done for you.

1. Jessica and Paul told they wouldn’t be late.
   me
   I

2. You and me were waiting for them at the museum.

3. Maybe something happened to them.
   them

4. I called they with my cell phone.
   her

5. Jessica answered. “Where are you?” I asked she.
   she

6. Before handing the phone to Paul, her said, “It is not my fault.”
   her

7. “Us just missed the bus by a minute,” he said.
   I

8. “Jessica and me saw the bus and ran after it, but it would not stop.”

9. “But Alex and I have been waiting for you for an hour,” I said.
   she I

10. “Her and me will make it up to you,” Paul replied. “Lunch is on us!”

Next Step: Review your corrected sentences with a classmate. Then check your revised draft for any incorrect pronouns. Correct any mistakes that you find.
Lynda and Maria agreed with Jessie, and they convinced me to add my name to the ballot. Then came the next problem. Jessie wanted me to run for student council president, which meant I would have to give a speech. That would have to be given in front of the entire student body. "Why do I have to be president if the whole thing is your idea?" I asked. Jessie assured me that I was the person for the job. The others promised to help me write the speech.

**Editing and Proofreading Symbols**

Use the following marks to show where and how your writing needs to be changed.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>=</td>
<td>Capitalize a letter.</td>
<td>Lorraine Hansberry wrote <em>A Raisin in the sun.</em></td>
</tr>
<tr>
<td>/</td>
<td>Lowercase a letter.</td>
<td>Her play tells the story of the Younger <em>family.</em></td>
</tr>
<tr>
<td>.</td>
<td>Insert a period.</td>
<td>This play focuses on racial attitudes. It also . . .</td>
</tr>
<tr>
<td>🆘 or 🆗</td>
<td>Correct spelling.</td>
<td>Lena Younger, the family leader, is very <em>religious.</em></td>
</tr>
<tr>
<td>🗑️</td>
<td>Delete or replace.</td>
<td>Lena <em>she</em> makes a down payment on a nice house.</td>
</tr>
<tr>
<td>,</td>
<td>Insert a comma.</td>
<td>Her son, Walter Lee, Jr., wants to buy a business.</td>
</tr>
<tr>
<td>¿ ¿ ¿</td>
<td>Insert an apostrophe or quotation marks.</td>
<td>Walter Lee's wife hopes for a larger apartment.</td>
</tr>
<tr>
<td>? ? ?</td>
<td>Insert a question mark or an exclamation point.</td>
<td>What would Beneatha do with the money?</td>
</tr>
<tr>
<td>🟢</td>
<td>Start a new paragraph.</td>
<td>The play takes a surprising turn when . . .</td>
</tr>
<tr>
<td>⇐ ⇐ ⇐</td>
<td>Switch words or letters.</td>
<td>Walter gets the <em>possible</em> <em>worst</em> news.</td>
</tr>
</tbody>
</table>
When you proofread, you check the final copy of your writing for errors in usage, punctuation, capitalization, grammar, and spelling. (Use the editing and proofreading symbols on page 33 to mark your changes.) See the examples below.

A tense problem is corrected.

Spelling is corrected.

A series is punctuated with commas.

A week before the speeches are to be given, we all met at my apartment. Jessie brought cardboard and markers to make posters. Lynda brought a button-making machine. Maria just brought her enthusiasm. We sat around the kitchen table, drank soda, ate cookies, and laughed a lot.

Making Editing and Proofreading Changes

Edit and proofread the following narrative to improve the style and correctness. (Use the editing and proofreading symbols listed on page 33.) The first correction has been done for you. Check off the errors as you correct them.

- personal pronoun errors (3)
- run-on sentences (1)
- passive sentences—change to active sentences (2)
- usage errors (2)
- punctuation errors (3)
- capitalization errors (3)
- spelling errors (4)

Crossing in the Storm

1 We were fishing at Marion Reservoir in central Kansas when the storm blew in. The boat was tied off in a stand of dead trees about four miles from our camp. Dad and my little brother, Steve, were tying on white feather jigs because I’d just caught two fish on mine. Mom was helping Steve’s friend Darryl with a line. She saw the storm coming, a dark purple band on the horizon. The storm overtook us. The temperature dropped about 20

Narratives
degrees, and wind churned the lake. The storm headed toward camp, and Dad must’ve thought that we could outrun it. The boat was backed out of the trees and was driven at full throttle. The rain came hard.

Dad had to sit atop the back of his seat to see over the windshield. In no time, we were crashing through four-foot waves.

In the bow, Steve was holding tight to the rail and giving me a comical terrified look. Darryl was up there grinning and hanging on while the boat jolted from one wave to the next.

Mom shrieked, “Where’s your lifejacket, you crazy kid?”

Quickly, Darryl grabbed a lifejacket and got an arm hooked through it. Seeing Mom’s fear wiped the grin off his face.

Ahead of us, a waterspout coiled up like a giant gray snake. Dad gritted his teeth and veered out of its path. For one long second, we all felt a tug as the wind tried to pull us into the air. Lightning bolts fried the water all around us.

dad rounded the corner into our cove and never let off the throttle. He picked a spot that had more mud than rocks and told us to hang on. “Pull up the outboard!” he hollered at me.

I heaved, barely getting the prop out of the water as the boat hit shore. The impact knocked me into a rear seat, and the boat vaulted out of the lake onto rocks and mud.

To this day, we argue about the wisdom of crossing the lake in that storm, but Dad got us off the lake alive, sure tore up the boat, though.

Next Step: Carefully read and mark the revised copy of your narrative for any editing and proofreading changes before making your final copy.
Editing and Proofreading: **Using a Checklist**

Use the checklist that follows to check your revised writing for style and correctness. Remember that this step is important only after you have revised the ideas in your narrative.

![ asterisk ] It's very easy to miss errors when you edit and proofread, so make sure to ask a teacher, a classmate, or a family member for help.

**Sentence Structure**

- Did I write clear and complete sentences?
- Do my sentences use active rather than passive voice? (pages 30-31)

**Punctuation**

- Do all my sentences have end punctuation?
- Did I use commas correctly?

**Capitalization**

- Did I start all of my sentences with capital letters?
- Did I capitalize all names of people and places?

**Grammar**

- Did I use the correct form of verbs (*break, broke, broken*?)
- Did I use subjects and verbs that agree in number? (*Musicians perform; Lucia dances.*)

**Usage**

- Did I choose the correct word (*there, their, or they're*)?
- Did I use personal pronouns correctly? (page 32)

**Spelling**

- Did I check for spelling errors?
- Did I use a dictionary or the spell checker on my computer?
After you have completed pages 30-36, write a neat final copy of your narrative on pages 38-40. Then proofread your final copy for errors. Keep the following tips in mind.

**Tips for Handwritten Final Copies**

- Use your best penmanship.
- Write in blue or black ink.
- Write your name, your teacher's name, the class, and the date in the upper left-hand corner of page 1.
- Skip a line, and center the title on the next line.
- Skip a line, and start your writing.
- Indent the first line of each new paragraph.
- Write your last name and the page number in the upper right-hand corner of every page after page 1.
- Keep a one-inch margin around each page.

**Tips for Computer-Generated Final Copies**

- Use an easy-to-read font.
- Use a 10- or 12-point type size.
- Double-space throughout your writing.
- Maintain a one-inch margin around each page.
Publishing
Sharing the Final Copy
Sending Your Writing Out

What types of writing can I submit to publishers?
Newspapers are interested in essays, editorials, and articles. Some magazines publish stories, essays, and poetry; others publish essays and articles only.

Where should I send my writing?
First consider local newspapers, magazines, and other community publications. For national publications, turn to the Writer’s Market (Cincinnati: Writer’s Digest Books) for ideas. Your school or local library will have a copy of this book.

How should I send my writing?
Writer’s Market will explain that it is wise to write the publishers to request specific guidelines for submitting writing for their publications. Often, you will be asked to include a letter naming the title and the form of your writing (story, essay, article, and so on), a neat copy of your writing, and a self-addressed stamped envelope large enough for returning your writing after it has been read.

What should I expect?
Expect to wait awhile for a reply. Also realize that your writing may not be accepted for publication. In most cases, publishers choose only a few pieces of writing to publish. You may get a rejection letter. Though that sounds disappointing, even a rejection letter can prove helpful because publishers often explain why they did not select your writing for publication.

Submitting Your Writing On-Line

Where do I start my search for on-line publishing?
Start locally. See if your school has its own Web site for student writing. Also ask your teachers if they know of other Web sites that accept student work.

How do I search for these sites?
Use a search engine to find places to publish. Begin your search by entering a keyword phrase such as “submitting writing” or “student writing.” Then check out sites from the list of results.

Does Write Source have a Web site?
Yes. You can visit our Web site at <thewritesource.com>. We suggest places where students can publish on the Net and invite students to submit for publication on our site as well.
Extension Activities
Extension Activity: **Reading Narratives**

Find an effective personal narrative in a book, newspaper, magazine, or on the Internet. Then answer the questions below.

**Response Questions**

- Who is the subject of the narrative?

- What experience is the focus of the narrative?

- What happens to the person or group of people at the center of the narrative?

- What does the main person or group in the narrative learn from the experience?

- What insights did you gain from reading the narrative?
Extension Activity: **Reflecting on Your Writing**

Reread your own narrative a day or two after you have finished it. If possible, read it to another person and ask for his or her opinion. Then reflect on your writing by completing each open-ended sentence below. 

*Responses will vary.*

- My favorite part of my narrative is . . .

- I would like to change the part where . . .

- On a scale of 1 to 5 (with 5 being the highest), I would give my narrative a score of _____ because . . .

- While developing my narrative, the main thing I learned about writing is . . .
Extension Activity: **Preparing for a Writing Test**

When you take a writing test, you may feel rushed. It is helpful to keep clearly in mind the things you learned about writing. Answering the questions below will help you prepare for any narrative writing that may appear on a test.

1. What two tasks do you have when you write a personal narrative about a group experience? (See page 3.)

   - You must make yourself and the group members into distinct characters.
   - You must choose key events and details that will interest your readers.

2. What is an effective way to gather and organize details about the events in your narrative? (See pages 12-13.)

   - A flowchart can show each event and the details about it.

3. Identify four ways you might start an effective narrative. (See page 16.)

   - Start in the middle of the action.
   - Ask a question.
   - Begin with someone speaking.
   - Start with a surprising statement or an interesting fact.

4. How can you hold the reader’s attention in the middle part of your narrative? (See page 18.)

   - Include action, dialogue, details, and feelings.

5. What two kinds of information should you share in the ending or conclusion of a narrative? (See page 21.)

   - In the ending you should share the importance of the experience in your life and tell what you learned.