

Drag and Drop

Choose the correct term or phrase to complete each statement. Drag and drop the words in the boxes.

sequence

“be” verbs

narrative essay

- a) “Is, am, were, was, are, be, being, and been” are all _____.
- b) An essay that tells about the writer’s experiences and is written in the form of a story is called a _____.
- c) When events are written about in the order they happened we say they are written in _____.

/3

Reading Passage

Another very important tip to remember when you compose a narrative essay is to use strong verbs. You recall that a verb is a part of speech that shows action or state-of-being. “State-of-being” verbs are any forms of the word, “be” – is, am, were, was, are, be, being, been.” “State-of-being” verbs are verbs that state that something IS. “State-of-being” verbs are NOT powerful verbs. In fact, one author says that, “BE verbs are boring!” Always try to limit the number of “be” verbs you use in your essays.

Action verbs describe the action or behavior of somebody or something. Words such as “giggled”, “screamed”, “raced”, “tiptoed”, and “whispered” are all action verbs. Action verbs keep your audience interested in your writing and help them see the story in their minds. “Show, don’t tell” is advice that every good writer should follow. The objective of writing a narrative essay is to make the reader feel as if he is seeing the story unfold before him. Good writers use action and dialog to show what a character is thinking, saying, and doing. Showing can be done by: 1. writing scenes; 2. describing the actions of the characters; 3. revealing character through dialog; and 4. using the five senses when possible.

Comprehension Questions

Use the narrative essay prompt below to help you fill in the simple outline.

NARRATIVE ESSAY PROMPT

You and your mother are home alone when suddenly a tornado is spotted coming toward your house. Tell about your experience.

Title of Your Essay

Introduction (first paragraph)

- “Grab” your audience’s attention

- Thesis statement

- Introduce supporting ideas

/4

Marking Rubric

Name:

	Level 1	Level 2	Level 3	Level 4
Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention. <input type="checkbox"/>	Demonstrates a basic understanding of the concepts. Requires some intervention. <input type="checkbox"/>	Demonstrates a good understanding of the concepts. Requires no intervention. <input type="checkbox"/>	Demonstrates an excellent understanding of the concepts. Requires no intervention. <input type="checkbox"/>
Responses to the text	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text. <input type="checkbox"/>	Expresses responses to the text with some effectiveness; supported by some proof from the text. <input type="checkbox"/>	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text. <input type="checkbox"/>	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text. <input type="checkbox"/>
Analysis of Concepts	Interprets various concepts from the text with limited, unrelated details and incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with some details but also some incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with satisfactory details and good analysis. <input type="checkbox"/>	Interprets various concepts from the text with excellent details and thorough analysis. <input type="checkbox"/>
Application of Concepts	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>

Total Score = /61