**File Name: N5R Frustration**

**Narrative**

**Grade 5**

**Range of Writing**

**Orients the reader by establishing a situation and introducing a narrator**

Frustration

 I dip my fountain pen into the ink container. I place the pen on the paper. What will be the first words of the Declaration of Independence? They must be convincing, but also get the message to King George that we want to be free. After waiting for what seems like an hour, I print the words: “*The Colonists of the new land want to*”…No! that won’t do. The words must be more convincing. I crumble the paper and throw it across the room. I dip the pen again and place the pen on a new clean sheet of paper. Now I print the words: “*We hold these truths to be self-evident that all men are created equal”*…No! that will go later in the paper, I scream, now ripping up the paper. I’m so angry that when I dip my pen it splatters on my white cuff. After an hour I decide on the first words: “*When in the course of human events it becomes necessary for one people to dissolve the political bonds…*” Yes! those will be the first words of the Declaration of Independence, I say leaping for joy.

**Uses narrative techniques to develop events** and **show the responses of characters to situations**

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

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

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

In this fifth-grade historical narrative, written as part of a unit on the American Revolution, the writer focuses on one event, the writing of the Declaration of Independence. The first three sentences effectively give a sense of the time period and provide historical context using well-chosen details (the fountain pen, the Declaration, and King George). Even in this very brief piece, transitions are needed to manage the sequence of events. Transitional words and phrases *(“Now”, “After waiting for what seems like an hour”)* allow the event to unfold naturally. The writer uses both dialogue and description to show Jefferson’s frustration and to bring the piece to a satisfying conclusion.

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**Grade 5**

**Revised and Edited for Student Use**

Frustration

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**Narrative**

**Grade 5**

**Range of Writing**

Frustration

 I dip my fountain pen into the ink container. I place the pen on the paper. What will be the first words of the Declaration of Independence? They must be convincing, but also get the message to King George that we want to be free. After waiting for what seems like an hour, I print the words: “*The Colonists of the new land want to*”…No! that won’t do. The words must be more convincing. I crumble the paper and throw it across the room. I dip the pen again and place the pen on a new clean sheet of paper. Now I print the words: “*We hold these truths to be self-evident that all men are created equal”*…No! that will go later in the paper, I scream, now ripping up the paper. I’m so angry that when I dip my pen it splatters on my white cuff. After an hour I decide on the first words: “*When in the course of human events it becomes necessary for one people to dissolve the political bonds…*” Yes! those will be the first words of the Declaration of Independence, I say leaping for joy.