



## Fictional Narrative Writing

Dear Parents,

Our current focus in writing is fictional narrative stories. Fictional narratives for fourth graders typically involve storytelling where students use their imagination to write a story with made-up characters, settings, and problems/plots. When students write these multiple-paragraph narratives, students explore elements such as characters, setting, and plot to create a unique and imaginative tale. They often focus on building a story with a logical sequence of events and begin to learn how to use descriptive and figurative language. They learn to use good transition words to keep the story flowing and use a concluding paragraph that tells what a character is thinking or feeling. Your child will find enjoyment in crafting fictional narratives, which serve as a platform for fostering creativity.

### Ideas for Home Support

As your child practices writing these narratives at school you might consider practicing at home with the following ideas:

- Emphasize the use of sensory details in storytelling by encouraging your child to incorporate sights, sounds, smells, tastes, and textures into their writing.
- Arrange opportunities for your child to share their writing with peers or family members.
- Help your child improve their descriptive writing skills by encouraging them to use descriptive language and figurative language, such as similes or metaphors.
- Teach your child how to use dialogue to develop characters and advance the storyline.
- Help your child map out their story by brainstorming ideas for characters, settings, and plot events. Encourage them to create a storyboard or outline to organize their thoughts before they begin writing.

Thank you for all your support!

Sincerely,

## Fictional Narrative Rubric 4th Grade

Genre Chart Narrative: Fictional	4 Exceeded Goal	3 Accomplished Goal	2 Just Beginning	1 Hasn't Started
<b>Uses a strategy to engage the reader</b>	Engages the reader in a creative way	Engages the reader	Engaging sentence is weak or off-topic	Does not engage the reader
<b>Writes events in a logical order</b>	Writes events in the order they happened with only the most important details	Writes events in the order they happened	Some events are in order; uses unimportant details	Events are not in order; uses unimportant details
<b>Develops setting and characters</b>	Has a developed character and setting	Has a character and setting	Has a character or setting	Does not provide either a character or setting
<b>Uses sensory details and other descriptive language</b>	Includes several sensory details and other figurative language	Includes 1 or 2 sensory details and other figurative language	Includes 1 sensory detail but no other figurative language	Includes no sensory details or figurative language
<b>Uses onomatopoeia and other figurative language</b>	Includes interesting onomatopoeia and one other figurative language	Uses onomatopoeia and one other figurative language	Uses onomatopoeia but no other figurative language	Does not use onomatopoeia or other figurative language
<b>Uses transition words</b>	Uses transition words and phrases that link ideas	Uses transition words	Transition words do not work or there are too few	Does not use transition words
<b>Has a reflective conclusion</b>	Ends with a strong feeling or reflection	Ends with a feeling or reflection	Has an ending but it does not show how the writer feels	Does not have an ending
<b>Correct conventions support the meaning</b>	No errors or minor errors in spelling, punctuation, and grammar	A few errors but they do not interfere with meaning	Frequent errors that distract the reader	So many errors that make it hard to read

Name \_\_\_\_\_ Date \_\_\_\_\_

## Fictional Narrative Organizer

<b>Main Character:</b> <b>Description:</b>
<b>Setting:</b> <b>Description:</b>
<b>Problem:</b>
<b>Engaging Beginning:</b>
<b><u>Beginning</u></b> <b>Transition Words:</b>
<b>Details:</b> 1.
2.
3.
<b><u>Middle</u></b> <b>Transition Words:</b>
1.
2.
3.

## Fictional Narrative Organizer

End

Transition Words:

Details:

1.

2.

3.

Reflective Conclusion:

## Fictional Narrative Organizer Model

**Main Character:** Lily

**Description:** 10 years old, wants be master baker, long red hair, determined

**Setting:** Lily's house

**Description:** white kitchen cabinets, mom's desk covered in books and paper

**Problem:** Lily wants enter baking contest, lost grandmother's cookie recipe

**Engaging Beginning - circle the strategy you will use:** list question sound effect action

Lily make favorite cookies for baking contest, she gathered the ingredients: flour, sugar, butter, and eggs, but reached for grandmother's recipe, it's gone

### Beginning

**Transition Words:** One morning,

#### **Details:**

1. Enter baking competition
2. Wanted to be master baker, like grandmother
3. Recipe vanished

### Middle

**Transition Words:** Determined to solve the mystery

1. Searched kitchen
2. Mom working in office
3. Mom didn't know

## Fictional Narrative Organizer Model

**End**

**Transition Words:** Then

**Details:**

1. Five year old brother coloring

2. Lily realized coloring back recipe

3. Trades him for other paper

**Reflective Conclusion:** Lily learned solutions come unlikely places, determined try best for contest

## Fictional Narrative Model

### Vanished

As Lily prepared to make her favorite cookies, she gathered the ingredients: flour, sugar, butter, and eggs. Then as she reached for her grandmother's special recipe, she panicked. The recipe had vanished.

That morning, Lily decides to bake her grandmother's famous cookies for Riverdale's annual baking competition. She was only ten years old, but Lily dreamed of becoming a master baker like her grandmother. She searched the kitchen drawer where the recipe was kept, but it had vanished.

Determined to solve the mystery, Lily searched in every drawer and cupboard, but the recipe was nowhere in the kitchen. Next, she went into her mom's office. She was typing away on her laptop. She hadn't seen the recipe either. Lily twirled her finger through her long, brown hair as she tried to think about where it could be.

Then, the answer to the mystery of the lost recipe came to her. Lily knew where to check if something was missing in their house. She found her five year old brother, Miles, coloring on the floor of his bedroom.

Lily began to say, "Miles, have you seen?" Something about the paper that Miles was coloring on looked familiar. Moving closer, Lily knew that she'd found the missing recipe. On the back there was a picture of a blue monster battling a giant bird, but the recipe on the other side was undamaged. Lily traded the recipe for a stack of blank paper, and walked back to the kitchen, leaving her brother behind to draw his next epic battle.

With a sigh and a small smile, Lily set the recipe on the counter. As she started baking, she realized that solutions can come from unlikely places. With renewed determination, she returned to the cookies and her dream of winning the baking contest.

## Model Fictional Narrative - Annotated

### Vanished

**As Lily prepared to make her favorite cookies, she gathered the ingredients: flour, sugar, butter, eggs and vanilla.** Lily opened the little jar of vanilla and inhaled. **The soft smell always felt like one of her grandmother's warm hugs.** She opened the **white** cupboard and reached for her grandmother's special recipe. **Her hand trembled and her heart skipped a beat.** She panicked. The recipe had vanished.

**That morning,** Lily ~~decides~~ **\*decided** to bake her grandmother's famous cookies for Riverdale's annual baking competition. **She was only ten years old,** but Lily **dreamed of becoming a master baker** like her grandmother. Without the recipe, there was no hope of winning the contest.

**Indent****Determined to solve the mystery,** Lily searched in every drawer and cupboard, but the recipe was nowhere in the kitchen. **Next,** she went into her ~~mom's~~ **mom's** office. As Lily neared the door, she heard the **tap, tap, tap** of her mom's fingers on the keyboard. She was typing away on her laptop. **The desk was stacked with papers and books.** She hadn't seen the recipe either.

Standing in the hallway, Lily **twirled** in her finger around **her long, red hair.** **Then,** the answer to the mystery of the lost recipe came to her. Lily knew where to check if something was missing in ~~there~~ **their** house. She found her five year old brother, Miles, coloring on the floor of his bedroom.

Lily began to say, "~~miles~~ **\*Miles**, have you seen?" Something about the paper that Miles was coloring on looked familiar. Moving closer, Lily knew that she'd found the missing recipe. On the back, there was a picture of a **blue, hairy** monster **with jagged teeth** battling a **giant, orange** bird. Lily **examined** the paper more closely. The recipe was on the other side, undamaged. Lily traded the recipe for a stack of



blank paper, and walked back to the kitchen, leaving her brother behind to draw his next **epic** battle.

**With a sigh and a small smile, Lily set the recipe on the counter. As she started baking, she realized that solutions can come from unlikely places. With renewed determination, she returned to the cookies and her dream of winning the baking contest.**

### Annotations

Uses a strategy to engage the reader: sound effect is in red

The events are in a logical sequence throughout the narrative

Develops the setting and characters is in green

Uses sensory details and other descriptive language is in blue

Uses onomatopoeia and other figurative language is in blue

Uses transition words is in orange

Has a reflective conclusion is in red

Convention edits are in black

\*Edits related to the Writing Warm-Up are in black with an asterisk

## Sequencing the Events for *A Bad Case of the Stripes*

Camilla loves lima beans, but never ate them because all of her friends hate them.

Camilla is so worried about impressing everyone that she can't decide what to wear to school.

After she put on a red dress, her whole body became covered in stripes.

Dr. Bumbled examined Camilla and said she could go to school.

At school, the other kids laughed at Camilla. She kept changing into different colors.

The principal told Camilla's parents that she couldn't go back to school.

Lots of doctors and specialists tried to cure Camilla, but nothing worked. Camilla got worse.

An elderly lady came to Camilla's house and gave her lima beans. Camilla ate them and was cured.

Camilla stopped worrying about what everyone else thought and ate all the lima beans that she wanted.

## Using Sensory Details to Describe a Birthday Party



## Using Sensory Details to Describe a Situation



# Revision: Fictional Narrative

## 4th Grade

Name \_\_\_\_\_ Date \_\_\_\_\_

Partner \_\_\_\_\_ Rubric Score \_\_\_\_\_

Self	Partner
------	---------

### Genre Chart

\_\_\_ \_\_\_ **Uses a strategy to engage reader**

Suggestions: \_\_\_\_\_

\_\_\_ \_\_\_ **Writes events in a logical sequence**

Suggestions: \_\_\_\_\_

\_\_\_ \_\_\_ **Develops setting and characters**

Suggestions: \_\_\_\_\_

\_\_\_ \_\_\_ **Uses sensory details and other descriptive language**

Suggestions: \_\_\_\_\_

\_\_\_ \_\_\_ **Uses onomatopoeia and other figurative language**

Suggestions: \_\_\_\_\_

\_\_\_ \_\_\_ **Uses transitions words**

Suggestions: \_\_\_\_\_

\_\_\_ \_\_\_ **Has a reflective conclusion**

Suggestions: \_\_\_\_\_

## Editing Checklist

Name \_\_\_\_\_

Date \_\_\_\_\_

Partner \_\_\_\_\_

Any item on the checklist without an X will need to be edited before turning in the paper.

Self      Partner

- |       |       |   |
|-------|-------|---|
| _____ | _____ | 1. Paper includes name, date, and title                             |
| _____ | _____ | 2. Correct punctuation at the end of each sentence . ? !            |
| _____ | _____ | 3. Correct capitalization (beginning of sentences and proper nouns) |
| _____ | _____ | 4. Paragraph is indented  |
| _____ | _____ | 5. Correct spelling, including No Excuse Words                      |
| _____ | _____ | 6. _____  |

*(Grammar focus for the class)*

-----

## Editing Checklist

Name \_\_\_\_\_

Date \_\_\_\_\_

Partner \_\_\_\_\_

Any item on the checklist without an X will need to be edited before turning in the paper.

Self      Partner

- |       |       |   |
|-------|-------|---|
| _____ | _____ | 1. Paper includes name, date, and title                             |
| _____ | _____ | 2. Correct punctuation at the end of each sentence . ? !            |
| _____ | _____ | 3. Correct capitalization (beginning of sentences and proper nouns) |
| _____ | _____ | 4. Paragraph is indented  |
| _____ | _____ | 5. Correct spelling, including No Excuse Words                      |
| _____ | _____ | 6. _____  |

*(Grammar focus for the class)*