



Fictional Narrative Writing

Dear Parents,

Our current focus in writing is fictional narrative stories. Fictional narratives for third graders typically involve creative storytelling where students use their imagination to craft a story. In these narratives, students explore elements such as characters, setting, and plot to create a unique and imaginative tale. Third graders often focus on building a story with a logical sequence of events and begin to learn how to use descriptive and figurative language. They will 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. Fictional narratives are a forum for creativity that your child will enjoy.

Ideas for Home Support

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

- Provide your child with story starters or prompts to kickstart their imagination.
- Encourage your child to invent characters by asking them questions about their appearance, personality, and background.
- Discuss the importance of setting in a story and help your child brainstorm interesting settings for their narratives.
- Teach your child how to use dialogue to develop characters and advance the storyline.
- Guide your child through the process of planning their story's plot by helping them identify a beginning, middle, and end.

Thank you for all your support!

Sincerely,

Fictional Narrative Rubric

3rd Grade

Genre Chart Narrative: Fictional	4 Exceeded Goal	3 Accomplished Goal	2 Just Beginning	1 Hasn't Started
Uses a strategy to engage the reader	Engages the reader in a creative way	Engages the reader	Engaging sentence is weak or off-topic	Does not engage the reader
Writes events in a logical sequence	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
Describes setting and characters	Has a developed character and setting	Has a character and setting	Has a character or setting	Does not provide either a character or setting
Uses adverbs and other descriptive language	Uses several well-placed adverbs and several other descriptive words	Uses a few well-placed adverbs and other descriptive words	Uses an adverb or other descriptive words	Does not use an adverb or other descriptive words
Uses a metaphor and other figurative language	Uses a creative well-placed metaphor and two other figurative language	Uses a well-placed metaphor and other figurative language	Uses a metaphor or other figurative language	Does not use a metaphor or other figurative language
Uses transition words	Well-placed transition words link ideas	Uses transition words	Transition words do not work or there are too few	Does not use transition words
Has a reflective conclusion	Ends with a strong feeling or reflection	Ends with a feeling or reflection	Has an ending but does not show how the writer feels	Does not have an ending
Correct conventions support the meaning	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

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

Fictional Narrative Organizer

End

Transition Words:

Details:

1.

2.

3.

Reflective Conclusion:

Fictional Narrative Organizer Model

Main Character: Bailey Description: 3rd grader, brown hair, quiet, likes to be outside
Setting: Sunnyvale, the town where Bailey lives Description:
Problem: Bailey lost her kite
Engaging Beginning - circle the strategy you will use: question sound effect <u>action</u>
Bailey raced out the door, her new kite fluttering behind her. She dashed towards the park, ready to unleash her kite.
<u>Beginning</u> Transition Words: After arriving at Sunnyvale Park,
Details: 1. Flying kite at park, got from uncle for birthday
2. String breaks
3. Kite sails away over trees, sad lost it
<u>Middle</u> Transition Words: The next morning,
1. School next day, new girl sits by Bailey
2. Writing about lost kite, shares with girl, name is Elena
3. Elena invites Bailey to her house

Fictional Narrative Organizer Model

End

Transition Words: After school,

Details:

1. Playing at Elena's house
2. Elena runs garage and comes back with Bailey's kite
3. Kite blew into tree in Elena's backyard

Reflective Conclusion: Bailey happy to find kite, happier found new friend

Sequencing the Events of *After the Fall*

Finally, I made a perfect paper airplane.

The paper airplane landed on top of the wall.

Every day I passed the wall and thought about climbing it.

I flew away.

After the great fall, I was afraid of heights.

I tried and tried to make a paper airplane.

I was very nervous, but I climbed the wall anyway.

I watched the birds from the ground.

I hatched and became a bird.

Model Fictional Narrative

Lost and Found

Bailey raced out the front door, her new kite fluttering behind her. She ran toward the nearby park. Bailey was a shy, third-grader. She loved the park and the peaceful feeling of watching kites floating in the sky.

At Sunnyvale park, Bailey let go of her bright blue kite and watch it fly above the trees. The wind snapped the kite and broke its string. Bailey watched in disbelief as her kite blew away, disappearing in the distance. She walked home, sad that her brand-new kite was gone. The next morning, Bailey got ready and walked to school. When she got to class, Bailey was surprised to see a new girl named elena sitting next to her desk. Sunnyvale was a small town. New families didn't move in very often. Bailey walked to her desk, managed a small smile, and sat down. Later, the teacher asked the class to write in their journals. Bailey wrote about losing her kite and shared the story with Elena. Elena listened with a smile. Elena surprised Bailey by inviting her to her house after school. Bailey hesitated at first, but she agreed. When they got to Elena's house, they played games and had fun. Elena disappeared into the garage and came back holding something behind her back. It was Bailey's lost kite! It had blown into Elena's backyard.

Bailey was overjoyed to have found her kite, but she was even happier to have found a new friend in Elena.

Annotated Model Fictional Narrative

Lost and Found

Bailey **raced** out the front door, her new kite **fluttering** behind her **like leaves blowing in a tree**. She ~~ran~~ **dashed** toward the nearby park. **Bailey was a shy third-grader. She loved the park and the peaceful feeling of watching kites floating in the sky.**

At Sunnyvale park Park, Bailey let go of her **bright blue** kite and ~~watch~~ **watched** it fly **soar** above the trees. **Suddenly**, ~~The~~ a strong gust of wind snapped the kite and broke its string. Bailey watched in disbelief as her kite blew away, disappearing in the distance. She ~~walked~~ **trudged** home, sad that her brand-new kite was gone. **The next morning**, Bailey got ready and walked to school. When she got to class, Bailey was surprised to see a new girl named ~~Elena~~ **Elena** sitting next to her desk. **Sunnyvale was a small town. New families didn't move in very often.** Bailey **slowly** walked to her desk, **managed a small smile**, and sat down. **Later**, the teacher asked the class to write in their journals. Bailey wrote about losing her kite and shared the story with Elena. Elena **carefully** listened, with a hint of a smile at the corner of her mouth. Elena surprised Bailey by inviting her to her house after school. Bailey hesitated at first, but she agreed. **When they got to Elena's house**, they played games and had fun. Elena disappeared into the garage and came back holding something behind her back. It was Bailey's lost kite! It had blown into Elena's backyard.

Bailey was overjoyed to have found her kite, but she was even happier to have found a new friend in Elena.

Annotations

Uses a strategy to engage the reader is in red

Write events in a logical sequence - throughout the model narrative

Describes setting and characters is in green

Uses adverbs and other descriptive language is in blue

Uses metaphors and other figurative language is in blue

Uses transition words is in orange

Has a reflective conclusion is in red

Revision: Fictional Narrative

3rd Grade

Name _____ Date _____

Partner _____ Rubric Score _____

Self	Partner
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Genre Chart

___ ___ **Uses a strategy to engage reader**

Suggestions: _____

___ ___ **Writes events in a logical sequence**

Suggestions: _____

___ ___ **Describes setting and characters**

Suggestions: _____

___ ___ **Uses adverbs and other descriptive language**

Suggestions: _____

___ ___ **Uses a metaphor and other figurative language**

Suggestions: _____

___ ___ **Uses transition 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

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| _____ | _____ | 5. Correct spelling, including No Excuse Words |
| _____ | _____ | 6. _____ |

(Grammar focus for the class)

Independent Assessment: Fictional Narrative

Objective – Use the elements in the genre chart to independently write a fictional narrative

Independent Assessments

Assessments are provided as a resource for teachers to further evaluate students' ability to write independently. This prompt is provided as one idea for assessing student writing. If you prefer, have students write to an alternative prompt.

For this assessment, students write a fictional narrative that includes the elements listed on the genre chart.

Instructions

Display the genre chart and any previously created word banks that students might use as a resource. Remind students of the characteristics of a fictional narrative and review the elements on the genre chart. Point out any word banks and read the listed items with the class.

Read together a fictional narrative from the previous week's writing. Identify each genre chart element in the piece of writing.

Give students the following prompt:

You stumble upon a hidden pet shop that sells magical creatures. Choose one magical pet and write about your adventures together. Where do you go? What special abilities does your pet have? How do you keep its magic a secret?

Narrative

Students will write a fictional narrative that:

- Uses a strategy to engage the reader
 - Writes events in a logical sequence
 - Describes setting and characters
 - Uses adverbs and other descriptive language
 - Uses a metaphor and other figurative language
 - Uses transition words
 - Has a reflective conclusion
-

Materials

- Fictional Narrative Genre Chart
- Student writing paper
- Fictional narrative writing from the previous week