



Narrative Summary

Dear Parents,

Over the upcoming weeks, our writing lessons will center on crafting summaries of narrative texts. Fifth graders will learn to condense these narratives into concise versions, ensuring they grasp the fundamental plot elements while skillfully paraphrasing key details. In the summaries for fifth grade, students will also work to reflect the author's tone and mood. Summarizing aids children in comprehending their readings by expressing them in their own words and identifying pivotal points. Rather than recounting every aspect, summaries pinpoint the essential events, characters, and central conflicts of the story.

Ideas for Home Support

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

- Demonstrate how to summarize narratives by providing examples from books or short stories you've read together. Think aloud as you identify key events, characters, and main themes, showing your child how to condense the story effectively.
- Work collaboratively with your child to summarize stories. Start with simpler texts and gradually increase the complexity as they gain confidence..
- Make summarization fun by turning it into a game. Create flashcards with key story elements and have your child match them to the correct summaries. Alternatively, play "Summarization Charades" where your child acts out scenes from a story while others guess the main events.
- Start a summarization journal where your child can practice summarizing different narratives they read independently. Have them write a brief summary of each story they finish, focusing on identifying the main elements and themes.

Thank you for all your support!

Sincerely,

Narrative Summary Rubric 5th Grade

Genre Chart Summary: Narrative	4 Exceeded Goal	3 Accomplished Goal	2 Just Beginning	1 Hasn't Started
Has an engaging introductory paragraph	Has an introductory paragraph that engages the reader in a creative way	Has an introductory paragraph that engages the reader	Engaging introduction is weak or off-topic	Does not have an engaging introduction
Paraphrases the most important story elements	Creatively paraphrases the most important details from the story	Paraphrases the most important details from the story	Some of the important details are paraphrased	Many important details are copied
Reflects the author's tone and mood	Accurately and creatively reflects the author's tone and mood	Accurately reflect the author's tone and mood	Weakly attempts some tone and mood	Does not include any detectable tone or mood
Uses transitional phrases	Uses transitional words and phrases to link ideas	Uses transitional words and phrases	Transitional words do not work or there are too few	Does not use transitional words
Has a concluding paragraph with the story resolution	Has a creative ending paragraph that provides resolution to the story	Has a concluding paragraph that provides resolution to the story	Has a concluding paragraph but does not tell the resolution to the story	Does not have a concluding paragraph
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 it is hard to read

Paraphrasing Practice with Fairy Tales

The Princess and the Pea

Once upon a time, a prince sought a true princess to marry. One stormy night, a young woman claiming to be a princess sought refuge at the castle. To test if she was truly a princess, the queen placed a single pea beneath twenty mattresses and twenty feather beds in the guest room. If she really was a princess, she would still be able to feel the pea. The next morning, the princess complained of a terrible backache, proving her sensitivity to the pea. Recognizing her as a true princess, the prince joyfully married her, and they lived happily ever after.

Words that you can't use: princess, castle, pea, bed

The Three Little Pigs

Once upon a time, three little pigs set out to build homes. The first pig built a house of straw, the second pig used sticks, and the third pig used bricks. A big bad wolf huffed and puffed, blowing down the straw and stick houses. But he couldn't blow down the brick house. The wolf tried to trick the pigs, but they outsmarted him. In the end, the wolf couldn't get into the brick house, and the pigs lived safely inside, happily ever after.

Words that you can't use: pigs, straw, sticks, bricks

Jack and the Beanstalk

Once upon a time, a boy named Jack traded his cow for magic beans out of desperation. His mother, though angry, threw the beans out the window. Overnight, a gigantic beanstalk grew up to the sky. Jack climbed it out of necessity and found a giant's castle. Knowing his family's dire circumstances, he stole treasures and escaped. The giant followed, but Jack, with no other choice, chopped down the beanstalk, and the giant fell. Jack and his mother lived happily with their newfound wealth, grateful for the means to survive.

Words that you can't use: beans, climb, giant, treasures

Paraphrasing Practice with Fairy Tales

The Princess and the Pea - Rewritten

Once upon a time, a noble prince searched for a genuine bride. On a dark and stormy night, a maiden, declaring herself as royalty, sought sanctuary in the grand estate. To verify her claim, the queen concealed a tiny object beneath layers of bedding in the guest quarters. At dawn, the maiden lamented her discomfort, revealing her sensitivity to the concealed object. Convinced of her authenticity, the prince joyfully wed her, and together they embarked on a blissful journey through life.

Words that you can't use: princess, castle, pea, bed

The Three Little Pigs - Rewritten

Once upon a time, three swine constructed their dwellings. The initial creature made a home from a bundle of twigs, the second from a cluster of branches, and the third from solid blocks. A formidable wolf arrived, exhaling with all his might, demolishing the twig and branch shelters. However, the sturdy structure resisted his efforts. The wolf attempted deceit, yet the creatures proved cunning. Ultimately, the wolf's endeavors were thwarted, and the creatures resided securely within their resilient abode, living contentedly ever after.

Words that you can't use: pigs, straw, sticks, bricks

Jack and the Beanstalk - Rewritten

Once upon a time, a boy named Jack exchanged his cow for enchanted seeds. His mother, infuriated, cast the seeds away. During the night, an immense plant sprouted, reaching towards the heavens. Jack ascended and stumbled upon a colossal structure. There, he retrieved valuable possessions and fled. Pursued by the towering figure, Jack severed the towering plant, causing the titan to plummet. Jack and his mother savored their newfound prosperity and lived contentedly thereafter.

Words that you can't use: beans, climb, giant, treasures

Name _____ Date _____

Narrative Summary Organizer

Book title:

Author:

Main character:

Story problem:

Tone and Mood:

Circle the strategy used to engage the reader: question sound effect action list

Engaging beginning paragraph:

What happened in the beginning?

1.

2.

3.

What happened in the middle?

1.

2.

3.

What happened in the end?

1.

2.

3.

Story Resolution:

Narrative Summary Organizer Model

Book title: *Weslandia*

Author: Paul Fleischman

Main character: Wesley

Story problem: Wesley does not fit in with the other kids in his neighborhood and he is looking for an interesting summer project.

Tone and Mood: quirky, playful, adventurous

Circle the strategy used to engage the reader: question sound effect action list dialogue

Engaging beginning paragraph: “Dad, I don’t want to get my hair cut in a mohawk,” Wesley said to his father. Wesley did not fit in with the other kids in his neighborhood and even his parents thought he was a little strange. Wesley was okay with that. All he needed was an interesting project to keep him busy this summer.

What happened in the beginning?

1. Wesley doesn't fit in

2. Decides create own civilization

3. Makes bare spot in yard, waits see what will grow

What happened in the middle?

1. Strange plants grew

2. Uses plants for food, clothes, mosquito repellent

3. Neighborhood kids start hanging out

What happened in the end?

1. Parents notice Wesley is happy

2. Names plant "swist," sound of its leaves in breeze

3. Creates an entire new language

Story Resolution: summer ends, makes ink out of oil and soot, uses eighty letter alphabet he created to write history of civilization, returned to school, lots friends

Narrative Summary Model

"Dad, I don't want to get my hair cut in a mohawk. Just because everyone else does, that doesn't mean I should," Wesley said to his father. Weslandia, by Paul Fleischman, is a story about a boy that doesn't fit in with the other kids in his neighborhood and even his parents think he is a little strange. Wesley didn't mind. All he needed was something exciting to keep him busy during the summer.

As Wesley thought about what to do, an idea began to form in his mind. He would grow his own food and create a new civilization. Wesley took a shovel and began to dig up part of his backyard. That night Wesley listened to the wind and wondered what would grow in the bare ground. A few days later, he discovered that an unusual plant was beginning to sprout. The plant grew taller than his knees and then towered over his head. Wesley researched and read, but he couldn't discover the plant's name. It seemed to be a new species.

This mysterious plant, which Wesley named "swist" for the sound its leaves made in the breeze, became the foundation of his new world. Its fruit was delicious its leaves perfect for clothing and its oil a natural mosquito repellent. Wesley's civilization, which he dubbed Weslandia, grew and evolved.

Wesley suddenly found himself the center of attention. The neighborhood kids marveled at the wonders of Weslandia, and Wesley became the cool kid on the block.

Wesley's parents noticed that he seemed happier than he had been in a long time. Proudly, Wesley gave them a tour of Weslandia, showing

them all the uses of swist.

Wesley decided to record the history of Weslandia in a language of his own creation. Returning to school, Wesley found himself surrounded by new friends and zero tormentors.

Narrative Summary Model Annotated

"Dad, I don't want to get my haircut in a mohawk. Just because everyone else does, that doesn't mean I should," Wesley said to his father. ~~Weslandia~~ *Weslandia*, by Paul Fleischman, is a story about a boy that doesn't fit in with the other kids in his neighborhood and even his parents think he is a little strange. Wesley didn't mind. He was a kid who craved adventure, not conformity. All he needed was something exciting to keep him busy during the summer.

As Wesley thought about what to do, ~~an idea began to form in his mind~~ **a thrilling thought struck him like lightning**. He would grow his own food and create a new civilization. **With determination blazing in his eyes**, Wesley grabbed a shovel and began to dig up part of his backyard. **That night, as stars twinkled overhead**, Wesley listened to the wind and ~~wondered what would grow in the bare ground and pondered~~ **what wonders might sprout from the earth**. **A few days later**, he discovered that an ~~unusual~~ **extraordinary** plant was beginning to sprout. **In a short time**, the plant grew taller than his knees and then towered over his head. Wesley researched and read, but he couldn't discover the plant's name. It seemed to be a new species.

This mysterious plant, which Wesley named "swist" for the sound it's **its** leafs **leaves* made in the breeze, became the foundation of his new world. Its fruit was delicious, its leaves perfect for clothing, and its oil a natural mosquito repellent. **With each passing week**, Wesley's civilization, which he dubbed Weslandia, grew and evolved.

Initially shunned by the neighborhood kids, Wesley suddenly found

himself the center of attention. They marveled at the wonders of Weslandia, and Wesley became the cool kid on the block.

Wesley's parents noticed that he seemed happier than he had been in a long time. Proudly, Wesley gave them a tour of Weslandia, showing them all the **ingenious** uses of swist.

As summer came to a close, Wesley decided to record the history of Weslandia in a language of his own creation. Returning to school, Wesley found himself surrounded by new friends and zero tormentors.

Annotations

Has an engaging introductory paragraph is in red

Paraphrases the most important story elements appears in each paragraph

Reflects the author's tone and mood is in purple

Uses transitional phrases is in orange

Has a concluding paragraph with the story resolution is in red

Convention edits are in black

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

Tone and Mood Samples

The Dark Forest

In the dimly lit forest, the dense fog draped like a ghostly sheet over the gnarled trees. Shadows danced eerily among the twisted branches, concealing secrets hiding in the darkness. Every rustle of leaves sent shivers down their spines, as if unseen eyes were watching their every move. The air was heavy with anticipation, each step forward filled with the sense that something sinister was just beyond their sight, waiting to pounce.

Tone: gloomy

Mood: suspenseful

Smiles in the Storm

As the storm clouds gathered overhead, casting a gray shadow over the sleepy town, a sense of gloom settled in the air. But despite the coming rain, the residents of the town bustled about with cheerful energy. Children laughed and played in the puddles, their colorful rain boots splashing joyfully. The smell of freshly baked cookies floated from the cozy bakery, where neighbors gathered to share stories and laughter. Despite the dreary weather, the town was alive with warmth and friendship, turning even the darkest skies into a canvas for smiles.

Tone: gloomy

Mood: cheerful

Transitional Phrases Practice Model

Rachel grabbed her sled and ran to the top of the hill. She climbed on and pushed off. Down she went. The snow was flying up behind her. She hit a bump and went airborne for a second. She landed with a thud. Rachel steered around some trees, narrowly avoiding a collision. She reached the bottom, laughing and breathless. She trudged back up the hill to do it all over again.

One winter morning, Rachel grabbed her sled and ran to the top of the hill. She climbed on and pushed off. Down she went. **As she picked up speed**, the snow was flying up behind her. **Without warning**, Rachel hit a bump and went airborne for a second. **Then**, she landed with a thud. **Her heart beat wildly**, as she steered around some trees, narrowly avoiding a collision. She reached the bottom, laughing and breathless. **After catching her breath**, she trudged back up the hill to do it all over again.

Transition Practice Student Paragraph

Jack put on his snorkel gear and waded into the crystal-clear water. He dipped his head beneath the surface and marveled at the colorful fish darting around him. Jack explored the vibrant coral reef below. A curious sea turtle glided by. He followed the turtle as it gracefully navigated through the underwater wonderland. Jack surfaced, his heart filled with awe at the beauty he had witnessed beneath the waves.

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Transition Practice Student Paragraph

His heart pounding with excitement, Jack put on his snorkel gear and waded into the crystal-clear water. **Excitedly**, he dipped his head beneath the surface and marveled at the colorful fish darting around him. Jack explored the vibrant coral reef below. **To his amazement**, a curious sea turtle glided by. **With eager anticipation**, he followed the turtle as it gracefully navigated through the underwater wonderland. **Reluctantly**, Jack surfaced, his heart filled with awe at the beauty he had witnessed beneath the waves.

Revision: Narrative Summary

5th Grade

Name _____ Date _____

Peer #1 _____ Peer #2 _____

Peer 1	Peer 2	Genre Chart
		Has an engaging introductory paragraph Suggestions:
		Paraphrases the most important story elements Suggestions:
		Reflects the author's tone and mood Suggestions:
		Uses transitional phrases Suggestions:
		Has a concluding paragraph with the story resolution Suggestions:

Peer #1 Rubric Score _____

Peer #2 Rubric Score _____

Editing Checklist

Name: _____ Date: _____

Peer Editor 1: _____ Peer Editor 2: _____

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

Peer 1 Peer 2

- | | | |
|-------|-------|--|
| _____ | _____ | 1. Paper includes name, date, and title |
| _____ | _____ | 2. Correct punctuation in each sentence |
| _____ | _____ | 3. Correct capitalization (beginning of sentences and proper nouns) |
| _____ | _____ | 4. Correct spelling, including No Excuse Words |
| _____ | _____ | 5. Paragraph is indented |
| _____ | _____ | 6. If digital, Times New Roman, 12 pt. Font, one-inch margins, double-spaced |
| _____ | _____ | 7. _____ |

(Grammar focus for the class)



Editing Checklist

Name: _____ Date: _____

Peer Editor 1: _____ Peer Editor 2: _____

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

Peer 1 Peer 2

- | | | |
|-------|-------|--|
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| _____ | _____ | 3. Correct capitalization (beginning of sentences and proper nouns) |
| _____ | _____ | 4. Correct spelling, including No Excuse Words |
| _____ | _____ | 5. Paragraph is indented |
| _____ | _____ | 6. If digital, Times New Roman, 12 pt. Font, one-inch margins, double-spaced |
| _____ | _____ | 7. _____ |