



Fictional Narrative Writing

Dear Parents,

Our current focus for writing is fictional narratives. Fictional narratives for fifth graders involve imaginative stories with made-up characters, settings, and situations. When students write these multiple-paragraph narratives, students explore elements such as engaging introductions, characters, setting, and plot to create a unique and imaginative tale. They often focus on building a story and manipulating the time and pacing of events. They use descriptive and figurative language. Students will learn to use good transitional phrases to keep the story flowing and use a concluding paragraph that tells what a character is thinking or feeling at the end of the story.

Ideas for Home Support

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

- Encourage your child to outline their plots, create characters with depth, and establish settings that come alive. Help them refine their ideas by asking questions and offering suggestions.
- Guide your child in creating dynamic characters by exploring their motivations, strengths, weaknesses, and conflicts.
- Encourage your child to explore various settings through research and imagination. Help them visualize their story's setting by creating maps, mood boards, or visual collages.
- Challenge your child to incorporate unexpected plot twists or cliffhangers into their stories.
- Teach your child the art of writing realistic and engaging dialogue. Encourage them to listen to conversations around them and pay attention to how people speak.

Thank you for all your support!

Sincerely,

Fictional Narrative Rubric

5th Grade

Genre Chart Narrative: Fictional	4 Exceeded Goal	3 Accomplished Goal	2 Just Beginning	1 Hasn't Started
Has an engaging introduction that establishes a situation	Has an engaging introduction that establishes the situation in a creative way	Has an engaging introduction that establishes the situation	Attempts the engaging introduction but it is weak or off-topic	Does not have an engaging introduction
Organizes paragraphs to manipulate time and pacing	Has well-organized paragraphs that manipulate time and pacing to enhance the story	Has well-organized paragraphs that manipulate time and pacing	Paragraphs are present but they do not manipulate both time and pacing	Weak paragraphs that do not manipulate time or pacing
Develops the setting, characters, and situation	Has developed setting and characters with a clear situation	Has developed setting and characters with a situation	Has underdeveloped setting, characters, and situation	Has no real setting, characters, or situation
Uses sensory details and other descriptive language	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	Does not include sensory details or figurative language
Uses alliteration and other figurative language	Includes interesting alliteration and one other figurative language	Uses alliteration and one other figurative language	Uses alliteration but no other figurative language	Does not use alliteration or figurative language
Uses transitional phrases	Uses transitional phrases that link ideas	Uses transitional phrases	Transitional phrases do not work or there are too few	Does not use transitional phrases
Has a concluding paragraph with a surprise twist	Ends with an interesting twist in the concluding paragraph	Ends with a twist in the concluding paragraph	Ends with a weak twist or one that does not make sense with the situation	Does not end with a surprise twist
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

Name _____ Date _____

Fictional Narrative Organizer

Fictional Narrative Title:
Main Character: Details: Setting Sensory Detail 1. Sensory Detail 2.
Situation:
Engaging Beginning - circle your strategy: dialogue list question sound effect action
Beginning Transitional phrases:
Details: 1.
2.
3.

* = slow down and add details

Fictional Narrative Organizer

Middle

Transitional Phrases:

Details:

1.

2.

3.

End

Transitional Phrases:

Details:

1.

2.

3.

Concluding paragraph with a surprise twist:

* = slow down and add details

Fictional Narrative Organizer Model

Fictional Narrative Title: A Key, a Puzzle, and a Door
Main Character: Max Details: in 5th grade, likes riddles and puzzles, curious Setting: old house, edge of Crestview Sensory Detail 1. steep, narrow stairs Sensory Detail 2. Cobwebs, creaky door in attic
Situation: Max and family move to old house, finds mysterious key
Engaging Beginning - circle your strategy: <u>dialogue</u> list question sound effect action
"Max, can you carry these boxes up to the attic?" his dad called from the back of the moving truck.
Beginning Transitional Phrases:
Details: 1. Max carries boxes to attic
2. Key on table
3. Puts key in pocket

* = slow down and add details

Fictional Narrative Organizer Model

Middle

Transitional Phrases: Three days later

Details:

1. Family working on house
2. Max hasn't discovered what key fits
3. Finds old puzzle, doesn't have picture on box

End

Transitional Phrases: After twenty minutes

Details:

- *1. Max starts putting puzzle together
- *2. Looks like house moved into
- *3. Max nervous as puts in last pieces

Concluding paragraph with a surprise twist:

Image of boy in basement. It's Max holding key he found

* = slow down and add details

Fictional Narrative Model

A Key, a Puzzle, and a Door

"Max can you carry these boxes up to the attic?" his dad called from the back of the moving truck.

"Sure, Dad," Max replied, jogging over to help.

Max's family had moved to a new house in the country, just on the outskirts of Crestview, the small town Max had lived in all of his life. The house was new to them, but it was really old. Max like mysterious, old things and this house was certainly both of those. He also loved solving puzzles and riddles. It seemed to Max that this house was full of things waiting to be explored. With three weeks until the start of fifth grade, Max would have plenty of time to get settled and explore.

He carried the box up the steep, narrow stairs and opened the door to the attic. Cobwebs hung from the ceiling and the smell of dust tickled his nose. Max set the boxes in a corner. When he turned around he noticed a small wooden table, and on top of the table was a brass key. It was an old key, tarnished and decorated with loops and swirls. Max picked it up. It seemed to whisper of a mystery needing to be discovered. Max put the key in his pocket. He would have time to solve this mystery after they finish unpacking.

Three days later Max and his family were settling into thier new home. His mom and dad were scrubbing and polishing, his sister Margo was decorating her bedroom, and Max was no closer to discovering what the key opened. He had tried every lock and door in the old house, but the key didn't fit any of them. He was trying to think of places he hadn't looked, as he carted empty suitcases up the attic stairs. He set the suitcases on the floor near the little table where he found the key. Sitting on the table was a small box. It looked old and unfamiliar and it wasn't on the

table when he found the key. Max pulled off the lid and discovered a jigsaw puzzle inside, an old wooden puzzle.

He thought to himself, "I've never seen a jigsaw puzzle without a picture of the finished puzzle on the box. That's really strange."

Max went to his bedroom and spread the pieces on his desk. He always put the border together first and then worked his way to the center of the puzzle. After twenty minutes he could make out some trees and the edges of a house. Another fifteen minutes passed and Max began to get a funny feeling in his chest. The picture looked like their house. Max kept working and realized that it was their house, but the image showed the house as if it had been cut in two. Every room was visible from the dusty attic to the dark, cluttered basement. He was almost done. Just a handful of pieces remained to fill in the last part of the basement.

As he fit in the last pieces, the knot in Max's chest tightened. He stared at a small image of a boy. It was hard to make out the face, but the boy had dark, curly hair, just like Max. The boy was wearing red shoes, just like Max. The boy had on a white shirt with red sleeves, just like Max. The boy was standing in front of a pile of wood, stacked against a wall of the basement. The boy was holding a key. The same key that Max had in his pocket.

Fictional Narrative Model Annotated

A Key, a Puzzle, and a Door

“Max, can you carry these boxes up to the attic?” his dad called from the back of the moving truck.

“Sure, Dad,” Max replied, jogging over to help.

Max's family had moved to a **new house in the country, just on the outskirts of Crestview, the small town Max had lived in all of his life. The house was new to them, but it was really old. Max liked mysterious, old things and this house was certainly both of those. He also loved solving puzzles and riddles.** It seemed to Max that this house was full of things waiting to be explored. With three weeks until the start of fifth grade, Max would have plenty of time to get settled and explore.

He carried the box up **the steep, narrow stairs and opened the door to the attic. The door creaked as it swung open. Cobwebs hung from the ceiling like forgotten memories and the smell of dust tickled his nose.** Max set the boxes in a corner. When he turned around he noticed a small wooden table, and on top of the table was a brass key. It was an old key, tarnished and decorated with loops and swirls. Max picked it up. It seemed to whisper of a mystery needing to be discovered. Max put the key in his pocket. He would have time to solve this mystery after they ~~finish~~ **finished*** unpacking.

Three days later,* Max and his family were settling into ~~their~~ **their** new home. **His mom and dad were painting and polishing, his sister Margo**

was sweeping and scrubbing, but Max was no closer to solving the mind-boggling mystery of the key. He had tried every lock and door in the old house, but the key didn't fit any of them. He was trying to think of places he hadn't looked, as he carted empty suitcases up the attic stairs. He set the suitcases on the floor near the little table where he found the key. Sitting on the table was a small box. It looked old and unfamiliar and it wasn't on the table when he found the key. Max pulled off the lid and discovered a jigsaw puzzle inside, an old wooden puzzle.

He thought to himself, "I've never seen a jigsaw puzzle without a picture of the finished puzzle on the box. That's really strange."

Max went to his bedroom and spread the pieces on his desk. He always put the border together first and then worked his way to the center of the puzzle. After twenty minutes,* he could make out some trees and the edges of a house. Another fifteen minutes passed and Max began to get a funny feeling in his chest. The picture looked like their house. Max kept working and realized that it was their house, but the image showed the house as if it had been cut in two. Every room was visible from the dusty attic to the dark, cluttered basement. He was almost done. Just a handful of pieces remained to fill in the last part of the basement.

As he fit in the last pieces, the knot in Max's chest tightened. He stared at a small image of a boy. It was hard to make out the face, but the boy had dark, curly hair, just like Max. The boy was wearing red shoes, just like Max. The boy had on a white shirt with red sleeves, just

like Max. The boy was standing in front of a pile of wood, stacked against a wall of the basement. Max had never searched behind that pile of wood. The boy was holding a key. The same key that Max had in his pocket.

Annotations

Has an engaging introduction that establishes a situation: dialogue is in red

Organizes paragraphs to manipulate time and pacing is in red

Develops the setting, characters, and situation is in green

Uses sensory details and other descriptive language is in blue

Uses alliteration and other figurative language is in blue

Uses transitional phrases

Has a concluding paragraph with a surprise twist is in red

Convention edits are in black

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

Revision: Fictional Narrative

5th Grade

Name _____ Date _____

Peer #1 _____ Peer #2 _____

Peer 1	Peer 2	Genre Chart
		Has an engaging introduction that establishes a situation Suggestions:
		Organizes paragraphs to manipulate time and pacing Suggestions:
		Develops the setting, characters, and situation Suggestions:
		Uses sensory details and other descriptive language Suggestions:
		Uses alliteration and other figurative language Suggestions:
		Uses transitional phrases Suggestions:
		Has a concluding paragraph with a surprise twist 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

- | | | |
|-------|-------|--|
| _____ | _____ | 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)