

## Grade 5 Writing Prompt

### FICTIONAL NARRATIVE

#### **Prompt:**

Today you will be writing a fictional narrative piece. That means you get to make up the events that occur in this story.

Imagine you have a substitute teacher with super powers.

- What kind of super power does he/she have?
- What challenges does that create for the students?
- How do the students face these challenges?

You will have time to plan, write, and proofread your story.

In your story you will need to:

- Organize your story with a beginning, a middle, and an end
- Use details to help your readers imagine the event in their minds
- Use correct grammar, spelling, punctuation, and capitalization

#### **Process:**

1. Give the prompt to the students along with one sheet of blank paper and several sheets of lined paper.
2. Tell the students to use the blank paper to do their prewriting. This may include drawing, creating a graphic organizer, making a list of ideas, or making an outline. DO NOT provide them with a pre-printed graphic organizer.
3. Tell them that they will spend the first class period doing their pre-writing and first draft.
4. Collect the Day 1 writing at the end of the class period.

## Day 2

1. Pass out the student checklist (below and on separate document).

### Writing Checklist: Narrative

<b>CONTENT</b>	<b>Elements</b>	✓
	The sequence of the story is clear from beginning to end.	
	The story is written from the same point of view throughout.	
	Use sensory details and description so that the reader can picture what is happening in the story.	
	Use different kinds of sentences.	
<b>CONVENTIONS</b>	Capital letters (beginning of sentence, names, dates etc.).	
	Spelling (Hint: reread backwards!)	
	Punctuation (.,!?, " ', ,)	
	Neatness (Skip lines, don't forget to indent, space between words.)	

2. Tell students to re-read their writing and revise to make sure they have used enough detail and that their writing is organized and uses interesting words.
3. After 10-20 minutes, ask students to begin editing their writing using the prompts on the checklist.
4. When students finish editing, give them a new sheet of lined paper and ask them to re-copy into a final draft.
5. Staple all sheets together after students complete this task.
6. Use the attached rubric for scoring.
7. Make sure to save anchor papers to compare with other teachers and use for teaching revision and editing next year.

**Standards Based  
Writing Samples Rubric  
FIFTH GRADE - Narrative**

<b>Performance Level</b>	<b>Writing Applications</b>	<b>Writing Strategies</b>	<b>Written &amp; Oral Language Conventions</b>
<b>4 ADVANCED (Exceeds Grade Level Standard)</b>	<p>Uses the strategies of level 3, plus other examples, such as:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writes a well-developed, engaging plot using vivid details to illustrate the events</li> </ul>	<p>Uses the strategies of level 3, plus other examples, such as:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writes a highly-organized narrative that clearly and engagingly establishes and develops the setting and plot</li> <li><input type="checkbox"/> Uses an ending that clearly illustrates why the event was memorable</li> <li><input type="checkbox"/> Completes a draft, revision, and final version</li> </ul>	<p>Uses the strategies of level 3, plus other examples, such as:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses a number of different sentence types and structures that fluently connect ideas</li> </ul>
<b>3 PROFICIENT (Meets Grade Level Standard)</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Writes a narrative that establishes a plot and an appropriate point of view</li> <li><input type="checkbox"/> Uses concrete, vivid details and figurative language that show, rather than tell, the events of the story</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Utilizes organized, multiple paragraphs</li> <li><input type="checkbox"/> Establishes and develops a situation or plot</li> <li><input type="checkbox"/> Describes the setting</li> <li><input type="checkbox"/> Presents an ending</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses many appropriate sentence structures</li> <li><input type="checkbox"/> Connects ideas effectively</li> <li><input type="checkbox"/> Has few errors in spelling and they do not distract the reader</li> <li><input type="checkbox"/> Uses correct capitalization, punctuation, and grammar with few mistakes</li> </ul>
<b>2 BASIC (Approaches Grade Level Standard)</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Writes using elements of plot, setting, conflict, point of view, that are weakly established or developed</li> <li><input type="checkbox"/> Uses few or weak sensory details</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Organizes work ineffectively</li> <li><input type="checkbox"/> Develops plot, but not fully</li> <li><input type="checkbox"/> Describes setting ineffectively</li> <li><input type="checkbox"/> Writes a weak ending</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses only one or two sentence types throughout the paper</li> <li><input type="checkbox"/> Has few connections between ideas</li> <li><input type="checkbox"/> Has mistakes in spelling, capitalization, punctuation, or grammar that confuse or distract the reader</li> </ul>
<b>1 BELOW BASIC (Below Grade Level Standard)</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Misses one or more of the elements: plot, setting, conflict, point of view, etc.</li> <li><input type="checkbox"/> Uses little or no sensory details to illustrate the events</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lacks organization</li> <li><input type="checkbox"/> Has missing or undeveloped plot</li> <li><input type="checkbox"/> Does not describe a setting</li> <li><input type="checkbox"/> Has a weak or missing ending</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses little or no sentence variety</li> <li><input type="checkbox"/> Does not connect ideas</li> <li><input type="checkbox"/> Uses capitalization, punctuation, grammar, and/or spelling incorrectly that impede understanding</li> </ul>

*Adapted from materials from the San Diego County Office of Education [www.sdcoe.net](http://www.sdcoe.net)*