

Name:

#

Date:

HR:

## NARRATIVE WRITING GRASPS

W.5.3, W.5.9

**Goal:** Your task is to write a (narrative) journal entry about a day at a Hooverville.

**Role:** You are writing as a child who is living in a Hooverville.

**Audience:** Fifth grade students who are learning about life during the Great Depression and in Hoovervilles.

**Situation:** In *Bud, Not Buddy*, Bud travels with Bugs to Hooverville and sees another side of life during the Great Depression. Imagine that you, like Bud, have ended up in Hooverville.

**Product:** You will write a journal entry, that uses what you have learned about life during the Great Depression and descriptive language.

**Success Criteria:**

- ★ I begin my story in an **engaging way** that **introduces the main character** and **events**.
- ★ I use **dialogue** to advance my story, show emotions and respond to events.
- ★ I use **transitions** to move events along in my story.
- ★ I effectively use **descriptive vocabulary** to develop **sensory details**, **express emotions** and **improve the reader's engagement** with my story.
- ★ I provide a **conclusion** that is **satisfying** and **logically ends** my story.
- ★ I always **revise** and **edit** my writing with support from peers or adults.
- ★ I recognize and correct incorrect **verb tense**.
- ★ I use **proper punctuation** including **commas** to separate words or indicate direct address.
- ★ I have written as if the narrative takes place during the Great Depression. My reader would understand this through my **accurate historical descriptions**.

Name: \_\_\_\_\_

# \_\_\_\_\_

Date: \_\_\_\_\_

HR: \_\_\_\_\_

What are some of the key characteristics/facts about a Hooverville?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

If you were at a Hooverville, what would you:

See \_\_\_\_\_

Hear \_\_\_\_\_

Taste \_\_\_\_\_

Smell \_\_\_\_\_

Touch \_\_\_\_\_

★ Remember that good writers use a variety of sentence structures to describe characters or situations.

★ Remember that good writers use description, including powerful vocabulary and figurative language, to develop the scene for the reader.

★ Remember that good writers use dialogue to help the reader connect to the story.

Name:

#

Date:

HR:

Standards		Beginning (6 pts)	Approaching (8 pts)	Achieving (10 pts)
W.5.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	I do not provide a lead to my story.	I provide a basic lead that doesn't provide the reader with information.	I provide a strong lead that establishes the event and introduces me to the reader.
W.5.3b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	I do not use dialogue or pacing in my story.	I use dialogue in my story, but not pacing.	I develop my story by using dialogue and pacing to show my feelings & responses to the events.
W.5.3c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	I do not use transitional words in my story.	I use beginning transitional words in my story. ex: first, next, then, etc.	I use a range of transitional words throughout my story. ex: meanwhile, afterwards, etc..
W.5.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	I do not use descriptive vocabulary in my story.	I use a few descriptive vocabulary words, however I am not consistent in my usage.	I use descriptive vocabulary to provide sensory details, convey feelings and enhance my story.
W.5.3e	Provide a conclusion that follows from the narrated experiences or events.	I do not provide a conclusion to my story.	I provide a basic conclusion that doesn't sum up my story and leaves the reader with questions.	I provide a conclusion that sums up my story.
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	I do not plan or revise my writing.	I plan & revise my writing, but do not accept support from peers or adults.	I plan & revise my writing with support from peers or adults. I try new approaches when suggested.
L.5.1d	Recognize and correct inappropriate shifts in verb tense.	I do not recognize and correct inappropriate shifts in verb tense.	I do not consistently recognize and correct inappropriate shifts in verb tense.	I can recognize and correct inappropriate shifts in verb tense.
L.5.2c	Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i> ), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i> ), and to indicate direct address (e.g., <i>Is that you, Steve?</i> ).	I do not use commas.	I do not consistently use commas correctly.	I can consistently use commas correctly.
No Excuses	No Excuses (See List-examples are spelling, capitalization and punctuation)	My "No Excuses" errors make my work challenging to read.	I have "No Excuses" errors, but the errors do no interfere with the reading of my work.	I do not have any "No Excuses" errors.
Time Period: Great Depression	Use historically accurate information to bring reality of the time period into the narrative.	I did not have any evidence to prove my narrative takes place during the Great Depression.	I had some evidence of the time period, but could have used more to make the narrative feel more realistic.	I used plenty of evidence related to the time period. My narrative feels historically accurate.
			<b>Total Points:</b>	

Name:

#

Date:

HR:

Standards	<b>Features of Successful Narrative Writing</b> <b>Student Self Assessment: Narrative</b>	Indicate your level of success using: 10- I am doing all of this 8- I am doing some of this 6- I am just beginning to do this
Introduction W.5.3a	I begin my story in an <b>engaging way</b> that <b>introduces the main character</b> and <b>events</b> .	
Dialogue W.5.3b	I use <b>dialogue</b> to advance my story, show emotions and respond to events.	
Transitions W.5.3c	I use <b>transitions</b> to move events along in my story.	
Sensory Detail W.5.3d	I effectively use <b>descriptive vocabulary</b> to develop <b>sensory details</b> , <b>express emotions</b> and <b>improve the reader's engagement</b> with my story.	
Conclusion W.5.3e	I provide a <b>conclusion</b> that is <b>satisfying</b> and <b>logically ends</b> my story.	
Revision W.5.5	I always <b>revise</b> and <b>edit</b> my writing with support from peers or adults.	
Grammar L.5.1d	I recognize and correct incorrect <b>verb tense</b> .	
Conventions L.5.2c	I use <b>proper punctuation</b> including <b>commas</b> to separate words or indicate direct address. ex: "Yes, it is red.", "Sarah, Jill and Becky were at school." or "Is that you, Jack?"	
No Excuses	I have checked my work for "No Excuses" and made all corrections. I feel as though I have no errors.	
Time Period	I have written as if the narrative takes place during the Great Depression. My reader would understand this through my accurate historical descriptions.	
	Total Points:	