

4TH & 5TH GRADE

PRINT & DIGITAL

Narrative Writing

When they got home, Mom went to take a bath. She
Sophia lay on the carpet with her legs kicked up
with her silver gel pen. Lily was left
and even though she was
dancing, she

Name: _____ Date: _____

The Disappearing Act

Narrative Writing

Level E

Lily peered out onto the stage from
tain, squinting past the bright
mom was in

Name: _____ Date: _____

Writing Prompt

the Disappearing Act", a girl makes a wish to become invisible.
about the details the author uses to create characters, settings,
vents.

ine that you, like Lily in the story, wish to become invisible. Write
ry of you use your invisible powers to make your life
ng have learned about Lily's invisible powers when

carefully so that you can:

MagiCORE

er in Lily's room.
er coloring pages
something to do,
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re. It was the only thing that made it bear
yes a tiny bit, just enough to see her mom
clamped her hands over her ears to l
ile and tiptoed back off the stage
ark pounced on her, tuttu
?" M
y thou
the door
a hug. Ethan
thumb in her m
danced." Mom al
ands shook. That w
made her mom s
her fire

STORIES & PROMPTS



NARRATIVE writing

Table of Contents

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This product includes five original stories with corresponding narrative prompts. It is perfect for standardized test prep or to be used as an assessment to demonstrate the mastery of Common Core Standards W.4.3 and W.5.3.

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3. The Jewelry Box: 890L
4. Trouble on Planet RB-412: 900L
5. The Disappearing Act: 960L
6. Narrative Writing Rubric



What is included?

Level: E

Narrative Writing

Name: _____ Date: _____

Trouble on Planet RB-412

Captain's Log: June 14, 2735

After approximately 72 years of hurtling through space at top speed, we arrived at Planet RB-412. The crew members all came out of their artificial sleep without a problem. Although we were anxious to land the craft, we waited 12 hours to adjust to being awake. Our bodies took time to get used to solid food, movement, and artificial gravity once again.

We then got down to business as we prepared for landing. Officer Jackson inspected the ship and ran electronic scans of all of the systems. Officer Haley checked our navigation and prepared our equipment for the task ahead. Meanwhile, I sent a message to the base and enjoyed a long hot shower.


I returned to the cockpit to find that Jackson and Haley had landed the ship safely near a wooded area. Planet RB-412 had an atmosphere similar to Earth's, which allowed for plants and trees to grow. We knew from unmanned missions that there was also some kind of animal or human-like life. It was now our job to find, study, and make contact with these creatures.

We didn't have to search long to accomplish this goal. Haley's scanners picked up signs of life all around us. It was clear that the creatures were much smaller than humans, but they were similar in shape and movement. I ordered Jackson to prepare some shoe box-size containers so that we could capture some of them.

"Captain, don't you think that capturing some of them right away might hinder our efforts to make peaceful contact?" Haley asked.

This wasn't by any means the first time she had questioned my authority. I was getting tired of explaining to her what was so obvious.

"Officer Haley," I explained as if talking to a child, "these aren't humans we're talking about. We're not going to make friends with them and invite them in for tea. Let's just grab a few and get home where we can study them on our own turf."



...some of the creatures had noticed our arrival and were cautiously hopping around our equipment, but they did not come close enough to touch to be communicating with one another in little chattering voices. It felt a bit to be easier than I thought," I pointed out. "We might be able to just grab a few of them."

Haley snapped back. "We have no idea how the stunners might affect them. We could end up hurting them if we use the stunners."

Officer Jackson's intelligence. Clearly, there were enough of these creatures to afford to lose a few through stunning. At that point, Officer Jackson handed me a container in hand.

"There's a problem with the size 8 containers. These don't have any air in them. We could either put them in the larger size 12 containers, or I could drill holes," I responded, anxious to get home, "and I want to save some time to find some larger specimens later. Haley, how long can a stunned creature survive in a container like that?"

Haley responded in a tone I didn't like. "They might die from the stunning. It doesn't matter if we cram them into containers that are too small with them. We'll just stun a few, stuff them in the boxes, and get back to the ship."

Officer Haley's little outbursts, but I was surprised when she seemed to make peaceful contact. We have a protocol to follow, and it says that we should establish authority as captain was being challenged. I had to do my mission. I grabbed a stunner, set it to "mild", and stunned the creatures. I had to have done. I then turned the stunner on the nearby creatures.

Officer Haley (undependable as always) was off to do her job. I was able to stun about a dozen of them at once.

Officer Haley (undependable as always) was off to do her job. I was able to stun about a dozen of them at once.

...day, it's that if I want something done right, I have to do it myself. I'm not planning a hot pizza all alone. I have no idea where Haley is. I'm not planning our takeoff. I want to get home with my own crew.

5 Stories in Different Genres

Writing Prompt

Date: _____

...e Disappearing Act", a girl makes a wish to become invisible. About the details the author uses to create characters, setting, and events.

Imagine that you, like Lily in the story, wish to become invisible. Write a story about how you use your invisible powers to make your life better. Use what you have learned about Lily's invisible powers when writing your story.

- read the passage
- plan your story
- write your story
- revise and edit your story

Be sure to include:

- clear characters, a setting, and a plot related to the story

Your response should be in the form of a narrative. Write your response in the space provided.

5 Writing Prompts

Narrative Writing Rubric				Date: _____
Score	Purpose, Focus, & Organization (4 points)	Evidence & Elaboration (4 points)	English Conventions (2 points)	
4	<ul style="list-style-type: none">The story is consistently focused on its purpose, audience, and task.The author uses narrative elements, including:<ul style="list-style-type: none">a strong introduction that orients the reader, establishes a situation, and introduces the narrator, characters, and settingevents organized in a sequence that unfolds naturallya conclusion that follows from the narrated experiences or events	<ul style="list-style-type: none">The story uses a variety of narrative techniques to enhance the plot, including:<ul style="list-style-type: none">dialoguedescriptionpointing to develop eventstransitional words, phrases, and clauses to manage the sequence of eventsconcrete words and phrasessensory detailsvaried sentence structure		English Conventions (2 points)
3	<ul style="list-style-type: none">The story is mostly focused on its purpose, audience, and task.The author uses narrative elements, including:<ul style="list-style-type: none">a strong introduction that orients the reader, establishes a situation, and introduces the narrator, characters, and settingevents mostly organized in a sequence that unfolds naturallya conclusion that follows from the narrated experiences or events	<ul style="list-style-type: none">The story uses some narrative techniques to enhance the plot, including:<ul style="list-style-type: none">dialoguedescriptionpointing to develop eventstransitional words, phrases, and clauses to manage the sequence of eventsconcrete words and phrasessensory detailssome varied sentence structure		
2	<ul style="list-style-type: none">The story is somewhat focused on its purpose, audience, and task.The author uses some narrative elements, including:<ul style="list-style-type: none">a strong introduction that orients the reader, establishes a situation, and introduces the narrator, characters, and settingevents mostly organized in a sequence that unfolds naturallya conclusion that follows from the narrated experiences or events	<ul style="list-style-type: none">The story uses inconsistent and unclear narrative techniques to enhance the plot, including:<ul style="list-style-type: none">little or ineffective dialoguelittle or ineffective descriptionsome transitional words, phrases, and clauses, but may be used ineffectivelysome concrete words and phrasessome sensory detailslittle varied sentence structure	<ul style="list-style-type: none">The story demonstrates an adequate command of basic conventions.The author may have some minor errors in usage, but there are no patterns of errors.There is an adequate use of punctuation, capitalization, sentence structure, and spelling.	
1	<ul style="list-style-type: none">The story is not focused on its purpose, audience, or task.The author attempts to use some narrative elements, including:<ul style="list-style-type: none">a strong introduction that orients the reader, establishes a situation, and introduces the narrator, characters, and settingevents mostly organized in a sequence that unfolds naturallya conclusion that follows from the narrated experiences or events	<ul style="list-style-type: none">The story uses few effective narrative techniques to enhance the plot.	<ul style="list-style-type: none">The story demonstrates some command of basic conventions.The author may have various errors in usage, but there are no patterns of errors.There is an adequate use of punctuation, capitalization, sentence structure, and spelling.	

Narrative Writing Rubric

ABOUT LEXILE LEVELS



MagiCore Learning, LLC is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure that students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction, as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	190L-530L
2-3	420L-820L
4-5	740L-1010L
6-8	925L-1185L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."



900L

Narrative Writing

Name: _____ Date: _____

Grandma's Great Escape

Jack's grandma is not any old grandma. She's lots of things. When she was younger, she had tons of different jobs; she was a dolphin trainer, an acrobat in a circus, a professional dancer, and most importantly, she traveled around the world on adventures. Grandma learned to speak loads of languages during her travels. Even now, years later, she's still fluent in English, German, Cat, and Spanish. She remembers a little bit of Dolphin, but she would need a bit of practice before holding a full conversation with a dolphin again.

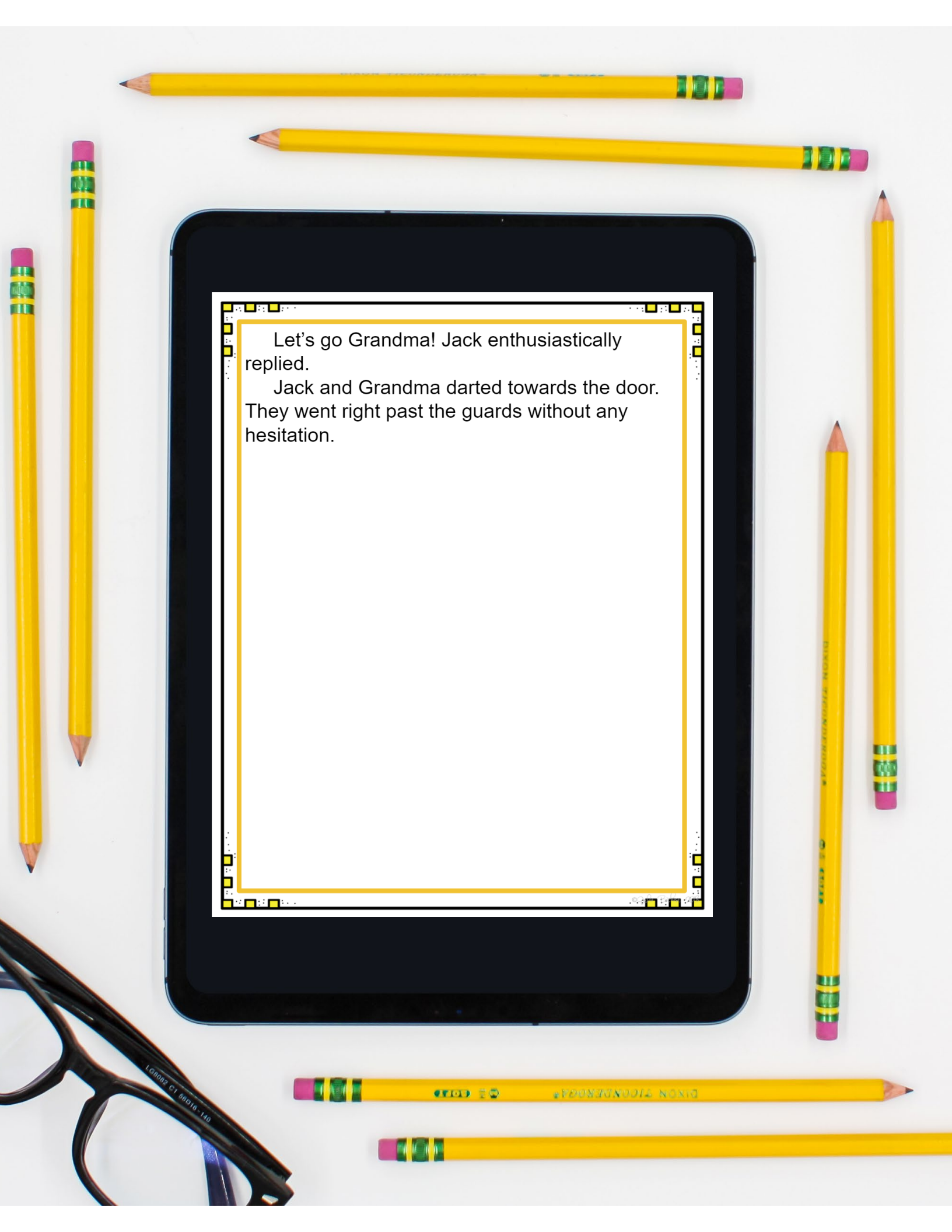
Not only has Grandma's life been very sparkly and interesting, but she's met lots of sparkly, interesting people. No matter how famous they were, they'd always be thrilled to stop and have a chat with her. That's just what Grandma's like, and Jack knows this better than anyone. Even though she's a tiny bit forgetful these days, she never forgets the important things that Jacks tells her, like how he has bad dreams sometimes when his parents argue or how he really wants to be a hockey player when he grows up. Even though her bones are creaky, she can still dance and run, and she'd probably still be able to do a backflip if the nurses at the care home would let her.

Jack goes to the care home to visit her every Saturday morning, and he stays until his dad picks him up in the evening. Their favorite spot to sit and chat is in the window seat that overlooks the garden. Normally, they manage to snatch the cookie tin out of the kitchen; Grandma distracts the cook, and Jack sneaks in and swipes the tin off the counter. It's always Grandma who gets the first pick of the cookies because she's the oldest. Jack doesn't even mind; Grandma gets away with it because she's his very favorite person.

One Saturday, they were tucked up in the window seat, digging through the cookie tin to find the biggest chocolate cookie they could find for Grandma. She let out a long, defeated sigh.

"I'm bored, Jack," Grandma said as she rolled her eyes. "Everyone in here is so..." She waved her wrinkly arm around, exasperated. "Old."





Let's go Grandma! Jack enthusiastically replied.

Jack and Grandma darted towards the door. They went right past the guards without any hesitation.

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"But, Grandma..." Jack began and then hesitated for a moment, "you're quite old."

"The cheek of it!" Grandma gasped. She found a chocolate cookie at last and took a huge defiant bite out of it. "I'm not old," she grumbled as crumbs spilled out the corners of her mouth.

"Maybe you need a hobby," Jack said. "What does everyone else do for fun in here?"

Grandma stretched out her arm and pointed dramatically across the room, her eyes wide in horror. The gold bangles around her wrist rattled. In the corner, a group of other people's grandmas and grandads sat together in matching armchairs, clicking their knitting needles in the exact same rhythm. "They knit," Grandma said and took a sharp intake of breath. "I can't STAND knitting."

"Don't they have a yoga group, too?" Jack suggested delicately.

"I don't want to do yoga!" she whined. "I want to go on adventures again!"

Grandma was normally never this grumpy. Usually, she'd be halfway through telling Jack a long, elaborate story by now, with her eyes lit up and her hands clasped together in excitement.

"Well, what do you want to do? Should we ask one of the nurses if we can go for a walk?" he asked.

"They won't let us, not while it's raining like this," she said as she wistfully stroked the window with her fingertip, watching the raindrops race each other down the glass. "I used to love walking in the rain when I was your age. My sisters and I would splash in all of the puddles and get soaked. Have I ever told you about when it flooded and we had to build a raft just to get down the road?"

Her eyes glinted as she remembered. "That was an adventure I'll never forget," she said.

"I wish I could make you feel better, Grandma," Jack sighed.

"Well...maybe you can. Maybe we could go on an adventure," Grandma said as her eyes lit up again.

"But I thought you said the nurses wouldn't let you out in the rain..." Jack started.

"We could always sneak out when they're not looking... We could have our own adventure...as long as we're back for dinner," she replied. This was the most excited Grandma had looked all day. She'd finally gotten her sparkle back.

Before Jack had a chance to reply, Grandma had jumped to her feet. She wobbled slightly and steadied herself on Jack's shoulder.

"Right," she whispered in his ear, glancing across the room at the nurses. They were pottering around, balancing trays of hot milk and stopping from time to time to admire the knitting circle. "I'll get my coat. You think of a distraction."

Grandma bolted past the nurses, past the knitting circle, and into her room, pulling the door swiftly shut behind her. Jack felt his heart flip over in his chest. He couldn't bear the thought of letting Grandma down.

Name: _____ Date: _____

Writing Prompt

You have read the story “Grandma’s Great Escape”. Write a continuation of the story using details from the passage. Describe what you think might happen after Jack and Grandma escape. What obstacles and adventures might they face? How will the story end?

Manage your time carefully so that you can:

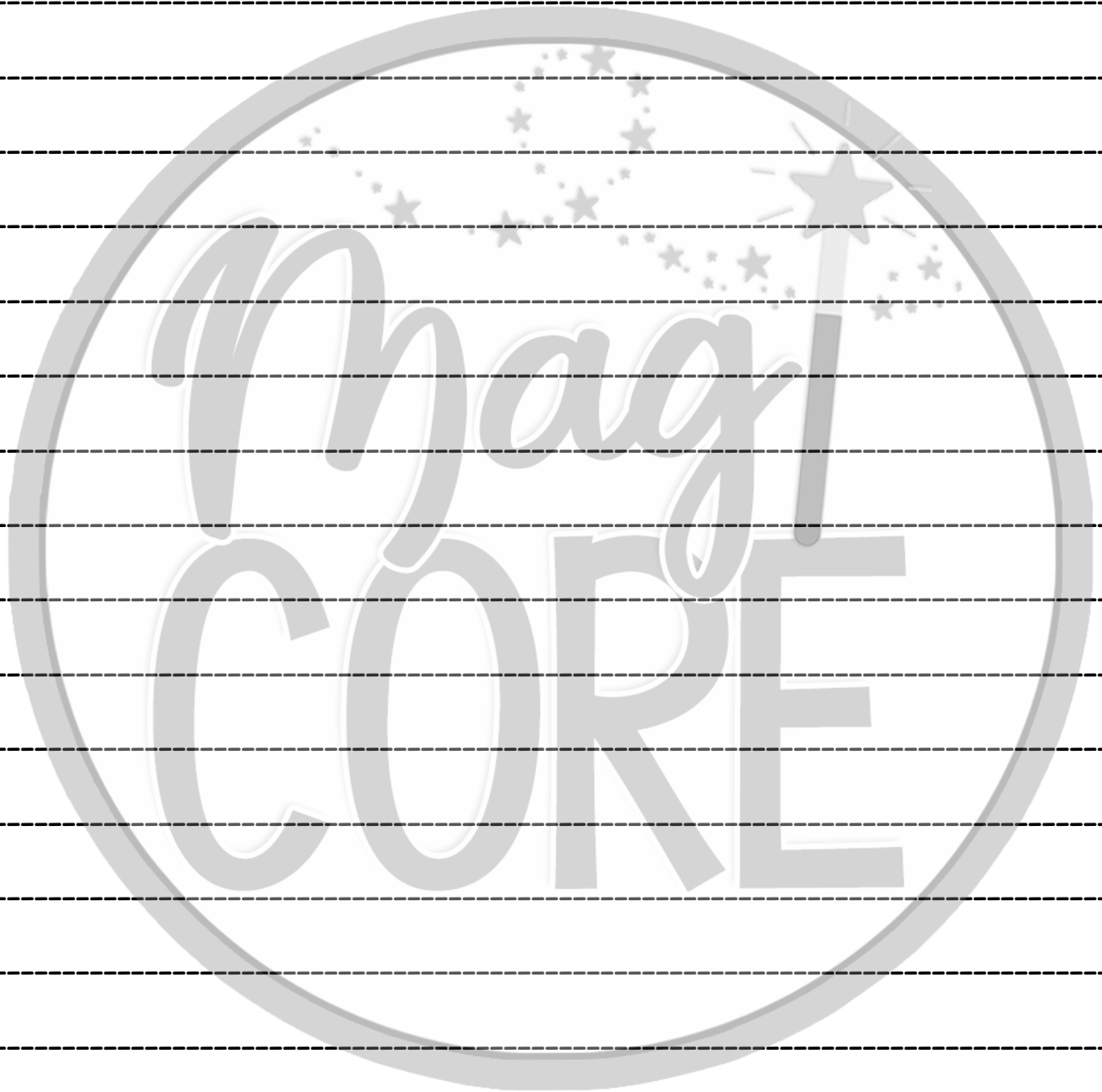
- read the passage
- plan your story
- write your story
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Be sure to include:

- clear characters, a setting, and a plot related to the story

Your response should be in the form of a narrative. Write your response in the space provided.

Name: _____ Date: _____



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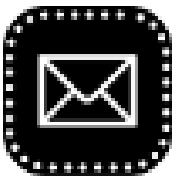
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