Michael for School President
by James P.

I could barely sit still in my seat during the bus ride to school this morning. Today was Election Day, and I was running for school president. My mind drifted to last Thursday when someone had drawn silly faces all over my campaign posters. I knew it was Jared Fisher, but of course he denied it.

“Are you getting off the bus or are you going to stand there like we have all day?” Jared hissed. I shook my head and walked off the bus toward the front of the red brick school building.

Later that morning in the gym, Sadie Monroe walked up to me and said, “Well this is it, Michael.”

“Yep, it sure is. We just have to wait and see if money talks or if students are really interested in changing things around here,” I said.

“I hope you win, Michael. I really like your idea about bringing back our arts and music programs.” Sadie smiled, and her braces gleamed under the gym lights.

“Thanks, Sadie. At least I’ll have two votes--yours and mine,” I said, smiling nervously as we walked toward the ballot box.

Next, I glanced to my left and saw Jared. He smiled at me and adjusted his tie. He even wore a dark blue pinstripe suit. He already looked presidential. I looked down at my white cotton shirt and khaki slacks.
“You look fine, Michael. You have some good ideas. Just wait and see,” Mr. Charles, my math teacher, said. I thanked him and cast my vote.

Then I walked toward the front of the gym and heard Jared say, “Well, everyone knows if I become school president, my dad will donate tons of money to Park Elementary. We all know this school could use a new library and gym.”

A group of fourth-grade students nodded in agreement. I shook my head and walked over toward Sadie who was standing by the wall near the stage.

A few hours later as Ms. Freeman got ready to announce the winner, you could hear a pin drop. “Wow, we need to have elections everyday. Who knew you could all be so quiet?” she grinned. The gym erupted into laughter. “OK, everyone settle down! The moment you have all been waiting for…” she continued and then paused. My hands were cold as ice, and I began to tap my right foot. Sadie reached over and held my hand.

“The new school president of Park Elementary is …” Before she could finish her announcement, Jared began walking toward the stage. “Michael Warren! Let’s have a round of applause for Michael,” she continued. Jared stopped in his tracks. We were both in shock.

“Go on, Michael. Everyone is waiting to hear from you,” Sadie said urging me to the front of the room. Before walking to the stage, I walked up to Jared and shook his limp hand.
“I hope we can work together to make this a better school,” I said.

He remained quiet and pulled his hand back to his side. Then I glanced around at all the smiling faces and walked up to the stage. I had the biggest grin plastered on my face. I waited briefly for the thunderous applause to die down before I began the speech that I had rehearsed for the last two months.
Fictional Narrative

- It tells a story that the writer has made up.
- It has a beginning, middle, and end.
- It has a setting, characters, and a plot.
- The beginning establishes the situation and introduces the characters.
- It uses sequence words to tell events in the order they happened.
- It includes dialogue to develop the plot and characters.
Characters
Michael Warren, Jared Fisher, Sadie Monroe, Ms. Freeman, Mr. Charles

Setting
Park Elementary

Beginning
Michael and Jared are rivals who are running for class president. They are anxious because the election is being held today.

Middle
Jared boasts about having a lot of money and winning. Michael is worried he will lose. Students gather in the gym for the election.

End
Michael wins the election.
The sky was gray, and wind as cold as ice rusted through the leafless trees.
First Ruby puffed up her feathers to keep out the chill as she flew toward the red blossom. She poked her long, thin bill inside the flower. Ruby started to cry.
“All the nectar is gone and the plants are dying. I should have gone south before Thanksgiving. Eat this acorn, little hungry hummingbird, a fluffy brown squirrel insisted from a nearby tree.
Next, Ruby sat on another tree. He didn’t want to be rude, but she didn’t dare get too close. “Thank you very much, squirrel. But I can’t eat anything so big,” Ruby said.
“I’d be happy to help,” a huge menacing tabby cat purred with a smile. “I could bring up a little snack.”
Then, Ruby flew off without answering, but hunger soon forced her down to a bird feeder. “It’s empty,” Ruby cried. “I’ll never have the strength to fly south. I’m in hot water.”
All his life Ruby had heard tales of hummingbirds riding south on the backs of geese. She just never believed them. “Wow! I’ll be, you’re my lucky star,” Ruby gasped in surprise. So, Ruby flew to the goose, grabbed tight to its neck, and they finally flew south together.
Revised Student Model • Fictional Narrative • 66

Hitching a Ride
by Sunil K.

The sky was gray, and wind as cold as ice rusted through the leafless trees. First Ruby puffed up her feathers to keep out the chill as she flew toward the red blossom. She poked her long, thin bill inside the flower. Ruby started to cry.

“All the nectar is gone and the plants are dying. I should have gone south before Thanksgiving. Eat this acorn, little hungry hummingbird, a fluffy brown squirrel insisted from a nearby tree.

Next, Ruby sat on another tree. He didn’t want to be rude, but she didn’t dare get too close. “Thank you very much, squirrel. But I can’t eat anything so big,” Ruby said.

“I’d be happy to help,” a huge menacing tabby cat purred with a smile. “I could bring up a little snack.”

Then, Ruby flew off without answering, but hunger soon forced her down to a bird feeder. “It’s empty,” Ruby cried. “I’ll never have the strength to fly south. I’m in hot water.”

All his life Ruby had heard tales of hummingbirds riding south on the backs of geese. She just never believed them. “Wow! I’ll be, you’re my lucky star,” Ruby gasped in surprise. So, Ruby flew to the goose, grabbed tight to its neck, and they finally flew south together.
Hitching a Ride
by Sunil K.

The sky was gray, and wind as cold as ice rustled through the leafless trees.

First Ruby puffed up her feathers to keep out the chill as she flew toward the red blossom. She poked her long, thin bill inside the flower. Ruby started to cry.

“All the nectar is gone and the plants are dying. I should have gone south before Thanksgiving. Eat this acorn, little hungry hummingbird,” a fluffy brown squirrel insisted from a nearby tree.

Next, Ruby sat on another tree. He didn’t want to be rude, but she didn’t dare get too close. “Thank you very much, squirrel. But I can’t eat anything so big,” Ruby said.

“I’d be happy to help,” a huge menacing tabby cat purred with a smile. “I could bring up a little snack.”

Then, Ruby flew off without answering, but hunger soon forced her down to a bird feeder. “It’s empty,” Ruby cried. “I’ll never have the strength to fly south. I’m in hot water.”

All his life Ruby had heard tales of hummingbirds riding south on the backs of geese. She just never believed them. “Wow! I’ll be, you’re my lucky star,” Ruby gasped in surprise. So, Ruby flew to the goose, grabbed tight to its neck, and they finally flew south together.
Directions: Use these checklists as you work with peers and work alone to revise and edit your fictional narratives.

**Revise Checklist**

☐ Does the narrative tell a story that the writer made up?

☐ Does the narrative have a beginning, middle, and end?

☐ Are sequence words used to help order the events?

☐ Are descriptive details used to help readers picture the characters and setting?

☐ Does the beginning establish the situation and introduce the characters?

☐ Is dialogue included to develop the plot and characters?

☐ Is the narrative voice strong?

☐ Is there a variety of sentences that help make the writing flow?

**Edit Checklist**

☐ Do all sentences begin with a capital letter and end with a punctuation mark?

☐ Are pronouns used correctly?

☐ Do pronouns agree with verbs?

☐ Is the dialogue correctly punctuated?

☐ Are commas used correctly?

☐ Are all words spelled correctly?
## Fictional Narrative Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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| **4 Excellent** | • gives a lively, interesting, and detailed description of a made-up story  
• uses sequence words to tell events in the order they happened  
• the beginning introduces the situation and characters  
• uses rich descriptive details  
• realistic dialogue adds to the story  
• has a clear beginning, middle, and end  
• has a variety of sentences that flow  
• is free or almost free of all errors |
| **3 Good** | • tells a made-up story with some details  
• uses some sequence words and presents events in the correct order  
• the beginning gives some details about the situation and characters  
• a few descriptive details  
• includes some dialogue  
• has a beginning, middle, and end, but they are not fully developed  
• has a variety of sentences  
• has a few errors but is easy to read |
| **2 Fair** | • tries to tell an interesting story but lacks details  
• does not use sequence words and tells some events out of order  
• the beginning does not provide enough detail about the situation and characters  
• very few descriptive details  
• dialogue is distracting and doesn’t seem real  
• makes an effort to have a beginning, middle, and end  
• sentences are all the same  
• frequent errors make it hard to understand |
# Writing Rubric

| 1 Unsatisfactory | • does not tell a made-up story  
|                 | • tells events out of order and is confusing  
|                 | • there is no beginning to introduce the situation and characters  
|                 | • no descriptive details  
|                 | • does not include dialogue  
|                 | • does not have a story structure with a beginning, middle, and end  
|                 | • does not use complete sentences  
|                 | • many errors make this hard to understand |
The sky was gray, and wind as cold as ice rustled through the leafless trees.

First, Ruby puffed up her feathers to keep out the chill as she flew toward the red blossom. She poked her long, thin bill inside the flower. Ruby started to cry.

All the nectar was gone. “The plants are dying. I should have gone south before Thanksgiving.”

“Eat this acorn, little hungry hummingbird,” a fluffy brown squirrel insisted from a nearby tree.

Next, Ruby sat on another tree. She didn’t want to be rude, but she didn’t dare get too close. “Thank you very much, Squirrel. But I can’t eat anything so big,” Ruby said.

“I’d be happy to help,” a huge menacing tabby cat purred with a sneaky smile. “I could bring up a little snack.”

Then, Ruby flew off without answering, but hunger soon forced her down to a bird feeder. “It’s empty,” Ruby sobbed. “I’ll never have the strength to fly south. I’m in hot water.”


All her life Ruby had heard tales of hummingbirds riding south on the backs of geese. She’d just never believed them. “Wow! I’ll be, you’re my lucky star,” Ruby gasped in surprise. So Ruby flew to the goose, grabbed tight to its neck, and they finally soared south together.
**Fictional Narrative**  Score: 4 Points

**Focus and Coherence**  The writing is focused and complete. The narrative has a strong beginning, middle, and end, showing the writer’s understanding of story structure.

**Organization**  The events are in order, and transition words effectively connect ideas and guide the reader.

**Ideas and Support**  The writer develops ideas fully with descriptive details that make the writing particularly clear and strong. Dialogue is used to reveal the characters’ thoughts and feelings in an interesting way.

**Word Choice**  The writer uses time-order words, precise words and phrases, and sensory details to effectively tell the story and paint a picture in readers’ minds.

**Voice/Sentence Fluency**  The narrative voice is strong. Varied sentence structures and lengths create an easy flow and satisfying rhythm to the writing.

**Conventions**  The writer is skilled in most writing conventions, and the paper needs little editing.
The Golden Treasure
by James N.

Two explorers wandered through the jungle as the rain poured down. One explorer clutched a torn up map in his hand. The other held a leather bag on a string around his neck. In the tiny bag was a folded up piece of paper. It had been raining for two weeks, and the men were completely soaked.

The first explorer said in a tired voice, “Just read me that rhyme one more time, Frank”.

Frank knew the words by heart. “In the wild jungle deep, you will find golden treasure where you sleep.”

“I don’t see what kind of clue that is supposed to be,” John complained bitterly. “This trip was a mistake. The sky is so dark and the jungle is so thick that we would not see the treasure if we fell over it.”

They hacked through the jungle for a few more hours. The rain was making them miserable. Finally John muttered, “Let’s stop and put up our tent here. I’m too tired to worry about treasure anymore today.”

They set up their camp and went to sleep after eating some food. In the morning, Frank crawled out of the tent. The sun was finally shining like gold.

“Let’s start looking for the treasure right away.” John said.

“We have found it already,” Frank laughed. “The sunshine is our golden treasure.”
Fictional Narrative  Score: 3 Points

Focus and Coherence  The narrative is focused and complete, with an adequate but not fully developed story structure.

Organization  The events are presented in order. For the most part, transitions are meaningful and effective, though more would be helpful.

Ideas and Support  Although the writer uses adequate detail, more descriptive details would make the narrative livelier and more engaging. Dialogue is used to reveal the characters’ thoughts and feelings.

Word Choice  The writer uses time-order words and phrases to convey the sequence of events. Some sensory language is used.

Voice/Sentence Fluency  There is a fairly strong narrative voice. Varied sentence structures and lengths enhance the writing flow, yet some writing is wordy and awkward.

Conventions  Spelling errors require attention. Punctuation and usage are mostly correct. The writer produces complete sentences.
Stuck on the Sand bar
by Ana M.

Liza waded into the waves. The sun was high and the water was shallow. She had her plastic pail for collecting sand dollars. It was a beautiful day, she was going to enjoy it. She could walk home from the beach. She walked there by herself too.

Liza found many sand dollars. She put each one in her pail unless it was broke. The sun felt warm on her neck. She threw some sand dollars back. There were not many people on the beach since it was early. She played and collected shells for a long time. Suddenly she looked around. She was on a sand bar. She told her mom she would be back early.

The water deep all around it. She is not a strong swimmer yet. “What am I going to do? she said aloud.” The other people had all left. How would she get back home, the water was so deep?

Then she saw her older brother in the row boat. Him rowed up to the sand bar and she climbed in. “I thought you might need some help, he said.”

Liza had never been so glad to see her brother before!
Fictional Narrative  Score: 2 Points

Focus and Coherence  There is some attempt to follow a story structure; however, the beginning, middle, and end of the story are not fully developed.

Organization  A few events are out of order. There are very few transition words, making the progression of ideas difficult to follow.

Ideas and Support  Ideas are not fully developed. Some dialogue is used, but it does not reveal the characters’ thoughts and feelings in a significant way.

Word Choice  The writer uses few time-order words to sequence events. Descriptions lack sensory language. Word choice is limited, and there is an overuse of pronouns.

Voice/Sentence Fluency  There is a narrative voice, but it is not fully developed. Some sentence variety is present, but the writing sounds choppy.

Conventions  The writer has made errors in spelling, punctuation, and capitalization. The errors are distracting, but they do not make the narrative hard to follow.
There was a stuffed animal. Everyone said Bunny Blue, because he had a blue bow. Bunny Blue was sitting on the bed. Marie came in. She seen his bow was missing. Marie lost her skarf to.

Marie fell asleep. Bunny asked the sojier. The toy soljer said, No Bunny. I will help you look. Bunny and Sojier looked. They didn’t find the bow. Sojer once lost a button on the floor.

Bunny asked the dolls if they saw his bow. No, Bunny, the dolls said. but well look around the dollhouse. They didn’t find it.

Marie got off the bed. She saw Bunny on the floor. His bow peaking out from under the bed. She tyed on the bow.

Focus and Coherence  There are extraneous details and the narrative is incomplete; there is no clear story structure.

Organization  The progression of ideas is not always clear. The narrative does not include transitions to connect events or ideas.

Ideas and Support  The writer presents ideas but with little development. There is no dialogue to reveal the characters’ thoughts and feelings.

Word Choice  The writer uses few time-order words to sequence events. The writer uses concrete examples but few descriptive details to help readers picture the characters and setting.

Voice/Sentence Fluency  The narrative voice is not strong. There is very little sentence variety.

Conventions  There are errors in grammar, usage, spelling, and capitalization, making the narrative hard to follow.