

# Writing Historical Fiction

Historical fiction is interesting because authors incorporate real people, places, and events into their stories along with imaginary situations and characters. The best historical fiction makes readers question if the story might actually be true.

Write a story set during the American Revolution. Incorporate authentic facts to develop a story wherein the main character grows and/or changes as a direct result of the war.

Use the checklist below and the narrative writing rubric to help you plan and revise your writing.

## Writing Historical Fiction Checklist:

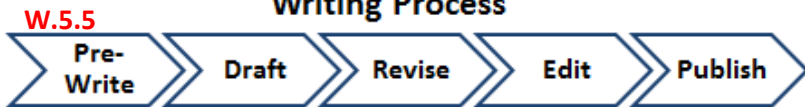
- Title
- Clearly described setting – American Revolution **(W.5.3a)**
- Well Developed Main Character (either fictional or based on a real individual) **(W.5.3a)**
- Dialogue used to show the responses of characters to situations **(W.5.3b)**
- Problem - What lesson does the character need to learn? **(W.5.3a)**
- Resolution of Problem – How does the character change or grow? **(W.5.3e)**
- Inclusion of Historical Information / Characters **(W.5.3a & W.5.9)**
- Excellent descriptions that appeal to the senses **(W.5.3d)**
- Use of transitional words to establish the sequence of events **(W.5.3c)**
- Clear Beginning, Middle, & End **(W.5.3)**
- Language Challenge:** Attempt to use (underline) 3 homographs/homonyms **(L.5.5c)**

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

Grade 5 **W.5.3** **Narrative Writing** **W.5.10**

Points Possible	Requirement	Points Earned
40	<p align="center"><b>IDEAS</b></p> <p><input type="checkbox"/> My story makes sense and I answered the prompt completely with a real or imagined story that I feel is interesting to my audience. <b>W.5.3</b></p> <p><input type="checkbox"/> I stayed on topic throughout the story. <b>W.5.3d &amp; W.5.4</b></p> <p><input type="checkbox"/> I used dialogue in order to show how the characters felt. <b>W.5.3b</b></p> <p><input type="checkbox"/> I used clear descriptions to make my story better. <b>W.5.3b</b></p>	
10	<p align="center"><b>Organization</b></p> <p><input type="checkbox"/> There is a clear beginning, middle, and an appropriate ending. <b>W.5.3a &amp; W.5.3e</b></p> <p><input type="checkbox"/> I organized my writing using clear transitions and multiple paragraphs. <b>W.5.3c</b></p>	
10	<p align="center"><b>Voice</b></p> <p><input type="checkbox"/> My story will leave the audience with strong feelings and/or emotions (they will understand why this story was important for me to tell). <b>W.5.3d &amp; W.5.4</b></p> <p><input type="checkbox"/> I used the same style of narration throughout the story. <b>W.5.3a</b></p>	
10	<p align="center"><b>Word Choice</b></p> <p><input type="checkbox"/> I used strong, appropriate, and varied vocabulary. <b>L.5.6</b></p> <p><input type="checkbox"/> I described characters and events using a variety of adjectives &amp; adverbs. <b>W.5.3d</b></p>	
10	<p align="center"><b>Sentence Fluency</b></p> <p><input type="checkbox"/> The story sounds perfect when I read aloud. <b>L.5.1d</b></p> <p><input type="checkbox"/> I wrote in complete sentences without any run-ons. <b>L.5.3 &amp; L.5.3a</b></p> <p><input type="checkbox"/> I used different kinds of sentences throughout my story. <b>L.5.3a</b></p>	
10	<p align="center"><b>Conventions</b></p> <p><input type="checkbox"/> I used correct capitalization, punctuation, grammar, and spelling. <b>L.5.1, L.5.1b, L.5.1c, L.5.2, L.5.2b, L.5.2e, L.5.3</b></p>	
10	<p align="center"><b>Presentation</b></p> <p><input type="checkbox"/> The presentation of the text enhances the message. <b>(Technology – W.5.6) &amp; W.5.10</b></p>	

**Writing Process**



<b>W.5.5</b> Editing	✓	Date	<b>Teacher / Student Conference</b>	
Self-Edit: I have used the checklist/rubric to edit my work.			<b>W.5.5</b> Yes	No
Peer-Edit: _____ used the checklist/rubric to edit my writing.			Teacher Initials	Date
			Revision Decision	

**Teacher Comments**