***Generic Version: Just add your favorite pictures and change highlighted text to indicate your subject.***

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| **Teacher Version** |
| **Grade** | **5** | **Title/Subject** | ***Type your title here*** |

Included in this packet:

1. Teacher directions
2. Student prompt and instructions
3. Visuals for students to choose from for creating a narrative

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| **Overview** |

Students will look at some images to give them ideas for a narrative about a day in the park. On day 1 they have the opportunity to discuss possible storylines with a peer and plan their narrative. On day 2 they write their narratives and reread to revise or edit as they are able.

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| **Process:** |

**Day 1: Planning -** Up to 60 minutes

**Step 1: Display images and choose**

With a document camera display the images. Tell students they will be using this image as a springboard for a narrative they will be creating.

**Step 2: Discuss storyline possibilities with peers**

Tell students to take turns sharing ideas for a storyline based on the images. Remind them that narratives have characters, settings or situations, a sequence of events, and plot. Have them discuss possible ideas for their stories with each other. Then they can take turns with a partner telling their story based on the picture. The images may remind them of a time they enjoyed in a park, or they may make up a fictional story of their own.

**Step 3: Planning**

Distribute blank paper to the students. Tell them to plan their narrative using whichever techniques you have taught them that they prefer. This may include drawing pictures for beginning, middle and end; a storymap or graphic organizer; etc. You may remind them of the strategies for planning, but **DO NOT provide a pre-printed** **graphic organizer.** They need to create their own plans for this on-demand writing task.

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**Day 2: Writing a narrative -** Up to 60 minutes

**Step 1: Review of process**

Tell students that they will now write their story. You may review the process for writing a story by going over the student-friendly checklist included with this prompt.

**Step 2: Drafting**

Tell the students they will now have time to write their stories. Maintain a quiet atmosphere during the writing period so that all students may concentrate on their own work.

**Step 3:** **Revise and edit with prompting**

Tell students that they will now have time to revise and edit their story. You may use the student checklist to remind them of the elements needed in a quality narrative. When time is up, collect all papers—student plans and their stories.

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| **Teacher Directions for Scoring Rubric:** |

Use the narrative writing rubric to score the work. Enter scores in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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| **Grade** | **5** | **Narrative Writing Rubric** |
| **Level** | **NARRATIVE WRITING**  | **LANGUAGE CONVENTIONS** | **WITH GUIDANCE and SUPPORT** **FROM ADULTS** |
| 4 **Exceeds** | * Meets all expectations in level 3
* Events unfold naturally and logically
* Effective use of precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events
 | **Mostly correct** use of language conventions, and some above grade level skills used, for example:* Meets all expectations in level 3
* Varies sentence patterns for meaning, interest, and style
* Maintains consistency in style and tone
 | Guidance and SupportLevel of guidance and support from adults before writing:Check off what was done before the student wrote the piece being scored.* Discussion
* Read aloud or shared reading
* Drawing
* Vocabulary word bank
* Shared or interactive writing
* Graphic organizer
* Language frames
 |
| 3 **Meets** | **NARRATIVE WRITING** (W3)* Orients the reader by establishing a situation and introducing a narrator and/or characters (W3a)
* Organizes event sequence that unfolds naturally (W3a)
* Uses narrative techniques, such as dialogue, and description to develop experiences and events or show the responses of characters to situations (W3b)
* Uses a variety of transitional words and phrases to manage sequence of events (W3c)
* Uses concrete words and phrases and sensory details to convey experiences and events precisely (W3d)
* Provides a conclusion that follows from the narrated experiences or events (W3e)

**WRITING PROCESS** (W4-W8)* Uses clear and coherent writing in multi-paragraph texts that is appropriate to task, purpose, and audience (W4)
* **WGASFA**\* Develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach (W5)
* **WGASFA**\* Uses a variety of digital tools to write and publish writing (W6)
* Keyboards/types a minimum of two pages in a single sitting (W6)
* Participates in shared research projects that build knowledge through investigation of different aspects of a topic. (W7)
* Summarizes or paraphrases information in notes and finished work, and provides a list of sources (W8)
 | **Adequate** use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:* Uses verb tenses to show time, states, conditions; and uses noun-verb agreement correctly most of the time (L1)
* Uses punctuation to separate items in a series (L2a)
* Uses a comma to separate an introductory element from the rest of the sentence (L2b)
* Uses a comma to set off the words yes and no, to set off a tag question, and to indicate direct address (L2c)
* Uses underlining, quotation marks, or italics to indicate titles of works (L2d)
* Spells grade-appropriate words correctly, consulting references as needed (L2e)
 |
| 2 **Almost Meets** | * Unevenly maintains setting, characters, and plot
* May not write multi-paragraphs
* Uses some linking words/phrases
* Little use of concrete words and phrases and sensory details to convey experiences and events precisely (W3d)
* Planning for writing is limited
 | **Limited** use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:* Uses verb tenses correctly some of the time.
* Uses some punctuation correctly
* Uses some sentence variety correctly
* Spells many words correctly
 |
| 1 **Does Not Meet** | * Little or no plot, or may be just a series or list of events
* Provides few details or descriptions
* Does not write multiple paragraphs
* Planning for writing is absent or disorganized
 | **Infrequent** use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:* Writes few complete sentences or only simple sentences
* Has many errors in punctuation
* Has many errors in spelling and/or capitalization
 |

* **WGASFA**: “with guidance and support from adults”

This rubric was adapted from rubrics at sbusd.org and information from Smarter Balanced Assessments (www.**smarterbalanced**.org) using the California Common Core Standards at www.cde.**ca**.gov. 

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| **Student Version** |
| **Grade** | **5** | **Title/Subject** | **Student Prompt and Rubric** |

**Student Prompt:**

Look carefully at the pictures hen think of an idea for a story that could be told about what is going on in the pictures. Write a story to go with the images which includes all of the things you’ve learned about narrative writing.

**Writing Tips:**

* Make a title for your story.
* Introduce the reader to the situation and characters in the story with clear details.
* Use dialogue and description to develop the story and show the responses of the characters to the events.
* Use a variety of transition words, phrases and clauses to manage the sequence of the story, making sure it unfolds naturally.
* Use concrete words and phrases and sensory details to help the reader truly experience what is going on in the story.
* Write an ending that flows from the story.

**Step 1: Plan**

* Plan your characters, plot, and setting before you begin to write.

**Step 2: Draft**

* Write your draft.
* Read your draft to a partner and make notes about what you want to change.

**Step 3: Reread and Revise**

* Does it make sense?
* Does it have enough interest, detail?
* Are the time sequences and transitions clear?

**Step 4: Edit**

* + Capitals at the beginning of sentences and for proper nouns
	+ Punctuation: (end points) **. ! ?**

Good work!

Commas **,** quotation marks **“ ”**

* + Spelling
	+ Complete sentences
	+ Check for fragments and run-ons and check verb tense and noun-verb agreement.

**Step 5: Final Draft**

* Recopy and fix your mistakes.

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***Add your pictures here***