



## Narrative Writing Performance Task

### Teacher Version

Grade	1	Title/Subject	School Year Event
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Included in this packet:

1. Teacher directions
2. Student prompt
3. A visual for from which students create a narrative

### Overview

Students will write a personal narrative describing any event they recall from the school year. On day 1 students will have the opportunity to discuss events of the school year and choose one they want to write about. Then they will talk about this event with a peer and plan their narrative. On day 2 they will draft the full narrative. On day 3 they are reminded to reread their narrative and revise for elements of quality narratives, then edit their work and if they choose, produce a final copy.

### Process:

## Day 1: Planning - Up to 60 minutes

### Step 1: Discuss events of the school year

Brainstorm a list of all the events that happened during the school year with students. Have students choose one of the events to write about in their narrative.

### Step 2: Discuss storyline possibilities with peers

Tell students to take turns sharing ideas for a storyline. Remind them that narratives have characters, settings or situations, and beginnings, middle and end. 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 event they chose to write about.

### 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 story map or graphic organizer; etc. You may remind them of the strategies for planning, but **DO NOT provide a pre-printed graphic organizer**. students need to create their own plans for this on-demand writing task.



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## Day 2: Writing a Draft - Up to 60 minutes

### Step 1: Review of process

Tell students that they will now write a first draft of 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 write their stories. Remind them that it is helpful to skip lines to make it easier to revise their work later. Maintain a quiet atmosphere during the writing period so that all students may concentrate on their own work.

## Day 3: Revising and Editing - Up to 60 minutes

### Step 1: Review of process

Tell students that they will now revise and edit their story. You may use the student prompt to remind them of the elements needed in a quality narrative. If there is time, students may choose to type or re-copy their work to a final draft, or they may just make corrections on their first draft.

### Step 2: Revise and Edit


Provide students with up to an hour to finish a final draft. When they are finished, collect all pieces of their work: planning page, drafting pages, and final draft.

### Teacher Directions for Scoring Rubric:

Use the narrative writing rubric to score the work. Enter scores in assessment log



# Narrative Writing Performance Task

Grade		1			Narrative Writing Rubric			
Level	NARRATIVE WRITING		LANGUAGE CONVENTIONS		WITH GUIDANCE and SUPPORT FROM ADULTS			
<b>4</b> Exceeds	<input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Uses many descriptive words <input type="checkbox"/> Writes many complete and varied sentences <input type="checkbox"/> Has sequence of events which is clear and well organized <input type="checkbox"/> May attempt to add dialogue		<b>Mostly correct</b> use of language conventions, and some above grade level skills used, for example: <ul style="list-style-type: none"> <li><input type="checkbox"/> Meets all expectations in level 3</li> <li><input type="checkbox"/> Consistently spells grade level appropriate words correctly</li> <li><input type="checkbox"/> Capitalizes holidays, product names, and geographic names</li> <li><input type="checkbox"/> Uses an apostrophe to form contractions and possessives</li> </ul>		<div style="text-align: center;"> <b>Guidance &amp; Support</b>   </div> Level of guidance and support from adults before writing:  Check off what was done before the student wrote the piece being scored. <ul style="list-style-type: none"> <li><input type="checkbox"/> Discussion</li> <li><input type="checkbox"/> Read aloud or shared reading</li> <li><input type="checkbox"/> Drawing</li> <li><input type="checkbox"/> Vocabulary word bank</li> <li><input type="checkbox"/> Shared or interactive writing</li> <li><input type="checkbox"/> Graphic organizer</li> <li><input type="checkbox"/> Language frames</li> </ul>			
	<b>3</b> Meets	<b>NARRATIVE WRITING (W3)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writes narratives in which include two or more appropriately sequenced events</li> <li><input type="checkbox"/> Includes some details regarding what happens</li> <li><input type="checkbox"/> Uses temporal words to signal event order</li> <li><input type="checkbox"/> Provides some sense of closure</li> </ul>		<b>Adequate</b> use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: <ul style="list-style-type: none"> <li><input type="checkbox"/> Prints all upper- and lowercase letters (L1a)</li> <li><input type="checkbox"/> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts (L1j)</li> <li><input type="checkbox"/> Capitalizes dates and names of people (L2a)</li> <li><input type="checkbox"/> Use end punctuation for sentences (L2b)</li> <li><input type="checkbox"/> Use commas in dates and to separate single words in a series (L2c)</li> <li><input type="checkbox"/> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words (L2d)</li> <li><input type="checkbox"/> Spells untaught words phonetically (L2e)</li> </ul>				
		<b>WRITING PROCESS (W5-W8)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>WGASFA</b> * Adds details to strengthen writing as needed (W5)</li> <li><input type="checkbox"/> <b>WGASFA</b> * Uses a variety of digital tools to write and publish writing (W6)</li> <li><input type="checkbox"/> <b>WGASFA</b> * Recalls information from experiences or gathers information from provided sources to answer a question (W8)</li> </ul>						
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Includes only one or two sequenced events</li> <li><input type="checkbox"/> Does not include closure or closure is unclear</li> <li><input type="checkbox"/> <b>WGASFA</b> * Adds few details or order is confusing</li> <li><input type="checkbox"/> <b>WGASFA</b> * Does not use temporal words</li> <li><input type="checkbox"/> Writing may rely on copying from a patterned sentence (s) and sound like a list</li> </ul>		<b>Limited</b> use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: <ul style="list-style-type: none"> <li><input type="checkbox"/> Writes most uppercase and lowercase letters correctly</li> <li><input type="checkbox"/> Writes mostly simple sentences, and may rely on patterned sentences to write</li> <li><input type="checkbox"/> Uses some end punctuation marks correctly</li> <li><input type="checkbox"/> Spells some words phonetically</li> </ul>				
<b>1</b> Does Not Meet	<ul style="list-style-type: none"> <li><input type="checkbox"/> Dictates narrative, but makes little attempt to write it</li> <li><input type="checkbox"/> Recounts only one event</li> <li><input type="checkbox"/> Provides no details</li> <li><input type="checkbox"/> Has confusing sequence of events</li> </ul>		<b>Infrequent</b> use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: <ul style="list-style-type: none"> <li><input type="checkbox"/> Makes no or few attempts at correct spelling</li> <li><input type="checkbox"/> Has many errors in capitalization</li> <li><input type="checkbox"/> Writes no or few complete sentences</li> <li><input type="checkbox"/> Makes no or few attempts at end punctuation</li> </ul>					

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

This rubric was adapted from rubrics at [sbUSD.org](http://sbUSD.org) and information from Smarter Balanced Assessments ([www.smarterbalanced.org](http://www.smarterbalanced.org)) using the California Common Core Standards at [www.cde.ca.gov](http://www.cde.ca.gov).



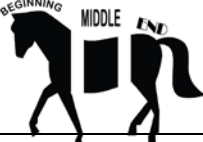













Narrative Writing Performance Task

Student Version			
Grade	1	Title/Subject	School Event Story - Student Rubric

**Student Prompt:**

Describe an event that happened this school year. Tell the story of that event using all of the things you've learned about narrative writing. This is a rubric to remind you of the elements to include in your story. Color in the face on the right as you include this element in your story.

		Elements	Self
Content		I wrote a story about something that happened.	
		I wrote about what happened in order: <b>beginning</b> , <b>middle</b> , <b>end</b> .	
		I added details to my writing to tell my reader about what happened.	
		I used sequence words. <b>First, before, next, after, then, last</b>	
		I wrote an ending to my story.	
	Conventions		I wrote a capital to start every sentence and for names, dates, and the pronoun "I".
		I used all the words I know to help me spell well.	
		I ended each sentence with an end punctuation mark.  <b>• ! ?</b>	