



Narrative Writing Performance Task

Teacher Version

Grade	2	Title/Subject	Best Day You've Ever Had in School
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Included in this packet:

1. Teacher directions
2. Student prompt
3. A visual from which students will write 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 on a chart with the 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 a beginning, 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 writing and enter a score for each student into School City.



Narrative Writing Performance Task

Grade		2		Narrative Writing Rubric	
Level	NARRATIVE WRITING		LANGUAGE CONVENTIONS		WITH GUIDANCE and SUPPORT FROM ADULTS
4 Exceeds	<input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Writes several well-developed details to describe actions, thoughts and feelings <input type="checkbox"/> Event sequence unfolds naturally <input type="checkbox"/> Uses dialogue in story		Mostly correct use of language conventions, and some above grade level skills used, for example: <ul style="list-style-type: none"> <input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Uses commas and quotation marks in dialogue. <input type="checkbox"/> Spells grade level appropriate words correctly <input type="checkbox"/> Chooses words and phrases for effect. 		Guidance & Support  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"> <input type="checkbox"/> Discussion <input type="checkbox"/> Read aloud or shared reading <input type="checkbox"/> Drawing <input type="checkbox"/> Vocabulary word bank <input type="checkbox"/> Shared or interactive writing <input type="checkbox"/> Graphic organizer <input type="checkbox"/> Language frames
	NARRATIVE WRITING (W3) <input type="checkbox"/> Narrative recounts a well-elaborated event or short sequence of events <input type="checkbox"/> Includes details to describe actions, thoughts, or feelings <input type="checkbox"/> Uses temporal words to signal event order <input type="checkbox"/> Provides a sense of closure		Adequate use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: <ul style="list-style-type: none"> <input type="checkbox"/> Produces, expands, and rearranges complete simple and compound sentences (L1f) <input type="checkbox"/> Creates readable documents with legible print (L1g) <input type="checkbox"/> Capitalizes holidays, product names, and geographic names (L2a) <input type="checkbox"/> Uses commas in greetings and closings of letters (L2b) <input type="checkbox"/> Uses an apostrophe to form contractions and frequently occurring possessives (L2c) <input type="checkbox"/> Consults reference materials as needed to check and correct spellings (L2e) <input type="checkbox"/> Spells grade level appropriate words correctly most of the time, uses grade level appropriate phonetic spelling to write unfamiliar words <input type="checkbox"/> Uses knowledge of language and its conventions when writing (L3) 		
	WRITING PROCESS (W5-W8) <input type="checkbox"/> WGASFA* Adds details and edits to strengthen writing as needed (W5) <input type="checkbox"/> WGASFA* Uses a variety of digital tools to write and publish writing (W6) <input type="checkbox"/> Recalls information from experiences or gathers information from provided sources to answer a question (W8)				
	3 Meets				
2 Almost Meets	<input type="checkbox"/> Writes about an event but does not elaborate <input type="checkbox"/> Provides some details about actions but does not include thoughts or feelings about events <input type="checkbox"/> Uses some temporal words, but sequence may be confusing <input type="checkbox"/> Provides a sense of closure but may not be well related <input type="checkbox"/> WGASFA* adds few details and does little editing to strengthen writing		Limited use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: <ul style="list-style-type: none"> <input type="checkbox"/> Writes simple sentences, and some incomplete sentences <input type="checkbox"/> Capitalizes first letter, and I, but not proper names <input type="checkbox"/> Uses some punctuation correctly <input type="checkbox"/> Spells some grade level appropriate words, and uses some phonetic spellings 		
	1 Does Not Meet		Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: <ul style="list-style-type: none"> <input type="checkbox"/> Makes few attempts at correct spelling <input type="checkbox"/> Has many errors in capitalization <input type="checkbox"/> Writes few complete sentences or only simple patterned sentences <input type="checkbox"/> Makes few attempts at correct punctuation 		

• **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.

















Narrative Writing Performance Task

Student Version			
Grade	2	Title/Subject	Best Day You've Ever Had in School

Student Prompt:

Write about the **best day you have ever had at school**. Give lots of details so your reader can picture the things that happened.

Content		Elements	Self
		I wrote a story about something that happened.	
		I wrote about what happened in order: beginning, middle, end.	
		I wrote details to describe actions, thoughts, and feelings.	
	① → ② ↔ ③	I used sequence words. First, before, next, after, then, last or finally	
		I wrote an ending to my story. 	
Conventions	Capitals are first!	I wrote a capital to start every sentence and for names, dates, holidays, geographic names, and the pronoun "I".	
	Can't	I used an apostrophe for words like can't and don't.	
	This is the end!	I ended each sentence with a punctuation mark. • ! ?	
	ABC 	I tried to spell my words correctly and used a dictionary or sight words to help me.	