



Narrative Writing Performance Task

Teacher Version

Grade	2	Title/Subject	Creature in the Classroom
--------------	----------	----------------------	----------------------------------

Included in this packet:

1. Teacher directions
2. Student prompt

Overview

Students will write a fictional narrative about what would happen if they came to school one day to find a creature in the classroom. On day 1 they have the opportunity to discuss possible storylines with a peer and plan their narrative. On day 2 they draft the full narrative. On day 3 they are reminded to reread the narrative and revise for elements of quality narratives, then edit their work and if time, produce a final copy.

Process:

Day 1: Planning - Up to 60 minutes

Step 1: Discuss storyline possibilities with peers

Tell students to imagine they come to school one day and find a creature at school. They must describe the creature and write a narrative about what happens. Remind them that narratives have characters, settings or situations, and plot.

Step 2: Brainstorm ideas

Have them discuss possible ideas for their creatures and their stories with each other.

Brainstorm a list of possible creatures the students can write about.

Brainstorm a list of places in school that could make the setting.

Allow students to talk about possible storylines but don't list their ideas.

Step 3: Planning

Distribute blank paper to the students. Have them draw or create their own plan for their story. Tell them to plan their narrative using whichever techniques you have taught them that they prefer. This may include storyboarding, a story map or graphic organizer, story hill, 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.



Narrative Writing Performance Task

Teacher Version

Grade	2	Title/Subject	Creature in the Classroom
-------	---	---------------	---------------------------

Day 2: Writing a Draft - Up to 60 minutes

Step 4: 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 directions included with this prompt.

Step 5: Drafting

Tell the students they will now have up to 50 minutes to 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: Revise and Edit - Up to 60 minutes

Step 6: Revise and Edit

Provide students with up to an hour to finish a final draft. You may remind them to reread for content such as detail, sequence words, etc. You may also remind them to edit and check for capitals, punctuation, and spelling. They may correct their draft or write a new final draft as they choose. 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		2		Narrative Writing Rubric		
Level	NARRATIVE WRITING		LANGUAGE CONVENTIONS		WITH GUIDANCE and SUPPORT FROM ADULTS	
4 Exceeds	<ul style="list-style-type: none"> <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 		<p>Mostly correct use of language conventions, and some above grade level skills used, for example:</p> <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. 		<p>Guidance & Support</p>  <p>Level of guidance and support from adults before writing:</p> <p>Check off what was done before the student wrote the piece being scored.</p> <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 	
	3 Meets	<p>NARRATIVE WRITING (W3)</p> <ul style="list-style-type: none"> <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 <hr/> <p>WRITING PROCESS (W5-W8)</p> <ul style="list-style-type: none"> <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) 		<p>Adequate use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <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) 		
		<ul style="list-style-type: none"> <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 		<p>Limited use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <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	<ul style="list-style-type: none"> <input type="checkbox"/> Story has only one event and may be incomplete <input type="checkbox"/> Provides very few details or descriptions <input type="checkbox"/> Event order is confusing or missing steps <input type="checkbox"/> Sense of closure is missing or unrelated 		<p>Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <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 sbused.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	Creature in the Classroom

Student Prompt:

Imagine you came to school one day to find a creature in your classroom. Describe the creature and create a narrative which shows what might happen. Include all of the things you've learned about narrative writing.

		Elements	Self
Content		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	C apitals 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.	