



# Narrative Writing Performance Task

Teacher Version			
Grade	3	Title/Subject	Creative Story - Substitute Teacher with Super Powers

Included in this packet:

1. Teacher directions
2. Student prompt

## Overview

Students will write a fictional narrative about a substitute teacher with super powers who spends the day in their classroom. On day 1 teachers will use the images of Super Heroes and their own background knowledge to brainstorm about possible helpful powers of super heroes and students will have time to discuss and plan a story of their own. On day 2 they will 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: Display images and choose

With a document camera display the prompt. Make a T-chart such as this one on a piece of chart paper. Brainstorm with the group the names of super heroes and list the helpful powers they have on the T-chart. Tell students they will be writing a narrative about a substitute teacher who comes to their class for the day and has a super power.

Super Hero	How Heroes Help People

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

Tell students to take turns sharing ideas for a storyline based on their choice of super powers for their substitute teacher. Remind them that narratives have characters, settings or situations, and plot. Have them discuss possible ideas for their stories with each other.

#### 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 storyboarding, a storymap or graphic organizer, storyhill, 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 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 directions included with this prompt.

### Step 2: 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: Revising and Editing - Up to 60 minutes

### Step 1: Review of process

Tell students that they will now have up to an hour to 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		3	Narrative Writing Rubric	
Level	NARRATIVE WRITING/PROCESS		LANGUAGE CONVENTIONS	WITH GUIDANCE and SUPPORT FROM ADULTS
4 Exceeds	<ul style="list-style-type: none"> <li><input type="checkbox"/> Meets all expectations in level 3</li> <li><input type="checkbox"/> Uses a variety of transitional words and phrases to manage sequence of events</li> <li><input type="checkbox"/> Effective use of concrete, sensory, and figurative language</li> </ul>		<p><b>Mostly correct</b> use of language conventions, and some above grade level skills used, for example:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meets all expectations in level 3</li> <li><input type="checkbox"/> Uses commas in direct quotations, and apostrophes in possessive case of nouns and in contractions when appropriate</li> <li><input type="checkbox"/> Uses underlining, quotation marks or italics to identify titles of documents</li> </ul>	<p><b>WITH GUIDANCE and SUPPORT FROM ADULTS</b></p> <div style="text-align: center;">  <p>Guidance &amp; Support</p> </div> <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"> <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>
	3 Meets	<p><b>NARRATIVE WRITING</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes a situation and introduces a narrator and/or characters (W3a)</li> <li><input type="checkbox"/> Organizes an event sequence that unfolds naturally (W3a)</li> <li><input type="checkbox"/> Uses dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations (W3b)</li> <li><input type="checkbox"/> Uses temporal words and phrases to signal event order (W3c)</li> <li><input type="checkbox"/> Provides a sense of closure (W3d)</li> <li><input type="checkbox"/> Uses sensory, concrete and figurative language</li> </ul> <hr/> <p><b>WRITING PROCESS (W5 - W8)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>WGASFA*</b> Has clearly planned writing with organized notes, and shows evidence of revision and editing during writing process (W5)</li> <li><input type="checkbox"/> <b>WGASFA*</b> Uses technology and keyboarding skills (W6)</li> <li><input type="checkbox"/> Conducts research (W7)</li> <li><input type="checkbox"/> Uses sources such as, print and internet to gather evidence (W 8)</li> <li><input type="checkbox"/> Takes brief notes on sources and groups into categories (W8)</li> </ul>		
2 Almost Meets		<ul style="list-style-type: none"> <li><input type="checkbox"/> Weak introduction and conclusion</li> <li><input type="checkbox"/> Uneven development of plot, characters, setting</li> <li><input type="checkbox"/> Uses few transition words, or uses the same throughout</li> <li><input type="checkbox"/> Some use of sensory, concrete and figurative language</li> <li><input type="checkbox"/> Has some evidence of planning, organizing notes, and revision</li> </ul>		<p><b>Limited</b> use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writes mostly simple sentences with correct punctuation</li> <li><input type="checkbox"/> Has some correct use of subject/verb agreement, pronouns, adjectives, compound words, and articles</li> <li><input type="checkbox"/> Uses some correct use of past, present and future verb tenses</li> <li><input type="checkbox"/> Uses some correct use of punctuation, commas and capitalization</li> <li><input type="checkbox"/> Has many spelling errors</li> </ul>
	1 Does Not Meet	<ul style="list-style-type: none"> <li><input type="checkbox"/> May not introduce characters or events clearly</li> <li><input type="checkbox"/> Includes few details or descriptions</li> <li><input type="checkbox"/> Has little evidence of planning, organizing and revision</li> <li><input type="checkbox"/> Events are disorganized or missing</li> <li><input type="checkbox"/> Little or no use of sensory, concrete and figurative language</li> </ul>		<p><b>Infrequent</b> use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writes incomplete sentences</li> <li><input type="checkbox"/> Has little or no subject/verb agreement or usage of pronouns, adjectives, compound words and articles</li> <li><input type="checkbox"/> Uses past, present, and future verb tenses incorrectly</li> <li><input type="checkbox"/> Has little or no correct punctuation, commas, and capitalization</li> <li><input type="checkbox"/> Has poor spelling</li> </ul>

• **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](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	3	Title/Subject	Creative Story - Substitute Teacher with Super Powers Student Prompt and Rubric

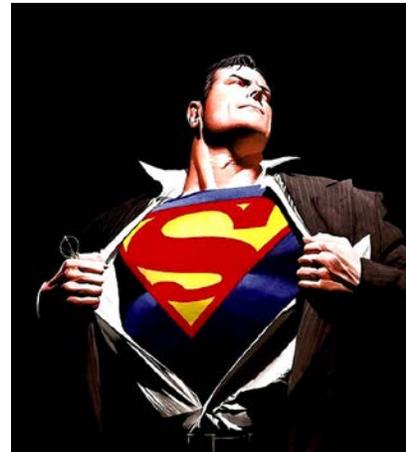


### Student Prompt

Today you will be writing a fictional narrative piece. That means you get to make up the events that occur in this story.

**Imagine you have a substitute teacher with super powers.**

- What kind of super power does he/she have?
- What challenges does that create for the students?
- How do the students face these challenges?





## Narrative Writing Performance Task

### Writing Tips:

- Make a title for your story.
- Introduce your 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 temporal words to show the sequence of the story, *such as now, then, next*, etc. Make sure you use past, present, and future tenses correctly so your reader knows what's going on and when.
- Use sensory detail (what it looks, sounds, smells like) and descriptions of actions, thoughts, and feelings to help your 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.

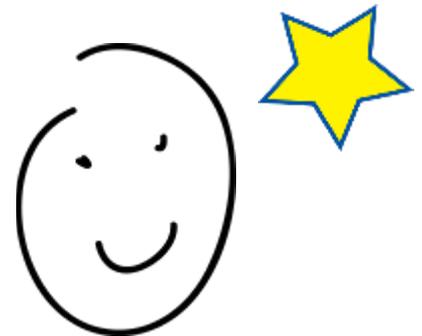
### Step 3: Reread and Revise

- Does it make sense?
- Does it have enough detail?
- Did I use temporal words to show sequence?

### Step 4: Edit

- Capitals at the beginning of sentences and for proper nouns
- Punctuation: (end points) **. ! ?**
- Commas , quotation marks " "
- Spelling
- Complete sentences

**Good work!**



### Step 5: Final Draft

- Recopy and fix your mistakes.
- Make sure to leave spaces between your words.
- Use your neatest handwriting.