



# Narrative Writing Performance Task

## Teacher Version

Grade	4	Title/Subject	The Lost Mine
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Included in this packet:

1. Teacher directions
2. Student prompt and directions

## Overview

Students will read two passages about a mine to set up a situation for an imaginary narrative. On Day 1 they read, take notes, and discuss storyline ideas with peers. On Day 2 they are directed to plan their narratives, and begin a draft. On Day 3 they are reminded about the features of narratives with a student checklist as they revise, edit, and complete a final draft.

*(Adapted from a Narrative Writing Performance Task for Grade 4 from the Nevada Department of Education.)*

## Process:

### Day 1: Reading and Planning - Up to 60 minutes

Tell the students:

“Read the following passages about the mine. Take notes to use later while writing your narrative. You may look back at the passages and your notes as often as you like.

Source 1: “The Legend of the Lost Dutchman Mine”

Source 2: “Looking for the Lost Dutchman Mine

As you read, imagine what might have happened to the Dutchman, “Adolph Ruth.”

### Discuss storyline possibilities with peers

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

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

#### 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**. Students need to create their own plans for this on-demand writing task.



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### 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.

### 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 checklist to remind them of the elements needed in a quality narrative. Students are to type their final draft and share the document with you.

### 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:

**YOU EDIT...** Use the narrative writing rubric to score the writing and enter a score for each student into School City

Student responses to Part 2 will be scored using the Common Core based Narrative Writing Rubric. A score will be given in each of the two rubric categories. For grades 3-6, student revisions will be scored. Each student's final scores should indicate a 1, 2, 3, or 4 in each of the categories (no partial scores such as 2.5, 3+, etc.). A score of 3 or 4 in each category is considered a passing score and a total of 6-8 points is considered a passing overall score.



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Grade		4		Narrative Writing Rubric		
Level	NARRATIVE WRITING		LANGUAGE CONVENTIONS		WITH GUIDANCE and SUPPORT FROM ADULTS	
4 Exceeds	<ul style="list-style-type: none"> <li><input type="checkbox"/> Meets all expectations set forth in 3</li> <li><input type="checkbox"/> Uses narrative techniques, such as dialogue, description, and pacing, to develop experiences and 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 set forth in 3</li> <li><input type="checkbox"/> Uses underlining, quotation marks, or italics for titles of works</li> <li><input type="checkbox"/> Recognizes and corrects inappropriate shifts in verb tense.</li> </ul>		<p>Guidance &amp; 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"> <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 (W3)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Orients the reader by establishing a situation and introducing a narrator and/or characters (W3a)</li> <li><input type="checkbox"/> Organizes event sequence that unfolds naturally (W3a)</li> <li><input type="checkbox"/> Uses dialogue and description to develop experiences and events or show the responses of characters to situations (W3b)</li> <li><input type="checkbox"/> Uses a variety of transitional words and phrases to manage sequence of events (W3c)</li> <li><input type="checkbox"/> Uses concrete words and phrases and sensory details to convey experiences and events precisely (W3d)</li> <li><input type="checkbox"/> Provides a conclusion that follows from the narrated experiences or events (W3e)</li> </ul>		<p><b>Adequate</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"/> Produces complete sentences, recognizing and correcting inappropriate fragments and run-ons (L1f)</li> <li><input type="checkbox"/> Correctly uses frequently confused words (e.g., <i>to, too, two; there, their</i>) (L1g)</li> <li><input type="checkbox"/> Writes fluidly and legibly in cursive or joined italics. (L1h)</li> <li><input type="checkbox"/> Uses correct capitalization (L2a)</li> <li><input type="checkbox"/> Uses commas and quotation marks to mark direct speech and quotations from a text (L2b)</li> <li><input type="checkbox"/> Uses a comma before a coordinating conjunction in a compound sentence. (L2c)</li> <li><input type="checkbox"/> Spells grade-appropriate words correctly, consulting references as needed. (L2d)</li> <li><input type="checkbox"/> Chooses words and phrases to convey ideas precisely (L3)</li> <li><input type="checkbox"/> Chooses punctuation for effect (L3)</li> </ul>		
		<p><b>WRITING PROCESS (W4-W8)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses clear and coherent writing in multi-paragraph texts that is appropriate to task, purpose, and audience (W4)</li> <li><input type="checkbox"/> <b>WGASFA*</b> Develops/strengthens writing by planning, revising, editing (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> Can keyboard/ type a minimum of one page in a single sitting (W6)</li> <li><input type="checkbox"/> Takes notes, paraphrases, and categorizes information, and provides a list of sources (W8)</li> <li><input type="checkbox"/> Draws evidence from text (W9)</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"/> Uses some punctuation correctly</li> <li><input type="checkbox"/> Uses some sentence variety correctly</li> <li><input type="checkbox"/> Spells most words correctly</li> </ul>		
	2 Almost Meets	<ul style="list-style-type: none"> <li><input type="checkbox"/> Unevenly maintains setting, characters, and plot</li> <li><input type="checkbox"/> May not write multi-paragraphs</li> <li><input type="checkbox"/> Little use of concrete words and phrases and sensory details to convey experiences and events precisely (W3d)</li> <li><input type="checkbox"/> Planning for writing is limited</li> <li><input type="checkbox"/> Uses some linking words/phrases</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"/> Many words spelled incorrectly</li> <li><input type="checkbox"/> Has many errors in capitalization</li> <li><input type="checkbox"/> Writes few complete sentences or only simple sentences</li> <li><input type="checkbox"/> Punctuation includes many errors or is missing</li> </ul>		
1 Does Not Meet	<ul style="list-style-type: none"> <li><input type="checkbox"/> Has little or no plot, or may be just a series or list of events</li> <li><input type="checkbox"/> Provides few details or descriptions</li> <li><input type="checkbox"/> Uses no or few transitions</li> <li><input type="checkbox"/> Does not write multiple paragraphs</li> <li><input type="checkbox"/> Planning for writing is absent or disorganized</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

<b>Grade</b>	<b>4</b>	<b>Title/Subject</b>	<b>The Lost Mine – Prompt &amp; Instructions</b>
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### Writing Prompt

After you read Source 1 and 2 about the Lost Mine, think about this. No one knows what really happened to Adolph Ruth on his search for the treasure. What do you think? Write a narrative about what you think happened to him.

### 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.
- Use concrete words and phrases and sensory detail 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, setting, and plot 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.

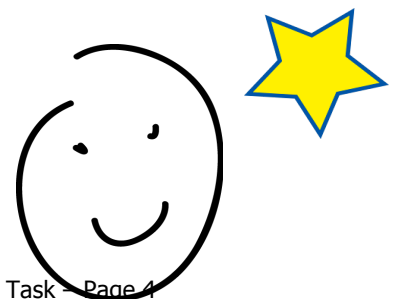
### Step 3: Reread and Revise

- 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) . ! ?  
Commas , quotation marks " "
- Spelling
- Complete sentences; check for fragments and run-ons.

Good work!



### Step 5: Final Draft

- Recopy and fix your mistakes.



## Narrative Writing Performance Task

### Student Version

<b>Grade</b>	<b>4</b>	<b>Title/Subject</b>	<b>The Lost Mine – Source 1</b>
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(Adapted from a Narrative Writing Performance Task for Grade 4 from the Nevada Department of Education.)

### The Legend of the Lost Dutchman Mine

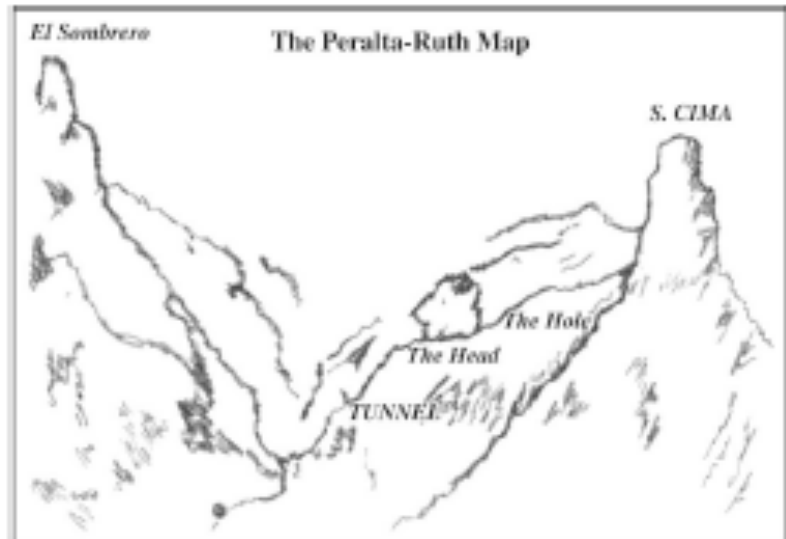
- 1 Somewhere in the Superstition Mountains of Arizona may be one of the richest gold mines in the world, known today as the Lost Dutchman Mine. No one knows for sure where it is, or even if it ever existed. Over many years, many people have risked their lives looking for it. As often happens when a story is told over and over again, facts get mixed up with fiction, so that now it is hard to tell which is which.
- 2 One version of the story starts with the Apache Indians, who lived in the region. They found that the mountains contained gold. They believed that the mountains and the gold in them were guarded by the god of thunder, who punished people who came on his land. Another version of the story tells about Spanish explorers who traveled north from Mexico in search of gold. The Spanish believed that men who went into the mountains would never return, which led them to name the mountain range “**Superstition.**”
 

A *superstition* is a belief that is not based on fact, such as believing that walking under a ladder is bad luck.
- 3 It is believed that in around 1845, a Mexican rancher named Don Miguel Peralta discovered a vein of gold in the mountains. He noticed a rock formation nearby, which he called Sombrero, the Spanish word for a tall hat. The same rock was later called Weaver’s Needle. To this day, the rock is a helpful guide for those searching for the mine.
- 4 Peralta began shipping gold from the mine. The Apache were angered by this and drove Peralta’s men out. Because Peralta had planned to return someday, he hid the entrance to the mine and erased all signs that he and his men had been there.



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5 Then, in the 1860s, a German immigrant named Jacob Waltz (the “Dutchman” after whom the mine is named) moved to Arizona and began to explore the area, looking for gold. When Waltz was seen spending gold nuggets in town, people thought he must have discovered the Peralta mine. Some people said he had been given a map showing where the mine was by someone in Peralta’s family, in return for saving that person’s life.



6 For the rest of his life, Waltz would often show up in town with bags full of gold and then vanish again. If he found the mine, he never told anyone where it was. In 1891, Waltz became ill and was cared for at the home of a woman named Julia Thomas. After he died, a sack of gold ore was found beneath his bed.

7 Many people started looking for the mine after Waltz’s death. Julia Thomas even started selling maps to the mine, based on a map she claimed Waltz drew for her before he died.

8 One treasure hunter, Adolph Ruth, set out to find the Lost Dutchman Mine in 1931. He never returned. About six months later, his skull was found. Ruth’s checkbook was also found, along with a note from Ruth claiming that he had discovered the mine. The note ended with the words “Veni, vidi, vici,” which means, in Latin, “I came, I saw, I **conquered**.”

If you conquer something, you defeat it.

10 In the years since 1931, many other explorers have disappeared or died looking for the mine. If any of them ever found the mine, they did not return to tell about it. Today the area is part of the Lost Dutchman State Park.

11 Any citizen of the United States has the right to go in search of the mine. If you go, do not go in the summer, when temperatures in the Lost Dutchman State Park are higher than 100 degrees. Take plenty of water, and do not go alone.

“The Legend of the Lost Dutchman Mine” © WestEd.



## Narrative Writing Performance Task

### Student Version

<b>Grade</b>	<b>4</b>	<b>Title/Subject</b>	<b>The Lost Mine – Source 2</b>
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### Looking for the Lost Dutchman Mine

1 Angie and Wyatt thought it was going to be just another family vacation, but it turned out to be a bit more exciting than most. This time they were going camping in the Superstition Mountains, a high desert area with rocky soil, cactuses, and rattlesnakes.

“Why is this place called Lost Dutchman?” asked Wyatt as they drove from Phoenix. “Did somebody lose a Dutchman there?”

“No, it’s not the Dutchman that’s lost, it’s the mine, a famous gold mine that people have been trying to find for more than a hundred years,” said Dad. “It was supposed to hold the richest gold ore anybody had ever seen. But nobody has been able to find it since it was mined back in the 1800s.”

“Wow! A real gold mine? If we found it, could we keep the gold?” asked Angie.

5 “Probably not,” said Mom. “And anyway, we’re not going to go looking for it. Too many people have died or disappeared or gotten hurt trying to find it. But I did bring along a book about the mine. It tells interesting stories and even has pictures of some maps that supposedly show where the mine is. I’ll show it to you when we get there.”

Wyatt and Angie glanced at each other. They were thinking the same thing.

After setting up camp, Angie and Wyatt sat at the picnic table and looked at the book. There were so many stories and maps with strange clues about where to find the mine. The children tried to remember all the landmarks: a mountain shaped like a sombrero, a huge needle-like rock, a stone with the shape of a heart, and a stone that looked like a face.

The next morning they got up early, before Mom and Dad got dressed; and started out to see if they could find any of the clues. They brought a map of the park trails. They found their way out of the campground and took the Siphon Draw Trail north, heading for Prospector’s View Trail and Treasure Loop Trail. The names sounded like they might lead to gold.



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The trail was easy at first but got steeper as they went along, and more difficult, full of loose rocks and spiny cactuses. They were hungry, and they remembered that they had left without breakfast. Luckily they had brought a canteen of water. The sun was getting high in the sky, and it bore down on the pair, making the hike even more tiring. And they hadn't seen even one of the landmark clues.

10 "This isn't as much fun as I thought it would be," said Wyatt, when they stopped to rest in the shade. "I bet Mom and Dad are wondering where we are."

"I know. I left them a note, but by now they might be worried," said Angie. "Maybe we should head back and try again tomorrow. We'll bring some food next time."

Wyatt agreed, and the pair consulted their map. "We must be here, just before Siphon Draw Trail meets Prospector's View Trail," said Angie.

"No, no," insisted Wyatt. "We took a left turn a ways back, so we must be going west now." The children turned the map this way and that, trying to figure out where they were. They could not agree. Which way should they go to get back to camp? "If only somebody would come by, we could ask them," Angie said. But no one did. So they sat, waiting for a good idea or for somebody to find them.

Finally, they saw something coming from far in the distance, churning up a cloud of dust. "I bet that's Mom and Dad!" said Wyatt excitedly. "I hope they brought us sandwiches."

15 "I hope they're not too mad," said Angie. "But it couldn't be them; they wouldn't be allowed to drive the car on the trail." As the car approached, the children could see that it was the park police.

"Are you Wyatt and Angie Peralta?" asked one officer.

"Yes, sir," answered Angie. "And we'd like to go home to our parents."

"Looking for the Lost Dutchman Mine" © WestEd.