



## Narrative Writing Performance Task

### Teacher Version

<b>Grade</b>	<b>5</b>	<b>Title/Subject</b>	<b>Historical Narrative: Pioneers of the West</b>
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Included in this packet:

1. Teacher directions
2. Student prompt and instructions
3. Six visuals for students to choose from for creating a narrative

### Overview

Students will view images from the Old West and create a historical narrative featuring details from that time period. 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: Display images and discuss

With a document camera display each of the images. Discuss the artifacts and images to remind students what they are and how they are used. Tell students they will be creating an historical narrative set in the time of the images.

### Step 2: Discuss storyline possibilities with peers

Tell students to take turns sharing ideas for a storyline based on the images. Pairs or small groups will encourage the most participation for these discussions. 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 \_\_\_\_\_.



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Grade		5		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 in level 3</li> <li><input type="checkbox"/> Events unfold naturally and logically</li> <li><input type="checkbox"/> Effective use of precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events</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"/> Varies sentence patterns for meaning, interest, and style</li> <li><input type="checkbox"/> Maintains consistency in style and tone</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 narrative techniques, such as 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> <hr/> <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 and strengthens writing by planning, revising, editing, rewriting, or trying a new approach (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"/> Keyboards/types a minimum of two pages in a single sitting (W6)</li> <li><input type="checkbox"/> Participates in shared research projects that build knowledge through investigation of different aspects of a topic. (W7)</li> <li><input type="checkbox"/> Summarizes or paraphrases information in notes and finished work, and provides a list of sources (W8)</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"/> Uses verb tenses to show time, states, conditions; and uses noun-verb agreement correctly most of the time (L1)</li> <li><input type="checkbox"/> Uses punctuation to separate items in a series (L2a)</li> <li><input type="checkbox"/> Uses a comma to separate an introductory element from the rest of the sentence (L2b)</li> <li><input type="checkbox"/> Uses a comma to set off the words yes and no, to set off a tag question, and to indicate direct address (L2c)</li> <li><input type="checkbox"/> Uses underlining, quotation marks, or italics to indicate titles of works (L2d)</li> <li><input type="checkbox"/> Spells grade-appropriate words correctly, consulting references as needed (L2e)</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"/> Uses some linking words/phrases</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> </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 verb tenses correctly some of the time.</li> <li><input type="checkbox"/> Uses some punctuation correctly</li> <li><input type="checkbox"/> Uses some sentence variety correctly</li> <li><input type="checkbox"/> Spells many words correctly</li> </ul>	
	1 Does Not Meet	<ul style="list-style-type: none"> <li><input type="checkbox"/> 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"/> Does not write multiple paragraphs</li> <li><input type="checkbox"/> Planning for writing is absent or disorganized</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 few complete sentences or only simple sentences</li> <li><input type="checkbox"/> Has many errors in punctuation</li> <li><input type="checkbox"/> Has many errors in spelling and/or capitalization</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	5	Title/Subject	Historical Narrative: Old West
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**Student Prompt:**

Look carefully at the pictures of the Old West and then think of an idea for a story that could be told about what is going on in the pictures. Write a story to go with the images which includes all of the things you've learned about narrative writing.

**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, making sure it unfolds naturally.
- Use concrete words and phrases and sensory details 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, 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.

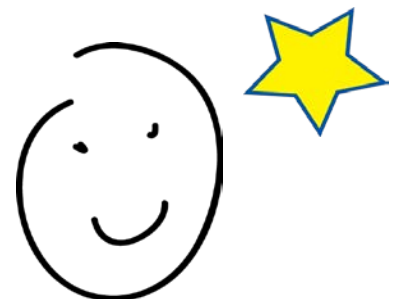
**Step 3: Reread and Revise**

- Does it make sense?
- Does it have enough 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 and check verb tense and noun-verb agreement.

Good work!

**Step 5: Final Draft**


- Recopy and fix your mistakes.



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Student Version

Grade	5	Title/Subject	Student Prompt
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## Western Trail Goods

Pioneers heading west had to think carefully about the goods they would need on their journey. They might encounter harsh weather, hunger, or illness, so they had to plan for all these problems. There were few places along the way where they could get more supplies so they had to pack everything they needed in their wagons.



For pioneers heading west, the wagon was like a mobile home. All of their most valuable possessions were packed inside.





# Narrative Writing Performance Task

Leather saddles were used on horses.

**ANALYSIS SKILL Analyze Artifacts**

- 1 Which one of these items do you think would be the most important to have on a long journey?
- 2 How are these items similar to items people take on trips today? How are they different?

**GO ONLINE** Visit PRIMARY SOURCES at [www.harcourtschool.com/hss](http://www.harcourtschool.com/hss)

Shaving kit

It was important to have a medicine case when traveling west.

hair brush

mirror

razor

soap

comb

lathering brush

moustache wax

A pioneer child used the items in this fishing kit.

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