



## Narrative Writing Performance Task

### Teacher Version

Grade	TK	Title/Subject	When you played with a friend
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The following sections are included in this Teacher Version:

- Process: Day 1, 2 and 3
- Teacher Directions for Scoring Rubric and pictures for prompts
- Student Prompt and Instructions

### Overview

Students will describe a time when they played with a friend and then write a story about that event. On day 1 they will play with a friend and teachers will take pictures of this activity. On Day 2, they will view these pictures and they will be directed to plan, and begin to draft a narrative writing piece about playing with a friend. On Day 3 they will write the story to go with their plan.

### Process

## DAY 1: Shared Reading and Note-taking: Up to 40 minutes

### Step 1: Connect to Background Knowledge

Provide an introduction to the classroom activity by indicating that after this activity, students will be writing a narrative story about playing with a friend. Ask students to share their stories orally. Possible questions could include:

*“Did you like playing with a friend? What did you play with? What did you do?”*

For active engagement encourage pair or group sharing, before sharing out with whole group.

### Step 2: Creating Context

1. Teachers will have students play with their friends inside or outside. Teachers will take photos with phones of TK students playing with friends.
2. Think-Pair-Share: *“Tell your partner about playing with your friend.”* Make sure both partners have time to share with each other.



## Narrative Writing Performance Task

### DAY 2: Planning and Writing a Draft: Up to 40 minutes

#### Step 3: Explain the Writing Task:

**Explain:** *"In a few minutes you will have a chance to plan, draw and write a draft to tell me about playing with your friend. Tomorrow you will have a chance to change and edit your work from today or add more detail."*

If possible, show the students the photos of playing with their friends. Review the student directions and checklist for the writing assignment and give each student a sheet of blank paper for planning and lined paper for writing.

#### Step 4: Clarify Expectations for the Writing Task:

Tell students to begin planning their writing on the blank sheet of paper. You can remind them of planning strategies you have taught in your classroom such as outlining, lists, webs, or drawing. Don't provide a plan yourself just remind them of strategies for planning.

After 10 minutes suggest to students that they begin writing their drafts.

Collect all materials from Day 2.

### DAY 3: Up to 40 minutes

1. Allow students to access their plans/drawings, and the photos of the students playing.
2. Direct students to re-read their draft from Day 2. Review the task using the student checklist poster. Suggest to students to add details and information to their narrative about playing with their friend.
3. When students are finished writing, remind them to reread and check for capitals and periods.
4. Collect all student writing materials.

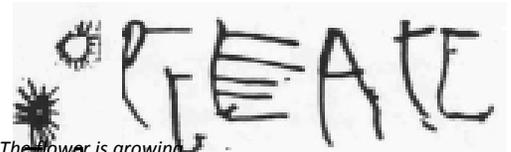
#### Teacher Directions for Scoring Rubric:

Use the narrative writing rubric to score the writing and enter a score for each student into assessment log.



## Narrative Writing Performance Task

### Developmental Writing Checklist

Student Name			
Level	Stage	Description	Sample
0	Pictorial	<input type="checkbox"/> Draws picture	
1	Pictorial with Imitated Writing	<input type="checkbox"/> Orally tells about pictures (teacher writes message) <input type="checkbox"/> Draws pictures <input type="checkbox"/> Imitates writing	 <p>The flower is growing.</p>
RUBRIC 1			
2	Random Letters	<b>Writing Content</b> <input type="checkbox"/> Writes some letters fluently/symbols fluently to represent a message <input type="checkbox"/> Uses ABC chart as a resource <input type="checkbox"/> Little or no concept of space between words <input type="checkbox"/> Attempts to read/retell what has been written or drawn <input type="checkbox"/> Writes to convey a message <input type="checkbox"/> Writes one or more thoughts <b>Writing Conventions</b> <input type="checkbox"/> May use one letter to write a word (spellings are telegraphic, usually representing salient initial and/or final sounds) <input type="checkbox"/> Prints own name or a known word <input type="checkbox"/> Usually writes left to right and knows where to begin writing (may reverse some letters) <input type="checkbox"/> Writes mostly capital letters <input type="checkbox"/> Writes some letters with correct formation <input type="checkbox"/> Uses letter-like forms and/or random letter strings	 <p>I like my dog.</p>
RUBRIC 2			
3	Random Letters with some Sound/Symbol Match	<b>Writing Content</b> <input type="checkbox"/> Writes some letters fluently/symbols fluently to represent a message <input type="checkbox"/> Uses ABC chart as a resource <input type="checkbox"/> Attempts to read/retell what has been written or drawn <input type="checkbox"/> Writes to the topic <input type="checkbox"/> Writes one or more thoughts <b>Writing Conventions</b> <input type="checkbox"/> Prints own name or a known word <input type="checkbox"/> Writes left to right (may reverse some letters) <input type="checkbox"/> Uses spaces between words some of the time (between 1-2 words) <input type="checkbox"/> Correctly uses some letters to match sounds with some random letters <input type="checkbox"/> Starts to use the beginning and ending sounds with some random letters	 <p>I found a jewelry box.</p>
RUBRIC 3			



## Narrative Writing Performance Task Developmental Writing Checklist

Level	Stage	Description	Sample
4	Partially Alphabetic	<b>Writing Content</b> <input type="checkbox"/> Writes more letters fluently to represent a message <input type="checkbox"/> Attempts to read/retell what has been written or drawn <input type="checkbox"/> Writes to the topic <input type="checkbox"/> Writes one or more thoughts <b>Writing Conventions</b> <input type="checkbox"/> <b>Writes consonants in sequential order and represents some vowels</b> (vowels are often not the correct ones) <input type="checkbox"/> Uses spaces between words most of the time (no spaces between 1-2 words) <input type="checkbox"/> Correctly spells some (3-4) high frequency words	<p style="text-align: center;"><i>I found a lamp and a genie came out.</i></p>
RUBRIC 4			
5	Fully Alphabetic	<b>Writing Content</b> <input type="checkbox"/> Identifies an error by circling or crossing out; may not correct <input type="checkbox"/> Rereads what has been written while composing <input type="checkbox"/> Writes to the topic/text type: informative, Opinion, Narrative <input type="checkbox"/> Writes two or more thoughts in a logical sequence <input type="checkbox"/> Most sentences are complete (this does not include punctuation) <b>Writing Conventions</b> <input type="checkbox"/> <b>Represents beginning and ending consonants in sequential order and includes a vowel in most words</b> (may not be correct) <input type="checkbox"/> Correctly spells more (5-10) high-frequency words <input type="checkbox"/> Uses spaces between words consistently <input type="checkbox"/> Begins to use end punctuation (punctuation may be incorrect when text contains more than one sentence) <input type="checkbox"/> Uses some beginning capitalization	<p style="text-align: center;"><i>Once upon a time there was (were) four butterflies. They went on an adventure in the woods.</i></p>
RUBRIC 4			
6	Early	<b>Writing Content</b> <input type="checkbox"/> Identifies an error by circling or crossing out and corrects it <input type="checkbox"/> Rereads what has been written <input type="checkbox"/> Writes to the topic /text type: Informative, Opinion, Narrative <input type="checkbox"/> Writes three or more thoughts in a logical sequence <input type="checkbox"/> Most sentences are complete (this does not include punctuation) <input type="checkbox"/> Provides a sense of closure <b>Language Use and Conventions</b> <input type="checkbox"/> Includes a vowel in most syllables (may not be correct) <input type="checkbox"/> Correctly spells more (6-10) high-frequency words <input type="checkbox"/> Uses end punctuation correctly most of the time <input type="checkbox"/> Uses some beginning capitalization	<p>My favrit book is clifford. He is a funi dog</p> <p>Hes so big nd red ! do you like Clifrd?</p>
RUBRIC 4			



## Narrative Writing Performance Task

### Kindergarten Developmental Writing Checklist

Beginning of Year	End of Trimester 1	End of Trimester 2	End of Trimester 3
Date:	Date:	Date:	Date:
Writing Level:	Writing Level:	Writing Level:	Writing Level:
Comments:	Comments:	Comments:	Comments:

- Students can be considered at a level if they have 90% of the items under control at that level.
- Teachers may want to consider starting guided reading with those students who are at Level 4 on this checklist.
- **Bold** = Gentry developmental stages



# Narrative Writing Performance Task

Grade	TK	Narrative Writing Rubric - Kindergarten	
Level	NARRATIVE WRITING		LANGUAGE CONVENTIONS
4 Exceeds	<ul style="list-style-type: none"> <li><input type="checkbox"/> Meets all expectations in level 3</li> <li><input type="checkbox"/> Uses some descriptive words</li> <li><input type="checkbox"/> Writes multiple complete sentences</li> <li><input type="checkbox"/> Provides a sense of closure to story/event</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"/> Writes proper names with capital letters</li> <li><input type="checkbox"/> Consistently spells grade level appropriate words correctly</li> <li><input type="checkbox"/> Spells most kinder sight words correctly</li> </ul>
	<p><b>NARRATIVE WRITING (W3)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Draws, dictates, and/or writes to narrate a single event or several loosely linked events (W3)</li> <li><input type="checkbox"/> Tells about the events in the order in which they occurred (W3)</li> <li><input type="checkbox"/> Provides a reaction to what happened (W3)</li> </ul> <hr/> <p><b>WRITING PROCESS (W5-W8)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>WGASFA*</b> Adds details to strengthen writing (W5)</li> <li><input type="checkbox"/> <b>WGASFA*</b> Explores digital tools to write (W6)</li> <li><input type="checkbox"/> Participates in shared research projects (W7)</li> <li><input type="checkbox"/> <b>WGASFA*</b> Recalls information from experiences or gathers information from provided 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"/> Writes left to right and return sweeps (L1a)</li> <li><input type="checkbox"/> Uses spaces between words most of the time (L1c)</li> <li><input type="checkbox"/> Prints many upper- and lowercase letters (L1a)</li> <li><input type="checkbox"/> Capitalizes the first word in a sentence and the pronoun / (L2a)</li> <li><input type="checkbox"/> Recognizes and names end punctuation (L2b)</li> <li><input type="checkbox"/> Writes a letter or letters for most consonant and short-vowel sounds (L2c)</li> <li><input type="checkbox"/> Spells simple words phonetically (L2d)</li> <li><input type="checkbox"/> Spells some kinder sight words correctly</li> </ul>
3 Meets	<ul style="list-style-type: none"> <li><input type="checkbox"/> Draws about event</li> <li><input type="checkbox"/> Starts narrative but provides little information</li> <li><input type="checkbox"/> Includes a simple sentence (s) about event</li> <li><input type="checkbox"/> May rely on copying from a patterned sentence—writing sounds like a “list”</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"/> Begins to write from left to right and return sweeps</li> <li><input type="checkbox"/> Begins to space words correctly</li> <li><input type="checkbox"/> Writes uppercase letters are random or within words</li> <li><input type="checkbox"/> Uses only uppercase letters in writing</li> <li><input type="checkbox"/> Uses no or few end punctuation marks</li> <li><input type="checkbox"/> Spells some words phonetically</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Makes few or no attempts to write about event</li> <li><input type="checkbox"/> May label drawing or list objects or ideas</li> <li><input type="checkbox"/> Dictates ideas for narrative, but unable to write without copying</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"/> Uses random letters to represent print</li> <li><input type="checkbox"/> Makes no attempts at correct spelling</li> <li><input type="checkbox"/> Writes no complete sentences</li> <li><input type="checkbox"/> Writes in all directions or may just label drawing</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>	

- **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	K	Title/Subject	When you played with a friend
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Talk about the time you played with your friend in class.

Now write your story about playing with your friend.

- Write** your **name** on your paper.
- Tell me about what you played, what happened, and did you have fun?
- Look** at the pictures we took of you playing.
- Draw a picture** of you playing with your friend.



### Be sure to

- Use a **CAPITAL** at the beginning of your sentences and for the pronoun "I".
- Use an **end point** at the end of your sentences → **. ! ?**
- Try to spell the words you know correctly.
- If you see a mistake, fix it!
- Make sure to leave **spaces** between **your** words.
- Use your neatest handwriting.

Good work!

