



## Narrative Writing Performance Task

### Teacher Version

Grade	4	Title/Subject	Creative Story - (Van Allsberg picture prompts)
-------	---	---------------	---

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 six images from Chris Van Allsberg's books. They will get to choose one image to use as a basis for a narrative they will create. On day 1 they have the opportunity to choose an image, 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 choose

With a document camera display each of the 6 images, one at a time. Tell students they will be choosing one of the images to use as a springboard for a narrative they will be creating. When you are finished showing each image, post the images around the classroom and let the students move to the location of the image they chose.

### Step 2: Discuss storyline possibilities with peers

Tell students to take turns sharing ideas for a storyline based on the image. 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.



## Narrative Writing Performance Task

### Teacher Version

Grade	4	Title/Subject	Creative Story - (Van Allsberg picture prompts)
-------	---	---------------	---

## 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 \_\_\_\_\_.



Narrative Writing Performance Task

Grade		4		Narrative Writing Rubric	
Level	NARRATIVE WRITING		LANGUAGE CONVENTIONS		WITH GUIDANCE and SUPPORT FROM ADULTS
<b>4</b> Exceeds	<input type="checkbox"/> Meets all expectations set forth in 3 <input type="checkbox"/> Uses narrative techniques, such as dialogue, description, and pacing, to develop experiences and events <input type="checkbox"/> Effective use of concrete, sensory, and figurative language		<b>Mostly correct</b> use of language conventions, and some above grade level skills used, for example: <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>		Guidance & Support  Level of guidance and support from adults before writing: Check off what was done before the student wrote the piece being scored. <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>
	<b>NARRATIVE WRITING (W3)</b> <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> <hr/> <b>WRITING PROCESS (W4-W8)</b> <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>		<b>Adequate</b> use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: <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>		
	<b>3</b> Meets		<b>Limited</b> use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: <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>		
	<b>2</b> Almost Meets		<b>Infrequent</b> use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: <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>		
<b>1</b> Does Not Meet		<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>			
<b>1</b> 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			
Grade	4	Title/Subject	Student Rubric

**Student Prompt:**

Choose one of the pictures to write a story about. Look carefully at the pictures 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 picture 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.
- 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, 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.

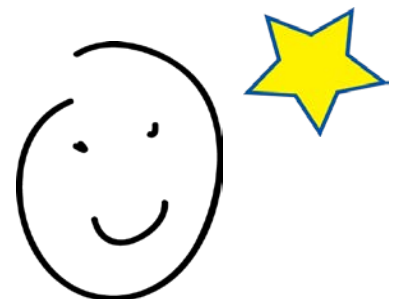
**Step 3: Reread and Revise**

- 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.

*Good work!*

**Step 5: Final Draft**

- Recopy and fix your mistakes.



Narrative Writing Performance Task

Student Version			
Grade	4	Title/Subject	Student Prompt

1



[http://img-fotki.yandex.ru/get/9229/24302342.cd/0\\_8b378\\_ebea18e7\\_orig](http://img-fotki.yandex.ru/get/9229/24302342.cd/0_8b378_ebea18e7_orig)

2



The House on Maple Street  
*It was a perfect lift-off.*  
 From the book *The Mysteries of Harris Burdick*  
 By Chris Van Allsburg



Narrative Writing Performance Task

3



4



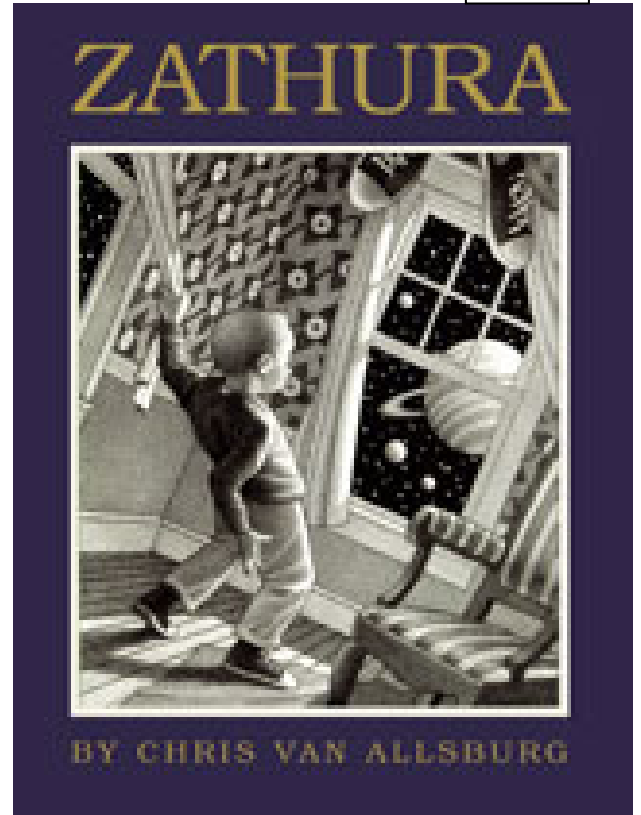


Narrative Writing Performance Task

5



7



6

