



Narrative Writing Performance Task

Teacher Version

Grade	5	Title/Subject	Sleeping in Space
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Included in this packet:

1. Teacher directions
2. Student prompt and instructions

Overview

Students will read and take notes from two sources about sleeping in space on day 1. Then they will use information from the texts to create a narrative about life in space.

(Adapted from a Narrative Writing Performance Task for Grade 5 from the Nevada Department of Education.)

Process:

Day 1: Planning - Up to 60 minutes

Step 1: Reading and Taking Notes

Explain:

“Read the following passages about sleeping in space. Take notes to use later while writing your essay. You may look back at the passage and your notes as often as you like. As you read, consider information you might use to write your narrative essay about you sleeping in space.”

See Source 1 and 2 in student directions.

Step 2: Discuss ideas for storyline

Tell students to take turns sharing ideas for a storyline based on the context of the sources on life in space. Remind them that narratives have characters, settings or situations, a sequence of events, and plot.



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

Step 1: 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 drawing pictures for beginning, middle and end; a storymap or graphic organizer; 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.

Step 2: Review of process

Tell students that they will now write their story. You may review the process for writing a story by going over the student-friendly checklist included with this prompt.

Step 3: Drafting

Tell the students they will now have time to write their stories. Maintain a quiet atmosphere during the writing period so that all students may concentrate on their own work.

Day 3: Final Draft: Revise and edit - Up to 60 minutes

Tell students that they will now have time to revise and edit their story. You may use the student checklist to remind them of the elements needed in a quality narrative. When time is up, collect all papers—student plans and their stories.


Teacher Directions for Scoring Rubric:

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.



Narrative Writing Performance Task

Grade		5		Narrative Writing Rubric	
Level	NARRATIVE WRITING		LANGUAGE CONVENTIONS		WITH GUIDANCE and SUPPORT FROM ADULTS
4 Exceeds	<ul style="list-style-type: none"> <input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Events unfold naturally and logically <input type="checkbox"/> Effective use of precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events 		<p>Mostly correct use of language conventions, and some above grade level skills used, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Varies sentence patterns for meaning, interest, and style <input type="checkbox"/> Maintains consistency in style and tone 		<p>Guidance & 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"> <input type="checkbox"/> Discussion <input type="checkbox"/> Read aloud or shared reading <input type="checkbox"/> Drawing <input type="checkbox"/> Vocabulary word bank <input type="checkbox"/> Shared or interactive writing <input type="checkbox"/> Graphic organizer <input type="checkbox"/> Language frames
3 Meets	<p>NARRATIVE WRITING (W3)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Orients the reader by establishing a situation and introducing a narrator and/or characters (W3a) <input type="checkbox"/> Organizes event sequence that unfolds naturally (W3a) <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) <input type="checkbox"/> Uses a variety of transitional words and phrases to manage sequence of events (W3c) <input type="checkbox"/> Uses concrete words and phrases and sensory details to convey experiences and events precisely (W3d) <input type="checkbox"/> Provides a conclusion that follows from the narrated experiences or events (W3e) <hr/> <p>WRITING PROCESS (W4-W8)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses clear and coherent writing in multi-paragraph texts that is appropriate to task, purpose, and audience (W4) <input type="checkbox"/> WGASFA* Develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach (W5) <input type="checkbox"/> WGASFA* Uses a variety of digital tools to write and publish writing (W6) <input type="checkbox"/> Keyboards/types a minimum of two pages in a single sitting (W6) <input type="checkbox"/> Participates in shared research projects that build knowledge through investigation of different aspects of a topic. (W7) <input type="checkbox"/> Summarizes or paraphrases information in notes and finished work, and provides a list of sources (W8) 		<p>Adequate use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses verb tenses to show time, states, conditions; and uses noun-verb agreement correctly most of the time (L1) <input type="checkbox"/> Uses punctuation to separate items in a series (L2a) <input type="checkbox"/> Uses a comma to separate an introductory element from the rest of the sentence (L2b) <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) <input type="checkbox"/> Uses underlining, quotation marks, or italics to indicate titles of works (L2d) <input type="checkbox"/> Spells grade-appropriate words correctly, consulting references as needed (L2e) 		
2 Almost Meets	<ul style="list-style-type: none"> <input type="checkbox"/> Unevenly maintains setting, characters, and plot <input type="checkbox"/> May not write multi-paragraphs <input type="checkbox"/> Uses some linking words/phrases <input type="checkbox"/> Little use of concrete words and phrases and sensory details to convey experiences and events precisely (W3d) <input type="checkbox"/> Planning for writing is limited 		<p>Limited use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses verb tenses correctly some of the time. <input type="checkbox"/> Uses some punctuation correctly <input type="checkbox"/> Uses some sentence variety correctly <input type="checkbox"/> Spells many words correctly 		
1 Does Not Meet	<ul style="list-style-type: none"> <input type="checkbox"/> Little or no plot, or may be just a series or list of events <input type="checkbox"/> Provides few details or descriptions <input type="checkbox"/> Does not write multiple paragraphs <input type="checkbox"/> Planning for writing is absent or disorganized 		<p>Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writes few complete sentences or only simple sentences <input type="checkbox"/> Has many errors in punctuation <input type="checkbox"/> Has many errors in spelling and/or capitalization 		

• **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) using the California Common Core Standards at www.cde.ca.gov.





Narrative Writing Performance Task

Student Version			
Grade	5	Title/Subject	Sleeping in Space – Prompt & Instructions

Student Prompt:

Write a narrative about your imagined experience sleeping in space. Be sure to include details from both sources you read. (Sources follow these instructions.)

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.

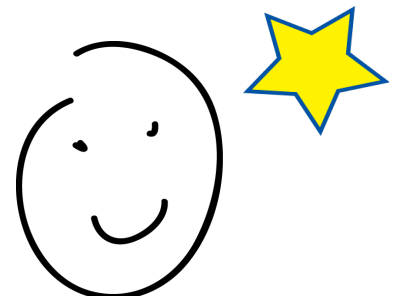
Step 3: Reread and Revise

- 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.



Student Version

Grade	5	Title/Subject	Sleeping in Space – Source 1
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Floating to Sleep

By Marianne J. Dyson

On a space station, you can sleep on the ultimate air mattress. In fact, forget the mattress— just sleep on air! No lumps, no springs, no sloshing water. No sheets to tangle or wash.

Beds are useless, but not bedrooms. After months of being cooped up together, even best friends can get on your nerves. Time alone is therefore important. Cabins about the size of a shower stall give astronauts their own personal “space” in space. Astronauts don’t have to sleep in their rooms, though. They can sleep anywhere they want. But unless they use tethers or straps, they may wake up stuck like leaves to an air vent somewhere.

Most astronauts use a sleeping bag, but some prefer to sleep in their clothes. After all, clothes don’t wrinkle while floating.

What kind of clothes? NASA provides shirts, shorts, pants, underwear, and socks. No shoes needed. Astronauts often add personal items, like jewelry. If cabins aren’t available, astronauts change clothes in whatever part of a module they call home. Astronaut Marsha Ivins said, “I normally change my clothes in the bathroom with the door closed.”

On Earth, people sleep flat or curled. In space, everyone takes the same position. Like plants waving under water, the arms naturally float in front of the body with wrists limp.

Some people miss a pillow pressing against their head. Therefore, NASA provides a headband “pillow.” According to NASA researcher Dr. John Charles, when astronauts want to feel like they’ve rolled over, they slide the pillow to the other side of their head. But some habits are hard to break. “The first few nights I was restless,” astronaut Don Thomas said after a shuttle flight. “I’m sleeping in this box on my back,” he said with a smile. “I would flip over and float on my stomach. It somehow felt better.” Unfortunately, if someone snores, flipping over won’t help. Luckily, earplugs, music, and eyeshades are available to block disturbing noise and lights. Astronaut Mike Coats said, “As soon as I put the eyeshades on, I’m asleep. I never remember getting more than halfway through a song.”

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Narrative Writing Performance Task

Student Version

Grade	5	Title/Subject	Sleeping in Space – Source 2
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Space Sleep

by NASA

After a long day at work, there is nothing like a good night's sleep! Just like on Earth, a worker in space goes to bed at night, then wakes up the next day and prepares for work all over again. There are a few differences, though.

In space there is no up or down and there is no gravity. As a result, astronauts are weightless and can sleep in any orientation. However, they have to attach themselves to a wall, a seat, or a bunk bed inside the crew cabin so they don't float around and bump into something.

Space shuttle and space station crews usually sleep in sleeping bags. On the space shuttle, astronauts also sleep in the commander's seat or the pilot's seat or in bunk beds. There were only four bunk beds in the space shuttle. So that meant that on missions with five or more astronauts, the other crewmembers had to sleep in sleeping bags attached to their seats or to a wall.

On the space station there are two small crew cabins. Each one is just big enough for one person. Inside both crew cabins is a sleeping bag and a large window to look out in space. Currently, space station crews have three astronauts living and working in space for months at a time. Where does the third astronaut sleep? If it's okay with the commander, the astronauts can sleep anywhere in the space station as long as they attach themselves to something.

Astronaut Susan Helms slept in the huge Destiny Laboratory Module by herself while she was living aboard the International Space Station. This is on the opposite side of the station from the Service Module where her crewmates slept. The length of the International Space Station during that mission was 52 meters (171 feet).

Generally, astronauts are scheduled for eight hours of sleep at the end of each mission day. Like on Earth, though, they may wake up in the middle of their sleep period to use the toilet, or stay up late and look out the window. During their sleep period, astronauts have reported having dreams and nightmares. Some have even reported snoring in space!

"Space Sleep" by NASA. In the public domain