



Narrative Writing Performance Task

Teacher Version

Grade	K	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. If taking photos is not possible, generic photos are included starting on page 3. 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 students playing with friends. If taking photos is not possible, please display the generic photos provided starting on page 3 to help students think of play activities they may recall.
2. Think-Pair-Share: *“Tell your partner about playing with your friend.”* Make sure both partners have time to share with each other.



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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 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:

YOU EDIT:

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



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Narrative Writing Performance Task

Grade	K	Narrative Writing Rubric - Kindergarten	
Level	NARRATIVE WRITING		LANGUAGE CONVENTIONS
4 Exceeds	<ul style="list-style-type: none"> <input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Uses some descriptive words <input type="checkbox"/> Writes multiple complete sentences <input type="checkbox"/> Provides a sense of closure to story/event 		<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"/> Writes proper names with capital letters <input type="checkbox"/> Consistently spells grade level appropriate words correctly <input type="checkbox"/> Spells most kinder sight words correctly
	3 Meets	<p>NARRATIVE WRITING (W3)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Draws, dictates, and/or writes to narrate a single event or several loosely linked events (W3) <input type="checkbox"/> Tells about the events in the order in which they occurred (W3) <input type="checkbox"/> Provides a reaction to what happened (W3) 	<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"/> Writes left to right and return sweeps (L1a) <input type="checkbox"/> Uses spaces between words most of the time (L1c) <input type="checkbox"/> Prints many upper- and lowercase letters (L1a) <input type="checkbox"/> Capitalizes the first word in a sentence and the pronoun <i>I</i> (L2a) <input type="checkbox"/> Recognizes and names end punctuation (L2b) <input type="checkbox"/> Writes a letter or letters for most consonant and short-vowel sounds (L2c) <input type="checkbox"/> Spells simple words phonetically (L2d) <input type="checkbox"/> Spells some kinder sight words correctly
		<p>WRITING PROCESS (W5-W8)</p> <ul style="list-style-type: none"> <input type="checkbox"/> WGASFA* Adds details to strengthen writing (W5) <input type="checkbox"/> WGASFA* Explores digital tools to write (W6) <input type="checkbox"/> Participates in shared research projects (W7) <input type="checkbox"/> WGASFA* Recalls information from experiences or gathers information from provided sources (W8) 	<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"/> Begins to write from left to right and return sweeps <input type="checkbox"/> Begins to space words correctly <input type="checkbox"/> Writes uppercase letters are random or within words <input type="checkbox"/> Uses only uppercase letters in writing <input type="checkbox"/> Uses no or few end punctuation marks <input type="checkbox"/> Spells some words phonetically
		<ul style="list-style-type: none"> <input type="checkbox"/> Draws about event <input type="checkbox"/> Starts narrative but provides little information <input type="checkbox"/> Includes a simple sentence (s) about event <input type="checkbox"/> May rely on copying from a patterned sentence—writing sounds like a “list” 	<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"/> Uses random letters to represent print <input type="checkbox"/> Makes no attempts at correct spelling <input type="checkbox"/> Writes no complete sentences <input type="checkbox"/> Writes in all directions or may just label drawing
2 Almost Meets	<ul style="list-style-type: none"> <input type="checkbox"/> Draws about event <input type="checkbox"/> Starts narrative but provides little information <input type="checkbox"/> Includes a simple sentence (s) about event <input type="checkbox"/> May rely on copying from a patterned sentence—writing sounds like a “list” 		<p>Does Not Meet</p> <ul style="list-style-type: none"> <input type="checkbox"/> Makes few or no attempts to write about event <input type="checkbox"/> May label drawing or list objects or ideas <input type="checkbox"/> Dictates ideas for narrative, but unable to write without copying
1 Does Not Meet	<ul style="list-style-type: none"> <input type="checkbox"/> Makes few or no attempts to write about event <input type="checkbox"/> May label drawing or list objects or ideas <input type="checkbox"/> Dictates ideas for narrative, but unable to write without copying 		<p>Does Not Meet</p> <ul style="list-style-type: none"> <input type="checkbox"/> Makes few or no attempts to write about event <input type="checkbox"/> May label drawing or list objects or ideas <input type="checkbox"/> Dictates ideas for narrative, but unable to write without copying

WITH GUIDANCE and SUPPORT FROM ADULTS



Level of guidance and support from adults before writing:

Check off what was done before the student wrote the piece being scored.

- Discussion
- Read aloud or shared reading
- Drawing
- Vocabulary word bank
- Shared or interactive writing
- Graphic organizer
- Language frames

• **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.



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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 of children playing.
- Draw a picture** of you playing with your friend.



Be sure to

- Use a **U**se 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!

