

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## **Unit 1, Week 6: Writing Prompt**

(Used for teacher, student & parent feedback)

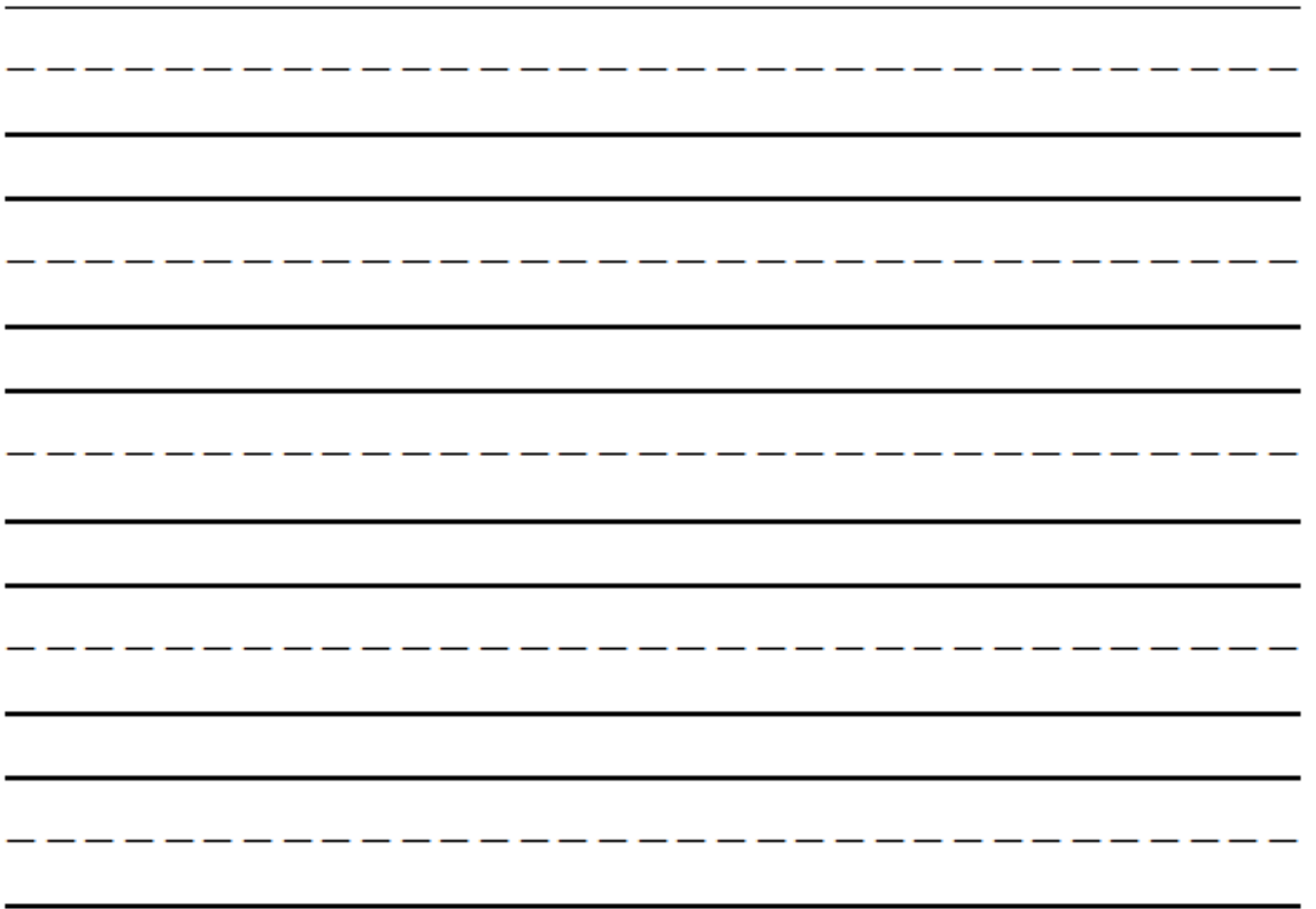


Prompt: “Write about a fun time you’ve had with a friend. It might be a fun time you had at recess, at a birthday party, playing outside, or any other time you’ve had fun with a friend.”

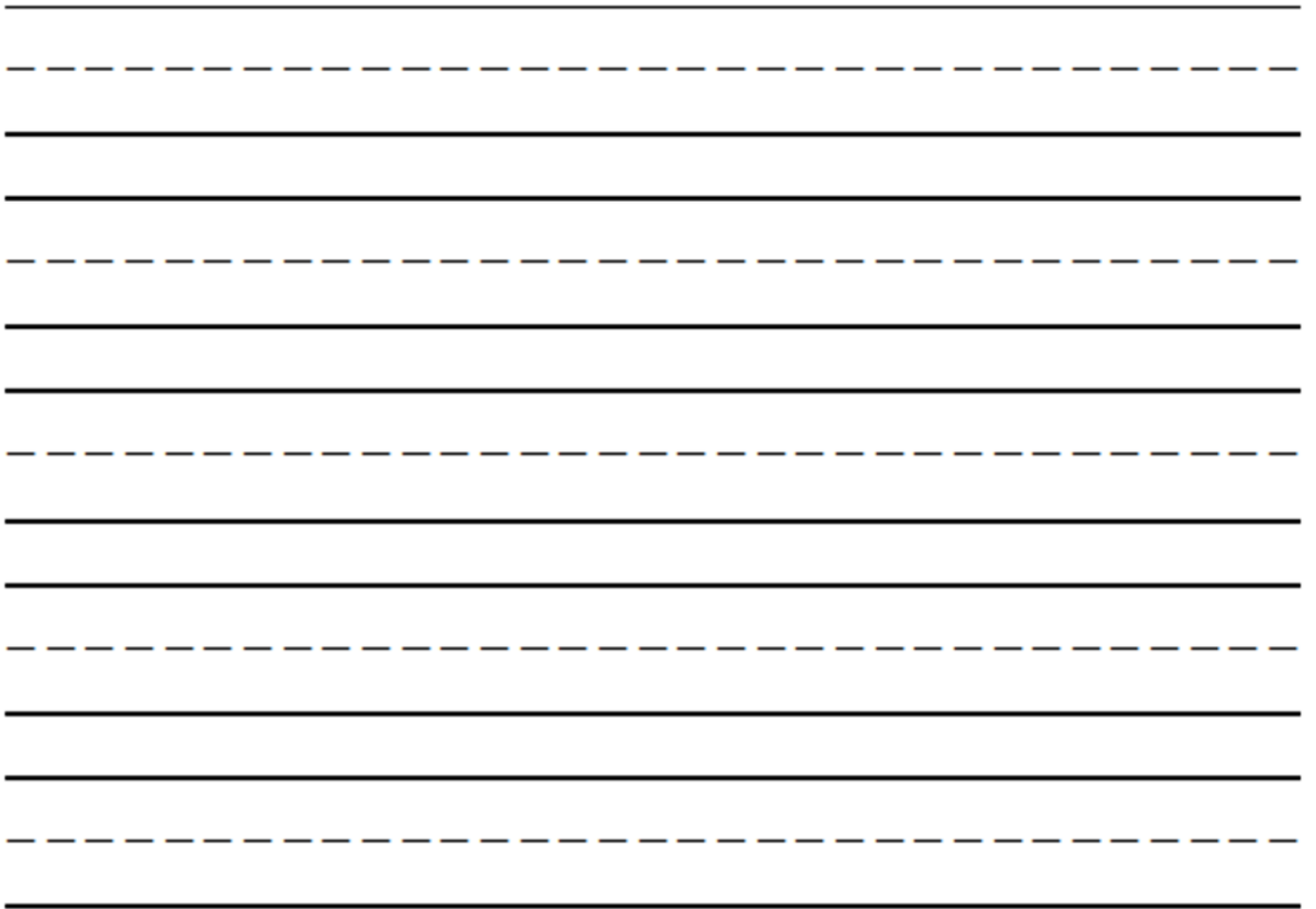
“Be sure you write complete sentences that start with a capital letter, and end with punctuation. Tell what you and your friend did first, next and last by using linking/transition words in your story. You also need to remember to use an excellent ending with a reaction/emotion to your story. You may look at your excellent ending poster in your notebook for help. Put a white space between each word. Use your word wall to spell sight words correctly. I will give each of you an ABC chart. To spell a word that is not a sight word, say the word slowly and write the sounds you can hear. Use your ABC chart to help yourself. “

“Be sure your sentences make sense. When you are finished writing use your checklist to make sure you have all the parts of a narrative story. You may draw a picture of you and your friend. I will not help you because I want to see what you can do by yourself.”

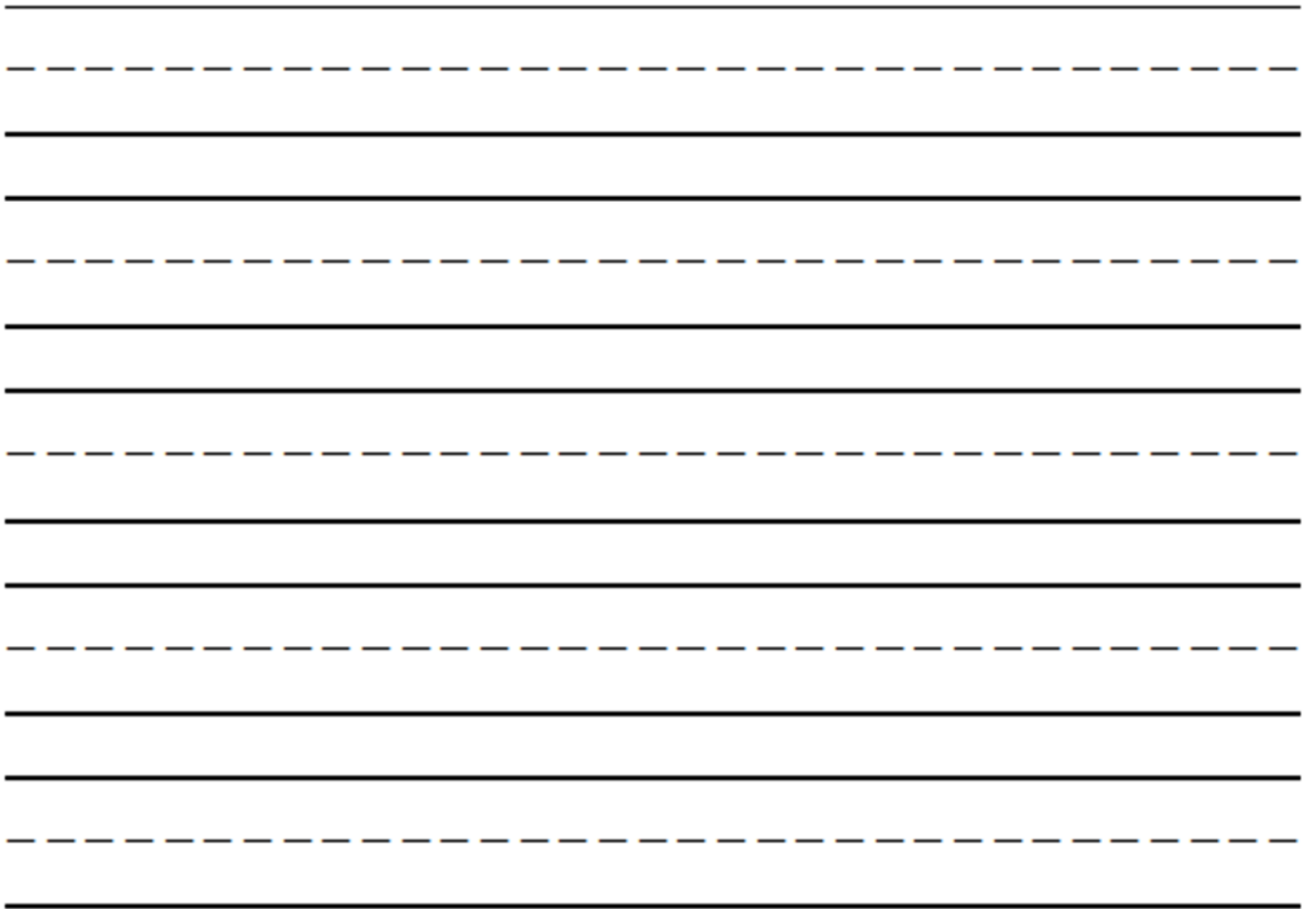
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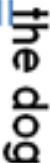



Name: \_\_\_\_\_

# My Narrative Checklist

Check	Icon	Story Check	Word List
		setting	One day, One dark night, One morning, One sunny afternoon
		events in order with sequence words	at first, after that, a little while later, then, next, at last
		complete beginning middle, end	
		details that describe	slimy lime green slithering
		dialogue with quotation marks to make characters come alive	"Look out!" she screamed.
		all events and details on topic	
		lively words	furious, splendid, gloomy, enormous, gorgeous, sprinted, snaggled, ferocious
		sentences start differently and are different lengths	I... At first... She... After a while... Can...
		ending that tells how you felt about what happened	happy, sad, scored, mad, excited, disappointed, glad

Name: \_\_\_\_\_

# My Basic Skills Writer's Checklist

Check	Icon	Edit Marks
		
Makes sense!	I <sup>ate</sup> the pizza. We can go  with mom.	
		
		
	A... A...? A...!	
		

Dear Parent,

I am using this first writing assessment to see where your child may need support as a writer. Your child is expected to score 'Secure' (3-4 points) in each of the areas below by the end of the year. Every six weeks your child will be given a writing assessment similar to this one. The results will help me to design more effective instruction for your child. Celebrate the growth you see in your young writer this year.

# 12-Point Narrative Writing Rubric - Grade 1 – Oak Grove Primary

**Directions:** For Organization/Focus & Development/Support circle the 4,3,2,1 box that best describes the child’s piece. Not all descriptors/bullets in the shaded areas must be evident – circle the best match.

## Writing Craft

Secure = 6-8 points       Developing = 4-5 points  
 Beginning = 2-3 points

		4	3	2	1
Organization/Focus		<b>4</b> The organization of the narrative is <b>fully sustained</b> . Below are the descriptors for ‘fully sustained’.	<b>3</b> The organization of the narrative is <b>adequately sustained</b> . Below are the descriptors for ‘adequately sustained’.	<b>2</b> The organization of the narrative is <b>somewhat sustained</b> . Below are the descriptors for ‘somewhat sustained’.	<b>1</b> The organization of the narrative is <b>not well sustained</b> . Below are the descriptors for ‘not well sustained’.
		<input type="checkbox"/> Focus is clear and maintained throughout. No off-topic info is present.	<input type="checkbox"/> Focus is adequately and generally maintained. Small amounts of off-topic present.	<input type="checkbox"/> Focus is somewhat sustained; some off-topic info is included; may have an uneven focus	<input type="checkbox"/> Focus is not well-sustained; frequent off-topic ideas or drifts may be evident
		<input type="checkbox"/> Effectively follows a logical sequence of events. Nothing is out of order or confusing.	<input type="checkbox"/> Adequate sequence of events. Most everything is in order.	<input type="checkbox"/> Weak or uneven sequence of events.	<input type="checkbox"/> Little or no organization of an event sequence
		<input type="checkbox"/> Piece has a clearly developed beginning, middle, and <b>end which contains a reaction to what happened</b> .	<input type="checkbox"/> Piece has a beginning, middle, and <b>end which contains a reaction to what happened</b> .	<input type="checkbox"/> <b>Missing one:</b> a beginning, middle, or end which contains a reaction to what happened.	<input type="checkbox"/> <b>Missing two or more:</b> a beginning, middle, or end which contains a reaction to what happened.
		<input type="checkbox"/> Effective use of linking/transition words to signal event order.	<input type="checkbox"/> Adequate use of linking/transition words to signal event order.	<input type="checkbox"/> Uneven [long stretches without] use or little variety of linking/transition words to signal event order.	<input type="checkbox"/> Few or no appropriate use of linking/transition words to signal event order.
NOTE: Linking/Transition words ARE required for grade 1 in this genre.					
Development/Support		<b>4</b> The narrative provides <b>effective elaboration</b> using relevant details and descriptions. Below are the descriptors for ‘effective elaboration’.	<b>3</b> The narrative provides <b>adequate elaboration</b> using relevant details and descriptions. Below are the descriptors for ‘adequate elaboration’.	<b>2</b> The narrative provides <b>uneven, cursory elaboration</b> using partial and uneven details & descriptions. Below are the descriptors for ‘cursory elaboration’.	<b>1</b> The narrative provides <b>minimal elaboration</b> using few or no details, & descriptions. Below are the descriptors for ‘minimal elaboration’.
		<input type="checkbox"/> Effective use of details to describe the story or experience	<input type="checkbox"/> Adequate use of details to describe the story or experience.	<input type="checkbox"/> Minimal use of details to describe the story or experience.	<input type="checkbox"/> Little or no use of details to describe the story or experience.
		<input type="checkbox"/> Effectively uses specific words that are related to the topic.	<input type="checkbox"/> Adequate use of specific words that are related to the topic.	<input type="checkbox"/> Weak or minimal use of specific words that are related to the topic.	<input type="checkbox"/> Little or no use of specific words that are related to the topic.

	<input type="checkbox"/> <b>Secure</b>	<input type="checkbox"/> <b>Developing</b>	<input type="checkbox"/> <b>Beginning</b>	
<b>Conventions/Skills</b>	<b>4</b> <b>Effective command of conventions.</b>	<b>3</b> <b>Adequate command of conventions.</b>	<b>2</b> <b>Partial command of conventions.</b>	<b>1</b> <b>Poor command of conventions.</b>
	Uses correct conventions 90-100% of the time.	Uses correct conventions 80-89% of the time.	Uses correct conventions 60-79% of the time.	Uses correct conventions 0-59% of the time.
	<p><u>K-1<sup>st</sup> Grade GLE Convention Expectations:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write legibly.</li> <li><input type="checkbox"/> Spacing within &amp; between words is correct.</li> <li><input type="checkbox"/> Sentences are complete &amp; make sense.</li> <li><input type="checkbox"/> Correct capitalization of: the word I, beginnings of sentences, names of people.</li> <li><input type="checkbox"/> Correct punctuation at the ends of sentences.</li> <li><input type="checkbox"/> Correctly spelled high-frequency words taught to this point ("Word Wall" Words).</li> <li><input type="checkbox"/> Mix of phonetic (sounds recorded in order) and spelling pattern words (w-ill/p-ill)</li> <li><input type="checkbox"/> Correct use of subject/verb agreement. (She has <u>some</u> dogs. We have <u>a</u> dog.)</li> <li><input type="checkbox"/> Correct use of commas to separate words in a list.</li> <li><input type="checkbox"/> Correct use of inflectional endings (-s, -ed, -ing) to designate past, present, and future in sentences.</li> <li><input type="checkbox"/> Correct use of past, present, and future tense verbs.</li> </ul>			



