

Grade 1
Fourth Prompt
Narrative
Writing a Fictional Story

English/Language Arts Content Standards:

- 1.0 Writing Strategies
 - 1.1 Select a focus when writing.
 - 1.2 Use descriptive words when writing.
 - 1.3 Print legibly and space letters, words, and sentences correctly.
- 2.0 Writing Application (Genres and Their Characteristics)
 - 2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.

Writing Situation

We all enjoy reading a good story. Some stories make us laugh, while others make us cry. Many people like to read stories where animals are the main characters. The animals might be found where you live or they may be animals that live far away. Some stories have talking animals, while others tell about real animals. (Allow an opportunity for discussion.)

Directions for Writing

Write a story in which animals are the main characters. When you plan your story, choose an animal to be one of your main characters. Decide who will be the other characters in your story. What words can you use to describe your characters? Planning where your characters live will be an important part of your story. Then think about what will happen to your characters. Finally, decide how your story will end. When you are finished, be sure to go back and check your story for capital letters, punctuation marks at the ends of sentences, and spelling.

Writing and Convention Standards

For this task, students will write a story that:

- a. narrates a picture from the student plan.
- b. focuses on a main character.
- c. focuses on something happening.
- d. uses descriptive words to tell what is happening in the story.

Resources:

Reading/Language Arts Framework for California Public Schools, pp. 62-63

Write One: Handbook, pp. 72-73

Write One Program Guide: Reading-Writing Connection, p. 6

Write One: Lesson Plans and Assessments, pp. 14-17

Kindergarten Fourth Prompt Rubric

Expository Observational Writing

4	<ul style="list-style-type: none"> ▪ Fully addresses the prompt. ▪ Has a detailed picture of the observation. ▪ Has at least 2 complete sentences with details that tells story. ▪ Has expressive language that catches the reader’s attention. ▪ Has grade-level appropriate spelling, grammar, capitalization, and punctuation; contains few, if any, errors that do not interfere with understanding the writing. ▪ Has legible handwriting, moving from L-R and top to bottom, with appropriate spacing.
3	<ul style="list-style-type: none"> ▪ Responds to the prompt. ▪ Has a picture of the observation with some details. ▪ Has sentences or phrases that describe the story. ▪ Has some expressive language. ▪ Has mainly grade-level appropriate spelling, grammar, capitalization, and punctuation; contains some errors that do not interfere with understanding the writing. ▪ Has legible handwriting with most letters formed correctly, and appropriate spacing.
2	<ul style="list-style-type: none"> ▪ Attempts to respond to the prompt (writer can verbalize that what is written relates to the topic). ▪ Has a picture of an observation. ▪ Has letters, words, or phrases that tell something about the story, or has labels for a picture. ▪ May contain no expressive language. ▪ Has environmental print. ▪ May contain many errors in spelling, grammar, capitalization, and/or punctuation that may interfere with understanding the writing. ▪ Has some letters formed correctly and/or appropriate spacing.
1	<ul style="list-style-type: none"> ▪ May not respond to the prompt (no bridge from verbal language to written). ▪ May have no picture that is consistent with the topic. ▪ Contains scribbles, lines, or pictures. ▪ May have random letters and/or letter strings. ▪ May contain frequent and numerous errors in spelling, grammar, capitalization, and punctuation that interfere with the understanding of the writing. ▪ May show no evidence of letter formation or appropriate spacing.
BP	<ul style="list-style-type: none"> ▪ Blank Paper

Grade 1

Fourth Prompt – Student Page

Narrative

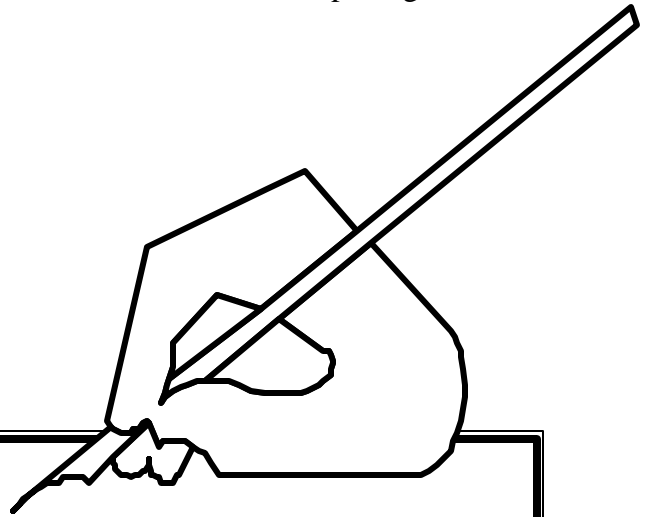
Writing a Fictional Story

Writing Situation

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Directions for Writing

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Writing and Convention Standards

For this task, you will write a story that:

- a. narrates a picture from the your plan.
- b. focuses on a main character.
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District Writing Sample Scoring Rationale
Fourth Prompt, First Grade
Narrative
Writing a Fictional Story

Rubric Score Point: 4 high

Characteristics that make the paper a high 4:

- a. Focuses on the prompt.
- b. Has a developed plot with a main character as the central focus.
- c. Has complete, coherent sentences with interesting details that engage reader.
- d. Excellent use of descriptive language that includes a variety of well-chosen, sensory details.
- e. Excellent variety of word choice.

Additional instructional steps for the writer's growth would include:

- a. Modeling the appropriate use of punctuation/capitalization.
- b. Teaching the student to proofread using Writer's Workshop.

Teacher Notes:

The Pig named Bob

Once there was a pig named Bob and he was a very very fat pig. But he always ate. One day on the farm a big truck came up to the fence and a tall man came out. he said wheres Bob? over there said the owner. Then the man picked Bob up and drove away. When they stoped they were at the Zoo!! Bob droped his mouth open he was shocked. Then the man pushed him out he was very old so he sobot twicht. Then the next thing he knew he was in a kage. He scaweted a fat then he

he felt like he had an appointment he felt
down and did. It was said when the fan
found out!! So the workers from the Zoo took
him to the Butchers and she cut him
in strips. And they served him at the
Pig Side Cafe. The End.

District Writing Sample Scoring Rationale

Fourth Prompt, First Grade

Narrative

Writing a Fictional Story

Rubric Score Point: 4 anchor

Characteristics that make the paper an anchor 4:

- a. Focuses on the prompt.
- b. Has a developed plot with a main character as the central focus.
- c. Has complete, coherent sentences with interesting details that engage reader.
- d. Has descriptive language that includes a variety of well-chosen sensory details.
- e. Good variety of word choice

Additional instructional steps for the writer's growth would include:

- a. Modeling the use of capitalization and punctuation.

Teacher Notes:

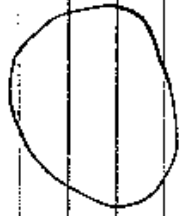
PB And J Oiler

Once there lived two Oilers named PB and J. They had a soccer game.

PB kicked the ball and it splashed in the water. Their pet fish Spot

jumped up and ate the ball. They ~~could~~ finish the game until they got a

new ball. They were upset so they
played hide and seek. It was fun
and they were happy.



District Writing Sample Scoring Rationale

Fourth Prompt, First Grade

Narrative

Writing a Fictional Story

Rubric Score Point: 4 low

Characteristics that make the paper a low 4:

- a. Focuses on the prompt.
- b. Has a developed plot with a main character as the central focus.
- c. Has complete, coherent sentences with interesting details that engage reader.
- d. Little evidence of descriptive language.

Additional instructional steps for the writer's growth would include:

- a. Modeling the use of descriptive language.
- b. Building "Super Sentences" – using who, what, when, where, why, and how.
- c. Sharing quality literature emphasizing descriptive language.

Teacher Notes:

Once these were ~~in~~ ⁱⁿ animals.

A cat and dog and mouse. All of

them were hungry. The dog wanted

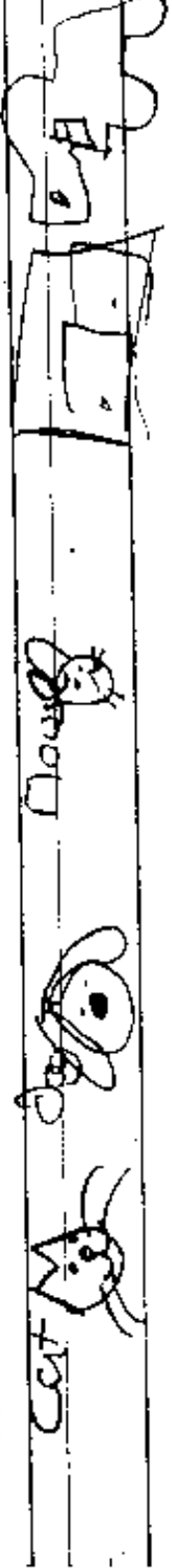
to eat ~~the~~ ^{the} cat. The ~~cat~~ ^{cat} said. No.

But the cat wanted to eat the

mouse. The mouse said. No. They

ended up fighting. They all

went to the hospital.



Once there was a caterpillar who lives in the grass with his mom and dad. The caterpillar was feeling weird. One day he went into the bushes. His mom and dad didn't know where he went and then the little caterpillar came out and spread his wings and he was a butterfly and they

District Writing Sample Scoring Rationale

Fourth Prompt, First Grade

Narrative

Writing a Fictional Story

Rubric Score Point: 3 anchor

Characteristics that make the paper an anchor 3:

- a. Responds to the prompt.
- b. Beginning, middle, and end with a main character central focus.
- c. Descriptive language, sensory images, and variety.
- d. Grade-level appropriate capitalization and punctuation.

Additional instructional steps for the writer's growth would include:

- a. Modeling the use of capitalization and punctuation.
- b. Using writer's workshop to support adding details to writing.

Teacher Notes:

Even ③

Once upon a time.

There was a pig the pig was
pink. The pig lives on the street.

One day the pig took a
walk an the animal patrol

took him then he excited.
Then someone tasted him.

A long time ago ~~there~~ was a Pig.
The Pig ran and ran around round
in Till The Pig stoped beaks
~~The Pig~~ was ~~just~~ beaks The Pig ran
to fast when The Pig ran to fast The
Pig saw a fox and The fox ran
After him - ~~and~~ and The fox and The Pig.

District Writing Sample Scoring Rationale

Fourth Prompt, First Grade

Narrative

Writing a Fictional Story

Rubric Score Point: 2 high

Characteristics that make the paper a high 2:

- a. Responds to the prompt.
- b. Contains random punctuation and capitalization.
- c. Uses initial and final consonant sounds and inventive spelling.
- d. Little descriptive language and little sensory details.
- e. Writing legible.
- f. Has developed plot with a main character.

Additional instructional steps for the writer's growth would include:

- a. Modeling the appropriate use of capitals and punctuation.
- b. Providing phonics activities such as "Making Words" to support letter/sound connection.
- c. Building "Super Sentences" – using who, what, when, why, and how.

Teacher Notes:

My brown Duck. It gives egg
to kids Duck. My Duck is mad.

My Duck is sad. Naw my Duck
is happ. so did My Duck is a
happ Duck had egg to kids.

District Writing Sample Scoring Rationale

Fourth Prompt, First Grade

Narrative

Writing a Fictional Story

Rubric Score Point: 2 anchor

Characteristics that make the paper an anchor 2:

- a. Responds to the prompt.
- b. Contains random punctuation and capitalization.
- c. Uses initial and final consonant sounds and inventive spellings.
- d. Contains little descriptive language and few sensory details.
- e. Has a plot that focuses on a main character.

Additional instructional steps for the writer's growth would include:

- a. Modeling the appropriate use of capitals and punctuation.
- b. Providing phonics activities such as "Making Words" to support letter/sound connection.
- c. Building "Super Sentences" – using who, what, when, why, and how.

Teacher Notes:

Be sure your story has a beginning, a middle, and an ending.

The to Lito Pigees.
The Pigs wit to the.
Peasuhof me Pigs Wit.
In the Peesuhbut the.
Pigs Wex dit in the mud.
The Pigs Left.

Write **ONE** Pages 72-73

fish by

ones ~~upon~~ a fish dared to
come to the shark's house
one shark came behind the
fish and the fish was gone.
~~With~~ ~~backus~~ ~~the~~ fish got
eaten usually the shark
spit the fish out and they be-
frense.

District Writing Sample Scoring Rationale

Fourth Prompt, First Grade

Narrative

Writing a Fictional Story

Rubric Score Point: 1 high

Characteristics that make the paper a high 1:

- a. Lacks a plot or focus.
- b. Knowledge of sentence structure and mechanics.
- c. Writing is legible and has good spacing.

Additional instructional steps for the writer's growth would include:

- a. Modeling the development of focus for writing.
- b. Providing shared writing experiences to develop plot with details.
- c. Teaching the student to plan for writing using story mapping.

Teacher Notes:

This is the sun and a

This is the (S)at and p

This is the car and a

This is the cat

- 1 * Oneda a lig tabdo?
- 2 * ~~Oneda~~ mie des
- 3 * ~~Oneda~~ + io + ?
- 4 * + uictu
- 5 * + uiet + 1e?
- 6 * + uiet + uie?
- 7 * + uie + uie?
- 8 * + uie + uie?
- 9 * + uie + ?
- 10 * + uie + uie + ?
- 11 * + uie + uie?

District Writing Sample Scoring Rationale

Fourth Prompt, First Grade

Narrative

Writing a Fictional Story

Rubric Score Point: 1 low

Characteristics that make the paper a low 1:

- a. Does not respond to the topic.
- b. Lacks a or focus.
- c. Writing mainly illegible.

Additional instructional steps for the writer's growth would include:

- a. Modeling how thoughts can be recorded.
- b. Providing shared writing experiences to support writing to a topic.
- c. Teaching correct letter formation with opportunities to practice.
- d. Providing opportunities to practice letter/sound connection.

Teacher Notes:

A h o o k e t l r
f s l o g t v o p d h
R h e v z x w t o a d o

Blank handwriting practice lines consisting of solid top and bottom lines with a dashed midline.