

# Grade 3 First Prompt

## Narrative Writing an Autobiographical Incident

### **English/Language Arts Content Standards:**

- 1.0 Writing Strategies
- 2.0 Writing Applications (Genres and Their Characteristics)
- 2.1 Write narratives:
  - a. Provide a context within which an action takes place.
  - b. Include well-chosen details to develop the plot.
  - c. Provide insight into why the selected incident is memorable.
- 2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.

### **Writing Situation**

We all go through changes in our lives (i.e. getting a new brother or sister, moving to a different house, finding a new pet). Some changes are small, but others are very big and have a dramatic effect on how we think, feel, or live. Even a minor change can affect our behavior, our thinking, or our feelings. (Allow an opportunity for discussion.)

### **Directions for Writing**

Think back over the past several years. Remember some of the changes that you have experienced. Choose **one** of these changes to write about. Remember to include who was involved, when it happened, where it happened, and how it was important to you. Tell how this change affected you.

### **Writing and Conventions Standards**

For this writing task, students will write a personal narrative that:

- a. has a clear and coherent paragraph in which sentences support a central idea with facts and details.
- b. contains action and insight into why the incident is memorable.
- c. uses fluid and legible cursive or joined italic.
- d. demonstrates grade level appropriate sentence structure, grammar, punctuation, capitalization, and spelling.

### **Resources:**

*Reading/Language Arts Framework for California Public Schools*, pp. 93-94

*Write on Track Handbook*, pp. 96-99

*Write on Track Program Guide: The Forms of Writing*, pp. 27-31;

*Reading-Writing Connection*, p. 5

*Write on Track: Lesson Plans and Assessments*, pp.6-9

# Grade 3 First Prompt Rubric

## Narrative Writing an Autobiographical Incident

4	<ul style="list-style-type: none"><li>▪ Fully addresses the prompt.</li><li>▪ Is clearly organized in a logical sequence that provides a context within which an action takes place.</li><li>▪ Is a single paragraph with a topic sentence, sentences that support a central idea with interesting facts and details, and a concluding sentence.</li><li>▪ Has complete, coherent sentences that use a variety of patterns and lengths.</li><li>▪ Has effectiveness and variety of word choice.</li><li>▪ Has vivid, interesting language with well-chosen sensory images that develop a plot and engage the audience.</li><li>▪ Contains action and provides clear insight into why the incident is memorable.</li><li>▪ Has grade-level appropriate spelling, capitalization, and punctuation; contains few, if any, errors that do not interfere with understanding the writing.</li><li>▪ Has legible handwriting using cursive or joined italic.</li></ul>
3	<ul style="list-style-type: none"><li>▪ Responds to the prompt.</li><li>▪ Is organized in a logical sequence.</li><li>▪ Is a single paragraph with a topic sentence, simple supporting facts and details, and a concluding sentence.</li><li>▪ Has mainly complete sentences that use more than one pattern.</li><li>▪ Has some variety in word choice.</li><li>▪ Has some descriptive language and sensory images that develop a plot and interest the audience.</li><li>▪ Contains action and provides some insight into why the incident is memorable.</li><li>▪ Has mainly grade-level appropriate grammar, capitalization, and punctuation; contains some errors that do not interfere with understanding the writing.</li><li>▪ Has legible handwriting with appropriate spacing and most letters formed correctly.</li></ul>
2	<ul style="list-style-type: none"><li>▪ Attempts to respond to the prompt.</li><li>▪ May lack organization</li><li>▪ May lack proper paragraphing and/or details.</li><li>▪ May have incomplete or incoherent sentences that may use only one pattern.</li><li>▪ May have little or no variety in word choice.</li><li>▪ Contains little descriptive language or few details; develops a partial plot.</li><li>▪ May contain little action and/or insight into why the incident is memorable.</li><li>▪ May contain many errors in spelling, grammar, capitalization and/or punctuation that may interfere with understanding the writing.</li><li>▪ Has handwriting that is mostly legible with errors that may interfere with meaning.</li></ul>

<b>1</b>	<ul style="list-style-type: none"><li>▪ May not respond to the prompt. (May be off topic.)</li><li>▪ Lacks organization.</li><li>▪ Lacks paragraphing, a central idea, and/or does not include details.</li><li>▪ Has mainly incomplete or incoherent sentences.</li><li>▪ Contains mainly basic sight words with no descriptive language and/or plot development.</li><li>▪ Contains little or no action and/or insight into why the incident is memorable.</li><li>▪ May contain frequent and numerous errors in spelling, grammar, capitalization, and punctuation that interfere with the understanding of the writing.</li><li>▪ Handwriting may be mostly illegible.</li></ul>
<b>BP</b>	<ul style="list-style-type: none"><li>▪ Blank Paper</li></ul>

# Grade 3

## First Prompt - Student Page

### Narrative

#### Writing an Autobiographical Incident

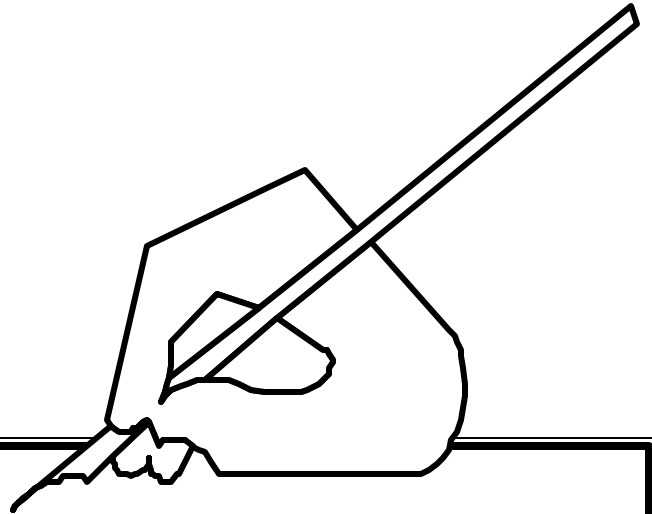
#### **Writing Situation**

We all go through changes in our lives (i.e. getting a new brother or sister, moving to a different house, finding a new pet). Some changes are small, but others are very big and have a dramatic effect on how we think, feel, or live. Even a minor change can affect our behavior, our thinking, or our feelings.

#### **Directions for Writing**

Think back over the past several years. Remember some of the changes that you have experienced. Think and write about one of these changes. Remember to include:

- ♦ who was involved,
- ♦ when it happened,
- ♦ where it happened,
- ♦ how important it was to you, and
- ♦ how this change affected you.



#### **Writing and Conventions Standards**

For this writing task, you will write a personal narrative that:

- a. has a clear and coherent paragraph in which sentences support a central idea with facts and details.
- b. contains action and insight into why the incident is memorable.
- c. uses fluid and legible cursive or joined italic.
- d. demonstrates grade level appropriate sentence structure, grammar, punctuation, capitalization, and spelling.

# District Writing Sample Scoring Rationale

First Prompt, Grade 3

Narrative

Writing an Autobiographical Incident

Rubric Score Point: 4 high

## Characteristics that make the paper a high 4:

- a. Fully addresses the prompt.
- b. Includes clear, coherent paragraphs with facts and details as to why incident is memorable.
- c. Has grade-level appropriate grammar, spelling, capitalization, and punctuation.
- d. Has legible writing using cursive.
- e. Contains a variety of sentence patterns.
- f. Provides clear insight into why the incident is memorable.
- g. Has a good use of sensory details.

## Additional instructional steps to support this writer:

- a. Practicing the rewording of sentences to use a variety of subjects so redundancy is avoided. (i.e., the writer uses "I" as the subject in most sentences.)

**Teacher Notes:**

wheels?" Nickalace said "Yeah you could!"

so I went to his bike. I got on it. I thought I was going to fall, but I didn't fall. I started to pedal. I got off it to tell my mom, "Mom when you pick up dad tell him to take off my training wheels." Mom said

When I was on Nickalace's bike, I felt excited. Today I feel good about myself that I could ride a bike.

How <sup>3:5e</sup> <sup>3<sup>rd</sup></sup> <sup>gr</sup> I started to ride

When I was three years old I was outside in the frontyard on a sunny afternoon. I was riding my bike.

I was riding my bike that had training wheels. I always wanted to not have training wheels because they made my bike so slower.

So I called my friend Nickalace. He came to my house. We were riding our bikes.

I got off my bike. I said to Nickalace "Could I ride your bike since you don't have training

# District Writing Sample Scoring Rationale

First Prompt, Grade 3

Narrative

Writing an Autobiographical Incident

Rubric Score Point: 4 anchor

## **Characteristics that make the paper an anchor 4:**

- a. Fully addresses the prompt.
- b. Provides clear insight into why the incident is memorable.
- c. Has a variety in sentence patterns.
- d. Has legible writing using cursive.
- e. Has grade-level appropriate grammar, spelling, capitalization, and punctuation.
- f. Has interesting language with descriptive details.
- g. Lacks proper use of commas.
- h. Requires a closing statement in the final paragraph.

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

- a. Reviewing the comma rules for introductory clauses.
- b. Modeling how to write a concluding paragraph with a closing statement.

**Teacher Notes:**

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One day my mother found out she was having a baby. He was born on Valentine's day. He was light green and fourteen pounds. Now he's one and started to walk at nine months.

When I found out that I was going to have a brother I felt happy. When he first came home I didn't get any sleep. He cried all night long. He slept in the day and cried at night. When he started to play in the day but he still wakes up at night for a battle around midnight or one.

I think that it was weird that I liked him. I do like him. Now he can walk and talk a little bit. He loves to go outside and play with little ball. I play with him. I watch his little shows on T.V.



My name is March. When I was three years old I moved to Bakersfield California. It's pretty down here and it's pretty nice. When we moved it was at four years ago. I getting pretty use to it.

Our family moved because my mom was going to have another baby. She she had the baby. She took a day off of work to visit her in the hospital. The new baby was so cute.

I felt scared moving because I didn't know anybody and I had no friends. It was scary the first month or two. Then I started to get a few friends. Then soon I had a lot of friends.

Now when I think back I think of how happy I am to live in such a nice place and to have so much friends. I'm so glad I live in Bakersfield.

# District Writing Sample Scoring Rationale

First Prompt, Grade 3

Narrative

Writing an Autobiographical Incident

Rubric Score Point: 3 high

## **Characteristics that make the paper a high 3:**

- a. Responds to the prompt.
- b. Contains action and provides some insight as to why the incident is memorable.
- c. Has discernible paragraphs.
- d. Has descriptive language and sensory images.
- e. Has mainly grade-level appropriate grammar, capitalization, and punctuation.
- f. Includes a variety of sentence patterns.
- g. Has mainly complete sentences with details that interest the audience.
- h. Lacks organization.

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

- a. Reviewing the comma rules for compound sentences.
- b. Teaching the student some prewriting techniques and structures to assist with organizing paragraphs.

**Teacher Notes:**

A month ago the biggest change in my life was when my favorite cat died. He died on the road on Green St. He died because he was crossing the street then a car ran over him. He died when he got at night, crossed the street and he got ran over.

All my family was involved and the driver was too. That changed my life because he was the only cat that always played with me. Every day I think about him. It makes me real sad. Every day when I walk down that road it makes me sad and I sometimes cry at night because he's not with me.

The next day when I came from school I found a cat that looked just like him. When I saw him he was stuck up a tree and my sister helped it down. We gave it warm milk and cat food. Then we took him inside and gave a bath.

# District Writing Sample Scoring Rationale

First Prompt, Grade 3

Narrative

Writing an Autobiographical Incident

Rubric Score Point: 3 anchor

## **Characteristics that make the paper an anchor 3:**

- a. Responds to the prompt.
- b. Has discernible paragraphs.
- c. Contains actions and provides some insight into why the incident is memorable.
- d. Has legible handwriting.
- e. Includes more than one sentence pattern.
- f. Has some variety of word choice.
- g. Contains some capitalization errors.

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

- a. Modeling how to improve descriptive details.
- b. Reviewing the capitalization rules for proper nouns.
- c. Reviewing the comma rules for introductory clauses.

**Teacher Notes:**

In 3<sup>rd</sup> grade about a month ago on Wednesday after chess club I was walking on these steps for the bus stop then I fell off one of them and my foot went straight sideways and sprained my ankle.

After that it has affected me because I couldn't walk on it for a few days. I also couldn't go to school till it healed.

Now it affects me because I can't put it sideways as far as my other foot. I'll never forget it either.

# District Writing Sample Scoring Rationale

First Prompt, Grade 3

Narrative

Writing an Autobiographical Incident

Rubric Score Point: 3 low

## Characteristics that make the paper a low 3:

- a. Responds to the prompt.
- b. Has mainly grade-level appropriate grammar, capitalization, and punctuation.
- c. Contains insight into why the change is memorable.
- d. Mainly complete sentences with interesting details.
- e. Includes legible writing with appropriate spacing and most letters formed correctly, but with uneven joining (i.e., F i rst, F or).
- f. Has paragraphs that are discernible, but not properly spaced or indented.

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

- a. Reviewing the formation of cursive letters.
- b. Demonstrating for the student how to use proper paragraphing focusing on spacing and indenting of paragraphs.

**Teacher Notes:**

## Second To Third Grade

There are many feelings I felt when I went to third grade. First, I felt scared. For example, I thought all the work was going to be hard and I could not do any of it. Like the math, I thought it would be really hard. But when I "did" it wasn't hard at all. Next, I felt nervous because I thought I would get bad grades and get held back. But when I went to the end of the first quarter and I got my report card I got very good grades. Finally, I felt nervous because I thought I would have a mean teacher but my teacher Mrs. O'Leary is very nice. So as you can see, I think third grade is fun now.



My life is change

My family and I had to move to another town because dad wanted to work in trucks to get more money and make us happy.

I had to go to the new town because I knew I was going to lose my friends. I told my mom I didn't want to lose my school and favorite nice teacher Ms. Chidgey.

We got to the new town, it was great and fun.

I got a new teacher but I still missed my old

nice teacher.

# District Writing Sample Scoring Rationale

First Prompt, Grade 3

Narrative

Writing an Autobiographical Incident

Rubric Score Point: 2 anchor

## **Characteristics that make the paper an anchor 2:**

- a. Contains little action.
- b. Has few supporting details.
- c. Has many misspelled frequently used words.
- d. Lacks paragraph organization.
- e. Attempts to respond to the prompt.
- f. Includes mostly complete sentences.

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

- a. Instructing the student to include 1-2 supporting details for each topic sentence.
- b. Teaching the student basic spelling rules and patterns to increase his/her personal dictionary.

**Teacher Notes:**

Getting a new baby really changed my life  
Some things are really different than they  
used to be.

First of all, I used to be loved most, but  
now I am loved last. And now when I  
want to do some thing fun, but I call  
because Zoe can't go.

There is a lot of thing I like  
about Zoe, her smile, her face. But I  
wish Zoe was older.

The end.

# District Writing Sample Scoring Rationale

First Prompt, Grade 3

Narrative

Writing an Autobiographical Incident

Rubric Score Point: 2 low

## **Characteristics that make the paper a low 2:**

- a. Attempts to respond to the prompt.
- b. Has handwriting that is mostly legible.
- c. Sentences contain little descriptive language.
- d. Sentences are run-on without ending punctuation.
- e. Includes little or no variety in word choice.
- f. Contains many grammatical errors.

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

- a. Instructing the student on the rules for using a period and then modeling how to apply those rules when writing.
- b. Modeling how to develop a variety of sentence patterns.

**Teacher Notes:**

## My new house

One day I was in the livingroom with my mom my mom told me that we had to move to a new home it was a trailer I didn't like the trailer I told my mom why did we had to move my mom told me because the bathroom stinky and my dad didnt know what was the problem So we move to the trailer my brother didnt like the trailer the trailer only had ~~one~~ room ~~in the trailer~~ I made new friend and my brother and I star started to like the trailer.

# District Writing Sample Scoring Rationale

First Prompt, Grade 3

Narrative

Writing an Autobiographical Incident

Rubric Score Point: 1 high

## **Characteristics that make the paper a high 1:**

- a. Attempts to respond to prompt.
- b. Contains many misspelled frequently used words.
- c. Contains little action.
- d. Includes few details and little descriptive language.
- e. Lacks proper paragraphing.
- f. Has little variety in word choice.

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

- a. Demonstrating for the student how to use proper paragraphing.
- b. Instructing the student on the elements and structure of a complete sentence.
- c. Modeling how to improve word choice variety.

**Teacher Notes:**

I moved to a difrent house, I  
feeled maed beusse I  
didn't like it. I spent the  
night <sup>at</sup> my grandmot house,  
then I go <sup>to</sup> a house but I  
didn't like it. now I like  
it is fun there.

# District Writing Sample Scoring Rationale

First Prompt, Grade 3

Narrative

Writing an Autobiographical Incident

Rubric Score Point: 1 anchor

## **Characteristics that make the paper an anchor 1:**

- a. Attempts to respond to the prompt.
- b. Contains a central idea (i.e., getting the cats).
- c. Offers some details (“She look in the newspaper...”)
- d. Lacks proper paragraphing.
- e. Includes incoherent/incomplete sentences.
- f. Contains little action with no descriptive language.
- g. Has random punctuation.

## **Additional instructional steps for the writer’s growth would include:**

- a. Modeling the elements and structure of a complete sentence.
- b. Instructing the student on the elements and structure of a paragraph.

**Teacher Notes:**

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## My mom got a cat

My mom bought a cat. she got ~~two~~ cats.

One year ago at 4.30

at my old grandpa's house she had ~~two~~ cats.

My mom's other cat died that's why she now has a cat.

She looked in the newspaper for cats.

My mom, dad, me, sister and my brother.

Happy because we want two cats we like cats, we felt good and the cats felt good and I like cats too.



I have a new car and a  
new hat, and a new doll

I like to play ball.

I have a new bear.

I have a dog and rabbit.

I have a new shoes.

I have a new Book.

I have a new clock.