

Grade 5 First Prompt

Narrative Writing a Personal Narrative

English/Language Arts Content Standards:

- 1.0 Writing Strategies
- 2.0 Writing Applications (Genres and Their Characteristics)
- 2.1 Write narratives:
 - a. Establish a plot, point of view, setting, and conflict.
 - b. Show, rather than tell, the events of the story.

Writing Situation

Did you ever have one plan in mind but your friends persuaded you to change it and do something their way? Peer pressure is something that we all face. Sometimes peer pressure causes us to go against our better judgment and the result is negative. At other times, peer pressure can have a positive effect, leading us to personal satisfaction or to achievement. Think about the times that you have been influenced by peer pressure. (Allow an opportunity for discussion.)

Directions for Writing

Decide on one specific incident in which you experienced peer pressure that you could share with your classmates. As you bring the episode to mind, be sure to tell your readers who was involved and where the incident happened. Recall and describe your original plan, how you were influenced to change it, and what the results were. Make this a “good story” with action, details, and sensory images to enable your readers to relive this experience with you. As you look back on your peer pressure episode, tell what you learned and how you feel about this incident now.

Writing and Convention Standards

For this task, students will:

- a. establish and develop a situation or plot.
- b. write from the first-person point of view.
- c. show conflict and how it was resolved.
- d. organize the piece with clear, coherent paragraphs.
- e. use transitions and linking words appropriately.
- f. demonstrate grade-level appropriate sentence structure, grammar, punctuation, capitalization, and spelling.

Resources:

Reading/Language Arts Framework for California Public Schools, p. 131

Write Express, Lesson Plans and Assessments, pp. 14-17

Write Express, pp. 59-71, 101, 110-115, 244-245

Program Guide: The Process of Writing, pp. 67-73; *The Forms of Writing*, 7-14

Reading-Writing Connections, p. 4

Grade 5 First Prompt Rubric

Narrative Writing a Personal Narrative

4	<ul style="list-style-type: none">▪ Fully addresses the prompt.▪ Is clearly organized in a logical sequence that establishes a plot, point of view, setting, and conflict.▪ Is a multi-paragraph composition with an introduction, supporting details that describe a personal experience, and a concluding paragraph that summarizes important ideas and details.▪ Contains effective transitions and conjunctions to connect ideas.▪ Has effectiveness and variety of word choice.▪ Has vivid, interesting language with well-chosen sensory images that engage the audience.▪ Has grade-level appropriate spelling, grammar, capitalization, and/or punctuation; contains few, if any, errors that do not interfere with understanding the writing.▪ Has fluid, legible handwriting.
3	<ul style="list-style-type: none">▪ Responds to the prompt.▪ Is organized in a logical sequence and may establish a plot, point of view, setting, and conflict.▪ Is a multi-paragraph composition with an introduction, some details that tell about a personal experience, and a conclusion.▪ Contains transitions and conjunctions to connect ideas.▪ Has some variety in word choice.▪ Has descriptive language and sensory images that engage the audience.▪ Has mainly grade-level appropriate spelling, grammar, capitalization, and punctuation; contains some errors that do not interfere with understanding the writing.▪ Has legible handwriting.
2	<ul style="list-style-type: none">▪ Attempts to respond to the prompt.▪ May lack organization.▪ May lack proper paragraphing and/or details about an experience of the writer.▪ May contain few transitions and conjunctions to connect ideas.▪ May have little or no variety in word choice.▪ Contains little descriptive language or few details to engage the audience.▪ May contain many errors in spelling, grammar, capitalization, and/or punctuation with errors that may interfere with understanding the writing.▪ Has handwriting that is difficult to read.

1	<ul style="list-style-type: none">▪ May not respond to the prompt. (May be off topic.)▪ Lacks organization.▪ Lacks paragraphs and/or does not include details about an experience of the writer.▪ Contains no transitions or conjunctions to connect ideas.▪ Has mainly incomplete and/or incoherent sentences.▪ Contains mainly basic sight words with no descriptive language.▪ May contain frequent and numerous errors in spelling, grammar, capitalization, or punctuation that interfere with understanding the writing.▪ Handwriting may be mostly illegible.
BP	<ul style="list-style-type: none">▪ Blank Paper

Grade 5

First Prompt – Student Page

Narrative

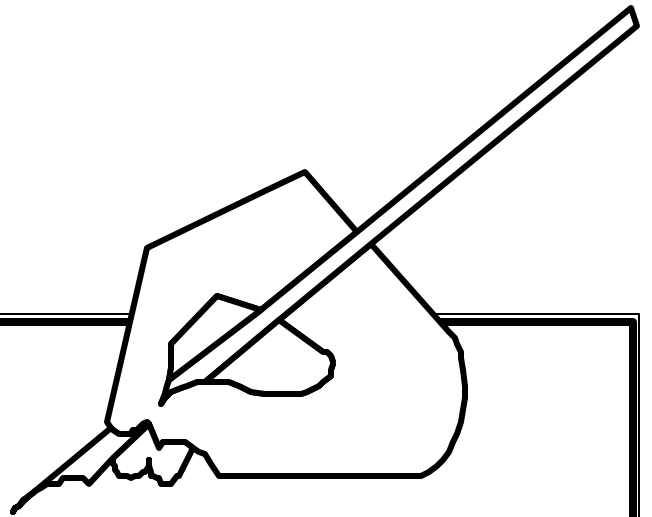
Writing a Personal Narrative

Writing Situation

Did you ever have one plan in mind but your friends persuaded you to change it and do something their way? Peer pressure is something that we all face. Sometimes peer pressure causes us to go against our better judgment and the result is negative. At other times, peer pressure can have a positive effect, leading us to personal satisfaction or to achievement. Think about the times that you have been influenced by peer pressure.

Directions for Writing

Decide on one specific incident in which you experienced peer pressure that you could share with your classmates. As you bring the episode to mind, be sure to tell your readers who was involved and where the incident happened. Recall and describe your original plan, how you were influenced to change it, and what the results were. Make this a “good story” with action, details, and sensory images to enable your readers to relive this experience with you. As you look back on your peer pressure episode, tell what you learned and how you feel about this incident now.



Writing and Convention Standards

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- d. organize the piece with clear, coherent paragraphs.
- e. use transitions and linking words appropriately.
- f. demonstrate grade-level appropriate sentence structure, grammar, punctuation, capitalization, and spelling.

District Writing Sample Scoring Rationale

First Prompt, Grade 5

Narrative

Writing an Personal Narrative

Rubric Score Point: 4 high

Characteristics that make the paper a high 4:

- a. Fully addresses the prompt.
- b. Has grade level appropriate spelling capitalization, and punctuation; contains few if any, errors that do not interfere with understanding the writing.
- c. Contains action and provides clear insight into why the incident is memorable.
- d. Has legible handwriting.

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

- a. Instructing the student on the rules for capitalization and punctuation in titles.
- b. Encourage the student to use more complex vocabulary.

Teacher Notes:

My cousin forces me
to steal and run away!!!!

One day, my cousin called me and told me to go to her house. I told her I already had plans to go to lunch, but I ran into her when I was eating. She kept pulling on my arm and begging me to go to her house. Finally I gave in, but as soon as we got there she asked her mom if we could walk to the store. Her mom yelled, "NO! You don't have any money!!"

"But Adriana does," my cousin said with a smile. But I really didn't.

"But YOU don't," her mom said,
"NO!"

So my cousin made a face behind her mom's back, walked right to the kitchen, opened her mom's purse, and grabbed a 20 and a 5 dollar bill. "Take some!" she told me. I said no, but she kept forcing me to. I was scared. I asked myself what should I say or do? Before I could decide my cousin took a 5 and a 10 dollar bill and shoved it in my pocket. I got a funny feeling in my stomach.

"Can we go, Mom?" I found five dollars," she said, pulling out the five but not the twenty.

"I said NO!" Her mom said.

"Oh, Mom, we'll just play in my room." Taking my hand she pulled me into her room. She opened the window and climbed out dragging me with her. I asked what we were doing but she said, "Just follow me!" I began to get really nervous and started to sweat.

The next thing I knew we were at the store. I just wanted to go home so I snuck outside to call my mom on the pay phone. "Mom, will you pick me up at Aunt Linda's?"

Suddenly I remembered the money!
I ran back inside, shoved it in my
cousin's pocket, and ran out before she
could say anything. Running down the
street, I felt the wind upon my
face. Shivers went up my spine
thinking that my cousin was going to
chase after me! Finally I got there!
My mom was waiting. As I was riding
away with my mom, I thought I'm
glad I got away. I'm never going
to let my cousin do that to me
again!

District Writing Sample Scoring Rationale

First Prompt, Grade 5

Narrative

Writing an Personal Narrative

Rubric Score Point: 4 anchor

Characteristics that make the paper an anchor 4:

- a. Addresses the prompt.
- b. Has grade level appropriate spelling capitalization, and punctuation.
- c. Is clearly organized in a logical sequence that establishes a plot, point of view, setting, and conflict.
- d. Contains effective word choice.

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

- a. Encourage the writer to expand his ideas using descriptive language.
- b. Modeling how to write a topic sentence with supportive details.
- c. Modeling for the student how to develop complex sentences.

Teacher Notes:

A Day of Horror



1 year ago I was going to this
shop when I was pushed against
the wall!!! Some teenagers took my money. Those
idiots!

My agenda was to say, but now, I'm
broke. That broke! It was late and I was
freaked out! Older kids walked by and said
"suck in!" I said "No, I won't do it. I'm not
stupid." Eventually, I sucked in! Even if it
sounds weird.

It was dark, scary, and cold. A security guard
saw me and I took off. I skated off the
20 ft ramp and hurt my face. I do admit
it ~~is~~ like lying!

I learned that nothing's free. When
I look back at this incident, it makes me
shiver. 00000???

District Writing Sample Scoring Rationale

First Prompt, Grade 5

Narrative

Writing an Personal Narrative

Rubric Score Point: 4 low

Characteristics that make the paper a low 4:

- a. Addresses the prompt.
- b. Clearly develops the concerns.
- c. Has clear paragraph with relevant, convincing details.
- d. Contains punctuation errors.

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

- a. Encouraging the writer to expand his/her ideas using descriptive language.
- b. Demonstrating for the student proper paragraphing and punctuation.
- c. Exposing the student to quality literature that highlights interesting vocabulary.

Teacher Notes:

Me and Peer Pressure

The time I faced the most peer pressure was when my little brother got me to hit a car with a water balloon. I knew it was wrong but it sounded like fun. So I went ahead and did it. I was glad I did not get in trouble.

The very next day which was bright and sunny, My brother wanted me to do the same thing. I was not so nervous this time because I had got away with it already. So I did it but this time the outcome was a little different.

The guy was really mad, he was a little normal looking person. I was really scared and I felt a weird I could not even explain it. He wanted to talk to my mom so he did. I was in big trouble I had never seen my mom mad. My brother also got in trouble for talking me into doing

I was so mad at my self for what I had done. All of my friends said what I had done was cool I told them it was not worth it. They still said it was cool and I guess it was.

In the end I guess it is sort
of funny. I was really nervous the whole time it happened.
My brother blames all of it on me but that's what he is the
jo. I wish I would have never given into peer pressure because
it was not worth it.

District Writing Sample Scoring Rationale

First Prompt, Grade 5

Narrative

Writing an Personal Narrative

Rubric Score Point: 3 high

Characteristics that make the paper a high 3:

- a. Responds to the prompt in an organized logical sequence.
- b. Contains descriptive language to interest the audience.
- c. Has mainly grade-level appropriate grammar, capitalization and punctuation; errors do not interfere with understanding.
- d. Has some incomplete and run-on sentences.

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

- a. Modeling how to expand ideas using more complex vocabulary.
- b. Instructing the student on the rules for writing a complete sentence.
- c. Directing the student on techniques for proofreading.

Teacher Notes:

One day while I was at camp our group went on a hike to some waterfalls. Our leader said that we could slide down some of the rocks that water was flowing over. My friend and I tested the water to see how cold it was. We found out it was freezing, so I said "I think I'll wait a little bit."

Then my friend Jacob said "Me too."

So we waited a little bit then finally went down one waterside. It was really fun so we went on it a few more times.

Then we went inside a cave and went on a hike. We came to this really steep water slide and found another friend.

He said "Hey, go on this one, it's really fun!"

Jacob said "Is it safe?"

And he said "sure the leader even said so."

I said "are you sure, because it looks dangerous."

"Ya, are you sure it's safe?" asked

Jacob.

Then we stayed there a little bit, till I said "I don't think I'm going to."

My other friend said "Chicken, it's perfectly fine."

So I thought about it, then sat down and accidentally went down it. It was kind of fun, but I kinda got hurt.

Then my friend went down it too.

I said "I'm never doing that again."

"Me too" said Jacob.

Then we started laughing and went back.

District Writing Sample Scoring Rationale

First Prompt, Grade 5

Narrative

Writing an Personal Narrative

Rubric Score Point: 3 anchor

Characteristics that make the paper an anchor 3:

- a. Fully addresses the prompt.
- b. Contains mainly complete sentences that use more than one pattern.
- c. Has mainly grade-level appropriate grammar, capitalization, and punctuation.
- d. Contains action and provides some insight into why the incident is memorable.

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

- a. Conferencing with the student on increasing the variety of sentence structure and patterns.
- b. Model techniques that teach how to write more complex sentences and the use of descriptive language.
- c. Teaching the student some prewriting techniques and structures.

Teacher Notes:

My greatest peer pressure I have ever faced is when my friend tried to get me to talk during the assembly. My friend tried to make me to talk. He said I would not get in trouble. Second of all we were at school and I did not know what to do. Third, I decided it was not a good idea.

My friend Glen said, "I have talked during the assembly". I remember I was wearing a red t-shirt and baggy shorts. It made me feel weird.

During the assembly I felt scared. That is what made me look good while I was singing. I remember that singing made me nervous. I had to go away from Glen because he kept trying to make me talk.

After I decided it was not a good idea to talk in the assembly and it made me feel great. Especially when I walked away.

In conclusion peer pressure is really bad. When Glen tried to make me talk I felt scared. I am glad I walked away.

District Writing Sample Scoring Rationale

First Prompt, Grade 5

Narrative

Writing an Personal Narrative

Rubric Score Point: 3 low

Characteristics that make the paper a low 3:

- a. Responds to the prompt.
- b. Grabs the reader's attention by descriptive writing.
- c. Clearly develops ideas.
- d. Contains insight as to why the incident is memorable.

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

- a. Teaching the student how to use quotes to support the thesis.
- b. Teaching the student some techniques for proofreading.

Teacher Notes:

I am deathly afraid of sharks. I'm so scared that it takes effort to even put my fingers in a pool. I'm that scared. So when we go to the beach it's scary to get in the water. But since I have a brother and parents I go in anyway. Once, for some reason I remember this time particularly.

We were trying out a new stretch of beach, that is new to us. Mom's birthday was that day. So I went maybe ankle deep and came out. I ran to mom and asked if I should go in. Typical mom answer, "You don't have to if you don't want to." So I asked my brother. He said I should. So

So I went in. to my knees, then got out to persuade my mom to come in the water with me. This time I took my body board in. She came after lots of nagging. I didn't want to go deep but at the same time I did. My mother said maybe the waves would be better deeper. She didn't say she would go in with me but that's how I

Took it. So we went in and took turns
on my board.

Then I got my brother's board
and mom used mine. The waves were
the best and so was the weather. We
had the best time of our lives.

District Writing Sample Scoring Rationale

First Prompt, Grade 5

Narrative

Writing an Personal Narrative

Rubric Score Point: 2 high

Characteristics that make the paper a high 2:

- a. Attempts to answer prompt.
- b. Attempts to form paragraph
- c. Contains poor sentence structure.
- d. Contains little descriptive language or few details to engage the audience.

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

- a. Modeling how to write a topic sentence with supporting details.
- b. Teaching the student some prewriting techniques and structures.
- c. Demonstrating for the student how to use proper paragraphing.

Teacher Notes:

I go to Wm. Penn School.
When I was eight years old and in
third grade, near Halloween, my friend,
Jake, and I did a pretty stupid
thing.

At recess, we went into
the bathroom and it started.
We threw wet paper towels at
the ceiling, shoved 'em down the drain,
and threw 'em in the toilet and flushed
until it clogged and overflowed. Then
we were caught.

For that, we were
suspended for two days, got a good
booby-whacking, and missed out on
everything Halloween. That will never
happen again.

District Writing Sample Scoring Rationale

First Prompt, Grade 5

Narrative

Writing an Personal Narrative

Rubric Score Point: 1 anchor

Characteristics that make the paper an anchor 1:

- a. Has mainly run-on sentence.
- b. Doesn't fully address the topic.
- c. Lacks descriptive language.
- d. Contains frequent and numerous errors in spelling that interfere with understanding.

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

- a. Teaching the student the elements and structure of a sentence.
- b. Teaching the student basic spelling rules and patterns to increase his/her personal dictionary.
- c. Teaching the student some prewriting techniques and structures.

Teacher Notes:

Peer Pressure

Today I'm going to talk about clothes and how it affects other people.

When you see other people wearing all tommy gear stuff and your wearing raggy clothes you go tell your mom you want some clothes like that and she can't afford them and you go and get mad then the next day you go and try to fit in but they won't let you and you'll be sad.

So you go tell your mom and she says sorry but you still fill said then you go to school the next day and try to fit in but they do the same thing then your mom fills real sorry when she spends her money that she was supposed to pay the bills with and by some bad luck.

She don't have no money cause she spends it on you then you come home hungry and you don't have nothing to eat and you still didn't make no friends even though you were a decent size.

Now I just gave a exsapie of what would happen to you if you do that so don't do that be grateful for what you have and don't complain cause you would have

District Writing Sample Scoring Rationale

First Prompt, Grade 5

Narrative

Writing an Personal Narrative

Rubric Score Point: 2 low

Characteristics that make the paper a low 2:

- a. Attempts to address the prompt.
- b. Lacks proper paragraphing.
- c. Contains incomplete or incoherent sentences.

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

- a. Instructing the student on the elements and structure of a complete sentence.
- b. Instructing the student on the rules for using a period and then modeling how to apply those rules when writing.
- c. Teaching the student some prewriting techniques and structures.

Teacher Notes:

One day I woke up. The alarm clock woke me up. My mom got my breakfast. I got ready fast. I ate my breakfast and ran out the door. I was going to school. My friend got in my way he said stay at my house. I told him "no". He said I got my play station with your favorite game. So I went to his house. I went back home when school was out. My mom was mad. She said "where were you?" I said "at school". She said "no you weren't." She grounded me for a month. So I learn never to miss school again. And I felt bad to myself.

District Writing Sample Scoring Rationale

First Prompt, Grade 5

Narrative

Writing an Personal Narrative

Rubric Score Point: 1 high

Characteristics that make the paper a high 1:

- a. Addresses the prompt.
- b. Attempt to form paragraphs.
- c. Contains many punctuation errors.
- d. Sentence structure mistakes impede understanding.
- e. Repeats phrases in a sentence.

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

- a. Reviewing the rules for capitalization and practicing how to look for errors in writing.
- b. Modeling how to write a topic sentence with supporting details.
- c. Instructing the student on the elements and structure of a complete sentence.

Teacher Notes:

I faced peer pressure on a rainy day when I went to ampm with some of my friends. They dared me to shoplift some candy, gum and chips.

I told them no. They said that if I did it they would never be my friends again. It was really hard to decide because I've known them since preschool. They said that they each would give me twenty dollars, that's sixty dollars! That's when that's when the peer pressure really came in.

Sixty dollars is a lot of money to me. Since I said no they called me a chicken. Then I got really mad and kicked them in the stomach and knocked the air out of him. Then I went home. I knew it was wrong.

CONCLUSION, I didn't want to do it
I knew it was wrong.
I felt Bad. I felt Mad.

District Writing Sample Scoring Rationale

First Prompt, Grade 5

Narrative

Writing an Personal Narrative

Rubric Score Point: 1 anchor

Characteristics that make the paper an anchor 1:

- a. Has mainly run-on sentence.
- b. Doesn't fully address the topic.
- c. Lacks descriptive language.
- d. Contains frequent and numerous errors in spelling that interfere with understanding.

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

- a. Teaching the student the elements and structure of a sentence.
- b. Teaching the student basic spelling rules and patterns to increase his/her personal dictionary.
- c. Teaching the student some prewriting techniques and structures.

Teacher Notes:

When I was three years old I went to my friend's house and we would play in the back yard and then go for a swim.

First we would wait for her parents to leave to go to get some ice, soda chips and dip, pie, and watermelon.

We got in trouble and got grounded for a whole week and we had to stay home and not go to the movie.

9/26/01

One afternoon I was going to my friends house. On the way I saw a lost koala I picked it up and took it to the vet. And they took good care of it by helping it grow after they let me have it.

I was all was playing with it. One day my best friend came over he asked me if I want to play and I said no because I was playing with the koala. He said if you don't play with me I won't be your friend.