

Grade 4 First Prompt

Narrative Writing an Autobiographical Experience

English/Language Arts Content Standards:

- 1.0 Writing Strategies
- 2.0 Writing Applications (Genres and Their Characteristics)
- 2.1 Write Narratives:
 - a. Relate ideas, observations, or recollections of an event or experience.
 - b. Provide a context to enable the reader to imagine the world of the event or experience.
 - c. Use concrete sensory details.
 - d. Provide insight into why the selected event or experience is memorable.

Writing Situation:

No matter what age we are, we love to hear stories from our parents, grandparents, older brothers and sisters, and aunts and uncles about interesting or funny things that we did when we were little. Using our imaginations, we can really see what happened and feel like we were there again when we hear those stories. (Allow an opportunity for discussion.)

Directions for Writing:

Write about an incident that happened when you were little. It might be an event that you remember. It could be one that you remember from stories that other people have told you. Your classmates will want to read what happened and where it happened. Be sure to include in your description: how the place looked, what people were involved, and how they were involved. Readers will also want to know why this incident sticks in your memory and how you feel now when you think about it.

Writing and Convention Standards:

For this writing task, students will:

- a. relate ideas, observations, or recollections of an event or experience.
- b. provide a context to enable the reader to imagine the world of the event or experience.
- c. use concrete sensory details.
- d. help the reader see why the selected event or experience is memorable.
- e. create a multiple-paragraph composition with an introductory paragraph, supporting paragraphs, and a concluding paragraph.
- f. use fluid and legible cursive or joined italic.
- g. demonstrate grade-level appropriate sentence structure, grammar, punctuation, capitalization, and spelling.

Resources:

Reading/Language Arts Framework for California Public Schools, pp. 115-116

Writer's Express: Lesson Plans and Assessment, pp. 2-17

Writer's Express Handbook, pp. 110-115

Grade 4 First Prompt Rubric

Narrative Writing an Autobiographical Experience

4	<ul style="list-style-type: none">▪ Fully addresses the prompt.▪ Is clearly organized in a logical sequence that provides a context to enable the reader to imagine the event.▪ Is a multi-paragraph composition with an introduction, supporting details that describe a memorable personal experience, and a conclusion that provides insight into why the experience is memorable.▪ Has complete, coherent sentences that use a variety of patterns and lengths.▪ Has effectiveness and variety of word choice.▪ Has expressive language that uses well-chosen sensory details to describe the setting, others involved, and objects.▪ Has grade-level appropriate spelling, grammar, capitalization, and punctuation; contains few, if any, errors that do not interfere with understanding the writing.▪ Has fluid, legible handwriting using cursive or joined italic.
3	<ul style="list-style-type: none">▪ Responds to the prompt.▪ Is organized in a logical sequence.▪ Is a multi-paragraph composition with an introduction, some details that tell about a memorable personal experience, and a conclusion.▪ Has mainly complete sentences that use more than one pattern.▪ Has some variety in word choice.▪ Has some expressive language that uses sensory details to describe the setting, others involved, and objects.▪ Has mainly grade-level appropriate spelling, grammar, capitalization, and punctuation; contains some errors that do not interfere with understanding the writing.▪ Has legible cursive or joined italic handwriting with appropriate spacing and most letters formed correctly.
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 have incomplete or incoherent sentences that may use only one pattern.▪ May have little or no variety in word choice.▪ May name the setting, others involved, and objects lacking sensory details.▪ May contain many errors in spelling, grammar, capitalization, and/or punctuation that may interfere with understanding the writing.▪ Has handwriting that is difficult to read with errors that may interfere with meaning.

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.▪ Has mainly incomplete and/or incoherent sentences.▪ Contains mainly basic sight words with no descriptive language.▪ Has frequent and numerous misspelled words that interfere with meaning.▪ May contain frequent and numerous errors in spelling, grammar, capitalization, and punctuation that interfere with the understanding of the writing.▪ Handwriting may be mostly illegible.
BP	<ul style="list-style-type: none">▪ Blank Paper

Grade 4
First Prompt - Student Page

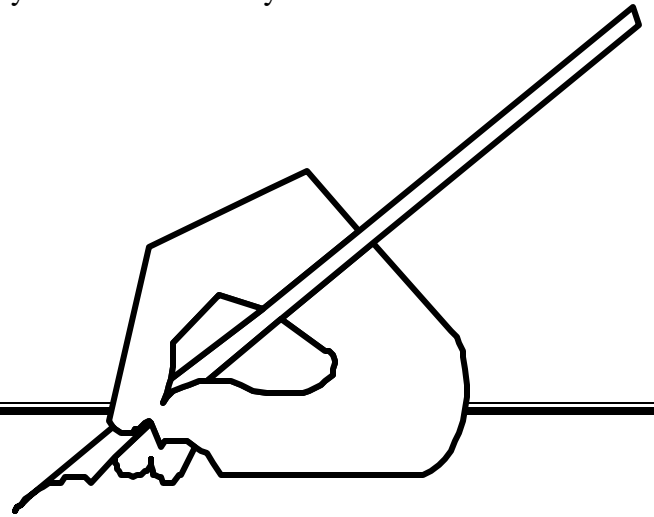
Narrative
Writing an Autobiographical Experience

Writing Situation:

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Directions for Writing:

Write about an incident that happened when you were little. It might be an event that you remember. It could be one that you remember from stories that other people have told you. Your classmates will want to read what happened and where it happened. Be sure to include in your description: how the place looked, what people were involved, and how they were involved. Readers will also want to know why this incident sticks in your memory and how you feel now when you think about it.



Writing and Convention Standards:

For this writing task, you will:

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- b. provide a context to enable the reader to imagine the world of the event or experience.
- c. use concrete sensory details.
- d. help the reader see why the selected event or experience is memorable.
- e. create a multiple-paragraph composition with an introductory paragraph, supporting paragraphs, and a concluding paragraph.
- f. use fluid and legible cursive or joined italic.
- g. demonstrate grade-level appropriate sentence structure, grammar, punctuation, capitalization, and spelling.

District Writing Sample Scoring Rationale

First Prompt, Grade 4

Narrative

Writing an Autobiographical Experience

Rubric Score Point: 4 high

Characteristics that make the paper a high 4:

- a. Has legible cursive.
- b. Responds to the prompt.
- c. Excellent use of quotations.
- d. Has effectiveness and variety of word choice.
- e. Has complete, coherent sentences.
- f. Includes expressive language but lacks sensory details.

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

- a. Conferencing with the student to discover details about the event and then showing how to include those details in his/her writing.

Teacher Notes:

Boys' best Friend (Bike).
I remember when I just

learned how to ride a bike and
I rode on the edge of the curb!

This is how it happened:

On a sunny day in
Pennsylvania, me and my
parents decided to try to teach
me how to ride a bike. "Son," my
dad said, "It's time you be a man
and learn to ride a bike." My
mom stepped in the room and
said, "He's right, you know."

So, that day they bought me

a bike and took me outside to ride my #60 Hotwheels bike. They tried every day, but I couldn't ride my bike. "It's no use." I heard my mom say when they tried one day. "I guess he won't grow up to be a real man." I heard my dad say. They stopped trying to teach me, so I was on my own.

The next day, I went in the closet and got my bike. "What are you doing?" my mom

said in the living room watching
T.V. "I'm gonna ride my bike."

I said, in a determined voice.

I took my bike outside and
climbed on it. My mom stepped
outside. "Wait, you forgot your
helmet!"

I took my helmet and tried
to ride my bike for two hours.

The last time, I told my-
self.

I climbed on my bike and
started to pedal.

"I could ride!!!!" I cried.

My mom stepped out of the house and stared at me in surprise.

So, every day I rode on my bike for two hours.

The End

District Writing Sample Scoring Rationale

First Prompt, Grade 4

Narrative

Writing an Autobiographical Experience

Rubric Score Point: 4 anchor

Characteristics that make the paper an anchor 4:

- a. Answers all the questions asked in the prompt.
- b. Uses appropriate paragraphing.
- c. Contains expressive language.
- d. Has variety of sentence structure.
- e. Has legible cursive handwriting with occasional problems forming some letters.

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

- a. Reviewing the formation of the cursive m, n, and v.
- b. Teaching the student to use the same verb tense throughout the entire essay.
- c. Reviewing the rules for quotation mark placement.

Teacher Notes:

Peanut Butter

When I was three years of age I went to the backyard with my sister. I got in the trashcan. I saw a peanut butter jar. I twisted the lid off and ate.

My mom came to get my sister so she could get her hair done. She took me out the trashcan and told me to stay out. I stayed out for at least two to three minutes. I got back in and I started to eat again.

My mom had just finished my sister's hair. She came back to the backyard to play. She seen me and yelled, "Mama!" from the top of her lungs. My mom said, "What's the matter sweetie?" She said, "Antojiettes in the trashcan again." My mom took me out. She took the jar away from me. I cried and screamed.

because that peanut butter was good I never seen my peanut butter again.

This story sticks in my mind because of how peanut butter is sticky it just sticks.

When I think of this event I get butterflies in my stomach because it's funny.

District Writing Sample Scoring Rationale

First Prompt, Grade 4

Narrative

Writing an Autobiographical Experience

Rubric Score Point: 4 low

Characteristics that make the paper a low 4:

- a. Responds to the prompt.
- b. Includes legible cursive.
- c. Contains expressive language.
- d. Good use of possessive nouns.
- e. Grade level appropriate spelling, grammar, capitalization, and punctuation.
- f. Has some complete, complex sentences.
- g. Needs more 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. Teaching the student some techniques for proofreading.
- c. Modeling how to improve word choice.

Teacher Notes:

One day when my grandmother and I were under her porch. She told me I had almost died because of my Uncle. I was sleep-walking to my Uncle's house. His house was next door. He had almost driven me over. My mom and dad were looking for me. I was knocking and knocking on my Uncle's door. My mom and dad saw a light on me. My mom ran over to my aunt's house and got me. She took me to my room and put me back to sleep. I didn't know how the place looked because I was asleep. That was the last day we were staying there. My mom, dad, uncle, and grandmother were involved in all of this. My grandma was involved because we lived with her my uncle lived next door. My mom and dad were looking for me.

I remember this so well

because I had almost died
that night. When I think of this it
makes me sad. And sometimes it
make me laugh.

District Writing Sample Scoring Rationale

First Prompt, Grade 4

Narrative

Writing an Autobiographical Experience

Rubric Score Point: 3 high

Characteristics that make the paper a high 3:

- a. Responds to the prompt.
- b. Has legible cursive.
- c. Includes a logical sequence of events.
- d. Has expressive language, but lacks sensory details.
- e. Contains a few misspelled words that do not interfere with the meaning.
- f. Lacks paragraphing.
- g. Includes many simple sentences and a few fragments.

Additional instructional steps to support this writer:

- a. Demonstrating for the student how to use paragraphing.
- b. Modeling for the student how to develop paragraphs.
- c. Instructing the student on the elements and structure of a complete sentence.

Teacher Notes:

One Christmas morning when I was five years old. My cousin Sandra woke me from my sleep. My room was white and peach. She woke me because it was snowing outside in the winter. I got very very frightened. It was like there was an emergency. She soon as my cousin said, "it's snowing outside!" I got out of my bed and ran to our living room all excited to tell my grandma that it is snow outside. Of course my grandma said, "I know I know." She got really mad that it was snowing outside. We all ran back to the rooms and got dressed to go outside. We put our socks on, We put our shirts on. We put on pants on. We put our hair up. We put on our jackets on. We then put our gloves on. Last but not least we put our shoes on. Then we ran to the living room to ask my grandma to go outside she just said, "I don't care." So we were out of the door in a minute. When we ran back in a hour later we were so run in our bodies.

District Writing Sample Scoring Rationale

First Prompt, Grade 4

Narrative

Writing an Autobiographical Experience

Rubric Score Point: 3 anchor

Characteristics that make the paper an anchor 3:

- a. Responds to the prompt.
- b. Contains memorable personal experiences.
- c. Includes compound and complex sentences.
- d. Has legible cursive handwriting.
- e. Organization of thoughts is strong.
- f. Lacks appropriate paragraphing.
- g. Lacks descriptive, sensory details.

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

- a. Demonstrating for the student how to use proper paragraphing.
- b. Conferencing with the student to discover details about the event and then showing how to include those details in his/her writing.
- c. Reviewing the rules for using an apostrophe.

Teacher Notes:

One day the my gramma, my grandpa and my mom were at a park waiting for some of my aunts, uncles, and cousins to come. It was my birthday we were going to have fun. We had games we played like tag and other games. The park we were at was big; it had tall trees and a big lake that we could swim in.

My family came my cousins and I went to swim when we were in the lake I went under water and I stayed under for ten minutes and my get scared and thought I had drowned. She started calling my gramma and my mom and when they came they get scared to. Then when I came up they started laughing and I did to. Then we went to a bench and ate. Then the grown ups started talking and the kids went to play.

We started playing tag on the playground.
Then it was time to cut the cake
and my mom called us to sing happy birthday.
I remember that because that was the
funnest day of my life and my family always
talks about it.

The
End

District Writing Sample Scoring Rationale

First Prompt, Grade 4

Narrative

Writing an Autobiographical Experience

Rubric Score Point: 3 low

Characteristics that make the paper a low 3:

- a. Responds to prompt.
- b. Uses expressive language.
- c. Has legible cursive handwriting.
- d. Contains information about setting.
- e. Contains some incomplete sentences.
- f. Has a few misspelled words.

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

- a. Reviewing the rules for using an apostrophe.
- b. Instructing the student on the elements and structure of a complete sentence.
- c. Practicing of correct spelling and grammar usage by completing DOL daily.

Teacher Notes:

When I was little my parents, or just my father took me away from my mom. He did that and they weren't even married. They weren't divorced either. You see, my parents never really got married when I was little. My mom and dad never dated either.

I got tired of going back and forth from my dad's house to my mom's house. And what was worse, my parents always kept on moving. So they both gave me a choice. I could live with my Aunt Lisa, my great-grandparents, my mom, or my dad. So I decided to live with my great-grandparents.

In Easter I go over to my aunt's house. In Christmas I go to my mom's. On Thanksgiving I go to my dad's. And all the other holidays I go to my house.

District Writing Sample Scoring Rationale

First Prompt, Grade 4

Narrative

Writing an Autobiographical Experience

Rubric Score Point: 2 high

Characteristics that make the paper a high 2:

- a. Has legible cursive handwriting.
- b. Names others involved and objects, but lacks sensory details .
- c. Contains mainly one sentence pattern.
- d. Has random capitalization and punctuation.
- e. Lacks organization and consists of repeated thoughts.
- f. Lacks proper paragraphing.
- g. Lacks variety in word choice.
- h. Has some misspelled words.

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

- a. Demonstrating for the student how to use proper paragraphing.
- b. Reviewing the rules for capitalization and practicing how to look for errors in his/her writing.
- c. Teaching the student some prewriting techniques and structures.

Teacher Notes:

When I was little

When I was little I was ~~very~~ spoiled. When I got my crib if I didn't like it they would buy me a new one but when I was five years old they bought me my first no sided bed it was the kind with the hearts on the cover. but first they bought me a bed that had flowers on it. I didn't like it so when I went to kindergarden they went and bought me a new bed. when I came home from kindergarden my new bed was set up and ready for me to ³¹ sleep in it but I thought I still had my

my old bed. but when I went
~~in~~ to my room because I was
mad at my dad because I
thought I had my old ugly bed
but when I went in to my room
I found my other bed taken down
and my new bed put up
I was so happy that I ran
down stairs and hugged my dad
so tightly that he could barely
breathe. then I said thank you
and when it was 8:30 I went to
in my new favorite bed.

District Writing Sample Scoring Rationale

First Prompt, Grade 4

Narrative

Writing an Autobiographical Experience

Rubric Score Point: 2 anchor

Characteristics that make the paper an anchor 2:

- a. Attempts to respond to the prompt.
- b. Has proper capitalization and punctuation.
- c. Writing is legible.
- d. Has complete sentences that use only one sentence pattern.
- e. Lacks proper paragraphing.
- f. Contains no variety in word choice.
- g. Has misspelled words that interfere with understanding the writer.
- h. Needs details about the experience.

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

- a. Demonstrating for the student how to use proper paragraphing.
- b. Conferencing with the student to discover details about the event and then showing how to include those details in his/her writing.
- c. Modeling a variety of ways to begin sentences.

Teacher Notes:

When I was little

When I went to my dad's work I was
4 years old. I told my dad I wanted to go
to his work he told me that he could take me.
The next day he took me when we were
there there was a lot of strange people and
there was a only women. I was scared
and I started crying. Every time I think about
it I get scared.

District Writing Sample Scoring Rationale

First Prompt, Grade 4

Narrative

Writing an Autobiographical Experience

Rubric Score Point: 2 low

Characteristics that make the paper a low 2:

- a. Has legible handwriting.
- b. Lacks an understanding of ending punctuation.
- c. Has incomplete sentences.
- d. Strays from the topic.
- e. Has no variety in word choice.
- f. Contains misspelled words.

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

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

Teacher Notes:

I scared my mom, dad to death

My grampa told me that when I was little I woke up at the middle of the night because I couldn't sleep at the middle of the night. Or I'll wake up my Mom and Dad, or my grampa or my grandma, my aunt or uncle. My grampa told me that like to play alot insted of goir to sleep. But I remember when hited my dad so I would go to the side of my mom. One day my cousin came to my grand grampas house. My grampa told do not fight with my cousin.

District Writing Sample Scoring Rationale

First Prompt, Grade 4

Narrative

Writing an Autobiographical Experience

Rubric Score Point: 1 high

Characteristics that make the paper a high 1:

- a. Strays from the topic.
- b. Contains random punctuation errors.
- c. Has no descriptive language.
- d. Contains mainly basic sight words.
- e. Requires end punctuation.
- f. Has incomplete and incoherent sentences.

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

- a. Teaching the student some prewriting techniques and structures.
- b. Reviewing the directions for writing to be sure the student understands the prompt.
- c. Instructing the student on the rules for using a period and then modeling how to apply those rules when writing.

Teacher Notes:

write about and incident that happened when you were little.

It may be an event that you remember, it could be one that you recall
through stories that other people told to you. Write what happened, where
the event happened and how the people looked, what other people were
saying and were how, write why this happened and how you felt and
what you feel now about what happened.

When I was little looked like my little sister. She looked so beautiful
when she was little. In an incident was that my dad and my
mom were separated one day. Then I was so tiny and my
mom used to change me when I was little. And the other
was my birthday. I was a little bigger my brother
was growing to be was big than me.

District Writing Sample Scoring Rationale

First Prompt, Grade 4

Narrative

Writing an Autobiographical Experience

Rubric Score Point: 1 anchor

Characteristics that make the paper an anchor 1:

- a. Has legible handwriting.
- b. Never states a purpose for the writing.
- c. Consists of one run-on sentence.
- d. Lacks capitalization of proper nouns.
- e. Has incoherent sentences

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. Reviewing the rules for capitalization and practicing how to look for errors in his/her writing.

Teacher Notes:

One day at my moms house my
dad made a cake for my mom after
that my dad was cham with my m
she was so tired because she was
working at adams school for the
year all these years he worked for
the office thats all.

District Writing Sample Scoring Rationale

First Prompt, Grade 4

Narrative

Writing an Autobiographical Experience

Rubric Score Point: 1 low

Characteristics that make the paper a low 1:

- a. Consists of correct spacing between words.
- b. Has cursive handwriting.
- c. Has incomplete and incoherent sentences.
- d. Contains numerous misspelled words.
- e. Lacks paragraphing.
- f. Lacks proper capitalization rules.

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

- a. Reviewing the capitalization rules for proper pronouns.
- b. Exposing the student to quality literature.

Teacher Notes:

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i was play a
Round then look at
some time and
i got a neting