

Grade 4 Narrative #1

4/4/2

Think about what it would be like if you and some friends tried to build a new invention. Kaylee is a neighbor who wants to help you build the new invention.

Write a narrative for your teacher that shows how Kaylee becomes involved in building the new invention. Be sure to include narrative elements such as description, sensory details, and dialogue. Use details from the passage in your narrative.

One day me and my team, a group of friends and a girl named Kaylee, were going to build the best inventioon ever. Except we did not know what it was going to be yet. Kaylee suggested that we pass our ideas around. Kaylee let me go first. I said that we should make a music recorder, my friend Natalie said that it should be a popsicle maker, my friend Jackson said that we should make a robot that jump ropes with us. Natalie said Kaylee, "What do you want to make? After everyone has shared their ideas, we need to figure out where we are going to build." So Kaylee said "Wonderful idea Natalie, and I think that it should be an ice cream machine." "Great thinking, it's 95 degrees outside, it will cool us down." said Jackson loudly, panting. Then we decided where to build.

A few minutes later, we were in Natalies field which was surrounded by bright green trees and covered with pink, blue, yellow, and red flowers. "Wow Natalie, it's really pretty here," said Kaylee to Natalie, we all nodded and remarked in agreement. Suddenly, Jackson said "So what are we going to build with?" "Hmm," said Natalie, "Maybe we need to make a list." We had a few arguments about what will go to who's house for storing, what materials to use, and where we would get them from.

We headed out to get the parts. We all came back several times to drop our heavy loads. When we were all there and all of the stuff was carried over, we talked and handed out jobs for us all to do. Then we got to work, while we were working, Kaylee asked Natalie what we should call our ice cream machine or our buissness, Natalie said "Shoot For The Moon!" and we all started laughing. Then Natalie asked me, so I said "How about Shoot For The Stars?" "Better, much better" said Jackson who was working on the base. "What do you think Jackson?" I inquired "Um, maybe a combanation of both, uh, and um, mine, so that would be Sun, Moon, and Stars" "Galaxy!" said Kaylee suddenly, "It's the Galaxy!" "Perfect!" we all said together. We all got back to work on the *Galaxy*.

In a week or so, we were finished. We set the *Galaxy* out on the sidewalk, and everyone loved the ice cream, and we made a new friend, Kaylee.

Organization/Purpose: 4

- An effective plot helps to create a sense of unity and completeness. Ideas are well organized, and the response flows smoothly
- Effectively establishes and maintains setting, develops narrator/characters (Introduces Kaylee and the group of friends in the opening paragraph and develops them throughout response)
- Consistent use of a variety of transitional strategies to clarify the relationships between and among ideas (“After everyone has shared their ideas,” “Then,” “A few minutes later,” “Suddenly,” “When we were all there and all of the stuff was carried over,” “Then we got to work,” “while we were working,” “In a week or so”)
- Natural, logical sequence of events from beginning to end; each event is relevant to the purpose, and there is no drift in focus
- Adequate opening (states who will be involved and what they will be doing) and closure for audience and purpose (reiterates Kaylee’s involvement in the invention and leaves the reader with a sense of completeness)

Evidence/Elaboration: 4

- Experiences, characters, setting and events are clearly developed
- Connections to source materials enhance the narrative. The student uses Kaylee, Natalie, and Jackson as characters in his/her response and develops their relationships with one another effectively throughout to add interest for the reader. The use of same characters (Kaylee, Natalie, and Jackson) is not required to achieve this score. He/She also integrates subtle details that can be connected to the passage to strengthen the development of his/her own writing (example: When the children are discussing what to name their invention, this can be connected to the portion of the passage where Natalie is trying to come up with a nickname for when they land on the moon. The student successfully integrates source materials while creating an original narrative response.)
- Effective use of a variety of narrative techniques to develop experiences/events and show the response of characters to situations; dialogue, descriptions, and details effectively used throughout to help enhance the narrative
- Effective use of sensory (“said Jackson loudly, panting,” “bright green trees covered with pink, blue, yellow and red flowers”), concrete (“heavy loads,” “I inquired”), and figurative language that clearly advances the purpose
- Effective, appropriate style enhances the narration

Conventions: 2

- Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling
 - Grammar (“me and my team”)
 - Spelling (“inventioon”—could just be a typo)
 - Punctuation: quotation marks misplaced a few times, but demonstrates proper usage throughout most of response

Grade 4 Narrative #2

4/3/2

Think about what it would be like if you and some friends tried to build a new invention. Kaylee is a neighbor who wants to help you build the new invention.

Write a narrative for your teacher that shows how Kaylee becomes involved in building the new invention. Be sure to include narrative elements such as description, sensory details, and dialogue. Use details from the passage in your narrative.

After the launch of the rocket, I came along to see what all of that noise was. I saw a person who wanted to go on a flying type of thing. She told me her name was Kaylee and her neighbours flew on a rocket to the moon. I told Kaylee that we could catch up by making one too. Kaylee thought I was insane, but I told her that I can make it work. I started making the engine and the base, looking for faults and failures. After I finished with the base, Kaylee helped me put the engine in. She was finally working on it because she saw how secure the engine was. We headed out to a scrap yard to get some metal. Kaylee and me put the metal together in a rocket-shaped frame and attached it to the base. We got in and warmed up the engine. 10, 9, 8, 7, 6, 5, 4, 3, 2, 1, Liftoff! We shot up into the air, heading straight up for the moon! We saw another rocket, stopped and frozen. I controlled the rocket, approaching the other one. We saw some other kids. Kaylee loaded them in, while I made sure the rocket had enough fuel. We made it to the moon in 5 days, and back in 4. This was the most fun thing ever!

Organization/Purpose: 4

- An effective plot helps to create a sense of unity and completeness
- Effectively establishes and maintains setting, develops narrator/characters
- Consistent use of a variety of transitional strategies to clarify the relationships between and among ideas (“After the launch of the rocket,” “After I finished with the base,” “She was finally working on it,” “While I made sure the rocket had enough fuel”)
- Natural, logical sequence of events from beginning to end
- Effective opening; reflective statement alluding to the events from the passage that attempts to engage the reader (“After the launch of the rocket, I came along to see what all of that noise was”) and adequate closure (“We made it to the moon in 5 days, and back in 4. This was the most fun thing ever!”) for audience and purpose

Evidence/Elaboration: 3

- Experiences, characters, setting, and events are adequately developed
- Connections to source materials contribute to the narrative; student uses some details from the source (“After the launch of the rocket,” “She told me her name was Kaylee and her neighbours flew on a rocket to the moon,” “10...1, Liftoff!”) but could have more effectively used them to develop his/her own response (ex: “We saw some other kids. Kaylee loaded them in, while I

made shure the rocket had enough fuel.” The reader is left to assume these are the kids from the passage that Kaylee told the narrator about. More development of the characters/experience here could have greatly enhanced the narration in terms of integrated source material.)

- Adequate use of a variety of narrative techniques to develop experiences/events and/or show the response of characters to situations. All dialogue is facilitated by the narrator. Adequate details and descriptions given throughout response (“Kaylee thought I was insane,” “Kaylee and me but the metal togher in a rocket-shaped frame and attached it to the base”)
- Adequate use of sensory (“I started making the engine and the base, looking for faults and failures”), concrete, and figurative language that generally advances the purpose
- Generally appropriate style is evident

Conventions: 2

- Adequate use of correct sentence formation, punctuation, capitalization grammar usage, and spelling

Grade 4 Narrative #3

3/4/2

Think about what it would be like if you and some friends tried to build a new invention. Kaylee is a neighbor who wants to help you build the new invention.

Write a narrative for your teacher that shows how Kaylee becomes involved in building the new invention. Be sure to include narrative elements such as description, sensory details, and dialogue. Use details from the passage in your narrative.

When I became interested in a inventoin, a girl named Kaylee wanted to help. She wasn't the first thing that came to mind when I thought about help so I didn't except her at first. She bothers me so much in school!

I told my friends they could come help be on my project but most of them couldn't. When me and three friends that could come started building, we relized right away that we needed another person. But the only person who was free was Kaylee! When I told my friends that we needed her help they all groaned.

"She slapes me on the back wenever I'm getting a drink so water comes up my nose"! One said. "She drops my cake in the trash at lunch when I'm not looking"! Another said. "Her and her possy are so rude"! Said the last one. "But guys"! I said. "This is our last chance with this Okay"? "Fine". They said. "But only if you tell her not to be rude"."Okay"! I promised.

I rode my bike to her house and told her she could particapaite. Our invention was a go-cart and she helped a lot to make the tiers! We rode the amasing vehicle around and around! She thanked us for letting her help and said she was sorry for all the mean things she did to me and my friends. I forgived her asked if she wanted lunch at my house. "Sure". She said. and we became good friends!

Organization/Purpose: 3

- An evident plot helps to create a sense of unity and completeness though there may be minor flaws and some ideas may be loosely connected
- Adequately maintains setting, develops narrator/characters
- Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas ("When me and three friends that could come started building," "But," "When I told my friends that we needed her help")
- Adequate sequence of events from beginning to end
- Adequate opening (Introduces Kaylee wanting to help and the narrator having reservations about letting her. The paper then stays generally focused on the conflict/resolution of the introduced dilemma.) and weaker closing (They had lunch together and became good friends.)

Evidence/Elaboration: 4

- Experiences, characters, setting, and events are clearly developed; student effectively portrays character relationships
- Connections to source materials enhance the narrative. Kaylee's character traits play a large role in this response. The student has taken the negative aspects of Kaylee's character in the passage and built upon those negative character traits in his/her own response. ("When I told my friends that we needed her help they all groaned." Each character provides an example of Kaylee being mean to strengthen their case for not letting her join.) Kaylee becomes a dynamic character in the end. The student effectively utilized source details to develop his/her own interpretation of what the character interactions would be like between these characters.
- Effective use of a variety of narrative techniques to develop experiences/events and show the responses of characters to situations. Dialogue throughout moves the story along. Provides examples ("She slapes me on the back whenever I'm getting a drink so water comes up my nose!," "She drops my cake in the trash at lunch when I'm not looking!," "Her and her posy are so rude!"). Creates a dynamic character (Kaylee). Effective use of sensory ("When I told my friends that we needed her help they all groaned."), concrete ("We realized right away," "Her and her posy"), and figurative language that clearly advances the purpose
- Effective, appropriate style enhances the narration

Conventions: 2

- Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling

Grade 4 Narrative #4

3/3/2

Think about what it would be like if you and some friends tried to build a new invention. Kaylee is a neighbor who wants to help you build the new invention.

Write a narrative for your teacher that shows how Kaylee becomes involved in building the new invention. Be sure to include narrative elements such as description, sensory details, and dialogue. Use details from the passage in your narrative.

One day, a girl named Kaylee wanted to be involved in building a rocket ship with her friend. The bad thing is that she was afraid to ask. So, she just thought, “Does Alyssa really need my help with building the rocket ship?” Then, she went and peeked around the corner where her friend Alyssa was building. Kaylee seen that she had a lot done. Kaylee heard her talking about what she was going to do when she was done with it, but then Kaylee heard her say, “I wish Kaylee could help me, I havn’t seen her at all since I started working on this last week.”

The next day went by and Kaylee redecided from what she had said about Alyssa not needing her help building the rocket ship. She then decided that she would help her because she heard Alyssa say that she wanted Kaylee to help. Next, she peeked around the corner and Alyssa see her and then Kaylee ran up to her and said, “I’m sorry I was hiding from you”, then Alyssa said, “It’s alright, I knew why you were hiding from me, it was because you didn’t really want to help build the rocket ship.” After that Kaylee said she really wanted to help.

Two days later the two had finished the rocket ship and went inside of the rocket ship to seen if it would fly. Luckily, it flew into the sky! On their way to space the were talking about what they would say when they walked on the moon. They were so excited because they could be the first women to walk on the moon! Finally, they got to the moon and put their suits on. Then, they walked out onto the moon and put an american flag down. Lastly, they got back on the rocket ship and went back home on earth.

Organization/Purpose: 3

- An evident plot helps to create a sense of unity and completeness though there may be minor flaws
- Adequately maintains setting, develops narrator/characters
- Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas; student relies a bit more heavily on simple transitions as opposed to transitional phrases (“So,” “Then,” “The next day went by,” “Next,” “After that,” “Two days later,” “Luckily,” “On their way to space,” “Finally,” “Lastly”)
- Adequate sequence of events from beginning to end; somewhat listy

- Adequate opening (“One day, a girl names Kaylee wanted to be involved in building a rocket ship with her friend.”) and weaker, simple closure (“the got back on the rocket ship and went back home on Earth.”)

Evidence/Elaboration: 3

- Experiences, characters, setting, and events are weakly developed
- Connections to source materials contribute to the narrative. Student includes multiple passage-based details that play a passive role in the response as a whole. He/She develops Kaylee's role in building the invention, has her peeking around the corner to spy on Alyssa similar to the passage, and references the portion of the passage where the characters are debating on what to say upon landing on the moon. (“On their way to space the were talking about what they would say when they walked on the moon. They were so excited because they would be the first women to walk on the moon!”—contributes to the narrative but isn't effectively used to further develop student’s own, original narrative response.)
- Adequate use of a variety of narrative techniques to develop experiences/events and/or show the responses of characters to situations. Dialogue between Kaylee and Alyssa, events/characters are adequately described; Kaylee's internal conflict in the first paragraph going into the second.
- Adequate use of sensory, concrete, and figurative language that generally advances the purpose
- Generally appropriate style is evident

Conventions: 2

- Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling
 - Grammar: Verb tense agreement issues (“Kaylee seen that she had a lot done,” “...inside of the rocket ship to seen if it would fly”) but several other examples of correct verb tense usage throughout response

Grade 4 Narrative #5

3/2/2

Think about what it would be like if you and some friends tried to build a new invention. Kaylee is a neighbor who wants to help you build the new invention.

Write a narrative for your teacher that shows how Kaylee becomes involved in building the new invention. Be sure to include narrative elements such as description, sensory details, and dialogue. Use details from the passage in your narrative.

The Science Experiment

One day four kids were walking around. There were two boys and two girls. The two boys names were Toby and Mikie. The two girls names were Kamy and Skyler. They were very best friends.

They were bored so they went walking around there neighborhood. They couldn't find anything to do. Then finally one of them thought of something. They were going to do a science experiment! They all thought it was a great idea so they did it.

So they went and got there stuff for the science experiment and they went strait back to work on it. Kamy was in charge of that everything was going right. Skyler was in charge of getting the right stuff. The boys were in charge of being silly. That is just what they were in charge of.

Kaylee there neighbor was watching them. They asked if she wanted to join but she said "Science is for nerds". So they went on and there were blowing up stuff and Kaylee was still watching them and she really wanted to do it with them. She was talking to her self and she kept on saying "should I join?" It was to late they were almost out of stuff to do it with.

So she yelled WAID I WAND TO DO IT! So they didn't here her and they did it without her. When Kaylee came over they all said that they were sorry. They all got the stuff and they did it with Kaylee.

Organization/Purpose: 3

- An evident plot helps to create a sense of unity and completeness though there may be minor flaws and some ideas may be loosely connected
- Adequately maintains setting, develops narrator/characters
- Uneven use of appropriate transitional strategies and/or little variety ("Then finally," repetition of "So," "When Kaylee came over")
- Adequate sequence of events from beginning to end
- Adequate opening; introduces characters and their relationship with each other ("One day four kids were walking around. There were two boys and two girls. The two boys names were Toby

and Mikie. The two girls names were Kamy and Skyler. They were very best friends.”) and closure (“When Kaylee came over they all said that they were sorry. They all got the stuff and they did it with Kaylee.”) for audience and purpose

Evidence/Elaboration: 2

- Experiences, characters, setting, and events are unevenly developed
- Connections to source materials contribute to the narrative; Kaylee's hesitant personality is similar to the passage (“They asked if she wanted to join but she said ‘Science is for nerds’. So they went on and there were blowing up stuff and kaylee was still watching them and she really wanted to do it with them. She was talking to her self and she kept on saying ‘should I join?’”) Response shows how she becomes involved at the very end. The details from the passage contribute to what the student has given as a response.)
- Narrative techniques are uneven and inconsistent (limited dialogue used; lacking descriptions throughout)
- Partial or weak use of sensory, concrete, and figurative language that may not advance the purpose (Vague language like “stuff” and “it” used consistently throughout the response)
- Inconsistent or weak attempt to create appropriate style; overall, response has a repetitive tone

Conventions: 2

- Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling
 - Some grammar errors noted (“there” instead of “their,” “where” instead of “were”), but student demonstrates enough examples of proper grammar throughout rest of response to demonstrate adequate command of the language.

Grade 4 Narrative #6

2/3/2

Think about what it would be like if you and some friends tried to build a new invention. Kaylee is a neighbor who wants to help you build the new invention.

Write a narrative for your teacher that shows how Kaylee becomes involved in building the new invention. Be sure to include narrative elements such as description, sensory details, and dialogue. Use details from the passage in your narrative.

It's a beautiful summer day, and there were piles of junk in Luther's yard.

CALEB, CLEAN THIS UP!!" Mom yells, looking outside

"Mom, just let me finish building the combustion engine, for my rocket" Caleb replies

Mom walks around numerous piles of all sorts of do-dads, trinkets, pieces of junk, wires, pieces of metal, and other objects she couldn't identify. She finds Caleb sitting cross-legged on the ground dialing a number on her phone.

"Caleb, WHAT are you doing" Mom asks, nervous

"I'm calling Jim, Sam, and Bob, to come help me make my rocket." He answers calmly

A few minutes later (4 minutes and 17 seconds, by Caleb's exact count, on his wrist watch) Bob, Sam, Jim, and Kaylee show up.

"Sam, why did you bring your sister?," Caleb asks "it was supposed to be just us!"

"My mom said to bring her"

"Let's go then!!" replied Caleb, as he jogged into the junk.

The rest of his friends followed him.

Organization/Purpose: 2

- There may be an inconsistent plot, and/or flaws may be evident
- Unevenly or minimally establishes a setting, develops narrator and/or characters
- Little variety of appropriate transitional strategies ("A few minutes later," "as he jogged into the junk")
- Weak or uneven sequence of events; Caleb calls all of his friends to come help him with his rocket. When the friends arrive, the student wraps up the essay fairly abruptly.
- Adequate introduction ("It's a beautiful summer day, and there were piles of junk in Luther's yard. CALEB, CLEAN THIS UP!!" Mom yells, looking outside."). Conclusion is missing.

Evidence/Elaboration: 3

- Experiences, characters, setting, and events are adequately developed; connections to source materials are minimal/vague. The student briefly mentions Kaylee but doesn't explain how she is involved in the invention ("A few minutes later... Bob, Sam, Jim, and Kaylee show up. 'Sam, why did you bring your sister?,' Caleb asks"; the reader can assume Kaylee is Sam's sister.)
- Adequate use of a variety of narrative techniques to develop experiences/events and/or show the responses of characters to situations; dialogue effectively used; details/descriptions ("Mom walks around numerous piles of all sorts of do-dads, trinkets, pieces of junk, wires, pieces of metal, and other objects she couldn't identify")
- Adequate use of sensory ("piles of junk," "Mom walks around numerous piles of all sorts of do-dads, trinkets, pieces of metal, and other objects she couldn't identify."), concrete ("Combustion engine," "wrist watch," "sitting cross-legged on the ground,") and figurative language that generally advances the purpose ("Mom asks, nervous," "He answers calmly," "4 minutes and 17 seconds, by Caleb's exact count, on his wrist watch")
- Generally appropriate style is evident; reader can easily pick up on student's tone in the response

Conventions: 2

- Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling

Grade 4 Narrative #7

2/2/2

Think about what it would be like if you and some friends tried to build a new invention. Kaylee is a neighbor who wants to help you build the new invention.

Write a narrative for your teacher that shows how Kaylee becomes involved in building the new invention. Be sure to include narrative elements such as description, sensory details, and dialogue. Use details from the passage in your narrative.

One day Dante, Caiden, and Micah were building a robot that could talk. But Kaylee didnt want them to build it. So when they were doing the mouth she threw a cup of water at the robot and made it break[robot with wires]. The next day Kaylee felt really bad about her actions so she said to the crew”sorry for throwing water at the robot do you need help”. Then Dante said” I accept your apology and yes we do need help redoing it”. Kaylee said”ok”. So they worked every day and every nigh till it was fixed again. The next Month came and thats when Kaylee became friends with the crew and got to be in the crew. With Dante, Caiden, and Micah.

Organization/Purpose: 2

- There may be an inconsistent plot, and/or flaws may be evident
- Unevenly or minimally establishes a setting, develops narrator and/or characters
- Adequate use of transitional strategies to clarify the relationships between and among ideas (“But,” “So when they were doing the mouth,” “The next day,” “Then,” “So,” “the next Month came”)
- Weak or uneven sequence of events
- Opening (“One day Dante, Caiden, and Micah were building a robot that could talk.”) is adequate and closure (“The next Month came and thats when Kaylee became friends with the crew and got to be in the crew. With Dante, Caiden, and Micah.”) is weak

Evidence/Elaboration: 2

- Experiences, characters, setting, and events are unevenly developed
- Connections to source materials may be ineffective/vague. The kids are working on an invention and Kaylee doesn't want to help initially. (“One day Dante, Caiden, and Micah were building a robot that could talk. But Kaylee didnt want them to build it.”)
- Narrative techniques are uneven and inconsistent; some dialogue used. Details and descriptions are mostly basic.
- Partial or weak use of sensory (“she threw a cup of water at the robot...”), concrete, and figurative language that may not advance the purpose; majority of response contains grade-level word usage
- Inconsistent or weak attempt to create appropriate style

Conventions: 2

- Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling

Grade 4 Narrative #8

2/2/1

Think about what it would be like if you and some friends tried to build a new invention. Kaylee is a neighbor who wants to help you build the new invention.

Write a narrative for your teacher that shows how Kaylee becomes involved in building the new invention. Be sure to include narrative elements such as description, sensory details, and dialogue. Use details from the passage in your narrative.

Kaylee becomes involved with her friends and neighbors clean their rooms. First they were doubtful that they could do it. Then they started brainstorming ideas about what the robot could do.

The robot could clean their rooms. First, it would pick up the clothes on the floor with the robotec arm. Next, the robot would vacuum the room and dust and clean. Finally, it wouldn't have to yell at them to clean their rooms.

Kaylee and her neighbors worked on the robot for 3 weeks and all the work paid off for her neighborhood.

Organization/Purpose: 2

- There may be an inconsistent plot, and/or flaws may be evident
- Unevenly or minimally establishes a setting, develops narrator and/or characters
- Uneven use of appropriate transitional strategies and/or little variety ("First," "Then," "Next," "Finally")
- Weak or uneven sequence of events
- Opening ("Kaylee becomes involved with her friends and neighbors clean their rooms") and closure ("Kaylee and her neighbors worked on the robot for 3 weeks and all the work paid off for her neighborhood") are weak

Evidence/Elaboration: 2

- Experiences, characters, setting, and events are unevenly developed
- Connections to source materials may be ineffective, awkward or vague and may/may not interfere with the narrative ("First they were doubtful that they could do it" could be a loose reference to the passage when Kaylee doubted that the group of kids could get the rocket to fly, but it is a little unclear.)
- Narrative techniques are uneven and inconsistent; no dialogue present; some details and descriptions ("First, it would pick up the clothes on the floor with the robotec arm.")
- Partial or weak use of sensory, concrete ("robotec arm"), and figurative language that may not advance the purpose
- Inconsistent or weak attempt to create appropriate style

Conventions: 1

- Limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling
 - Spelling: “becomes,” “inuolued,” “cleen,” “robotic,” “uacuum,” “clust,” “clend,” “Finnly,” “gell,” “wored,” “worlc,” “neighborhoed”
 - First sentence is incomplete; it either has a dropped word/words or “with” should be “when”
 - Overall, errors impede the reader’s ability to read the response

Grade 4 Narrative #9

2/1/2

Think about what it would be like if you and some friends tried to build a new invention. Kaylee is a neighbor who wants to help you build the new invention.

Write a narrative for your teacher that shows how Kaylee becomes involved in building the new invention. Be sure to include narrative elements such as description, sensory details, and dialogue. Use details from the passage in your narrative.

Building things is funner than not building things.

Building gives you alot of exrercise. It makes you sweat by moving around. Also by being in the sun. And staying outside all day.

It increases your building skills. The more you build the more you know. Next time you can build somthing better. Makes you better at building

It gives you knoledge. By looking and remembering what you saw. Also by building more. And listening to the instructions

Organization/Purpose: 2

- There may be an inconsistent plot, and/or flaws may be evident; minimally addresses the prompt by providing a response focused on building things
- Unevenly or minimally establishes a setting, develops narrator and/or characters
- Uneven use of appropriate transitional strategies and/or little variety (“Also,” “Next time”)
- Weak or uneven sequence of events; response is focused on the benefits of building things in general
- Opening (“Building things is funner than not building things”) is weak and closing is missing

Evidence/Elaboration: 1

- Experiences, characters, setting, and events may be vague, lack clarity, or confusing
- Connections to source materials are not evident; no characters or details from the passage used
- Use of narrative techniques may be minimal, absent, incorrect, or irrelevant; no dialogue; basic vocabulary words used throughout response
- May have little or no use of sensory, concrete, or figurative language; language does not advance and may interfere with the purpose
- Little or no evidence of appropriate style

Conventions: 2

Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling

- Grammar error (“funner”)

- Sentence fragments (“Also by being in the sun,” “And staying outside almost all day,” “Makes you better at building,” “By looking and remembering what you saw,” “Also by building more,” “And listening to the instructions”)
- Spelling (“exrisice,” “knowledge”)

Note: Multiple categories of errors, but for each error the student has demonstrated multiple examples of proper grammar, sentence formation, and spelling elsewhere in the response.

Grade 4 Narrative #10

1/1/2

Think about what it would be like if you and some friends tried to build a new invention. Kaylee is a neighbor who wants to help you build the new invention.

Write a narrative for your teacher that shows how Kaylee becomes involved in building the new invention. Be sure to include narrative elements such as description, sensory details, and dialogue. Use details from the passage in your narrative.

Me and my friend would build a rocket ship. It would be like a real rocket ship. We probably would blast it off.

Purpose/Organization: 1

- There is little or no discernible plot or there may just be a series of events
- Brief with little to no attempt to establish a setting, narrator and/or characters; no setting introduced. "Me and my friend" are the characters (no names given).
- No appropriate transitional strategies evident
- Little or no organization of an event sequence
- Opening is weak ("Me and my friend would build a rocket ship"), and closure may be missing

Evidence/Elaboration: 1

- Experiences, characters, setting, and events may be vague, lack clarity, or confusing
- Connections to source materials, if evident, may detract from the narrative; only loose connection to the passage is the presence of a rocket ship in the response
- Use of narrative techniques may be minimal, absent, incorrect, or irrelevant; no dialogue; lacking details and descriptions
- May have little or no use of sensory, concrete, or figurative language; language does not advance and may interfere with the purpose
- Little or no evidence of appropriate style

Conventions: 2

- Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling
 - Grammar: "Me and my friend" instead of "My friend and I"

Grade 4 Narrative #11

1/1/1

Think about what it would be like if you and some friends tried to build a new invention. Kaylee is a neighbor who wants to help you build the new invention.

Write a narrative for your teacher that shows how Kaylee becomes involved in building the new invention. Be sure to include narrative elements such as description, sensory details, and dialogue. Use details from the passage in your narrative.

if i was to be abel to builed a roket and kaylee was a new girl i would let her help because if I did't then i would be a mean person and i am not mean so thats why i will let kaylee builed something with me and my friends and you are always soppoused to be nice to new people because if you dont who will show them around the block and show them where every thing is thats being a nice people .

Organization/Purpose: 1

- There is little or no discernible plot or there may just be a series of events; response begins with the main focus of building a rocket, then it shifts to being a nice person
- May be brief or there is little to no attempt to establish a setting, narrator, and/or characters
- Few or no appropriate transitional strategies may be evident
- Little or no organization of an event sequence; frequent extraneous ideas and/or a major drift may be evident
- Opening and/or closure may be missing

Evidence/Elaboration: 1

- Experiences, characters, setting, and events may be vague, lack clarity, or confusing
- Connections to source materials, if evident, may detract from the narrative; mentions Kaylee but doesn't develop a focused narrative showing how she is involved with the student's invention
- Use of narrative techniques may be minimal, absent, incorrect, or irrelevant; lacks dialogue, details, and descriptions
- May have little or no use of sensory, concrete, or figurative language; language does not advance and may interfere with the purpose
- Little or no evidence of appropriate style

Conventions: 1

Limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling. Entirety of response is one run-on sentence with a variety of errors that are not significant enough to go all the way down to a 0. Demonstrates partial command.

Grade 4 Narrative #12

1/1/0

Think about what it would be like if you and some friends tried to build a new invention. Kaylee is a neighbor who wants to help you build the new invention.

Write a narrative for your teacher that shows how Kaylee becomes involved in building the new invention. Be sure to include narrative elements such as description, sensory details, and dialogue. Use details from the passage in your narrative.

Me and Kaylee want to a new stat then kaylee cumd up with a good ider so we made it we sold it and a prft so we made and sold it and hade loat of plope bot it me and Kaylee help me out and we are rile good fens

Organization/Purpose: 1

- There is little or no discernible plot or there may just be a series of events
- May be brief or there is little to no attempt to establish a setting, narrator, and/or characters
- Few or no appropriate transitional strategies may be evident
- Little or no organization of an event sequence; frequent extraneous ideas and/or a major drift may be evident
- Opening and/or closure may be missing

Evidence/Elaboration: 1

- Experiences, characters, setting, and events may be vague, lack clarity, or confusing
- Connections to source materials, if evident, may detract from the narrative; Kaylee is present in the response, but her role is unclear
- Use of narrative techniques may be minimal, absent, incorrect, or irrelevant
- May have little or no use of sensory, concrete, or figurative language; language does not advance and may interfere with the purpose
- Little or no evidence of appropriate style

Conventions: 0

- Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling
 - Response is a run-on sentence with many errors in spelling, verb tense, and punctuation.
 - Overall, the errors certainly impede the reader's ability to comprehend the response.