

## **PLACING STUDENTS INTO THE PROGRAM**

Students should begin this unit by writing a story in response to a prompt. This writing sample can be used as the placement test as well as the pretest. You score the samples with a rubric (provided for narrative) that considers the following elements: organization, content, style, and mechanics.

A perfect score is 100 points. If your students score 20-95 points, they have the necessary preskills to participate in the unit.

### **Guidelines for placement:**

- 0-19 points: The student may not function well at the level tested. If, because of class organization, the student must be placed in this level, they will require accommodation and assistance.
- 20-95 points: The student is properly placed and will benefit from instruction at the level tested.
- 96-100 points: The student may have skills exceeding those taught at the level tested. If, because of class organization, the student must be placed in this level, they can still benefit from participation in this level of the program. Additional challenges can be added by making adjustments on the rubric for what is required of this student. For example, if the rubric requires students to use simile, metaphor, onomatopoeia, personification, and alliteration to enhance the story, the higher performing students can be required to add symbolism to their story.

After students have completed the placement test and you know they are appropriately placed, you are ready to begin the lessons

## GETTING READY TO START

The pretest should be used to determine if your students are working at the Intermediate 2 level of Narrative Writing. This pretest should be administered and scored before you introduce this unit.

Preparation: Each student will need lined paper and a folder with two pockets to use as a writing portfolio in which to keep writing assignments.

### Introducing Narrative Writing

For the next several weeks the class will be learning how to write a narrative. A narrative is a story. What is a word that means story? *Narrative.*

We are going to have fun together as you learn how to write different forms of stories.

Sometimes authors work with others to produce a piece of writing. This kind of writing is called a collaborative writing project. What is it called when authors work together to produce a piece of writing? *A collaborative writing project.*

Authors who work together enjoy sharing their ideas. Sometimes we will work as a collaborative group to write a class narrative. When we write a collaborative narrative, I will write our ideas and the narrative on chart paper or on the Smart Board. Everyone will contribute ideas to the class story. (Note: Writing can be word processed using a computer and a Smart Board.)

Sometimes authors work alone. After we work collaboratively, you will produce a narrative of your own.

For the next several lessons, you will learn about two different kinds of stories: sports narratives and time warp narratives. What are two different kinds of stories? Ideas: *Sports narratives and time warp narratives.*

When you write a sports story, the main character you write about will be an athlete with some type of obstacle or challenge. The story will be about what the athlete does to overcome their challenge. The end of a sports story tells how the main character's challenge was overcome.

Let's review what we know about a sports narrative. In a sports narrative, the main character or athlete will have an... *obstacle or challenge.*

The story will be about what the athlete does to... *overcome the challenge.*

The end of a sports story tells how the main character's challenge was... *overcome.*

When you write a time warp narrative, you write a story about something that happens in another location in a past or future time. You tell about the characters' experiences in a way that indicates they are in another place in the past or future and then return to the present at the end of the story. Explain what you do when you write a time warp narrative. Ideas: *You write a story about the characters' experiences in a way that indicates they are in another place in the past or the future and then return to the present at the end of the story.*

Some time warp narratives are problem-centered. In a problem-centered time warp narrative, you tell about a problem that the characters had, their attempts to solve it, and how their problem was finally solved. Can a time warp narrative be problem-centered? *Yes.*

## **OBTAINING A BEGINNING WRITING SAMPLE—PRETEST**

### **Administering the Pretest**

**PREPARATION:** Write or display the following writing prompt on the board: Write a story describing an athlete in a sport of your choice who has a challenge they must overcome. Be sure to describe what the athlete's challenge is and include how the challenge was overcome.

(Explain to students that before they learn about writing narratives, you would like to have a sample of their writing. Tell them you will save these samples so you and they can see how their writing improves as they learn more about narrative writing.

Read aloud the writing prompt on the board. Ask students to think about the sport they would like to write about. Will their main character, the athlete, be a male or a female? What age? What will their challenge or obstacle be? How will they overcome it? Will they get advice or guidance from their family, friends, a coach? After they overcome their challenge, how do they feel?

Ask students to write a sports story on lined paper, telling about an athlete in a specific sport who faces a challenge they must overcome and how they end with success. Remind them to give their story a title.

Allow students sufficient time to write their story. Ask them to edit, proofread, and write a final copy of the story. Use the rubric and scoring guide found on the next page to evaluate each student's writing. Staple the rubric to each student's piece of writing. Keep the writing sample and the scoring rubric for comparison at the end of the unit.)

### **Scoring the Pretest**

For each element:

Give a score of 0 if there is no evidence of the element.

Give a score of 1 for each element at the emerging level.

Give a score of 2-3 for each element at the basic level.

Give a score of 4 for each element at the proficient level based on the state curriculum or Common Core State Standards.

Give a score of 5 for each element at the advanced level.

Total the scores for each individual element. Place students according to the guidelines for placement found on page 11.

Name \_\_\_\_\_ Date \_\_\_\_\_

**RUBRIC**

Pretest

Posttest

**Scoring the Sample**

- Give the student a score of 0 if there is no evidence of the element.
- Give the student a score of 1 for each element at the emerging level.
- Give the student a score of 2-3 for each element at the basic level.
- Give the student a score of 4 for each element at proficient level.
- Give the student a score of 5 for each element at the advanced level.

<b>Evaluating the Elements of a Piece of Narrative Writing</b>	
<b>The author of this sports narrative...</b>	<b>Points Earned</b>
<b>Organization</b>	
Writes an attention-grabbing title related to the story.	
Introduces the main character and setting at the beginning of the story.	
Writes several related paragraphs about the development of the character's talent (middle).	
Writes a concluding paragraph that provides a denouement (outcome).	
Follows a chronological sequence of events.	
<b>Content</b>	
Includes details about the setting and information about the sport that are accurate.	
Develops the athlete's character by describing their physical appearance, personality, and role models that are realistic.	
Develops a plot that includes the discovery of the talent, obstacles, how they were overcome, and sacrifices.	
Develops a plot that includes the concepts of acceptance and encouragement.	
Presents an ending where the athlete achieves their goal with a statement of feeling.	
<b>Style</b>	
Maintains an appropriate balance between narrative and dialogue.	
Maintains a consistent point of view.	
Uses a variety of sentence structures (simple, compound, complex).	
Uses descriptive language to bring characters and setting to life (for example: adjectives, adverbs).	
Uses figurative language to enhance the story (simile, metaphor, onomatopoeia, personification, alliteration)	
<b>Mechanics</b>	
Indents paragraphs. Indents each time there is a new speaker.	
Capitalizes and punctuates dialogue correctly.	
Capitalizes and punctuates narrative correctly.	
Uses conventional spelling at a developmentally appropriate level.	
Uses standard English usage (grammar).	
<b>Total Points</b>	