

For example, when a student sees that they received a 0 under Style in the fifth box which represents “Uses figurative language (similes, onomatopoeia, alliteration)” from the scoring rubric, they can add figurative language to their piece of writing to earn points for this line item. Often, students do not earn points because they fail to refer to the grading rubric while they are writing and editing.

Review/Remediate/Reteach

Once all scores are transcribed onto the Class Summary Sheet, highlight any scores below a 4 indicating areas below proficient. Analyze if the highlighted scores indicate individual students needing review or remediation (horizontal highlights) or if there are elements where a significant number of your students all appeared to struggle (vertical highlights). Some schools use the gauge of one-third or more of the students in a vertical column, whereas others make their cut-off at one-fourth or more of the students. Numerous highlights in a vertical column indicate that reteaching of that writing element is needed.

Rewrite

When students are not proficient in an area of writing, they should be given the opportunity to rewrite their paragraph or passage to improve upon their writing. The students who turn in a rewritten posttest will have the below proficient area scored and added in to the areas that were already proficient or above to get a new total score (see the following example). The two scores are then averaged for the student’s final grade. Some schools choose to give students the higher mark.

Module Level	Narrative Intermediate 1	Class Summary Sheet										Teacher Grade	Mr. Lee 5									
Scoring Criteria	Organization	Content					Style					Mechanics	Total									
Highlight scores 0, 1, 2, 3	0: Element not present 1: Emergent Level 2 or 3: Basic Level 4: Proficient Level 5: Advanced Level	0: Element not present 1: Emergent Level 2 or 3: Basic Level 4: Proficient Level 5: Advanced Level					0: Element not present 1: Emergent Level 2 or 3: Basic Level 4: Proficient Level 5: Advanced Level					0: Element not present 1: Emergent Level 2 or 3: Basic Level 4: Proficient Level 5: Advanced Level	80% = Mastery									
Student Name																						
Lara Smoots	5	5	5	5	4	3	2	5	3	4	4	5	2	5	5	0	4	5	4	4	5	80
Rewrite						4	3		4				3			3	5					92
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Celebrate

As you can see, giving the students the opportunity to rewrite their posttests allows them to complete the task with success and you, as the teacher, to have recorded data points showing that your students have mastered the content and met the required content standards.

PLACING STUDENTS INTO THE PROGRAM

Students should begin each unit by writing a passage 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 each form of writing) 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 more than one attempt to solve a problem, the higher performing students can be required to provide two or more.

After students have completed the placement test and you know they’re 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 level of Narrative Writing. A pretest should be administered and scored before you introduce this unit.

Each student will need lined paper and a folder to use as a writing portfolio in which to keep writing assignments.

Introducing Narrative Writing

(Explain what the class will be doing during this Narrative Writing unit.) **For the next several weeks the class will be working to learn how to write a narrative. A narrative is a story. What is a word that means story?** *Narrative.*

We're 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 cooperative writing project. What is it called when authors work together to produce a piece of writing? *Cooperative writing.*

Authors who work together enjoy sharing their ideas. Sometimes we will work as a cooperative group to write a class narrative. When we do a cooperative piece of writing, I'll write our ideas and the piece of writing 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 cooperatively, you'll produce a narrative of your own.

For the next several lessons, you will learn about two different kinds of stories: problem-centered narratives and personal narratives. What are two different kinds of stories? *Ideas: Problem-centered narratives; personal narratives.*

When you write a problem-centered narrative, the characters you write about will have a problem. The story will be about what the characters do to solve their problem. The end of a problem-centered story tells how the characters' problem was solved.

Let's review what we know about a problem-centered narrative. In a problem-centered narrative, the characters will have a... *problem.*

The story will be about what the characters do to... *solve their problem.*

The end of a problem-centered story tells how the characters' problem was... *solved.*

When you write a personal narrative, you write a story about something that happened to you. You tell about your own experiences. Explain what you do when you write a personal narrative. *Ideas: You write a story about something that happened to you; I tell about my own experiences.*

Some personal narratives are problem-centered. In a problem-centered personal narrative, you tell about a problem that you had, what you did to solve it, and how your problem was solved. Can a personal narrative be problem-centered? *Yes.*

OBTAINING A BEGINNING WRITING SAMPLE—PRETEST

Administering the Pretest

PREPARATION: Write or display the following starter on the board: Imagine you are helping your neighbor clean out a closet. She says to put everything in a bag for trash pickup. At the back of the closet, you see a small gold bottle with a cork in it. Your neighbor says you may keep the bottle. Later at home, you pull out the cork, and a genie rises from the bottle. He says you can have one wish. Tell what your wish would be. Write a story to tell what happens after you make your wish.

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

Read aloud the starter on the board. Ask students to think about the problems they might have deciding on one wish. Would they let their family or friends help them decide? After they make the wish, are they happy with what happens? Are there any unexpected consequences? What would they do with the bottle after their wish is granted?

Ask students to write a problem-centered story on lined paper, telling what happened when they made the one wish granted by the genie. 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 following 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 9.

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.

Evaluating the Elements of a Piece of Narrative Writing	
The author of this problem-centered story...	Points Earned
Organization	
Has an introductory paragraph (beginning).	
Uses several related paragraphs to develop the plot (middle).	
Has a concluding paragraph that provides a resolution to the problem (ending).	
Follows a logical sequence of events.	
Has an attention-grabbing title related to the story.	
Content	
Includes details about the setting (where and when the story takes place).	
Develops the characters by describing both physical appearance and personality traits.	
The problem is clear to the reader.	
Presents more than one attempt to solve the problem.	
Presents a logical and reasonable solution to the problem that fits the story.	
Style	
Uses temporal transition words to develop the chronological sequence of the story.	
Uses descriptive words to bring characters and setting to life.	
Maintains a balance between narrative and dialogue.	
Uses a variety of sentence structures.	
Uses figurative language (similes, onomatopoeia, alliteration).	
Mechanics	
Uses correct capitalization in direct quotations.	
Uses quotation marks to indicate that someone is speaking.	
Uses commas and other punctuation correctly in direct quotations.	
Uses conventional spelling at a developmentally appropriate level.	
Uses correct punctuation (appropriate end marks, use of commas)	
Total Points	