Reading Street Common Core Writing to Sources makes fact-finding fun! Students substantiate their claims and communicate in writing what they have learned from one text and then from other related texts.

Reading Street Common Core Writing to Sources encourages students to collaborate and share their growing knowledge with peers, adding quality experiences in the art of using text-based evidence.

Reading Street Common Core Writing to Sources provides more practice with all modes of writing—argument, informative/explanatory, and narrative—and connects to the Common Core State Standards.

Reading Street Common Core Writing to Sources gives students opportunities to complete Performance Tasks by writing in response to what they read and collaborating with others.

Reading Street Common Core Writing to Sources offers you an alternative approach to writing tasks on Reading Street!

1 Write Like a Reporter
   Write to one source.
   Students respond to the main selection by citing evidence from the text.

2 Connect the Texts
   Write to two sources.
   Students respond to the main and paired selections by citing evidence from the texts.

3 Prove It! Unit Writing Task
   Write to multiple sources.
   Students analyze multiple sources within a unit and cite evidence from the texts.

4 More Connect the Texts
   Additional lessons specific to writing forms within all modes of writing—argument, informative/explanatory, and narrative—are included.
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### Unit 1 Writing Focus: Narrative

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  - **Week 1** When Charlie McButton Lost Power
  - **Week 2** What About Me?
  - **Week 3** Kumak’s Fish
  - **Week 4** Supermarket
  - **Week 5** My Rows and Piles of Coins
- **Prove It! Unit Writing Task**

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### Unit 2 Writing Focus: Argumentative

- **Write Like a Reporter/Connect the Texts**
  - **Week 1** Penguin Chick
  - **Week 2** I Wanna Iguana
  - **Week 3** Prudy’s Problem and How She Solved It
  - **Week 4** Tops & Bottoms
  - **Week 5** Amazing Bird Nests
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### Unit 3 Writing Focus: Informative/Explanatory

- **Write Like a Reporter/Connect the Texts**
  - **Week 1** How Do You Raise a Raisin?
  - **Week 2** Pushing Up the Sky
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  - **Week 4** A Symphony of Whales
  - **Week 5** Around One Cactus
- **Prove It! Unit Writing Task**

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### Unit 4 Writing Focus: Narrative

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  - **Week 1** The Man Who Invented Basketball
  - **Week 2** Hottest, Coldest, Highest, Deepest
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  - **Week 4** Jalapeño Bagels
  - **Week 5** Me and Uncle Romie
- **Prove It! Unit Writing Task**

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  - **Week 2** Happy Birthday Mr. Kang
  - **Week 3** Talking Walls: Art for the People
  - **Week 4** Two Bad Ants
  - **Week 5** Atlantis: The Legend of a Lost City
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Write Like a Reporter
Narrative Paragraph

Student Prompt  Reread pp. 41–43 of When Charlie McButton Lost Power. Make inferences about the characters Charlie and Isabel Jane based on evidence in the text. Use these inferences as you write a story about Charlie and Isabel Jane and what they do together the next day. Make sure the events in your story follow logically from the events in the poem.
Write Like a Reporter

Narrative Paragraph

Student Prompt, p. 6  Reread pp. 41–43 of When Charlie McButton Lost Power. Make inferences about the characters Charlie and Isabel Jane based on evidence in the text. Use these inferences as you write a story about Charlie and Isabel Jane and what they do together the next day. Make sure the events in your story follow logically from the events in the poem.

Writing to Sources  Explain to students that an inference is a conclusion we draw based on information we find in a text. Point out that to make and support valid inferences about the characters in When Charlie McButton Lost Power, students will need to reread the text, looking closely at what the author has the characters say and do. Tell students they should use their inferences to support their characterizations as they write a new narrative that extends the storyline.

Students’ stories should:

• show knowledge of the poem’s characters, setting, and plot
• develop imagined experiences in a clear event sequence
• use dialogue and descriptions to show responses of characters to a new situation
• demonstrate strong command of the conventions of standard written English

@ Common Core State Standards

Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Student Prompt  Look back at When Charlie McButton Lost Power and “How a Kite Changed the World.” Imagine that Charlie McButton meets Benjamin Franklin. What do you think Charlie would say to Franklin? Use evidence from both texts, as well as inferences you have made about both characters, to write a story about their meeting. Include a conversation in which Charlie tells why electricity is important to him and Franklin responds.
Connect the Texts

Narrative Conversation

Student Prompt, p. 8 Look back at *When Charlie McButton Lost Power* and “How a Kite Changed the World.” Imagine that Charlie McButton meets Benjamin Franklin. What do you think Charlie would say to Franklin? Use evidence from both texts, as well as inferences you have made about both characters, to write a story about their meeting. Include a conversation in which Charlie tells why electricity is important to him and Franklin responds.

Writing to Sources Discuss students’ inferences about Charlie McButton and Benjamin Franklin. Ask students to cite evidence from the texts that supports their inferences and proves they are valid. Suggest that students listen to real conversations to use as models for the imagined conversation they write in their narrative.

4-point Narrative Writing Rubric

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**Common Core State Standards**

Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Write Like a Reporter

Narrative Paragraph

**Student Prompt**  Reread pp. 73–75 of *What About Me?* Use what you read and inferred from the text about these characters and events to write a story in which the merchant’s daughter is the main character. Tell about what she is doing before the young man comes to her village and what happens after she goes with him to the other village.
Write Like a Reporter

Narrative Paragraph

Student Prompt, p. 10  Reread pp. 73–75 of *What About Me?* Use what you read and inferred from the text about these characters and events to write a story in which the merchant’s daughter is the main character. Tell about what she is doing before the young man comes to her village and what happens after she goes with him to the other village.

Writing to Sources   Remind students that they will need to look closely at the words and the phrases the author uses in order to make inferences about the characters’ personalities and feelings. Students can use these inferences to ensure that the characters act and talk in their story as they did in the fable. Discuss with students the events from the fable that will occur in the middle part of their story.

Students’ stories should:

- show knowledge of the fable’s characters and plot
- combine events from the fable with imagined events in a new event sequence
- use dialogue and descriptions to develop new events in the plot
- demonstrate strong command of the conventions of standard written English

Common Core State Standards

Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Connect the Texts

Narrative Fantasy

**Student Prompt** Look back at *What About Me?* and “How the Desert Tortoise Got Its Shell.” How do the young man and Desert Tortoise use cooperation to get what they want? Write a fantasy in which the young man and Desert Tortoise work together to achieve a goal. Use evidence from both texts, as well as your inferences about both characters, as you write your fantasy.
Connect the Texts

Narrative Fantasy

Student Prompt, p. 12 Look back at What About Me? and “How the Desert Tortoise Got Its Shell.” How do the young man and Desert Tortoise use cooperation to get what they want? Write a fantasy in which the young man and Desert Tortoise work together to achieve a goal. Use evidence from both texts, as well as your inferences about both characters, as you write your fantasy.

Writing to Sources Discuss details in both texts and inferences students made about the two characters. Have students cite evidence from the texts that supports their inferences. Ask them how they can use the details and inferences when planning their fantasy. If necessary, brainstorm possible events for the new story about the young man and Desert Tortoise and list the events on the board.

4-point Narrative Writing Rubric

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Common Core State Standards

Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Write Like a Reporter
Narrative Paragraph

Student Prompt  Reread pp. 108–113 of Kumak’s Fish. How do you know that this story is a tall tale? Look for evidence in this part of the text. Then rewrite this part so that the story is realistic fiction and not a tall tale.

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Write Like a Reporter

Narrative Paragraph

Student Prompt, p. 14 Reread pp. 108–113 of Kumak’s Fish. How do you know that this story is a tall tale? Look for evidence in this part of the text. Then rewrite this part so that the story is realistic fiction and not a tall tale.

Writing to Sources Review the similarities and differences between tall tales and realistic fiction with students. Suggest that when they look for words and events that identify the text as a tall tale, they list what they find. This will help them recognize what they need to change as they rewrite the last six pages to make the tall tale into realistic fiction.

Students’ revised story parts should:
- reveal their understanding of the differences between tall tales and realistic fiction
- use details, dialogue, and descriptions to develop the story events
- provide a sense of closure
- demonstrate strong command of the conventions of standard written English

© Common Core State Standards

Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
**Student Prompt** Look back at *Kumak’s Fish* and “How to Catch a Fish.” Imagine Kumak and Vicki Edwards go fishing together. Use evidence from both texts, as well as inferences you made about both characters, to write a story about what happens. Include a conversation in which they talk about their favorite fishing methods.
Connect the Texts

Narrative Story

Student Prompt, p. 16  Look back at Kumak’s Fish and “How to Catch a Fish.” Imagine Kumak and Vicki Edwards go fishing together. Use evidence from both texts, as well as inferences you made about both characters, to write a story about what happens. Include a conversation in which they talk about their favorite fishing methods.

Writing to Sources  Point out that to make and support valid inferences about the characters in the two selections, students will need to reread the texts, looking closely at what the authors have the characters say and do. Tell students they should use their inferences to support their characterizations. Remind them to look for details about fishing methods to use in their stories.

4-point Narrative Writing Rubric

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Write Like a Reporter

Narrative Paragraph

**Student Prompt**  Reread pp. 141–145 of *Supermarket*. Write a realistic story in which you shop at this supermarket. Tell what you buy in each section of the supermarket featured on these pages. Use details from the text and illustrations in your story. Include sensory details to help readers better visualize the experience.
Write Like a Reporter

Narrative Paragraph

Student Prompt, p. 18  Reread pages 141–145 of Supermarket. Write a realistic story in which you shop at this supermarket. Tell what you buy in each section of the supermarket featured on these pages. Use details from the text and illustrations in your story. Include sensory details to help readers better visualize the experience.

Writing to Sources  Remind students that a narrative recounts events in a clear sequence. Point out that they are to use the text organization of the selection to organize the sequence of events in their story. Suggest that they use time-order words to make the sequence clear and selection and sensory details to make the events realistic.

Students’ stories should:
- use the setting of the selection as their story setting
- recount events in a clear sequence
- use time-order words and phrases to signal event order and descriptive details to develop experiences and events
- demonstrate strong command of the conventions of standard written English

Common Core State Standards

Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Connect the Texts
Narrative Fantasy

**Student Prompt** Review “Money from Long Ago” and the items that were once used as money. Write a fantasy about a supermarket that accepts those items as money instead of bills and coins. Use details from *Supermarket* to describe the setting. Tell what happens when people try to buy things at this store.
**Connect the Texts**

**Narrative Fantasy**

**Student Prompt, p. 20** Review “Money from Long Ago” and the items that were once used as money. Write a fantasy about a supermarket that accepts those items as money instead of bills and coins. Use details from *Supermarket* to describe the setting. Tell what happens when people try to buy things at this store.

**Writing to Sources** Suggest that as students review the texts, they take notes about the supermarket and the items once used as money. They will use these details as they write their fantasy. Remind students that a fantasy has characters, settings, and/or events that do not exist or occur in real life.

**4-point Narrative Writing Rubric**

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© Common Core State Standards

**Writing 3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Write Like a Reporter

Narrative Paragraph

**Student Prompt** Reread pp. 180–181 of *My Rows and Piles of Coins*. Imagine a scene in which Yeyo and Murete plan the surprise for Saruni. Use text details and your inferences about these characters as you write the dialogue and narration for the scene.

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Write Like a Reporter

Narrative Paragraph

Student Prompt, p. 22  Reread pp. 180–181 of My Rows and Piles of Coins. Imagine a scene in which Yeyo and Murete plan the surprise for Saruni. Use text details and your inferences about these characters as you write the dialogue and narration for the scene.

Writing to Sources  Remind students that dialogue reveals details about characters and plot through conversation, and narration gives details that cannot be given in dialogue. Have students review the text, looking for details about the two characters that will help them write their story scene.

Students’ scenes should:
• show knowledge of the story’s characters and plot
• fit logically into the established plot
• use dialogue and narration to reveal characters’ thoughts and feelings and advance the plot
• demonstrate strong command of the conventions of standard written English

Common Core State Standards
Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Connect the Texts
Narrative Dialogue

**Student Prompt** Imagine that you and Saruni from *My Rows and Piles of Coins* are friends. Write a story in which Saruni asks you how he can save money to buy a cart. What advice would you give him? Use information from the Web site in “Learning About Money.”
Connect the Texts

Narrative Dialogue

Student Prompt, p. 24 Imagine that you and Saruni from My Rows and Piles of Coins are friends. Write a story in which Saruni asks you how he can save money to buy a cart. What advice would you give him? Use information from the Web site in “Learning About Money.”

Writing to Sources Have students return to the texts, looking for details about the character and events in the story and for information about saving on the Web site. Point out that students will use the details and information in their story. Suggest that they use dialogue they see in the story as a model for any dialogue they decide to write.

4-point Narrative Writing Rubric

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© Common Core State Standards

Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Academic Vocabulary

A personal narrative is a first-person account in which the writer tells about an event, incident, or experience in his or her own life.

ELL

Introduce Genre Write personal on the board and explain that this word describes anything relating to an individual or a person. Write narrative and explain this is another word for story. Help students understand that a personal narrative is simply a story about the writer. Discuss with students the key features of a personal narrative that appear on this page.

Achieving a Goal

Personal Narrative

In this unit, students have read examples of narrative writing, including a poem, a fable, a thank-you note, a description, and realistic fiction, and have had the opportunity to write in this mode. Remind students of texts and writing tasks (such as Write Like a Reporter and Connect the Texts) in which they have encountered and practiced narrative writing.

Key Features of a Personal Narrative

- tells about an experience
- organizes events in a sequence that unfolds naturally
- includes the writer’s actions, thoughts, feelings, and opinions about the experience
- uses time-order words and phrases to signal event order
- provides descriptive details that make the experience vivid for readers
- uses the first-person pronouns I, me, and my or we, us, and our
- provides a sense of closure

Writing Task Overview

Each unit writing task provides students with an opportunity to write to sources. To successfully complete the task, students must analyze, synthesize, and evaluate multiple complex texts and create their own written response.

Achieving a Goal

Part 1: Students will read and take notes on the selected sources. They will then respond to several questions about these sources and discuss their written responses with partners or in small groups.

Part 2: Students will work individually to plan, write, and revise their own personal narrative.

Scorable Products: evidence-based short responses, personal narrative
Achieving a Goal: Writing Task – Short Response

Teacher Directions:

1. **Introduce the Sources** Refer students to the following texts in the Student Edition:
   
   1. *What About Me?*, pp. 64–77
   2. *Kumak’s Fish*, pp. 98–113
   
   Explain to students that they will need to draw evidence and support from the texts above in order to answer evidence-based short response questions and to write a personal narrative. Students should take notes and categorize information as they closely reread the texts. Students should be given paper or a relevant graphic organizer from the TR DVD for note-taking.

2. **Provide Student Directions and Scoring Information (p. 30)** Answer any task-related questions students may have. If necessary, provide additional paper for students to write their responses.

3. **Initiate the Writing Task** If you are timing this part of the task, you may wish to alert students when half the allotted time has elapsed and again when 5 minutes remain.

4. **Facilitate Collaboration** After students have completed their written responses to the evidence-based short response questions, assign partners or small groups and have them discuss their responses. If students struggle to work together productively, provide them with tips and strategies for expressing their ideas and building on others’.

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**Common Core State Standards**

- **Writing 3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **Writing 8.** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. **Speaking/Listening 1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. (Also Writing 3.a., Writing 3.b., Writing 3.c., Writing 3.d.)
Scoring Information
Use the following 2-point scoring rubrics to evaluate students’ answers to the evidence-based short response questions.

1. Compare characters’ goals and ways they achieve those goals. How are the goals and the ways the characters achieve them similar and different?

Analysis Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2     | The response:  
• demonstrates the ability to analyze similarities and differences among the texts  
• includes specific details that make reference to the texts |
| 1     | The response:  
• demonstrates a limited ability to analyze similarities and differences among the texts  
• includes some details that make reference to the texts |
| 0     | A response receives no credit if it demonstrates no ability to analyze similarities and differences among the texts or includes no relevant details from the texts. |

2. If you were telling about what is involved in achieving a goal, what would you say? Cite examples from the texts of what the characters do.

Synthesis Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2     | The response:  
• demonstrates the ability to synthesize information from the sources in order to describe how to achieve a goal  
• includes specific details that make reference to the texts |
| 1     | The response:  
• demonstrates a limited ability to synthesize information from the sources in order to describe how to achieve a goal  
• includes some details that make reference to the texts |
| 0     | A response receives no credit if it demonstrates no ability to synthesize information from the sources or includes no relevant details from the texts. |
3. Prepare questions that could be used to evaluate whether a goal has been successfully achieved. Use the questions to rate the efforts of each of the main characters in the three texts. Cite examples from the texts.

<table>
<thead>
<tr>
<th>Evaluation Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
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<td></td>
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<tr>
<td>1</td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

© Common Core State Standards

Writing 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Achieving a Goal
Writing Task – Short Response

**Student Directions:**

**Your assignment** You will reread several selections from Unit 1 and take notes on these sources. Then you will answer three questions about these materials. You may refer to your notes or to any of the sources as often as you like.

**Sources**

1. *What About Me?*, pp. 64–77
2. *Kumak’s Fish*, pp. 98–113

Be sure to read closely and take good notes. Your sources and notes will be the basis for writing your own personal narrative in the second part of this writing task.

**Evidence-Based Short Response Questions** Answer the short response questions on the lines provided below each question. Your answers to these questions will be scored. Be sure to base your answers on the sources you have just read. Remember that you may refer back to your notes or to any of the sources.

After you have answered the questions, you will discuss your responses with a partner or in a small group. Your teacher will let you know when to begin the discussion part of this task.

**Scoring Information** Your responses will be scored based on how you demonstrate your ability to:

- compare and contrast information across texts
- tell how a goal is achieved
- rate the efforts of the characters
- include specific details that clearly reference the sources
Evidence-Based Short Response Questions

1. Compare characters’ goals and ways they achieve those goals. How are the goals and the ways the characters achieve them similar and different?

2. If you were telling about what is involved in achieving a goal, what would you say? Cite examples from the texts of what the characters do.

3. Prepare questions that could be used to evaluate whether a goal has been successfully achieved. Use the questions to rate the efforts of each of the main characters in the three texts. Cite examples from the texts.

Collaborative Discussion

After you have written your responses to the questions, discuss your ideas. Your teacher will assign you a partner or a small group and let you know when to begin.
Achieving a Goal: Writing Task – Personal Narrative

**Teacher Directions:**

1. **Provide Student Directions and Scoring Information (p. 34)** Explain to students that they will now review their notes and sources and plan, draft, and revise their personal narratives. Although they may use their notes and sources, they must work alone. Students will be allowed to look back at the answers they wrote to the short response questions, but they are not allowed to make changes to those answers. Have students read the directions for the personal narrative and answer any task-related questions they may have. Students should be given paper on which to write their personal narratives.

2. **Initiate the Writing Task** If you are timing this part of the task, you may wish to suggest approximate times for students to begin writing and revising. If students wish to continue writing rather than revising, allow them to do so. Alert students when 5 minutes remain.

3. **Scoring Information** Use the scoring rubric on the next page to evaluate students’ personal narratives.

4. **Personal Narrative Prompt** Imagine you are one of the characters from *What About Me?*, *Kumak’s Fish*, or *My Rows and Piles of Coins*. Write a personal narrative about another goal you have accomplished. Tell the story of how you achieved this goal. Develop your personal narrative by using what you learned from reading the texts. Be sure to follow the conventions of written English.
### 4-point Narrative Writing Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Narrative Focus</th>
<th>Organization</th>
<th>Development of Narrative</th>
<th>Language and Vocabulary</th>
<th>Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Personal narrative is clearly focused and developed throughout.</td>
<td>Personal narrative has a well-developed, logical, easy-to-follow plot.</td>
<td>Personal narrative includes thorough and effective use of details, dialogue, and description.</td>
<td>Personal narrative uses precise, concrete sensory language as well as figurative language and/or domain specific vocabulary.</td>
<td>Personal narrative has correct grammar, usage, spelling, capitalization, and punctuation.</td>
</tr>
<tr>
<td>3</td>
<td>Personal narrative is mostly focused and developed throughout.</td>
<td>Personal narrative has a plot, but there may be some lack of clarity and/or unrelated events.</td>
<td>Personal narrative includes adequate use of details, dialogue, and description.</td>
<td>Personal narrative uses adequate sensory and figurative language and/or domain specific vocabulary.</td>
<td>Personal narrative has a few errors but is completely understandable.</td>
</tr>
<tr>
<td>2</td>
<td>Personal narrative is somewhat developed but may occasionally lose focus.</td>
<td>Personal narrative's plot is difficult to follow, and ideas are not connected well.</td>
<td>Personal narrative includes only a few details, dialogues, and descriptions.</td>
<td>Language in personal narrative is not precise or sensory; lacks domain specific vocabulary.</td>
<td>Personal narrative has some errors in usage, grammar, spelling, and/or punctuation.</td>
</tr>
<tr>
<td>1</td>
<td>Personal narrative may be confusing, unfocused, or too short.</td>
<td>Personal narrative has little or no apparent plot.</td>
<td>Personal narrative includes few or no details, dialogue, and description.</td>
<td>Language in personal narrative is vague, unclear, or confusing.</td>
<td>Personal narrative is hard to follow because of frequent errors.</td>
</tr>
<tr>
<td>0</td>
<td>The response shows no evidence of the ability to construct a coherent personal narrative using information from sources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Common Core State Standards**

**Writing 3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **Writing 10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (Also **Writing 3.a., Writing 3.b., Writing 3.c., Writing 3.d.**
Achieving a Goal
Writing Task – Personal Narrative

Student Directions:
Your assignment  Now you will review your notes and sources and plan, draft, and revise your personal narrative. While you may use your notes and refer to your sources, you must work on your own. You may also refer to the answers you wrote to earlier questions, but you cannot change those answers.

Personal Narrative Prompt  Imagine you are one of the characters from *What About Me?*, *Kumak’s Fish*, or *My Rows and Piles of Coins*. Write a personal narrative about another goal you have accomplished. Tell the story of how you achieved this goal. Develop your personal narrative by using what you learned from reading the texts. Be sure to follow the conventions of written English.

Scoring Information  Your personal narrative will be assigned a score for

1. **Narrative Focus** – how well you maintain your focus and convey your ideas clearly
2. **Organization** – how well the events flow logically from first to last in a clear event sequence
3. **Development** – how well you develop the real experience or event using descriptive details
4. **Language and Vocabulary** – how well you use time-order words to show sequence
5. **Conventions** – how well you follow the rules of usage, punctuation, capitalization, and spelling

Now begin work on your personal narrative. Try to manage your time carefully so that you can

• plan your personal narrative
• write your personal narrative
• revise and edit for a final draft
Achieving a Goal: Writing Task – Personal Narrative

Teacher Directions:

1. Publish Explain to students that publishing their writing is the last step in the writing process. If time permits, have students review one another’s compositions and incorporate any comments their classmates have. Discuss different ways technology can be used to publish writing.

2. Present Students will now have the option to present their personal narratives. Have students read aloud their personal narratives to the class. Use the list below to offer students tips on listening and speaking.

While Listening to a Classmate...
- Listen with care.
- Think of questions to ask.

While Speaking to Classmates...
- Speak at an appropriate pace.
- Speak loudly and clearly.

Things to Do Together...
- Link comments to others’ remarks.
- Request more detail or clarification.

Common Core State Standards

Writing 6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. Speaking/Listening 4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.