

# Grade 6

## First Prompt

### Narrative

#### Writing an Autobiographical Incident

**English/Language Arts Content Standards:**

- 1.0 Writing Strategies
- 2.0 Writing Applications (Genres and Their Characteristics)
- 2.1 Write narratives:
  - a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories.
  - b. Include sensory details and concrete language to develop plot and character.
  - c. Use a range of narrative devices (e.g., dialogue; suspense, naming of specific narrative action, including movement, gestures, and expressions).

**Writing Situation**

Learning a new skill is sometimes proof that we are growing up. When we learn how to do something new, we feel proud of our accomplishment. (Allow an opportunity for discussion.)

**Directions for Writing**

Choose one skill that you've learned or mastered. Write about what the skill was and what steps you needed to take in order to learn this skill. Be sure to tell your readers where you were, who helped you, and how you felt while you were working on acquiring this new skill. Also, tell how you felt after you accomplished this. Now that you look back on that time, how was that learning important in your life?

**Writing and Convention Standards**

For this task, students will write a personal narrative that will:

- a. relate ideas, observations and recollections of learning a new skill.
- b. be clearly and logically organized.
- c. have a strong lead and conclusion.
- d. have a consistent first-person point of view.
- e. include sensory details and concrete language to develop the narrative line and show the narrator's feelings.
- f. have effective transitions to unify and connect important ideas.
- g. demonstrate grade-level appropriate sentence structure, grammar, punctuation, capitalization, and spelling.

**Resources:**

*Reading/Language Arts Framework for California Public Schools*, p. 148

*Write Source 2000: Lesson Plans and Assessments*, pp. 2 - 5

*Program Guide*, pp. 191 – 198

*Write Source 2000*, pp. 153 – 159

# Grade 6 First Prompt Rubric

## Narrative Writing an Autobiographical Incident

<b>4</b>	<ul style="list-style-type: none"><li>▪ Fully addresses the prompt.</li><li>▪ Is clearly organized in a logical sequence that establishes and develops a plot and setting and is written from a 1<sup>st</sup> person point of view.</li><li>▪ Is a multi-paragraph composition with an introduction that recalls an incident of learning a new skill, supporting details that explain the necessary steps involved, and a concluding paragraph that summarizes important ideas and details and links to the purpose of the composition.</li><li>▪ Contains effective transitions and conjunctions to connect and unify the important ideas.</li><li>▪ Has complete, coherent sentences that use a variety of patterns that include compound and complex sentences, using the active voice.</li><li>▪ Has effectiveness and variety of word choice.</li><li>▪ Contains well-chosen sensory details and concrete language to describe the setting, persons involved, and events.</li><li>▪ Has grade-level appropriate spelling, capitalization, and punctuation; contains few, if any, errors that do not interfere with understanding the writing.</li><li>▪ Has fluid legible handwriting.</li></ul>
<b>3</b>	<ul style="list-style-type: none"><li>▪ Responds to the prompt.</li><li>▪ Is organized in a logical sequence, is written from a 1<sup>st</sup> person point of view, and may develop a plot and setting.</li><li>▪ Is a multi-paragraph composition with an introduction that recalls an incident of learning a new skill, some details that explain the steps involved, and a conclusion.</li><li>▪ Contains transitions and conjunctions to connect ideas.</li><li>▪ Has mainly complete sentences that use more than one pattern that include compound and complex sentences and may use the active voice.</li><li>▪ Has some variety in word choice.</li><li>▪ Has some expressive language with sensory details that describe the setting, characters, and events.</li><li>▪ Has mainly grade-level appropriate spelling, grammar, capitalization, and punctuation; contains some errors that do not interfere with understanding the writing.</li><li>▪ Has legible handwriting.</li></ul>

<p><b>2</b></p>	<ul style="list-style-type: none"> <li>▪ Attempts to respond to the prompt.</li> <li>▪ May lack organization and may be written from 1<sup>st</sup> and/or 3<sup>rd</sup> person point of view.</li> <li>▪ May lack proper paragraphing and/or details.</li> <li>▪ May contain few transitions and conjunctions to connect ideas.</li> <li>▪ May have incomplete or incoherent sentences that may use only one pattern; the active voice is not present.</li> <li>▪ May have little or no variety in word choice.</li> <li>▪ May contain little descriptive language or few details to describe the setting, characters, and/or elements.</li> <li>▪ May contain many errors in spelling, grammar, capitalization, and/or punctuation that may interfere with understanding the writing.</li> <li>▪ Has handwriting that is difficult to read.</li> </ul>
<p><b>1</b></p>	<ul style="list-style-type: none"> <li>▪ May not respond to the prompt. (May be off topic.)</li> <li>▪ Lacks organization.</li> <li>▪ Lacks paragraphs and/or does not include details.</li> <li>▪ Contains no transitions and/or conjunctions to connect ideas.</li> <li>▪ Has mainly incomplete or incoherent sentences.</li> <li>▪ Contains mainly basic sight words with no descriptive language.</li> <li>▪ May contain frequent and numerous errors in spelling, grammar, capitalization, and punctuation that interfere with the understanding of the writing.</li> <li>▪ Handwriting may be mostly illegible.</li> </ul>
<p><b>BP</b></p>	<ul style="list-style-type: none"> <li>▪ Blank Paper</li> </ul>

Grade 6  
First Prompt – Student Page

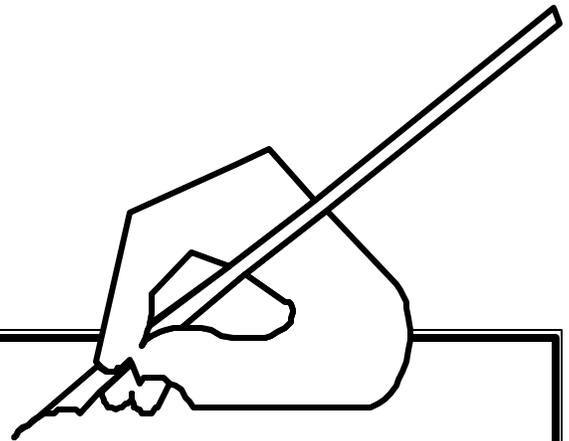
Narrative  
Writing an Autobiographical Incident

**Writing Situation**

Learning a new skill is sometimes proof that we are growing up. When we learn how to do something new, we feel proud of our accomplishment.

**Directions for Writing**

Choose one skill that you've learned or mastered. Write about what the skill was and what steps you needed to take in order to learn this skill. Be sure to tell your readers where you were, who helped you, and how you felt while you were working on acquiring this new skill. Also, tell how you felt after you accomplished this. Now that you look back on that time, how was that learning important in your life?



**Writing and Convention Standards**

For this task, you will write a personal narrative that will:

- a. relate ideas, observations and recollections of learning a new skill.
- b. be clearly and logically organized.
- c. have a strong lead and conclusion.
- d. have a consistent first-person point of view.
- e. include sensory details and concrete language to develop the narrative line and show the narrator's feelings.
- f. have effective transitions to unify and connect important ideas.
- g. demonstrate grade-level appropriate sentence structure, grammar, punctuation, capitalization, and spelling.

District Writing Sample Scoring Rationale  
First Prompt, Grade 6  
Narrative  
Writing an Autobiographical Incident

Rubric Score Point: 4 anchor

**Characteristics that make the paper an anchor 4:**

- a. Fully addresses the prompt.
- b. Has appropriate grammar, spelling, capitalization, and punctuation.
- c. Strong lead.
- d. Contains well-chosen sensory details.
- e. Needs more sentence variety.

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

- a. Instructing the student on using semicolons.
- b. Showing the student how to write compound sentences.

**Teacher Notes:**

## little Biker

My heart was pounding almost as if it were to come out of my chest. I was doing alright until Samantha yelled, "Great job." I looked back and I felt the bike move underneath me. The next thing I knew I was in the air. I got lower and lower.

There was a sudden rush of pain to my arm. A black screen was over my eyes for a second or two. Finally I could see everything again. What's that, I could hear someone in the back ground screaming

for help. I think it might be samantha.

I see my Aunt Julie running over. I felt myself being lifted into the house.

As I stood up, I felt something sliver down my leg. It was wet

and kind of warm. Oooh! My

arm. Never have I felt something like this before. A moment later.

I fell asleep. When I woke up

there was something heavy and hard around my arm.

Right then and there I felt good about myself because I knew

that if I wouldn't have got  
on the bike that day that I  
would have always been afraid  
to get on one.

# District Writing Sample Scoring Rationale

First Prompt, Grade 6

Narrative

Writing an Autobiographical Incident

Rubric Score Point: 4 low

## **Characteristics that make the paper a low 4:**

- a. Fully addresses prompt and steps involved.
- b. Contains a variety of sentence patterns using the active voice.
- c. Well-organized in a logical sequence with a strong lead and conclusion.
- d. Has grade-level appropriate grammar, spelling, capitalization, and punctuation.
- e. Contains effective transitions.
- f. Good variety of sentence patterns/good sentence structure.
- g. Lacks well-chosen sensory details.

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

- a. Modeling how to improve word choice variety.
- b. Instructing the student on how to add sensory details to his/her writing.

**Teacher Notes:**

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## My Skill

Learning a new skill is sometimes proof that we are growing up. When we learn how to do something new, we feel proud of our accomplishment. I have many skills but my favorite one is skateboarding.

I learned this skill when I was eight years old. When all of my friends were getting skateboards and were skateboarding, I felt left out. Later, I asked my mom to get one and she did. Once I got one, my friends taught me the basic tricks like ollies. I would go to their houses every day to learn how to do more tricks, then I finally got good.

I was glad when I got good because now I fit in and could skate with my friends. This could make a big effect on my life because I have entered contests and made money and I hope to make this my career.

All in all this is my favorite skill and I like doing it. I still have more to learn but I know soon I will be on T.V. and I'll be competing in the

biggest competition in the sport,  
and that's the X games.

# District Writing Sample Scoring Rationale

First Prompt, Grade 6

Narrative

Writing an Autobiographical Incident

Rubric Score Point: 3 high

## **Characteristics that make the paper a high 3:**

- a. Strong on expressive language and describing setting and events.
- b. Uses a variety of sentence patterns including complex sentences.
- c. Connects ideas well using transitions and conjunctions.
- d. Has mainly grade appropriate grammar, spelling, capitalization, and punctuation.
- e. Contains expressive language and variety of word choice.
- f. Lacks variety in sentence structure.
- g. Has some incomplete and run on sentences.

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

- a. Modeling how to avoid run-on and/or incomplete sentences.
- b. Conferencing with the student on increasing the variety of sentence structure while in first person point of view (i.e., beginning many sentences with "I".)

**Teacher Notes:**

## My Skill

In my opinion my greatest accomplishment is learning to play basketball. I learned how to play in the third grade. I practiced after school for a long period of time. When I mastered this skill I felt like I won the world.

In third grade I was use to playing soccer but I decided to try something else. I looked at the basketball court and said "what the heck". The first time I touched a basketball I knew this was for me. I shot the ball I was way off. I never gave up. I kept pushing it until it popped. I made a shot.

However, this task took much practice to acquire. I practiced after school for a long time. I practiced everyday for seven months. To get one dumb basket. Right then I shot the ball it was high the air. swish! The next day somebody challenged me to a game. Luckily he stunk. I beat him. All those months added up to this. I was proudest person in the world that day.

I was in fact the proudest person in the world. That victory led to more. I felt like I could take on Shaq himself.

The world was my playground. Until I lost. I still was proud. Not really proud like I use to be. I redeemed myself though I won him.

This is the skill I acquired. To this day I play basketball. I love that game.

# District Writing Sample Scoring Rationale

First Prompt, Grade 6

Narrative

Writing an Autobiographical Incident

Rubric Score Point: 3 anchor

## **Characteristics that make the paper an anchor 3:**

- a. Responds to prompt in 1<sup>st</sup> person point of view thoroughly explaining steps involved. Has a detailed explanation.
- b. Has clear organization using appropriate transitions.
- c. Has grade level appropriate grammar, punctuation, capitalization and spelling.
- d. Has complete sentences developing a plot and setting.
- e. Has clear, concise organization making it easy to follow.
- f. Uses complete sentences without a variety of sentence structure or patterns.
- g. Lacks descriptive language and sensory details.

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

- a. Demonstrating how to use descriptive language /word choice to improve writing.
- b. Conferencing with the student on increasing the variety of sentence structure and patterns.

**Teacher Notes:**

One skill that I have mastered was learning to multiply two digit numbers. It was a hard skill to learn because it takes a lot of practice and steps.

The first step I had to learn was that once you finished multiplying the first number you have to put a  $\times$  down and multiply the next number. Then I had to know how to add so I could add all the numbers together. Then once you added them you have to put commas in, and then you have your answers.

I learned the skill at my house and at school with my mom and teacher. It took a long time to learn, but my mom and teacher helped me learn this skill. When I was learning how to multiply I thought that I wasn't doing good and I wasn't going to ever learn how to multiply.

When I had finally learned how to multiply I felt good and I kept wanting my mom to write problems so I could do them. Sometimes when she couldn't give them to me I would ask my dad to write questions down for me.

Now that I look back on that time I can see all the things that multiplying helps in. It helps in correcting division problems. It also helps in counting large numbers because you don't have to count them one by one.

# District Writing Sample Scoring Rationale

First Prompt, Grade 6

Narrative

Writing an Autobiographical Incident

Rubric Score Point: 3 low

## **Characteristics that make the paper a low 3:**

- a. Contains a functional lead and conclusion.
- b. Has complete sentences that develop the plot and setting.
- c. Responds to the prompt in the 1<sup>st</sup> person point of view.
- d. Consists of mainly appropriate grade-level grammar, punctuation, capitalization, and spelling.
- e. Requires more variety in sentence structure and patterns.
- f. Lacks effective use of transitions and conjunctions.
- g. Lacks the use of sensory details. Has little description.

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

- a. Coaching the student on how to write complex sentences to increase sentence variety.
- b. Modeling how to include transitions and conjunctions to connect ideas.
- c. Showing how to improve the variety in word choice.

**Teacher Notes:**

## Learning how to break dance

One day when I was at my sisters school dance, I saw a guy break dance and I got really interested, so the next day I begged my mom to put me in a break dance class until she finally said yes.

I told her about a break dance class that I knew about. It was called, Jimmy's You know what. She took me there and it costed \$10.00 per day. She said it was O.K.

I had to start the next day. When I went Jimmy (the owner) gave me some pairs of shoes to break dance in. The first thing he started teaching me to do was to hit a windmill. The first time I tried I got heart. It took me 10 times trying to learn how to do it. I was so proud of myself that I didn't go to the classes anymore.

District Writing Sample Scoring Rationale  
First Prompt, Grade 6  
Narrative  
Writing an Autobiographical Incident

Rubric Score Point: 2 high

**Characteristics that make the paper a high 2:**

- a. Addresses the prompt fully.
- b. Includes more than one sentence pattern.
- c. Contains little descriptive language.
- d. Errors in grammar, capitalization, and punctuation.
- e. Moves beyond the simple sentence.
- f. Consists of just one paragraph.
- g. Attempts to use dialogue.

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

- a. Demonstrating for the student how to begin a sentence with a dependent clause.
- b. Instructing the student on the rules for paragraphing.
- c.

**Teacher Notes:**

## Learning to Swim

I was going to learn how to swim with the help of my brother and sister. It was one sunny day. We were at my cousin's house. Yes she has a pool. The pool is 10 ft deep. I was scared but at the same time I felt happy because I was going to learn how to swim. I was ready to go and learn how to swim. My sister was holding me and my brother was telling me what to do. I was scared. Well I had to be scared. I was only 5 years old. They said "Move slowly your feet and hands." That's exactly what I did. Day after day after day. I practice. Into one day I decide to swim by myself when there was no one there. I went in the water and then I seen and I was swimming. I was so happy. I should my brother, and sister.

They were also so happy. After that  
a swim every day, well - not in the  
cold, but you get the point. But  
one thing I realise was that I  
will need my brother and sister for  
many things. I need them to show  
me things I don't know. They are very  
important for me.

District Writing Sample Scoring Rationale  
First Prompt, Grade 6  
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Rubric Score Point: 2 anchor

**Characteristics that make the paper an anchor 2:**

- a. Strays from the prompt.
- b. Lacks organization.
- c. Attempts to use transitions.
- d. Has little or no variety in word choice.
- e. Uses simple sentences correctly.
- f. Uses grade-level appropriate sight words.
- g. Contains no conclusion.

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

- a. Modeling for the student how to use transitions and conjunctions to create variety of sentence structure.
- b. Instructing the student on the rules for paragraphing.
- c. Teaching the student basic spelling rules and patterns to increase his/her personal dictionary.
- d. Demonstrating how to develop a conclusion.

**Teacher Notes:**

I think I have a lot of skills on reading because I'm in third grade. For my class I read about 2,200 pages and I have about a 2.0 point in A.R. That stands for accelerated reader. I'm probably not the best one but I think I have pretty much of a chance to go to number one in my class.

On some books I have a hard time understanding it but then I get to the rhythm.

Once I finish a book I go test on it I usually get a 100%. Once I finish I go to the library. I think it's important for my future. I enjoy so much reading I even might become a reading teacher. But till then I'm going to believe in myself and go to my future.

I might want to be a lawyer but reading is almost not part of being a lawyer.



How I learned to ride a  
bike.

One day my dad and  
my mom and  
brothers held the bike  
up and push me and  
fell the next day we  
dove it again and I fell  
so we put the training  
wheels back on the bike

when I turned six  
years old we tried it again  
I stayed up for a little bit  
and the next day  
I learned how to ride a  
bike.

# District Writing Sample Scoring Rationale

First Prompt, Grade 6

Narrative

Writing an Autobiographical Incident

Rubric Score Point: 1 high

## **Characteristics that make the paper a high 1:**

- a. Responds to prompt.
- b. Is organized in a logical sequence.
- c. Contains basically sight words.
- d. Includes many errors in the sentence structure.
- e. Has numerous spelling errors that interfere with the understanding of the writing.
- f. Does not contain multiple paragraphs.

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

- a. Instructing the student on how to use proper paragraphing and demonstrating a multiple paragraph essay.
- b. Modeling how to create simple compound sentences.
- c. Conferencing with the student to discover more details about the incident and then showing the student how to add those details to his/her writing.

**Teacher Notes:**

## Learning to ride a bike

When I got my bike I ask what is it and my dad said: it is a bike. At first I started with training wheels. After a week I tried it with out the training wheels. I fell a couple of times... it hurt a little. But I finally got it and I it to pop a wheelie. Then I crash... and it hurt very bad...

# District Writing Sample Scoring Rationale

First Prompt, Grade 6

Narrative

Writing an Autobiographical Incident

Rubric Score Point: 1 anchor

## **Characteristics that make the paper an anchor 1:**

- a. Responds to prompt.
- b. Has a beginning, middle, and end.
- c. Creates a definite setting.
- d. Includes no punctuation which leads to one long run-on sentence.
- e. Contains mainly basic sight words.
- f. Contains frequent and numerous errors in spelling, grammar, capitalization, and punctuation.

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

- a. Teaching the student the elements and structure of a sentence.
- b. Instructing the student on the rules for using a period and capitalizing the beginning of the next sentence, and then modeling how to apply those rules when writing.
- c. Practicing the spelling of basic sight words.

**Teacher Notes:**

writing

what I learned

I'm going to right about the first time riding a bike.

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This is my first time riding my new bike from Christmas my dad was video taping me and he pushed me so I could get a head start and I was going and going until I turned my head and my dad called me to video tape me and right when I turned my head back to see where I was going and all of a sudden a big dog started to chase me and I started to peddle faster and I was yelling and my dad started to chase the dog and he caught up to the dog and kicked the dog and he ran away.

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This was my first time riding my bike and this is the way other people should ride their bike.

# District Writing Sample Scoring Rationale

First Prompt, Grade 6

Narrative

Writing an Autobiographical Incident

Rubric Score Point: 1 low

## **Characteristics that make the paper a low 1:**

- a. Stays on topic.
- b. Has a beginning, middle, end – attempts to tell a story but all in one sentence.
- c. Handwriting is mostly illegible, it interferes with comprehension.
- d. Contains no transitions and/or conjunctions to connect ideas.
- e. Frequent and numerous misspelled words that interfere with meaning.
- f. Numerous errors in grammar, capitalization, and punctuation.

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

- a. Practicing correct handwriting.
- b. Teaching the student the elements and structure of a sentence.

**Teacher Notes:**

# LEARNING HOW TO SKATEBOARD

1. I got started on the skateboard then I rolled then I felt it was FUN AND MY MUM WAS A TAD OF ME SKATING AND THEN ~~YOU~~ GOT BACK ON MY BOARD THEN I GOT BETTER