



4.W.3: Write narrative compositions in a variety of forms that: <ul style="list-style-type: none">a. Establish an introduction with context to allow the reader to imagine the world of the event or experience.b. Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.c. Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.d. Employ vocabulary with sufficient sensory (i.e., sight, sound, smell, touch, taste) details to give clear pictures of ideas and events.e. Provide an ending that follows the narrated experiences or events. (E)	
Reporting Category: Writing	Subdomain: Writing
Assessed On: <input type="checkbox"/> Checkpoint 1 <input type="checkbox"/> Checkpoint 2 <input type="checkbox"/> Checkpoint 3 <input checked="" type="checkbox"/> Summative	
4.W.3 Instructional Framework	ILEARN Stimulus Specifications
ILEARN Narrative Writing Rubric	
Content Limits: <ul style="list-style-type: none">• Provide instructions using the boilerplate language in this item specification.• Use text entry item types for this standard; ask students to write a story.• Provide students with a focal point to create a plot for their narrative.• Avoid items that teach a genre within the task, such as defining or giving examples of a myth/fable and then asking them to write a myth or a fable.• Avoid complex narrative genres (i.e., fable, fairy tale, legend, myth).	
Clarifications: <ul style="list-style-type: none">• Genre writing standards are measured using one authentic writing task in Part 2 of the ILEARN Performance Task. These writing tasks also assess student knowledge and skills as defined by the Indiana Academic Standards for grammar and conventions. More information on grammar/conventions expectations and scoring can be found in the writing rubric.• Performance task items are handscored.• Students will analyze information within and among multiple sources.• Students may refer back to the evidence they found during Part 1 of the ILEARN Performance Task (Research Item) to help write their essay.• Narratives share an experience, either real or imagined, and use time as their core structures.• Narratives can be stories, novels, plays, or they can be personal accounts, like memoirs, anecdotes, and autobiographies.• Writers use event sequencing, create characters, and use descriptive details and dialogue to evoke reactions from and create effects for the reader.	
Items Tagged as Reading Comprehension Items for Text-to-Speech: No	



Expected Academic Vocabulary: Narrative writing, Introduction, Context, Paragraphing, Transitional words, Transitional phrases, Dialogue, Descriptive details, Character, Event, Sensory details

Boilerplate Language

Part 2: [Title] Narrative Performance Task

Write a **story** about [topic/scenario/story starter].

As you write, think about how you can use what you've learned in the sources to add descriptive details to your story. Be sure to write using your own words.

REMEMBER—A well written story:

- introduces the setting, situation, and narrator or characters
- has a clear sequence of events from beginning to end
- uses sensory details and dialogue to develop events and characters
- connects events and ideas using transition words and phrases
- provides an ending that follows the events
- restates the information from the sources in your own words, except if quoting directly from the sources
- follows the rules of writing (spelling, punctuation, and grammar)

Text editing tools and spell check are available to you. You may use scratch paper to plan your story.

Type your response in the box below. The box will get bigger as you type. Revise and edit your story before moving on.

[ILEARN ELA Performance Task Released Items and Student Writing Samples](#)

Proficiency Level Descriptors and Example Items

Below Proficiency: The organization of the narrative, real or imagined, may be maintained but may provide little to no focus. Minimal elaboration (e.g., details, dialogue, description) is provided.

Organization:

- Little or no attempt to establish an introduction (i.e., setting and/or situation, narrator and/or characters)
- Little or no organization of an event sequence; frequent extraneous ideas and/or a major drift may be evident
- Attention to paragraphing is not evident and/or few or no appropriate transition words or phrases may be evident and/or may cause confusion
- Ending is unsatisfactory or may be missing



Evidence and Elaboration:

- Prompt is minimally addressed
- Employs minimal vocabulary including few or no sensory details to illustrate ideas and events
- Uses minimal details and dialogue leaving events and characters' personalities, feelings, and/or responses to situations underdeveloped

Approaching Proficiency: The organization of the narrative, real or imagined, is somewhat sustained and may have an uneven focus. An uneven, cursory elaboration using partial details, dialogue, and/or description is provided.

Organization:

- Minimally establishes an introduction (i.e., setting and/or situation, narrator and/or characters)
- Employs weak or inconsistent sequence of events and/or flaws may be evident
- Ideas and events are unevenly connected and/or there is little consideration paid to paragraphing and/or transition words or phrases
- Provides a weak ending

Evidence and Elaboration:

- Addresses some components of the prompt; writing may lose focus
- Employs some vocabulary including more than one sensory detail to illustrate ideas and events
- Uses some details and/or dialogue but more is needed to fully develop events and/or reveal characters' personalities, feelings, and/or responses to situations

At Proficiency: The organization of the narrative, real or imagined, is adequately sustained, and the focus is adequate and generally maintained. An adequate elaboration using details, dialogue, and/or description is provided.

Organization:

- Adequately establishes an introduction (i.e., setting and/or situation, narrator and/or characters)
- Employs an adequate, logical sequence of events from beginning to end though there may be minor flaws and some ideas may be loosely connected
- Generally connects ideas and events with adequate use of paragraphing and transition words and/or phrases
- Provides an ending that adequately closes out the sequence of events

Evidence and Elaboration:

- Adequately address most components of the prompt
- Adequately employs vocabulary with sufficient sensory (i.e., sight, sound, smell, touch, taste) details to give clear pictures of ideas and events
- Adequately uses descriptive details and/or dialogue to develop events and reveal characters' personalities, feelings, and/or responses to situations

Above Proficiency: The organization of the narrative, real or imagined, is fully sustained and the



focus is clear and maintained throughout. Thorough, effective elaboration using relevant details, dialogue, and/or description is provided.

Organization:

- Effectively establishes an introduction (i.e., setting and/or situation, narrator and/or characters)
- Employs a sequence of events that unfolds naturally from beginning to end and creates a sense of unity and completeness
- Effectively connects ideas and events with consistent use of meaningful paragraphing and transition words and phrases
- Provides an ending that naturally follows the narrated experiences or events

Evidence and Elaboration:

- Thoroughly addresses all components of the prompt
- Effectively employs vocabulary with a variety of sensory (i.e., sight, sound, smell, touch, taste) details to give clear pictures of ideas and events
- Effectively uses descriptive details and dialogue to develop events and reveal characters' personalities, feelings, and responses to situations