



7.W.3: Write narrative compositions in a variety of forms that:

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
- Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide an ending that follows and reflects on the narrated experiences or events. (E)

Reporting Category: Writing

Subdomain: Writing

Assessed On:

Checkpoint 1

Checkpoint 2

Checkpoint 3

Summative

[7.W.3 Instructional Framework](#)

[ILEARN Stimulus Specifications](#)

[ILEARN Narrative Writing Rubric](#)

Content Limits:

- 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:

- 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 should use information from the provided sources to help them write a narrative that includes realistic and/or descriptive details.
- 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 utilize event sequencing and pacing, create characters, use vivid sensory details and other literary elements to evoke reactions from and create effects for the reader.



- By the end of grade seven, students understand how to write narratives to unfold and share real or imagined experiences or events by using effective narrative techniques, related and illustrated details, and a purposefully structured sequence of events.

Items Tagged as Reading Comprehension Items for Text-to-Speech: No

Expected Academic Vocabulary: Narrative, Context, Point of view, Narrator, Character, Event sequence, Exposition, Conflict, Rising action, Climax, Falling action, Resolution, Transition words/phrases/clauses, Time frame, Setting, Dialogue, Pacing, Description, Experience, Event, Precise words and phrases, Relevant descriptive details, Sensory language

Boilerplate Language

Part 2: [Title] Narrative Performance Task

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

Writers often do research to add realistic and descriptive details to their stories. As you write, look for ways to use information from the sources to improve your story. Be sure to write using your own words.

REMEMBER—A well written story:

- engages the reader
- develops an exposition that establishes the context and point of view and introduces the setting, situation, and narrator or characters
- develops a plot that unfolds naturally
- uses sensory details and dialogue to develop experiences, events, and characters
- connects events and ideas using a variety of transition words, phrases, and sentences
- provides an ending that naturally follows and reflects on the experiences or 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:

- No attempt to engage or orient the reader has been made and/or little or no attempt has been made to establish context or a point of view or introduce a narrator and/or characters
- Little or no development of a plot is evident; frequent extraneous ideas and/or major drift may be present
- Pacing is off; experiences, events, and characters are simply introduced
- Ideas and events are not connected and/or there is no evidence of transition words, phrases, and/or clauses to convey sequence and/or signal shifts from one time frame or setting to another
- Ending is unsatisfactory or may be missing

Evidence and Elaboration:

- Prompt is minimally addressed
- Employs minimal vocabulary, phrasing, and sensory language for the purpose of capturing the action and describing experiences and events
- Uses minimal details and dialogue leaving experiences, events, and characters 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 engages and/or orients the reader; exposition may be underdeveloped, establishing little context or point of view, or fails to introduce a narrator and/or characters
- Develops a plot that is inconsistent (e.g., conflict, climax, resolution) with one or more major flaws and/or loose connections
- Pacing is weak; the development of experiences, events, and characters is lacking
- Ideas and events are unevenly connected and/or there is little evidence of transition words, phrases, and/or clauses to convey sequence and/or signal shifts from one time frame or setting to another
- Provides a weak ending that is disconnected from and/or does not reflect on the narrated experiences or events

Evidence and Elaboration:

- Addresses some components of the prompt; writing may lose focus
- Employs limited vocabulary, phrasing, and sensory language to capture the action and describe experiences and events
- Uses some details and/or dialogue but more is needed to fully develop experiences, events, and/or characters

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 engages and/or orients the reader by developing an exposition that establishes some context, a point of view, and introduces a narrator and/or characters
- Develops a plot that unfolds naturally and/or logically (e.g., conflict, climax, resolution) though there may be a minor flaw or loose connection
- Pacing is adequate to develop experiences, events, and/or characters though some slight underdevelopment may be present or minor sections may feel rushed
- Connects ideas and events with adequate use of a variety of transition words, phrases, and/or clauses that convey sequence and/or signal shifts from one time frame or setting to another
- Provides an ending that adequately follows and reflects on the narrated experiences or events

Evidence and Elaboration:

- Adequately addresses most components of the prompt
- Adequately employs vocabulary, phrasing, and sensory language to generally capture the action and describe experiences and events
- Adequately uses descriptive details and/or dialogue to develop experiences, events, and/or characters

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 engages and orients the reader by developing an exposition that establishes context and point of view and introduces a narrator and/or characters
- Develops a plot that unfolds naturally and logically (e.g., conflict, climax, resolution)
- Pacing is appropriate to develop experiences, events, and/or characters
- Connects ideas and events with consistent use of a variety of transition words, phrases, and clauses that convey sequence and signal shifts from one time frame or setting to another
- Provides an ending that naturally follows and reflects on the narrated experiences or events

Evidence and Elaboration:

- Thoroughly addresses all components of the prompt
- Uses precise words and phrases and sensory language to effectively capture the action and describe experiences and events
- Effectively uses relevant descriptive details and dialogue to develop experiences, events, and/or characters