Grade 4 Writing
Personal Narrative Prompt

LOOK at the picture below.

THINK about the following statement.
Swimming can be a fun activity.

WRITE about a time when you took part in an activity you really enjoyed.

Be sure to —
• write about a personal experience
• organize your writing
• develop your ideas in detail
• choose your words carefully
• use correct spelling, capitalization, punctuation, grammar, and sentences
Score Point 1

The narrative represents a very limited writing performance.

Organization/Progression

- The form or structure of the narrative is inappropriate to the purpose or the specific demands of the prompt. The writer uses organizational strategies or literary devices that are only marginally suited to the narrative task, or they are inappropriate or not evident at all. Because the narrative is presented in a random or illogical way, the writer is not able to convey a sense of the experience.
- Many of the details do not contribute to the narrative. The writer’s lack of focus on a specific personal experience weakens the unity and coherence of the narrative.
- The writer’s narrative presentation is weak. Repetition of ideas or wordiness sometimes causes serious disruptions in the story line. At other times the lack of transitions and sentence-to-sentence connections makes the narrative unclear or difficult to follow.

Development of Ideas

- The development of the narrative is weak because the details are inappropriate, vague, or insufficient. They do not contribute to the writer’s portrayal of the experience.
- The narrative is insubstantial because the writer’s response to the prompt is vague or confused. In some cases, the narrative as a whole is only weakly linked to the prompt. In other cases, the writer fails to establish a realistic situation or present motivations for behavior or actions.

Use of Language/Conventions

- The writer’s word choice may be vague or limited. It reflects little or no awareness of the narrative purpose. The word choice impedes the writer’s ability to relate the experience clearly.
- Sentences may be very awkward or uncontrolled, weakening the effectiveness of the narrative.
- The writer has no command of sentence boundaries and/or little or no command of spelling. Serious and persistent errors in capitalization, punctuation, grammar, and usage conventions may create disruptions in the fluency of the writing and sometimes interfere with meaning.
Do you do some activity? I do. I do a lot of activities with Nana. I made a dog puppet with a pocket on it. I paint a lot of pictures and more stuff too. I also do activities with Granny too. What type of activities do you do at home? I do a lot of activities in art class at school. Sometimes I do some painting myself. Sometimes I draw some flags from countries and stories. This is the time I do some activities.

Score Point 1
In this response the writer lists a number of arts and crafts activities instead of writing a story about a specific personal experience. The writer chooses an expository organizational structure that is inappropriate to the purpose and specific demands of the prompt and demonstrates a lack of understanding of the narrative writing task. These problems are indicative of a very limited writing performance.
Do you remember a time when you had a fun activity? Let me tell you when I had a fun activity when I went to Westerplayland. It was morning we were in line for the tickets so we were in line and we were ready to get want. But my mom said we need to eat fast. So I had nachos and my mom had hot-dog. We were finished and my mom said to go have fun. So we were in line for the game and the yo-yo. So we were on the ride was greasy than it got worse fast it was more fun than the ride was over. My mom and I were best. And my mom, I then we got in all the rest like the yo-yo and the pig and the sil ro coaster. And we got on the big was like the gate son and the big roll coaster. So it was time to go home and went to bed. So in the morning we went to Westerplayland and my cas and myself in line on the game. And me and my cas on all the big rest too. That was my best activity in my life. Thank you for reading my composition.

Score Point 1
The writer of this response focuses on a visit to an amusement park. Specific details contribute to the writer's portrayal of the trip, and sentence-to-sentence connections support the logical movement of the narrative. However, serious and persistent errors in English language conventions create disruptions in the fluency of the writing and sometimes interfere with meaning.
Score Point 1
The writer presents a focused, organized, and developed narrative with satisfactory control of conventions, but the story about flying on the wings of eagles is a fantasy. The writer’s lack of focus on a specific personal experience weakens the unity and coherence of the response. Consequently, the details provided are inappropriate and do not contribute to the writer’s portrayal of a personal experience. The result is a very limited writing performance.
Score Point 1
The writer of this very limited response describes running as a fun activity; however, the writer uses an organizational strategy that is only marginally suited to the narrative task. The presentation is weak because the repetition of ideas about fun and enjoyment take the place of meaningful development, and the vague details that are provided do not contribute to the writer's portrayal of a specific personal experience.
Score Point 2

The narrative represents a basic writing performance.

Organization/Progression

- The form or structure of the narrative is evident but may not always be appropriate to the purpose or responsive to the specific demands of the prompt. The writer uses organizational strategies or literary devices that are only somewhat suited to the narrative task. The writer is able to convey some sense of the experience.

- Some details do not contribute to the narrative. The writer may focus on a specific personal experience but may not sustain that focus, limiting the unity and coherence of the narrative.

- The writer's narrative presentation is inconsistent. Sometimes repetition of ideas or wordiness causes disruptions in the story line. At other times meaningful transitions and sentence-to-sentence connections are too perfunctory or weak to support the logical movement of the narrative.

Development of Ideas

- The development of the narrative is minimal and remains at a surface level because there are few details, they are not always appropriate, or they are too general. For the most part, the details contribute only marginally to the writer's portrayal of the experience.

- The narrative may reflect little or no thoughtfulness. In some cases, the writer’s response to the prompt may be artificial and rely on forced patterns of development, demonstrating only a basic understanding of the writing task. In other cases, the writer establishes some elements of a realistic situation but may provide few motivations for behavior or actions. The narrative conveys little sense of why the experience was important to the writer.

Use of Language/Conventions

- The writer’s word choice may be general or imprecise. It reflects a basic awareness of the narrative purpose. The word choice limits the writer’s ability to relate the experience clearly.

- Sentences may be simplistic, awkward or only somewhat controlled, limiting the effectiveness of the narrative.

- The writer demonstrates a partial command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Distracting errors may be evident, creating some disruptions in the fluency or meaning of the writing, but there is evidence of complete sentences and correct spelling.
ON one sunny day me and my family were at one cousins house. And I was bored so she said all go teach you art. And I said oh lets go and we went down stairs and the first thing we did was get all the supplies out. And then she showed me how to do it. And then I drew what I wanted then I painted it then we put all the sparkles on the paper and then we let it dry. And this was my art work. And that was the time I turned Art.

Score Point 2
The writer of this basic response focuses on the specific personal experience of making an art project during a family visit. Perfunctory transitions help advance the storyline; however, the development remains at the surface level because the details are too general and contribute only marginally to the writer’s portrayal of learning about an art project.
A time when I took part in an activity I really enjoyed is when I caught my first fish. I was at Rimmer's Ranch with my grandparents. My papa and I went to a good spot on the beach. We set up and took off our shirts, socks, and shoes. Off we got into the cold, shallow part of the river. And I cast our lines out into the river. After a while, I felt a tug and my arms out of the socket. I pulled and pulled and pulled in till I got it out of the water, and we took pictures on it and smiled.
The Y is my favorite place to go swimming. First we went to the children pool. Then I went to the waterslide one time. Then I went to the childrens pool again. Then I was practice swimming. The guy gave me a rest ben. Then I went to the waterslide 3 times. Then I swim the crazy water 2 times. Then I went to the creelie pool. Then the people got off the pool. When the guy blew the whistle, the people got on the pool. And then it was getting dark out. So we went to the bathroom and change. Then I was done changing. Then I sit on the bench and wait for my mom and my little brother to. Then my mom was done changing. So my little brother went to the bathroom. And then my little brother was done changing. Then we watch Voneyball. And Family we went home.

Score Point 2
The writer of this list-like narrative focuses on a favorite place to go swimming. The development is minimal because the details the writer provides are too general and are not always appropriate. The narrative conveys little sense of why swimming at this particular place is important to the writer. In addition, general word choice, simplistic sentences, and distracting errors in grammar and usage limit the effectiveness of this response.
The time I went bowling was with my best friend. My mom took us. We both had an amazing time together.

Then it was my choice. I got all of them. I was so excited! Jumped up and said yes, yes. Stacey

Then it was Stacey’s choice, but she was upset because she didn’t make like I did but she had one more chance. She roll that ball has hard has she can and made all of them. She was so exited she wanted to do it again.

It was almost time to go. We both made some great rolls. Then we both had to go home. She told me I was awesome at bowling and I said you are too. And if you did want to know who won it was Stacey.

I needed two more from her and I could have won and she could have lose. But we both had fun together and that all what matter. And that is why I enjoyed my activity.

Score Point 2
The writer of this basic response presents a focused and organized response about going bowling with a friend. The use of dialogue and reflective observation help convey some sense of the friends’ experience. However, overall development of the narrative is minimal and remains at a surface level because there are too few details, and many of those provided are too general.
Score Point 3

The narrative represents a satisfactory writing performance.

Organization/Progression

- The form or structure of the narrative is, for the most part, appropriate to the purpose and responsive to the specific demands of the prompt. The writer uses organizational strategies or literary devices that are adequately suited to the narrative task. The writer is able to clearly convey the experience.
- Most details contribute to the effectiveness of the narrative. The writer focuses on a specific personal experience and generally sustains that focus. The narrative is coherent, though it may not always be unified due to minor lapses in focus.
- The writer’s narrative presentation is adequately controlled. For the most part, transitions are meaningful, and sentence-to-sentence connections are sufficient to support the logical movement of the narrative.

Development of Ideas

- Specific details add some substance to the narrative. For the most part, these details contribute to the writer’s portrayal of the experience.
- The narrative reflects some thoughtfulness and may engage the reader. The writer demonstrates a good understanding of the writing task by establishing a realistic situation and providing reasonable motivations for behavior or actions. The narrative conveys some sense of why the experience was important to the writer.

Use of Language/Conventions

- The writer’s word choice is, for the most part, specific and concrete. At times the writer’s word choice may even be vivid or expressive. In any case, it reflects an awareness of the narrative purpose. Generally effective word choice allows the writer to relate the experience clearly.
- Sentences are varied and adequately controlled, for the most part contributing to the effectiveness of the narrative.
- The writer demonstrates an adequate command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Although some errors may be evident, they create few disruptions in the fluency of the writing, and they do not affect the clarity of the narrative.
The big game!

One day I woke up excitedly and I said to myself the big game is here! My dad said get dressed. So I did. I went down stairs to eat breakfast. We left my team yelled, come! So I went.

They said I have a plain. I said what is the plain? You go in front and three people going to be in front of you. So the game start. The idea work we got two goals in the same time. The other team said to us you are a loser and I said at less you calling your self a loser. So the other condor started I kick the ball so high and it made inside the goal. Next we take a brake the cousin. I said who want to seat out yet. I said I want to seat out because she is lazy. Finally it was the last condor started I kept running and running and finally I mad it in the goal. And we won the game and we sied go to venue that was a really enjoyable game. And we jump and screaming I was the exited day.

Score Point 3

The writer focuses on a specific personal experience, an important soccer game, and adequately controls the narrative presentation. Meaningful transitions and clear sentence-to-sentence connections are sufficient to support the logical movement of the game’s action. Specific details and the use of dialogue convey some sense of this soccer game’s importance to the writer and demonstrate a good understanding of the writing task. Although frequent sentence boundary, spelling, and usage errors are evident, they do not affect the clarity of the response. Overall, the narrative represents a satisfactory writing performance.
June 5, 2009 my grandpa, uncle, and cousins & I wanted to go have some fun for the summer. So we went fishing at Lake. When we where heading for the boat we saw a big fish Jump up we all screamed. As soon as we had every thing ready & set to go fishing, we had through our polls in. First my papa was the first to catch a bass. Then after a while of looking in the water I finally caught one! But it was not a fish it was a turtle. Everyone started to run away I didn't know why, but they end up on the side so it was because of the turtle so they all Jump out of the boat. Then all a sudden every time I put my poll in the water I would fill some thing. I kept on catching fish more & more each time. An thats the time when I enjoyed some thing with my family.

Score Point 3
The writer of this response demonstrates a good understanding of the narrative task by clearly conveying the specific personal experience of going fishing with family members. Sentence-to-sentence connections are sufficient to support the logical movement of the narrative, and specific details add some substance. Although sentence boundaries, spelling, punctuation, and usage errors are evident, they create few disruptions in the fluency of the writing, and they do not affect the clarity of the response.
“La la la la la” when I arrived at the carnival, I was amazed it was like I was paralyzed so I went to play games. My mom said I could pick three places we could go to, I picked games first, I wanted to play bowling first, I got 500 points then I got 1,000, then 1,000, I won the game. The next game we went to was throw the ball in the hole I missed one, but I got the other two that only gave me 2,000 points so I won again. Then the last game I played darts it was a little difficult I had got a 1,50 and a 1,000 I won again. Then we went on the rides the first one was the ferris wheel but I was not afraid the next ride was the roller coaster it went fast so fast I almost went flat like Flat Stanley. Then the last ride I went on was bumper cars it was amazing I crashed two people it was amusing. Then I went into the buildings I saw the car buildings, the toy buildings and we went to the food building. “Yay today was the most funnest day ever!” “Thank you mom I appreciate you for this.” “Thank you” “I had the most funnest day I want to come next year” I said to my mom.

Score Point 3
In this focused response, the writer tells the story of a day at the carnival. For the most part, transitions used to move through activities at the carnival are meaningful. Specific details about each activity are included, adding some substance to the narrative. The word choice is specific and, at times, expressive, while sentences are varied and adequately controlled. Errors in English language conventions are evident, but they do not affect the clarity of the narrative.
Last summer I had a basketball game. Before the game I was doing pushups, setups, and jumping jacks. So the game was starting, the man was throwing the ball in the air and I got the ball. I was trying to make a shot but some kid pushed me. So we tried again. I past the ball to my partner, we were running to make a shot. My partner was going to shoot it but they were blocking him. I was trying to tell him to give me the ball but he didn’t want to, so he tried to make it and he did make it, and everyone was shouting. My team was in the lead, our team had 28 and the other team had 18. So the time was running out, it was like 10 seconds, so I was running to try to make it, 5 more seconds on the timer. I was right their getting ready, 3 more seconds on the timer. I shot it there was 1 more second on the timer. I had done it! So my team won and I got to take the trophy home. That was fun activity I enjoyed.

**Score Point 3**

In this engaging response, the writer relates a story about a basketball game. The writer clearly conveys this specific personal experience by sustaining focus on the fast-paced action of the game. The writer develops the game’s highlights in detail, establishing a realistic situation and providing reasonable motivations for the players’ behavior and actions. The word choice describing the events leading up to the final shot is specific and concrete, and the language used to describe the winning shot is vivid and expressive.