

Grade 4 – Personal Narrative Writing Work Sample: Meets

Task: Your class is studying about insects and ant colonies. You are given two articles about ants and ant colonies. Read the sources carefully so you can **write a story** about shrinking to the size of an ant, falling into a hole in the ground, and becoming part of an ant colony. When writing your story, find ways to use information and details from the sources to improve your story about becoming part of an ant colony.

Scores, Justification of Student Evidence, and Suggested Areas of Student Improvement

Ideas and Content: 4

The student's writing demonstrates adequate narrative writing skills

Evidence from Student Work: Ideas and Content	
✓ Clear Purpose & Main Idea	<ul style="list-style-type: none">○ The writer's purpose is easy to understand: the story follows a clear narrative about shrinking to ant size and joining an ant colony.○ Example: <i>"Oh my gosh! I don't know what happened, but I shrank to an ant's size today!"</i> (Clear introduction that sets up the story).
✓ Situation & Events Identified	<ul style="list-style-type: none">○ The writer establishes a sequence of events that makes sense.○ Example: <i>"The queen ant decided for me to become part of the ant colony... Later as I looked around the ants' home, the queen told me to be a scout ant."</i> (The character is assigned a role, creating a structured plot).
✓ Use of Specific Details	<ul style="list-style-type: none">○ The student includes some sensory details, such as how the character felt and the appearance of the ant colony.○ Example: <i>"Their home was nice and all, but I felt weird as some of the other ants were glaring at me."</i> (Emotion is conveyed).
✓ Dialogue & Character Development	<ul style="list-style-type: none">○ The student uses dialogue and thoughts to develop the main character.○ Example: <i>"She wanted to do something in return for me, so she asked me what I wanted most."</i> (The queen's actions add depth to the story).

Organization: 4

The student's writing demonstrates adequate organization.

Evidence from Student Work: Organization	
✓ Logical Order of Ideas & Events	<ul style="list-style-type: none">○ The story follows a logical sequence:○ The main character shrinks.○ They meet the queen and receive a job.○ A conflict arises (almost being stepped on).○ The resolution leads to a feast and return home.○ Example: <i>"Oh my gosh! I don't know what happened, but I shrank to an ant's size today!"</i> (Clear beginning that introduces the main event).
✓ Developed Beginning	<ul style="list-style-type: none">○ The introduction immediately draws the reader in with an engaging moment.○ Example: <i>"Some of the ants took me to their colony and I met the queen."</i> (Establishes setting and plot quickly).
✓ Ending Makes Sense	<ul style="list-style-type: none">○ The conclusion wraps up the story logically by bringing the character home.○ Example: <i>"After the wonderful feast, I was sent back home and was back to normal."</i> (Provides closure).

Evidence from Student Work: Organization	
✓ Use of Transition Words	<ul style="list-style-type: none"> ○ The student uses transition words like <i>“later”</i>, <i>“as I looked”</i>, and <i>“after the feast”</i> to help the story flow.
✓ Paragraph Breaks Exist	<ul style="list-style-type: none"> ○ The student separates the introduction, middle, and conclusion into distinct sections, making it easier to read.

Voice: 4

The student’s writing demonstrates adequate voice.

Evidence from Student Work: Voice	
✓ Parts of the Story Are Lively and Engaging	<ul style="list-style-type: none"> ○ The writer includes an exciting and expressive tone that keeps the reader interested. ○ Example: <i>“Oh my gosh! I don’t know what happened, but I shrank to an ant’s size today!”</i> ○ The exclamation marks and expressive phrasing add enthusiasm and energy.
✓ The Writing Helps the Reader Enjoy the Story	<ul style="list-style-type: none"> ○ The character’s reactions and emotions are expressed naturally, making the story fun to read. ○ Example: <i>“I never thought I would be given a job, but I made some ant friends and got along with them.”</i> ○ This personal reflection makes the story feel real and engaging.
✓ The Writer Shows Interest in the Topic	<ul style="list-style-type: none"> ○ The narrative does not feel forced—the student seems engaged in the idea of exploring an ant colony. ○ Example: <i>“The feast was great and I had a wonderful time!!!”</i> ○ The excitement here suggests genuine interest in the story’s events.

Word Choice: 4

The student’s writing demonstrates adequate word choice.

Evidence from Student Work: Word Choice	
✓ Words Get the Message Across	<ul style="list-style-type: none"> ○ The student effectively communicates the story’s events with clear wording. ○ Example: <i>“Oh my gosh! I don’t know what happened, but I shrank to an ant’s size today!”</i> ○ This opening conveys excitement and urgency.
✓ Many Different Words Are Used	<ul style="list-style-type: none"> ○ The student avoids excessive repetition and incorporates a variety of words. ○ Example: <i>“The other scout ants told all about the adventure I had to the queen and she was surprised!”</i> ○ Uses words like <i>adventure</i> and <i>surprised</i> instead of basic descriptions.
✓ Some Concrete and Sensory Words Help Create Pictures	<ul style="list-style-type: none"> ○ The story contains a few sensory words that help the reader visualize events. ○ Example: <i>“The human was trying to help me find food! I was so grateful that I wasn’t squashed.”</i> ○ The word <i>“squashed”</i> creates a strong mental image.

Sentence Fluency: 4

The student's writing demonstrates adequate sentence fluency.

Evidence from Student Work: Sentence Fluency	
✓ The Writing Is Easy to Read Out Loud & Sounds Natural	
✓ The story flows in a way that is readable and understandable.	
✓ Example: <i>"The queen ant decided for me to become part of the ant colony and I wasn't so sure. I missed my parents and thought how worried they would be."</i>	
✓ This sequence of sentences flows logically and naturally.	
✓ Sentences Begin in Different Ways	
○ The student does not repeat the same sentence beginnings too often, making the writing more engaging.	
○ Examples:	
○ <i>"Oh my gosh! I don't know what happened, but I shrank to an ant's size today!"</i>	
○ <i>"Later as I looked around the ants' home, the queen told me to be a scout ant."</i>	
○ <i>"The feast was great and I had a wonderful time!!!"</i>	
✓ Some Sentences Are Shorter, Some Are Longer	
○ The student uses a mix of sentence lengths, which helps with fluency.	
○ Example of short sentences: <i>"It was actually sort of fun! But as I looked for food with the others, it got dark."</i>	
○ Example of longer sentences: <i>"The other scout ants told all about the adventure I had to the queen, and she was surprised!"</i>	
✓ Some Variety in Sentence Patterns	
○ The student does not always use the same type of sentence structure, which prevents the writing from sounding repetitive.	

Conventions: 4

The student's writing demonstrates adequate conventions.

Evidence from Student Work: Conventions	
✓ Most Sentences End Correctly with the Right Punctuation	
○ The student correctly uses periods and exclamation marks in most places.	
○ Example: <i>"Oh my gosh! I don't know what happened, but I shrank to an ant's size today!"</i>	
✓ Capital Letters Are Mostly Correct	
○ The student correctly capitalizes the beginning of sentences and proper nouns (e.g., "I," "The Queen").	
✓ Inconsistent Use of Quotation Marks in Dialogue	
○ There is no dialogue in the story, but if dialogue were included, punctuation and formatting need to be correct.	