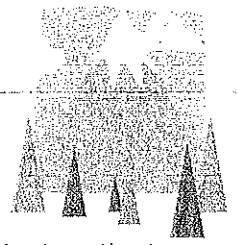


Name: _____ Date: _____

Narrative Writing Check-Up



Directions: Read the two texts and respond to the prompt that follows.

Text 1

Maybe you are looking for a vacation filled with adventure. Maybe you are looking for a vacation filled with peaceful calmness. Either way, Yosemite National Park is for you!

About 4 million people visit this national park each year. Yosemite National Park is found in the Sierra Nevada mountains in California. It is home to amazing landmarks and unique elements of nature.

The national park is open year-round for visitors. Though the park spans almost 1,200 miles, visitors spend most of their time in a much smaller part of the park. Yosemite Valley is where most people visit.

Activities at Yosemite range from nature walks and hiking to classes about photography, art, and rock climbing. Tourists can participate in stargazing programs and guided tours. Rafting, biking, and horseback riding are also options for those who love outdoor activities.

The world's biggest trees, sequoias, can be found in three large groves at Yosemite. The park is also known for two famous rock formations. They are called El Capitan and Half Dome. Yosemite Falls is one of the world's tallest waterfalls. These sights draw visitors from all over the world.

Yosemite National Park is a great place for nature lovers to visit. With stunning landmarks such as Yosemite Falls and Half Dome, all visitors are sure to be impressed.

Text 2

In 1864, Abraham Lincoln signed a law that preserved a large section of land. It was the first time in the United States that land had been set aside for the benefit of the people. It officially became a national park in 1890. This area is known as Yosemite National Park.

Located in the central Sierra Nevada mountains in California, Yosemite National Park spans about 1,200 miles. It is roughly the same size as the state of Rhode Island. The park is a diverse habitat of a variety of plant and animal species.

Yosemite National Park is known by people all over the world. It is recognized for its granite cliffs and large waterfalls. The jaw-dropping, giant sequoia trees invite tourists to come see the unique beauty of nature. The park is also known for its clear streams, lakes, mountains, and glaciers.

About 95% of the park is dedicated to wilderness. It has not been touched by humans. When visitors come to Yosemite, they stay in a smaller area called Yosemite Valley. There is a wide range of activities for tourists when they visit.

Yosemite National Park is managed by the U.S. National Parks Service. Their job is to make sure the area remains protected. This prevents people from coming in to build on the land. A protected area is also a place where people are not allowed to hunt or drill oil. A protected area allows the plants and animals to thrive in nature.

Prompt:

Yosemite National Park is one of America's most celebrated national parks. Write a narrative that includes true, factual information about Yosemite National Park. In your story, be sure to include characters, a problem, and a solution.

Your writing will be scored based on the development of ideas, organization of writing, and language conventions of grammar, word choice, and mechanics.

Introduction to the topic:

Body: Facts

Body: Facts

Body: Facts

Body: Details

Body: Details

Body: Details

Closure:

Narrative Genre Four-Point Holistic Rubric

Writing Trait	Points	Criteria
This trait examines the writer's ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.	4	<p>The student's response is a well-developed narrative that fully develops a real or imagined experience based on text as a stimulus.</p> <ul style="list-style-type: none"> • Effectively establishes a situation and introduces a narrator and/or characters • Organizes an event sequence that unfolds naturally • Effectively uses narrative techniques, such as dialogue and description, to develop interesting experiences and events or show the response of characters to situations • Uses a variety of words and phrases consistently to signal the sequence of events • Provides a sense of closure that follows from the narrated experiences or events • Integrates ideas and details from source material effectively • Has very few or no errors in usage and/or conventions that interfere with meaning*
	3	<p>The student's response is a complete narrative that develops a real or imagined experience based on text as a stimulus.</p> <ul style="list-style-type: none"> • Establishes a situation and introduces one or more characters • Organizes events in a clear, logical order • Uses narrative techniques, such as dialogue and description, to develop experiences and events or show the response of characters to situations • Uses words and/or phrases to indicate sequence • Provides an appropriate sense of closure • Integrates some ideas and/or details from source material • Has a few minor errors in usage and/or conventions with no significant effect on meaning*
	2	<p>The student's response is an incomplete or oversimplified narrative based on text as a stimulus</p> <ul style="list-style-type: none"> • Introduces a vague situation and at least one character • Organizes events in a sequence but with some gaps or ambiguity • Attempts to use a narrative technique, such as dialogue and description, to develop experiences and events or show the response of characters to situations • Uses occasional signal words to indicate sequence • Provides a weak or ambiguous sense of closure • Attempts to integrate ideas or details from source material • Has frequent errors in usage and conventions that sometimes interfere with meaning*
	1	<p>The student's response provides evidence of an attempt to write a narrative based on text as a stimulus.</p> <ul style="list-style-type: none"> • Response is a summary of the story • Provides a weak or minimal introduction of a situation or a character • May be too brief to demonstrate a complete sequence of events • Shows little or no attempt to use dialogue or description to develop experiences and events or show the response of characters to situations • Uses words that are inappropriate, overly simple, or unclear to convey any sense of event order • Provides a minimal or no sense of closure • May use few, if any, ideas or details from source material
		<ul style="list-style-type: none"> • Has frequent major errors in usage and conventions that interfere with meaning*
	0	<p>The student's response is flawed for various reasons and will receive a condition code:</p> <ul style="list-style-type: none"> • Code A: Blank • Code B: Copied • Code C: Too Limited to Score/Illegible/Incomprehensible • Code D: Non-English/Foreign Language • Code E: Off Topic/Off Task/Offensive

Do you think more people should use bikes instead of driving cars as their major form of transportation? State your opinion and use facts from the texts to support your answer.

Passage 1: Travel by Bike, It's Just Right

More people should go to work and around town by riding a bike. This would help towns and cities in many ways.

If more people ride bikes, fewer cars will be on the roads. Cars give off harmful gases. These gases make a town's air dirty. Cars also create traffic. This makes it difficult for people to get where they need to go. People who are stuck in traffic make noise by beeping their horns.

People should ride bikes to get in shape and be healthy. Most people don't get enough exercise. We all need thirty minutes of exercise each day. Using a bike to get to and from work would eliminate having to spend extra money every month on gym memberships.

Finally, if more people rode a bike everyday it would save cities lots of money, our roads have more and more potholes every year. The weight of cars and trucks makes these holes. If more people ride bikes, there will be fewer cars on the roads. This means fewer potholes.

Passage 2: Cars Make Our Lives Easier

Riding a bike is fun and a great way to stay in shape. And if more people rode bikes, there would be fewer cars on the road. This means that there will be fewer harmful gases in the air, however, this is just not a logical request to ask people to do.

First the weather isn't always nice enough to ride a bike. It's much too cold to take a bike to town in the winter. And riding a bike in the snow is difficult, if not impossible. The roads in the summer are much better for biking riding. But even then, it isn't fun to ride a bike if it's too hot or rainy.

The lack of cargo space on a bike is another reason why people drive in town. Many people go to town to buy groceries or other supplies. A bike doesn't have enough space to hold these items. A days' worth of groceries wouldn't even fit in a bike basket.

Bikes aren't practical for most families either. People with small children would have a hard time getting them to and from places such as school and daycare.

Introduction to the topic:

Body: Facts

Body: Facts

Body: Facts

Body: Details

Body: Details

Body: Details

Closure:

Opinion Genre Seven-Point, Two-Trait Rubric

Trait 1: Idea Development, Organization, and Coherence

Writing Trait	Points	Criteria
Idea Development, Organization, and Coherence This trait examines the writer's ability to effectively establish a point of view and to support the opinion with reasons from the text(s) read. The writer must form an opinion from the text(s) in his/her own words and organize reasons for the opinion (from text that they have read) in order to create cohesion for an opinion essay.	4	The student's response is a well-developed opinion piece that effectively examines a topic and supports a point of view, with reasons, clearly based on text as a stimulus. <ul style="list-style-type: none"> • Effectively introduces a topic and clearly states an opinion • Creates an effective organizational structure to group reasons • Provides clear, relevant reasons to support the opinion • Uses linking words and phrases effectively to connect opinions and reasons • Provides a strong concluding statement or section
	3	The student's response is a complete opinion piece that examines a topic and supports a point of view based on text. <ul style="list-style-type: none"> • Introduces a topic and states an opinion • Provides some organizational structure to group reasons • Provides reasons to support the opinion • Uses some linking words to connect opinions and reasons • Provides a concluding statement or section
	2	The student's response is an incomplete or oversimplified opinion piece that examines a topic and partially supports a point of view based on text. <ul style="list-style-type: none"> • Attempts to introduce a topic and state an opinion • Attempts to provide some organization, but structure sometimes impedes the reader • Attempts to provide reasons that sometimes support the opinion • Uses few linking words to connect opinions and reasons; connections are not always clear • Provides a weak concluding statement or section
	1	The student's response is a weak attempt to write an opinion piece that examines a topic and does not support a text-based point of view. <ul style="list-style-type: none"> • May not introduce a topic or state an opinion • May not have any organizational structure evident • May not provide reasons to support the opinion • May not use any linking words to connect opinions and reasons • Provides a minimal or no concluding statement or section
	0	The student's response is flawed for various reasons and will receive a condition code: <ul style="list-style-type: none"> • Code A: Blank • Code B: Copied • Code C: Too Limited to Score/Illegible/Incomprehensible • Code D: Non-English/Foreign Language • Code E: Off Topic/Off Task/Offensive

Opinion Genre Seven-Point, Two-Trait Rubric

Trait 2: Language Usage and Conventions

Writing Trait	Points	Criteria
Language Usage and Conventions This trait examines the writer's ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.	3	The student's response demonstrates full command of language usage and conventions. <ul style="list-style-type: none">• Has clear and complete sentence structure, with appropriate range and variety• Shows knowledge of language and its conventions when writing• Any errors in usage and conventions do not interfere with meaning*
	2	The student's response demonstrates partial command of language usage and conventions. <ul style="list-style-type: none">• Has complete sentences, with some variety• Shows some knowledge of language and its conventions when writing• Has minor errors in usage and conventions with no significant effect on meaning*
	1	The student's response demonstrates weak command of language usage and conventions. <ul style="list-style-type: none">• Has fragments, run-ons, and/or other sentence structure errors• Shows little knowledge of language and its conventions when writing• Has frequent errors in usage and conventions that interfere with meaning*
	0	The student's response is flawed for various reasons and will receive a condition code: <ul style="list-style-type: none">• Code A: Blank• Code B: Copied• Code C: Too Limited to Score/Illegible/Incomprehensible• Code D: Non-English/Foreign Language• Code E: Off Topic/Off Task/Offensive