Performance Assessment /Narrative

Targeted Content Area(s): Writing

Grade Level: 5

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Assessment Overview

Title: Podcasting: Teaching Narrative Fiction/Nonfiction Writing for the Real World

Summary of the Assessment:

Students will prewrite, write, revise, and edit a narrative fiction or nonfiction podcast.

Targeted Standard(s)

English

5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.

5.7 The student will write for a variety of purposes to describe, to inform, to entertain, to explain and to persuade.

5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.

"Unwrapped" Standard(s)

Need to **KNOW**:

- the types narratives that are used in podcasts (fictional or nonfiction--biographical/autobiographical)
- multiple strategies to use in prewriting (graphic organizers, lists, outlines, quickwrites, etc)
- how to conduct peer revision vs. editing
- how to provide peer feedback using the given chart (see attached chart)
- how to edit for usage/mechanics/paragraphing/sentence structure
- how to punctuate dialogue

Need to **Understand**:

- the characteristics of narratives and what distinguishes them from expository and persuasive writing
- character development (fiction)
- setting development (fiction)
- plot development/action (fiction)
- conflict/problem (fiction)
- resolution/solution (fiction)
- facts/detail (nonfiction)
- chronological order (nonfiction)
- identify main idea (fiction)
- how to draw conclusions/make inferences by showing versus telling (fiction/nonfiction)
- author's purpose in selecting particular words/phrases (fiction/nonfiction)
- how to revise the podcast narrative to appeal to a listening audience
- the characteristics of a podcast
- that the New York Times is a newspaper

Need **To Do**

1. Determine a topic for his/her podcast, deciding whether it will be narrative fiction or nonfiction.
2. Use prewriting strategies prior to drafting podcast.
3. Draft a two-five minute podcast.
4. Conduct peer revision with three to five classmates based on questions in student directions.
5. Revise draft based on peer input.
6. Edit draft for usage/mechanics/paragraphing/sentence formation in preparation for podcast recording.

7. Record podcast (optional/based on technology resources available).

Engaging Scenario + Explicit Directions

Your local newspaper has been inspired by the *The New York Times*, and has decided to begin producing podcasts in response to the explosion of on-demand audio programs that listeners download for free from iTunes and internet sources. One of their first podcasts will be called, *Voices and Viewpoints: Schoolyard Stories*. The podcast's purpose will be to provide a place for pre-teen writers to produce narratives that can be fiction or nonfiction.

You have been selected to be one of the first podcasters on this new program. Your first job is to choose a topic for your narrative, either a fictional story that you create or a retelling of a meaningful event that has happened in your life or in the life of someone that you know.

The following is a recommended process for you to follow in creating your podcast:

(see fiction/ nonfiction directions)

Fiction

1. Decide what you want to write about . I want to tell a story about _____

   _____

   _

   _____.

2. Prewrite using a graphic organizer, lists, quickwrites, etc. Use the prewriting method(s) that work best for you as a writer. Consider the following in your prewriting:
   ☐ Create characters.

☐ Describe the setting (s).
☐ Identify/List the important events of the plot.
☐ Decide the main conflict (problem).
☐ Decide the resolution (solution).

3. Write a draft of your podcast. You should plan for it to last two to five minutes when read aloud.

4. Read aloud your draft with up to five of your classmates. You should provide feedback using the Peer Revision Chart.

5. Use the feedback from your classmates to revise your narrative. Keep your prewriting, first draft, and your revision so that you can show how your narrative has changed from its beginning stages to its final draft.

6. Edit your draft for correct spelling, grammar, punctuation, sentence structure, and paragraphing.

7. Record podcast (if technology resources are available).

Nonfiction

The following is a recommended process for you to follow in creating your podcast:

1. Decide what you want to write about: I want to write about the time when

_____
_
_____.

2. Prewrite using a graphic organizer, lists, quickwrites, etc. Use the prewriting method(s) that work best for you as a writer. Consider the following in your prewriting:

☐ Identify/list the important facts of your narrative.
☐ Decide what you want your audience to think or feel from hearing your narrative.
☐ Determine the order that you want to present your story/facts and which are important to understanding your main point(s).
☐ Decide which people that are important to include in the narrative.
☐ Decide where you might want to include snapshots/thoughtshots to provide detail and explain your thinking for the audience.

3. Write a draft of your podcast. You should plan for it to last two to five minutes when read aloud.

4. Read aloud your draft with up to five of your classmates. They should provide feedback based on the Peer Revision Chart.

5. Use the feedback from your classmates to revise your narrative. Keep your prewriting, first draft, and your revision so that you can show how your narrative has changed from its beginning stages to its final draft.

6. Edit your draft for correct spelling, grammar, punctuation, sentence structure, and paragraphing.

7. Record podcast (if technology resources are available).

Resources

Sample Podcasts:

http://www.stitcher.com/podcast/stories-podcast

http://www.readingrockets.org/article/creating-podcasts-your-students

Peer Revision Charts on Next Pages:

Nonfiction Podcast Peer Revision:	Guiding Questions	Guiding Questions	Peer Suggestions
Time/ Length:	Is it long enough? Between 2-5 mins long?	Too short? Too long?	Your podcast was _____ _____ minutes long.
Organization	Is it easy to follow?	Any confusing events?	I think what's missing for this story is _____ _____ _____.
Sequence/ Chronological Order	Events are told from beginning to end in order	Out of order	The events of _____ _____ could be reordered and place between _____ and _____.
Supporting Details	Do the details support the main idea? Are there enough ideas to convey the big idea/ message?	Are there any off topic ideas/ details?	I think the details about _____ _____ could be added. I think the details about _____ _____ could be deleted.

Feeling	How does this story make you feel?		This podcast makes me feel _____ because _____ _____ .
Interesting			I learned _____ _____ _____ from this podcast. This could be more interesting if _____ _____ _____was added.

Fiction Podcast Peer Revision:	Guiding Questions	Guiding Questions	Peer Suggestions
Time/ Length:	Is it long enough? Between 2-5 mins long?	Too short? Too long?	Your podcast was _____ _____ minutes long.
Organization	Is it easy to follow?	Any confusing events?	I think what's missing for this story is _____ _____ _____.
Characters	Who are the characters?	Are they well developed? Change throughout the story?	The characters are _____ _____ and he or she changes by starting like _____ and changes to _____.
Plot	Is the plot developed and make sense	Are there any off topic ideas/ details?	I got lost in your plot because _____ _____ _____.
Conflict/ Resolution	What's the conflict?	How's it solved?	The conflict is _____

			_____ and is solved by ____ _____ _____.
Setting	Where is the setting?		I can tell the setting of the story is _____ _____ because of the clues _____ _____ _____.
Dialogue	Does it make sense?	Is it purposeful ?	When the character says _____ it is confusing because _____.

Single Point Rubric- Narrative Writing

Concerns	Criteria	Advanced
	Composing: - focuses on one central idea - uses Beginning, Middle, End with use of transition words - groups information in paragraphs - includes supporting details to explain topic	
	Written Expression: - uses appropriate, topic vocabulary (words) - uses a variety of sentence structures - uses descriptive adjectives and adverbs - uses figurative language -writes to sound like a character, author, or narrator (voice)	
	Usage and Mechanics: - writes complete sentences - uses ending punctuation correctly - uses capitalization correctly - uses commas and apostrophes correctly -uses quotations correctly - uses verb tense correctly - spells commonly used words and topic vocabulary correctly	
	Writing Process: - completes planning sheet (beginning, middle, end) - completes rough draft - revises/edits rough draft - completes final copy with few mistakes	
	Use of Content	