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**Subject:** English Language Arts

**Level:** Standard Four

**Strand:** Writing

**Topic:** Narrative Writing

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**Key Points:**

**Content**



**Language Use**

**Organisation**

**Grammar /  
Mechanics**

- ✓ Include setting: *time and place*
- ✓ Include the elements of plot: *exposition, rising action, climax, falling action and resolution*
- ✓ Develop your characters through physical description, action and dialogue.
  
- ✓ Use descriptive language: *words that help to create a vivid picture of what took place*
- ✓ Use figurative language: *simile, metaphor, personification*
- ✓ Include sensory details: *words that appeal to the senses*
  
- ✓ Organise your ideas into clearly defined paragraphs.
- ✓ Sequence your ideas logically.
- ✓ Use transitional words.
  
- ✓ Use correct grammar.
- ✓ Use punctuation marks correctly.
- ✓ Use capital letters wherever needed.
- ✓ Spell words correctly.

# ENGLISH LANGUAGE ARTS WRITING

Time – 50 minutes

Remember: Write on only ONE of the following topics.

## TOPICS

1. Write a story about a day when the school bully ordered you to skip classes and follow him. You were taken to a big drain at the side of the school. Upon entering, you heard laughter, talking and music. Describe the experience. Remember to include details about your feelings and actions.
2. Your family organised a surprise party for your eleventh birthday. Write a story in which you describe what took place, your feelings and your actions.
3. You were home alone when you heard heavy pounding on the front door. Your curiosity led you to investigate. Write a story describing what took place after you opened the door. Remember to use words that appeal to the senses.

# STORY PLANNER

**TOPIC:**

Element of Plot	Plan
<p><b>Exposition / Introduction</b> This is the beginning of the story. The setting (time and place) is described and the characters are introduced.</p>	
<p><b>Rising Action</b> In this part of the plot, characters encounter a problem / experience some conflict.</p> <p>This part of the plot serves to introduce the main problem or conflict.</p> <p>Excitement, tension and crisis are encountered.</p>	
<p><b>Climax</b> The most exciting part of the story where something changes dramatically.</p> <p>This is the highpoint / turning point of the story. It addresses how the characters deal with the problem/conflict encountered.</p> <p>It may be a physical or mental action based on the type of conflict faced (man vs self, man vs man, man vs nature, man vs society etc).</p>	

Element of Plot	Plan
<p><b>Falling Action</b>  Events that lead to the end of the story. These events help to resolve the conflict fully.</p> <p>In this part of the plot, the results of action taken by the characters / decision made are presented.</p>	
<p><b>Resolution</b>  This is the end of the story. It addresses the lesson(s) learnt.</p> <p>The conflict has ended. Outcomes are revealed.</p>	

## Rubric for Narrative Writing

	<b>Exemplary 5</b>	<b>Proficient 4</b>	<b>Progressing 3</b>	<b>Emerging 2</b>	<b>Makes an attempt 1</b>	<b>Unsatisfactory 0</b>
<b>Content</b>	<p>The story is in response to the writing task and is conveyed through:</p> <ul style="list-style-type: none"> <li>-effectively established setting (time <i>and</i> place)</li> <li>-skilful development of character: physical descriptions, actions and dialogue.</li> <li>-skilful development of all elements of plot.</li> </ul>	<p>The story is in response to the writing task and is conveyed through:</p> <ul style="list-style-type: none"> <li>-well-developed setting (time <i>and</i> place)</li> <li>-competent development of character: physical descriptions, actions, dialogue (any two).</li> <li>- competent development of any four elements of plot.</li> </ul>	<p>The story is in response to the writing task and is conveyed through:</p> <ul style="list-style-type: none"> <li>-fairly developed setting (time or place)</li> <li>-satisfactory development of character: physical description, action <i>or</i> dialogue (any one).</li> <li>-satisfactory development of any three elements of plot.</li> </ul>	<p>The story demonstrates an incomplete understanding of the writing task.</p> <ul style="list-style-type: none"> <li>Time or place is named only.</li> <li>Character/s are named only.</li> <li>Action and/or dialogue (if present) do not develop character.</li> <li>Plot is underdeveloped.</li> </ul>	<p>Lacks understanding of the writing task.</p> <ul style="list-style-type: none"> <li>Setting is not evident</li> <li>Character/s are presented but not named.</li> <li>Plot cannot be discerned.</li> </ul>	<p>Prompt alone is repeated.</p> <ul style="list-style-type: none"> <li>Clearly off topic.</li> <li>No intelligible response</li> </ul>
<b>Language Use</b>	<p>Vivid descriptive and figurative language establish clarity of narrative elements.</p> <p>Sensory details enhance story.</p>	<p>Relevant descriptive and/or figurative language facilitate the narrative.</p> <p>Sensory details facilitate the narrative.</p>	<p>Limited use of descriptive or figurative language.</p> <p>Limited use of sensory details.</p>	<p>Descriptive and/or figurative language and sensory details attempted but usage is often inappropriate or repetitive.</p>	<p>No discernible use of descriptive or figurative language and/or sensory details.</p>	<p>Words and sentences are indiscernible.</p>

	<b>Exemplary 5</b>	<b>Proficient 4</b>	<b>Progressing 3</b>	<b>Emerging 2</b>	<b>Makes an attempt 1</b>	<b>Unsatisfactory 0</b>
<b>Organisation</b>	<p>Purposeful sequencing of plot structure regardless of chronological order.</p> <p>Skilful use of transitions and paragraphing add clarity to the plot structure.</p>	<p>Logical sequencing of plot structure.</p> <p>Logical use of transitions and paragraphing facilitate the narrative</p>	<p>Inconsistent sequencing of plot structure.</p> <p>Simplistic use of transitions and paragraphs may impede the flow of the narrative.</p>	<p>Disorganised sequencing of plot structure.</p> <p>Weak transitions with limited paragraphing make the narrative illogical.</p>	<p>Sentences are evident but the writing demonstrates no evidence of sequencing.</p>	<p>Words are indiscernible. Lack of structure.</p>
<b>Grammar/ Mechanics</b>	<p>Minor lapses in grammar or spelling or punctuation do not detract from the fluency and clarity of the writing.</p>	<p>A few errors in grammar or spelling or punctuation or capitalisation do not impede meaning.</p>	<p>Some errors in grammar, punctuation, capitalisation and spelling at times impede meaning.</p>	<p>Frequent errors in grammar, punctuation, capitalisation and spelling impede readability.</p>	<p>Grammatical and mechanical errors make the story almost unintelligible.</p>	<p>Words and sentences are indiscernible.</p>