

Prep for the SBAC CAASPP Test with 10 NARRATIVE BRIEF WRITES

YOU'LL GET . . .

- 10 different story trifolds
- Teacher Slideshow
- Editable Google Docs
- SBAC Brief Write Rubric Bookmark



INTRODUCTION

Today is the day. I woke up, and almost immediately felt nervous. "Good morning, Josh!" My mom exclaimed. "Please don't call me - you know what? I'm not even going to try." I said, giving up. As soon as I got ready to leave for school, I started getting more butterflies than ever. Today I had my big audition, right after school.

After my last class, I went to the theater, and I was the second person to audition, as I saw on our Director's list. "Shoot," I muttered, right before I went to walk onto the stage.

As I walked onto the stage, the bright lights shining down on me, I took a deep breath and tried to calm my racing thoughts.

I'd dreamed of this day for so long. For long hours each week, I'd practiced my acting skills in front of a mirror. I could sing all of my favorite songs word for word. I'd even learned how to dance, hoping that someday, I would get a part in the school play.

But now that the day had finally come, I'd been overcome with nerves. "Hello, my name is Josh," I began, my voice shaking slightly. "I will be auditioning for the role of the prince."

As I began reciting the lines I'd spent so many hours memorizing, I felt the butterflies in my belly slowly leave. A surge of confidence grew until it washed over me.

I could feel the director's eyes on me, hanging on my every word. I poured my heart and soul into the words, feeling all the same emotions of the character I wanted to play.

When I finished speaking, the auditorium was silent. No applause at all. The butterflies in my belly returned.

Was I really that bad? I wondered as I took my bow. What if I didn't get any part at all?

CONCLUSION

"Oh my..." our Director said, and at this point, I was only getting mixed signals on if I did good or not. "Wow, that was so..." she continued. "Well, that was HORRIBLE!" some kid said, that REALLY made me feel better at the time! Just kidding. I felt like one would feel after being stepped on 1,000 times. "No, it was -" I didn't hear the rest of what our Director said. I ran off the stage.

The next day I went to school to find my alternate staring at me as if I ruined his life, and ME as the role of the prince!

10 PRINTABLE STORIES

INTRODUCTION	Sam watched helplessly as his basketball landed on the patio table, scattering his sister's artwork every which way before knocking over a glass filled with paint brushes and water. Dirty paint water spilled all over the table, drenching his older sister's beautiful artwork.	CONCLUSION
	Panicked, Sam tried to quickly wipe off the water, but it was too late. The once	

INTRODUCTION	On the day of the trip, Alex's parents dropped her off at the meeting point, where she was greeted by her new scout leader, Mrs. Jenkins. Mrs. Jenkins was a friendly and experienced camper who put Alex at ease with her reassuring smile.	CONCLUSION
	"First time camping, huh?" she asked, then added, "We're going to have a lot of fun out here in the wilderness."	

INTRODUCTION	As I walk into the classroom, I can feel my heart pounding in my chest. I sit down at my desk, avoiding eye contact with anyone around me. I know I'm in trouble.	CONCLUSION
	I glance to my right and catch Sam copying Jacob's homework answers. I quickly look away.	

INTRODUCTION	"So, class, what should we plant?" Mr. Smith asked.	CONCLUSION
	"You're leaving the decision up to us?"	

INTRODUCTION	Overjoyed, Alice rushed to the nearest animal shelter, determined to find the perfect pet.	CONCLUSION
	As she walked down the shelter rows, she carefully considered each animal. The dogs were all very cute, but some of the dogs jumped up and tried to lick her. And when they barked loudly, it hurt her ears.	

INTRODUCTION	"Come on, Tommy, just give it a try. It's not as scary as you think," Sarah said, tugging at my sleeve.	CONCLUSION
	"But what if something goes wrong? What if the rollercoaster breaks down or we get stuck upside down?" I replied, my voice trembling with fear.	

INTRODUCTION	As she started mixing the ingredients, Noelle felt a surge of excitement. She carefully measured out each ingredient, following the recipe precisely.	CONCLUSION
	Everything seemed to be going smoothly, and she couldn't wait to see her grandma's face light up when she tasted her creation. It would be the perfect present for her grandma's birthday.	

INTRODUCTION	The generations-old vase, the one my parents always warn me to be careful around, wobbles before tipping over.	CONCLUSION
	I gasp as the disaster unfolds and the vase falls. It crashes to the floor.	

INTRODUCTION	Carly retraces her steps, scanning the ground for any sign of the hat. She checks behind bushes and under benches, but it's as if the hat has vanished into thin air.	CONCLUSION
	Where could it have gone? Panic sets in as Carly realizes just how important the hat is to her. Without her lucky hat, there's no way she'll pass her science test today. And she really needs to pass that test.	

INTRODUCTION	As I walked onto the stage, the bright lights shining down on me, I took a deep breath and tried to calm my racing thoughts.	
	I'd dreamed of this day for so long. For long hours each week, I'd practiced my acting skills in front of a mirror. I could sing all of my favorite songs word for word. I'd even learned how to dance, hoping that someday, I would get a part in the school play.	

KIDS READ & ANALYZE THE EXISTING STORY MIDDLE

Read the Story

ID Key Details

INTRODUCTION	CONCLUSION	STORY DETAILS	A GOOD STORY INCLUDES:	TITLE & COVER ART
Sam watched helplessly as his basketball landed on the patio table, scattering his sister's artwork every which way before knocking over a glass filled with paint brushes and water. Dirty paint water spilled all over the table, drenching his older sister's beautiful artwork. Panicked, Sam tried to quickly wipe off the water, but it was too late. The once vibrant colors had run together, creating a messy blur where his sister's intricate design used to be. His heart sank as he realized what he had done. He knew how much time and effort his sister had put into that artwork, and now it was ruined because of his carelessness. The art contest deadline was tomorrow, which didn't leave him much time. Maybe he could recreate the painting? But before he'd even had time to grab a clean, dry sheet of paper, he saw his sister returning from the kitchen, two popsicles in her hand. "Oh no!" Ann cried, dropping the popsicles when she saw the mess. She clutched her now dripping wet paper to her chest. "I am so sorry!" Sam said. "It's okay," his sister said. But the sad tone in her voice and the tears welling up in her eyes said it wasn't. He had to do something to fix this, but what?		SETTING: The MAIN CHARACTER is: The OTHER CHARACTERS are: CONFLICT: POINT OF VIEW: ☐ 1st Person (uses I, me, my, we) ☐ 3rd Person (uses he, she, they) The Story is WRITTEN IN: ☐ Past tense (already happened) ☐ Present Tense (happening now) AT THE BEGINNING: The main character wants or needs to _____ because _____ AT THE END: The problem is solved when _____ _____	CHARACTERS IN CONFLICT One or more characters who are struggling to overcome a problem. Ask and answer questions such as: What does the main character want? Why do they want or need this? What or who is getting in their way? CHARACTER (RE)ACTIONS What the main character says, thinks and the emotions they feel. Characters make decisions and act based on their thoughts and feelings. We call this the PLOT, or WHAT happens in the story. A SETTING Where and when the story takes place. Writers use clothing, technology, and the way people speak to show the: Location * Time Period * Weather Characters interact with and describe their setting using their 5 SENSES: see * hear * smell * taste * touch A RESOLUTION How the story problem is finally solved. The main character needs to solve their own problem, either alone or with help. What lesson do they learn about themselves or about life?	

Print the Trifold Brochure 2 Sided * Design Cover & Title

KIDS ADD OWN INTRO & CONCLUSION

Guide & Assess Writing with Bookmark based on SBAC Brief Write Rubric

INTRODUCTION

[illegible]

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The art contest deadline was tomorrow, which didn't leave him much time. Maybe he could recreate the painting? But before he'd even had time to grab a clean, dry sheet of paper, he saw his sister returning from the kitchen, two popsicles in her hand.

"Oh no!" Ann cried, dropping the popsicles when she saw the mess. She clutched her now dripping wet paper to her chest.

"I am so sorry!" Sam said.

"It's okay," his sister said. But the sad tone in her voice and the tears welling up in her eyes said it wasn't. He had to do something to fix this, but what?

CONCLUSION

[illegible]

THE INTRODUCTION

The beginning of a story should include:

☐ SETTING DETAILS

Include specific details about **WHERE** the story takes place. Describe the setting with your five senses: see, hear, smell, taste, and touch.

CHARACTERS

Introduce the main character or narrator and other characters. Include character thoughts or reactions and dialogue.

☐ **CONFLICT**

Set up the problem or action that will happen in the rest of the story.

TRANSITION

A sentence or short paragraph that connects to the rest of the story and sets up the action to come.

THE CONCLUSION

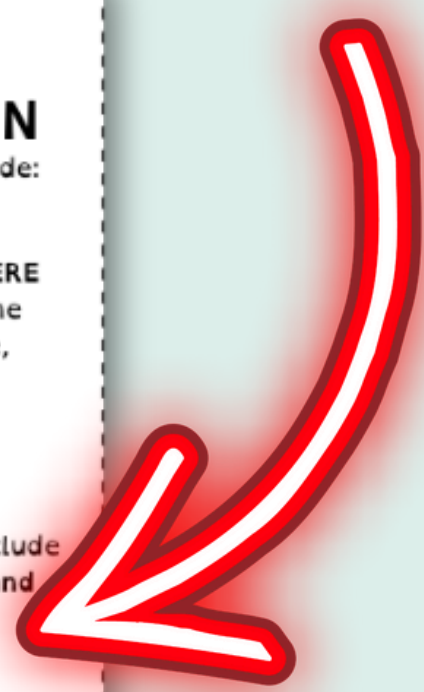
The end of a story should include:

TRANSITION

A connecting sentence or short paragraph that follows from the events or experience in the story.

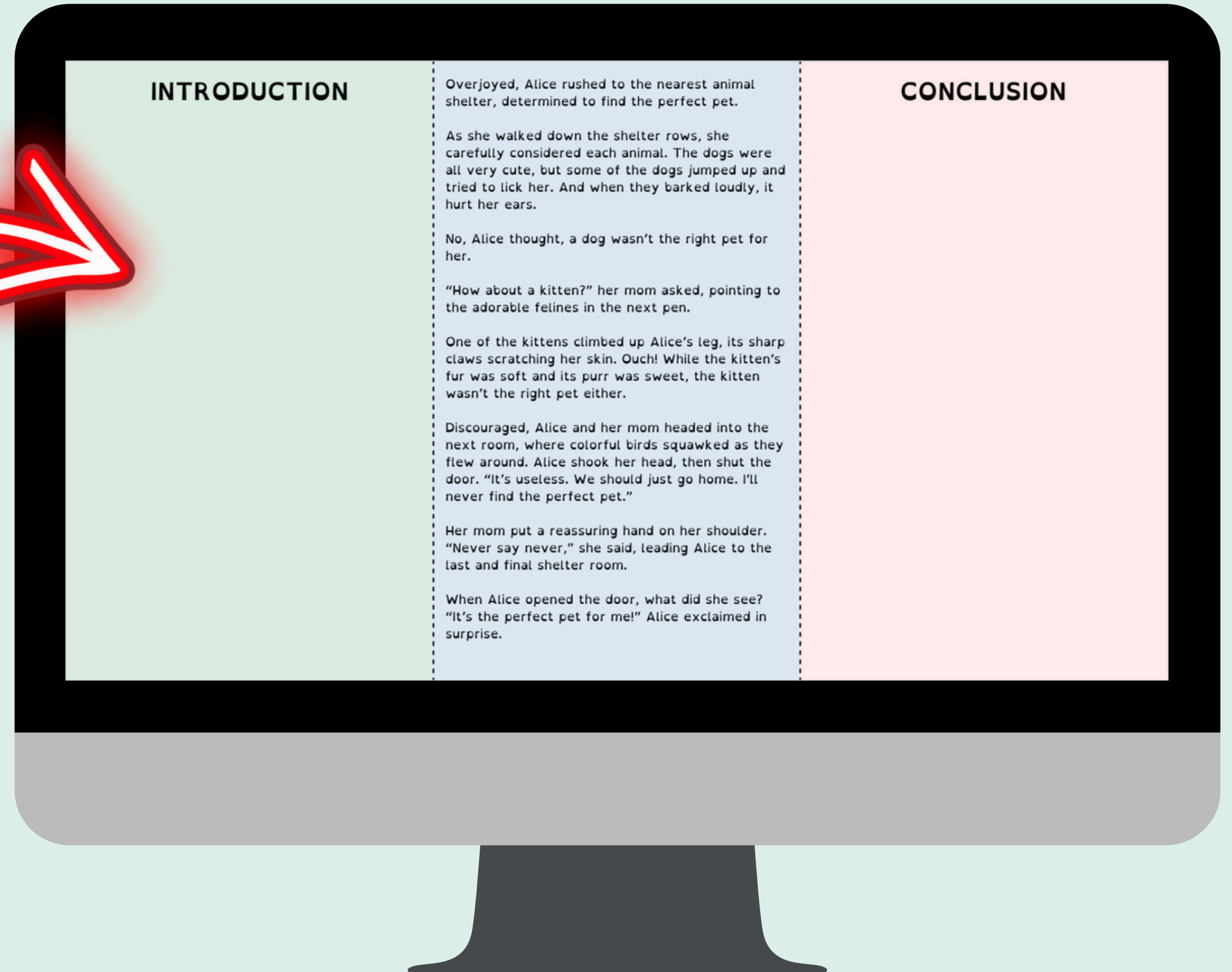
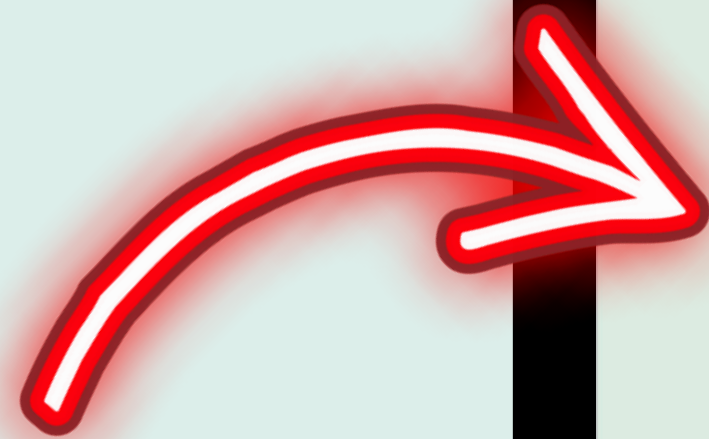
☐ CLOSURE

A sense of closure that wraps up and ends the story problem or action.



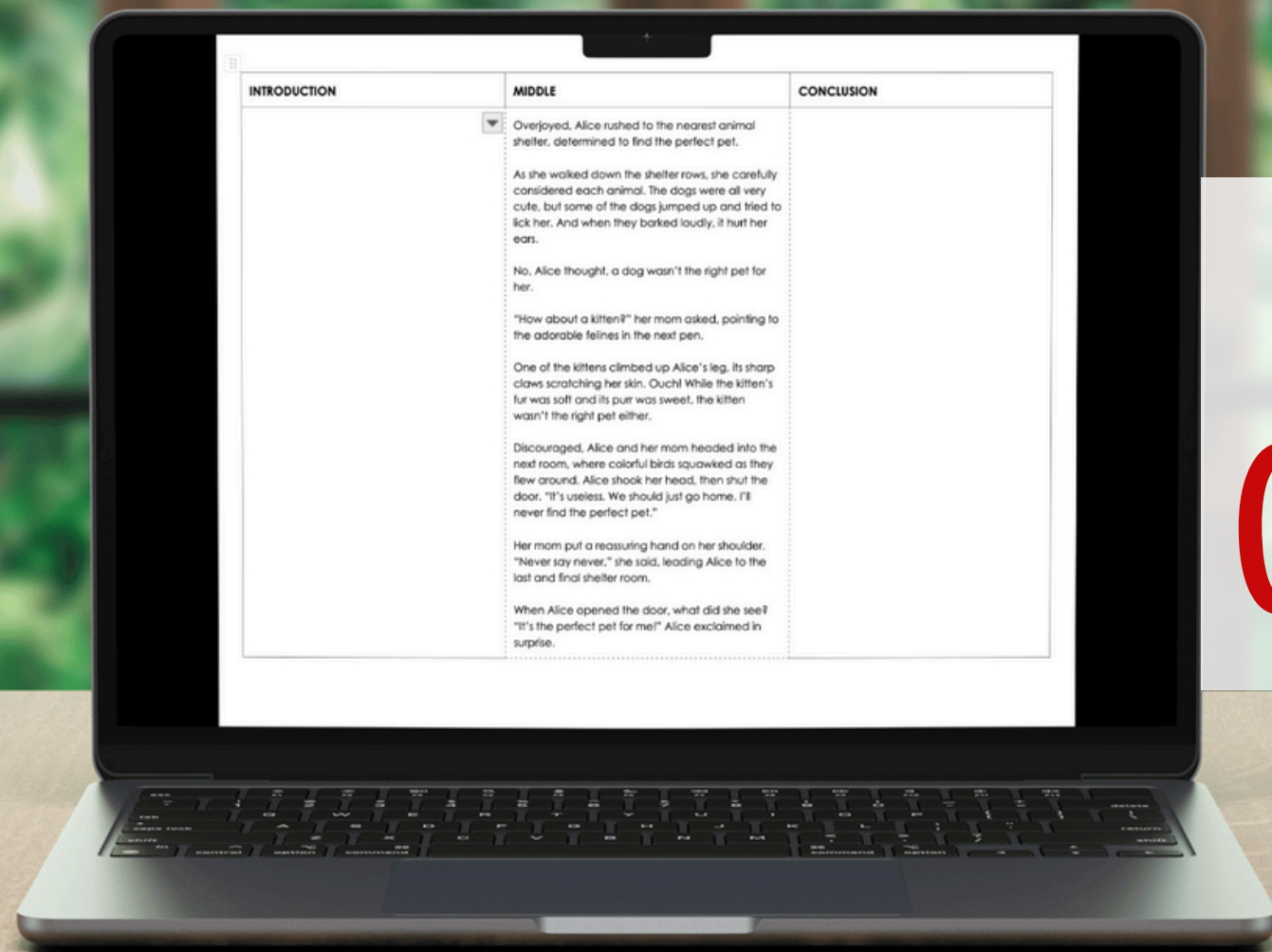
MODEL TEXT ANALYSIS & WRITING WITH TEACHER GOOGLE SLIDESHOW

Add text box to type
OR
Use your interactive
board annotation tools



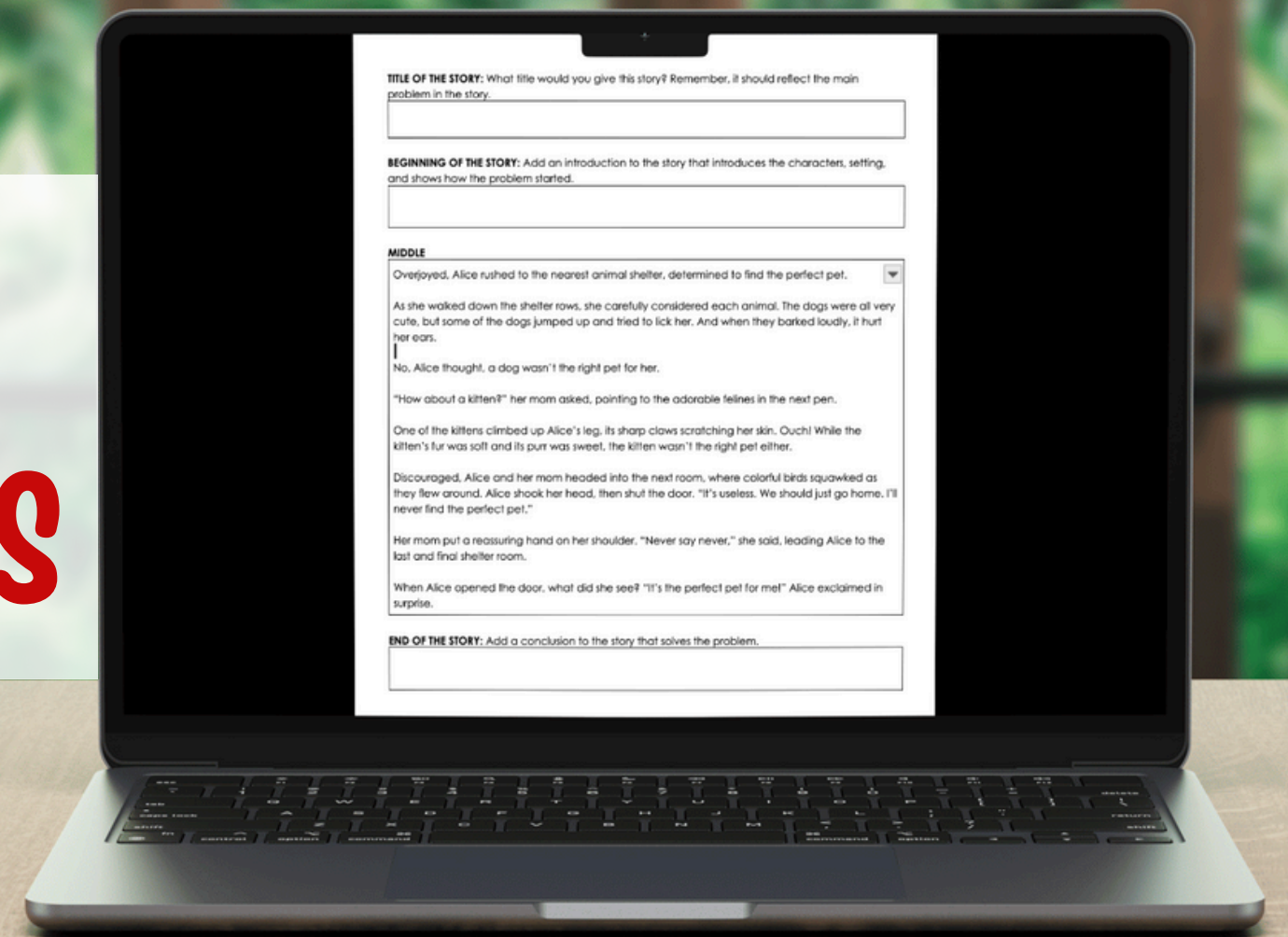
DIFFERENTIATE & ACCOMMODATE FOR VARIOUS STUDENT NEEDS

Use Text-to-Speech & Speech-to-Text * Alter Font Size & Color * Change Page Color



Horizontal Format

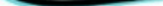
EDITABLE
Google Docs



Vertical Format

iTeach and iWrite ?
Betsy Newmeyer

☒ INFO ☒ OPINION ☒ NARRATIVE



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SBAC CAASPP OPINION BRIEF WRITES

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