Narrative

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|  | 3+ | 3 | 2 | 1 |
| FOCUS | Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters | Attempt to engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters | Unable to engage or orient the reader due to a lack of establishing either context, point of view, narrator, and/or characters |
| CONTENT | Uses the following narrative techniques to capture action and convey experiences and events in a unique way:   * dialogue * description * pacing (events, characters) * sensory language | Uses the following narrative techniques to fully capture action and convey experiences and events:   * dialogue * description * pacing (events, characters) * sensory language | Insufficient use of the following narrative techniques which results in unclear or vague actions, experiences, or events:   * dialogue * description * pacing (events, characters) * sensory language | Displays no evidence of narrative techniques:   * dialogue * description * pacing (events, characters) * sensory language |
| ORGANIZATION | Skillful and elaborate event sequence   * effective use of transitions, phrases and clauses * conclusion reflects on what is experienced, observed, or resolved over the course of the narrative | Organize an event sequence naturally and logically   * use a variety transition words, phrases, and clauses * provide a conclusion that follows and reflects on the narrated experiences or events | Some interruptions/inconsistent event sequence   * Minimal use of transition words, phrases, and clauses * provide a conclusion that’s inconsistent from the narrative experience | Illogical and unnatural organization of events   * No transitional words, phrases, and clauses * Lacks a conclusion |
| STYLE | Consistent control of literary devices and sensory language.  Uses a variety of sentence lengths and complexities that convey experiences and events.  Effective tone and voice | Appropriate control of literary devices and sensory language.    Uses a variety of sentences that convey experiences and events.  Create tone and voice through precise language. | Includes some literary devices and sensory language.  Uses some variety of sentences that convey experiences and events.  .  Attempt to create tone and voice | Uses ineffective literary devices and sensory language.  Many sentences are unintentional fragments and/or run-ons and need to be rewritten.  Ineffective tone and voice |
| CONVENTIONS | Demonstrate an above grade level control of the conventions of standard English:   * grammar * usage * capitalization * punctuation * spelling | Demonstrate a grade-appropriate command of the conventions of standard English:   * grammar * usage * capitalization * punctuation * spelling | Demonstrate an attempt of the c conventions of standard  E English:   * grammar * usage * capitalization * punctuation * spelling | Create confusion with errors in the conventions of standard English:   * grammar * usage * capitalization * punctuation * spelling |