[CCSS.ELA-Literacy.W.3](http://www.corestandards.org/ELA-Literacy/CCRA/W/3/) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

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| **Description** | **5 (A)** | **4 (B)** | **3 (C)** | **2 (D)** | **1 (F)** |
| **Development**The writing engages and orients the reader.The writing using techniques to sequence events to create a coherent whole. | * The writing skillfully engages and orients the reader by setting out a situation or observation, establishing one or multiple point(s) of view and when appropriate introducing a narrator and/or characters.
* Skillfully uses a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 | * The writing effectively engages and orients the reader by setting out a situation or observation, establishing one or multiple point(s) of view and when appropriate introducing a narrator and/or characters.
* Effectively uses a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 | * The writing inconsistently engages and orients the reader by ineffectively setting out a situation or observation, establishing one or multiple point(s) of view and when appropriate introducing a narrator and/or characters.
* Inconsistently uses a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 | * The writing unsuccessfully engages and orients the reader by ineffectively setting out a situation or observation, establishing one or multiple point(s) of view and when appropriate introducing a narrator and/or characters.
* Ineffectively uses techniques in an attempt to sequence events.
 | * Little to no attempt is made to set out a situation or observation.
* Little to no attempt to introduce a narrator or characters.
* Does not develop events.
* Little to no attempt to sequence events so that they build on one another to create a coherent whole.
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| **Organization and Purpose**The response uses appropriate and varied transitions to link the major events and clarify the purpose or resolution. | * The writing skillfully creates a smooth progression of experiences or events.
* Provides an exceptional conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
 | * The writing effectively creates a smooth progression of experiences or events.
* Provides and effective conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
 | * The writing inconsistently creates a progression of experiences or events.
* Provides a conclusion that ineffectively follows from and reflects on what is experienced, observed, or resolved over the course of the narrative..
 | * The writing ineffectively provides a progression of experiences or events.
* Conclusion provided does not follow from or reflect accurately on what is experienced, observed, or resolved over the course of the narrative.
 | * Little to no attempt is made to provide a progression of experiences or events.
* The writing does not provide a conclusion or final reflection.
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| **Narrative Techniques**Uses techniques such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.Language is used to convey a vivid picture or the experiences, events, setting, and/or characters. | * Skillfully uses dialogue, pacing, description and reflection to develop experiences, events, and/or characters.
* Skillfully uses precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 | * Effectively uses dialogue, pacing, description and reflection to develop experiences, events, and/or characters.
* Effectively uses precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 | * Inconsistently uses dialogue, pacing, description and reflection to develop experiences, events, and/or characters.
* Inconsistently uses precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 | * Ineffectively or infrequently uses dialogue, pacing, description and reflection to develop experiences, events, and/or characters.
* Uses few precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 | * Little to no attempt to use dialogue, pacing, description and reflection.
* Does not use precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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| **Language, Style & Conventions**The response demonstrates command of standard English conventions of usage and mechanics. | * Skillfully employs language and tone appropriate to audience and purpose.
* The response demonstrates exceptional control of grammar, usage, punctuation, sentence structure and spelling.
 | * Effectively employs language and tone appropriate to audience and purpose.
* The response demonstrates consistent control of grammar, usage, punctuation, sentence structure and spelling.
 | * Employs language and tone appropriate to audience and purpose.
* The response demonstrates control of grammar, usage, punctuation, sentence structure and spelling.
 | * Demonstrates some control of language and tone appropriate to audience and purpose.
* The response demonstrates some control of grammar, usage, punctuation, sentence structure and spelling.
 | * Demonstrates little control of language and tone appropriate to audience and purpose.
* The response demonstrates little control of grammar, usage, punctuation, sentence structure and spelling.
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Comments: Score/Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_