[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 (90-100)** | **4 (80-89)** | **3 (70-79)** | **2 (65-69)** | **1 (0-64)** |
| **Development**  The writing engages and orients the reader.  The writing using techniques to sequence events to create a coherent whole. | * 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. | * 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. | * 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. | * 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. |
| **Organization and Purpose**  The response uses appropriate and varied transitions to link the major events and clarify the purpose or resolution. | * 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. | * Effectively creates a smooth progression of experiences or events. * Provides an effective conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | * Inconsistently creates a progression of experiences or events. * Provides an underdeveloped conclusion that inadequately reflects on what is experienced, observed, or resolved over the course of the narrative. | * Does not effectively provide 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. |
| **Description** | **5 (90-100)** | **4 (80-89)** | **3 (70-79)** | **2 (65-69)** | **1 (0-64)** |
| **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 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. |
| **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. |

Comments: Score/Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_