**Narrative Writing Rubric: Grade 9 2017**

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|  | **Exceeds** | **Meets** | **Approaching** | **Does Not Meet** |
| **Ideas and Content** | -Author engages and orients the reader by establishing a problem, situation, or observation that is particularly poignant or unique. -Thoughtfully and creatively uses narrative techniques such as **dialogue**, pacing, **description**, reflection, and characterization to develop experiences, events, and/or characters. | -Author engages and orients the reader by establishing a problem, situation, or observation (W.1.a)-Effectively uses narrative techniques, such as dialogue, pacing, description, reflection, and characterization to develop experiences, events, and/or characters (W.1.a.i) | -Author attempts to engage and orient the reader by establishing a problem, situation, or observation, but it does not hook the reader. -Limited use of a range of narrative techniques, such as dialogue, pacing, description, reflection, and **characterization**, to develop experiences, events, and/or characters. | -No attempt to engage and orient the reader by establishing a problem, situation, or observation. The writing has no purpose or motivation. -Minimal use of narrative techniques, such as dialogue, pacing, description, reflection, and **characterization**, to develop experiences, events, and/or characters.  |
| **Organization** | -Sophisticated and insightful uses a variety of techniques to sequence events creating a coherent whole.Follows all steps of **plot/hero’s journey** | -Effectively uses a variety of techniques to sequence events creating a coherent whole. (W.1.a; W.3.d)Follows all major steps of **plot/hero’s journey** | -Limited use of techniques to effectively sequence events. Reader may have some confusion about how parts fit together. Follows most steps of **plot/hero’s journey.** | -Weak use of techniques to sequence events. Readers are regularly confused. Follows steps of the **plot/hj,** but they may be out of order or otherwise too disjointed to recognize. |
| **Style** | -Uses precise words and phrases, telling details, and **sensory** language (imagery) to convey a vivid picture of the experiences, events, setting, and/or characters—sophisticated use of language.-Sentences are purposeful, varied, and well controlled, enhancing cadence and flow of the piece.  | -Uses precise words and phrases, telling details, and **sensory language** to convey a vivid picture of the experiences, events, setting, and/or characters--effective use of language (W.1.a.ii)-Sentences are correct and varied, supporting and effective rhythm and flow of the piece. (W.3.a.iii) | -Uses less precise words and phrases, telling details, and **sensory language** to convey a vivid picture of the experiences, events, setting, and/or characters—somewhat effective use of language.-Some sentences or sentence combinations are stiff, awkward, or choppy, thereby interrupting the flow of the piece. | -Uses minimal words and phrases, telling details, and **sensory language** to convey a vivid picture of the experiences, events, setting, and/or characters—weak use of language. -Choppy or simplistic sentence structure makes the text difficult to read.  |
|  **Conventions** | -Rare errors in spelling, punctuation, capitalization, usage and grammar and/or paragraphing do not impede communication. Author thoughtfully manipulates above grade-level conventions. | -Rare errors in spelling, punctuation, capitalization, usage and grammar and/or paragraphing do not impede communication. Author accurately uses grade-level conventions (comma, colon, semi-colon, paragraphing, and capitalization). (W.3.a i; W.3.b; W.3.b.i; W.3.b.ii) | -Errors in spelling, punctuation, capitalization, usage and grammar and/or paragraphing sometimes distract the reader and make text difficult to read.  | -Errors in spelling, punctuation, capitalization, usage and grammar and/or paragraphing repeatedly distract the reader and make text difficult to read. |