

	Exceeding	Meeting	Approaching	Limited Progress
Behaviors of a Writer	<p>Student consistently performs beyond</p> <ul style="list-style-type: none"> • Generating ideas for writing • Demonstrating writing stamina • Using resources and conferences to independently revise and edit 	<p>Student consistently achieves</p> <ul style="list-style-type: none"> • Generating ideas for writing • Demonstrating writing stamina • Using resources and conferences to independently revise and edit 	<p>Student is progressing toward</p> <ul style="list-style-type: none"> • Generating ideas for writing • Demonstrating writing stamina • Using resources and conferences to independently revise and edit 	<p>Student is making minimal progress</p> <ul style="list-style-type: none"> • Generating ideas for writing • Demonstrating writing stamina • Using resources and conferences to independently revise and edit
Narrative Focus	<ul style="list-style-type: none"> • Purposefully orients the reader by skillfully establishing a vivid situation (real or imagined) and introducing characters and/or a narrator 	<ul style="list-style-type: none"> • Orients the reader by establishing a situation (real or imagined) and introducing characters and/or a narrator 	<ul style="list-style-type: none"> • Establishes a situation (real or imagined) and attempts to introduce characters and/or a narrator 	<ul style="list-style-type: none"> • Fails to establish a situation (real or imagined) and does not introduce characters and/or a narrator in a relevant way
Narrative Content	<ul style="list-style-type: none"> • Uses creative descriptions of actions, thoughts, and feelings to develop experiences and events • Uses vivid dialogue to show the response of characters to situations • Uses concrete words and sensory details to make experiences and events come to life 	<ul style="list-style-type: none"> • Uses descriptions of actions, thoughts, and feelings to develop experiences and events • Uses dialogue to show the response of characters to situations • Uses concrete words and phrases, and sensory details to convey experiences and events precisely 	<ul style="list-style-type: none"> • Uses minimal or irrelevant descriptions of actions, thoughts, or feelings to describe experiences /events • Uses dialogue to support plot • Attempts to use concrete words and sensory details to describe experiences and events 	<ul style="list-style-type: none"> • Uses little to no description of actions, thoughts, or feelings to describe experiences /events • Does not use dialogue to support plot • Fails to use concrete words or sensory details
Narrative Organization	<ul style="list-style-type: none"> • Coherently organizes a clear event sequence that unfolds naturally • Skillfully connects a variety of transitional words, phrases, and clauses to manage the sequence of events • Provides a conclusion that clearly follows from the narrated experience or events 	<ul style="list-style-type: none"> • Organizes a clear event sequence that unfolds naturally • Uses a variety of transitional words, phrases, and clauses to manage the sequence of events • Provides a conclusion that follows from the narrated experience or events 	<ul style="list-style-type: none"> • Organizes some sequencing but might confuse the reader • Uses some transitional words, phrases or clauses to manage the sequence of events. • Attempts a conclusion that may or may not follow the narrated experience or events 	<ul style="list-style-type: none"> • Does not sequence narrative in logical order • Uses few or no transitional words, phrases, or clauses to manage sequence of events. • Conclusion is not attempted or discernible
Narrative Style	<ul style="list-style-type: none"> • Uses purposeful and varied sentence structures • Utilizes precise and sophisticated word choice 	<ul style="list-style-type: none"> • Uses correct and varied sentence structures • Utilizes precise/descriptive and domain-specific language 	<ul style="list-style-type: none"> • Uses some repetitive yet correct sentence structure • Utilizes vague or basic word choice 	<ul style="list-style-type: none"> • Does not demonstrate sentence mastery • Utilizes incorrect and/or simple word choice
Narrative Conventions of Language	<ul style="list-style-type: none"> • Demonstrates above grade level use of conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning 	<ul style="list-style-type: none"> • Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning 	<ul style="list-style-type: none"> • Demonstrates some grade level appropriate conventions, but errors obscure meaning 	<ul style="list-style-type: none"> • Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning

Narrative Skills Checklist

Focus	Content	Organization	Style	Conventions
<ul style="list-style-type: none"> <input type="checkbox"/> Selects specific moment real or imaginary <input type="checkbox"/> Introduces characters and/or narrator <input type="checkbox"/> _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses descriptions to develop experiences and events <input type="checkbox"/> Uses dialogue to develop characters <input type="checkbox"/> Uses sensory details <input type="checkbox"/> _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Logical sequence of events <input type="checkbox"/> Use of topic sentences <input type="checkbox"/> Transitional words that connect ideas <input type="checkbox"/> Logical conclusion that wraps-up piece <input type="checkbox"/> _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Precise/ descriptive word choice <input type="checkbox"/> Varies sentence structure <input type="checkbox"/> _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Accurate spelling <input type="checkbox"/> Accurate use of grammar <input type="checkbox"/> Accurate punctuation <input type="checkbox"/> Accurate capitalization <input type="checkbox"/> Complete sentences <input type="checkbox"/> _____

Strengths:

Goals: