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|  |  | **Fully meeting expectations, with enriched understanding (EU)** | **Fully meeting grade level expectations (FM)** | **Mostly meeting grade level expectations (MM)** | **Not yet meeting grade level expectations (NY)** |
| **Message/ Meaning** | **Strong hook** | You engagingly hook your audience preparing them for the purpose of your message. That audience wants to keep reading! | You effectively use language and techniques to hook the reader into your message. | With help you use some language and techniques to hook the reader into your message. How can you make the hook even stronger and more unique? | You are having trouble using language and techniques to hook the reader into your message. Think about what grabs your interest when you start reading a story. |
| **Organization** | **Develop main character** | You creatively and intuitively use clear language and multiple techniques to help your reader intimately know and understand your main character. | You effectively use language and techniques to help your reader know and understand your main character. | With help you use some language and techniques to help your reader know and understand your main character. What other techniques can you use to tell us more about your characters? | With much help you use simple language and basic techniques to help your reader know and understand your main character. Let’s review some common techniques used by writers. |
| **Develop a setting** | You weave information into your narrative to give the reader a clear understanding of the setting (time and place). | You effectively include information in your narrative to give the reader a clear understanding of the setting (time and place). | With help you include basic information in your narrative to give the reader a clear understanding of the setting. How can you develop an even stronger feeling of time and place? | You are having trouble giving the reader a clear understanding of the setting. Make sure you attend to setting in the planning stages. Remember, this includes time and place. |
| **Language choice and conventions** | **Uses dialogue to establish character and create drama** | You creatively and effectively use dialogue to establish and maintain characterization and to create tension and drama in your narrative. You have a strong sense of how speech creates character and moves the plot forward. | You effectively use dialogue to establish and maintain characterization and to create tension and drama in your narrative. | With help you use basic dialogue to establish and maintain characterization and to create some tension and drama in your narrative. How can you expand on the dialogue you have. When is it appropriate for plot to develop through speech? | You are having trouble using dialogue to establish and maintain characterization and to create tension and drama in your narrative. Let’s look at some examples of how writers reveal characterization and action through dialogue. |

 **Narrative Writing – Specific Criteria Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**General Writing Criteria**

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|  |  | **Fully meeting expectations, with enriched understanding (EU)** | **Fully meeting grade level expectations (FM)** | **Mostly meeting grade level expectations (MM)** | **Not yet meeting grade level expectations (NY)** |
| **Message/ Meaning** | **Central Focus** | Your overall message shows an original and well-defined focus. You have insightfully developed writing, including thoughts, feelings and contexts when appropriate. | Your overall message shows a clear central focus which is maintained throughout. The purposes of communicating have been well developed. | Your overall message shows an unrefined and simple focus. The intended message has been somewhat defined. You needed support to develop your focus. How can you more fully develop and support your ideas? | You are having trouble creating and maintaining a clear central focus in your essay. Go back to the planning stages and make sure you use a composition strategy like RAFTS. Gather all your information before you begin writing. |
| **Style appropriate to audience and purpose** | The style and voice of your text was carefully considered and developed to engage your intended audience and purpose. | The style and voice of your text suit your intended audience and purpose. | With help you create a text with a style and voice that suit your intended audience and purpose. Working on making these decisions on your own. | With much help you create a text with a style and voice that somewhat suits your intended audience and purpose. As you work on your writing, check with others to be sure it is making sense. |
| **Organization and Coherence** | **Details** | Your composition demonstrates a deep understanding of topic and this emerges through engaging and comprehensive details about the place and time as it relates to your intended purpose. | Your composition demonstrates a clear understanding of the purpose and contains relevant details to support this purpose. You have an accurate representation of multiple aspects of your topic. | Your composition demonstrates a basic or uneven understanding of the topic. You needed support fleshing out details. What details could make your essay even stronger? Where can you go for additional information? | You are having trouble showing a clear understanding of your intended topic. Who is the person you are focusing on? What details are important? When did it take place? Where? What events are essential? Where can you go to find this information? How can you make sure your information is accurate? |
| **Organization** | Your text reflects careful and considered planning. All ideas are effectively sequenced with strong transitions and a powerful beginning and ending. Your essay offers insight for the reader about your topic. | Your text is organized clearly. You have logical sequencing, appropriate transitions and a considered beginning and ending. | Your text shows some evidence of planning. You needed help with organization and development of your ideas. Reference / create a graphic organizer or flow chart to increase the impact of your organization. Consider more unique transitions and ways to really hook the reader. | You are having trouble organizing your thoughts in writing. More time should be spent planning the structure and organization of the text before you even begin to write. How could you organize your essay? What are all the pieces you need? How can you show smooth movement from one idea to the next? |
| **Language choice and conventions** | **Smooth transitions** | Your topic flows eloquently from one part to the next enhancing the overall enjoyment of the writing. | Your representation smoothly flows from one part to the next. You effectively use transitional words and phrases. | With help you create basic transitions from one part of your writing to the next. How can you take some risks and try some new transitions? | You are having trouble creating a flow from one part of your writing to the next. Include your plans for transition in your map. Explore ways to move from one idea to the next. |
| **Effectively uses techniques (flashback, hyperbole, allegory, figurative language, etc.)** | You creatively use multiple techniques to enhance meaning in your message and make your writing highly engaging and interesting to read. | You effectively use techniques to add meaning to your message and engage your audience in your story. | With help you use basic techniques to add meaning to your message. How can you deliver your message using a variety of techniques? Explore new ways to express your ideas. | You need much help to you use techniques to add meaning to your message. Use your planning tool to help you include some techniques that will help others understand your intended meaning. Explore the techniques available. Be sure you understand why various techniques are used. |
| **Language cues and conventions** | Your syntax is varied and polished and your word choices show style and efficiency. Any exceptions to standard usage are used for stylistic effect. Your text adheres to accepted standards of spelling, punctuation, and capitalization. Any errors are a result of risk taking. | Your syntax is effective, with some variety in length or structure. Your common sentence constructions are correct. The words you use to describe are clear but somewhat generalized. Your spelling, punctuation, and capitalization are generally correct. Your ideas are clear despite any mechanical errors. | Any uncomplicated sentence structures are usually clear, but your attempts at more complicated structures result in awkwardness and/or obscured meaning. The word choice you used to describe is sometime vague or overused. You needed some help with aspects of syntax and mechanics. Where can you go for help with this? How can you expand on your word choices? | You are having trouble with language cues and conventions. Your sentences are incomplete, run-on, or simple in structure. What tools do you have to improve word choice? What will help with creating effective sentence structure? Where can you go for help with mechanics? |

Feedback: