

8th Grade NARRATIVE Writing Rubric

Writing Target	Extends 4	Mastery 3	Developing Mastery 2	Not Mastering 1
<p>8NW1a: Engage and orient the reader during the exposition by establishing a context and introducing a narrator and/or characters.</p>	<p>Effectively develops the exposition by using a <i>unique</i> and memorable approach to engage and orient the reader by:</p> <ul style="list-style-type: none"> • using a unique approach to develop exposition that engages the reader. • invoking a mood that enhances the story. 	<p>Effectively develops the exposition by:</p> <ul style="list-style-type: none"> • establishing a setting/context. • introducing characters and/or narrator. • establishing POV. • presenting conflict/inciting event. 	<p>Exposition may lack full development of:</p> <ul style="list-style-type: none"> • characters/narrator. • setting. • introduction of conflict/inciting event. 	<p>Exposition is ineffective because:</p> <ul style="list-style-type: none"> • setting is not present. • characters/narrator are not introduced. • (POV) is not established. • Conflict/inciting event is not presented.
<p>8NW1b: Organize an event sequence that unfolds naturally and logically, and use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>	<p>Demonstrates purposeful coherence, clarity, and cohesion that is above grade level expectations using:</p> <ul style="list-style-type: none"> • unique organizational techniques (e.g. flashback, foreshadowing, multiple plotlines, etc.) that enhance the story's plot. • sophisticated transitional elements enhance the progression of the story. • techniques that reveal theme through the development of internal and external conflicts 	<p>Demonstrates purposeful coherence, clarity, and cohesion using:</p> <ul style="list-style-type: none"> • an event sequence that develops naturally and logically through all elements of plot (Exposition, Rising Action, Climax, Falling Action, and Resolution). • a variety of appropriate transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. • a clear and relevant theme/overall message that connects to the plot. 	<p>Demonstrates inconsistent organizational strategies/coherence of ideas using:</p> <ul style="list-style-type: none"> • some logically sequenced story events. • some inconsistencies in plot. • repetitive and/or simple and/or obtrusive transitions to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. • an appropriate theme that is not effectively revealed. 	<p>Demonstrates little organization/coherence of ideas using:</p> <ul style="list-style-type: none"> • little to no organizational structure. • few (if any) transitions. • no clear relevant thematic elements.
<p>8NW2: Use narrative techniques, such as dialogue, precise words and phrases, relevant descriptive details, sensory language, and description, to develop believable experiences, events, and/or characters.</p>	<p>Develops a strong voice/style deliberately to accomplish a specific purpose that significantly enhances the reader's experience by:</p> <ul style="list-style-type: none"> • effectively using a variety of narrative techniques that enhances the writing. • embedding a variety of effective and accurate words and phrases, descriptive details, sensory language that enhance the overall originality of the piece. • enhancing the reader's experience using purposeful shifts in point of view. • using figurative language to elevate reader's interpretation of characters, conflict, and/or theme. 	<p>Establishes a consistent and appropriate voice/style by:</p> <ul style="list-style-type: none"> • using purposeful and realistic dialogue that advances the action of the story. • using relevant, precise words and phrases, sensory language, and reflection to develop believable experiences, events, and/or characters. • maintaining a consistent POV. • using meaningful and appropriate figurative language. 	<p>Establishes an inconsistent voice by:</p> <ul style="list-style-type: none"> • Using dialogue that minimally advances the action of the story. • Using vague or repetitive words and phrases and/or limited use of sensory language. • Improperly shifting POV. • Ineffectively using figurative language. 	<p>Does not establish a voice in the piece because use of narrative techniques is minimal, absent, or irrelevant.</p>

<p>8.NW.3e: Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<ul style="list-style-type: none"> ● Conclusion provides a thoughtful, effective reflection that enhances the resolution ● Leaves a lasting impact on the reader AND/OR provides a final reflection of the piece 	<ul style="list-style-type: none"> ● Provides a clear ending/resolution that effectively ties up loose ends, leaving the reader with a sense of closure and resolution. ● Ending is suitable based on prior events and experiences. 	<p>Ending is attempted but:</p> <ul style="list-style-type: none"> ● may not tie up <i>all</i> loose ends. ● may not be completely relevant to plot and/or theme. 	<p>Ending is abrupt and/or leaves the reader confused.</p>
<p>Language Target: Demonstrate command of the conventions of standard English grammar usage when writing or speaking.</p>	<p>Incorporates a variety of sentence structures (including but not limited to semi-colons, colons, commas, and dashes, purposeful fragments) to enhance voice/style.</p>	<ul style="list-style-type: none"> ● Demonstrates full command of the conventions (including forming and using verbs in the active voice) of Standard English consistent with edited writing. ● Dialogue is punctuated and formatted properly, including indentations. ● There may be a few minor errors in grammar and usage, but meaning is clear. 	<ul style="list-style-type: none"> ● Demonstrates moderate command of the conventions of Standard English consistent with edited writing. ● There are a few patterns of errors in grammar and usage that may occasionally interfere in understanding. 	<ul style="list-style-type: none"> ● Demonstrates limited command of the conventions of Standard English consistent with edited writing. ● There are multiple patterns of errors in grammar and usage that interfere in understanding, demonstrating minimal control over language.

Language Target Instructional Focus

Cycle 1	Cycle 2	Cycle 3 & 4	Cycle 5 & 6
<p><i>focusing on forming and using verbs in the active and passive voice and issues in student writing.</i></p>	<p><i>focusing on forming and using verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood and issues from student writing.</i></p>	<p><i>Instructional focus on recognizing and correcting inappropriate shifts in verb voice and mood and issues in student writing.</i></p>	<p><i>Instructional focus on issues in student writing.</i></p>



KCSD96

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