

How do I create my identity?

To help us answer that question, you have created a character to place into a story. Now, it's time to write that story! Place that character into a narrative that satisfies all five of the narrative writing standards you have been working on this unit.

This must be typed in Google Docs and shared with jswagner1@cps.edu.

Rough Draft Due Tuesday, October 25th

Final Draft Due Monday, October 31st

No homework on Halloween night unless you don't finish your final draft! Each day it is late will be a letter-grade reduced credit.

After you write the story, you will write a paragraph (4 sentences or so) reflection that explains:

How did writing the narrative help you to answer our unit question?

This should be written in the same document at the end of your story.

Helpful checklist in the form of questions

___ Do you have out your rubrics and previous drafts as you write to make sure you satisfy the standards? Follow a plot map? Dialogue? Transitions? Descriptive language? Pacing? Suspense?

___ Are you *showing* how your character changes his/her/its flaw from beginning to end?
Remember the act-it-out sessions!

___ Are you balancing being creative and having fun with making sure your story makes logical sense?

___ Did you edit for grammar, punctuation, and spelling that will be another 4 point rubric added to narrative rubrics?

___ Did you reflect in a paragraph separate from your story but in the same document?

See the next page for an electronic copy of the rubric. New additions are in **bold!**

CCSS.ELA-LITERACY.W.6.3.A

Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

Introduction / Hook Rubric _____/16	4	3-2	1-0
Reader oriented (know what's going on) Context	Important Background information exposed	Some important information missing from the beginning of the story, point of view not established	No important background information given; no point of view established
Narrator / Characters	We know who narrator is and we know most relevant people in the story	We know only the narrator	We don't know the narrator or anyone else.
Reader engaged (hooked)	Reader not bored by introduction; suspense built with any of a variety of interesting techniques	Reader slightly bored; suspense slightly built	Reader completely bored by typical introduction
Event sequence = RA means rising action	All events correctly follow the plot map of exposition, RA, Climax, and Falling Action	Some events follow a plot map of exposition, RA, Climax, and Falling Action	Events do not follow the plot map of exposition, RA, Climax, and Falling Action

CCSS.ELA-LITERACY.W.6.3.B

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

Narrative Technique Rubric _____/12	4	3-2	1-0
Dialogue	Important speaking parts are correctly indented, placed in quotation marks, and attributed to who speaks.	Some important speaking parts are incorrectly indented, not placed in quotation marks, or attributed to who speaks.	No one speaks in the narrative.
Pacing	Short and long sentences as well as suspenseful moments cause the reader to speed up or slow down	Short and long sentences OR suspenseful moments cause the reader to speed up or slow down	Reader does not speed up or slow down due to sentence length or suspense
Dynamic Protagonist Changes flaw	Protagonist has flaw in beginning of story that changes by the end. Author SHOWS and does not TELL character change.	Protagonist has flaw but it doesn't change, author does some SHOWING.	Protagonist does not have flaw and therefore it cannot change with showing or telling.

CCSS.ELA-LITERACY.W.6.3.C

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

Transitions Rubric _____/8	4	3-2	1-0
Words, phrases, or clauses in a variety	Many different single words, short phrases, and longer phrases are used to transition between events and times	A few different single words, short phrases, and longer phrases are used to transition between events and times	No Transitions in narrative
Show sequence / shifts	Transitions always establish the order of the events and show when timeframes change in story.	Transitions sometimes Establish the order of the events and show when timeframes change in story.	Transitions never establish the order of the events and show when timeframes change in story.

CCSS.ELA-LITERACY.W.6.3.D

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

Details Rubric _____/12	4	3-2	1-0
Precise words and phrases	Specific proper nouns and precise verbs are consistently used	Specific proper nouns and precise verbs are sometimes used	Specific proper nouns and precise verbs are never used
Relevant descriptive details	All descriptive details matter to the story	Some descriptive details matter to the story	Few / no descriptive details matter to the story
Sensory Language	Many adjectives are used to show human sense experiences.	Some adjectives are used to show human sense experiences.	No adjectives are used to show human sense experiences.

CCSS.ELA-LITERACY.W.6.3.E

Provide a conclusion that follows from the narrated experiences or events.

Details Rubric _____/8	4	3-2	1-0
Dynamic character	End of story shows dynamic character has learned about flaw and changed flaw	End of story shows dynamic character has learned about flaw OR changed flaw	End of story shows character has not learned about flaw nor changed flaw
Resolution	Resolution matches the conflict that has been present from near the beginning of the story	Resolution does not match the conflict that has been present from near the beginning of the story	There is no resolution

Grammar, Punctuation, and Spelling	4	3-2	1-0
Did you edit?	Fewer than 2 mistakes	2-6 mistakes	More than 6 mistakes

Reflection	4	3-2	1-0
Explain how this project helps you answer the unit question	Connection made between narrative and unit question. Explanation gives something new you didn't know before project.	Some good connections and a somewhat new understanding. Still missing _____ _____	Connection not made between narrative and unit question. Explanation gives what you knew before project.

Name: _____

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