Kenai Peninsula Borough School District
GRADES 9-10 NARRATIVE WRITING:

Students write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences

Expectations	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1
Ideas, Organization Establishes context and purpose **W.9-10.3a** Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events .	The student effectively engages and orients the reader by setting out a problem, situation, or observation and its significance The student effectively establishes one or multiple point(s) of view, and introduces a narrator and/or characters The student effectively creates a smooth progression of experiences or events.	The student engages and orients the reader by setting out a problem, situation, or observation, The student establishes one or multiple point(s) of view, and introduces a narrator and/or characters The student creates a smooth progression of experiences or events	The student attempts to engage and orient the reader by setting out a problem, situation or observation The student attempts to establish one or multiple point(s) of view, and attempts to introduce a narrator and/or character The student attempts to have a smooth progression of experiences or events	The student fails to engage and orient the reader by setting out a problem, situation, or observation The student fails to establish one or multiple point(s) of view, nor attempts to introduce a narrator and/or character The student does not have a progression of experiences or events
Content and Development Demonstrates critical thinking in order to develop the topic **W.9-10.3b** Use narrative techniques to develop experiences, events, and/or characters (dialogue, pacing, description, reflection, advanced plot lines)	The student effectively uses narrative techniques to develop experiences, events, and/or characters	The student uses narrative techniques to develop experiences, events, and/or characters	The student attempts to use narrative techniques to develop experiences, events and/or characters	The student fails to use narrative techniques to develop experiences, events, and/or characters

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Transitions and Conclusions Creates an organizing structure **W.9-10.3c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole	The student effectively uses a variety of techniques to sequence events so that they build on one another to create a coherent whole and build to a particular tone and outcome.	The student uses a variety of techniques to sequence events so that they build on one another to create a coherent whole	The student attempts to use a variety of techniques to sequence events so that they build on one another to create a coherent whole	The student fails to use a variety of techniques to sequence events so that they build on one another to create a coherent whole
W.9-10.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative	The student will effectively provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative	The student provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative	The student attempts to provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative	The student fails to provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative
Style Uses voice and style to enhance meaning **W.9-10.3d** Use precise words or phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters	The student effectively uses precise words or phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters	The student uses precise words or phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters	The student attempts to use precise words or phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters	The student fails to use precise words or phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (euphemism, oxymoron)	The student effectively demonstrates understanding of figurative language, word relationships, and nuances in word meanings.	The student demonstrates understanding of figurative language, word relationships, and nuances in word meanings.	The student attempts to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	The student fails to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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Conventions **L.9-10.1** Demonstrates command of written language conventions.	The student demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.	The student demonstrates control of usage, grammar, punctuation, capitalization, sentence construction, and spelling.	The student demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling.	The student demonstrates little control of usage, grammar, punctuation, sentence construction, or spelling.
L.9-10.2 Demonstrate command of the conventions of standard English: capitalization, punctuation, and spelling.	The writer has no errors that interfere with meaning.	The writer has occasional errors that do not interfere with meaning.	The writer has errors that interfere with meaning.	The writer has numerous errors that interfere with meaning.