English 1/Adv. English 1: Narrative Writing

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| **Grade: 9th** | **Subject: English** |
| **Power Standard:** *The student is able to write clearly and accurately, demonstrating a strong understanding of the writing process.* | |
| **Learning Target(s):**   1. I can compose a text appropriate for a given purpose – **NARRATIVE** 2. I can demonstrate appropriate conventions, **vocabulary**, voice and academic tone. | |
| Level 4:  The text I composed was used in presentation or publication outside of school.  *(ex. Chamber of Commerce presentation, School Board presentation, Scholarship Contest Award, Community Award, Other publications – book, newspaper, magazine, etc.)* | Assessment Items: |
| Level 3.5:  I can exhibit all skills required for a 3, and my use of academic and college ready vocabulary provides effective voice academic tone, beyond grade level expectations. | |
| Level 3:  I can compose a text appropriate for a given purpose – **NARRATIVE**   * Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters. * Use multiple narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters * Use a variety of techniques to sequence events so that they build on one another to create a coherent whole * Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters. * Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.   I can demonstrate appropriate conventions, **vocabulary**, voice and academic tone.   * Write and edit work so that it conforms to the guidelines of MLA, appropriate for the discipline and writing type. | Assessment Items: |
| Level 2.5:   * Engage and orient the reader by setting out a problem, situation, or observation, establishing one point of view, and introducing a narrator or character. * Use at least one narrative technique, such as dialogue, pacing, description, reflection, or multiple plot lines to develop an experience, event or character. * Organize events so that they build on one another to create a coherent whole * Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters. * Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | |
| Level 2:  I can recognize or recall specific vocabulary, such as:   * *character, coherent, conclusion, convey, description, detail, dialogue, engage, event, experience, narrative, narrator, observation, organize, orient, pacing, phrase, plan, plot line, point of view, precise, problem, reflection, resolve, sensory, sequence, setting, situation, technique, vivid.*   I can perform the skills of a 2.5 with additional assistance, such as:   * Use a teacher-provided template for planning and organizing a narrative * Write narratives using a teacher-provided template or graphic organizer   I can demonstrate use of a style resource to check conventions. | Assessment Items:  Vocabulary – Padlet (Give example of how you used the academic vocab in your writing) |
| Level 1.5:  Using the teacher provided templates, I can thoroughly perform at least 3 of the 5 skills at the 2.5 level. | |
| Level 1:  Using the teacher provided templates, I can thoroughly perform at least 2 of the 5 skills at the 2.5 level. | Assessment Items: |
| **IE (Insufficient Evidence):** I cannot / will not demonstrate understanding of Level 2 content without help from the teacher. | |