

# 11.4.1 Lesson 6

## Introduction

In this lesson, students are introduced to writing substandard W.11-12.3.a, which requires students to create an engaging narrative introduction that orients the reader to a problem, situation, or observation and its significance; establish point of view; introduce characters or a narrator; and create a smooth progression of experiences or events. This is the first of several lessons in the module that include targeted writing instruction on W.11-12.3. Students review “On the Rainy River” from *The Things They Carried* to determine and analyze how Tim O’Brien constructs an engaging narrative introduction that orients the reader to a problem, situation, or observation.

Student learning is assessed via an Exit Slip. Students write 2-3 sentences in response to the following prompt: Propose an idea for a new introduction to “On the Rainy River” and explain how the idea engages and orients the reader to the narrator’s problem or situation and its significance.

For homework, students draft a text-based narrative writing piece, incorporating the skills of W.11-12.3.a, in preparation for peer review and revision in the following lesson.

## Standards

Assessed Standard(s)	
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Addressed Standard(s)	
W. 11-12.3.a	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>

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## Assessment

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**Assessment(s)**

Student learning is assessed via an Exit Slip. Students write 2-3 sentences in response to the following prompt:

- Propose an idea for a new introduction to “On the Rainy River” and explain how the idea engages and orients the reader to the narrator’s problem or situation and its significance.
- Consider using the W.11-12.3.a portion of the 11.4 Narrative Writing Rubric and Checklist to guide the assessment.

**High Performance Response(s)**

A High Performance Response should:

- Propose a new introduction for “On the Rainy River” (e.g., Introduce the story from the moment the narrator receives the draft notice rather than with the narrator’s reflection on why he is telling the story.).
- Explain how this idea engages and orients the reader to the narrator’s problem or situation and its significance (e.g., Readers are unaware of the narrator’s explicit conflict until he says “In June of 1968, a month after graduating from Macalester College, I was drafted to fight a war I hated” (p. 38). If the story started with the draft notice, the narrator’s reflections could be moved elsewhere in the story (e.g., before the narrator writes the note to his parents) or discarded. With this change, readers would not be aware of or understand that the story is difficult for the narrator, because they would not have read his confession that “[t]his is one story I’ve never told before” (p. 37). This change to the beginning of the story would introduce “the moral split” earlier, and would allow for later portions of the text to develop the more complicated aspects of the narrator’s internal conflict (p. 42).).

## Vocabulary

**Vocabulary to provide directly (will not include extended instruction)**

- None.\*

**Vocabulary to teach (may include direct word work and/or questions)**

- None.\*

**Additional vocabulary to support English Language Learners (to provide directly)**

- None.\*

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\*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1e of this document: [http://www.engageny.org/sites/default/files/resource/attachments/9-12\\_ela\\_prefatory\\_material.pdf](http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf)

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: W.11-12.4, W.11-12.3.a</li> <li>Text: “On the Rainy River” from <i>The Things They Carried</i> by Tim O’Brien</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>1. Introduction of Lesson Agenda</li> <li>2. Homework Accountability</li> <li>3. Writing Instruction: Narrative Introductions</li> <li>4. Narrative Writing: Brainstorming and Prewriting</li> <li>5. Lesson Assessment: Exit Slip</li> <li>6. Narrative Writing: Drafting</li> <li>7. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 10%</li> <li>2. 10%</li> <li>3. 25%</li> <li>4. 20%</li> <li>5. 10%</li> <li>6. 20%</li> <li>7. 5%</li> </ol>

## Materials

- Copies of the 11.4 Common Core Learning Standards Tool for each student
- Copies of the 11.4 Narrative Writing Rubric and Checklist for each student

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## Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
☞	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

### Activity 1: Introduction of Lesson Agenda

10%

Begin by reviewing the agenda and the assessed standard for this lesson: W.11-12.4. In this lesson, students are formally introduced to narrative writing standards W.11-12.3 and W.11-12.3.a. Students brainstorm, prewrite, and begin drafting a new introduction to “On the Rainy River” that engages and orients the reader to a problem or situation and its significance.

- Students look at the agenda.

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Distribute the 11.4 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with new narrative writing standards: W.11-12.3 and W.11-12.3.a. Instruct students to individually read the standards on their tools and assess their familiarity with and mastery of them.

- Students read and assess their familiarity with standards W.11-12.3 and W.11-12.3.a.

Instruct students to talk in pairs about what they think the standard and substandard mean. Lead a brief discussion about these standards.

**What does the standard identify as the function of narrative writing?**

- Students may identify that narrative writing should develop narratives or stories about experiences or events.

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**How does the standard suggest students should develop their narratives?**

- Student responses should include:
  - The standard requires students to use effective techniques or writing skills and components.
  - The standard requires students to include well-chosen details that develop the story.
  - The standard requires students to order story events in an effective way.

Instruct students to focus on W.11-12.3.a and talk in pairs about what they think this standard means. Lead a brief discussion about the standard. Remind students to pay attention to the overarching standard W.11-12.3 as well as W.11-12.3.a.

- Student responses may include:
  - The standard requires students to get the reader's attention at the beginning of the story and identify a situation or problem to be discussed.
  - The standard requires students to introduce a narrator and/or other characters at the beginning of the story.
  - The standard requires students to clearly establish one or more points of view (e.g., the narrator's and other characters).
  - The standard requires students to write about the events at the beginning of the story in a smooth and clear way.

Explain to students they will discuss and practice W.11-12.3.a in today's lesson.

**Activity 2: Homework Accountability****10%**

Instruct students to talk in pairs about how they applied a focus standard to their Accountable Independent Reading (AIR) texts. Select several students (or student pairs) to explain how they applied a focus standard to their AIR texts.

- Students (or student pairs) discuss and share how they applied a focus standard to their AIR texts from the previous lesson's homework.

**Activity 3: Writing Instruction: Narrative Introductions****25%**

Display and distribute the 11.4 Narrative Writing Rubric and Checklist. Inform students that their narrative writing will be evaluated using the 11.4 Narrative Writing Rubric and Checklist. Explain to students that each part of this rubric is aligned to specific Common Core State

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Standards that are targeted to assess components of narrative writing as well as relevant language standards.

Inform students that the 11.4 Narrative Writing Rubric and Checklist is a resource to which they will refer to as they engage in the writing process throughout this module.

- **Differentiation Consideration:** Consider reviewing the rubric with students. Explain to students that the first four pages of the handout are comprised of the 11.4 Narrative Writing Rubric, which details four categories of assessed standards, a brief synthesis of what those categories entail, and a list of the standards contained in that category. Corresponding to each standard category are four levels of potential student response. The final page of the handout is a student checklist that corresponds with the rubric.
- Students follow along and review the 11.4 Narrative Writing Rubric and Checklist.

Inform students that throughout the module they will learn how to write narrative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Explain to students that while narrative writing allows students the opportunity to be creative, open-minded, and experimental in what they choose to write, it still requires a process, or a series of steps, to develop a clear and cohesive text. Explain that in this module, students have opportunities to develop text-based narrative writing based on specific writing substandards; they also have the opportunity to revise, expand, edit, and publish their narratives. Explain to students that the module texts serve as examples of effective narrative writing techniques.

- Students listen.
- Consider informing students that for their 11.4.1 End-of-Unit Assessment Part 2, they will brainstorm, prewrite, draft, peer review, revise, edit, and publish a narrative writing piece.

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Instruct students to examine the W.11-12.3.a portion of the 11.4 Narrative Writing Rubric and Checklist. Students focus on the skills outlined in W.11-12.3.a in the writing instruction that follows.

- Students examine substandard W.11-12.3.a on the 11.4 Narrative Writing Rubric and Checklist.

Ask the whole class:

**How does this standard suggest effectively engaging and orienting the reader?**

- Student responses should include:
  - By getting the reader's attention at the beginning of the story and identifying a situation or problem that engrosses the reader in the story

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- By establishing at least one point of view
- By introducing a narrator or character(s)
- By writing about the events or experiences at the beginning of the story in a smooth and clear way

Instruct students to take out their copies of “On the Rainy River” by Tim O’Brien. Explain that “On the Rainy River” serves as an exemplar to provide students with examples of each of the elements of W.11-12.3.a: a problem, situation, or observation and its significance; one or more points of view; a narrator and/or characters; and a smooth progression of experiences and events.

- **Differentiation Consideration:** Consider using a different model text to serve as an exemplar for these narrative techniques depending on student needs.

For the text examples below, ask students to discuss in pairs the following question:

**How does this example conform to the criteria of W.11-12.3.a?**

After each example, engage students in a discussion about how the example conforms to the criteria of W.11-12.3.a.

Example 1: “This is one story I’ve never told before” (p. 37).

- Student responses may include:
  - This conforms to the criteria of W.11-12.3.a because it establishes an engaging situation or observation and its significance. The reader understands that the narrator will share a personal or intimate story about his life, which he has never shared with anyone; this knowledge contributes to the reader’s motivation to continue reading.
  - This example conforms to the criteria of W.11-12.3.a by establishing a first person point of view. The narrator establishes himself as the storyteller, or someone who bears the burden of telling a story to the reader that has never been shared with anyone else.

Lead a brief whole-class discussion of student responses.

Example 2: “For more than twenty years I’ve had to live with it, feeling the shame, trying to push it away, and so by this act of remembrance, by putting facts down on paper, I’m hoping to relieve at least some of the pressure on my dreams” (p. 37).

- Student responses may include:
  - This example conforms to the criteria of W.11-12.3.a because it establishes who the narrator is and that he is retelling a story that happened in his past that

profoundly affected him. This excerpt demonstrates who and what the story will likely be about: the narrator and his desire to explain his secret story so as to alleviate its burden.

- This example conforms to the criteria of W.11-12.3.a because it begins a smooth progression of experiences or events in the story by revealing clues about the story that makes the narrator “squirm” (p. 37). The narrator takes the time to preface his story by further qualifying the secretive nature of it. The narrator confesses that his story is personal, shameful, and haunting. This sentence builds upon the first sentence and explains the motivation behind the narrator’s willingness to reveal a story that he has “never told before” (p. 37).

Lead a brief whole-class discussion of student responses.

Ask students to keep these examples in mind as they develop their own narrative writing pieces according to the criteria of W.11-12.3.a, both in class and for homework in the following activities.

- Students listen.
- Consider focusing the narrative writing instruction on personal narrative to prepare students for the Common Application essay prompts. Students may choose from any of the 2014-2015 Common Application essay prompts:
  - Some students have a background or story that is so central to their identity that they believe their application would be incomplete without it. If this sounds like you, then please share your story.
  - Recount an incident or time when you experienced failure. How did it affect you, and what lessons did you learn?
  - Reflect on a time when you challenged a belief or idea. What prompted you to act? Would you make the same decision again?
  - Describe a place or environment where you are perfectly content. What do you do or experience there, and why is it meaningful to you?
  - Discuss an accomplishment or event, formal or informal, that marked your transition from childhood to adulthood within your culture, community, or family.
- Unit 12.1.3 in Module 12.1 is devoted to instruction on crafting a personal narrative in preparation for the college application essay prompts. Consider referencing or implementing Unit 12.1.3 as an alternative to 11.4.1 Lessons 6, 7, 11, 12, 14, 15, 16 and 11.4.2 Lessons 3, 4, 11, 12, 19, 20.

## Activity 4: Narrative Writing: Brainstorming and Prewriting

20%

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Transition students to small groups for this activity. Explain to students that the assessment in this lesson is an Exit Slip, which will be based on this brainstorming and prewriting activity. In this activity, student groups brainstorm ideas for narrative writing based on “On the Rainy River.”

Post or project the following prompt for students:

**Draft a new introduction to “On the Rainy River” that engages and orients the reader to the problem or situation and its significance. Establish a point of view, a narrator, and/or characters, and create a smooth progression of experiences or events.**

- Students read the prompt and follow along.

Instruct student groups to come up with 3-4 different ideas for a narrative writing piece. These ideas should reflect different ways to engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, introducing a narrator and/or characters, and creating a smooth progression of experiences or events. Remind students to write notes during their discussion, as their discussion will contribute to the assessment: an articulation of their plan for the narrative writing piece. Remind students to refer to W.11-12.3.a on the 11.4 Narrative Writing Rubric and Checklist to guide their discussion.

- Student groups discuss and brainstorm ideas for a narrative writing piece, using the prompt above.
- Student responses may include:
  - Introduce the story from the moment the narrator receives the draft notice rather than with the narrator’s reflection on why he is telling the story. Readers are unaware of the narrator’s explicit conflict until he says “In June of 1968, a month after graduating from Macalester College, I was drafted to fight a war I hated” (p. 38). If the story started with the draft notice, the narrator’s reflections could be moved elsewhere in the story (e.g., before the narrator writes the note to his parents) or discarded. With this change, readers would not be aware of or understand that the story is difficult for the narrator, because they would not have read his confession that “[t]his is one story I’ve never told before” (p. 37). This change to the beginning of the story would introduce “the moral split” earlier, and would allow for later portions of the text to develop the more complicated aspects of the narrator’s internal conflict (p. 42).
  - Introduce the story from another point of view or even multiple points of view, so readers would benefit from getting an outsider’s impression of the narrator. It would be interesting to start the story from the Tip Top Lodge, with Elroy’s description of the narrator who shows up unannounced. This would provide an opportunity to write a physical description about the narrator, similar to the

physical description of Elroy as “eighty-one years old, skinny and shrunken and mostly bald” (p. 46).

- Introduce the story with third person narration. This would engage and orient the reader by using an objective tone, and it might contribute to a deeper understanding of the opinions and actions of the narrator, as well as those with whom he interacts (e.g., Elroy or the narrator’s parents). The narrator’s decision making is greatly influenced by the opinions he assumes others have of him as a “Traitor!” or “Turncoat!” but third person narration would allow opportunities to see where different characters’ thoughts and opinions overlap and diverge with the narrator’s internal thoughts (p. 57).
- Introduce the story from the section where the narrator describes “working in an Armour meatpacking plant” (p. 40). The backdrop of the meatpacking plant includes physical carnage and gore, but it also represents an emotional space for the narrator to think about his options. The setting of the meatpacking plant also aligns with the narrator’s description of “a physical rupture—a cracking-leaking-popping feeling” that ultimately forces him to make a major decision in the story (p. 44). This would be an engaging introduction because it means the first decision the narrator makes in the story is to flee or take action regarding his conflict, rather than beginning his story with an explanation of his “confession” (p. 37).

Lead a brief whole-class discussion of student responses.

## Activity 5: Lesson Assessment: Exit Slip

10%

Instruct students to write 2-3 sentences in response to the following prompt:

**Propose an idea for a new introduction to “On the Rainy River” and explain how the idea engages and orients the reader to the narrator’s problem or situation and its significance.**

Explain to students that this Exit Slip will serve as the foundation for the narrative writing piece they begin to draft during the following activity.

- Students listen and read the Exit Slip prompt.
- Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Exit Slip.

- Students independently answer the prompt.
- See the High Performance Response at the beginning of this lesson.

## Activity 6: Narrative Writing: Drafting

**20%**

Instruct students to spend the remainder of this lesson independently drafting their narratives based on the writing prompt, using the ideas they just generated:

**Draft a new introduction to “On the Rainy River” that engages and orients the reader to the problem or situation and its significance. Establish a point of view, a narrator, and/or characters, and create a smooth progression of experiences or events.**

Instruct students to incorporate the skills outlined in W.11-12.3.a as they draft their narrative writing pieces. Remind students to refer to the relevant portions of the 11.4 Narrative Writing Rubric and Checklist and their notes from the prewriting and brainstorming activity as they work on their narrative writing pieces.

- Explain to students that they will have opportunities to revise their narrative writing in the following lesson.
- The process of writing narrative involves drafting, peer review, editing, and revising. If access to technology is available, consider using a cloud or electronic storage system (Microsoft Word, Google Drive, etc.) that allows each student to write and track changes using a word-processing program. If technological resources are not available, use the established classroom protocols for drafting, editing, and revising hard copies.
- **Differentiation Consideration:** Consider instructing students to briefly research public opinion about the Vietnam War to support them as they craft new introductions to “On the Rainy River.”
  - Students independently draft their narrative writing.

## Activity 7: Closing

**5%**

Display and distribute the homework assignment. For homework, instruct students to continue to draft their text-based narrative writing pieces in response to the following prompt:

**Draft a new introduction to “On the Rainy River” that engages and orients the reader to the problem or situation and its significance. Establish a point of view, a narrator and/or characters and create a smooth progression of experiences or events.**

Instruct students to come to class prepared for peer review and revision in the following lesson. Remind students to refer to the W.11-12.3.a portion of the 11.4 Narrative Writing Rubric and Checklist and notes from the brainstorming and prewriting discussion as they draft their narrative pieces.

- Students follow along.

## Homework

Continue to draft your text-based narrative writing piece in response to the following prompt:

**Draft a new introduction to “On the Rainy River” that engages and orients the reader to the problem or situation and its significance. Establish a point of view, a narrator and/or characters, and create a smooth progression of experiences or events.**

Refer to the W.11-12.3.a portion of the 11.4 Narrative Writing Rubric and Checklist and notes from the brainstorming and prewriting discussion as you draft your narrative piece. Come to class prepared to participate in peer review and revision of your narrative piece.

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## 11.4 Common Core Learning Standards Tool

<b>Na me:</b>		<b>Cla ss:</b>		<b>Da te:</b>	
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CCS Standards: Writing		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
<b>W. 11-12.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			
<b>W. 11-12.3. a</b>	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.			
<b>W. 11-12.3. b</b>	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.			

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CCS Standards: Writing		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
W. 11-12.3. c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).			
W. 11-12.3. d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.			
W. 11-12.3. e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.			
W. 11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.			

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## 11.4 Narrative Writing Rubric

\_\_\_\_ / \_\_\_\_ (Total points)

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Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
<p><b>Coherence, Organization, and Style</b></p> <p>The extent to which the response engages and orients the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; and creates a smooth progression of experiences or events.</p> <p><b>CCSS.ELA-Literacy.W.11-12.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b>CCSS.ELA-Literacy.W.11-12.3.a</b> Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>The extent to which the response uses narrative techniques, such as dialogue, pacing, description,</p>	<p>Skillfully engage and orient the reader by thoroughly setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; skillfully create a smooth progression of experiences or events. (W.11-12.3.a)</p> <p>Skillfully use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, thoroughly developing experiences, events, and/or characters. (W.11-12.3.b)</p> <p>Skillfully use a variety of techniques to sequence events so that they build on one another to create a coherent whole and clearly build toward a particular tone and outcome. (W.11-12.3.c)</p> <p>Skillfully use precise words and phrases, telling details, and sensory language, conveying a complete and vivid picture of the experiences, events, setting, and/or characters. (W.11-12.3.d)</p> <p>Provide a conclusion that clearly follows from and skillfully reflects on what is experienced, observed, or resolved over the course of the narrative. (W.11-12.3.e)</p>	<p>Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (W.11-12.3.a)</p> <p>Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, developing experiences, events, and/or characters. (W.11-12.3.b)</p> <p>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. (W.11-12.3.c)</p> <p>Use precise words and phrases, telling details, and sensory language, conveying a vivid picture of the experiences, events, setting, and/or characters. (W.11-12.3.d)</p> <p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (W.11-12.3.e)</p>	<p>Somewhat effectively engage or orient the reader by partially setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create an unclear progression of experiences or events. (W.11-12.3.a)</p> <p>Somewhat effectively use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, partially developing experiences, events, and/or characters. (W.11-12.3.b)</p> <p>Somewhat effectively use techniques, or use unvaried techniques to sequence events so that they insufficiently build on one another to create a loosely connected whole or a particular tone and outcome. (W.11-12.3.c)</p> <p>Somewhat effectively use precise words and phrases, telling details, and sensory language, conveying a clear picture of the experiences, events, setting, and/or characters. (W.11-12.3.d)</p> <p>Provide a conclusion that loosely follows from and partially reflects on what is experienced, observed, or resolved over the course of the text. (W.11-12.3.e)</p>	<p>Ineffectively engage or orient the reader by insufficiently setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a disorganized collection of experiences or events. (W.11-12.3.a)</p> <p>Ineffectively or rarely use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, insufficiently developing experiences, events, and/or characters. (W.11-12.3.b)</p> <p>Ineffectively use techniques, creating a disorganized collection of events that fail to build on one another to create a coherent whole or a particular tone and outcome. (W.11-12.3.c)</p> <p>Ineffectively use precise words and phrases, telling details, and sensory language, conveying an unclear picture of the experiences, events, setting, and/or characters. (W.11-12.3.d)</p> <p>Provide a conclusion that does not follow from or reflect on what is experienced, observed, or resolved over the course of the text. (W.11-12.3.e)</p>

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Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
<b>Coherence, Organization, and Style</b> The extent to which the response demonstrates clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  <b>CCSS.ELA-Literacy.W.11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Consistently demonstrate clear and coherent writing in which the development, organization, and style thoroughly and skillfully address the task, purpose, and audience.	Demonstrate clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	Inconsistently demonstrate clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	Rarely demonstrate clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
<b>Coherence, Organization, and Style</b> The extent to which the response develops and strengthens writing during the writing process, addressing what is most significant for the specific purpose and audience.  <b>CCSS.ELA-Literacy.W.11-12.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Thoroughly develop and strengthen writing during the writing process, skillfully addressing what is most significant for the specific purpose and audience.	Develop and strengthen writing during the writing process, addressing what is most significant for the specific purpose and audience.	Partially develop and strengthen writing during the writing process, somewhat effectively addressing what is most significant for the specific purpose and audience.	Insufficiently develop and strengthen writing during the writing process, ineffectively addressing what is most significant for the specific purpose and audience.

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Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
<b>Control of Conventions</b> <b>The extent to which the response demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</b>  CCSS.ELA-Literacy.L.11-12.1 CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing or speaking.	Demonstrate skillful command of conventions with no grammar, usage, capitalization, punctuation, or spelling errors.	Demonstrate command of conventions with occasional grammar, usage, capitalization, punctuation, or spelling errors that do not hinder comprehension.	Demonstrate partial command of conventions with several grammar, usage, capitalization, punctuation, or spelling errors that hinder comprehension.	Demonstrate insufficient command of conventions with frequent grammar, usage, capitalization, punctuation, or spelling errors that make comprehension difficult.

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

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## 11.4 Narrative Writing Checklist

Assessed Standards: \_\_\_\_\_

	Does my response...	✓
<b>Coherence, Organization, and Style</b>	Engage and orient the reader by setting out a problem, situation, or observation and its significance? (W.11-12.3.a)	<input type="checkbox"/>
	Establish one or multiple point(s) of view? (W.11-12.3.a)	<input type="checkbox"/>
	Introduce a narrator and/or characters? (W.11-12.3.a)	<input type="checkbox"/>
	Create a smooth progression of experiences or events? (W.11-12.3.a)	<input type="checkbox"/>
	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters? (W.11-12.3.b)	<input type="checkbox"/>
	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome? (W.11-12.3.c)	<input type="checkbox"/>
	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters? (W.11-12.3.d)	<input type="checkbox"/>
	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative? (W.11-12.3.e)	<input type="checkbox"/>
	Demonstrate clear and coherent writing in which the development, organization, and style that are appropriate to task, purpose, and audience? (W.11-12.4)	<input type="checkbox"/>
	Develop and strengthen writing during the writing process, addressing what is most significant for the specific purpose and audience? (W.11-12.5)	<input type="checkbox"/>
<b>Control of Conventions</b>	Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling? (L.11-12.1, L.11-12.2)	<input type="checkbox"/>

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