

9-12 ELA

PERFORMANCE TASK

STUDENT INSTRUCTIONS



TASK TITLE

Narrative Essay

INTRODUCTION

A core curriculum goal for grade twelve students is to write narratives that establish context, demonstrate critical thinking, create an organizing structure, demonstrate command of the written language, and provide a thoughtful conclusion.

You will write a narrative essay that will be graded in English class. Additionally, the narrative created can be used by those applying to college.



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SCORING CRITERIA¹

PERFORMANCE INDICATOR	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
<p>#3 Writing: C</p> <p>Write narratives to develop real experiences or events.</p> <p>(W.9-12.3))</p>	<p>Create a narrative with a conflict or problem.</p>	<p>Use narrative techniques, such as dialogue, pacing, description, and/or reflection to create a narrative.</p>	<p>Apply narrative techniques, such as dialogue, pacing, description, reflection, and/or multiple plot lines, to create a narrative.</p>	<p>Integrate multiple narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to create a complex narrative.</p>
<p>#4 Language: D</p> <p>Demonstrate organized communication</p> <p>(L.9-12.5)</p>	<p>Restate information using a mode of communication</p>	<p>Organize information to communicate ideas and responses when using any mode of communication</p>	<p>Present information and ideas coherently, with logical sequence when using any mode of communication</p>	<p>Enhance reader engagement through the sequence and presentation of ideas when using any mode of communication.</p>
<p>Communication: 4</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>(25)</p>	<p>Demonstrate limited understanding.</p>	<p>Recognize and use figurative language, word relationships, and nuances in word meanings.</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Demonstrate advanced use of figurative language, word relationships, and nuances in word meanings.</p>

9-12 ELA

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¹Modifications were made to the Scoring Criteria based on analysis of student work samples. Educators determined that the Scoring Criteria as written did not clearly delineate between performance levels (i.e., “use” versus “apply”).

Performance Indicator #3C:

Writing: Write narratives to develop real experiences or events.

Beginning

Use narrative techniques, such as description or reflection.

Developing

Use narrative techniques, such as dialogue, pacing, description, and reflection to create a narrative with a clear conflict or problem.

Proficient

Use narrative techniques, such as dialogue, pacing, description, reflection, and non-linear plot lines, to create a narrative with a clear conflict or problem.

Expanding

Use narrative techniques, such as dialogue, pacing, description, imagery, reflection, and non-linear plot lines, to create a complex narrative with a clear conflict or problem.

Performance Indicator#4D:

Language: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Beginning

Recognize figurative language, word relationships, or nuances in word meanings. Use basic figurative language.

Developing

Use figurative language, word relationships, and nuances in word meanings.

Proficient

Use figurative language, word relationships, and nuances in word meanings to enhance the narrative (i.e., develop mood, or clarify theme/lesson).

Expanding

Use of complex figurative language, word relationships, and nuances in word meanings to enhance the narrative (i.e., develop mood, or clarify theme/lesson).

****Educators strongly suggest that the complete rubric be presented on one page when provided to students.****

9-12 ELA

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STUDENT INSTRUCTIONS



STUDENT DIRECTIONS AND MATERIALS

TASK DIRECTIONS

Write a narrative essay that establishes a context, demonstrates critical thinking, creates an organizing structure, demonstrates command of the written language, and provides a thoughtful conclusion. You will choose *one* of the attached prompts taken from the Common Application.

1. Reading and critiquing sample narratives written in response to the Common Application prompts, you will work collaboratively and independently during the instructional unit to identify strengths and weaknesses in the sample narratives.
2. As you prepare to write your own narratives, you will brainstorm possible response topics, as well as make use of an appropriate graphic organizer for prewriting.
3. You will also participate in mini-lessons on components of narrative writing such as the hook, use of dialogue, and tone.
4. You will then draft, peer respond, conference with your teacher, and revise your writing during writing workshop time to create a narrative that relates an important story and demonstrates proficiency.

MATERIALS

- [How to avoid crossing the line with your audience](#)
- [TED Talk and Digital Narrative: “To This Day”](#)
- [NPR: This I Believe](#)
- [Narrative Strategies and Sample Essays](#)
- Narrative Peer Response 4-3-2-1
- Essay Map
- [Common Application Prompts](#)
- Dissecting the Prompts Activity
- [Video Tutorial on Writing about Identity](#)
- [Video Tutorial on Writing about Failures/Obstacles](#)
- [Video Tutorial on Questioning a Belief or Idea](#)

NOTE

9-12 ELA

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CHECKLIST

Your product must include:

- A straightforward context that develops real experiences
- A clear organizational structure that creates a smooth progression of experiences and events - strong opening, developed body, and a sense of closure
- A clear thesis that addresses the prompt and engages the reader by setting out a problem, situation, or observation and its significance
- Demonstration of writing conventions
- Use of precise words and phrases, telling details, and sensory language

STUDENT REFLECTION AND/OR GOAL SETTING

Identify the following as you reflect on your narrative and writing process:

- 4- qualities or attributes my narrative has going for it include...
- 3- lines which are particularly important are...
- 2- "global" conclusions about me which the narrative guides the reader to draw are...
- 1- question I still have about my narrative is...