

GPS ELA WRITING: NARRATIVE GENRE

<p>ELAKW2</p> <p>The student produces a narrative that:</p>	<p>ELA1W2</p> <p>The student produces a narrative that:</p>	<p>ELA2W2</p> <p>The student produces a narrative that:</p>	<p>ELA3W2</p> <p>The student produces a narrative that:</p>	<p>ELA4W2*</p> <p>The student produces a narrative that:</p>	<p>ELA5W2*</p> <p>The student produces a narrative that:</p>
<p>a. Involves one event. b. Uses drawings, letters, and phonetically spelled words to describe a personal experience. c. Begins to use organizational structures (beginning, middle, end). d. May include describing words. e. May include a sense of closure. f. Includes oral or written prewriting to generate ideas (graphic organizers and pictures). g. May include a draft developed from prewriting .</p>	<p>a. Begins to capture a reader’s interest by writing a personal story. b. Begins to maintain a focus. c. Adds details to expand a story. d. Begins to use organizational structures (beginning, middle, end, and sequence of events) and strategies (transition words and time cue words). e. Begins to develop characters and setting through dialogue and descriptive adjectives. f. Begins to develop a sense of closure. g. May include oral or written prewriting (graphic organizer). h. May include a draft that is revised and edited. i. May be published.</p>	<p>a. Captures a reader’s interest by writing a personal story in first or third person consistently. b. Begins to write fantasy/imaginary stories. c. Begins to sustain a focus. d. Includes the appropriate purpose, expectations, and length for the audience and genre. e. Develops characters and setting using sensory details (descriptive adjectives and strong verbs). f. Uses organizational structures (beginning, middle, end, and sequence of events) and strategies (transitional words/phrases, time cue words). g. Begins to develop characters through action and dialogue. h. Develops a sense of closure. i. May include prewriting. j. May include a revised and edited draft. k. May be published.</p>	<p>a. Captures a reader’s interest by writing both personal and fantasy/imaginary stories, setting a purpose, and developing a point of view. b. Sustains a focus. c. Includes the appropriate purpose, expectations, and length for the audience and genre. d. Uses sensory details and other literary language to communicate setting, characters, and plot. e. Uses appropriate organizational structures to ensure coherence (well developed beginning, middle, and end, and sequence of events) and strategies (transition words/phrases, time cue words, and sequence of events). f. Develops characters through action and dialogue. g. Provides a sense of closure. h. May include prewriting. i. May include a revised and edited draft. j. May be published.</p>	<p>a. Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest. b. Establishes a plot, setting, and conflict, and/or the significance of events. c. Creates an organizing structure. d. Includes sensory details and concrete language to develop plot and character. e. Excludes extraneous details and inconsistencies. f. Develops complex characters through actions describing the motivation of characters and character conversation. g. Uses a range of appropriate narrative strategies such as dialogue, tension, or suspense. h. Provides a sense of closure.</p>	<p>a. Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest. b. Establishes a plot, point of view, setting, and conflict, and/or the significance of events. c. Creates an organizing structure. d. Includes sensory details and concrete language to develop plot and character. e. Excludes extraneous details and inconsistencies. f. Develops complex characters through actions describing the motivation of characters and character conversation. g. Uses a range of appropriate narrative strategies such as flashback, foreshadowing, dialogue, tension, or suspense. h. Provides a sense of closure to the writing. i. Lifts the level of language using appropriate strategies including word choice.</p>