**BIOGRAPHICAL NARRATIVE COVER SHEET**

FINAL PROJECT DUE on **WEDNESDAY, SEPTEMBER 10th, 2014**

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| **PROMPT:** American scientist Louis Agassiz believed that objects should be studied closely to understand the natural world. His students would study a single natural object carefully, spending hours and sometimes days in the examination. In the end, they had a greater understanding of a particular part of the natural world.  Write a narrative in which you describe a time when you examined something very closely. You might discuss an object in the natural world, an author’s use of language, or a picture. Whatever you choose to discuss, describe the occasion so vividly that your readers will feel they were right there with you. | “**RUTO**” the prompt:   1. **R**ead the prompt. 2. **U**nderline the most important part(s) of the prompt. 3. **T**urn the MAIN sentence(s) into a QUESTION. Rewrite your question in the space below: |
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**COMPLETED PROJECT CHECKLIST:**

This packet contains the following documents **(in this order):**

☐ This paper (teacher rubric on the back)

☐ Self-assessed rubric

☐ Final essay

☐ Plot Diagram for Essay

☐ At least 1 Peer Editing Sheet (include any additional)

☐ Draft 1, which has peer editors’ comments on it

☐ Any previous or additional drafts you may have done along the way

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| **PROJECT GRADE** | **PENALTIES** |
| The Biographical Narrative grade will be calculated using the rubric on the back. The standards in the rubric will appear in Pinnacle underfollowing major standard:  [**CCSS.ELA-LITERACY.W.9-10.3**](http://www.corestandards.org/ELA-Literacy/W/9-10/3/) **A-E** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  PINNACLE NOTE:  This standard is listed as one standard in pinnacle, but actually encompasses 5 separate sub-standards (hence “A-E”). Once entered on pinnacle, it will seem as though the standard repeats 5 separate times, but it may have different grades listed. This is because *each substandard will be scored separately and represented in the student’s grade*. | **LATE WORK:**  Please note that **LATE WORK** will be accepted, but with the following penalties:  1 Class Period Late: -1 Letter Grade (-10%, -0.7)  2 Class Periods Late: -2 Letter Grades (-20%, -0.14)  3 Class Periods Late: -3 Letter Grades (-30%, -0.21)  All projects that are 4 or more class periods late will receive an automatic 1.  All unsubmitted projects will receive a 0 (Z). |
| **MISSING COMPONENTS:**  I will NOT accept an incomplete project. If you are missing any of these components you will lose credit. Once you turn in your project, you may not submit any additional portions. It’s all or nothing.  For each component missing, students will be deducted ½ Letter Grade (5%, -0.35) |

**UNIT I NARRATIVE: RUBRIC**

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| **STANDARD** | **4** | **3** | **2** | **1** |
| **WRITING 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. | **Engage and orient the reader by:**   * Purposefully setting out a compelling problem, situation, or observation * Successfully establishing one or more points of view * Thoroughly introducing a fully-developed narrator and/or characters * Successfully creating a smooth progression of events | Clearly setting out a compelling problem, situation, or observation   * Competently establishing one or more points of view * Completely introducing a developed narrator and/or characters * Competently creating a smooth progression of events | * Adequately setting out a problem, situation, or observation * Point of view has been established, but may continue a few inconsistencies * Satisfactorily introducing a narrator and/or characters * Adequately creating a progression of events | * Problem, situation, or observation is unclear * Point of view is inconsistent or has not been established * Narrator and/or characters are not consistent * Progression of events is uneven or difficult to follow |
| **WRITING 10.3B**  Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. | **Develop experiences, events, and/or characters by…**  Creating purposeful dialogue, pacing, description, reflection, and multiple plot lines | Creating successful dialogue, pacing, description, reflection, and multiple plot lines | Creating adequate dialogue, pacing, description, reflection, and multiple plot lines. | Dialogue, pacing, description, reflection and/or multiple plot lines are insufficient or missing from the narrative |
| **WRITING 10.3C**  Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. | **Create a whole, coherent story by…**  Strategically using a variety of techniques to sequence events so that they build off of each other. | Competently uses a variety of techniques to sequence events so that they build off of each other. | Adequately creates a sequence of events, but the outcome may contain lapses, or is singular in technique. | Sequence of events is disorganized or confusing for the reader. |
| **WRITING 10.3.D**  Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. | **Convey a vivid picture of experiences, events, settings, and/or characters by…**  Purposefully and consistently using precise words, phrases, telling details, and sensory language. | Consistently using precise words, phrases, telling details, and sensory language. | Occasionally and adequately using precise words, phrases, telling details, and sensory language. | Precise words, phrases, telling details, and sensory language is inconsistent or missing from the narrative. |
| **WRITING 10.3E**  Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | Provide an insightful conclusion by purposefully reflecting on what is experienced, observed, or resolved over the course of the narrative. | Provide an effective conclusion by competently reflecting on what is experienced, observed, or resolved over the course of the narrative. | Provide an adequate conclusion by reflecting on what is experienced, observed, or resolved over the course of the narrative. | Conclusion does not reflect on what is experienced, observed, or resolved  …or…  is missing from the narrative. |
| **WRITING 10.5**  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | Produce clear and coherent writing in which the development, organization, and style are always to task, purpose, and audience. | Produce clear and coherent writing in which the development, organization, and style are consistently appropriate to task, purpose, and audience. | Produce mostly clear writing, but the development, organization, and style may be inconsistent for the task, purpose, and/or audience. | Writing is inconsistent and/or unclear to the point of distracting from the task or purpose of the assignment. |