**Language Arts 9 Name:** ( )

**Unit 1 – Lesson 4**

**Developing Narrator Voice**

**Enter your responses between the** *(blue)* **parentheses below each item.**

**Developing Narrator Voice**

The use of a different narrator affects the story.

1. In Lesson 2-3, you read a story. Choose one of
2. “Guess What? I Almost Kissed My Father Goodnight”
3. “Moving Mountains”

Write the events from the perspective of another character.

* In “Guess What? I Almost Kissed My Father Goodnight”, you may write from the point of view of a family member in the story (Ellen, James, Annie, Debbie, etc.), an observer, a listener to the story, or a teacher.
* In “Moving Mountains”, you may write from the perspective of Ben, of one of the firefighters, of a newspaper reporter, or of another character of your choice.

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| **Alternate Narrator rubric** |
|  | **Excellent****5** | **Proficient****4** | **Satisfactory****3** | **Limited****2** | **Poor****1** |
| **Content /10** | Exploration of the topic is insightful. Main idea and supporting details are precise and original.  | Exploration of the topic is adept. Main idea and supporting details are specific.  | Exploration of the topic is clear. Main idea and supporting details are relevant or generic.  | Exploration of the topic is simplistic. Main idea and supporting details are imprecise or superficial.  | Exploration of the topic is minimal. Main ideas and supporting details are irrelevant or scant.  |
| **Organization /10** | Introduction is engaging and skillfully establishes a focus. Transitions fluently connect details. Closure is effective and related to the focus. | Introduction is purposeful and clearly establishes a focus. Transitions clearly connect details. Closure is appropriate and related to the focus. | Introduction is functional and establishes a focus. Transitions tend to be mechanical. Closure is related to the focus and is mechanical or artificial. | Introduction lacks purpose; little or no focus is established. Transitions are lacking. Closure is abrupt, contrived or unrelated to the focus. | Introduction is ineffective. Transitions are absent or inappropriately used. Closure is ineffectual or missing. |
| **Vocabulary****/5** | Words and expressions are used precisely and deliberately to create vivid images or to enrich details. The voice/tone created is convincing. | Specific words and expressions show evidence of careful selection. The voice/tone created is distinct.  | Words and expressions are generally used adequately to clarify meaning. The voice/tone created may be inconsistent. | Imprecise words and expressions predominate; specific words, if present, may be improperly used. The voice/tone created is not clearly established. | Words and expressions are generally used inaccurately; specific words, if present, are frequently misused. The voice/tone created is not evident. |
| **INS Insufficient** – No evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess the Content. |
| **Total: /25** |

1. Write a short paragraph in which you explain how a different narrator affects the story. Before writing your response, consider these questions:
* What happens to the plot when the narrator shifts?
* When the narrator changes, why do the motives and choices of characters seem to change?
* What can we learn about ourselves when we look at a story from a different perspective?

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| **Reflection Paragraph rubric** |
|  | **Excellent****5** | **Proficient****4** | **Satisfactory****3** | **Limited****2** | **Poor****1** |
| **Content /10** | Exploration of the topic is insightful. Main idea and supporting details are precise and original.  | Exploration of the topic is adept. Main idea and supporting details are specific.  | Exploration of the topic is clear. Main idea and supporting details are relevant or generic.  | Exploration of the topic is simplistic. Main idea and supporting details are imprecise or superficial.  | Exploration of the topic is minimal. Main ideas and supporting details are irrelevant or scant.  |
| **Conventions****/5** | The quality of the writing is enhanced because it is essentially error-free.  | The quality of the writing is sustained because it contains only minor convention errors.  | The quality of the writing is sustained through generally correct use of conventions.  | The quality of the writing is weakened by the frequently incorrect use of conventions.  | The quality of the writing is impaired by the consistently incorrect use of conventions.  |
| **INS Insufficient** – No evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess the Content. |
| **Total: /15** |

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**Student’s Comments**

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* **Be sure to save your file** to your folder before submitting it to the LA9 Assignment 1-4 Submission page: (YOURNAME)la9-1-4
* **Check the** Submission page **again** in a few days to retrieve your marked assignment and review the feedback from your teacher.

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**Assignment Total: ( / 40) = Percent: ( %)**

**Teacher’s Comments**

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