

That Noise

One night I was helping my best friend babysit her two little sisters. We had just watched a scary movie so everyone was kind of freaked out. We all came up from the basement to the kitchen and sat in there talking about who knows what. Out of nowhere she said she heard a door shut. Well at that time my friend, her two little sisters, and I were the only ones in the house, and we were all in the kitchen. Everyone was getting a little creeped out so we ran upstairs. Sarah, one of the sisters, said we should hide in a closet in case it was a burglar, so we did. That didn't last very long though! My friend and I decided to grab brushes and go downstairs to see if anyone was there. After searching through the whole house we called my little sister to find that she had walked in the front door and couldn't find us, so she went to play video games in a room we had already checked. So the whole night we were scared of my little sister.

“That Noise” / 8<sup>th</sup> Grade / Narrative / Common Core Proficiency Check  
Prompt:

Key: ☒ Proficient   ☐ Not Proficient   • Not Evident

<input checked="" type="checkbox"/>	W.8.3a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
<input checked="" type="checkbox"/>	W.8.3b	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
<input checked="" type="checkbox"/>	W.8.3c	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
<input checked="" type="checkbox"/>	W.8.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<input checked="" type="checkbox"/>	W.8.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<input checked="" type="checkbox"/>	L.3.1f	Demonstrate subject-verb and pronoun-antecedent agreement.
•	L.4.1g	Correctly use frequently confused words (e.g., to, too, two; there, their).
•	L.8.1b	Form and use verbs in the active and passive voice.
•	L.8.1c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
•	L.5.2a	Use punctuation to separate items in a series.
<input checked="" type="checkbox"/>	L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<input type="checkbox"/>	L.8.2a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
•	L.8.2b	Use an ellipsis to indicate an omission.
<input checked="" type="checkbox"/>	L.8.2c	Spell correctly.