

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” / Grade 8 / Narrative/ Six Trait, 6-Point Rubric

Prompt:

<i>Ideas and Content</i> <i>4/4</i>	This narrative piece works as a plot summary with intriguing possibilities. More detail is needed to flesh out the story, and to create a suspenseful atmosphere—the writer may want to select details about the setting (time and place), the name of the “scary movie”, or perhaps details about the closet crammed with four people trying to avoid detection from the suspected burglar, at large in the house.
<i>Organization</i> <i>4/4-</i>	The action described follows a clear chronology and tells a basic story from beginning to end. The discovery that the “burglar” turned out to be the writer's sister, is delivered somewhat anticlimactically; a good narrative builds to something, and delivers impact through careful sequencing. The timing of the writer's search through the house and the sister's undetected arrival, needs clarification. A little more work is needed in the conclusion to bring out the “punchline.”
<i>Voice</i> <i>4/4-</i>	Feeling “freaked out” after watching the movie, and then getting “a little creeped out” by the sound of a door shutting, shows readers how the narrator and the others felt, in general. More vivid, descriptive words about the writer's reactions to the strange noise, the tension in the crammed closet, and the relief and laughter after the final discovery, would really enhance the voice in this story, which offers many opportunities to engage readers in the action.
<i>Word Choice</i> <i>4/4</i>	The word choice is functional. Sensory details are missing—the sound of the door shutting, the hypersensitive state of fear, the musty smell of the closet, visual descriptions of some of the rooms searched—the words and phrases that help readers “be there” with the writer.
<i>Sentence Fluency</i> <i>4 /4</i>	Sentences are soundly constructed and reflect some variety and complexity. Avoid using “so” as a sentence beginning or connective. Note how leaving out “so” in the final sentence helps to add impact to this important conclusion to the story.
<i>Conventions</i> <i>4/4</i>	Conventions reflect control for grade level expectations, with the exception of a few missing internal commas. Stylistic use of conventions are not yet present.

“That Noise” / 8th 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.

Student Report

Smith, Sarah

Sarah's Middle School



Teacher: Sample Instructor

Grade: 8

T2 – 2013/2014 – May 7, 2014

Six Trait Evaluation

Ideas	Organization	Voice	Word Choice	Sentence Fluency	Conventions
4	4	4	4	4	4

Comments

The plot outlined in “That Noise” has “great bones” for a spooky story. The writer needs to fill in the blanks by explaining to readers why the movie made her feel “freaked out”; what rooms were checked, and which closet did the four girls cram into? A careful selection of details to help bring readers into the action will help build up the suspense.

The organization is easy to follow; more work is needed in the conclusion to bring out the punchline: “..the whole night we were scared of my little sister.”

A series of emotions are inferred, but not described in this piece. Did everyone jump when the door shut? How did it feel to check the rooms for a burglar, and to hide together in the closet? What emotions did the writer feel once she found out the “burglar” was just the her little sister?

Without resorting to trite words and phrases (bone chilling, hair raising, goose bumps, etc.)aim for descriptive words to show, rather than tell readers about the sights, sounds, smells and feelings of the event.

The sentences are well constructed and begin in a variety of ways. Try crossing out “so” every time it appears in the story and rework the sentence without that word.

Conventions reflect a strong grasp of the basics—this writer is ready to go beyond the basics, and to try out some stylistic effects. The final sentence, for example, might be a good place for an exclamation mark!

Common Core Proficiency Check

Standard		Evaluation or Grade
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.	Proficient
W.8.3b	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	Proficient
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.	Proficient
W.8.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Proficient
W.8.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.	Proficient

L.3.1f	Demonstrate subject-verb and pronoun-antecedent agreement.	Proficient
L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	Proficient
L.8.2a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	Not Proficient
L.8.2c	Spell correctly.	Proficient