

Narrative Writing Assignment
Act III of Arthur Miller's *The Crucible*

Directions: Imagine you are John Proctor at the end of Act III. You have been arrested and are currently in jail. Abigail has accused your wife of witchcraft and your pregnant wife unsuccessfully lied in court to save your life. You have an opportunity to write a letter to **EITHER** Abigail or Elizabeth. Which do you choose? **Write a letter (at least one page) to either Abigail or Elizabeth pretending you are Proctor.** Given the current circumstances, what do you have to say?

REMEMBER-This is written in the **voice of John Proctor**. Remember, this is set in 1692, **NOT** 2016. What is Proctor's tone toward the letter's recipient? What details would **he** include in his essay? Also, How does one properly format a letter (greeting, logical flow of letter, salutation)? Would John Proctor use figurative language in his letter?

Narrative Constructed Response Rubric

Description	Points	Criteria
The Narrative writing task examines the writer's ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.	4	<p>The student's response is a well-developed narrative that fully develops a real or imagined experience based on a text as a stimulus.</p> <ul style="list-style-type: none"> • Effectively establishes a situation, one or more points of view, and introduces a narrator and/or characters • Creates a smooth progression of events • Effectively uses multiple narrative techniques, such as dialogue, description, pacing, reflection, and plot to develop rich, interesting experiences, events, and/or characters • Uses a variety of techniques consistently to sequence events that build on one another • Uses precise words and phrases, details, and sensory language consistently to convey a vivid picture of the events • Provides a conclusion that follows from the narrated experiences or events • Integrates ideas and details from source material effectively • Has very few or no errors in usage and/or conventions that interfere with meaning*
	3	<p>The student's response is a complete narrative that develops a real or imagined experience based on a text as a stimulus.</p> <ul style="list-style-type: none"> • Establishes a situation, a point of view, and introduces one or more characters • Organizes events in a clear, logical order • Uses some narrative techniques, such as dialogue, description, pacing, reflection, and plot to develop experiences, events, and/or characters • Uses words and/or phrases to indicate sequence • Uses words, phrases, and details to convey a picture of the events • Provides an appropriate conclusion • Integrates some ideas and/or details from source material • Has a few minor errors in usage and/or conventions with no significant effect on meaning*
	2	<p>The student's response is an incomplete or oversimplified narrative based on a text as a stimulus.</p> <ul style="list-style-type: none"> • Introduces a vague situation and at least one character • Organizes events in a sequence but with some gaps or ambiguity • Attempts to use a narrative technique, such as dialogue, description, reflection, and plot to develop experiences, events, and/or characters • Inconsistently uses occasional signal words to indicate sequence • Inconsistently uses some words or phrases to convey a picture of the events • Provides a weak or ambiguous conclusion • Attempts to integrate ideas or details from source material • Has frequent errors in usage and conventions that sometimes interfere with meaning*
	1	<p>The student's response provides evidence of an attempt to write a narrative based on a text as a stimulus.</p>

	<ul style="list-style-type: none"> • Provides a weak or minimal introduction • May be too brief to demonstrate a complete sequence of events • Shows little or no attempt to use dialogue or description • Uses words that are inappropriate, overly simple, or unclear • Provides few if any words that convey a picture of the events, signal shifts in time or setting, or show relationships among experiences or events • Provides a minimal or no conclusion • May use few if any ideas or details from source material • Has frequent major errors in usage and conventions that interfere with meaning*
0	<ul style="list-style-type: none"> • The response is completely irrelevant or incorrect, or there is no response. • The student merely copies the text in the prompt. • The student copies so much text from the passages that there is not sufficient original work to be scored. <p>* Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the Progressive Skills chart for those standards that need continued attention beyond the grade in which they were introduced.</p>