

NARRATIVE WRITING

Organizers, Examples, Rubrics & More!

Narrative Writing

Write a narrative that tells a story about something that happened to you. It must be true.

Pick one of the topics that is listed on the right and write an interesting and thoughtful story.

Pick a topic that is interesting and has some action or conflict to it.

Write about a night you spent at Disneyland or not there as long, but writing about conquering your fear of roller coasters at Disneyland would be more interesting.

Start your paragraph when the event begins. Don't give the reader too much information. We don't need to know how long a trip you got to Alaska, but would rather you tell us about an amazing experience you had in Alaska.

Paragraph Criteria

- Please have an interesting title, not "My Narrative Paragraph or Story Essay."
- Have a catchy opening sentence; you want to grab your reader's attention.
- Add opinions like "one time at Disneyland" or "when I was in 7th grade."
- Write about something meaningful or significant.
- Please spell-check and edit your work.
- Be sure to have a clear conclusion.
- Check fun, take notes, find your writing voice!

Topic Suggestions

- A time you earned a trophy
- Your first friend
- A teacher's encouragement
- The best friend you ever had
- Your pet's best friend
- A story you got into of school
- A time you won a competition
- A time you were with a friend
- Your first race car
- Your first job

Organizing a story and plotting your story something so that you can do it, it's not as hard as it seems.

Writing a story

Personal Narrative - Peer Editing

Switch your papers with a partner and edit each other's work using the checklist on the right to check your own writing.

Checklist

Is this an interesting reading story?
Does the first sentence grab your attention?
Are there details about what happened?
Are there details about how it happened?

Name: _____

What's the most exciting moment?

Conclusion—what did you learn from this experience? How can you wrap your story up?

What's going to interest the readers? What's the hook?

Using the rubric below

| Criteria | What I saw |
|---|------------|
| • Have a catchy title and a catchy opening sentence | |
| • Add opinions like "one time at Disneyland" or "when I was in 7th grade" | |
| • Write about something meaningful or significant | |
| • Please spell-check and edit your work | |
| • Be sure to have a clear conclusion | |
| • Check fun, take notes, find your writing voice! | |

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Personal Narrative Writing

This resource includes everything you need to teach your students the process of writing a personal narrative. It covers all aspects of the writing process from brainstorming a topic, to pre-planning, writing and editing. I have used this successfully with students from 5th—10th grade as it is easy to differentiate for varying ages / abilities.

This resource helps to support the following Common Core Standards.

6th-8th Grade

CCSS.ELA-LITERACY.W.6.3—8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.6.3.A—8.3.A

Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

CCSS.ELA-LITERACY.W.6.3.D—8.3.D

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events

CCSS.ELA-LITERACY.W.6.3.E—8.3.E

Provide a conclusion that follows from the narrated experiences or events

CCSS.ELA-LITERACY.W.6.4—8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

CCSS.ELA-LITERACY.W.6.5—8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

9th-10th Grade

CCSS.ELA-LITERACY.W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences

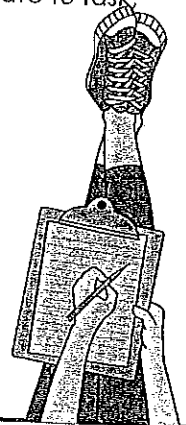
CCSS.ELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

If a story is in you, it has got to come out.
William Faulkner



Personal Narrative Writing

Includes the following:

Lesson Plan Ideas

- Details about how I implement the pages and lessons included in this pack

• **Personal Narrative Explanation Sheet**

- Explains the main ideas behind a narrative paragraph

• **Detailed Assignment Sheet**

- Covers the main ideas behind a narrative paragraph and outlines all criteria

• **Idea Brainstorming Sheet**

- Helps students generate ideas and come up with their topic

• **Brainstorming Sheet**

- Leads students through the main points they need to include in their writing

• **Narrative Hook**

- Helps students generate a creative and engaging hook to their writing

• **Writing Planner**

- Graphic organizer to show how writing a narrative is like writing a short story—there needs to be an introduction, climax and conclusion
- Organizer mimics a plot diagram for a short story

• **Helpful Hints for Writing Success**

- Student reminder sheet for writing success

• **Peer Editing / Self-Assessment Worksheet**

- Can be used for a variety of different Editing Workshops for students, including peer and self assessment.

• **Personal Narrative Example / Mentor Text**

- An example of a well-written narrative piece

• **Editing Practice**

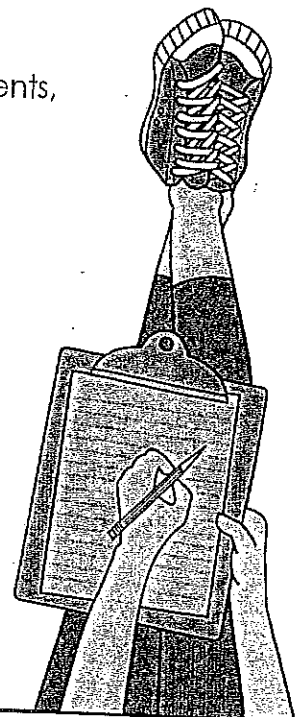
- An example of a poorly written narrative piece
- Allows students to edit the paragraph for grammar / spelling

• **Personal Narrative Assessment**

- Using the same poorly written paragraph, students will evaluate the paragraph using the Narrative Rubric

• **Personal Narrative Rubric**

- Rubric for teachers to use for final assessment



Personal Narrative — Lesson Ideas

I LOVE to teach students about writing and the power they can wield with a pen. Many students struggle with sharing their ideas through writing and lack the skills to write effectively. My goal with this Narrative Writing Resource is to help guide students through the steps needed to write an engaging narrative piece and to empower them to have the confidence to write more!

I generally take 3-5 classes to complete this activity, however this will vary depending on the length of your classes and the amount of time you dedicate to writing each class. Here is how I use each of the pages included in this resource. You can certainly choose to use them all or the ones that work best for you and your students.

- **Personal Narrative Explanation Sheet**

- I use this activity to set the stage for our writing. It is a way for me to introduce the idea of a narrative and to encourage them to start thinking about a topic. I often show examples of student narrative writing from previous years, or find examples of narrative writing online to share with them.

- **Detailed Assignment Sheet**

- This page covers the main ideas behind a narrative paragraph and outlines all criteria for students. I always spend time going over the expectations and ask my students to underline or highlight important points.

- **Idea Brainstorming Sheet**

- Even though a list of ideas is provided on the assignment sheet, students often want to create their own topic or tell me they "have nothing to write about".
- I usually share some of my own defining moments in life with them as a way to spark ideas and show my own vulnerability. I think it is important to share our own moments with our students if we want them to share theirs with us.
- Depending on your students and their comfort level with each other, encourage them to share their topics with a partner or the class.

- **Brainstorming Sheet**

- This worksheet is designed to remind students about the details they need to include in their writing. The—who, what, where, when and why of their topic. Not all aspects may be incorporated into their final draft, however students should have an understanding of their entire story.

- **Narrative Hook**

- Helps students generate a creative and engaging hook to their writing using examples and suggestions for how to hook a reader. I encourage my students to come up with several hooks for their writing and to play around with different techniques and strategies.
- A quick search on-line will yield lots of examples of excellent and not so excellent hooks.

Personal Narrative — Lesson Ideas

• Writing Planner

- This graphic organizer is meant to show students how writing a narrative is like writing a short story—there needs to be an introduction, climax and conclusion
- I use this as an opportunity to talk about having a point to their writing... writing about a trip to the beach is not that interesting. But writing about the time you went to the beach and nearly drowned is a story!
- Having students plan out the parts to their writing and working towards building to a climax has helped improve my students immensely.

• Helpful Hints for Writing Success

- I encourage students to keep this in their workbook to refer to as they are working on this activity.
- I ask students to underline or highlight important points as we go through it.
- I never go through this with students all at once... I work on through it with them as we work through each part of their writing.

• Peer Editing / Self-Assessment Worksheet

- I spend a good amount of time on peer editing in my classroom and use the same system every time so that my students are used to it. Here's a link to a blog post that explains how I implement peer editing in my classroom—<http://teachertalk-addie.blogspot.ca/2015/11/peer-editing-tips-and-tricks-for-middle.html>
- You can use this page multiple times—for both peer and self-assessment.

Personal Narrative Example / Mentor Text

- I cannot stress enough how important it is to show students good mentor texts. Write one or two yourself, find some online or use examples from previous students. Students need to see and read "good" writing to understand all of the nuances that make it "good". Use this as an opportunity to brainstorm the qualities of a good narrative piece. What makes it "good"?

• Editing Practice Page

- We have all seen this type of poorly written paragraph and for many students this is a paragraph they know well. I spend quite a bit of time going over this with my students—both editing the errors and talking about how this paragraph could be improved.

• Personal Narrative Assessment

- Using the same poorly written paragraph, students will evaluate the paragraph using the Narrative Rubric. This will give them an opportunity to see how the rubric will be applied to their own writing.

• Personal Narrative Rubric

- Rubric for teachers to use for final assessment or for students to use as self-assessment.

Narrative Writing

Name: _____



tells a story about a person's unique life and experience. They can be about big life changing moments, or simple daily experiences.

- What life experiences have you had that are unique? funny? traumatic? Awkward? Life-changing?

2. Can be told from 1st or 3rd point of view.

- You are going to write about your own experience. What point of view would be best for this? _____ Why?

3. Leads the reader chronologically through the story.

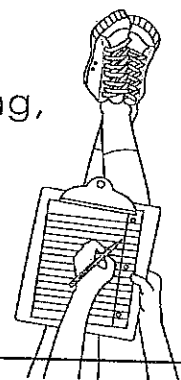
- You need to have a clear beginning, middle and end. What will be the climax or high-point of your writing?

4. Uses vivid words and phrases to paint a picture in the reader's mind.

- Avoid boring words like—said, walk, blue, cold and replace them with descriptive words like whispered, sauntered, turquoise and bone-chilling.
- How many different words can you think of to replace the word "walk"?

5. A personal narrative is interesting, engaging, thought provoking, true, entertaining and is about YOU!

*There's a story behind every person.
What's your story?*



Narrative Writing



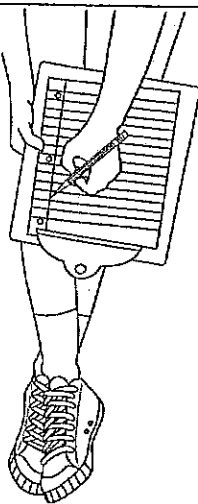
- Write a narrative that tells a story about something that happened to you. It must be true.
- Pick one of the topics that is listed on the right and write an interesting and well-thought out paragraph(s).
- Pick a topic that is **MEANINGFUL** and has some **SIGNIFICANCE** to you.
- Writing about a regular day at Disneyland is not very exciting, but writing about conquering your fear of roller coasters at Disneyland makes it more interesting.
- Start your paragraph when the event begins. Do not give the reader too much information. We do not need to know how long it took to get to Mexico, but would rather you tell us about an amazing experience you had in Mexico.

Topic Suggestions

- A time you learned a lesson
- Someone you admire
- An embarrassing moment
- The best present you ever received
- Your proudest moment
- A time you got into a lot of trouble
- A time you were very scared
- A memorable day with a relative
- Your favorite family vacation
- Your worst family vacation
- Your own idea

"Organizing is what you do before you do something, so that when you do it, it's not all mixed up."

Winnie-The-Pooh



Paragraph Criteria

- Please have an interesting title, not "My Narrative Paragraph" or "Spring Break".
- Have a catchy opening sentence - you want to grab your reader's attention.
- Avoid openers like "One time at band-camp" or "When I was in third grade."
- Write about something meaningful or significant.
- Please spell-check and edit your work.
- Be sure to have a clear conclusion.
- Have fun... take risks... find your writing voice!

Please hand in all of your rough work, including brainstorming, your edited rough draft and your final copy. I want to see what you have thought about, what you have written, how you have edited it, and how you have re-written parts to make it more interesting.

Your paragraph will be graded using the narrative writing rubric.

Due Dates

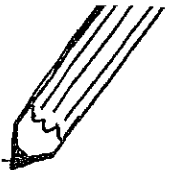
Brainstorming: _____

Rough Draft: _____

Final Copy: _____

Narrative Ideas

Name: _____



Sometimes coming up with an idea for a narrative piece can be a challenge. People often think they have nothing interesting to write about. However, the key to a good piece of narrative writing is not how exciting, thrilling, or terrible the event you are writing about was, but rather how well you told the story. Some of the best narrative pieces are about small events that hold a special place in the writer's heart and because they are written with vivid details and emotion they are engaging and interesting to read.

Brainstorm a list of BIG events in your life.
(Moving, changing schools, changes in your family...)

An embarrassing moment...

A time you were scared...

A time you were proud...

Important people in your life...

Memorable vacations...

Other ideas...

A time you were challenged...

Narrative Brainstorming

Name: _____



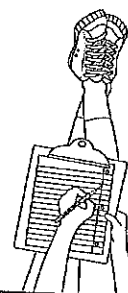
What Happened?

Why / How Did it Happen?

When / Where Did it Happen?

Why Is This Event Important To You? Why is it significant?

Title / Catchy Opening Sentence Ideas



Narrative Hook

Name: _____



The first sentence of your narrative piece is very important. It is the sentence that needs to hook your reader and draw them into the story and make them want to read more.

HOW TO HOOK YOUR READER



1. Start in the middle of the action

Water filled my mouth and nose as I crashed spectacularly off my surfboard.

2. Use Onomatopoeia (sound word)

Whoosh! We were off on the adventure of a lifetime.

3. Create suspense

Suddenly and unexpectedly there was a loud knock on the door.

4. Use imagery to set the scene.

My heart pounded in my chest and my sweaty hands gripped the safety bar as the rickety roller coaster slowly crept up the rusty track.

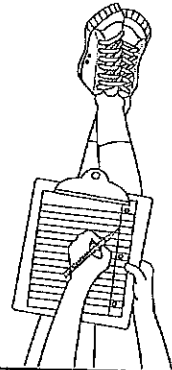
5. Use one word.

Relief. I was flooded with relief when the front door finally opened.

6. Dialogue

"What do you think you are doing young man?" whispered my father sternly as I tried to stealthily creep back into the house after my curfew.

These are just a few ways you could start your narrative. Try some of the techniques list above, in the space below, to help you generate a fabulous hook for your readers.



Title:

Name:

Climax—What's the point of your writing? What's the most exciting moment?

Falling Action

Conclusion—What did you learn from this experience? How can you wrap your story up?

Rising Action

Inciting Incident—What's going to interest the reader? What's the issue?

Introduction (Think of something to really grab the reader's attention.)

Narrative Writing Story Map



Topic: _____
Problem: _____

4. Climax

3. Rising Action

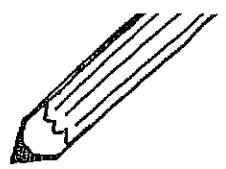
5. Falling Action

6. Conclusion

2. Inciting Incident (Problem/conflict)

1. Introduction / Hook

Helpful Hints for Writing Success



Hook Your Reader / Show Don't Tell

- Set the scene with your words instead of telling the reader the situation right away.
 - **Avoid** - It was my first day of high school and I was nervous.
 - **Try**—My palms were sweaty and my heart pounded in my chest. I took a deep breath, stepped into Garfield High and began my high-school career.
- Start with a quote or dialogue to create some interest.
 - **Try**—"Did you hear that?" Sam asked in a panic as we heard a strange thump coming from outside our tent.
- Begin your writing at an exciting moment.
 - **Try**—"Ahhhhh!!" My stomach dropped and I could taste my lunch in my throat as the roller coaster screamed around a bend.

Have a Point to Your Writing—Lead to a Climax

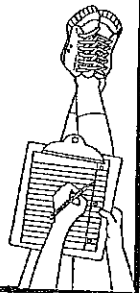
- There needs to be a climax or point to your writing.
 - Writing about a trip to an amusement park can be interesting, however there needs to be some tension or conflict in order to keep your reader engaged. Write about how you overcame your fear of roller coasters, how you lost your little sister, a challenging time in your life...
- Don't give the reader too many details. Stick to the main idea and really work to bring those ideas out of your writing.
 - Does the reader need to know how old you were? The weather? Who you were with? What day it was? Only include details that are going to enhance your writing. Too many details will take away from the real purpose.

Edit & Revise

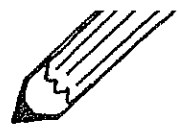
- Read your work to yourself slowly and out loud. You will be able to pick up on errors more easily this way.
- Listen to yourself read and check to see if your writing flows smoothly.
- Are your sentences different types and lengths? Have you used vivid verbs and figurative language?
- Have several people read your writing and provide feedback on both spelling and grammar as well as the content.
- Assess your own work with the rubric. Where do you think you are on the rubric? How can you improve your writing? Who could help you?

Clear and Concise Conclusion

- Just like an introduction a conclusion needs to be well thought out. Wrap up your writing with a short and clear ending.
 - **Avoid**—That was the best day ever at the amusement park, I cannot wait to go again.
 - **Try**—I left the amusement park stronger and more confident, knowing I could conquer anything if I could survive the death-defying "Thunder Curl Coaster".



Narrative Writing Reference Sheet



TRANSITION WORDS & PHRASES

| | | | | |
|------------|----------|-------------|--------------|--------------|
| as well as | also | furthermore | additionally | moreover |
| next | after | then | such as | for instance |
| similarly | likewise | as with | however | although |
| firstly | lastly | otherwise | clearly | meanwhile |

DESCRIPTIVE WORDS

Said – whispered, yelled, grumbled, snarled, gasped, sung, bragged, stammered, muttered

Walked – sauntered, strolled, bolted, sprinted, tiptoed, marched, danced, crept, bounced

Happy – delighted, thrilled, excited, elated, amused, ecstatic, pleased, fulfilled, joyful

Good – awesome, amazing, fantastic, marvelous, excellent, outstanding, incredible

Avoid VERY – very scared = terrified, very hungry = famished, very old = ancient

Appeal to the senses

Smell – putrid, sweet, stench, foul, rotten, pungent, floral, fresh, acrid, earthy, musty

Sound – crackle, whoosh, bellow, shriek, giggle, grind, rattle, raspy, twang, squeak

Taste – salty, sweet, sour, rotten, spicy, bland, buttery, sugary, fizzy, tart, smoky, creamy

Touch – silky, fuzzy, scratchy, rough, prickly, bumpy, icy, glassy, grooved, soggy, soft

Sight – foggy, clear, glowing, bright, hazy, dark, crimson, magenta, midnight blue

HOOK YOUR READER

Start in the middle of the action – Water filled my mouth and nose as I crashed in the waves.

Use Onomatopoeia – Whoosh! We were off on the adventure of a lifetime.

Create suspense – Suddenly and unexpectedly there was a loud knock on the door.

Use imagery – My heart pounded in my chest and my sweaty hands gripped the ladder.

Use one word – Relief. I was flooded with relief when the front door opened.

Dialogue – "What do you think you're doing?" growled the principal as I crept down the hall.

MOVE YOUR STORY ALONG

Dialogue – adding a few key pieces of dialogue can move the story forward

Problem Solve – be sure your writing has a problem or conflict that can be solved

Change the pace – as you build up to the climax consider how you can speed up or slow down the pace of your writing.

Flashback & Foreshadowing – build up tension or curiosity

WRITING A CONCLUSION

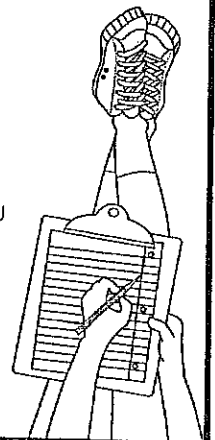
Surprise Ending – throw the reader for a loop and put a twist in the ending

Lesson or Moral – what did you learn from the experience, how did it change you

Dialogue Ending – end with a powerful quote

Humorous Ending – finish your writing with a funny thought or comment

Cliffhanger Ending – leave your reader wondering what happened



Personal Narrative — Peer Editing

Name: _____

Switch your writing with a partner and edit each other's work using the checklist or use it to check your own.

Is there an interesting / catchy title? _____

Does the first sentence grab your attention? _____

Are there details about what happened & why? _____

Does their writing build to a climax? _____

Is there interesting and descriptive language? _____

Is the grammar correct? (Circle errors) _____

Are all the words spelled correctly? (Circle errors) _____

Are the sentences varied in length and start with different words? _____

Is there a clear and concise conclusion? _____

I really liked: _____

I'd like to know more about: _____

To improve your paragraph you need to: _____

Peer / Self Assessment—Evaluate the personal narrative using the rubric below.

| | Not Quite Yet 2 points | Good Start 3 points | You did It! 4 points | Wow! 5 points |
|-------------------------------|---|--|---|--|
| Content | <ul style="list-style-type: none"> I presented some ideas; but they may be illogical or inappropriate I have poorly connected ideas I am missing key details | <ul style="list-style-type: none"> I presented a series of related ideas I have generally accurate details and explanations Some parts may not link to the main idea | <ul style="list-style-type: none"> I have a clear purpose My paragraph builds to a climax My details are thoughtful and relate to the main idea. | <ul style="list-style-type: none"> I have a purpose & tried to deal with complex issues My paragraph builds to a climax I have engaging details and explanations with thought, reflection |
| Style | <ul style="list-style-type: none"> Some of my sentences are short and choppy or long and awkward I used basic, simple language | <ul style="list-style-type: none"> I have some sentence variety and used complex sentences I used everyday, conversational language | <ul style="list-style-type: none"> I used a variety of sentence types and lengths My language is clear, appropriate, and varied | <ul style="list-style-type: none"> My writing flows smoothly and I used sentence types and lengths effectively My language is clear, varied and mature |
| Form | <ul style="list-style-type: none"> I have little to no introduction. I sometimes shifted abruptly from one idea to another I have little to no conclusion. | <ul style="list-style-type: none"> I have a basic introduction that explains the situation My ideas are together but may be listed rather than developed I have a weak conclusion | <ul style="list-style-type: none"> I have an interesting introduction I have a logical sequence and my transitions connect ideas clearly I have a conclusion | <ul style="list-style-type: none"> I have an engaging introduction. I have a smooth and logical sequence and transitions I have a creative and engaging conclusion |
| Spelling & Grammar | <ul style="list-style-type: none"> There are frequent errors in simple words or sentences I have frequent run-on's and fragments | <ul style="list-style-type: none"> There are some noticeable errors in basic words and sentences I have some run-on's or fragments | <ul style="list-style-type: none"> There may be some noticeable errors in difficult language Most sentences are correct; some errors | <ul style="list-style-type: none"> I have very few errors. I have occasional errors in complicated sentences |

Personal Narrative — Example

Name: _____

Read the paragraph and then answer the questions below. While you are reading, try to notice how the author builds to a climax, uses descriptive language and has a clear conclusion.

The Tempting Totem Pole

My grandparent's house was a magical place for me when I was a little girl. There was an amazing loft where I could spy down on my brothers, a smelly chicken coop to visit every morning to check for fresh eggs, a wonderful swing in a gigantic, old maple tree and a tall, black totem pole on the front steps. The totem pole had always fascinated me and I loved to stare into the blank eyes of the thunderbird at the top and wonder what he was thinking. I enjoyed running my small hands over the chiseled black wood and marveling that the carver had included details such as eyes, wings and even feathers. However, it was the thunderbird's nose that intrigued me the most. His long black beak stuck out from the totem pole and had two carved nostrils at the curved end. The nostrils were curious black holes that tempted me. One day I cautiously poked my tiny finger into the thunderbird's nostril, not sure how far it would go. I felt a sharp sting and I screamed as I yanked my finger out. Not only had I poked my finger into the nose of the thunderbird, but also right into the back end of a bumblebee. Whenever I see the stately totem, now on my parents' front porch, I remember what a painful and embarrassing way for me to learn to "keep my fingers to myself".

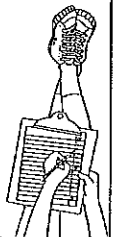
1. What is another way the author could have begun the paragraph?

2. What sentence is the climax or high point of interest in the story?

3. Choose three words from the paragraph that you think were helpful in expressing an idea.

4. Why were these words helpful?

5. What did you like about the paragraph?



My Trip to Maui

One time my family and I went to Maui. We went because it was spring break and my dad was able to take some time off. My mom told me we were going one day at dinner. I screamed, I was so excited. So we packed our bags, drove to the Airport and got on the plane. It was fun going on the plane because I'd never been on one before. Then we watched a movie on the plane—it was "Pirates of the Caribbean". Then we landed on Maui, picked up our rental car and drove to our hotel. Our hotel was real nice. It had a pool, a nice beach and a cute lifeguard. We did lots of fun things on Maui. It was my first time going to the tropics, which I really love. We drove to Hana, snorkeled and went to the beach everyday. One day I almost drowned when I got caught in a riptide and in some big waves. It was scary. Then we came home and the plane is delayed in Honolulu. Then we had to go to school and I was sad. I love Maui, it was the best vacation ever of my life, it was great, you should go.

Editing Checklist:

- Is there an interesting / catchy title? _____
- Does the first sentence grab your attention? _____
- Are there details about what happened & why? _____
- Does their writing build to a climax? _____
- Are there interesting and vivid verbs? _____
- Is the grammar correct? (Circle errors) _____
- Are all the words spelled correctly? (Circle errors) _____
- Are the sentences varied in length and start with different words? _____
- Is there a clear and concise conclusion? _____

I really liked: _____

I'd like to know more about: _____

What does the writer need to do to improve this paragraph?

Practice With a Rubric

Name: _____

My Trip to Maui

One time my family and I went to maui. We went because it was spring break and my dad was able to take some time off. My mom told me we were going one day at dinner. I screamed, I was so excited. So we packed are bags, drove to the Airport and got on the plane. It was fun going on the plane because Id never been on one before. Then we watched a movie on the plane—it was "pirates of the Caribbean". Then we landed on Maui picked up our rental car and drove to our hotel. Our hotel was real nice. It had a pool shop's a nice beach and a cute lifeguard. We did lots of fun things on Maui. It was my first time going to the tropics, which I really love. We drove to Hana, snorkeled and went to the beach everyday. One day I almost drowned when I got caught in a riptide and in some big waves. It is scary. Then we came home and the plane is delayed in honolulu. Then we had to go to school and I was sad. I love Maui, it was the best vacation ever of my life, it was great, you should go.

| | Not Quite Yet 2 points | Good Start 3 points | You did it! 4 points | Wow! 5 points |
|-------------------------------|--|---|--|---|
| Content | <ul style="list-style-type: none"> Presented some ideas; but they may be illogical or inappropriate There are poorly connected ideas May be missing key details | <ul style="list-style-type: none"> Presented a series of related ideas Generally accurate details and explanations Some parts may not link to the main idea | <ul style="list-style-type: none"> There is a clear purpose The paragraph builds to a climax The details are thoughtful and relate to the main idea. | <ul style="list-style-type: none"> There is a purpose & an attempt to deal with complex issues The paragraph builds to an engaging climax There are engaging details and explanations with thought, reflection |
| Style | <ul style="list-style-type: none"> Some of the sentences are short and choppy or long and awkward There is basic, simple language | <ul style="list-style-type: none"> There is some sentence variety and used complex sentences There is everyday, conversational language | <ul style="list-style-type: none"> There is a variety of sentence types and lengths The language is clear, appropriate, and varied | <ul style="list-style-type: none"> The writing flows smoothly and there is a variety of sentence types and lengths. The language is clear, varied and mature |
| Form | <ul style="list-style-type: none"> There is little to no introduction. Sometimes shifted abruptly from one idea to another There is little to no conclusion. | <ul style="list-style-type: none"> There is a basic introduction that explains the situation The Ideas are together but may be listed rather than developed There is a weak conclusion | <ul style="list-style-type: none"> There is an interesting introduction There is a logical sequence and transitions connect ideas clearly There is a conclusion | <ul style="list-style-type: none"> There is an engaging introduction. There is a smooth and logical sequence and transitions There is a creative and engaging conclusion |
| Spelling & Grammar | <ul style="list-style-type: none"> There are frequent errors in simple words or sentences There are frequent run-on's and fragments | <ul style="list-style-type: none"> There are some noticeable errors in basic words and sentences There are some run-on's or fragments | <ul style="list-style-type: none"> There may be some noticeable errors in difficult language Most sentences are correct; some errors | <ul style="list-style-type: none"> There are very few errors. There may be occasional errors in complicated sentences |

Personal Narrative Rubric

Name: _____

| | Not Quite Yet 2 points | Good Start 3 points | You did it! 4 points | Wow! 5 points |
|-------------------------------|--|---|--|---|
| Content | <ul style="list-style-type: none"> Presented some ideas; but they may be illogical or inappropriate There are poorly connected ideas May be missing key details | <ul style="list-style-type: none"> Presented a series of related ideas Generally accurate details and explanations Some parts may not link to the main idea | <ul style="list-style-type: none"> There is a clear purpose The paragraph builds to a climax The details are thoughtful and relate to the main idea. | <ul style="list-style-type: none"> There is a purpose & an attempt to deal with complex issues The paragraph builds to an engaging climax There are engaging details and explanations with thought & reflection. |
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Comments:

