

Personal Narrative Rubric

Genre Chart Personal Narrative	4 Exceeded Goal	3 Accomplished Goal	2 Just Beginning	1 Hasn't Started
1 Engages the reader	Uses two engaging strategies effectively	Uses an engaging strategy effectively	Attempts to use an engaging strategy	Does not use an engaging strategy
2 Introduces the narrator and situation	Introduces the narrator and situation creatively	Introduces the narrator and situation	Introduces the narrator <i>or</i> the situation	Does not introduce the narrator and situation
3 Organizes events to unfold naturally; manipulates time and pacing	Events unfold naturally; manipulates time and pacing to enhance significant details	Events unfold naturally; manipulates time and pacing	Some events follow a logical sequence; includes some insignificant details	Events do not follow a logical sequence; includes numerous insignificant details
4 Develops details of events with description and action	Creatively develops details of events with description and action	Develops details of events with description and action	Develops details of events with description <i>or</i> action	Introduces events but provides no details
5 Develops characters with physical description, dialogue, expressions, and gestures	Strategies create a detailed visual image and depth to characters	Develops characters with physical description, dialogue, expressions, and gestures	Develops characters using some strategies	Introduces characters but does not develop them with details
6 Uses vivid verbs, sensory details, similes, metaphors, and an idiom to set tone and mood	Strategies create a detailed visual image that set a clear tone and mood	Tone and mood are developed using multiple strategies	Tone and mood are underdeveloped with chosen strategies	Lacks strategies to set tone and mood
7 Uses transitions and varies sentence beginnings	Transitions and varied sentence beginnings create fluid writing within and across paragraphs	Uses transitions to connect ideas and varies sentence beginnings	Uses minimal transitions and varied sentence beginnings	Does not use transitions or vary sentence beginnings
8 Concludes with a reflection	Reflection is insightful	Concludes with a reflection	Has a conclusion but is not reflective	Does not have a conclusion
9 Correct conventions support meaning	Insignificant or no errors in spelling, punctuation, and grammar	A few errors pop out but do not interfere with the story	Frequent errors distract the reader	So many errors it is hard to read

Personal Narrative Brainstorming

- The first day of 8th grade
- A trip to the Principal's office
- A time something went wrong but turned out for good
- A time when you did something that took a lot of nerve, a time when you didn't follow the crowd or a time when you stood up for your beliefs
- A family vacation
- A specific sporting event you won or lost
- A time you made your parents proud
- A time when your parents were right
- A time you discovered something you believed in wasn't real

Identifying Point of View

Point of View: first-person, third-person limited, third-person omniscient

Directions: Read the following passages and determine the point of view. Explain how you were able to identify the point of view.

Sideways Stories from Wayside School by Louis Sachar

Leslie sat in front of Paul. She had two long, brown pigtails that reached all the way down to her waist. Paul saw those pigtails, and a terrible urge came over him. He wanted to pull a pigtail. He wanted to wrap his fist around it, feel the hair between his fingers, and just yank. He thought it would be fun to tie the pigtails together, or better yet, tie them to her chair. But most of all, he just wanted to pull one.

Point of view: _____

Which character's thoughts are revealed? _____

Invitation to the Game by Monica Hughes

And we scrounged. Next to *survival*, *scrounge* was probably the most important word in our new vocabulary. We found a store that was throwing out water-damaged mattresses. Getting them home was a problem, since we had to make two trips, leaving Brad and Katie, armed with sticks to guard over the remained. I truly expected them to be challenged by some gang boss, but they said that the only person who came by was a scrawny little rat of a girl living alone. We let her have one of the mattresses.

Point of view: _____

Which character's thoughts are revealed? _____

Tuck Everlasting by Natalie Babbitt

At dawn, Mae Tuck set out on her horse for the wood at the edge of the village of Treetgap. She was going there, as she did once every ten years, to meet her two sons, Miles and Jesse, and she was feeling at ease. At noon time, Winnie Foster, whose family owned the Treetgap wood, lost her patience at last and decided to think about running away.

Point of view: _____

Which character's thoughts are revealed? _____

Audience Awareness

Directions: Read the following passages and determine the intended audience. Explain your reason.

Where the Red Fern Grows by Wilson Rawls

I was walking along whistling when I heard the dogfight. At first, I paid no attention to it. After all it wasn't anything to get excited about, just another dog fight in a residential section.

As the sound of the fight grew nearer, I could tell there were quite a few dogs mixed up in it. They boiled out of an alley, turned and headed straight toward me. Not wanting to get bitten or run over, I moved over to the edge of the sidewalk.

Intended audience: _____

How do you know? _____

The Housekeeper and the Professor by Yoko Ogawa

Of all the countless things my son and I learned from the Professor, the meaning of the square root was among the most important. No doubt he would have been bothered by my use of the word *countless* - too sloppy, for he believed that the very origins of the universe could be explained in the exact language of numbers - but I don't know how else to put it.

Intended audience: _____

How do you know? _____

My Trip to the Zoo by Mercer Mayer

I am going to the zoo with my family.

I want to see everything!

I see monkeys.

They climb trees.

Intended audience: _____

How do you know? _____

Personal Narrative Outline

Name: _____

Date: _____

What is the topic of your narrative? _____

Describe the tone and mood: _____

Introduction

Describe how you will engage the reader: _____

Establish the situation: _____

Body Paragraph 1

What happened first: _____

Body Paragraph 2

What happened second: _____

Body Paragraph 3

What happened third: _____

Body Paragraph 4

What happened fourth: _____

Conclusion

Using the reflective close, describe what you learned, how you were changed, what you would do

differently: _____

Engaging the Reader Sample Paragraphs

List

Engaging Strategy

Introduces Narrator

Prepared. Organized. Planned. I had spent hours getting ready for this day. Nothing had escaped my attention. The night before my first day I checked and rechecked my lists. I laid out my outfit and prepared my lunch. Everything was going to be perfect. I was on top of the world. I was ready. It was my first day of teaching and it was going to be wonderful.

Establishes Situation

Dialogue

Engaging Strategy

Introduces Narrator

“How many times are you going to check your list?” my husband asked with a teasing grin. I like to be ready, to have everything in place, and tomorrow was a big day. I had already laid out my outfit, prepared my lunch, and checked my list a hundred times. Everything was going to be perfect. I was on top of the world. I was ready. It was my first day of teaching and it was going to be wonderful.

Establishes Situation

Action

Engaging Strategy

Introduces Narrator

I sat on the couch nervously tapping my pen to my mouth. My eyes glanced over each pile, silently noting what was there. Nothing had escaped my attention. The night before my first day I checked and rechecked my lists. I laid out my outfit and prepared my lunch. Everything was going to be perfect. I was on top of the world. I was ready. It was my first day of teaching and it was going to be wonderful.

Establishes Situation

Description

Each pile was perfectly or the worn blue carpet. Bright red, blue, green, and purple, pieces of construction paper added life to the mounds of black and white copies. The first pile contained the opening games, the “get to know” you activities. The second pile was more sterile, bleak but necessary. To have printed the syllabus and student/parent contract in bright colors seemed deceptive, as if any of that information was really exciting. The third pile was a mix of all the things I loved and gave me comfort: a picture of my husband, my favorite coffee mug, a Maxfield Parrish print of a young woman basking in golden sunlight, standing on the edge of a cliff, wind blowing her dress, enjoying nothing but the fullness of the moment. Tomorrow was my first day of teaching and I was ready.

Introduces Narrator

Engaging Strategy

Establishes Situation

Fact/Shocking Statement

The statistics about first year teachers are grim. Thirty percent of teachers leave after teaching for two years. I was determined to make it longer. I had spent hours preparing for my first day of class. Nothing had escaped my attention. The night before my first day I checked and rechecked my lists. I laid out my outfit and prepared my lunch. Everything was going to be perfect. I was on top of the world. I was ready. It was my first day of teaching and it was going to be wonderful.

Introduces Narrator

Engaging Strategy

Establishes Situation

Rhetorical Question

Is there anything as wonderful as, or more perfect than, a day that is well planned? I had spent hours getting ready for this day. Nothing had escaped my attention. The night before my first day I checked and rechecked my lists. I laid out my outfit and prepared my lunch. Everything was going to be perfect. I was on top of the world. I was ready. It was my first day of teaching and it was going to be wonderful.

Engaging Strategy

Introduces Narrator

Establishes Situation

Idiom Practice

Definition: An expression used by a particular group of people with a meaning that is only known through common use.

Identify the idiom in the sentence. Then, tell what the sentence means.

1. **The teacher only gave me a slap on the wrist.**

Idiom: _____

What does the sentence mean? _____

2. **I have a frog in my throat.**

Idiom: _____

What does the sentence mean? _____

3. **That car cost an arm and a leg.**

Idiom: _____

What does the sentence mean? _____

4. **You are skating on thin ice.**

Idiom: _____

What does the sentence mean? _____

Change the sentences to add an idiom from the following choices: butterflies in her stomach, got up on the wrong side of the bed, piece of cake.

1. My homework is so easy! _____

2. At soccer tryouts, Kelly was nervous. _____

3. Patrick was cranky. _____

Participial Phrase Practice

Definition: Phrase includes a participle (a verb used as an adjective) and its modifiers (a noun or pronoun)

Identify which sentences contain participial phrases (Yes or No). Explain your answer. Rewrite the “No” sentences to include a participial phrase. Note: The rewrite may change the meaning of the sentence.

2. ____ **The players were waiting for the coach’s instructions.**

Explanation: _____

Rewrite, if needed: _____

3. ____ **Startling the entire house, the parakeet squawked “rise and shine!”**

Explanation: _____

Rewrite, if needed: _____

4. ____ **The birds soaring above us were enjoying themselves.**

Explanation: _____

Rewrite, if needed: _____

5. ____ **Leaving her child in the nursery on the first day of class was not easy for Alison.**

Explanation: _____

Rewrite, if needed: _____

6. ____ **It was difficult for Joe to remember his neighbor's telephone number.**

Explanation: _____

Rewrite, if needed: _____

7. ____ **Speaking to the cast members, the director jumped up and down excitedly.**

Explanation: _____

Rewrite, if needed: _____

8. ____ **Burning leaves in one's backyard** is illegal in our village.

Explanation: _____

Rewrite, if needed: _____

9. ____ **Reading three newspapers a day**, Christine enjoyed herself on Cape Cod that week.

Explanation: _____

Rewrite, if needed: _____

Using these frames, complete the sentence:

Jumping up and down, _____

Swinging from the trees, _____

Studying late, _____

Combine the following sentences with a participial phrase.

Alice rushed to help the old woman. She saw her fall only moments before.

Billy's mother glared at him. She was tapping her foot.

Anita reached into her bag. She was looking for her homework.

Sam's focus was on the ball. He swung the bat.

Chad felt confident. He attempted to kick a goal.

Revision: Personal Narrative

Name: _____

Date: _____

Peer Reviser 1: _____

Peer Reviser 2: _____

Rubric Score

Peer 1

Peer 2

Genre Chart

Engages the reader

Suggestion for improvement: _____

Introduces the narrator and situation

Suggestion for improvement: _____

Organizes events to unfold naturally; manipulates time and pacing

Suggestion for improvement: _____

Develops details of events with description and action

Suggestion for improvement: _____

Develops characters with physical description, dialogue, expressions, gestures

Suggestion for improvement: _____

Uses vivid verbs, sensory details, similes, metaphors, and an idiom to set tone and mood

Suggestion for improvement: _____

Uses transitions and varies sentence beginnings

Suggestion for improvement: _____

Concludes with a reflection

Suggestion for improvement: _____

Editing Checklist

Name: _____

Date: _____

Peer Editor 1: _____

Peer Editor 2: _____

Peer 1

Peer 2

- | | | |
|-------|-------|---|
| _____ | _____ | 1. Paper includes name, teacher's name, class name, due date, and title |
| _____ | _____ | 2. Correct punctuation at the end of each sentence |
| _____ | _____ | 3. Correct capitalization (beginning of sentences and proper nouns) |
| _____ | _____ | 4. Correct spelling, including "No Excuse" words |
| _____ | _____ | 5. Paragraphs indented ½ inch |
| _____ | _____ | 6. Times New Roman, 12 pt. font, one-inch margins, double-spaced |
| _____ | _____ | 7. _____
<i>(Grammar focus for the class)</i> |
-
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Peer 1

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- | | | |
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| _____ | _____ | 6. Times New Roman, 12 pt. font, one-inch margins, double-spaced |
| _____ | _____ | 7. _____
<i>(Grammar focus for the class)</i> |

Personal Narrative Assessment

Personal Narrative Genre Chart

- Engages the reader by introducing the narrator and situation
- Organizes events to unfold naturally; manipulates time and pacing
- Develops details of events with description and action
- Develops characters with physical description, dialogue, expressions, and gestures
- Uses vivid verbs, sensory details, similes, metaphors, and an idiom to set tone and mood
- Uses transitions and varies sentence beginnings
- Concludes with a reflection

Write a personal narrative that reflects a level 4 from the rubric.

Think about a time when you were surprised, for example, when you received a gift you didn't expect or an event that didn't turn out the way you thought it would. Surprises can be funny, scary, or exciting.