

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 and dialogue	Strategies create a detailed visual image and depth to characters	Develops characters with physical description and dialogue	Develops characters using description or dialogue	Introduces characters but does not develop them with details
6 Uses vivid verbs, sensory details, similes, metaphors, and alliteration 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

- My birthday party
- The big game (soccer or another sport)
- A school field trip
- A camping trip
- Visiting a family member
- A trip to Mexico (or another country)
- A trip to another city
- When my baby brother or sister was born
- My first day of 6th grade
- Going to a baseball (or football) game
- My first concert
- When I moved to _____
- The day I met my best friend
- Learning to _____ (fish, ride a skateboard/snowboard, play soccer, play a musical instrument, etc.)
- A time I lost something really important
- A time when I succeeded

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.

***Holes* by Louis Sachar**

The next morning Mr. Sir marched the boys to another section of the lake, and each boy dug his own hole, five feet deep and five feet wide. Stanley was glad to be away from the big hole. At least now he knew just how much he had to dig for the day. And it was a relief not to have other shovels swinging past his face, or the Warden hanging around.

Point of view: _____

Which character's thoughts are revealed? _____

***Mary Poppins* by P.L. Travers, Mary Shepard**

They found themselves in bed and watching, by the dim light from the night-light, the rest of Mary Poppins unpacking being performed. From the carpet bag, she took out seven flannel nightgowns, four cotton ones, a pair of boots, a set of dominoes, two bathing-caps, and a post card album. Jane and Michael sat hugging themselves and watching. It was all so surprising that they could find nothing to say. But they knew, both of them, that something strange and wonderful had happened at Number Seventeen, Cherry-Tree Lane.

Point of view: _____

Which character's thoughts are revealed? _____

***To Kill a Mockingbird* by Harper Lee**

We lived on the main residential street in town – Atticus, Jem and I plus Calpurnia our cook. Jem and I found our father satisfactory: he played with us, read to us, and treated us with courteous detachment.

Point of view: _____

Which character's thoughts are revealed? _____

Audience Awareness

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

***Prince Caspian* by C.S. Lewis**

The four children and the Dwarf went down to the water's edge, pushed off the boat with some difficulty, and scrambled aboard. The Dwarf at once took charge. The oars were of course too big for him to use, so Peter rowed and the Dwarf steered them north along the channel and presently eastward round the tip of the island. From here the children could see right up the river, and all the bays and headlands of the coast beyond it.

Intended audience: _____

How do you know? _____

***Family* by Pa Chin**

The streets were quiet. Scattered remains of fireworks lay ignored and disappointed, emitting their last warm, sulphurous breath. From somewhere came the sound of weeping. Why should anyone be crying at a time when everyone else is happy? wondered Chueh-hui. Peering around in the darkness, he observed a dark shadow near the large stone vat on the right side of the compound gate. Curiously, he approached.

Intended audience: _____

How do you know? _____

***Go, Dog. Go!* by P. D. Eastman**

Two dogs at play.
At play up on top.
“Go down, dogs.
Do not play up there.
Go down.”

Intended audience: _____

How do you know? _____

Personal Narrative Outline

Name: _____

Date: _____

What is the topic of your narrative? _____

Describe the tone and mood: _____

Introduction

How you are going to 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

One somersault. Two somersaults. Three somersaults. Then land. I dropped from the monkey bars a little dizzy but firmly planted on the ground. I was ready. I thought about Julie. She was funny, cute, and really nice. We had been friends for as long as I could remember. But today was the day that I was going to impress her. Today was the day that I was going to get her to notice me as more than a friend.

Establishes Situation

Dialogue

Engaging Strategy

Introduces Narrator

“Man, that is awesome!” my best friend Jared exclaimed as I flipped around the monkey bars. I had been practicing after school for weeks and today was the day I would show Julie my amazing skills. She was funny, cute, and really nice. We had been friends for as long as I could remember. But today was the day that I was going to impress her. Today was the day that I was going to get her to notice me as more than a friend.

Establishes Situation

Action

Introduces Narrator

Engaging Strategy

I flipped head over heels, one summersault over another, on the monkey bars. Spinning around like an Olympian I thought about Julie. She was funny, cute, and really nice. We had been friends for as long as I could remember. But today was the day that I was going to impress her. Today was the day that I was going to get her to notice me as more than a friend.

Establishes Situation

Engaging Strategy

Fact

Girls are impressed by guys who can do flips on the monkey bars. Okay, maybe that isn't a fact but it seems like common sense. Who wouldn't be impressed watching someone flip around the bars doing multiple somersaults? In the Olympics millions of people watch the gymnasts do amazing acrobatics. I don't want the admiration of millions, just one girl. Julie. She was funny, cute, and really nice. We had been friends for as long as I could remember. But today was the day that I was going to impress her. Today was the day that I was going to get her to notice me as more than a friend.

Introduces Narrator

Establishes Situation

Shocking Statement

Introduces Narrator

Engaging Strategy

I was in sixth grade and I already knew who I was going to marry, Julie Johnson. She was funny, cute, and really nice. We had been friends for as long as I could remember. But today was the day that I was going to impress her. Today was the day that I was going to get her to notice me as more than a friend.

Establishes Situation

Question

Introduces Narrator

Engaging Strategy

Have you ever liked someone so much you would do anything to get them to notice you? For me, that person was Julie. She was funny, cute, and really nice. We had been friends for as long as I could remember. But today was the day that I was going to impress her. Today was the day that I was going to get her to notice me as more than a friend.

Establishes Situation

Alliteration Practice

Definition: When the beginning sound of a word is repeated in close succession

Read each sentence. Identify the alliteration in the sentence.

1. Sam sailed the open seas on his sailboat.

What is the starting sound in the alliteration? _____

2. Victor was a vain violinist working as a valet.

What is the starting sound in the alliteration? _____

3. The lifeless lizard lies near the lake.

What is the starting sound in the alliteration? _____

4. Dan dined on dingdongs and doughnuts.

What is the starting sound in the alliteration? _____

Create your own sentence using alliteration. Use the sound provided for each sentence.

5. / s / _____

6. / c / _____

7. / a / _____

Appositives Practice

Definition: A noun or a noun phrase that renames a noun right beside it

Underline the appositive in each sentence. Rewrite the sentence without the appositive to make sure it makes sense.

1. My favorite game, *Monopoly*, is now available as an app for my iPhone.

2. Jon's dog, the large German Shepherd, was excited to see him.

3. Maria's library book, *A Wrinkle in Time*, is due next week.

Combine the sentences below into one sentence with an appositive.

4. She is Adam's sister. Her name is Emily. She got a new puppy.

5. The museum is in Paris. It is called the Louvre. It has many famous paintings.

6. The van was made in 2011. It is a Toyota. It is silver. It belongs to Rachael.

7. The boy is tall. He is cute. He is also very smart. His name is Ted.

8. We read a book. The title was Treasure Island. It is my favorite book.

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9. Mr. and Mrs. Garcia bought a new car. It is a Honda Accord. They are our neighbors.

Use the following words or phrases as appositives in sentences that you create.

Example: *a wonderful singer*

Sentence: Aretha Franklin, *a wonderful singer*, made quite an impression on the crowd.

10. *a great teacher* _____

11. *my best friend* _____

12. *my favorite animal* _____

13. *my grandma* _____

14. *her favorite food* _____

15. *his favorite toy* _____

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 and dialogue

Suggestion for improvement: _____

Uses vivid verbs, sensory details, similes, metaphors, and alliteration 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> |
-
-

Editing Checklist

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Peer 1

Peer 2

- | | | |
|-------|-------|---|
| _____ | _____ | 1. Paper includes name, teacher's name, class name, due date, and title |
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| _____ | _____ | 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> |

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 and dialogue
- Uses vivid verbs, sensory details, similes, metaphors, and alliteration to set tone and mood
- Uses transitions and varies sentence beginnings
- Concludes with a reflection

Think about a time you got into an argument with someone (a friend, a parent, a teacher). Describe what happened and how it was resolved. Write a personal narrative that reflects a level 4 from the rubric.