

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 personification 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	No or insignificant 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
- A school field trip
- A camping trip
- Visiting a family member
- A trip to another country
- A trip to another city
- When my baby brother or sister was born
- My first day of 5th grade
- Going to a professional 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 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.

Alice in Wonderland by Lewis Carroll

Alice was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do; once or twice she had peeped into the book her sister was reading, but it had no pictures or conversation in it, “and what is the use of a book,” thought Alice, “without pictures or conversations?”

Point of view: _____

Which character’s thoughts are revealed? _____

Fahrenheit 451 by Ray Bradbury

The girl stopped and looked as if she might pull back in surprise, but instead stood regarding Montag with eyes so dark and shining that he felt he had said something quite wonderful. But he knew his mouth had only moved to say hello. “Do you mind if I ask? How long’ve you worked at being a fireman?” the girl asked. “Since I was twenty, ten years ago,” said Montag. They walked farther and the girl said, “Is it true that long ago firemen put fires *out* instead of going to start them?” “No,” Montag replied, “houses have *always* been fireproof, take my word for it,” but the girl knew this was not true.

Point of view: _____

Which character’s thoughts are revealed? _____

Island of the Blue Dolphin by Scott O’Dell

For a place to go in and out, I dug a hole under the fence just wide and deep enough to crawl through. The bottom and sides I lined with stones. On the outside, I covered the hole with a mat woven of brush to shield the rain, and on the inside with a flat rock which I was strong enough to move.

Point of view: _____

Which character’s thoughts are revealed? _____

Audience Awareness

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

Little House on the Prairie by Laura Ingalls Wilder

Baby Carrie slept in the wagon. Laura and Mary and Jack lay on the shady grass beside it, because now the sunshine was hot. Jack's mouth was open and his red tongue hung out, his eyes blinked sleepily. Ma hummed softly to herself while the iron smoothed all the wrinkles out of the little dress.

Intended audience: _____

How do you know? _____

Blindness by Jose Saramago

Either because he was moved by these words or because he could no longer contain his fury, one of the men got abruptly to his feet, This fellow is to blame for our misfortune, if I had my eyesight now, I'd do him in, he bellowed, while pointing in the direction where he thought the other man to be. He was not all that far off, but his dramatic gesture was comical because his jabbing, accusing finger was pointing at an innocent bedside table.

Intended audience: _____

How do you know? _____

Hop on Pop by Dr. Seuss

Pup in a cup.

Cup on a pup.

Mouse on house.

House on mouse.

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 are you 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

New outfit. Check! Favorite cereal for breakfast. Check! Crabby brother. Check! Today was the first day of fifth grade and I could hardly wait to get to school. I had my new outfit on, my mom bought my favorite cereal, Fruity Pebbles, and I had all of my things packed. The only problem was my crabby brother, Saul. He hated school. I loved school. I was determined to have a perfect day; little did I know that my perfect day would end before breakfast was even finished.

Establishes Situation

Dialogue

Engaging Strategy

Introduces Narrator

“What are you looking at?” Saul snarled at me.

“Someone woke up on the wrong side of the bed this morning!” I chirped happily.

Today was the first day of fifth grade and I could hardly wait to get to school. I had my new outfit on, my mom bought my favorite cereal, Fruity Pebbles, and I had all of my things packed. The only problem was my crabby brother, Saul. He hated school. I loved school. I was determined to have a perfect day; little did I know that my perfect day would end before breakfast was even finished.

Establishes Situation

Action

Introduces Narrator

Engaging Strategy

I raced down the stairs, excited for school. My brother, Saul, trudged slowly behind me. Today was the first day of fifth grade and I could hardly wait to get to school. I had my new outfit on, my mom bought my favorite cereal, Fruity Pebbles, and I had all of my things packed. The only problem was my crabby brother. He hated school. I loved school. I was determined to have a perfect day; little did I know that my perfect day would end before breakfast was even finished.

Establishes Situation

Shocking Statement

Introduces Narrator

Engaging Strategy

Today I went to school covered in Fruity Pebbles, the deliciously colorful cereal made entirely of sugar. It was the first day of fifth grade and I could hardly wait to get to school. I had my new outfit on, my mom bought my favorite cereal, Fruity Pebbles, and I had all of my things packed. The only problem was my crabby brother, Saul. He hated school. I loved school. I was determined to have a perfect day; little did I know that my perfect day would end before breakfast was even finished.

Establishes Situation

Onomatopoeia

Engaging Strategy

Introduces Narrator

Thump! Thump! Thump! I ran down the steps as fast as I could. My brother, Saul, trudged slowly behind me. Today was the first day of fifth grade and I could hardly wait to get to school. I had my new outfit on, my mom bought my favorite cereal, Fruity Pebbles, and I had all of my things packed. The only problem was my crabby brother. He hated school. I loved school. I was determined to have a perfect day; little did I know that my perfect day would end before breakfast was even finished.

Establishes Situation

Question

Engaging Strategy

Introduces Narrator

Don't you just love the first day of school? Today was the first day of fifth grade and I could hardly wait to get to school. I had my new outfit on, my mom bought my favorite cereal, Fruity Pebbles, and I had all of my things packed. The only problem was my crabby brother. He hated school. I loved school. I was determined to have a perfect day; little did I know that my perfect day would end before breakfast was even finished.

Establishes Situation

Personification Practice

Definition: An object, animal, or idea takes on human characteristics

Read each sentence. First, tell what object is given human qualities. Then, tell what the sentence means.

- 1. The wind's stale breath felt hot on my face.**

What object is given human qualities? _____

What does the sentence mean? _____

- 2. Freedom's sweet kiss encouraged him to explore the world.**

What idea is given human qualities? _____

What does the sentence mean? _____

- 3. Through the freezer door, she could hear the chocolate ice cream calling her name.**

What object is given human qualities? _____

What does the sentence mean? _____

- 4. The bats danced wildly in the night.**

What animal is given human qualities? _____

What does the sentence mean? _____

Add human qualities to the following object, animal, and idea to form a complete sentence.

1. The tree's branches _____

2. The troubled lion _____

3. Love _____

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

Suggestion for improvement: _____

Uses vivid verbs, sensory details, similes, metaphors, and personification 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

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> |

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 personification to set tone and mood
- Uses transitions and varies sentence beginnings
- Concludes with a reflection

Think about a time when you were surprised or frightened. Describe what happened and how it was resolved. Write a personal narrative that reflects a level 4 from the rubric.