

Name \_\_\_\_\_

Date \_\_\_\_\_

Title of Narrative \_\_\_\_\_

Grade \_\_\_\_\_

<b>Writing Process</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Pre-Writing – The student brainstormed story “seed” ideas by making lists or using webs.				
Drafting – The student completed at least one rough draft.				
Revision – The student revised the rough draft by boxing off paragraphs, making timelines, and adding details and descriptions.				
Editing – The student self-edited for grammar, punctuation, and spelling. The student completed the peer editing process.				
<b>Personal Narrative Genre</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Personal Narrative – The student has written in the personal narrative genre. The story retold a true event that happened in the student's life.				
Small Moment – The student has “zoomed in” on a particular episode and has considered where in the sequence of events the story will begin and end.				
Storytelling – The student has written in a chronological structure that demonstrates the elements of storytelling (reliving an event and then recreating it) as opposed to summarizing (telling about an event).				
Showing, Not Telling – The student used descriptive language that evokes images and emotions (e.g. the student showed how a moment was fun, rather than stated that it was fun).				
Dialogue – The student utilized dialogue between characters in addition to narrative descriptions and explanations.				
Beginning – The student has demonstrated an understanding of the use of leads to capture reader interest.				
Ending – The student has demonstrated an understanding of the use of endings to resolve story action and reflect on deeper meaning.				
<b>Mechanics</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Sentence Structure – The student used complete sentences.				
Capitalization and Punctuation – The student used appropriate capitalization and punctuation.				
Paragraphing – The student grouped related ideas, events, and dialogue into paragraphs.				
<b>Comments</b>				