

“The Assignment”

(Personal Narrative)

Write a narrative essay about a personal experience. The experience should be one which caused you to change or learn something as a result. Your story must include a clear explanation of the lesson you learned from your experience.

Your essay must be typed, double spaced, Times New Roman or Arial 12 pt. font. Use a standard heading. Your proverb is the title, and your story title is the subtitle. Example:

Richard Smith
Mr. Best

December 16, 2011
Language Arts. P. 3

HE WHO HESITATES IS LOST
or How I Met James

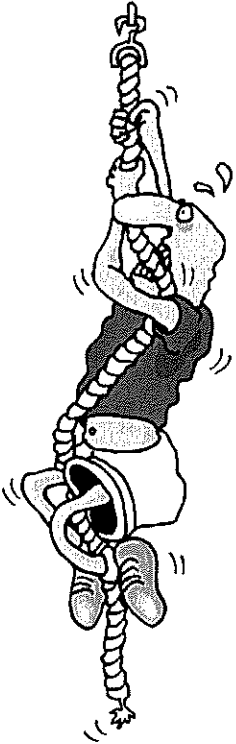
This essay must be at least one page long, but not longer than two pages.

Be sure to include the following in your essay:

- an introduction with background information
- many details about the most important part of your story
- how your situation was resolved
- a conclusion that clearly explains the lesson you learned from your experience
- DO NOT WRITE YOUR PROVERB WITHIN YOUR ESSAY

**In your essay, include at least 3 writer' s craft techniques we learned: *dialogue, thought shots, sensory details, show don' t tell, vivid verbs/strong vocabulary*, etc. Your voice should come through your writing.

** Your typed first draft is due Friday, 12/16. Your final draft is due Tuesday, December 20th. *All drafts, the rubric, and the narrative organizer (memory web/story map) must be handed in on time with the final draft for full credit.*



Personal Narrative Rubric

Name: _____ Date: _____

Per. # _____

Writing Traits →	Ideas (7)	Organization (5)	Voice (3)	Word Choice (3)	Sentence Fluency (4)	Conventions (3)
4 Meets and at Times Exceeds Expectations	Writing demonstrates a lesson was learned. The narrative includes a variety of thought shots, dialogue, and other author's craft techniques, and is elaborated through show, don't tell.	Essay has a clear beginning, middle and end. Skillful use of transitional words help to link words and ideas. Story contains an obvious focus or challenge.	The writer's voice creates interest in the story and appears natural. Realistic language, dialogue and thought shots are used.	Strong nouns, verbs and modifiers create vivid, clear pictures. Interesting vocabulary is used throughout.	Narrative has both simple and compound sentences, varied construction, and reads smoothly.	Few or no errors in spelling, grammar, punctuation, and capitalization.
3 Meets Expectations	Writing shows a lesson was learned. The narrative includes some thought shots, dialogue, and other author's craft techniques and elaborates through show, don't tell.	Organized with a clear beginning, middle, and end. Some transitional words help to link words and ideas. Story contains a focus or challenge.	The writer's voice creates some interest in the story. The writer uses some realistic language, dialogue and thought shots.	Some nouns, verbs, and modifiers create vivid, clear pictures. Some interesting vocabulary is used.	Narrative has some simple and compound sentences, and reads smoothly.	Some errors in spelling, grammar, capitalization, and punctuation.
2 Progressing Towards Meeting Expectations	Writing attempts to show a lesson was learned. Contains some author's craft techniques, but lacks elaboration.	Basic organization is apparent. Basic use of transitional words moves the story along.	The writer's voice sounds somewhat natural. Some use of dialogue and/or thought shots.	Additional strong nouns and verbs are needed.	More sentence variety is needed. Some sentences do not read smoothly. There may be some fragments, run-ons and/or comma splices.	Many errors in spelling, grammar, capitalization or punctuation.
1 Making Limited Progress	Evidence of a lesson learned is unclear. There are not many author's craft techniques, and elaboration is lacking.	May have some transitional words are used.	Use of dialogue/ thought shots is weak or unclear. Voice is inconsistent.	Many general and overused words. There may be some incorrect word choices.	Writing may have some awkward and/or choppy sentences. Many have fragments, run-ons and/or comma splices.	Many errors in spelling, grammar, capitalization or punctuation may affect the reader's understanding.
<i>Rubric Points</i>		Font size 12 Times New Roman or Arial	Evidence of revision		Narrative Grade (counts twice)	
Publishing standards quiz grade		Double spaced	All required materials (rubric, final draft, first draft, in-class draft (hand written), and memory web.)			
		Proper heading (name, date, teacher, class, title)				

You may see these marks on your paper. This is what they mean:

U This is good!

O Mistake/spelling error

F Fragment

RO Run-On

CS Comma splice

? This is confusing.

AWK Sentence structure is awkward; could be written in a better way.