

	Ideas and Evidence	Organization	Language
4	<ul style="list-style-type: none"> --An engaging conflict is clearly established, developed, & resolved. --The setting is skillfully established & developed, & helps shape the conflict. --Characters are compelling & believable. --Dialogue & description are used effectively. 	<ul style="list-style-type: none"> --Event sequence is smooth, is well structured, & creates suspense. --The plot builds to a strong, satisfying conclusion. --Pacing is clear & effective. --Transitions convey sequence & indicate shifts in setting. --The conclusion clearly reflects a theme. 	<ul style="list-style-type: none"> --The story has a consistent & effective point of view. --Words, phrases, & verbs are precise & vivid. --Sensory language reveals the setting & characters. --Grammar and usage are correct.
3	<ul style="list-style-type: none"> --A conflict is introduced, developed, & resolved, but it could better engage the readers. --The setting is established but could be more developed to shape the characters and conflict. --Characters have some believable traits but may need development. --Dialogue & description could be more interesting. 	<ul style="list-style-type: none"> --Event sequence is generally well structured but includes some extraneous events. --The plot builds to a conclusion. --Pacing is somewhat uneven & confusing. --Transitions convey sequence but don't indicate shifts in setting. --The conclusion could more clearly reflect a theme. 	<ul style="list-style-type: none"> --The story has a consistent point of view. --Words, phrases, sensory language, & verbs could be more vivid. --Few spelling, capitalization, & punctuation errors occur. --Some grammatical & usage errors are repeated in the story.
2	<ul style="list-style-type: none"> --A conflict is introduced but not developed or resolved; it does not engage the reader. --The setting is unclear & does not affect the characters or conflict. --Characters are somewhat clear but undeveloped. --Dialogue & description are insufficient or uninteresting. 	<ul style="list-style-type: none"> --Events are not well structured, are too numerous, or distract from the plot. --The conclusion is unsatisfying, with little suspense, & does not follow from the events. --Pacing is distracting or choppy. --Few transitions are used. --The conclusion does not reflect a theme. 	<ul style="list-style-type: none"> --The story's point of view is inconsistent. --Precise words, sensory language, & effective verbs are mostly lacking. --Spelling, capitalization, & punctuation errors make reading the story difficult. --Grammar & usage are incorrect in many places, but the writer's ideas are still clear.
1	<ul style="list-style-type: none"> --A conflict is not identifiable. --The setting is not described. --Characters are unclear & underdeveloped. --Dialogue & descriptions are not included. 	<ul style="list-style-type: none"> --Event sequence is not evident. --There is not clear conclusion. --There is no evidence of pacing. --No transitions are used. 	<ul style="list-style-type: none"> --The story's point of view is never clearly established. --Precise words, sensory language, & effective verbs are lacking. --Spelling, capitalization, & punctuation are incorrect throughout. --Many grammatical & usage errors change the meaning of the writer's ideas.

Score: _____

Packet Score: _____

Narrative Essay

Writing Task:

You will write a personal narrative. A personal narrative focuses on ONE MAIN event that actually happened to you. **Write a narrative that focuses on an important moment in your life that created a change.**

Structure for the Narrative Essay:

Length: 3-4 typed pages

Narrative is the creative telling/writing of a story using all the elements of literature, including the development of setting, characters, and plot. All narratives occur in three parts: a beginning, a middle, and an end.

Beginning:

- ICD
 - Connect quote to yourself/your story while interpreting the quote's meaning
- Incorporate the exposition
 - Include character development
 - Include setting – time/place

Middle Paragraphs:

- Describe (show, don't tell) events in chronological order
 - Include conflict (rising action), climax (highest point of tension), and falling action (action following climax to lead to resolution)
 - Make sure all details lead up to your resolution (see below)
- Use at least 6 lines of correctly punctuated, meaningful dialogue
- Include personal feelings throughout

Ending:

- Final outcome of conflict (resolution/solution to your conflict)
- Connect to ICD, but don't repeat it
- Reflect on your experience (impact of this event/experience, including universal lesson learned). Connect to idea of perception changes leading to new understanding of reality

A successful narrative:

- Introduces and develops characters and a setting
- Contains a plot with a well-structured and logical sequence
- Uses dialogue, pacing, and relevant descriptive details
- Utilizes transitions to convey sequence
- Provides a conclusion that reflects a message about life

As a whole, make sure you provide the following throughout your essay:

- Plot line: exposition, conflict, rising action, climax, falling action, resolution
- First and third person throughout: avoid "you" statements
- Show, don't tell
- Sensory details/figurative language to create VIVID scenes
- Proper mechanics, spelling, grammar, punctuation
- Properly punctuated dialogue

Dialogue Tips:

Rule #1: A direct quotation begins with a capital letter

Jimmy shouted, "See you at the game!"

Rule #2: When a quotation is interrupted into two parts with words like "he asked" or "the teacher demanded," the second part begins with a lowercase letter

"What are some of the things," Mrs. Baskin asked, "that make school so much fun?"

Rule #3: When writing dialogue, all punctuation marks at the end of the quotation go inside the quotation marks.

"Let's visit the museum," suggested Samantha.

Rule #4: Do not put a period at the end of a quotation followed by things like *she said*, *mom asked*, *he explained*, etc. Use commas, question marks, and exclamation marks, but not periods. Periods end sentences.

"My Algebra class is driving me crazy!" Paul yelled.

Rule #5: Make a new paragraph (indent) when a different person begins to speak

"Last night, I dreamt that I ate a giant marshmallow," Kevin said when he arrived at school.

"Was that anything like the dream you had about eating the world's largest ice cream sundae?" Suzy asked.

Dialogue reminders:

- Always make it clear who is speaking in the dialogue
-
- Try to avoid using the word "said" repeatedly.

Descriptive Writing Exercises

Please complete the FINAL exercise on separate paper (ink or typed). Each of the 3 versions should be labeled: Bare Bones, Overblown, Ideal.

Be sure you include a proper heading with a title (see above).

1. **TAKE NOTES:** Take a walk around the block, a park, etc. Look at everything-- people, cars, trees, flowers, trash, sky, etc. Take some paper with you so you can jot down notes about what you see, hear, smell, feel, etc. You should make at least seven observations.
2. **BARE BONES:** Once you return home with your notes, write a first description of your walk without using any adjectives, descriptive phrases, sensory details, or figurative language. Make sure you are using your seven+ observations. This is the "bare bones" version. It should still be in complete sentences, but there will be no descriptions at all. This should be a relatively short paragraph.
3. **OVERBLOWN:** Next, write a description of your walk using as many adjectives as possible covering your seven+ observations. Don't worry about using too many-- this is supposed to be overblown, just make sure it still makes sense! Also, use sensory details (5 senses) and figurative language (similes, metaphors) to make the paragraph more colorful. **EXAGGERATE!** This is the "overblown" version, and you should write approximately $\frac{3}{4}$ page.
4. **IDEAL:** Last, now that you've written the bare bones and overblown versions of your walk, rewrite your walk again using a comfortable and appropriate number of adjectives, sensory details, and figurative language. This "ideal" version will be unique for each writer and should be the version you would normally turn in for a school assignment. You should write approximately $\frac{1}{2}$ page.
5. Be ready to share these with your group on the due date!

Characters
(Who is essential?
What are their key
traits?)

Setting(s)
(Where and when?)

Plot
(What happened?
Initial events)

Problem
(what is/are the
conflict(s)?)

**Main Character's
Response**

Consequences

Resolution(s)
(End result/
significance)

PLOT

TITLE: _____
AUTHOR: _____

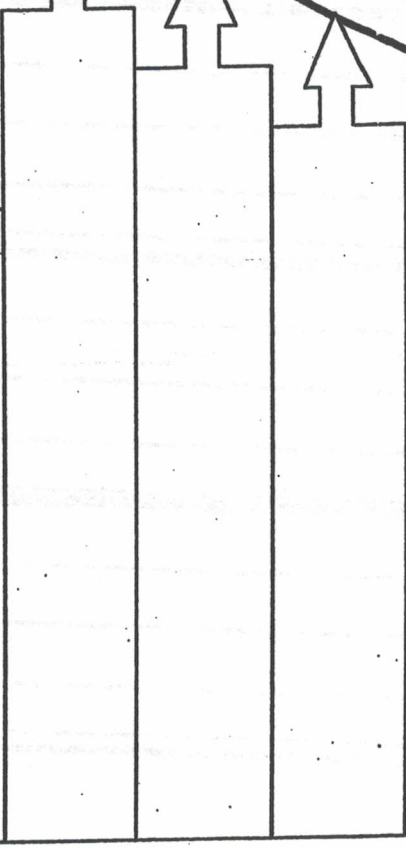
FALLING ACTION

RESOLUTION

CLIMAX

RISING ACTION

(List examples that create complications or suspense)



CONFLICT

PROTAGONIST vs. ANTAGONIST

vs.

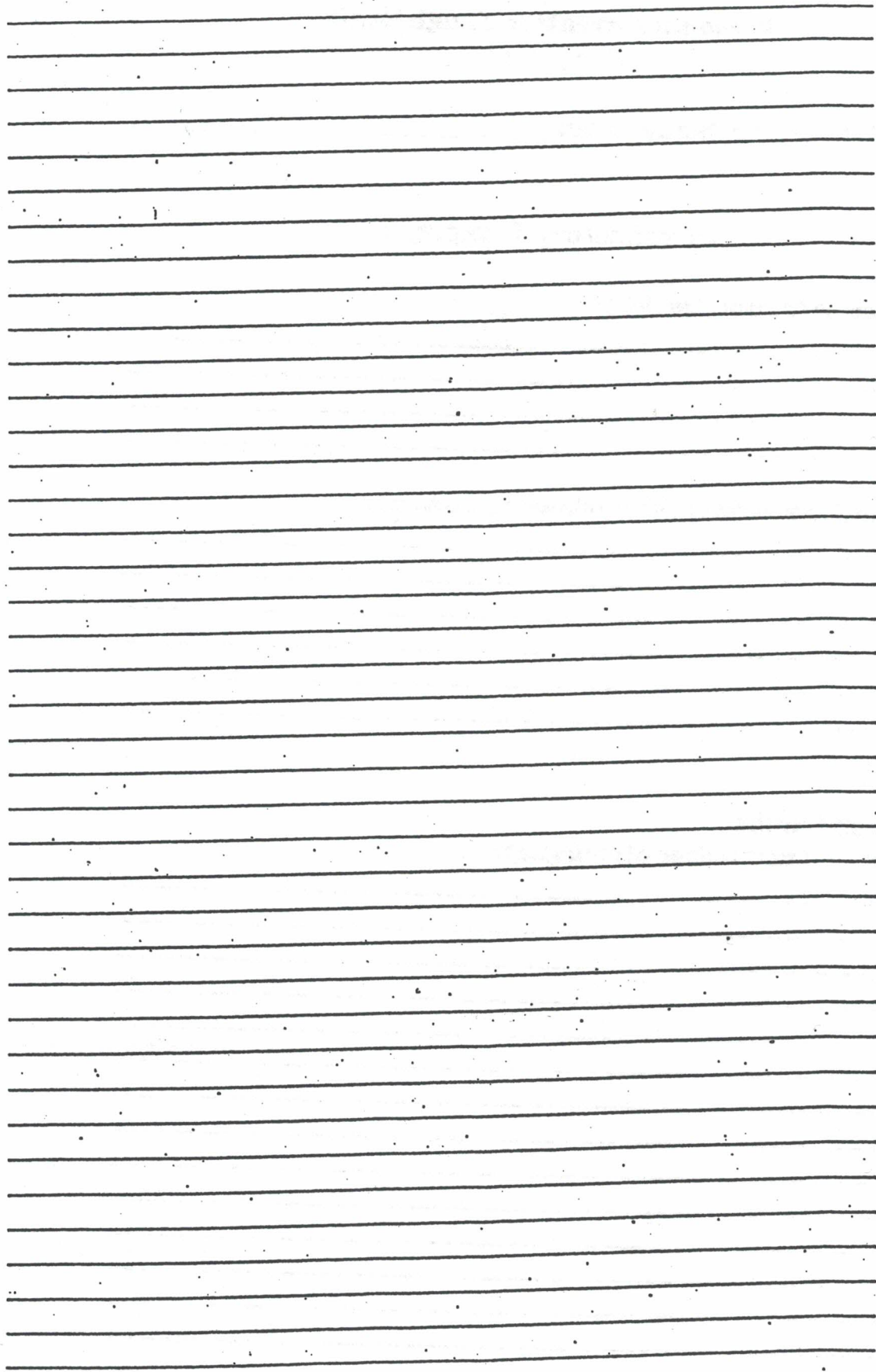
THEME

EXPOSITION

Setting:

Situation/climate:

Characters:



A page of lined paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are several circular punch holes along the left and right margins. The paper appears to be blank, with no text or markings on the lines.

A page of lined paper with horizontal ruling lines. The page is otherwise blank, with no text or markings.

Peer Editing

- Personal Narrative

Answer the following about your partner's paper.

Does the paper have an interesting beginning?(ICD) yes needs work no
Suggestions:

What is the paper's topic? Is this stated in the beginning just as in the student sample?

Is the story interesting and clear? yes needs work no
Suggestions:

Are there enough details provided so any reader would understand the story?
Suggestions: yes needs work no

Is the story consistently in first person? yes needs work no

Is the story consistently told in past tense? yes needs work no

Are all the characters described in enough detail? yes needs work no
Suggestions:

Is there meaningful dialogue in the story? (6x) yes needs work no
Suggestions:

List some sensory details you found in the story: (how things looked, smelled, sounded, felt, tasted) If it's not there, as the author, be sure you add them! They paint a picture in the reader's mind!

Does the author "show, not tell"? yes needs work no

Are the author's feelings about the event clear? yes needs work no
(why it's important)

Why or how did this event make a difference in the author's life?

How does this personal experience tie into a universal theme we can all appreciate?

What is the setting of the story:

- Time -
- Place -

Does the story have an original, meaningful title? yes needs work no

Circle or highlight all places where you feel the author should check grammar, punctuation, or spelling.

Narrative Self-Editing Checklist

STEP 1: Answer the following questions honestly:

a. Does the beginning grab a reader's attention? How?

Example. Yes, I explain the quote's meaning while telling the reader I had a day that seemed like the end of the world.

b. Does the beginning give a hint into what the experience meant to me? How?

Example: I say that the experience was a life-changing event.

c. Do the body paragraphs follow a chronological order? _____

d. Do you effectively lead up to a high point/turning point? _____
If so, identify the climax (or how you can improve): _____

e. Do you effectively include the falling action, leading to the resolution? _____

f. What do you learn from your experience? _____

g. At the end, how do you connect back to the ICD? _____

h. Do you explain how you feel throughout the experience? _____

i. List 3 different examples of figurative language (provide the actual phrase) used in story:

a. _____

b. _____

c. _____

j. Do you include 6+ lines of meaningful dialogue? _____

k. Overall, do you think you did a superb job "showing, not telling"? Why or why not?
