

NARRATIVE WRITING UNIT

NAME: _____

	Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Meet Expectations	Points
Introduction	An engaging lead draws the reader into the writing with a powerful thesis statement.	Introduction grabs the reader's attention and contains a clear and specific thesis.	Introduction lacks engagement & specificity. Thesis may need work.	Introduction is unengaging and/or thesis is unclear.	<u> </u> /15
Body Paragraphs	Carefully constructed paragraphs show a logical order of events, & present lively information. Words, phrases, & clauses work to create a storytelling flow that supports the development of a thesis or revelation.	Body paragraphs demonstrate careful construction and create cohesion with logical storytelling structure. Paragraphs flow together to support the development of a clear main point.	Construction and organization may feel choppy or unclear. Storytelling structure needs improvement. Additional thesis support is needed.	Construction is unclear, thesis may be unclear. Body paragraphs do not appear to sufficiently support the thesis and may not be clearly organized.	<u> </u> /10
Conclusion	Engaging & insightful comments, analysis or reflection support the thesis. The reader is left with satisfaction that the essay is complete & left with a final observation, insight or an image.	The conclusion supports the thesis and engages the reader with insightful comments, analysis or reflection. The reader is left with a feeling that the essay is complete.	Provides a conclusion that is lacking full support for the thesis. The reader is left with a feeling that the essay may be incomplete.	Conclusion is missing or incomplete. The essay does not feel finished.	<u> </u> /15
Idea, Content and Word Choice	Writing is passionate & engaging with active voice & verbs, powerful sensory details, & vivid descriptions. The essay tells a specific story that takes place over a small amount of time & builds to a powerful climax or lesson learned. Uses a logical order & utilizes storytelling structure.	The writing engages the reader with active voice, active verbs, sensory details, & descriptions. The story is specific, takes place over a small amount of time & builds to a climax or lesson. Follows a logical order with storytelling structure.	The writing could use additional clarity and/or additional details and explanations. Words often "tell" rather than paint pictures in the reader's mind. The structure is unclear or has gaps in storytelling.	Writing is unclear, is missing specific details from the story, or they are used incorrectly, and word choice may be too informal or lacking engaging descriptions.	<u> </u> /25

Grading High School Narrative Writing

Yijin Wang



Grading High School Narrative Writing:

(Re)designing Narrative Writing Units for Grades 5-12 Kathy Tuchman Glass,2017-12-11 Teaching writing is a powerful and effective means for learning across all grade levels and disciplines This user friendly resource provides practical recommendations strategies and assessments for designing units of study that center on both narrative nonfiction and creative writing Throughout the book readers can complete exercises that equip them to create a comprehensive narrative unit of instruction that is ready to pilot It also provides narrative activities assessments sample tasks rubrics checklists writing sample resources and more for fifth grade to high school Learn how to design and maintain a unit that improves students narrative writing skills Learn a sequential approach to building a narrative writing unit Review how to structure a narrative Reflect on past teaching approaches and revise for future narrative writing lesson plans Download free templates checklists rubrics and narrative writing activities useful for designing a narrative writing plan and guiding lessons Access professional and student resources in print and online for understanding and teaching narrative writing Contents Introduction Chapter 1 Building a Narrative Unit Map Chapter 2 Formulating a Pre and Culminating Assessment and Establishing Criteria for Success Chapter 3 Enhancing Setting with Imagery Using Gradual Release of Responsibility Chapter 4 Designing Lessons Chapter 5 Studying an Author s Craft by Analyzing Text Epilogue Resource A Narrative and Descriptive Characteristics and Associated Genres Resource B Elements of Literature Resource C Literacy Devices and Figurative Language Narrative Writing, Grades 6-8 (Meeting Writing Standards Series) Andrea Trischitta,2000-06 Activities include lessons on the elements of narrative writing figurative language grammar proofreading editing skills and includes ways to encourage the readers to feel that they are involved in the stories Resources in education ,1987-05 **Equity & Cultural Responsiveness in the Middle Grades** Kathleen Brinegar,Lisa Harrison,Ellis Hurd,2019-03-26 This handbook explores equity and culturally responsive practices in middle grades education emphasizing the cultural needs of marginalized young adolescents including those from diverse backgrounds LGBTQ youth and those in poverty It calls for a critical examination of socio cultural factors to support all young adolescent learners **Oregon Teachers Monthly** ,1921 **The Construction Record** ,1915 **The American School Board Journal** ,1909 *Atlantic Educational Journal* ,1909 *School* ,1916 **For the eighth grade** Thomas Henry Briggs,Isabel McKinney,Florence Vane Skeffington,1921 *World News* ,1926 The Journal of the National Education Association National Education Association of the United States,1925 Grading in the Post-process Classroom Libby Allison,Lizbeth Bryant,Maureen M. Hourigan,1997 Grading in the Post Process Classroom tackles that all important and difficult issue How do we fulfill our responsibilities to the traditional academy and still teach our students to become resistant critical thinkers While the question is not new new faces and voices in the field as well as the advent of virtual writing classrooms require different responses Currently most articles on the subject of grading end with the suggestion that teachers should not give grades an alternative that few instructors

find viable especially in an era of increasing calls for teacher accountability Grading in the Post Process Classroom answers the question of what to do when theory and practice collide In addition to discussions of the ideology of grading it offers specific alternative theoretically informed grading schemes from narrative evaluation contract grading and new ways to configure portfolio grading to how to grade in cyberspace Included are pieces by both established scholars and new voices in the field Interspersed among the theory chapters are shorter personal self reflexive essays that consider how to negotiate political pressures within a department

Catalog Number Indiana State Teachers College,1920 **Teachers**
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for Grade Ten Baltimore County Public Schools,1961 **Bulletin** University of Northern Colorado,1923 Normal
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