

# NARRATIVE WRITING UNIT

NAME: \_\_\_\_\_

|                                      | <b>Exceeds Expectations</b>  | <b>Meets Expectations</b>  | <b>Needs Improvement</b>   | <b>Does Not Meet Expectations</b>   | <b>Points</b>     |
|--------------------------------------|--|--|--|---|-------------------|
| <b>Introduction</b>                  | 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 |
| <b>Body Paragraphs</b>               | 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 |
| <b>Conclusion</b>                    | 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 |
| <b>Idea, Content and Word Choice</b> | 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

**Shasha Hu**



## 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**  
**Monographs** ,1914      **Philippine Education** ,1918      **Indiana University Alumni Quarterly** ,1930      Language Arts  
for Grade Ten Baltimore County Public Schools,1961      **Bulletin** University of Northern Colorado,1923      Normal  
Instructor and Teachers World ,1930

## Unveiling the Energy of Verbal Beauty: An Psychological Sojourn through **Grading High School Narrative Writing**

In some sort of inundated with displays and the cacophony of immediate connection, the profound power and emotional resonance of verbal art often fade into obscurity, eclipsed by the regular barrage of sound and distractions. However, set within the lyrical pages of **Grading High School Narrative Writing**, a captivating function of fictional beauty that impulses with organic thoughts, lies an remarkable trip waiting to be embarked upon. Written by a virtuoso wordsmith, that exciting opus instructions viewers on an emotional odyssey, lightly revealing the latent potential and profound affect stuck within the complicated internet of language. Within the heart-wrenching expanse of this evocative examination, we will embark upon an introspective exploration of the book is central styles, dissect its interesting publishing type, and immerse ourselves in the indelible impact it leaves upon the depths of readers souls.

<https://blog.gospelcrusade.org/results/publication/HomePages/Isthmus%20Zapotecs%20Womens%20Roles%20In%20Cultural%20Context.pdf>

### **Table of Contents Grading High School Narrative Writing**

1. Understanding the eBook Grading High School Narrative Writing
  - The Rise of Digital Reading Grading High School Narrative Writing
  - Advantages of eBooks Over Traditional Books
2. Identifying Grading High School Narrative Writing
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Grading High School Narrative Writing
  - User-Friendly Interface
4. Exploring eBook Recommendations from Grading High School Narrative Writing

- Personalized Recommendations
  - Grading High School Narrative Writing User Reviews and Ratings
  - Grading High School Narrative Writing and Bestseller Lists
5. Accessing Grading High School Narrative Writing Free and Paid eBooks
    - Grading High School Narrative Writing Public Domain eBooks
    - Grading High School Narrative Writing eBook Subscription Services
    - Grading High School Narrative Writing Budget-Friendly Options
  6. Navigating Grading High School Narrative Writing eBook Formats
    - ePub, PDF, MOBI, and More
    - Grading High School Narrative Writing Compatibility with Devices
    - Grading High School Narrative Writing Enhanced eBook Features
  7. Enhancing Your Reading Experience
    - Adjustable Fonts and Text Sizes of Grading High School Narrative Writing
    - Highlighting and Note-Taking Grading High School Narrative Writing
    - Interactive Elements Grading High School Narrative Writing
  8. Staying Engaged with Grading High School Narrative Writing
    - Joining Online Reading Communities
    - Participating in Virtual Book Clubs
    - Following Authors and Publishers Grading High School Narrative Writing
  9. Balancing eBooks and Physical Books Grading High School Narrative Writing
    - Benefits of a Digital Library
    - Creating a Diverse Reading Collection Grading High School Narrative Writing
  10. Overcoming Reading Challenges
    - Dealing with Digital Eye Strain
    - Minimizing Distractions
    - Managing Screen Time
  11. Cultivating a Reading Routine Grading High School Narrative Writing
    - Setting Reading Goals Grading High School Narrative Writing
    - Carving Out Dedicated Reading Time
  12. Sourcing Reliable Information of Grading High School Narrative Writing

- Fact-Checking eBook Content of Grading High School Narrative Writing
  - Distinguishing Credible Sources
13. Promoting Lifelong Learning
- Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
14. Embracing eBook Trends
- Integration of Multimedia Elements
  - Interactive and Gamified eBooks

### **Grading High School Narrative Writing Introduction**

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