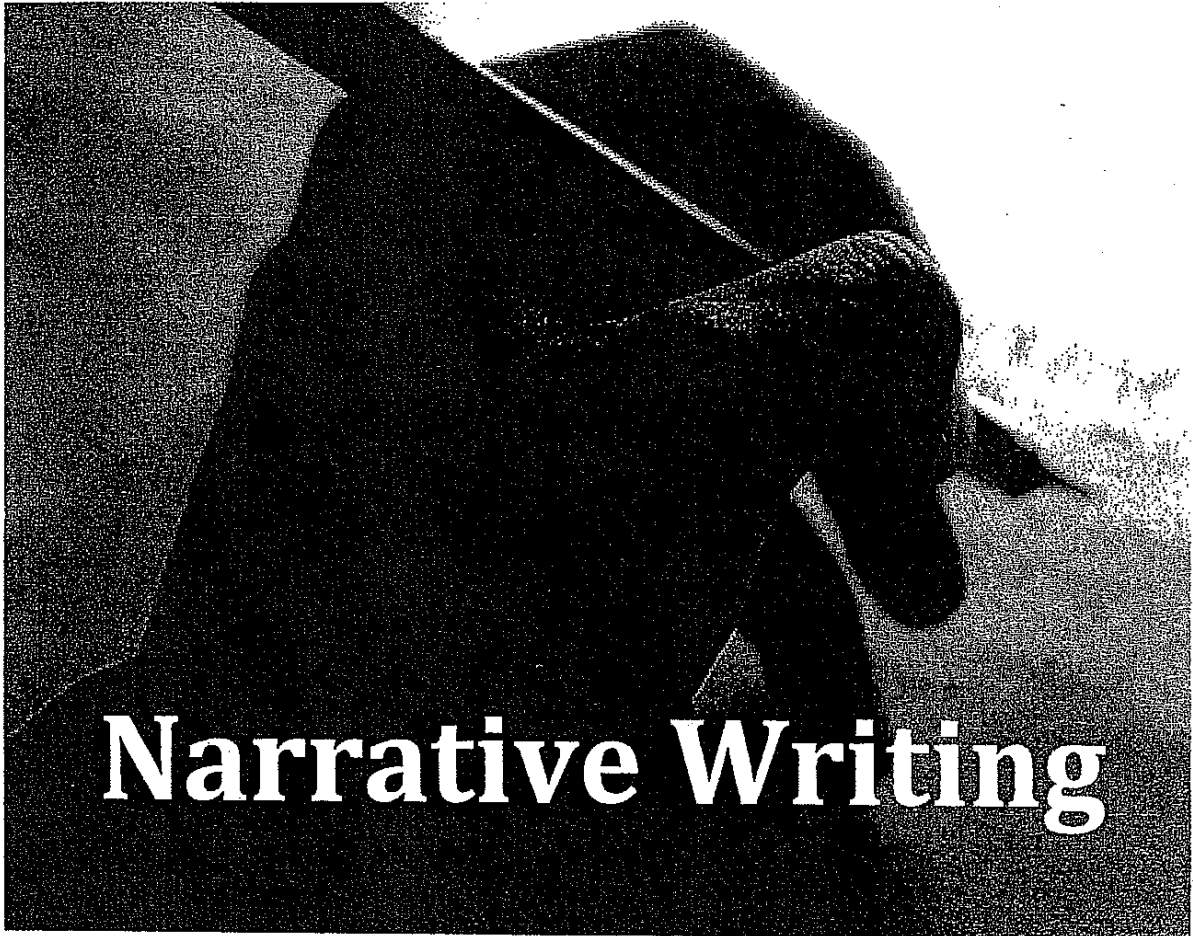


Name:

Period:



# Narrative Writing

Personal Narrative Writing

7<sup>th</sup> Grade Humanities  
Language Arts

## Personal Narrative Writing Task 2012-13 (40 Points)

### Directions:

In this writing assessment, you will write a personal narrative. A personal narrative tells **one main story** of an event that actually happened to you. A strong narrative will have a clear focus with a beginning, middle, and end.

### Scoring

*When writing, you should think about the following:*

- Speaking in the first (or third) person ("I"). Avoid "you."
- **Descriptive details, imagery, figurative language, and vivid verbs** that bring the event to life.
- Story told in the **past** tense.
- **Meaningful, properly formatted** dialogue between characters (people) in at least six lines within the narrative.
- **Feelings** you had during the story. What were you thinking while it happened?
- Focus on specific, single experience/event.
- Include a clear **beginning/introduction** (exposition) that pulls readers into the narrative, a **middle** (conflict and climax), and an **end** (resolution).
- Present ideas chronologically (according to time).
- **Reflection** at the end. Knowing what you know now, how do you feel or what do you think about what happened? What did you learn? Tie to ICD.
- Transition smoothly from one idea to the next.
- Use correct grammar, spelling, punctuation, and capitalization.
- Creative, original title. NOT "My Personal Narrative"!
- Follow teacher directions (page limit, formatting, etc.)
- Overall, it is clear you have proven the writing prompt below. Is it evident/clear?

**Writing the Personal Narrative: Choose ONE topic (quote) from the list below: Make your choice clear.**

1. "The greatest glory in living lies not in never falling, but in rising every time you fall."

Source: Nelson Mandela

2. "I would go and look at a stonecutter hammering away at his rock perhaps a hundred times without as much as a crack showing in it. Yet at the hundred and first blow it would split in two, and I knew it was not that blow that did it, but all that had gone before."

Source: Jacob A. Riis

3. "Do not think of today's failures, but of the success that may come tomorrow. Remember no effort that we make to attain something beautiful is ever lost. Sometime, somewhere, somehow we shall find that which we seek."

Source: Helen Keller

4. "If you run into a wall, don't turn around and give up. Figure out how to climb it, go through it, or work around it."

Source: Michael Jordan

5. "A dream doesn't become a reality through magic; it takes sweat, determination, and hard work."

Source: Colin Powell

**Standard 2.1: Write fictional or autobiographical narratives: Students will develop a standard plot line, complex major/minor characters/setting, and use a range of appropriate strategies (dialogue, suspense...)**

Name/Roster:

Period:

Date:

NARRATIVE ESSAY RUBRIC/SCORING GUIDE		
40 - 36 Brilliant/Excellent A	<ul style="list-style-type: none"> <li>Excellent, creative title</li> <li>Powerful, captivating ICD (quote) with analysis that pulls in reader</li> <li>Maintains focus on a specific topic/conflict</li> <li>Excellently developed plot in chronological order</li> <li>Excellent reflection shows how the author changed and a universal learning experience</li> <li>Provides all critical details</li> <li>Uses "show not tell" to create vivid scenes</li> <li>First (or third) person point of view and past tense used at all times</li> <li>Setting is well developed (exposition)</li> <li>Uses meaningful, correctly punctuated dialogue (6 lines minimum)</li> </ul>	<ul style="list-style-type: none"> <li>Uses vivid figurative language, excellent sensory details</li> <li>Excellent sentence variety</li> <li>No run-ons or sentence fragments</li> <li>Flows smoothly from one idea to the next (transitions)</li> <li>Very few, if any, mechanical errors in grammar, punctuation, and spelling</li> <li>Paper is approximately two pages (typed) or four pages (hand-written)</li> <li>Clearly follows all parts of writing prompt</li> <li>All teacher directions are followed (formatting, etc.)</li> </ul>
35-32 Good B	<ul style="list-style-type: none"> <li>Good, creative title</li> <li>Interesting ICD (quote) with explanation that pulls in reader</li> <li>Maintains focus on a specific topic/conflict most of the time</li> <li>Adequately developed beginning, middle, and end in chronological order</li> <li>Reflection shows how the author changed and a universal learning experience</li> <li>Provides most critical details</li> <li>Uses "show not tell"</li> <li>First (or third) person point of view and past tense used most of the time</li> <li>Setting is developed (exposition)</li> <li>Uses correctly punctuated dialogue (6 lines minimum)</li> </ul>	<ul style="list-style-type: none"> <li>Uses figurative language, good sensory details</li> <li>Good sentence variety</li> <li>Few run-ons or sentence fragments</li> <li>Flows smoothly from one idea to the next most of the time (transitions)</li> <li>Few mechanical errors in grammar, punctuation, and spelling</li> <li>Paper is over or under two pages (typed) or four pages (hand-written) but still of good quality</li> <li>Mostly follows all parts of writing prompt</li> <li>Most teacher directions are followed (formatting, etc.)</li> </ul>
31-28 Okay C	<ul style="list-style-type: none"> <li>Adequate title</li> <li>ICD (quote) starts the story and is explained</li> <li>Focus wanders off the main topic/conflict occasionally</li> <li>Somewhat developed Beginning, middle, and end; may or may not be in chronological order</li> <li>Provides some critical details</li> <li>Reflection may or may not show how the author grew/changed and universal learning experience</li> <li>Show not tell in not used enough</li> <li>First (or third) person point of view and/or verb tense is not consistent</li> <li>Setting is not fully developed (exposition)</li> <li>Uses some dialogue, may have punctuation issues (less than 6 lines)</li> </ul>	<ul style="list-style-type: none"> <li>Uses some figurative language, some sensory details</li> <li>Some sentence variety (more needed)</li> <li>Some run-ons or sentence fragments</li> <li>May not always flow smoothly from one idea to the next; needs transitions or has paragraphing errors</li> <li>Some mechanical errors in grammar, punctuation, and spelling (more editing needed)</li> <li>Paper is over or under two pages (typed) or four pages (hand-written) with an effect on quality</li> <li>Follows directions of writing prompt</li> <li>Some teacher directions are followed (formatting, etc.)</li> </ul>
27--Below Does not meet standards must rewrite to earn a maximum of C- (28)	<ul style="list-style-type: none"> <li>Weak or missing title</li> <li>Weak or no ICD (quote) to start the story/weak explanation</li> <li>Focus wanders; main topic/conflict is hard to identify</li> <li>Beginning, middle, and end underdeveloped</li> <li>Missing critical details</li> <li>How the author grew/changed, or universal learning experience not clear</li> <li>"Show not tell" is not used</li> <li>First (or third) person point of view and/or past tense is not used</li> <li>Setting is not developed (exposition)</li> <li>Does not use dialogue/very weak dialogue (less than 6 lines)</li> </ul>	<ul style="list-style-type: none"> <li>Little figurative language, few sensory details</li> <li>Not enough sentence variety (more needed)</li> <li>Many run-ons or sentence fragments</li> <li>Does not flow smoothly from one idea to the next; needs transitions or has many paragraphing errors</li> <li>Many mechanical errors in grammar, punctuation, and spelling (more editing needed)</li> <li>Paper is dramatically over or under two pages(typed) or four pages (hand-written); greatly impacting quality</li> <li>Does not follow writing prompt</li> <li>Many teacher directions not followed (formatting, etc.)</li> </ul>

Need to rewrite? Follow all directions on cover letter sent home. Return entire essay packet.

### 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 a walk around the block. Look at everything---people, cars, trees, flowers, trash, sky, etc. You may want to **take paper with you so you can jot down notes about what you see, hear, smell, etc. You should note at least seven observations.**
2. Once you return home with your notes, write a first description of your walk without using any adjectives or descriptive phrases, while using your seven+ observations. This is the **“BARE BONES” version.**
3. Second, write a description of your walk using as many appropriate adjectives as possible (covering your seven+ observations). Don't worry about using too many---this is supposed to be overblown. Use sensory details (5 senses) and figurative language (similes, metaphors)...  
**EXAGGERATE! This is the “OVERBLOWN” version, and you should write approximately  $\frac{3}{4}$  page.**
4. Third, now that you've done both bare-bones and overblown versions, rewrite your walk using a comfortable number of adjectives and figurative language. This **“IDEAL”** version will be unique for each writer. You should write approximately  $\frac{1}{2}$  page.
5. Once you have completed your three versions, ask a parent to read all three. Discuss the differences in the three and consider which version is the most appropriate/realistic? No written response required. We will share your parent responses.
6. In class the next day, we are going to get into small groups and have a scholarly discussion. Choose a discussion director to lead your group's discussion, a timer to keep your group on task within the time limit, and a reporter to report findings to whole class. Each student in group is responsible for taking notes.

Process: First, each student should read the “BARE BONES” version. Follow with scholarly discussion answering Question 1. Second, each reads the “OVERBLOWN” version and discuss Question 1. Finally, each

student should read the "IDEAL VERSION" and discuss Question 1. After all versions have been shared, discuss Questions 2 and 3. Class discussion to follow as your Reporter delivers feedback.

Questions/Notes:

1. What did you like/dislike about this version? Include positive and negative aspects.

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Once all versions have been shared by all students in group, discuss the following:

2. How would you grade each one (A-F scale) and why?

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3. Which version do you prefer and why? Provide specific reasons.

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\*\*The Reporter will share the findings from #3.

## **STRUCTURE FOR THE NARRATIVE ESSAY**

### **\*BEGINNING:**

- \*ICD (include quote and author)
  - \*Connect quote to yourself, 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 paragraphs):**

- \*Final outcome of conflict (solution to your conflict)
- + \*Connect to ICD (incorporate the two components below)
  - \*Refer to your ICD (quote) as you reflect on your experience (impact of this event/experience, including universal lesson learned)

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

- \*Plot line: Exposition, Conflict, Climax, Falling Action, Resolution**
- \*First and third person throughout: avoid "you" statements**
- \*Show, not tell**
- \*Sensory Details/Figurative language to create VIVID scenes**
- \*Proper mechanics, spelling, grammar, punctuation, etc.**
- \*Properly punctuated dialogue**

**THIS ESSAY CANNOT EXCEED TWO TYPED PAGES  
YOUR TEACHER WILL STOP READING AFTER TWO PAGES...**

**Modified**

**2012-13**

## Narrative Writing Sample

### The Everlasting Reward

According to Colin Powell, “A dream doesn’t become a reality through magic; it takes sweat, determination, and hard work.” This quote by Colin Powell, an American political leader, describes exactly what happened to me two summers ago. My dream came true through sweat, determination, and hard work.

I plopped on the floor and began studying the carpet. I loved the designs ballroom carpets had. They were always so interesting. The cool breeze tickled me with its soft hands and I peeked out the window to spot a “Welcome to Fabulous Las Vegas” sign flashing its lights at me. I turned my head forward again just in time to see my dance teachers, Joy and Char, bring in more Thunderstruck National Dance Competition trophies. I was so excited!

Char commanded at my friend Aubrie and me, “What are you girls doing? You need to practice.” Aubrie and I obediently joined our other teammates, Kaycee, Brea, Bailey, Joey, and Courtney. We all quickly began to practice because sometimes our dance teachers frightened us. I could hear our team drown in silence as we saw the stage. Nervousness stuck a lump in my throat and I began to realize it was difficult to speak. My eyes were red and watery. A warm tear rolled down my cheek. My stomach lurched and my legs were weak. I had never been this nervous in my whole life.

“Are you doing ok, Melissa?” Char wondered in a very comforting voice.

I swallowed hard and managed to explain, “I’m really nervous. I don’t think I can do this.”

Joy strolled over to me with more comforting words, “You’re going to do great. You’ve never forgotten your dance and you are not about to now.” Then she whispered in

## **Narrative Writing Sample**

my ear, "You can do it. I believe in you." Although my dance teacher did put a small smile on my face, I still wasn't feeling my best.

"Line up girls. You're on next," Char said. My stomach jumped, but I could do this... I think. She told us each "good luck" before we walked on stage. The familiar bright stage lights shone in my face. I placed myself in starting position and took a deep breath. Because we were facing backwards, Brea whispered, "Good luck everyone. Don't forget to smile." Then she said directly to me, "Go Melissa!" Pleasant warmth flowed through my soul as the music started and I was happily dancing again.

Just like Colin Powell, this emotional experience helped me realize if one works hard enough, determination will pay off and dreams can come true. I was rewarded by my hard work. Whether hard work is rewarded for forever and is everlasting like mine or if it is just for a short period of time, I believe the hard work will always pay off. I was so excited that my dream became a reality that I forgot all about the stress and discomfort I was dealing with earlier. It turns out our dance won first place! At that one moment when the judges announced our dance as the first place winners, I could think nothing but happy thoughts and how thankful I was that my hard work paid off. At that one moment in my life, I couldn't wipe the smile off my face.



# Plot Diagram: Narrative

Title: \_\_\_\_\_

Quote: \_\_\_\_\_

9 \_\_\_\_\_  
8 \_\_\_\_\_  
7 \_\_\_\_\_  
6 \_\_\_\_\_  
5 \_\_\_\_\_  
4 \_\_\_\_\_  
3 \_\_\_\_\_  
2 \_\_\_\_\_  
1 \_\_\_\_\_

Rising Action

Falling Action

10 \_\_\_\_\_  
11 \_\_\_\_\_  
12 \_\_\_\_\_  
13 \_\_\_\_\_

Climax:

## Exposition

Characters:

Setting - Time:

Setting - Place:

Identify Conflict:

Resolution:

Final Outcome:

Connect ICD to learning experience:

Name \_\_\_\_\_

Period \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_ Per. \_\_\_\_\_

## **NARRATIVE WRITING**

### **Prewriting**

**The subject of your narrative should be about an important experience/event in your life.**

**To get us started, let's look at some quotes, interpret the meanings, and identify personal events that relate.**

1. "The greatest glory in living lies not in never falling, but in rising every time you fall."

Source: Nelson Mandela

a. What does this quote actually mean?

b. Identify a personal event/experience that relates to this quote.

2. "I would go and look at a stonecutter hammering away at his rock perhaps a hundred times without as much as a crack showing in it. Yet at the hundred and first blow it would split in two, and I knew it was not that blow that did it, but all that had gone before."

Source: Jacob A. Riis

a. What does this quote actually mean?

b. Identify a personal event/experience that relates to this quote.

3. "Do not think of today's failures, but of the success that may come tomorrow. Remember no effort that we make to attain something beautiful is ever lost. Sometime, somewhere, somehow we shall find that which we seek."

Source: Helen Keller

a. What does this quote actually mean?

Name: \_\_\_\_\_

Date: \_\_\_\_\_ Per. \_\_\_\_\_

b. Identify a personal event/experience that relates to this quote.

4. "If you run into a wall, don't turn around and give up. Figure out how to climb it, go through it, or work around it."

Source: Michael Jordan

a. What does this quote actually mean?

b. Identify a personal event/experience that relates to this quote.

5. "A dream doesn't become a reality through magic; it takes sweat, determination, and hard work."

Source: Colin Powell

a. What does this quote actually mean?

b. Identify a personal event/experience that relates to this quote.

Name: \_\_\_\_\_

Date: \_\_\_\_\_ Per. \_\_\_\_\_

**\*\*NEXT STEPS: Look at the Writing Task, making yourself very familiar with the expectations. Discuss topic choices (quotes) at home, along with the previous page, to generate ideas and to make the best decision. You must decide on your topic!**

**1. MY CHOSEN TOPIC (Write the QUOTE here):**

**2. CHOSEN EXPERIENCE/EVENT TO SUPPORT QUOTE: The time when...**

**3. WHY I AM WRITING ABOUT THIS (importance):**

**4. DETAILS:** Now that you've chosen your quote/topic, it's important that you answer some questions about your subject before you begin writing your rough draft. Feel free to ask others to help you (parents, friends, etc.) **Just jot down ideas!**

1. Who was involved in the experience? (the characters)

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2. What exactly happened? (the main actions or events)

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3. When did it happen? (the setting)

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4. Where did it happen? (the setting)

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5. Why or how did it happen?

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6. Reflect on the experience. Consider: What you learned/how you changed/whether or not you regret your decision or the outcome of your choices?

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# Plot Diagram: Narrative

Title: \_\_\_\_\_

Quote: \_\_\_\_\_

—

9 \_\_\_\_\_  
8 \_\_\_\_\_  
7 \_\_\_\_\_  
6 \_\_\_\_\_  
5 \_\_\_\_\_  
4 \_\_\_\_\_  
3 \_\_\_\_\_  
2 \_\_\_\_\_  
1 \_\_\_\_\_

Rising Action

Falling Action

10 \_\_\_\_\_

11 \_\_\_\_\_

12 \_\_\_\_\_

13 \_\_\_\_\_

Climax:

Resolution:

Final Outcome:

Connect ICD to learning experience:

Exposition

Characters:

Setting – Time:

Setting – Place:

Identify Conflict:

Name \_\_\_\_\_

Period \_\_\_\_\_

## Transition Words

Words that can be used to show location:

above	behind	by	near	throughout
across	below	down	off	to the right
against	beneath	in back of	onto	under
along	beside	in front of	on top of	
among	between	inside	outside	
around	beyond	into	over	

Words that can be used to show time:

while	first	meanwhile	soon	then
after	second	today	later	next
at	third	tomorrow	afterward	as soon as
before	now	next week	about	when suddenly
during	until	yesterday	finally	

Word that can be used to compare two things:

likewise	also	while	in the same way
like	as	similarly	

Words that can be used to contrast two things:

but	still	although	on the other hand
however	yet	otherwise	even though

Words that can be used to emphasize a point:

again	truly	especially	for this reason
to repeat	in fact	to emphasize	

Words that can be used to conclude or summarize:

finally	as a result	to sum up	in conclusion
lastly	therefore	all in all	because

Words that can be used to add information:

again	another	for instance	for example
also	and	moreover	additionally
as well	besides	along with	other
next	finally	in addition	

Words that can be used to clarify: that is, for instance, in other words

## Dialogue Tips...

**RULE #1: A direct quotation begins with a capital letter.**

Jimmy shouted, "See you at the game!"

"Is it true?" asked Cindy.

**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 lower case letter.**

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

"One thing I like," replied Sarah, "is recess!"

**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.

Jon replied, "Didn't we go there last weekend?"

"But when we did," Beth added, "we didn't see the Ancient Egyptian exhibit."

**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.

"That's my favorite class," Becky replied.

**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.

"Was that anything like the dream you had about eating your way through a mountain of fruit cocktail?" asked Suzy.

"Scarier," Kevin explained. "This time I woke up and my pillow was gone."

### OTHER REMINDERS:

-Always make it clear who is speaking in the dialogue.

-Try to avoid using the word "said" repeatedly.

## Dialogue Tips...

- **Try to Avoid:**

### **Stilted language**

Dialogue that does not sound like natural speech.

### **Filler**

Dialogue that does not further the scene and does not deepen your understanding of the characters.

### **Exposition**

Dialogue that has the character explain the plot or repeat information for the benefit of the audience.

### **Naming**

Having one character use another character's name to establish identity. People almost never say other people's names back to them, and if they do, it is a character trait typical of a used car salesman.

### **Overuse of Modifiers**

Too many dialogue modifiers such as *shouted*, *exclaimed*, *cried*, *whispered*, *stammered*, *opined*, *insinuated*, *hedged* and a million others. Modifiers such as this can sometimes be useful, but are often annoying and used as a crutch for poorly designed dialogue.



# Punctuating Direct Quotations

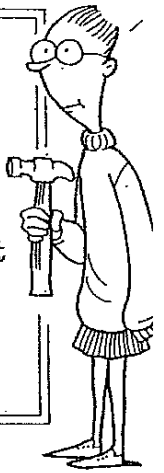
Quotation marks are used to enclose direct quotations. The end punctuation usually comes before the final quotation mark at the end of the quote.

Mary said, "Where are we going?"

Always capitalize the first word of a direct quotation. Do not capitalize the first word in the second part of an interrupted quote unless the second part begins a new sentence.

"When it starts to snow," he said, "put on your heavy coat."

"Where did he go?" asked Bob. "We need him."



- Correctly punctuate and add capitals to the following sentences.

1. look out cried Jackie

\_\_\_\_\_

2. didn't you see that broken step Jackie asked

\_\_\_\_\_

3. no said Anne thanks for warning me

\_\_\_\_\_

4. i think we should fix that before someone gets hurt Jackie suggested

\_\_\_\_\_

5. do you know where there's a hammer Ann queried

\_\_\_\_\_

6. i don't admitted Jackie but maybe Emily does

\_\_\_\_\_

7. hey Emily she yelled where's the hammer

\_\_\_\_\_

8. don't yell responded Emily i'm right behind you

\_\_\_\_\_

- Write three sentences with direct quotations below. Include at least one interrogative and one exclamatory quotation.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Name \_\_\_\_\_

## Direct/Indirect Quotations

A direct quotation is the use of someone's exact words.  
It is always set off with quotation marks.

Kati said, "I am going to the beach today."

An indirect quotation is the writer's description of someone else's words. It does not require quotation marks.

Dave said that Kati was going to the beach today.



- For each of the following sentences, write **DQ** (direct quotation) or **IQ** (indirect quotation) in the blank. Then add quotation marks wherever they are needed.

- \_\_\_\_\_ 1. Phoebe said, We're going to the Winter Olympics!
- \_\_\_\_\_ 2. How are you getting there? asked Jaime.
- \_\_\_\_\_ 3. At the same time, Della asked Phoebe what her favorite event was.
- \_\_\_\_\_ 4. We're flying, said Phoebe, and I can't wait to go!
- \_\_\_\_\_ 5. Jeff said that he'd never flown in an airplane.
- \_\_\_\_\_ 6. Phoebe then said her favorite event is figure skating.
- \_\_\_\_\_ 7. Are you really going to see the figure skating? asked Anne.
- \_\_\_\_\_ 8. Phoebe said, Yes, my father has already bought tickets.
- \_\_\_\_\_ 9. Well, I'd rather see the downhill skiing, interjected Jaime.
- \_\_\_\_\_ 10. Anne said that she would rather see something beautiful and not have to worry about people getting hurt.
- \_\_\_\_\_ 11. Della said she understood what Anne was talking about.
- \_\_\_\_\_ 12. May I come along with you? implored Della.

- Write two sentences that contain direct quotations and two sentences that contain indirect quotations.

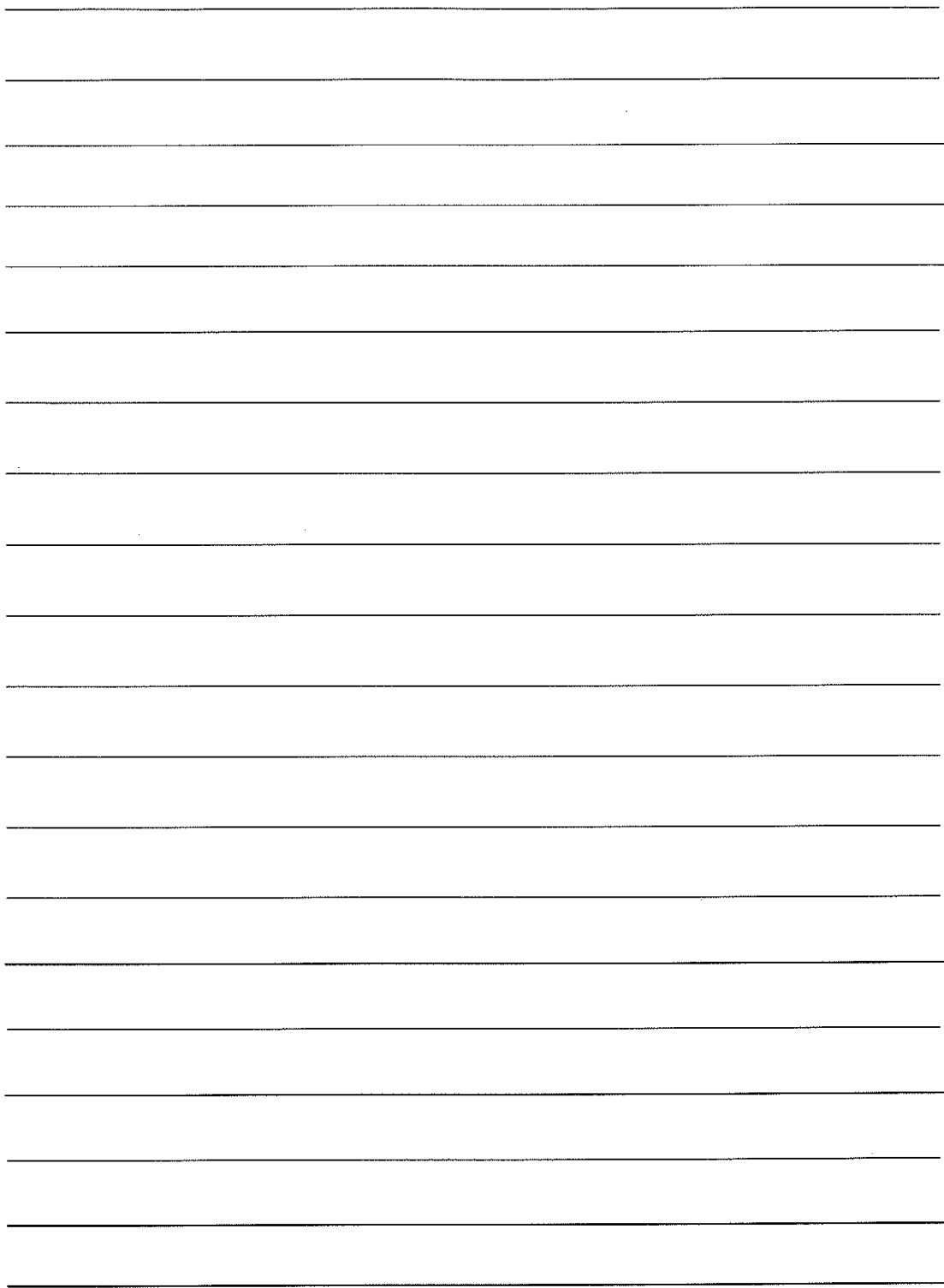
1. (direct) \_\_\_\_\_
2. (direct) \_\_\_\_\_
3. (indirect) \_\_\_\_\_
4. (indirect) \_\_\_\_\_

- **ICD (your quote), Explanation of Quote**
- **Exposition (character development and setting)**
- **Identify Conflict**

### **Middle Paragraphs:**

- **Include minimum 6 lines of meaningful dialogue**
- **Rising Action, Climax, Falling Action (leading up to resolution)...**
- **Include personal feelings throughout. Show, don't tell😊**

[illegible]



### Ending (Resolution):

- **Final outcome of conflict (solution to your conflict)**
- **Connect to ICD (connect quote as you reflect on your experience. Impact? Universal lesson?)**

[illegible]