NARRATIVE

8th Grade NARRATIVE Rubric

**Note:** This rubric will be used for evaluating multiple writings, thereby showing your progress through the Narrative Unit. As you evaluate your writings, please use a different color highlighter for each new narrative.

 **NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **KEY** |
| **Highlighter Color** | **Date** | **Title of Narrative** |
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| **Rubric for NARRATIVE WRITING - Eighth Grade** |
|  | **1 point** | 1.5 | **2 points** | 2.5 | **3 points** | 3.5 | **4 points** | 4.5 | **5 points** | 5.5 | **6 points** | **TOTALS** |
| **STRUCTURE** |
| **O****VE****R****AL****L** | The writer wrote the important part of an event bit by bit and took out unimportant parts. |   | **+** The writer wrote a story of **one moment in time.** |   | **+**  The writer wrote a  story that has…* **tension**
* **resolution**
* **realistic characters,**
* **conveys a theme**.
 |   | **+** The writer wrote a story that…* has **characters that change**, and
* **develops** a theme
 |   | **+** The writer …* created **well-developed** characters who change
* used the story to **comment on a social issue**
 |   | **+** The writer created… * well-developed characters **whose interactions build tension and change over time**
 |   |
| **L****E****A****D** | A beginning which showed what was happening and where. |   | **+** A beginning that also **gave some clues to what would become the problem / conflict**.  |   | **+** A beginning that* **set the plot in motion**
* **hinted at the theme**
 |   | **+** A beginning that **Includes the setting.** **+ Includes details that point to*** **the central conflict,**
* **how story elements connect, OR**
* **key character traits**
 |   | **+** A beginning that**hints at a bigger context by*** **Revealing issues that have been brewing**
* **Showing how the setting affects the character**
* **Contextualizing a time in history**
* **Developing one out or many points of view**
 |   |  **+** A beginning that**introduces a particular narrative voice and point of view** |   |
| **T****R****A****N****S****I****T****I****O****N****S** | Showed how much time went by with words and phrases that mark time. |   | **+** **Used transitional phrases** to show the passage of time **in complicated ways:*** **things happening at the same time**
* **flashback**
* **flash-forward**
 |   | **+** Used transitional phrases **and clauses** to alert readers to changes in…* **setting**
* **tone**
* **mood**
* **point of view OR**
* **time**
 |   |  **+** Used transitional phrases and clauses **to connect what happened to why it happened** |   | **+** Used **grammatical structures*** **paragraphing**
* **descriptive phrases and clauses**

**and text structures*** **chapter divisions**
* **extended italics**

to alert reader to changes  |   | **+** Use transitional phrases and clauses and grammatical structures …* **to demonstrate the passage of time**
* **to connect parts of the story,**
* **to imply cause and effect,**
* **to raise questions, AND/OR**
* **to make allusions**
 |   |

**GOALS for STRUCTURE:**

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| **Rubric for NARRATIVE WRITING - Eighth Grade** |
|  | **1 point** | 1.5 | **2 points** | 2.5 | **3 points** | 3.5 | **4 points** | 4.5 | **5 points** | 5.5 | **6 points** | **TOTALS** |
| **STRUCTURE** |
| **E****N****D****I****N****G** | An ending that…Connected to the beginning or middle of the story.Used action, dialogue, or feeling, to bring story to a close. |   | **+** An ending that…* **Connected to the main part of the story.**
* **Gave the readers a sense of closure by the character’s…**
* actions
* dialogue
* **new realization**
 |   | **+** An ending that…* **Connected to the theme**
* Showed closure by the character’s…
* **new** dialogue,
* actions**, OR**
* **inner thinking.**
* realization or **insight OR**
* **a change in the character**
 |   | **+** An ending that showed **clearly** how…* **the character changes OR**
* **the problem was resolved**

**If no resolution, gave details to leave the reader thinking about the theme.** |   | **+** If no resolution**, circled back** to the theme. |   | **+** An ending that gave the reader a sense of closure by…* **returning to a theme AND/OR**
* **revealing how characters change**

**+** An ending that **suggested a social commentary.** |   |
| **O****G****A****N****I****Z****A****T****I****O****N** | Used paragraphs to show…* time changes
* different parts of the story
* when a new character was speaking
 |   | **+ Some parts of the story are longer and more developed than others.** |   | **+** Used paragraphs **purposefully,** to show…* time changes
* **setting changes**
* new parts of the story
* **to create suspense**

**Created a logical, clear sequence of events.**  |   |  **+ Used traditional story structure to best bring out the meaning in the story:*** **Rising action**
* **Conflict**
* **Falling action**
 |   | **+** **Modified a traditional story structure, dealing with time in purposeful ways to bring out the meaning of the story.** |   |  **+** Used or adapted story structures and **literary traditions to fit.****+ Dealt with time purposefully*** **Introducing multiple plot lines**
* **Flash-forwards**
* **Flashbacks**
 |   |
| **TOTAL for STRUCTURE** |  |

**GOALS for STRUCTURE:**

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| **Rubric for NARRATIVE WRITING - Eighth Grade** |
|  | **1 point** | 1.5 | **2 points** | 2.5 | **3 points** | 3.5 | **4 points** | 4.5 | **5 points** | 5.5 | **6 points** | **TOTALS** |
| **DEVELOPMENT** |
| **E****L****A****B****O****R****A****T****I****O****N** | The writer added more to the heart of the story, including:* actions
* dialogue
* thoughts and feelings
 |   | **+** The writer… **developed characters, setting, and plot throughout this story,** especially the heart of the story.**+** To do this, the writer used a blend of…* **description**
* **action**
* **dialogue, AND**
* **thinking.**
 |   | **+** The writer **developed*** **realistic** characters
* **details**
* **action**
* **dialogue, AND**
* **internal thinking**

**and WHY they speak and act that way to contribute to the deeper meaning of the story.** |   | **+** The writer developed the * action
* dialogue
* details, AND
* internal thinking

**to convey the theme.** **+** The writer **showed what is specific about the main character.****+** The writer **developed the setting and the characters’ relationship to that setting.** |   | **+** The writer **developed complicated story elements, maybe by contrasting the character’s thinking with his or her actions or dialogue.****+** The writer **developed the main character’s relationship to other characters.****+** The writer **showed character flaws as well as strengths to add complexity.****+** The writer **used details to develop the theme.** |   | **+** The writer developed **complicated story elements through key details to add tension or meaning.****+** The writer showed character flaws, strengths, and **aspects that make them unique OR worthy of being written about.** | **X 2** |
| **C****R****A****F****T** | PACING/MOOD: Made some parts of the story go quickly, some slowly.DESCRIPTION: Included precise, sensory details and figurative language (simile, metaphor, personification) to bring his story to life.VOICE/TONE: Used the storytelling voice and conveyed the emotion or tone of his story through:* description
* phrases
* dialogue AND
* thoughts.
 |   | **+ PACING/MOOD: Slowed down the heart of the story and made less important parts shorter and less detailed. Blended storytelling and summary as needed.****+ DESCRIPTION:** Used precise, sensory details and figurative language **so the readers could picture the…*** **Setting**
* **Characters, AND**
* **Events**

**+ Used some objects or actions as symbols to bring forth meaning.****+ VOICE/TONE: Varied sentences to create tone.** |   | **+** **DESCRIPTION:** **Wove together…*** Precise descriptions
* Figurative language

AND* Symbolism

to help readers **picture…*** **Setting**
* **Actions**
* **Events**

**and to bring forth meaning.** **+** **VOICE/TONE:** **Used language that fit the story’s meaning and context****Ex. Different characters used different kinds of language** |   |  **+ DESCRIPTION/MOOD:** Used specific details and figurative languageto help the reader **understand the place and mood:*** **Making an object or space symbolic**
* **Using the weather**
* **Using repetition**

**+ VOICE/TONE: Varied tone to match the variety of emotions experienced by the characters across the story.** |   | **+** **MOOD: Created a mood as well as a physical setting, and showed how the place changed or its relationships to the characters changed.****+ DESCRIPTION: Used symbolism to connect with a theme.****+ TONE: Varied tone to…*** **bring out different perspectives within the story**

 **OR*** **to show a gap between the narrator’s point of view and that of other characters**
 |   | **+ DESCRIPTION:** Used symbolism **or metaphor for subtle** as well as obvious connections to theme**.****+ TONE: Varied the pace and tone to develop tension** and/or different perspectives across the text. | **X 2** |
| **TOTAL for DEVELOPMENT** |  |

**GOALS for DEVELOPMENT:**

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| **Rubric for NARRATIVE WRITING - Eighth Grade** |
| **CONVENTIONS** |
|  | **0 points** | **3 points** | **6 points** | **TOTALS** |
| **S****P****E****L****L****I****N****G** | The writer spelled many simple words and homonyms incorrectly.   | The writer **used higher level words, but had trouble spelling some to many.** | The writer **spelled all (or almost all) words correctly.** |   |
|  | **1 point** | 1.5 | **2 points** | 2.5 | **3 points** | 3.5 | **4 points** | 4.5 | **5 points** | 5.5 | **6 points** |  |
| **P****U****N****C****T****U****A****T****I****O****N** | Used commas in long, complex sentences to make them clear. |   | **+** **Used commas to set off introductory parts of sentences** **+** **Used commas to show direct address** |   | **+ Used dashes, parentheses, colons, and semicolons to include extra detail and explanation****+ Punctuated dialogue correctly** |   | **+** **Varied sentence structure (simple and complex)** |   | **+ Used different sentence structures to achieve different purposes.****+ Used verb tenses that shift when needed:*** **flashback**
* **back to present**

**+ Decided between active and passive voice where appropriate** |   |  **+ Used conventions to enhance meaning, pace, and tone.** |   |
| **TOTAL for CONVENTIONS** |  |

**GOALS for CONVENTIONS:**