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

**5th Grade Personal Narrative Rubric 2018-2019**

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| --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** |
| **Overall/Genre****5.W.3** | I told the story bit by bit. | I wrote the important part of an event bit by bit and took out the unimportant parts. | I wrote a story of an important moment.  It reads like a story, even through it is a true account. | I wrote a story that had tension and resolution, and realistic characters and conveyed an idea,  strong emotion, or lesson |
| **Lead****5.W.3a** | I wrote a beginning that helped the readers know who the characters and the setting. | I wrote a beginning in which they showed what was happening and where, getting readers into the world of the story. | I wrote a beginning in which they showed what was happening and where, but also gave some clues to what would later become a problem. | I wrote a beginning in which they did not only set the plot in motion, but also hinted at the larger meaning the story would convey. |
| **Temporal Words/ Transitional****5.W.3b** | I told their story in order by using phrases such as a little later and after that. | I showed how much time went by with words and phrases that mark time such as just then, suddenly, and a litter later. | I using transitional phrases to show time passing in complicated ways, perhaps by showing things happening at the same time (meanwhile), flashback or forward (early that morning, three hours later). | I used transitional phrases to connect what happened to why it happened to why it happened such as if he hadn’t   he might have....because....although...., and little did she know that...... |
| **Ending****5.W.3e** | I chose the action, talk, or feeling that would make a good ending and worked to write it well. | I wrote an ending that connected to the beginning or the middle of the story.I used action, dialogue, or feeling to bring their story to a close. | I wrote an ending that connected to the main part of the story.  The character said,  did or realized something at the end that came from what happened in the story.   I gave readers a sense of closure. | I wrote as ending that connected to what the story was really about. I gave readers a sense of closure by showing a new realization or insight or a change in a character or narrator. |
| **Organization****5.W.3** | I used paragraphs and skipped lines to separate what happened first from what happened later in the story. | I used paragraphs to separate the different parts or times of the story or to show when a new character was speaking. | I used paragraphs to separate different parts or time of the story and to show when a new character was speaking.  Some parts of the story were longer and more developed than others. | I used paragraphs purposefully, perhaps to show time or setting changes, new parts of the story , or to create suspense for readers.  The sequence of events was clear |
| **Elaboration****Development****5.W.3b** | I worked to show what was happening to (and, in ) the characters. | I added more to the heart of the story, including not only actions and dialogue but also thoughts and feelings. | I developedcharacters, setting, and plot throughout his story, especially the heart of the story.  To do this, he used a blend of description, action, dialogue, and thinking. | I developed realistic character and developed the details, action, dialogue, and internal thinking that contributed to the deeper meaning of the story. |
| **Craft****5.W.3d** | I not only told her story, but also wrote it in ways that go readers to picture what was happening and that brought the story to life. | I showed why characters did what they did by including their thanking.I made some parts of the story go quickly, some slowly.I included precise and sometimes sensory details and used figurative language (simile, metaphor, personification) to bring the story to life. | I showed why characters did what they did by including their thinking and their responses to what happened.I slowed down the heart of the story.  They made less important parts shorted and less detailed and blended storytelling and summary needed. | I developed character traits and emotions through what character said and did.  He developed some relationships among characters to show why they acted and spoke as well as the extreme story.I chose several key parts to stretch out and several to move through more quickly. |
| *Self- feedback*5.W.5 |  | *Peer feedback*(5.W.5) |  | *Teacher Feedback*(5.W.5,5.W.6) |