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 developed  characters, 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) |