



Narrative Writing Unit

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Grade: 3rd



Narrative Writing Unit Planning Template

Stage 1—Desired Results

Established Goal(s):

- Increased awareness of what narrative writing is
- Read, understand and write narrative pieces (fictional, personal, poems, plays, autobiographies, biographies)
- Identify and use literary elements (characters, setting, plot, conflict/climax, resolution)
- Use relevant illustrations.

Understanding(s):

Students will understand that...

- A narrative is a specific type of writing that tells a story and should contain certain criteria.
- Narratives can take a variety of forms including fictional, personal, poems, plays, autobiographies, and biographies
- A narrative has specific elements such as characters, setting, plot, conflict/climax, resolution and descriptive language
- Illustrations can make a story more interesting and vivid

Unit Essential Question(s):

- What is the purpose of Narrative writing?
- What are the main elements of a narrative?
- What are the different forms of Narrative writing?
- What is the importance of characters?
- How do you make a character memorable?
- What are strategies you can use to make a narrative more interesting?
- What are the Elements of a Plot?
- What are the different types of conflict?
- What is a resolution?
- How can you use sensory words to make stories more colorful and descriptive?
- What is an autobiography/biography?
- What are important elements that should be included in an autobiography/biography?
- What are the different types of narrative poems?
- What is a narrative play?
- What do pictures/illustrations do for stories?

Students will know...

1. What a narrative is and its purpose
2. Narratives can come in a variety of forms
3. What the main elements of a narrative are (characters, plot, setting, conflict, resolution)
4. How to make a narrative interesting using strategies dialogue and descriptive language
5. Narratives can be writing in different point of views

Students will be able to...

1. Recognize narrative writing
2. Read different forms of narrative writing
3. Identify the elements of narrative writing
4. Write different forms of narratives

Stage 2—Assessment Evidence

Performance Task(s):

This year in third grade, you have been learning so much and I am so proud of you! I think you are ready to put to use what you have learned! You have been reading many chapter books as a class, and on your own! Now you are going to get an opportunity to be the author!

You are each going to write a chapter about a special memory or experience you had in 3rd Grade! We will spend 1 week brainstorming and writing rough drafts, 1 week editing each others' work, and 1 week typing the final drafts and doing illustrations. Then, we will put everyone's chapters together and form our very own book about tales from our 3rd grade classroom! We will choose a title for the book together and publish it online so anyone in the world can read it! You will also get a copy to take home with you so you can always remember the special times when you were in 3rd grade...kind of like a yearbook!

Informal/Self-Assessment

- Checklists
- Class discussions
- Participation
- Teacher observations
- Teacher/Student Conferences

Other Evidence:

- Gallery walk on picking out narrative texts
- Graphic organizers on story elements
- Identifying story elements station activity
- Sequencing events in a story activity
- Sequencing photographs
- Memorable character assignment
- Changing a setting activity
- Creating a setting activity
- Writing Conflicts assignment
- Alternate Ending to Fairy Tale assignment
- Identifying POV activity
- Re-writing story in different POV
- Writing dialogue
- Writing suspense activity
- Write flashback or foreshadowing activity
- Re-writing introductions/topic sentences activity
- Re-write events with colorful language
- Write a story from illustrations
- Draw illustrations for a story
- Write fictional narrative
- Graphic organizer on autobiography
- Peer interview
- Biography on Peer
- Poetry Reading
- Generating Rhyming phrases assignment
- Narrative poem + sharing
- Write a play based on a specific type of conflict (groups)
- Recite play for class

Stage 3—Learning Plan

Lesson Sequence: (Items in *red* indicate assessments/ *highlighted* items are included in the sample)

Lesson #1: Introduction to the Unit

- Distinguishing narratives from other types of writing (expository, informational, persuasive)
- What are the elements of a narrative notes/activity
- **Gallery walk activity**

Lesson #2: Characters

- What is the importance of characters and what makes the memorable notes
- Analyzing character's traits, emotions, motivations and support with evidence from text
- **Develop memorable characters using methods of characterization**

Lesson #3: Setting

- What makes a setting notes
- Identifying the setting of narratives
- **Creating descriptive settings**
- **Changing settings in narratives activity**

Lesson #4: Plot:

- What is a plot/sequencing order notes
- Read stories and identify Plot in graphic organizers
- **Put pictures in sequential order**
- **Put series of events in sequential order**
- **Write comic strips with a plot**

Lesson #5: Conflicts

- What are the different types of conflicts notes
- **Identifying different types of conflicts (Man vs. Man/Man vs. Self/Man vs. Nature/Man vs. Society)**
- **Act out different types of conflicts with a partner while class guesses which type.**

Lesson #6: Resolution

- What is a resolution notes
- Identifying resolutions
- **Write resolutions to presented conflicts**

Lesson #7: Point of View

- What is a point of view?
- What are the different types of points of view
- What is the importance of points of view
- **Re-write a story using a different point of view**

Lesson #8: Hooking your reading

- What makes a narrative beginning interesting web
- How to Hook your reader
- **Write hooking sentences**

Lesson #9: Writing a memorable Ending

- What makes a narrative ending interesting web
- How to write a memorable ending
- **Writing a memorable ending**

Lesson #10: Colorful Language

- What makes narrative language colorful web
- Vivid verbs, descriptive adjectives, varied sentence structures alphabet graphic organizer
- **Re-write events with colorful language**

Lesson #11: Narrative Strategies

- Suspense, figurative language, dialogue, flashback, foreshadowing, tone
- Writing suspense activity
- Write flashback or foreshadowing activity

Lesson #12: Dialogue

- Conventions of Dialogue
- Writing dialogue

Lesson #13: Illustrations

- What do illustrations do?
- Write a story from illustrations
- Draw illustrations for a story

Lesson #14: Fictional Narratives

- Classifying different fictional Narratives (mystery, fantasy, fairy tales, science fiction)
- Read short fictional narrative and identify narrative elements
- Write fictional narrative

Lesson #15: Visiting Author

- Who is our special guest?
- Presentation by special guest
- Interviewing The Author

Lesson #16: Biographies/Autobiographies

- What is a biography/autobiography notes
- Read short autography on person of the students' choosing
- What is the essential information in the autobiographies/biographies?
- Interview a Classmate
- Write a biography on classmate

Lesson #17: Narrative Poetry

- Differentiate between different types of poetry
- Poetry Reading: Recite favorite narrative poem aloud
- Write a narrative poem
- Share your own narrative poem

Lesson #18: Narrative Plays

- Watch a narrative play
- Identifying the elements of the play
- Write a play based on a specific type of conflict (groups)
- Recite play for class

Final Project: Writing a Class Narrative

- Introduce performance assessment
- Write rough Draft
- Peer editing
- Student/Teacher conference
- Typing final Drafts
- Illustrations
- Publishing book online

SUBJECT: Writing**TOPIC:** Narrative Unit**LESSON #1:** Introduction**GRADE:** 3rd**ASSESSMENT: Identifying Narratives and Their Elements Activity Station**

Students will participate in a station activity and complete the attached chart. There will be ten different stations. Students will be in groups of two so they can discuss their opinions and thoughts. First, the students will identify if the sample is narrative writing (1.1.3.A.). If it is, they will identify the characters, setting, and plot (beginning, middle, and end) of the story (1.3.3.B.).

HOW MUCH TIME DO YOU EXPECT THE LESSON TO TAKE?

(2) 60 minute session

LEARNING GOAL(S):

1. Students will understand what a narrative is.
2. Students will be able to identify the literary elements in narratives.

IDENTIFY THE PA STANDARD(S) YOUR LESSON ADDRESSES:

- 1.1.3.A. Identify the purposes and types of text
- 1.3.3.B. Identify literary elements in stories describing characters, setting and plot

MATERIALS/RESOURCES/TOOLS:

1. SMART Board with prepared Notebook lesson sequence
2. Skydiving narrative
3. Student Notebooks
4. Charts to complete station activity (20)
5. 10 Sample texts, 6 of them narratives for gallery walk

GROUPING:

- Whole group instruction will be used to introduce the lesson and new information
- Students will work in pairs when completing the gallery walk
- Whole group instruction will be used to discuss observations and answers

LESSON OPENING:**↻ Introduction/Launch:****Entire Lesson Sequence is on the SMART Board: Day #1**

1. Teacher will engage students by reading her narrative about Skydiving (modeling/exemplar). This will grab students' attention and get them actively listening.
2. Teacher will tell the students this is an example of the new type of writing they will be starting today.
3. Teacher will ask the students to describe what kind of writing this is and also compare and contrast it to the different types of writing they have already worked with this year (informational and persuasive).
4. Teacher should write student responses on the SMART board in a Venn Diagram.
5. As a class, be sure to discuss the purposes of each type of writing.
6. Teacher will lead the discussion on observations and thoughts on the skydiving narrative until students understand the new topic is *narrative writing*.

DURING THE LESSON:**↻ Teaching/Learning & Monitoring (Day #1):**

1. Teacher will be sure to explain to students that a narrative tells a story.
2. Teacher will explain there are specific elements in narrative writing: setting, characters, and a plot.
3. Teacher will explain we will first be working with simple, basic narratives and as they learn more, we will learn how to write with more detail, make our stories more interesting, creative and longer!
4. Teacher will model the graphic organizer story map (Characters, Setting & Plot) for narrative writing referring to her skydiving narrative on the SMART board.
5. As a class, fill out the characters, setting and plot of skydiving narrative.
6. Next, teacher and class will brainstorm a list of possible things you could write a narrative about (a trip, a terrible day, going to the zoo, etc...) on the SMART board.
7. This will help students understand that the possibilities are really endless as long as it *tells a story*.
8. To further illustrate this understanding teacher will read a narrative poem.
9. Teacher will ask the students how they know it is a narrative.
10. Teacher will ask the students to identify the characters, setting and plot of the narrative poem. And write them on the SMART board once again modeling the graphic organizer they will be using throughout the unit.
11. Teacher will wrap up the lesson by explaining as the unit goes on, they will learn how to write narrative poems, plays, biographies, etc...
12. Teacher will tell students to put their writing materials away and that tomorrow they will do a fun activity that will test their new knowledge on narratives.

Day #2

1. Teacher will review with the class what a narrative is and what its purpose is.
2. Teacher will review what the elements of a narrative are using the SMART board lesson from the previous day.
3. Teacher will tell the students today they are going to complete an activity that will make sure they know what a narrative is and what the elements are.
4. Teacher will pass out the charts that students will complete.
5. Students will draw sticks for partners.
6. Teacher will explain that there are ten different stations around the classroom, each with a reading sample.
7. Students will have five minutes to read the picture book and decide if it is a narrative. If it is not a narrative, they will write "no" and their task will be done for that station.
8. If it is a narrative, the students must then identify the characters, setting and plot (3 events – beginning, middle and end). Teacher will reference the previous day how they identified those elements of her narrative on skydiving.
9. Teacher will tell the students where to begin and when to start.
10. Teacher will monitor the students at each station making sure they are completing the worksheet and staying on task.
11. Teacher will help students when they are struggling.

END OF THE LESSON:**Conclusion/Closure (Day #2):**

1. When students have completed the stations, teacher will call the students back to their desks.
2. As a class, teacher will go over the answers letting students lead the discussion.
3. Teacher will make sure all students are understanding the ideas of the lesson and meeting learning goals as the discussion takes place by calling on **all** students at some point.
4. Teacher will elaborate on areas the students are struggling with and allow for any discussion and questions the students may have.
5. Teacher will begin to wrap up the lesson by explaining that during this unit on narratives they will be learning in more detail about characters, setting and plot. They will also be learning about all the different types of narratives like personal, poetry, and biographies.
6. Teacher will explain that each day they will learn more about narratives and how to write narratives and eventually they will be pros on narratives!
7. Teacher will excite the students on the unit by telling them they will be having a special visitor (a professional author) come in (and read their narrative) and they will get to interview this person!
8. Teacher will further engage the students on future lessons by telling them their final project for the unit will allow them to be authors and write a class book (*Tales from a third grade Classroom*) that we will put together telling about stories from the school year.
9. Teacher will explain to the class that they will even publish it online and get a copy to take home at the end of the year!
10. Teacher will collect the students' worksheets and ask the students to put away their writing materials.

Name: _____

<u>Station</u>	<u>Narrative?</u> Yes/No	<u>Characters</u>	<u>Setting</u>	<u>Plot</u> (3 Main events – Beginning/Middle/End)
1				1. 2. 3.
2				1. 2. 3.
3				1. 2. 3.
4				1. 2. 3.
5				1. 2. 3.
6				1. 2. 3.
7				1. 2. 3.
8				1. 2. 3.
9				1. 2. 3.
10				1. 2. 3.

SUBJECT: Writing**TOPIC:** Narrative Unit**LESSON #7:** Point of View**GRADE:** 3rd**ASSESSMENT: Retelling a Fairy Tale**

Students will draw from a hat the name of a common fairy tale picture book. Students will read the book and identify whose point of view the story is being told from (1.3.3.A., 1.3.3.B.). Next, they will have to rewrite the story (in at least a 5-sentence paragraph) from a different point of view, either another character in the story or in third person (1.3.3.B., 1.4.3.B.). The next day, students will read their version of the fairy tale. Their peers will have to identify on their dry erase boards what point of view they re-told the story from (1.3.3.B.).

HOW MUCH TIME DO YOU EXPECT THE LESSON TO TAKE?

(2) 60 minute session

LEARNING GOAL(S):

1. Students will understand what a point of view is.
2. Students will be able to rewrite a common fairy tale from a different point of view.
3. Students will be able to identify the new point of view their peer rewrote their story in.

IDENTIFY THE PA STANDARD(S) YOUR LESSON ADDRESSES:

- 1.3.3.A. Read and understand works of literature.
- 1.3.3.B. Identify literary elements in stories describing characters, setting, plot, and point of view.
- 1.4.3.B. Write narrative pieces

MATERIALS/RESOURCES/TOOLS:

1. SMART Board with prepared Notebook lesson sequence
2. Student Notebooks
3. Hat and names of picture books
4. 20 picture books for students to read
5. Student dry-erase boards and markers
6. *The True Story of the 3 Little Pigs* - By Jon Scieszka

GROUPING:

- Whole group instruction will be used to introduce the lesson and new information
- Students will independently to re-write the story (Homework)
- Students will work independently to identify the point of view their classmate is rewriting their fairy tale from
- Whole group discussion will be used to summarize the lesson and discuss the answers

LESSON OPENING:**Introduction/Launch (Day #1):**

1. Teacher will engage the students by reading *The True Story of the 3 Little Pigs* - By Jon Scieszka
2. Teacher will ask the students what is different about this story than from the story they are familiar with.
3. Teacher will prompt students until they understand that we will be learning about point of view today.

DURING THE LESSON:**Teaching/Learning & Monitoring (Day #1):**

1. As a class, complete a Venn Diagram comparing and contrasting this story of the three little pigs to the one the students are more familiar with.
2. Once a sufficient diagram is created, ask students what the importance of a point of view is.
3. Students should understand that a narrative can completely change when it is told from another point of view.
4. Teacher will explain that narratives typically are told in two different types of points of view: first and third person.
5. Teacher will display on the SMART board two paragraphs, both the same story but one in first person and the other in third person.
6. Teacher will ask the students what is the difference between the paragraphs and who is telling the story of each.
7. Teacher will display a visual for both first person and third person so students can continue to develop a thorough understanding of point of view.
8. When teacher believes students have a good understanding of point of view, teacher will read from a selection of picture books (not the ones the students will use).
9. Teacher will ask the students to identify if it is first or third person. If it is first person, who is telling it?
10. Teacher will do this until she believes students have a thorough understanding of point of view. This activity will be an example of how they will begin their assessment.
11. Teacher will then explain the assignment to the students: They will draw the name of a common fairy tale picture book. They then need to take the book home, read it and rewrite it from a different point of view. This can be either first or third person as long as it is not the same as the original version.
12. Teacher will explain that tomorrow students will then read their story to the class and the class must identify the point of view that they rewrote the story in.

13. At the end of the lesson, teacher will remind students to take home their picture book, writing notebooks to rewrite the story in, and to write the assignment in their planners.
14. Teacher will tell the class tomorrow we will share our narratives and the rest of the class will have to identify whose point of view the student rewrote it from.
15. Teacher will tell students to put their writing materials away.

Day #2

1. Teacher will ask the class what they learned about yesterday and what their assignment was on (point of view).
2. Teacher will ask students to take out their assignments.
3. Teacher will ask the students to get out their dry erase boards and markers.
4. Each student will then take their turn to read their rewritten story.
5. Teacher will write the steps of the presentation on the board to remind students:
 1. Tell what fairy tale you were assigned
 2. Tell what point of view it was originally told from
 3. Read your version
 4. Class identifies new point of view
6. The rest of the class will write on their dry erase board the point of view, and who is telling the story.
7. Teacher will observe the student responses and make sure students are correctly identifying the point of view.
8. Teacher will ask what the answer is and allow for any discussion and/or questions when need be and make sure all students are understanding and agreeing with the correct answer.

END OF THE LESSON:

Conclusion/Closure:

1. After all students have shared their story, teacher will recap important information by asking students what a point of view is and why it is important.
2. Teacher will collect the student assignments.
3. Teacher will explain to the students how well they are doing (if appropriate) with narrative writing and preview future lessons by telling them that now that they are ready, they will begin learning how to write really interesting narratives and start writing more creatively using their senses and writing strategies and devices (ex: personification).

SUBJECT: Writing**TOPIC:** Narrative Unit**LESSON #16:** Autobiographies and Biographies**GRADE:** 3rd**ASSESSMENT:** Writing a Peer's Biography

Students will write a three paragraph biography on a class member (1.2.3.C., 1.5.3.B.). Students will get to include a picture of the classmate and share their final written biography with the class (1.6.3.E.).

HOW MUCH TIME DO YOU EXPECT THE LESSON TO TAKE?

(5) 45 minute sessions

LEARNING GOAL(S):

1. Students will understand that autobiographies and biographies are another type of narrative because they tell a story about someone's life.
2. Students will be able to write a biography on a classmate.

IDENTIFY THE PA STANDARD(S) YOUR LESSON ADDRESSES:

- 1.2.3.C. Produce work in at least one literary genre that follows the conventions of the genre.
- 1.5.3.B. Write using well-developed content appropriate for the topic.
 - Gather and organize information
 - Write a series of related sentences or paragraphs with one central idea
 - Incorporate details relevant and appropriate to the topic
- 1.6.3.E. Participate in small and large group discussions and presentations.

MATERIALS/RESOURCES/TOOLS:

1. SMART Board with prepared Notebook lesson sequence
2. Student Notebooks
3. Camera for taking biography pictures
4. Final draft paper
5. Construction paper
6. Printed out photos of each student

GROUPING:

- Whole group instruction will be used to introduce the lesson, read the autobiography, and brainstorm interview questions.
- Students will interview a partner
- Students will write their biography independently
- Students will work in pairs to peer edit
- Teacher will work one-on-one with students for writing conferences
- Whole group sharing will be used to conclude the lesson

LESSON OPENING:**↻ Introduction/Launch (Day #1):**

1. Teacher will engage students by explaining we will be talking about a different type of narrative writing today.
2. Teacher will ask the students if anyone know what it's called when you are telling a story about someone's life.
3. If students do not know, teacher will explain this is called an autobiography when the person writes the story about their own life and a biography is if someone else writes the story.
4. Teacher will explain that they are going to read an autobiography as a class, identify the important elements of it, and then write a biography after the lesson on one of their classmates.
5. Teacher will show and read the class an example of her final three paragraph written biography on another teacher.

DURING THE LESSON:**↻ Teaching/Learning & Monitoring (Day #1 Cont.):**

1. Teacher will allow the students to choose from 3 short autobiographies.
2. Teacher will read the autobiography to students on the carpet.
3. Teacher will ask the students to keep in mind the important elements of the story while they are listening.
4. After reading the story, students will return to their seats.
5. As a class, create a web of important parts of the story on the SMART Board (when they were born, where they lived, what they did in their life, etc)
6. Teacher will then transition by explaining they will incorporate those same elements into their biography on their classmate.
7. As a class, brainstorm a list of interview questions they will ask their partner.
8. Next, allow students to draw sticks for a classmate they will be writing their biography on.
9. Finally, allow students to begin peer interviews.
10. To conclude day one, teacher will explain tomorrow they will finish interviews and begin writing their rough draft.

Day #2

1. Teacher will ask the class what they are working on in writing.
2. Teacher will tell the class to get out writing materials.
3. Students will finish peer interviews.
4. Teacher will monitor students to make sure they are staying on task.
5. Students will work independently to write their rough draft of their peer biographies.
6. As students work on rough drafts, teacher will conduct one-on-one conferences to ensure students are progressing sufficiently.
7. As students finish their rough drafts, teacher will pair students to work on peer editing.
8. While students are editing, teacher will help each student take a picture of their subject for their biography.
9. When writing class is over, teacher will conclude the lesson by telling students tomorrow everyone needs to finish their rough draft and peer editing.

Day #3

1. Students will continue writing rough drafts.
2. Students will continue with peer editing.
3. Teacher will continue with conferences.
4. When students are done with peer editing and the rough draft has been approved by the teacher, they may begin their final draft.
5. Teacher will conclude day three by explaining that tomorrow they will continue publishing their biography and then glue it and their photograph on construction paper to hang in the hallway.

Day #4

1. Teacher will hang on the board her example of the final three paragraph biography with picture glued onto construction paper for students to refer to.
2. Students will continue working on publishing their biography.
3. Teacher will pass out the photos for students' biographies.
4. Students will glue their picture and final draft on construction paper.
5. Teacher will conclude day four by explaining that all students must be done with their final biography within the first ten minutes of tomorrow's writing class so we can then all share our biographies.

Day #5

1. All students will finish with final draft and gluing their photo and biography on construction paper.

END OF THE LESSON:

Conclusion/Closure:

Day #5

1. Once all students have finished publishing their biography and have glued their picture and final draft on construction paper, teacher will call the students to attention.
2. Teacher will allow each student to share their biography with the rest of the class.
3. Teacher will explain that their biographies will hang in the hallway for a couple of weeks and then they will get them back with their final grade.
4. Teacher will post the biographies in hallway.

Becoming an Author: **Tales From a 3rd Grade Classroom!**



This year in third grade, you have been learning so much and I am so proud of you! I think you are ready to put to use what you have learned! You have been reading many chapter books as a class, and on your own! Now you are going to get an opportunity to be the author!

You are each going to write a chapter about a special memory or experience you had in 3rd Grade! We will spend 1 week brainstorming and writing rough drafts, 1 week editing each others' work, and 1 week typing the final drafts and doing illustrations. Then, we will put everyone's chapters together and form our very own book about tales from our 3rd grade classroom! We will choose a title for the book together and publish it online so anyone in the world can read it! You will also get a copy to take home with you so you can always remember the special times when you were in 3rd grade...kind of like a yearbook!

Use this checklist to make sure your chapter has all the elements we have learned during our Narrative Unit and since the beginning of the year.

- Chapter Title
- Narrative Format: First person (I, me, we...)
- At least 3 Characters
- Setting is described (where and when)
- Colorful language (use your descriptive wordlist!)
- Plot (Correct sequence of events)
 - Beginning
 - Middle
 - End
- At least two Dialogues
- Conflict and resolution **OR** Climax and resolution
- Vivid Language
- Transition Words for EVERY sentence except introduction and conclusion (use transition words list)
- Picture OR Drawing relating to the experience
- Correct capitalization, punctuation and spelling (use CHOPS strategy!)



Happy writing my little authors!

Name: _____

	1	2	3	4	Score
Narrative Basics	<input type="checkbox"/> I did not write in first person <input type="checkbox"/> I have no title <input type="checkbox"/> I have no conflict or climax <input type="checkbox"/> I have no resolution <input type="checkbox"/> I did not tell a story	<input type="checkbox"/> I wrote in first person <input type="checkbox"/> I have a chapter title <input type="checkbox"/> My conflict or climax is unclear <input type="checkbox"/> My resolution is unclear <input type="checkbox"/> I told a story	<input type="checkbox"/> I wrote in first person <input type="checkbox"/> I have a chapter title <input type="checkbox"/> I have a conflict or climax <input type="checkbox"/> I have a resolution <input type="checkbox"/> I told a story about being in third grade	<input type="checkbox"/> I wrote in first person <input type="checkbox"/> I have a creative chapter title <input type="checkbox"/> I have an Interesting conflict or climax <input type="checkbox"/> I have an interesting resolution <input type="checkbox"/> I told an Interesting story about being in third grade	
Story Elements	<input type="checkbox"/> I have 1 or no characters <input type="checkbox"/> I do not have a setting <input type="checkbox"/> I have no dialogues <input type="checkbox"/> I have no plot	<input type="checkbox"/> I used 2 characters <input type="checkbox"/> My setting is unclear <input type="checkbox"/> I used 1 dialogue <input type="checkbox"/> My plot is unclear	<input type="checkbox"/> I used less than 3 Characters <input type="checkbox"/> My setting is described <input type="checkbox"/> I used 2 Dialogues <input type="checkbox"/> My plot is in sequential order	<input type="checkbox"/> I have at least 3 characters <input type="checkbox"/> My setting is vividly described <input type="checkbox"/> I used at least 2 interesting dialogues <input type="checkbox"/> My plot is interesting and in sequential order	
Style & Organization	<input type="checkbox"/> I have no topic sentence <input type="checkbox"/> I have no transition words <input type="checkbox"/> My Sentences are incomplete <input type="checkbox"/> My langue is repetitive and unclear	<input type="checkbox"/> My topic sentence is unclear <input type="checkbox"/> I used some transition words <input type="checkbox"/> My sentences are mostly complete <input type="checkbox"/> My langue is clear but not colorful	<input type="checkbox"/> I have a topic sentence <input type="checkbox"/> I used many transition words <input type="checkbox"/> My sentences are complete <input type="checkbox"/> I used Colorful language	<input type="checkbox"/> I have an attention-getting first sentence <input type="checkbox"/> I always used transition words <input type="checkbox"/> I varied my sentences <input type="checkbox"/> I always used colorful language	
Conventions & Mechanics	<input type="checkbox"/> I have no correct capitalization <input type="checkbox"/> I have no punctuation <input type="checkbox"/> I have many spelling errors	<input type="checkbox"/> Some of my sentences and proper nouns are capitalized <input type="checkbox"/> Some of my sentences have punctuation <input type="checkbox"/> I have more than 2 spelling errors	<input type="checkbox"/> Most of my sentences and proper nouns are capitalized <input type="checkbox"/> Most of my sentences have punctuation <input type="checkbox"/> I have 1 or 2 spelling errors	<input type="checkbox"/> All my sentences and proper nouns are capitalized <input type="checkbox"/> All my sentences have punctuation <input type="checkbox"/> I have no spelling errors	
Illustration	<input type="checkbox"/> I have no picture	<input type="checkbox"/> My illustration is not relevant <input type="checkbox"/> I did not color <input type="checkbox"/> I lack detail <input type="checkbox"/> I showed no action	<input type="checkbox"/> My illustration is relevant <input type="checkbox"/> I Colored <input type="checkbox"/> I showed detail <input type="checkbox"/> I showed action	<input type="checkbox"/> My illustration is relevant to my story <input type="checkbox"/> I colored creatively <input type="checkbox"/> I showed excellent detail <input type="checkbox"/> I showed action	
Participation	<input type="checkbox"/> I did not participate	<input type="checkbox"/> I minimally participated <input type="checkbox"/> I did not use class time effectively <input type="checkbox"/> I participated in peer editing <input type="checkbox"/> I did not help others or assist with final construction of the book	<input type="checkbox"/> I actively participated <input type="checkbox"/> I used class time effectively <input type="checkbox"/> I effectively participated in peer editing <input type="checkbox"/> I helped others	<input type="checkbox"/> I showed enthusiasm for project <input type="checkbox"/> I used class time to full potential <input type="checkbox"/> I actively and effectively participated in peer editing <input type="checkbox"/> I helped others and assisted with publishing the final book	X2

Total

Teacher Comments:

Next time, to improve my grade, I will...