School District 23 School-Wide Write 2012 – 2013

Grade 8 - Narrative Writing

Student Booklet **DIAGNOSTIC WRITE**

Student Name: _____ _____
First Last

Grade: _____ ☐ ☐ **Teacher Name**: _____
FEMALE MALE

School Name: _____ **School District #23**

Writing Prompt:

Remember a time when you were especially contented or happy. Perhaps it was a memorable day, an event or situation that you enjoyed. You are writing your autobiography and your editor has asked your next chapter to be about that special memory. In a <u>multi-paragraphed composition</u>, tell a story of the best time of your life. Tell what happened and why the event or day was so memorable. <u>To protect privacy, do NOT use real names.</u>

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Remember …

- Focus on **telling a story** (narration).
- Focus (explain, describe, give details) on a **few details**, rather than making a long list.
- Use words that will make your writing **clear and enjoyable to read**.
- **Organize** your thoughts in paragraphs.
- **Edit** your work to eliminate errors in spelling, punctuation and grammar.
- Use language that is **descriptive and precise** (colourful, interesting words)

Brainstorming & Planning	
Best time of my life ***5W*** *– who, what where, when & why*	Details
Where?	
Who?	
What happened?	
What did I see?	
Other details	

Writing Page: (single space)

Please edit your work if you have time

SD # 23 SWW Grade 8 Rubric *Revised August 2012*					
	Not Yet Within Expectations	***Meets Expectations***		***Fully Meets Expectations***	***Exceeds Expectations***
	1	2	Minimal – Moderate 2.5	3	4
MEANING • ideas & information; • use of detail; • generalizations or connections 6 TRAITS- • **IDEAS**	• no clear sense of purpose or narrowed topic • Insufficient or repetitive details or too many random thoughts. • reader must make inferences based on sketchy or missing details • connections among ideas may be omitted or confusing	• beginning to define topic, even though development is still basic or general • series of related ideas attempted • generally accurate, clear details but may not link to central idea • some difficulty making connections beyond the immediate and concrete		• sense of clear purpose • relevant, quality details go beyond obvious & develop central idea • some analysis & insight • makes connections or generalizations beyond immediate topic	• clear & focused purpose • engaging, relevant, accurate details enrich central idea • some individuality & insight; writer deals with complexities • includes analysis, reflection, & speculation in broader context
FORM • beginning, middle, end • organization & sequence • transitions 6 TRAITS- ✓ **ORGANIZATION**	• problems with organization understanding central idea difficult • no real lead - often begins assuming that reader knows topic & context • lacks clear sense of direction; sequencing needs work • little or no evidence of paragraphing	• organization moves reader through text without too much confusion. • beginning may introduce topic but middle undeveloped and/or ending weak, formulaic • related ideas together in paragraphs but ideas may be listed rather than developed • simple transitions		• organization sustains central idea • includes introduction & conclusion (could be formulaic or banal) • paragraphing effective with logical sequence of related ideas together • transitions connect ideas clearly	• organization enhances & showcases central idea • includes effective introduction & satisfying conclusion • smooth & logical sequence; explicit, intriguing & effective paragraphing • variety of natural & smooth transitions
STYLE • clarity, variety, & impact of language 6 TRAITS- ✓ **WORD CHOICE** ✓ **VOICE** ✓ **SENTENCE FLUENCY**	• limited vocabulary &/or unimaginative phrases; may use clichés, jargon • writer seems uninvolved with topic & audience • reader not inspired to read on • no sense of fluency or flow; sentences are often short & choppy or long and awkward	• conversational & functional language; generally appropriate but lacks energy • writer seems sincere, but not fully engaged or involved • some sentence variety & complex sentences; sentences mostly constructed in routine way • writing pleasant, or even personable, but not compelling		• language appropriate, varied & often enhances meaning • awareness of audience & clear engagement with topic • uses variety of sentence types & lengths effectively • writing interesting but not consistently engaging	• language enhances & clarifies meaning in precise, interesting, & natural way • speaks directly to reader in individual manner • variety of sentence types & lengths effectively create rhythm & cadence • compelling, engaging, & shows respect for audience
CONVENTIONS • complete sentences •spelling; punctuation; grammar **6 TRAITS-** ✓ **CONVENTIONS**	• little control of standard conventions • frequent errors in spelling, punctuation, capitalization, usage & grammar repeatedly distract reader & often interfere with meaning • extensive editing required	• some control over limited range of standard conventions • errors in basic words & structures noticeable but do not obscure meaning • moderate editing required		• reasonable control of standard conventions • errors in more complex language sometimes noticeable, but meaning clear • some editing required	• good control of standard conventions • may include occasional errors in complex language; these do not interfere with meaning • very little editing required