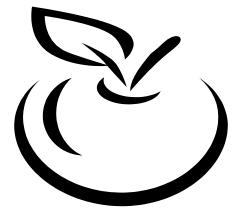
School District 23 School-Wide Write 2012 – 2013



Grade 8 - Narrative Writing

Student Booklet

Writing Prompt:

DIAGNOSTIC WRITE

Student Name: First	Last
Grade:	Teacher Name:
FEMALE MALE	
School Name:	School District #23

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>

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>

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 		
FORM • beginning, middle, end • organization & sequence • transitions <u>6 TRAITS-</u> ✓ 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 	 in broader context 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 ✓ 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 <u>6 TRAITS-</u> V 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 		