First and Last Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Circle: 6A 6B

**\* Rubric for Narrative/Fiction Writer’s Workshop\***

**Overall**

|  |  |  |  |
| --- | --- | --- | --- |
| **Description** | **Not Yet** | **Starting To** | **Yes!** |
| The writer wrote a story that has tension, resolution, and realistic characters, and also conveys an idea, lesson, or theme. |  |  |  |

**Structure**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Description** | | **Not Yet** | **Starting To** | **Yes!** |
| **LEAD** | The writer wrote a beginning that not only set the plot/story in motion, but also hinted at the larger meaning/theme. It introduced the problem, set the stage for the lesson, or showed how the character relates to the setting in a way that matters in the story. |  |  |  |
| **TRANSITIONS** | The writer not only used transitional phrases and words to signal changes in time, but he/she also used them to alert readers to changes in the setting, tone, mood, point of view, or time in the story. |  |  |  |
| **ENDING** | The writer wrote an ending that connected to what the theme. He/she gave the reader a sense of closure by showing a new realization or insight or a change in the character/narrator. |  |  |  |
| **ORGANIZATION** | The writer used paragraphs purposefully, perhaps to show time and setting changes, new parts of the story (dialogue or action), or to create suspense for readers. He/she created logical, clear sequence of events. |  |  |  |

**Development**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Description** | | **Not Yet** | **Starting To** | **Yes!** |
| **ELABORATION** | The writer developed realistic characters, and developed the details, action, dialogue, and inner thinking that contributed to the deeper meaning of the story. |  |  |  |
| **CRAFT** | The writer used internal thinking, dialogue, and actions, (**optional**) figurative language, (**optional**) as well as some close reading strategies (*Again and Again, Words of the Wiser, and/or Tough Questions*) to help readers picture the setting and plot events. The words and language the writer used contributed to the overall meaning (theme) of the text. |  |  |  |

**Conventions**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Description** | | **Not Yet** | **Starting To** | **Yes!** |
| **SPELLING** | The writer used resources to be sure the words in his/her writing are spelled correctly. |  |  |  |
| **PUNCTUATION AND SENTENCE STRUCTURE** | The writer used punctuation (commas, periods, capitalizations, semi-colons, etc.) to structure various sentence types. The writer used this grammar to include extra detail and add meaning to the text. |  |  |  |
| **PUNCTUATION AND SENTENCE STRUCTURE** | The writer used a variety of sentences to add to character traits and plot events. Further, the writer used a variety of sentences to add to the sophistication of his/her writing. |  |  |  |

**Teacher Comments/Notes:**

**Student Reflection: PLEASE WRITE COMPLETE SENTENCES!!!**

1. How did your writing improve from the on-demand pre-assessment? Be specific (meaning, list details from each essay to show **HOW** you changed).
2. What is one area on this rubric you felt you did particularly well on? Why?
3. What is one area you still need to improve on? Why?
4. How do you plan to improve on this area? List 1-2 steps you can take to ensure you will make growth in this area the next time.
5. What was your writing goal for this unit?
6. Did you meet this writing goal? Why/why not?
7. What did you like OR dislike about this unit? Please explain your thinking. Be honest, so I can make changes for the next writing unit!
8. What is one way in which I can challenge you as a writer for the next workshop? Why? How can I do this (if you have some suggestions, please list them!)?