

Name: \_\_\_\_\_ Date: \_\_\_\_\_ period: \_\_\_\_\_

Directions: Examine your narrative & once all of these items are correctly done, then check the boxes (as you self-edit) & highlight your best draft. DO NOT turn in your piece until ALL of these edits/revisions are made. DON'T FORGET TO CHECK WHERE YOU ARE TURNING IN YOUR WORK. Also, fill in the title, who peer edited & have a home edit signature. Self-ewd on back, using yellow highlighter.

NARRATIVE CRITERIA	HIGHLIGHTING	ELEMENTS FOR EDITING
<p>Hook - Grab your audience's attention.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Start off with an interesting, humorous, inspirational, exciting, wise, shocking, poignant, or informative opening.</li> <li><input type="checkbox"/> Consider how you'd like your audience to feel at the beginning.</li> </ul> <p>Dialogue - Use your characters' words, pacing, &amp; language.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Let the reader "hear" your characters speak.</li> <li><input type="checkbox"/> Make your characters sound different. People have fingerprints and "voiceprints." Grandmothers and 7-year-olds use different words, longer or shorter sentences. Make sure your characters sound real.</li> </ul> <p>Blocking - Provide stage directions for your characters.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use it with dialogue to help the reader see your characters in action.</li> <li><input type="checkbox"/> Show what the characters are doing while they are talking: Learning against a wall? Tossing a ball in the air? Looking out the window? Jangling change in their coat pocket?</li> </ul> <p>Character Description - Make your characters come to life.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use physical details: Clothing, age, smells, hair color, &amp; style.</li> <li><input type="checkbox"/> Show the characters in action: Is the character bossy? Shy? Rowdy?</li> </ul> <p>Setting Description - Give sensory details: sights, smells, &amp; sounds.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Where does the story take place?</li> <li><input type="checkbox"/> Walk the reader through the place where the story happened.</li> <li><input type="checkbox"/> Use names of streets, parks, &amp; buildings. Be specific.</li> </ul> <p>*Figurative Language - Use imaginative language to sharpen descriptions.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use metaphors &amp; similes when describing characters or setting.</li> <li><input type="checkbox"/> Try personification - give human qualities to nonhumans. (Ex: the wind howled)</li> <li><input type="checkbox"/> Use idioms carefully - can be fun in dialogue. (EX: out to the chase, break a leg)</li> </ul> <p>*Interior Monologue - Let us hear your character's thoughts.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What is going on inside the character's head?</li> <li><input type="checkbox"/> What is the character thinking while the action is happening?</li> </ul> <p>*Flashback/forward - Provide the character's "back story" through a scene from the past or future.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Give the reader background information by having characters remember or tell stories from their past, or future.</li> </ul> <p><b>Elements marked* are not essential, but give your writing more depth.</b></p> <p>I TURNED THIS PIECE INTO (CHECK ONE OPTION):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> GOOGLE CLASSROOM date: _____</li> <li><input type="checkbox"/> PRINTED &amp; ATTACHED TO SHEET date: _____</li> <li><input type="checkbox"/> Title: _____</li> </ul>	<p><b>DIRECTIONS:</b></p> <p>Use highlighters to mark each of the Narrative Criteria you've used in your <i>best draft</i>. Each element will be a different color. [For example, every time you use dialogue, highlight it with green.]</p> <p><b>COLORS &amp; CRITERIA</b></p> <ul style="list-style-type: none"> <li>→ HOOK - light purple</li> <li>→ DIALOGUE - light green</li> <li>→ BLOCKING - orange</li> <li>→ CHARACTER DESC. - light blue</li> <li>→ SETTING DESC. - pink</li> <li>→ SPELLING/PUNCT. - yellow</li> </ul> <p><b>EXTRAS</b></p> <ul style="list-style-type: none"> <li>→ FIGURATIVE LANGUAGE - underline</li> <li>→ INTERIOR MONOLOGUE - italics</li> <li>→ Flashback/forward - [brackets]</li> </ul> <p><b>THEME</b> - Remember The Rule of So What?</p> <ul style="list-style-type: none"> <li>→ This is a <b>REQUIRED ELEMENT</b>, highlight in light grey.</li> <li>→ Your story <b>MUST</b> have a larger meaning, a reason to be read.</li> <li>→ "No tears for the writer, no tears for the reader." - Robert Frost</li> </ul> <p><b>DIALOGUE</b></p> <ul style="list-style-type: none"> <li>→ Check your dialogue from the SAY WHAT? activity on Google Classroom we did in class.</li> </ul>	<p><b>SHOW DON'T TELL</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> BE SPECIFIC</li> <li><input type="checkbox"/> BE DESCRIPTIVE</li> <li><input type="checkbox"/> EXPLODE THE MOMENT</li> <li><input type="checkbox"/> ZOOM IN ON DETAILS</li> <li><input type="checkbox"/> FIRST PERSON POINT OF VIEW (I, me, my, &amp; we)</li> <li><input type="checkbox"/> USE VIVID VERBS &amp; ADJECTIVES</li> </ul> <p><b>OTHER COMPONENTS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> TRANSITION WORDS &amp; PHRASES</li> <li><input type="checkbox"/> STRONG SENTENCES (varied lengths, varied use conjunctions, compound sentences so your reader does not get bored)</li> <li><input type="checkbox"/> BEGINNING, MIDDLE, END (characters, setting, action/events, solution)</li> <li><input type="checkbox"/> PLOT ELEMENTS (exposition, rising action, climax/turning point, conflict, falling action, resolution)</li> <li><input type="checkbox"/> CLIMAX/ENDING (shows how you've grown/changed &amp; leaves audience with something to think about)</li> </ul> <p><b>FORMATTING</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> EVERYTHING - 12 point font</li> <li><input type="checkbox"/> Sanctioned font (no crazy fonts)</li> <li><input type="checkbox"/> 2 to 4 pages (quality vs. quantity)</li> <li><input type="checkbox"/> Single spaced (once in final draft)</li> <li><input type="checkbox"/> Paragraphs indented</li> <li><input type="checkbox"/> Correct paper heading</li> <li><input type="checkbox"/> SPELL CHECKED (add new words to your personal spelling list)</li> <li><input type="checkbox"/> TITLE (original, interesting, creative)</li> <li><input type="checkbox"/> Peer edit: _____</li> <li><input type="checkbox"/> Home edit: _____</li> </ul> <p><b>CIRCLE ONE:</b> Choice or ReWork</p>

**Narrative/Personal Narrative**

W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences.

W.8.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Skill/Criteria	Developing Proficiency	Close to Proficient	Proficient	Highly Proficient
Engage and orient the reader by establishing context and point of view.	I can introduce the narrator, characters, and setting.	I can partially engage the reader by introducing the narrator, characters, setting, and a starting event.	I can engage the reader by introducing the narrator, characters, setting, and an event that starts the story in motion.	I can engage the reader in an interesting or unique way by introducing the narrator, characters, setting, and an event that starts the story in motion. Multiple points of view may also be present.
Organize an event sequence that unfolds naturally and logically.	I can use some narrative techniques (dialog, description) to develop a storyline.	I can use narrative techniques (dialog, description) to develop a storyline where most events unfold logically.	I can use narrative techniques (dialog, pacing, and description) to develop a storyline where events unfold logically.	I can use narrative techniques (dialog, pacing, description, reflection, or multiple plot lines) to develop a storyline where events unfold naturally and logically.
Use narrative techniques to develop experiences, events, and/or characters.	I can use basic narrative techniques like dialog or description to develop a storyline.	I can use some narrative techniques (dialog and description) to develop experiences, events, and characters.	I can use narrative techniques (dialog, pacing, description) to develop experiences, events, and characters.	I can use narrative techniques (dialog, pacing, description, reflection, or multiple plot lines) to develop experiences, events, and characters.
Use precise words and phrases, relevant descriptive details, and sensory/figurative language to capture the action and convey experiences and events.	I use few descriptive words and phrases that appeal to the senses.	I can use descriptive words and phrases that appeal to the senses, often helping my reader understand the experiences and events.	I can use descriptive words and phrases that appeal to the senses, capture the action, and help my reader understand the experiences and events (create mind pictures by attempting to use sensory/figurative language).	I can use precise words and descriptive phrases that reveal details, appeal to the senses, and help convey a vivid picture of the experiences, events, setting, and/or characters (create mind pictures by masterfully using sensory/figurative language).
Use a variety of transition words, phrase, and clauses to signal shifts from one time frame to another.	I sometimes use transition words	I can use a variety of transition words and phrases.	I can use a variety of transition words, phrases, and clauses to signal shifts from one time frame to another.	I can use a wide variety of transition words, phrases, and clauses to signal shifts from one time frame to another, including techniques like foreshadowing and flashbacks.

Peer edit - You (the writer) tell peer what you want from this edit by writing your request below (HINT: Consider the Standards & the requirements of the mode in which piece is written). The peer answers the sentence starters that will most support the writer's process and next draft of their writing. Then, the two of you should discuss the comments so the writer understands what to do next.

Questions	Responses
Writer: What specifically would you like your peer to edit?	
Peer: What Worked Well (WWW)?	
Peer: Even Better If...	
Peer: I noticed...	
Peer: I wondered...	

Home edit: Make use of the Highlighting/Editing Checklist/Requirements sheet to assist with comments & support for the writer. Have parent peruse the Standards as well. Have parental unit sign Editing Checklist to acknowledge that the editing has indeed occurred.