

ESL Literature Writing Project #4

Subject: “PERSONAL NARRATIVE”

Name: _____ Date: _____ Score: _____ /50

Assignment: Students will introduce themselves and share a personal narrative story that defines some part of their character.

I. Define: Personal Narrative

In this Personal Narrative, students will write a story about a personal experience written in the first person or “I.” This essay has a specific emotional impact because it is a writer sharing their life experience with a reader. It can be emotional or humorous or thought-provoking, but it must have a main idea stated in the introductory paragraph. The essay will include:

Paragraph One:

An Introduction: (Who are you? How do you describe yourself? What do you look like? Where can you be found? What are you usually doing? What is the subject about yourself you want to share with an audience?)

Paragraph Two:

The personal experience: (What is the story that “shows” this main idea and not simply “tells” it? How did it begin?)

Paragraph Three:

(What is the middle of this story? What happened? How did the conflict develop? How do you grab the reader’s attention?)

Paragraph Four:

(How did the story end? Was it funny? Sad? Scary? Use descriptive language?)

Paragraph Five:

A Conclusion: (What did they learn from this experience? How might it relate to a reader?)

II. Explain: Personal Narrative

Students will work through the writing process to complete and present a final draft to the class. The writing process includes:

- a. Brainstorm
- b. Graphic Organizers
- c. Sentence Frames
- d. Handwritten Rough Draft
- e. Clean Copy Peer Edits
- f. Final Copy

The student must develop a narrative voice. This means they must use descriptions and write in a style that sounds unique only to them. By telling their own story, students can use personal phrasing and expressions that illustrate who they are as a person.

Students must also introduce themselves in a unique and engaging way and relate to the reader.

Students must finally craft a personal story that has a beginning, middle, and end and which has a main idea.

III. Example: Personal Narrative Graphic Organizer

Students will answer all Graphic Organizer questions before completing their Sentence Frames.

Students must Brainstorm answers to fill in all the Graphic Organizer boxes.

_____ /10 pts

Title: _____
Topic: _____
Purpose: _____

Define: What happened?	Explain: Why was it important?	Example: What are two interesting details?	Describe: What did you learn from the experience?
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What's a catch first sentence to grab the reader's attention: _____

What are the three parts to your story? What happened... ?

First:	Middle:	End
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How does the story finish and what do you want readers to know?

Conclusion: _____

IV. Describe: Characterization Writing Process

PART ONE: No Sentence Frames:

Usually in these essays, ESL students often need Sentence Frames to help them visualize and understand the academic language required for completion. However, in a personal narrative, Sentence Frames can limit the creativity. Therefore, not Sentence Frames are provided.

PART TWO: Rough Draft:

_____ /10 pts

Students will re-write sentence frames into a neat and clean notebook paper and turn it into the teacher.

PART THREE: Clean Copy Peer Edit:

_____ /10 pts

Students will type their essay and print. Students will exchange essays with a partner and Peer Edit.

Students will work through the Peer Edit Checklist giving feedback to their partner.

PEER EDITING CHECKLIST:

Student's Name: _____

Date: _____

Writer's Name: _____

Essay Title: _____

Peer Edit:	Excellent	Good	Needs Work
Ideas: How are the ideas in the essay presented?			
Organization: Is the essay organized properly?			
Sentence Fluency: Do the sentences transition well?			
Conventions: Are there any grammar, punctuation, capitalization, or spelling mistakes?			
Word Choice: Are the words used appropriate?			
Assignment: Does the writing fit to the assignment or does it go off topic?			
Completion: Does the writing completing answer all the questions correctly?			

Comments:

PART FOUR: Final Draft

(4 pts each _____ /20)

Students will re-type their essay and present it to the teacher. This is the Final Draft. Essay scores will be given by adding the points for each of the 5 criteria

Scoring Guide for ESL Literature Project Writing:

CRITERIA	4 Effective	3 Adequate	2 Marginal	1 Inadequate
<i>Ideas & Content</i>	Ideas are well developed, strong, engage the reader and create interest. Supporting examples are detailed and effective. The answer is consistent and relevant to the question.	The ideas are stated clearly but only slightly engage the reader. Supporting examples are present. The answer attempts to be relevant to the question.	The ideas are basic. Supporting examples are given but are not interesting. Ideas may shift from off-topic.	There is little attempt at an idea. No focus. The question is not answered.
<i>Organization</i>	Organization is logical and structured. Transitions are used effectively.	Organization is attempted but not strong. Transitions are used but not completely.	There is no organization. Transitions are not used.	Fails to organize any structure.
<i>Sentence Fluency</i>	Writing is smooth, skillful, and coherent. Sentences are strong and complete. Expressions are used effectively. Specific and relevant details are given.	Writing is clear and understandable. Sentences have varied structure but can be understood. An attempt at expressions are used. Occasionally uneven development and some specific details.	Writing is often not clear. Sentences are sometimes confusing. Has some development but lacks specific details; may be limited to listing, repetitions, or generalizations.	Writing is not clear. Sentences are confusing, containing fragments or run-ons. No expression used. No detail. Irrelevant information.
<i>Conventions</i>	Punctuation, spelling, capitalization are correct. No errors. Handwriting is clear, neat, and presented well.	Punctuation, spelling, capitalization are generally correct with some errors. Handwriting is clear.	Demonstrates inconsistent control of sentence structure and the conventions. Handwriting is a struggle to read.	Distracting errors in punctuation, spelling, and capitalization. Handwriting is unreadable.
<i>Word Choice</i>	Exhibits varied and precise word choice.	Exhibits appropriate word choice.	Exhibits a narrow range of word choice, often including inappropriate selection.	Exhibits weak and/or inappropriate words.