Teaching and Grading Narrative Writing in EFL Classrooms in Taiwan

魏秀蘭
國立台中文華高級中學
教育部英文學科中心教學資源研發小組
Procedure of the speech

1. An introduction of the lesson plan.
2. What are narrative paragraphs?
3. Ways to grade students’ narratives.
4. Rubrics for teachers to evaluate a narrative: giving number grades and making comments.
5. Conclusion.
Introduction

Purpose of the lesson plan
1. To provide strategies for teaching narrative writing.
2. To provide approaches to grading and evaluating students’ compositions.
Introduction

The first part of the lesson plan → the narrative writing process
1. Pre-writing.
2. Drafting.
3. Revision.
4. Proofreading (editing).
5. Publishing (final copy).
Introduction

The second part of the lesson plan
1. A rubric for evaluating students’ compositions.
2. A checklist for teachers to make comments on students’ works.
What are narrative paragraphs?

1. A paragraph that tells a story is a narrative.
2. A narrative contains a beginning, supporting details, and an ending remark.
3. Supporting sentences support the main idea of the story by giving details about it.
4. Ending remarks reveal the result of the event or raise some points that the writer wants to illustrate.
What are narrative paragraphs?

A narrative should tell readers:
1. what happened?
2. Who was involved in the story?
3. Why the event occurred?
4. Where the event happened?
5. When the event occurred?
6. How the event took place?
Good narratives should -

1. Have various sentence structures.
   → declarative sentences, question, exclamation, and command
   → restricted and non-restricted relative clauses (關係子句)
   → participial phrases (分詞構句)
Good narratives should -

2. Have details (sensory details).
   → sensory words and exact details create vivid pictures.

★ Tiny paw prints in the wet sand
★ A powerful earthquake hit a campground yesterday. No serious injuries were reported. Some trees were uprooted, and a bridge was destroyed. John and his sister were scared. (from Houghton Mifflin Reading practice book)
A powerful earthquake rocked a campground in the woods in Taitung County yesterday. No serious injuries were reported. Some giant redwoods were uprooted, and a one-hundred-year-old bridge was destroyed. Twelve-year-old John and his six-year-old sister were scared to death.
Good narratives should -

3. Have concrete and specific action verbs.

★ Jack left the field.

→ Nine-year-old Jack slammed down the bat and stormed off the field, feeling too angry to speak. (from Houghton Mifflin English workbook plus)

★ Mary moved across the stage.

→ Mary crawled across the stage.

★ Mary said to me, "I hate you!"

→ Mary whispered to me, “I hate you.”
Good narratives should -

4. Use exact (specific) nouns.

★For my birthday, I received many things (presents).

→ For my birthday, I received a nice bag, a book about basketball, and a pair of slippers.
Good narratives should -

5. Contain adjectives to modify a noun or pronoun and adverbs to describe action more clearly.

★ I keep a dog. → I keep a lovely dog.
★ That _____ bag holds _____ marbles.
★ John sits on the _____ ground to play.
★ Mary cooked dinner.
→ Mary cooked dinner excitedly.
★ Monica danced _______ and _______.

(Handout Page 0)
What are narrative paragraphs?

I. A personal narrative

1. In a personal narrative, students are asked to write about a personal experience in chronological order.

2. A good personal narrative should have
   (A) A strong beginning (which asks a question or sets a scene). *(Handout page 1)*
   (B) A strong voice to make it sound like the writer is telling the story.
   (C) A good ending to tell readers how the whole matter has worked out or to share feelings with readers.
A personal narrative

Pre-writing process  
→ (brainstorming and outlining)  
1. *Butterflies and Elephants*  
   (B5L9, 三民, Handout Page 2~3)  
2. Teachers have students use the chain of events graphic organizer (*Handout Page 4*) to analyze the text structure of the target lesson to the organization of a personal narrative.
A personal narrative

Butterflies and Elephants” (B5L9,三民）

Beginning of the narrative (Set a scene):
→Several hundred faces stared at me. Some people were giggling, while others were quietly attentive. Dressed in a white gown, I stood onstage. I was one of the six girls in my senior class who had been selected to be a "princess" to represent our high school in a huge, citywide festival. When I was selected, I knew that I'd eventually have to give a speech. In spite of considerable anxiety, I decided to take on the challenge and conquer my fear of public speaking.
A personal narrative

_Butterflies and Elephants_” (B5L9,三民)

Middle of the narrative (A problem occurs):

→Then, just thirty seconds into my three-minute speech, the microphone died. Glaring at the offending instrument of my potential downfall, I wondered if it was possible to strangle an inanimate object! How could it do this to me?
A personal narrative

*Butterflies and Elephants*” (B5L9, 三民 )

End of the narrative (How a problem is solved)

Then a realization swept over me like a gift. In an instant, I knew I could do anything! Taking a bow in my white dress, I felt a glow that I would never forget. I realized that within me existed a young woman once tested—a young woman who was bolder than her fear.
A personal narrative

Chain of Events

First event:  

Then:  

Then:  

Result:  

Write about each event and the result.

________________________  _________________________  _________________________  _________________________

________________________  _________________________  _________________________  _________________________

________________________  _________________________  _________________________  _________________________

________________________  _________________________  _________________________  _________________________

________________________  _________________________  _________________________  _________________________

________________________  _________________________  _________________________  _________________________

________________________  _________________________  _________________________  _________________________

________________________  _________________________  _________________________  _________________________

________________________  _________________________  _________________________  _________________________
A personal narrative

Chain of Events

First event:
She was selected to be one of the six "princesses" and had to give a speech.

Second event:
- She felt nervous.
- The microphone died.

Third event:
- Continued the speech.

Outcome:
- The speech was successful, she felt glow.

Write about each event and the outcome.

1. Dressed in a white gown were some people giggling.
2. A few phrases, her heart beat wildly.
4. She decided to face the obstacle.
5. Without the microphone, she continued the speech.
6. Close her eyes, to still her quaking limbs.
7. Just thirty seconds into her three-minute speech, the microphone died.
8. The audience focused on what she said.
9. The applause and cheering were loud.
10. She thought she could do anything she want to do.
A personal narrative

Chain of Events

First event:
She was selected to be a princess.

Second event:
The microphone died.

Third event:
She decided to continue the speech.

Outcome:
She finished the speech successfully.

Write about each event and the outcome.

1. She stood on stage.
2. She had to give a speech.
3. The audience looked at her.
4. She was nervous.
5. A growing sense of confidence began to build.
6. She felt nervous again.
7. She should run off the stage or wait for the microphone's power.
8. She chose neither of them.
9. She faced the obstacle.
11. The applause and cheering were loud.
12. She felt a glow that she would never forget.
A personal narrative

Directions for outlining
1. Teachers have students brainstorm, using the event map graphic organizer.
2. They ‘fast-write’ down the beginning, middle and outcome of the event.
3. They give some details to better illustrate their stories.
4. They have to cross out unnecessary parts, and leave those that are crucial to form their outline.
5. In developing their outlines, students should be reminded not to worry about the wording, and to be concise.
A personal narrative

Topic: The Most Unforgettable Experience

Name: 陳雅蓉

EVENT MAP

Date: 

Event 1
First, I participated in the singing contest.

Event 2
Then, I prepared for it diligently.

Event 3
Finally, I didn't win the price and felt sad.

1. @ singing contest
   @ second grade in senior high school
   @ school's anniversary
   @ I love singing

2. @ prepared everyday
   @ practiced in front of the mirror
   @ asked for others' advice
   @ decided what to wear

3. @ felt tense
   @ the voice cracked
   @ bravely finished my song
   @ failed in the competition and felt sad
   @ didn't change my love toward singing
A personal narrative

Directions for drafting

1. Students need to use **vivid sensory details** to help readers put themselves in the narration.

2. A proper **voice** which tells readers how writers feel about their experiences (sad, excited, disappointed…) should be created.

3. **Dialogue** can be added to make the narrative more interesting.

4. **Transitions** should be included to make the whole narrative more organized and fluent.
A personal narrative

An example (Wen-hwa Senior High School Class 306 No. 22)

When I was a second-grader in the senior high school, I participated in a singing contest. It was held for the school’s anniversary celebration, and the winner could have the opportunity to sing on the stage at the party that night. It seemed like a great honor to me. In addition, I always love singing. So I determined to join in the contest as soon as I knew the information.

(Set a scene by introducing time, place, occasion)
A personal narrative

On the day of singing contest, I believed I could do well and walked on the stage bravely. However, when I saw so much audience down there, I felt very tense. I trembled and my voice cracked.

(Middle: a problem occurs)
Consequently, I failed in the competition, feeling sad. In spite of the failure, I didn’t change my love toward singing. This is my most unforgettable experience, and I’m sure I will do better next time.

(End: the outcome of the event and how the writer feels about the experience)
A personal narrative

Directions for revision

1. Students have to revise their work, using the following checklist (*Handout page 5*) after drafting.

2. Students can change their words, rearrange or delete their sentences, or rewrite their paragraphs.

3. Peer conferencing (*Handout Page 6*) is used to help students clarify unclear parts of their compositions, or to make their ideas more focused.
## A personal narrative

A self revision checklist for a narrative

- I have written a beginning that asks a question or sets a scene.
- I used only important events and crossed out those irrelevant parts.
- I put those events in a chronological order that makes sense.
- I used specific details to describe what I saw, heard and felt.
- I used words and phrases that sound like me telling the story.
- I have written an ending that tells how things work out or shares feelings.
- I have made good use of dialogue in my story.
- I have used proper transitions in my narration.
- I have written with a strong voice which clearly tells readers how I feel.
A peer review sheet for a narrative

Writer’s name ___________ Date ______

Reviewer’s name ___________

☐ Does the writer write a beginning that asks a question or sets a scene?

☐ Does the writer use only important events and cross out those irrelevant parts?

☐ Does the writer put those events in a chronological order that makes sense?

☐ Does the writer use specific details to describe what he/she saw, heard and felt?

☐ Does the writer use words and phrases that sound like him/her telling the story?

☐ Does the writer write an ending that tells how things work out or shares feelings?

☐ Does the writer make good use of dialogue in my story?

☐ Does the writer use proper transitions in his/her narration?

☐ Does the writer write with a strong voice which clearly tells readers how he/she feels?

I think the best part of the narrative is _________________________________.

A personal narrative

Reviewer's name

Does the writer write a beginning that asks a question or sets a scene?

Does the writer use only important events and cross out those irrelevant parts?

Does the writer put those events in a chronological order that makes sense?

Does the writer use specific details to describe what he/she saw, heard and felt?

Does the writer use words and phrases that sound like him/her telling the story?

Does the writer write an ending that tells how things work out or shares feelings?

Does the writer make good use of dialogue in my story?

Does the writer use proper transitions in his/her narration?

Does the writer write with a strong voice which clearly tells readers how he/she feels?

I think the best part of the narrative is ____________________________.

To improve this paper, I think the writer could ____________________________.

add some dialogues to increase some interesting factors in the article.
Consequently, I failed in the competition, feeling sad. Seeing this, my best friend, Amy, said to me, "Don’t you love singing?" “Of course, I do," I replied with a sigh. Then, she patted me on the shoulder, “Then, you should sing for singing not for a prize," she added. (Dialogue) Suddenly, I realized how stupid I was. In spite of the failure, I shouldn’t have felt discouraged. After all, singing is the best thing in my life.
A personal narrative

Directions for proofreading

1. Based on the guide, students are asked to do a self-proofreading.

2. After they have corrected their grammatical errors, they exchange their sheets with their partners and do the peer proofreading. (Handout Page 7)
A proofreading guide for self-evaluation and peer evaluation

| Sentence Structure (句子結構) | ☆ Avoid run on sentences. (兩個句子一定要有連接詞)  
☆ Avoid sentence fragments. (句子一定要有主詞和動詞)  
☆ Avoid ambiguous sentences. (避免語意不清的句子)  
☆ Avoid stringy sentences. (避免一個句子超過兩個子句) |
|-------------------------------|--------------------------------------------------|
| Word Usage (用字遣詞)         | ☆ Use precise nouns and verbs that could exactly describe the situation.  
  (精準的名詞與動詞) e.g. say, shout, murmur, yell, whisper, utter, stammer  
☆ Avoid Chinese expressions. (避免中式英文) e.g. I very like you. |
| Agreement (一致性)            | ☆ Subjects and verbs should agree in number. (動詞要配合主詞的單複數)  
☆ Pronouns should agree with their antecedent in number.  
  (代名詞要和原先的名詞一致)  
☆ Pronouns should be used in the correct way.  
  (主格受格使用要正確)  
☆ Verb tenses should be kept consistent. (動詞時態要一致；記敘文用過去式)  
☆ Voice should be kept consistent. (不要任意變換人稱；如“我”變成我們) |
<table>
<thead>
<tr>
<th>Punctuation &amp; Capitalization</th>
<th>☆ Every sentence should begin with a capital. (每句句首須大寫)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☆ Every statement should end with a full period. (直述句結尾要有句點)</td>
</tr>
<tr>
<td></td>
<td>☆ Questions should end with question marks. (問句結尾有問號)</td>
</tr>
<tr>
<td></td>
<td>☆ Exclamations should have exclamation marks. (感歎句後須用感歎號)</td>
</tr>
<tr>
<td></td>
<td>☆ Avoid using commas as conjunctions. Use semi-colons instead. (逗點不能作連接詞；分號可以作連接詞)</td>
</tr>
<tr>
<td></td>
<td>☆ Check for the punctuation errors that occur in dialogue. (檢查對話中使用的標點符號有無錯誤)</td>
</tr>
<tr>
<td>Spelling</td>
<td>☆ Check for spelling errors. (拼字錯誤)</td>
</tr>
<tr>
<td></td>
<td>☆ Check for wrong word forms. (檢查語類變化錯誤)</td>
</tr>
</tbody>
</table>
Worksheet for Writing a Story

Name  張小玲  No. 16  Class 303  Date

Topic  The Most Embarrassing Experience

I hadn't went home for two weeks, so I was a little blue yesterday. I missed the food which was very delicious at my home because it smelled really good when I was watching TV at my home. In addition, the food of my school is not at all delicious. That's why I was not happy in the school all the day. While I was thinking these things in the classroom, my classmate suddenly stood up and patted her desk, and then she said loudly that she wanted to eat stinky tofu. "That's right," I shouted. "That's what the wonderful flavor I missed strongly!"

Consequently my classmate and I went to the bathroom together talking about stinky tofu on the way to the bathroom. We even talked to each other during we were in the bathroom all the time. "Do you know where the good stinky tofu is sold?" "I know five vendors near by our school but I haven't try them all."

"Really? Let's try them all!" I said excitedly. As soon as I opened the door of the bathroom, I found scores of girls staring at me with their face angry. At the same time, I felt so embarrassed that I left the bathroom immediately. From then on, I have never talked loudly when I was in the bathroom. It was the most embarrassing experience recently.

Proper transitions for writing a story:

1. 時間: now, then, early, late, last night, soon, a few years later, one day, recently, lately; meanwhile, in the meantime; as, when, while, after, before, until, during the summer, by Sunday, in the past; on one occasion; once; from then temporarily; for the time being; at
A personal narrative

Directions for a final copy

→ Students are required to write their composition out neatly with all the errors corrected and in an acceptable format.
The Thing I Will Never Do Again

Since I was a little girl, I usually played with my sister and went traveling with my family. As I went to school, there were always some assignments during the summer vacation. I never forgot the summer which started with delight and excitement but ended up with terrible punishment. As usual, during the vacation, we went traveling with our relatives. Then, I went to grandma's house in the countryside to stay for several weeks. As I spent my happy vacation, I forgot most of the assignments.

With the coming of the school days, I finally thought about the poor homework. I was nervous and started to try my best to finish it. In the last night, I stayed up until one o'clock, and my sister also tried to help me. But worst of all, there was still a little not completed and I would be punished by parents. After this terrible experience, I would never delay the homework before I started the travel and entertainment.
II. A story (a picture-oriented story)

A good story should have
1. Details about the development of the plot.
   (A) A strong beginning which introduces the characters, the setting and a problem.
   (B) A middle which shows how the characters deal with the problem.
   (C) An end tells how the problem has been resolved.
3. A story does not necessarily need a topic sentence.
It is a wonderful sunny morning. Jessica, a twelve-year-old girl, went to a museum to finish her assignment with her best friend, Laura. Jessica was a girl who had beautiful long hair. As to Laura, she was an energetic girl with beautiful eyes and a cute face. The museum was so gorgeous that they enjoyed themselves so much. Both of them were excited about what they had seen in the museum. All of a sudden, they found one of the dinosaurs turned its eyes, starting to stretch its body.

### Dialogue

Surprisingly, Jessica and Laura didn't dread at all, but thought it was interesting. "I have been so lonely since I was sent here ten years ago," the dinosaur said. "Well, I think we could play with you." The dinosaur was so happy that it couldn't help running and jumping with joy. They even rode the dinosaur, running around the exhibition room.

### Descriptions of actions

After a while, the guard heard the sound and came to the exhibition room to check what happened. They let the dinosaur go back to its original place in a hurry, promising that they would come back to the museum every week. The dinosaur wore a smile and stood still. Nothing seemed to have happened. Ending.
A story (a picture-oriented story)

Directions for brainstorming and outlining
1. Teachers have students look closely at a set of pictures.
2. Based on their interpretation, they ‘fast-write’ down what is happening.
3. A 5W1H graphic organizer (Handout Page 8) is used to help students think about the characters, the setting (time, place, occasion), and the whole scenario.
A story (a picture-oriented story)

Who

What happened?

Why

When

How

Where
A story (a picture-oriented story)

Directions for drafting

1. While drafting, students should create a strong beginning through the description of characters and setting, a middle with proper dialogue and depiction of action, and a good end with a solution to the problem.

2. The story should be told as if the writer is experiencing it; it should include sensory details.

3. Proper transitions should be put in appropriate places.
A story (a picture-oriented story)

Pictures are from English Workbook Plus. Houghton Mifflin Company
A story (a picture-oriented story)

An example from Wen-hwa Senior High School Class 303 No. 45

It was a grimy day. The sky was completely covered by thick clouds. Dan and Jessie, two ordinary college freshmen, were planning to go to see a dinosaur exhibition at the local museum. In spite of the bad weather, they decided going there.

(Beginning: introducing characters and the setting)
A story (a picture-oriented story)

As soon as they went in the museum, they were so amazed at all sorts of dinosaur figures. However, Jessie saw one which attracted her most. So, she dragged Dan toward that one. They read the introduction of the dinosaur and looked up at the dinosaur to observe it. Jessie screamed with fright at the first sight of it. “What on earth is going on?” said Dan angrily. “Look! The dinosaur is moving! Is it going to hurt us?” Jessie involuntarily walked backward. (Dialogue) Dan held his head up, shocked, too. The dinosaur was actually staring at them and wiggling its tail. (Middle: the problem) Dan started smiling instead of showing fear. He just came up with a brilliant idea, telling it to Jessie.
A story (a picture-oriented story)

- They slowly climbed up to the dinosaur’s back and it ran around the museum with happiness. At the end of the ride, they were put down carefully. They thought that they were blessed to have such an unexpected experience. *The friendly interaction between them and the ancient creature made their day so special.* (End: how the problem has worked out and their feelings about the problem)
A checklist for revising a story
(Handout page 5)

☐ I have written a strong beginning by introducing the characters and setting
at the beginning of the story.

☐ I have written a good middle by telling the readers what the problem is in the
story.

☐ I have put a good end to the story by making the solution to the problem
clear.

☐ I have generated details to describe the plot.

☐ I have used dialogue to make the story sound real.

☐ I have used proper transitions to make the story well-organized.

☐ I have put all the events of the story in a logical time order.
A peer revision checklist

Writer’s name_________                  Date____
Reviewer’s name_________

☐ Does the writer write a strong beginning by introducing the characters and setting at the beginning of the story?

☐ Does the writer write a good middle by telling the readers what the problem is in the story?

☐ Does the writer put a good end to the story by making the solution to the problem clear?

☐ Does the writer generate details to describe the plot?

☐ Does the writer use dialogue to make the story sound real?

☐ Does the writer use proper transitions to make the story well-organized?

☐ Does the writer put all the events of the story in a logical time order?

I think the best part of the story is ____________________________.

To improve the story, I think the writer should ________________.
Peer revision checklist

✓ Does the writer write a strong beginning by introducing the characters and setting at the beginning of the story?
✓ Does the writer write a good middle by telling the readers what the problem is in the story?
✓ Does the writer put a good end to the story by making the solution to the problem clear?
✓ Does the writer generate details to describe the plot?
✓ Does the writer use dialogue to make the story sound real?
✓ Does the writer use proper transitions to make the story well-organized?
✓ Does the writer put all the events of the story in a logical time order?

I think the best part of the story is *it is interesting and creative.*

To improve the story, I think the writer should *describe the dinosaur*
A story (a picture-oriented story)

The revised part:

They read the introduction of the dinosaur and looked up at the dinosaur to observe it. The dark-grey dinosaur looked quite scary, with big teeth and was about two meters tall. It stood on a platform and its big eyes were gazing at people in front it. Jessie screamed with fright at the first sight of it. “What on earth is going on?” said Dan angrily. “Look! The dinosaur is moving! Is it going to hurt us?” Jessie involuntarily walked backward. Dan held his head up, shocked, too.
A story (a picture-oriented story)

Directions for proofreading

1. Based on the above proofreading guide, \textit{(Handout Page 7)} students are asked to do a self-proofreading of their own story.

2. After they have their grammatical errors corrected, they exchange their sheets with their partners and do the peer-proofreading for their partners.
It was a grimmly day. The sky was completely covered by thick clouds. Dan and Jessy, two ordinary college freshmen, were planning to go to see a dinosaur exhibition at the local museum. In spite of the weather, they still decided to go there.

As soon as they went in the museum, they were so amazed by all sorts of dinosaur figures. However, Jessy said one which attracted her most. So she dragged Dan toward that one. They read the introduction of the dinosaur and looked up to observe it. Jessy screamed at the first sight with fright. "What on Earth is going on?" said Dan angrily. As he held his head up, he was shocked. The dinosaur figure was actually staring at them and swinging its tail. Dan started smiling instead of showing fear. He just came up with a brilliant idea, telling it to Jessy.

They slowly climbed up to the dinosaur's back, and it ran around the museum with happiness. At the end of the ride, they were put down carefully. They thought that they were blessed to have such an unexpected and unusual experience. The interesting interaction between them and the ancient creature made their day so special.

"Good job!"
A story (a picture-oriented story)

Directions for a final copy

→ Students are required to write their stories out neatly with all the errors corrected and in an acceptable format.
One evening after Jenny finished her tiring work, she was prepared to go home. The twilight faded into night, though it was just six o’clock. When she walked into a dark street which was surrounded by a lot of high buildings, three armed robbers suddenly showed up to rob Jenny of her purse. She tried to scream out and struggled, but one of them threatened Jenny with a knife in his hand. “Don’t shout or I will kill you!” the robber yelled at her. Jenny felt very afraid, not knowing what she had to do.

Meanwhile, a man wearing a suit came to Jenny’s aid because of her scream. “You can’t hurt such a beautiful lady!” said the man. Then he fought against these bad guys over Jenny’s purse. It had not been long, the three robbers gave in to the man and escaped. Jenny couldn’t be too grateful to the man, saying “thank you” to him over and over again. In the end, the brave man not only saved Jenny but also acc-
This resource consists of four charts, which contain 81 characters, 81 places, 81 situations and 81 objects.

How to use the charts.
1. Write down any two figure number (example: 58)
2. Using the first chart (Characters), find the square which is 5 across and 8 down, and write down the word/phrase in this square (example: the prince of the Gypsies).
3. Choose two figure numbers for the other three charts, and find the appropriate squares (example: "an attic in an old house", "a death trap", and "a tape recording").
4. Weave a story around those four ingredients.
5. Handout Extra 2 (character chart)
Writing consequences (Craig Wright)
提示：請仔細觀察以下三幅連環圖片的內容，並想像第四幅圖片可能的發展，寫出一個涵蓋連環圖片內容並有完整結局的故事。
Worksheet for Writing a Narrative

Name
No
Class
Date

Topic

<table>
<thead>
<tr>
<th>Proper transitions for writing narrative paragraphs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>時間</strong>: now, then, early, late, last night, soon, a few years later, one day, recently, lately; meanwhile, in the meantime, as, when, while, after, before, until, during the summer, by Sunday, in the past, on one occasion, once, from then on, at that moment; sooner or later; temporarily, for the time being, at present nowadays, at the same time, at a time, henceforth</td>
</tr>
<tr>
<td>2. <strong>順序</strong>: (at) first, originally, in the beginning, second, next, then, later, afterwards, after that, finally, at last, in the end</td>
</tr>
<tr>
<td>3. <strong>結果</strong>: consequently, therefore, as a result, accordingly, hence, in consequence</td>
</tr>
<tr>
<td>4. <strong>轉折</strong>: however, despite (this), in spite of, though, even if; even so, for all I know; as far as I know, to the best of my knowledge</td>
</tr>
<tr>
<td>5. <strong>結論</strong>: in brief, to be brief (short), in a word, in sum, on the whole, in conclusion</td>
</tr>
</tbody>
</table>
Ways to grade students’ narratives

1. Use Peer Evaluation (Conference)
   Teachers divide the class into groups of two. Then rubrics are distributed to students, who then proofread one of their peers' compositions in a specified amount of time.

   (A) Revision conference: A revision conference is held after the draft is completed. Through peer conferencing, students’ writing is revisited and reworked.

   (B) Proofreading conference: Students review their peers’ pieces of writing and make corrections to grammar with a proofreading guide provided.
Peer Conference

1. Students are required to read the composition aloud when they are doing self reviewing and peer reviewing.

2. Peer reviewing is a good training. Given more chances to do peer reviewing, students will have a better command of producing correct English sentences.

3. Raise self-awareness → “A good writing course ultimately teaches you how to be your best critic. The goal of peer review is to help you develop independent critical thinking and self-reliance in your writing so that when the course is over and the teacher is gone, you can still critique your and your peer’s writing—and critique it well.” (online source)

4. Group reviewing (groups of 3-4 or the whole class)
Peer Conference

The Allyn & Bacon Guide to writing
1. Ask students to bring in four copies of their papers.
2. Divide the class into groups of four.
3. Each group of four divides into pairs.
4. Each pair exchanges papers with the other pair.
5. Working collaboratively, each pair reviews the two papers, one at a time, orally discussing the paper.
6. The reviewer writes down their advice to the writer on the paper.
7. Papers are returned to their owners.
Ways to grade students' narratives

2. Grade only half from a class set – ask students to write two pieces of composition on two similar topics for two consecutive periods of composition class and grade only half of the papers from each pile.

3. Grade only the better of three consecutive pieces of writing.

4. Use rubrics: Rubrics are specifically designed for different types of writing. Before the utilization of rubrics, teachers should let students know the criteria.
Rubrics for teachers to evaluate a narrative: giving number grades and making comments

Directions for grading students’ compositions:
(Based on 大考中心分項式評分指標 Handout Page 11及寫作能力測驗級分說明)

Teachers can use the formula to rate the critical elements of students’ compositions, using the keys at the right, and then calculate a final score. (Handout Page 13)
<table>
<thead>
<tr>
<th>項目</th>
<th>等級</th>
<th>細目</th>
</tr>
</thead>
<tbody>
<tr>
<td>內容</td>
<td>5</td>
<td>主題清楚切題,並有具體完整的相關細節支持</td>
</tr>
<tr>
<td></td>
<td></td>
<td>內容適切表達題目要求</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>主題清楚,並有具體的相關細節支持,內容符合題目要求</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>主題不夠清楚切題或有誤,部份相關敘述不完整</td>
</tr>
<tr>
<td></td>
<td></td>
<td>內容大致符合題目要求,但未完全達意</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>主題不明,大部份相關敘述發展不全或和主題無關</td>
</tr>
<tr>
<td></td>
<td></td>
<td>內容未能符合題目要求,大多難以理解</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>主題不明,相關敘述發展不全或和主題無關,內容未能符合題目要求,完全難以理解</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>文不對題或沒寫</td>
</tr>
<tr>
<td>組織</td>
<td>5</td>
<td>重點分明,有開頭,發展及結尾,前后連貫,轉承語使用得當,組織甚佳</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>重點安排,前後發展比例,轉承語使用適當,組織大致良好</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>重點安排不妥,前後發展比例與轉承語使用欠妥,組織尚可</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>重點不甚明確,前後不連貫,組織不甚嚴謹</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>沒有重點,前後段落沒有關係,沒有組織</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>文章無示寫作或未能答題</td>
</tr>
<tr>
<td>文法</td>
<td>4</td>
<td>全文無文法錯誤,能夠活用句型,句型結構有變化</td>
</tr>
<tr>
<td>句構</td>
<td></td>
<td>全文無文法錯誤,能夠活用句型,句型結構有變化</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>文法錯誤少,且未影響語義,正確使用句型</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>文法錯誤較多,且影響語義表達,能夠運用的句型有限</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>文法錯誤極多,以致於嚴重影響語義表達,能夠運用的句型極少</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>全文文法錯誤嚴重,導致語義不明,文不對題或未寫</td>
</tr>
<tr>
<td>字彙</td>
<td>4</td>
<td>用字精確得宜,且無拼字錯誤,能夠活用字彙</td>
</tr>
<tr>
<td>拼字</td>
<td></td>
<td>用字精確得宜,且無拼字錯誤,能夠活用字彙</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>字詞稍微單調重複,用字偶有不當,少許拼字錯誤,但不影響語義表達</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>用字拼字錯誤多,影響語義表達,運用的字彙有限</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>能夠運用的字彙數有限,拼字有過多錯誤,嚴重影響語義表達</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>只寫出或抄襲與題意有關的零碎字,文不對題或未寫</td>
</tr>
<tr>
<td>體例</td>
<td>2</td>
<td>格式標點符號無錯誤</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>格式,標點,大小寫等有錯誤,但不影響文意之表達</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>違背基本的體例或格式,標點大小寫錯誤甚多,文不對題或未寫</td>
</tr>
</tbody>
</table>

Total score: ___
Making comments on narrative writing (Handout Page 13)

一. Content :
□ A good story with a strong beginning, middle and end. Focused on the topic with vivid, relevant and detailed description of the plot.
□ A story with a beginning, middle and end, but with loosely related ideas and details.
□ Specific details are not given.
□ A plain story with few details and little description.
□ The story is too short. More details are needed.

二. Organization :
□ Powerfully organized with smooth transitions.
□ Logical progression of the story with proper transitions.
□ Few transitional devices, with a weak progression of the story.
□ Lacks logical progression of the story, which makes the story poorly-organized.

三. Grammar / Sentence structure :
□ Few grammar errors.
□ Occasional grammar errors.
□ Too many grammar errors.
□ Sentence structure varies.
□ Few variations of sentence structure.
□ Lacks variations of sentence structure.

四. Word usage / Spelling :
□ Word choice is excellent.
□ Word choice is adequate.
□ Word choice is o.k.
□ Errors occur but commonly used words are not misspelled.
□ Many repetitions of the same words.
□ Commonly used words are misspelled.

五. Conventions :
□ The basic conventions are used correctly.
□ Errors in basic conventions.
□ Capitalization and punctuation are used correctly.
□ Capitalization is misused.
□ Punctuation is misused.
評語

一、Content (內容):
- A good story with a strong beginning, middle and end. Focused on the topic with vivid, related and detailed description.
- A story with a weak beginning, middle and end. Loosely related ideas and details are presented but specific details are not given.
- A story with few details or description.

二、Organization (組織):
- Powerfully organized.
- Logical progression of stories with proper transitions.
- Lacks logical progression of stories, which makes the story inconsistent.

三、Grammar / Sentence structure (文法句構):
- Few errors. Sentence structure varies.
- Few variations with sentence structure. Occasional grammar errors.
- Too many grammar errors. Errors in sentence structure.
- Stringy sentence (句子太長)

四、Word usage/Spelling (用字 & 拼字):
- Word choice is excellent. Few spelling errors.
- Word choice is adequate.
- Errors occur but commonly used words are not misspelled.
- Many repetitions of the same words.
- Commonly used words are misspelled.

五、convention (體例):
The basic conventions are used correctly. Capitalization and punctuation are used correctly. Errors in basic conventions. Capitalization and punctuation are misused

<table>
<thead>
<tr>
<th>項目</th>
<th>等級</th>
<th>項目</th>
</tr>
</thead>
<tbody>
<tr>
<td>內容</td>
<td>5</td>
<td>主題清楚切題，並且具體完整的相關細節支持內容。</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>主題清楚，並具體的相關細節支持，內容符合題目要求</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>主題不夠清楚切題或偏題，部分相關細節不完整</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>主題大致符合題目要求，但未完全達意</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>主題不明，大部份相關細節發展不全或與主題無關</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>未能符合題目要求，完全難以理解</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>沒有重點，前後段落沒有關係，沒有組織</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>未能顯示寫作或未答題</td>
</tr>
</tbody>
</table>

| 文法 | 4    | 全文無文法錯誤，全文結構富變化，能夠活用句型，用語有變化 |
|      | 3    | 文法錯誤少，且未影響語義，正確使用句型 |
|      | 2    | 文法錯誤多，且明顯影響語義表達，能夠運用的句型有限 |
|      | 1    | 文法錯誤極少，以致於語義表達的句型很少 |
|      | 0    | 全文文法錯誤嚴重，導致語意不明，文不對題或未寫 |

| 字彙 | 4    | 用字精確，得宜，且無錯字錯誤，能夠活用已學字彙 |
|      | 3    | 用字（含單詞、複數，用字選用得當，使用普通字彙） |
|      | 2    | 用字拼錯字錯誤，明顯影響語義表達，還用的字彙有限 |
|      | 1    | 用字拼錯字錯誤，明顯影響語義表達，還用的字彙有限 |
|      | 0    | 只寫出或抄襲與題意有關的單字，文不對題或未寫 |

| 警示 | 2    | 以某標點標示錯誤為準 |
|      | 1    | 格式標點均數無錯誤 |
|      | 0    | 遵守基本的體例或格式，標點大小寫錯誤甚多文不對題或未寫 |
Conclusion

1. Strategies included in this lesson plan for teaching narrative writing have been found to help students have a better command of writing a good narrative.

2. Rubrics created here for grading and evaluating students’ compositions do help EFL teachers to assess students’ composition effectively.

3. Extensive reading (input) is crucial.
作文發表
Thank you for your time!