

HKIS 6 Traits Writing Rubric

	Developing and Grade-Level Expectation	Approaching the Grade-Level Expectation	Meeting the Grade-Level Expectation	Exceeding the Grade-Level Expectation
<b>IDEAS:</b> <i>the central message supported by enriching detail</i>	<ul style="list-style-type: none"> <li>main idea is unclear</li> <li>limited or confusing detail</li> </ul>	<ul style="list-style-type: none"> <li>emerging central idea</li> <li>some connection to the topic</li> <li>some appropriate details included</li> <li>leaves some unanswered questions</li> </ul>	<ul style="list-style-type: none"> <li>main idea is clear ✓</li> <li>directly addresses the topic ✓</li> <li>relevant and appropriate details ✓</li> <li>engages the reader ✓</li> </ul>	Development of ideas is original and innovative, demonstrating maturity and sophistication beyond the grade level expectation.
<b>ORGANIZATION:</b> <i>the internal structure, the thread of central meaning</i>	<ul style="list-style-type: none"> <li>problems with organization make the text difficult to follow</li> </ul>	<ul style="list-style-type: none"> <li>has a recognizable introduction ✓</li> <li>has a recognizable conclusion ✓</li> <li>makes an attempt to use transitions ✓</li> <li>paragraphing is effective at times ✓</li> </ul>	<ul style="list-style-type: none"> <li>has an effective introduction ✓</li> <li>has an effective conclusion ✓</li> <li>uses effective transitions ✓</li> <li>sequencing is logical ✓</li> <li>paragraphing is consistently effective ✓</li> </ul>	Organization demonstrates a maturity or sophistication beyond the grade level expectation.
<b>VOICE:</b> <i>the unique perspective and style of the writer</i>	<ul style="list-style-type: none"> <li>voice is limited</li> <li>voice suits purpose and audience at times</li> </ul>	<ul style="list-style-type: none"> <li>voice is mostly engaging ✓</li> <li>voice mostly suits purpose and audience ✓</li> </ul>	<ul style="list-style-type: none"> <li>voice is consistently engaging ✓</li> <li>voice is appropriate to purpose and audience ✓</li> <li>voice is sustained throughout the text ✓</li> </ul>	Voice is consistently compelling, original, and moving, demonstrating maturity and sophistication beyond the grade level expectation.
<b>WORD CHOICE:</b> <i>precise and vivid language that moves and engages the reader</i>	<ul style="list-style-type: none"> <li>word choice is limited</li> </ul>	<ul style="list-style-type: none"> <li>repetitive use of words and phrases</li> <li>words sometimes used inappropriately</li> <li>words are adequate but basic</li> </ul>	<ul style="list-style-type: none"> <li>word choice enhances and clarifies meaning and is consistently:                             <ul style="list-style-type: none"> <li>precise</li> <li>accurate</li> <li>effective</li> </ul> </li> </ul>	Word choice demonstrates maturity and sophistication beyond the grade level expectation.
<b>SENTENCE FLUENCY:</b> <i>the rhythm, flow and sound of language</i>	<ul style="list-style-type: none"> <li>errors in sentence construction impair fluency</li> </ul>	<ul style="list-style-type: none"> <li>sentences are usually effective and:                             <ul style="list-style-type: none"> <li>are mostly well constructed ✓</li> <li>include some variety in length, structure, and beginnings ✓</li> <li>are mostly fluent ✓</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>sentences are consistently effective and:                             <ul style="list-style-type: none"> <li>are well constructed ✓</li> <li>vary in length and structure ✓</li> <li>begin in a variety of ways ✓</li> <li>flow smoothly ✓</li> </ul> </li> </ul>	Sentence fluency demonstrates maturity and sophistication beyond the grade level expectation.
<b>CONVENTIONS:</b> <i>the mechanical correctness of the piece</i>	<ul style="list-style-type: none"> <li>errors in conventions distract the reader and make the text difficult to follow</li> </ul>	<ul style="list-style-type: none"> <li>conventions are mostly correct, including:                             <ul style="list-style-type: none"> <li>grammar/usage ✓</li> <li>spelling ✓</li> <li>punctuation ✓</li> <li>paragraphing/formatting ✓</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>conventions are consistently correct, including:                             <ul style="list-style-type: none"> <li>grammar/usage ✓</li> <li>spelling ✓</li> <li>punctuation ✓</li> <li>paragraphing/formatting ✓</li> </ul> </li> </ul>	Use of conventions demonstrates maturity and sophistication beyond the grade level expectation.

# The Concert

By: Sophie

*Tenses = past*

*make sense?*

I am not programmed to be a musician because of the concert, ~~it~~ all started when the day ~~has~~ arrived, the day I was dreading. Why you ask, because ~~it is~~ the day of my piano concert. My mind ~~wandering~~ <sup>kept</sup> to the pool party I was going to in about two hours, I couldn't stop thinking about it. I have been practicing for about one and a half hours ~~non stop~~ <sup>had</sup>. I had problem ~~memorizing~~ <sup>memorizing</sup> my last song because it was too long for my small brain, I didn't know what to do.

*I was dreading arrival*

"Sophie," my mom said.

"what" I replied.

"why don't you skip the pool party and practice" my mom suggested.

"why mom, I want to go to the pool party" I whined.

"fine but just make sure you got everything memorized for the concert" My mom said.

I hated my piano teacher, she is the worst! she has concerts twice a year. I also hate going to her lessons and hate the songs she chose for me. I started to practice the songs but

*you need to look at how to punctuate this correctly.*

kept on looking at the clock, tik tok tik tok one minute passed, this is going to be the longest

two hours ever I thought to my self. I looked up, and yes, it is time party, it felt like days in

*in italics*

those two hours, I reminded my mom that it was time, she looked up and told me to get

ready for the party. I changed in to my swimsuit and waited by the door, I was excited. The

Piano concert out of my mind.

*stopping here for concert*

After the party my mind wandered back to the concert that was happening, my mind racing

trying to remember the music as I staring out the window of my car watching the raindrops

fall. As soon as i got home I changed fixed my hair and practiced. My mom, brother and I

got on the taxi and sped off,

"Hahahahahaha" My brother laughed

"WHAT" I snapped

"you are wearing a dress" he said in a teasing voice

I gave him my death glare, which to be fare was not very scary. He just started at me giving me his teasing smile.

As I got to the concert hall everyone was practicing on the pianos so they could "get to

know the piano" I did the same. Finally, it was time for the concert to start, sat down and

waited the little kids started to play their song and everyone was going in order from

## The Piano Concert

I am not programmed to be a musician because of the concert, you might not understand what I am writing about but in order to understand you have to continue reading.

THE day has arrived, the day I was dreading. Why you ask, because it is the day of my piano concert. My mind wandering to the pool party I was going to about two hours, I have been practicing for one and a half hour non stop. The stress on me was crazy, I had problem memorizing my last song because it was too long for my small brain, I didn't know what to do.

"Sophie" My mom said

"what" I replied

"why don't you skip the pool party and practice" my mom suggested

"Why mom, I want to go the pool party" I whined

"Fine but just make sure you got everything memorized for the concert" My mom said

I hated my piano teacher, she is the worst she has concerts twice a year and everyone had to play two songs memorized. I hated going to her lessons and hated the songs she chose for me. I started to play the songs and kept on looking at the clock, tik tok tik tok one minute passed, this is going to be the worst day ever I thought to my self I am going to flunk the concert and embarrass my self in front of everyone. I looked up at the clock and...YES it is time for the pool party, I told my mom what time it is and she looked up and told me to get ready for the party. I changed in to my swimsuit and waited by the door, I was excited the piano concert out of my mind.

After the party I remembered that I had my piano concert my mind racing to figure out the song, started to think about it but nothing came to me, I started to freak out not knowing what I should do. As soon as I got home I changed fixed my hair and practiced some more. My mom, brother and I got on the taxi and sped off as we got to the destination my brother was making fun of me because I did not remember the song. As I got in to the concert hall everyone was practicing on the piano so they could "get to know the piano" I did the same sat down and waited finally the concert started, the little kids started to play their song and it everyone was going in order then it was me. My palms sweating as my piano teacher took the microphone and called my name.

"Sophie"

Everything was in slow motion, I stood up and walked to the front of the room I brought my hand on to the piano and bowed, my hair falling down in front of my face. A perfect 90 degree bow. Just like I practiced. I took my seat and placed my hand on the keyboard

## Formative Personal Narrative Checklist SELF AND BUDDY

NAME:

BUDDY:

CORE:

Checklist	My Thoughts and Suggestions	Buddy Thoughts and Suggestions
Read it aloud with expression. Mark what needs to be fixed.		
Is there an <b>engaging</b> hook? (Humor? Suspense? Reflective? Ironic?)		
Put a star * next to each of the events that have taken place. Are they correctly paragraphed? Are they clear and coherent?		
Highlight an area in the story that has been explored		
Underline where the reader has been told either explicitly or implicitly about the lesson learned or message shared		
Snapshot/thoughtshot and dialogue - is there a good balance throughout the piece?		
Command F and look for the word 'felt'. This is showing. Don't show me. Tell me! Put me there! E.g. Instead of saying, 'I felt scared', think of a more engaging way to show this to your audience.		
Add sensory detail: touch, sight, sound, smell, or maybe taste. DO NOT WRITE: I could hear, I could smell, I could see etc. Be clever! Weave it in! Sometimes you simply need a powerful adjective or verb.		

# The Concert

By: Sophie

It all started when the day I was dreading arrived. Why you ask? It was the day of my piano concert. My mind kept wandering to the pool party I was going to in about two hours, I couldn't stop thinking about it. I have been practicing for about one and a half hour non stop. I had problem memorizing my last song because it was too long for my small brain, I didn't know what to do.

"Sophie," my mom said.

"What" I replied annoyed.

"Why don't you skip the pool party and practice" my mom suggested.

"Why mom, I want to go to the pool party" I whined.

"Fine but just make sure you got everything memorized for the concert" My mom said.

I hated my piano teacher. She is the worst! she has concerts twice a year, hate going to her lessons and hate the songs she chose for me. I started to practice the songs but kept on staring at the clock, tik tok tik tok one minute passed, this is going be the longest two hour ever I thought to my self, my fingers ached as I continued to practice. As my mind wandered to the pool party, I looked up. Yes! it was time party, it felt like days in those two hours, I reminded my mom that it was time, she looked up and told me to get ready for the party. I changed in to my swimsuit and waited by the door, I was excited. The Piano concert out of my mind, forgotten.

After the amazing pool party, my mind wandered back to the concert that was happening in about <sup>three</sup>3 hours, my mind racing trying to remember the music as I was staring out the window of my car, watching the raindrops fall. As soon as I got home, I changed, fixed my hair and practiced. It was time to leave for the concert I was dreading, as my mom, brother and I got on the taxi my brother was making fun of me.

"Hahahahaha", My brother laughed

"WHAT?" I snapped

"you are wearing a dress" he said in a teasing voice

I gave him my death glare, which was not very scary. He just started at me giving me his teasing smile.

As I got to the concert hall everyone was practicing on the piano so they could "get to know the piano" I did the same. Finally it was time for the concert to start, I sat down and

*Punctuation of dialogue.*