

|   | Developing towards the Grade Level Expectation  | Approaching the Grade Level Expectation   | Meeting the Grade Level Expectation   | Exceeding the Grade Level Expectation   |
|---|---|---|---|---|
| <p><b>IDEAS</b><br/>The heart of the message, the content of the piece, the main theme, with details that enrich and develop that theme.</p> <p><b>Key Question:</b> Did the writer stay focused and share original and fresh information or perspective about the topic?</p> | <ul style="list-style-type: none"> <li>lacks a central idea</li> <li>does not address the topic</li> <li>lacks detail</li> <li>confusing</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>  | <p>The development of ideas goes beyond grade level expectations.<br/>Examples include:</p> <ul style="list-style-type: none"> <li>original ideas</li> <li>ideas that demonstrate a maturity or sophistication beyond the grade level</li> <li>use of innovative details</li> </ul>   |
| <p><b>ORGANIZATION</b><br/>The internal structure, the thread of central meaning, the logical and sometimes intriguing pattern of the ideas.</p> <p><b>Key Question:</b> Does the organizational structure enhance the ideas and make it easier to understand?</p>            | <ul style="list-style-type: none"> <li>lacks a recognizable introduction</li> <li>connections between ideas are confusing</li> <li>sequencing is ineffective</li> <li>contains little or no evidence of paraphrasing</li> <li>problems with organization make the text difficult to follow</li> </ul> | <ul style="list-style-type: none"> <li>paper has a recognizable introduction</li> <li>paper has a recognizable conclusion</li> <li>makes an attempt to use transitions</li> <li>uses a logical approach to sequencing</li> <li>structure is present but not appropriate for purpose and audience</li> <li>paraphrasing is attempted</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>structure is appropriate for purpose and audience</li> <li>paraphrasing is effective</li> </ul> | <p>The organization of the paper goes beyond grade level expectations.<br/>Examples include:</p> <ul style="list-style-type: none"> <li>an inviting introduction draws the reader in,</li> <li>a satisfying conclusion that leaves the reader with a sense of closure and resolution.</li> <li>thoughtful transitions connect ideas</li> <li>sequencing is logical and effective</li> </ul> |
| <p><b>VOICE</b><br/>The unique perspective of the writer is evident in the piece through the use of compelling ideas, engaging language, and revealing details.</p> <p><b>Key question:</b> Would you keep reading this piece if it were longer?</p>                          | <ul style="list-style-type: none"> <li>perspective of the writer is lacking</li> <li>voice</li> <li>does not engage the audience</li> <li>is inappropriate to purpose and audience</li> <li>is lacking throughout the text</li> </ul>   | <ul style="list-style-type: none"> <li>perspective of the writer is sometimes evident</li> <li>voice</li> <li>somewhat engages the audience</li> <li>attempts to suit purpose and audience</li> <li>is at times evident in the text</li> </ul>  | <ul style="list-style-type: none"> <li>perspective of the writer is evident</li> <li>voice</li> <li>effectively engages the audience</li> <li>is appropriate to purpose and audience</li> <li>is sustained throughout the text</li> </ul>   | <p>Voice in the paper goes beyond grade level expectations.<br/>Examples include:</p> <ul style="list-style-type: none"> <li>voice is consistently compelling</li> <li>voice is unique</li> <li>voice moves the reader</li> </ul>   |
| <p><b>WORD CHOICE</b><br/>The use of rich, colorful, precise language that moves and enlightens the reader.</p> <p><b>Key Question:</b> Do the words and phrases create vivid pictures and linger in your mind?</p>   | <ul style="list-style-type: none"> <li>words are nonspecific or distracting.</li> <li>limited range of word choice</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 is:                             <ul style="list-style-type: none"> <li>specific</li> <li>accurate</li> <li>effective</li> </ul> </li> <li>word choice enhances and clarifies meaning</li> </ul>                                    | <p>Word choice goes beyond grade level expectations.<br/>Examples include:</p> <ul style="list-style-type: none"> <li>play on words</li> <li>use of foreign phrases (appropriate)</li> <li>creative choice of words</li> </ul>  |
| <p><b>SENTENCE FLUENCY:</b><br/>The rhythm, flow and sound of language.</p> <p><b>Key Question:</b> Can you FEEL the words and phrases flow together as you read it aloud?</p>  | <ul style="list-style-type: none"> <li>constructed poorly</li> <li>contains choppy, incomplete, rambling, or awkward sentences</li> <li>sentences begin the same way</li> <li>phrasing is awkward</li> </ul>  | <ul style="list-style-type: none"> <li>sentence construction usually correct - some sentence fragments</li> <li>sentence beginnings have limited variety</li> <li>some variety of sentence length and structure.</li> <li>writing is mostly fluent</li> </ul>   | <ul style="list-style-type: none"> <li>sentences are well constructed and appropriate to the genre</li> <li>contains a variety of sentence length and structure</li> <li>contains a variety of sentence beginnings</li> <li>writing flows smoothly</li> </ul>                         | <p>Sentence fluency goes beyond grade level expectations.<br/>Examples include:</p> <ul style="list-style-type: none"> <li>variety of creative beginnings</li> <li>variety of sentence used for effect</li> </ul>   |
| <p><b>CONVENTIONS:</b><br/>The mechanical correctness of the piece: spelling, grammar and usage, paraphrasing, use of capitals, and punctuation.</p> <p><b>Key Question:</b> How much editing would have to be done to be ready to share with an outside source?</p>          | <ul style="list-style-type: none"> <li>spelling errors are frequent</li> <li>punctuation missing or incorrect</li> <li>capitalization is inconsistent</li> <li>errors in grammar or usage impact the meaning</li> <li>paraphrasing is missing</li> </ul>  | <ul style="list-style-type: none"> <li>spelling is mostly correct</li> <li>punctuation is mostly accurate</li> <li>proper nouns and "I" are capitalized</li> <li>tense is mostly consistent</li> <li>subjects and verbs generally agree</li> <li>problems with grammar and usage do not impact meaning</li> <li>paraphrasing is inconsistent</li> </ul> | <ul style="list-style-type: none"> <li>spelling is correct</li> <li>punctuation is accurate</li> <li>capitalization is accurate</li> <li>tense is correct</li> <li>subject and verb agreement correct</li> <li>paragraphs are indented correctly</li> </ul>                           | <p>Use of conventions goes beyond grade level expectations.<br/>Examples include:</p> <ul style="list-style-type: none"> <li>pronouns and antecedents agree</li> <li>manipulates conventions for stylistic effect</li> </ul>  |



## The Perilous Pond

"When are they going to get here?" my friend grumbled.

"I don't know! You've been saying that for the past hour!" I growled.

I shouldn't have been so hard on him. After all, it was his birthday. Well, birthday party. He and his other friend were sharing a birthday party. Why did they do that? I don't know. We were at a waiting spot in front of a huge round pond. The pond was connected to other people's backyards, so they could see the whole pond from the back of their house. There were also a few large boulders surrounding a section of the pond, which looked quite dangerous. We were waiting for more people to arrive so we could take them in a car to wherever it was we were going. Some people were late, so we had to wait for them. We were bored out of our young minds, until we saw a green bird.

"Let's go check out that bird!" my friend said excitedly.

We all agreed. As if we were spies, we slowly shuffled around a ledge that surrounded the pond. Finally, we snuck up to the bird. As soon as we saw it, it flew away, with a grin on its face (maybe I made that up). The bird was just a trap, we were now standing in someone's backyard, and that person sure wasn't happy.

As we faced the owner of the backyard, our eyes met with those of an insane old Chinese woman. Her face was steaming with rage and we couldn't move, we were too afraid to. We were all silent for a few seconds until the woman shouted something in Chinese. I couldn't understand what she said, but some of our friends could. From the look on their faces, she probably said something horrible. Right after she said it, two beasts appeared in front of us. ✓

Allow me to explain. I was, and still am, afraid of dogs. I can't explain it, it's just always been like that. So, when the woman released two dogs on me, I probably wet my pants. One dog was tiny, but still loud and scary, the other dog was gigantic and utterly terrifying, it looked like it could bite my leg clean off. The small dog chased my friends to the ledge that we came from, the shortcut, but the big dog chased one boy the other way. That boy was me.

Screaming at the top of my lungs, I sprinted as fast as my little eight-year-old legs could go. The beast was growling at the same volume, but dashing faster. It could smell my fear, but all I could smell was its awful breath. I quickly glanced backwards at the terrifying creature that was about to get me. The look on its face was enough for my adrenaline to kick in, scaring me so much that I sped up. The boulder section was ahead. *It's now or never*, I thought to myself. I leaped onto the first boulder and caught my breath. The dog couldn't get me here, and it knew it.

Sighing in relief, I shouted to my friends, already back at the waiting area. I was on the opposite side of the pond to them, but it wasn't difficult to get their attention. They saw me immediately and cheered me on. I saw more boulders in front of me, all spread out. *It's parkour time*, I told myself. I hopped from boulder to boulder, with the wind brushing past my face. I snuck around the ledge on the way back, feeling like a spy again. Unfortunately, there was a thick bush in front of me, blocking my path.

I didn't know what to do. The only way to get past would be to walk around the bush, but I'd have to walk in someone's backyard. I looked at the backyard and found myself looking at someone. I assumed this was the owner. They graciously allowed me to go in their backyard to walk around the bush. As I thanked them, I was at the final portion of the pond. I looked for a ledge to cross, but there was nothing.

The only way back to the waiting area was to use the ledge, but there was no ledge here. All I saw were some vines hanging in front of me. A grin stretched across my young face as I, being the stupid kid that I was, attempted to swing on one of the vines, shouting a battle cry, and falling back in the water.

I swam back to the waiting area, covered in water. My friend's parents made me walk home, get dry, and come back. I had a grin on my face as I trudged home, soaking wet. I had learned a valuable lesson.

"Don't let curiosity get the better of you!" my mother told me as I explained the situation to her. Although it was scary, I knew that this was an adventure that would never be forgotten.

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punctuating dialogue (remember mini-lesson)

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vivid word choice?

no need for ( )

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*bc confused  
of I is*

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*how did I know?*

I didn't know what to do. The only way to get past would be to walk around the bush, but I'd have to walk in someone's backyard. I looked at the backyard, its owner was there. The owner allowed me to go in their backyard to walk around the bush. As I thanked them, I was at the final portion of the pond. I looked for a ledge to cross, but there was nothing.

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"Let's go check it out!" my friend said, excitedly. We all agreed. <sup>As if we were</sup> ~~Like a scene from a~~ <sup>spy movie</sup>, we slowly shuffled around a ledge that surrounded the pond. Finally, we snuck up to the bird. As soon as we saw it, it flew away, with a grin on its face (maybe I made that up). The bird was just a trap, we were now standing in someone's backyard, and that person sure wasn't happy.

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## Summative Personal Narrative Checklist

|   | Match with Rubric   | Check Off |
|---|---------------------|-----------|
| Read it aloud with expression. Mark what needs to be fixed.   | All traits          |           |
| Is there an <b>engaging</b> hook? (Humor? Suspense? Reflective? Ironic?)  | organization        |           |
| Put a star * next to each of the events that have taken place. Are they correctly paragraphed? Are they clear and coherent?   | organization        |           |
| Highlight an area in the story that has been explored   | Ideas               |           |
| Underline where the reader has been told either explicitly or implicitly about the lesson learned or message shared   | Ideas               |           |
| Snapshot/thoughtshot and dialogue - is there a good balance throughout the piece?   | Voice + Ideas       |           |
| Command F and look for the word 'felt'. This is telling. Don't tell me. Show me! Put me there! E.g. Instead of saying, 'I felt scared', think of a more engaging way to show this to your audience.         | Voice + word choice |           |
| 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. | Word choice         |           |

# Summative Personal Narrative Checklist

|   |  |
|---|--|
| Match with Rubric   | Check Off  |
| Find a place to add three short questions. What are you thinking or feeling? (Note - this is a great strategy to use in place of "I felt...") | Command F: Eliminate dead weight such as 'good', 'nice', 'great', 'awesome', and 'cool'. |
| Word choice   | Active voice sentences?  |
| Sentence fluency  | Sentence beginnings and sentence lengths.  |
| Word choice   | Vivid Word Choice?   |
| Conventions   | Spelling and basic conventions   |

Hit list:

- Sentence beginnings (stay away from 'I's and 'They's)
- Sensory details
- Explicit and implicit
- Word choice sometimes needs work.
- Repetitive sentences.

Jonah Paul  
Core: C

**Personal Narrative Planner**

The personal narrative is about:  
Being chased around a pond by a huge dog.  
Some of the emotions I experienced:  
Fear and adrenaline.

The main characters were:  
Two of my friends and I.  
Some words to describe my/their personality are:  
Our personalities: careless, curious, naïve.

Introduction, background, setting  
When I was about eight years old, two of my friends had a birthday party. They weren't brothers, they were just such good friends (and their birthdays were close) that they shared a birthday party. We were standing in front of a massive, round pond, waiting for the others to arrive so we could take the car to wherever it was we were going. We were bored out of our minds, until we spotted a bright green bird.

Event 3  
The woman shouted at us in Chinese, summoning two dogs. One dog was big, one was small, both were ferocious. The small one drove my friends back from where we came from (the shortcut), but the big one chased me the other way, forcing me to hop across huge boulders, passing through a section of the pond.

Event 2  
Once we got to the bird, it flew away. We realized that we'd been tricked! Surrounding the pond were the backyards of other houses, and we were standing in one! We looked to the right and noticed an old Chinese woman, rage filled her eyes.

Event 1  
We all slid across the tiny ledge that circled around the pond, trying to get a closer look at the bird.

This is the final thing that happened:  
I had to walk around the whole pond, attempting to swing on vines...but falling into the pond several times. I eventually made it back to the waiting area.

The thing that I learned was?  
(purpose)  
Don't let curiosity get the better of you.  
OR  
Don't trespass on other people's property, even by accident, even if you are only in third grade.

Some examples of sensory detail that you will use:  
Seeing the bird, hearing the woman shout, feeling the vines, smelling the dogs.

What was the moment are you going to 'explode'?  
When the dogs started chasing us.

*Handwritten notes:*  
This is the final thing that happened...  
I had to walk around the whole pond...  
I eventually made it back to the waiting area.



