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| **What I Know Rubric** |
| WC3 - Write **NARRATIVE**s to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |
| WC3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. |
| M | P | NM | My lead is interesting and sets up what I know about my topic |
| M | P | NM | I describe clearly and logically the story of how I became interested in this topic |
| WC3b. Use narrative techniques, such as pacing, description, and/or reflection, to develop experiences, events, and/or characters. |
| M | P | NM | I Use effective literary devices/techniques to show my enthusiasm for this topic |
| M | P | NM | I pace my reader through what I know about my topic, lingering on the important points where appropriate |
| M | P | NM | I reflect on my experiences and share my thoughts and feelings about the topic |
| WC3c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. |
| M | P | NM | My transitions lead my reader seamlessly through my story |
| M | P | NM | I use a variety of clauses and transitions to signal shifts in time and experiences  |
| M | P | NM | I effectively communicate the relationship between experiences that have developed my interest in this topic |
| WC3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. |
| M | P | NM | I use words that precisely communicate my thoughts and feelings about this topic |
| M | P | NM | My word choice accurately captures my interest and shares my experiences and the events that have contributed to my interest in this topic |
| M | P | NM | My word choice create the intended emotion and supports the purpose of the piece |
| **Production and Distribution of Writing** |
| WC4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| M | P | NM | My idea is focused and aligns with the guidelines of the specific genre  |
| M | P | NM | My introduction aligns with the guidelines of the specific genre and draws the reader in |
| M | P | NM | The sequence of ideas/information/events is logical and effective providing clarity to the reader |
| M | P | NM | My transitions are effective and provide cohesion, moving the reader seamlessly through the piece |
| M | P | NM | Word choice is precise and concise and appropriate for the specific genre |
| M | P | NM | Sentence fluency creates a rhythm and provides fluency |
| M | P | NM | Spelling and grammar rules are followed |
| M | P | NM | My voice communicates my enthusiasm and commitment to my topic |
| WC5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.  |
| M | P | NM | I have a minimum of 1 Self-edit sheet completed |
| M | P | NM | I have a minimum of 1 Peer-edit sheet completed |
| M | P | NM | I have incorporate peer suggestions for improvement  |
| M | P | NM | I have revised my writing for ideas, organization, word choice, sentence fluency, conventions, and voice producing a minimum of 4 drafts |
| M | P | NM | I have edited for my personal writing goals  |