**Language Arts 9 Name:** ( )

**Unit 1 – Lesson 1 – Section3**

**Enter your responses between the** *(blue)* **parentheses below each item.**



1. Write a series of paragraphs to begin your **reading autobiography**. You will be revisiting this idea periodically throughout the course. This is just the beginning of your reading autobiography. As you compose your paragraphs, please consider the following questions:
* What do you remember about learning to read?
* Where are you on your reading journey?
* What goals do you have for reading this year?

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| **Reading Autobiography rubric** |
|  | **Excellent****5** | **Proficient****4** | **Satisfactory****3** | **Limited****2** | **Poor****1** |
| **Content /10** | Exploration of the topic is insightful. Main idea and supporting details are precise and original.  | Exploration of the topic is adept. Main idea and supporting details are specific.  | Exploration of the topic is clear. Main idea and supporting details are relevant or generic.  | Exploration of the topic is simplistic. Main idea and supporting details are imprecise or superficial.  | Exploration of the topic is minimal. Main ideas and supporting details are irrelevant or scant.  |
| **Organization /10** | Introduction is engaging and skillfully establishes a focus. Transitions fluently connect details. Closure is effective and related to the focus. | Introduction is purposeful and clearly establishes a focus. Transitions clearly connect details. Closure is appropriate and related to the focus. | Introduction is functional and establishes a focus. Transitions tend to be mechanical. Closure is related to the focus and is mechanical or artificial. | Introduction lacks purpose; little or no focus is established. Transitions are lacking. Closure is abrupt, contrived or unrelated to the focus. | Introduction is ineffective. Transitions are absent or inappropriately used. Closure is ineffectual or missing. |
| **Sentence Structure****/5** | Sentence structure is effectively controlled. Sentence type and sentence length are consistently effective and varied.  | Sentence structure is consistently controlled. Sentence type and sentence length are usually effective and varied.  | Sentence structure is generally controlled. Sentence type and sentence length are sometimes effective or varied.  | Sentence structure often lacks control. Sentence type and sentence length are seldom effective or varied.  | Sentence structure generally lacks control. There is essentially no variation in sentence type or sentence length.  |
| **Vocabulary****/5** | Words and expressions are used precisely and deliberately to create vivid images or to enrich details. The voice/tone created is convincing. | Specific words and expressions show evidence of careful selection. The voice/tone created is distinct.  | Words and expressions are generally used adequately to clarify meaning. The voice/tone created may be inconsistent. | Imprecise words and expressions predominate; specific words, if present, may be improperly used. The voice/tone created is not clearly established. | Words and expressions are generally used inaccurately; specific words, if present, are frequently misused. The voice/tone created is not evident. |
| **Conventions****/5** | The quality of the writing is enhanced because it is essentially error-free.  | The quality of the writing is sustained because it contains only minor convention errors.  | The quality of the writing is sustained through generally correct use of conventions.  | The quality of the writing is weakened by the frequently incorrect use of conventions.  | The quality of the writing is impaired by the consistently incorrect use of conventions.  |
| **INS Insufficient** – No evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess the Content. |
| **Total: /35** |

**Student Comments:**

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* **Be sure to save your file** to your folder before submitting it to the LA9 Assignment 1-1-S3 Submission page: (YOURNAME)la9-1-1-S3
* **Check the** Submission page **again** in a few days to retrieve your marked assignment and review the feedback from your teacher.

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**Assignment Total: ( / 35) = Percent: ( %)**

**Teacher Comments:**

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