

Unit 1 – Lesson 1 – Section3

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

- 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	Specific words and expressions show evidence of careful selection.	Words and expressions are generally used adequately to clarify meaning. The	Imprecise words and expressions predominate; specific words, if present, may be	Words and expressions are generally used inaccurately; specific words, if

	images or to enrich details. The voice/tone created is convincing.	The voice/tone created is distinct.	voice/tone created may be inconsistent.	improperly used. The voice/tone created is not clearly established.	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.

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

Teacher Comments:

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