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| **Role**Choose 2 | **Audience**Choose 1 | **Format**Choose 1 or 2 | **Topic** |
| Me | Peers  | Picture book | Personal/Imaginative Narrative: Must have a beginning middle and end. |
| A student | Sibling  | Poem |
| A sports star | Parent  | Letter |
| An object | Teacher  | News article |
| An animal | Coach  | FAQs |
| Somebody famous | Kindergartners | “online” chat |
| A Reporter | Each other (the two roles) | Recipe |
| Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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|  | **2** | **3** | **4** |
| Focus/Setting: Orients the reader by establishing the situation, characters, and narrator. | Establishes a situation and attempts to introduce characters. | Orients the reader by establishing a situation and introducing characters.  | Purposefully orients the reader by skillfully establishing a vivid situation and introducing characters. |
| Organization/Plot: Organize an event sequence that unfolds naturally. Use transitions. | Organization might confuse the reader.Uses some transitional words and phrases. | Organizes a clear event sequence that unfolds naturally.Uses a variety of transitional words and phrases to manage the sequence of events. | Coherently organizes a clear even sequence that unfolds naturally.Skillfully connects a sequence of events using a variety of transitional words and phrases. |
| Narrative Techniques: Use dialogue and description to develop experiences and events or show the responses of characters to situations. Incorporates concrete words and sensory details. | Uses minimal or irrelevant descriptions of actions, thoughts, or feelings to describe events / characters.Attempts to use concrete words and sensory details. | Uses descriptions of actions, thoughts, and feelings to develop the events/characters.Uses concrete words and sensory details. | Uses creative descriptions of actions, thoughts, and feelings to develop events/characters.Uses vivid, concrete words and sensory details. |
| Language: Demonstrate command of standard English grammar and usage, punctuation, capitalization, and spelling. | Uses some repetitive yet correct sentence structure.Demonstrates some grade level appropriate conventions, but errors obscure meaning.Utilizes vague or basic word choice | Uses correct and varied sentence structures.Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning.Utilizes strong and grade-level appropriate words. | Uses purposeful and varied sentence structures.Demonstrates flexibility when using conventions that enhances meaning.Utilizes precise and sophisticated word choices. |
| Perspective: Did the writer adapt the writing to reflect the roles chosen?  | Writer does not reflect the roles chosen. | Overall, the writer’s voice reflects the role chosen, but is inconsistent. | Writer’s voice is consistently reflective of the roles. |