



My First Book- *Clifford*

I had many reading experiences when I was young. For example, when I was about 2 years old, I remember getting stories about apples on trees getting read to and that apples were red. I also read stories that taught me the ABC's. Books that also taught me to count because the book would have pictures with a certain amount of dogs, cats, trees, apples, etc, and I would count the dogs or whatever it picture had. When I started kindergarten I remember that I read the book *Clifford*. I thought it was a great book, it was a great book because I like dogs, I loved reading about dogs, and Clifford was a big red dog. I will always remember that I read *Clifford* was the first book that was not read to me, but that I read all by myself. Soon I started to read and write words that were familiar to me because I had seen them in books and stories that were read to me or stories that I had learned how to read. I learned those words and would read them aloud in a random order and my older brother would correct me and would say, "That is not how you say those words." He would teach me the proper pronunciation.

As many experiences I had with reading, I also had some struggles. My most difficult struggles are the distractions. I have three younger siblings who are triplets, and they yell , so I get distracted by their yelling. I also help them on their homework, so they come and ask me to help, and I would lose track of where I was, and what I was reading about. In addition, I would also get distracted by the small noises I hear. Another one of my struggles is not finishing the

books I start. Most of the time, I do not finish the books because I would not find them interesting, or I just forget that I was reading the book. Another struggle I have with reading is not finding a book that I like. During my elementary school years I would struggle a lot to find books that I like and I would not reach my reading goal. I would start a book and not finish it because I would just not find the book interesting.

I have set a couple reading goals for high school this year. One of my goals is to read more often. I will achieve this goal by looking for books that are interesting to me. I am also going to read for 30 minutes or more everyday. I will read the summary on the back of the books to find out what it will be about and see if I am interested in that book. My second goal is to get into reading more. I will achieve this goal by reading the books I pick out. I will also try to find a book and read it everyday, including weekends and I will read with my siblings because they like to read more than I do, and maybe they can help me with finding a good book to read since we like a lot of the same genres to read. I am hoping that I can achieve these goals throughout my freshman year, and also set some other reading goals for the coming years.

Rationale for the Reader's Autobiography: 9th grade; 1st quarter

This narrative piece about the author's reading history received a score of 3 on the district rubric. The essay has a clear beginning, middle, and end that is structured according to one of the suggestions provided by the assignment parameters. The writer begins by chronicling his or her first reading experiences, then follows that with some of the struggles that he/she has encountered with reading. These paragraphs are followed by an explicit paragraph regarding the student's reading goals moving forward. There is a clear central idea and this is elaborated upon by appropriate and thorough examples. The writer also carries a personal voice through the narrative which makes the writing refreshing and original. The sentence structure and vocabulary are rather simplistic; the writer could have adopted more descriptive techniques as well as sentence variety.

*Reader's Autobiography
9th grade 1st quarter*

Common Core All-Subject Writing Rubric

Writing Type(circle one): Argumentative Informative/Explanatory Narrative (ELA only)

CONTENT X4	The writing has a sharp focus and clarity of purpose. The ideas are developed with examples and specific details including textual evidence and are thoroughly elaborated. All elements of the prompt are addressed.	The writing has a clear central idea and a clear focus. Ideas are developed with textual evidence, even though the development may be uneven. Information is relevant. Most elements of the prompt are addressed.	The writing has a vague central idea; there are shifts in focus or digressions. Ideas are listed, information may be incomplete or irrelevant, textual evidence may be lacking, and there is little development. Some elements of the prompt are <u>not</u> addressed.	The writing has unclear or confusing ideas. The ideas are missing relevant information, there is not enough information, or there is little or no development, and little textual evidence. Significant elements of the prompt are <u>not</u> addressed.	X4
ORGANIZATION	There is a beginning, middle, and end in the writing with strong transitions between ideas. Ideas are presented in a logical order and there is a sense of completion about the writing.	There is a beginning, middle, and end in the writing with simple transitions between ideas. Ideas are presented in a logical order and the writing may have a weak ending.	There is a weak beginning, middle, and end with gaps in ideas. Ideas are presented in random order, there may be significant repetition, and the writing may have no ending.	There is no beginning or end with severe gaps in ideas. Ideas are presented in a random or repetitive order. There may be too little information to demonstrate organization.	
SPELLING & GRAMMAR (Conventions)	The writing exhibits superior control over grammar, spelling, punctuation, and capitalization. If there are errors present, they do not appear to be part of a pattern of errors.	The writing exhibits proper control over grammar, spelling, punctuation, and capitalization. If there are errors present, they do not appear to be a part of a pattern of errors.	The writing exhibits weak control over grammar, spelling, punctuation, and capitalization. The errors minimally affect the meaning of the writing.	The writing exhibits little to no control over grammar, spelling, punctuation, and capitalization. The errors greatly affect the meaning of the writing.	
Teacher Feedback: {{{Student Reflection on Back}}}				Total Points Earned	
				Score	3