

	Emerging	Developing	Effective
Planning Document	<ul style="list-style-type: none"> •Sentences used instead of point form •Not enough information about the beginning, suspense, main event, or ending •Little to no connection between the planning document and the final story 	<ul style="list-style-type: none"> •Some sentences used, but generally notes are short, quick, and point form. •Some of the beginning, suspense, main event, and ending are planned out clearly. • Some connection between the planning document and final story. 	<ul style="list-style-type: none"> •Written in point form •“bare bones” without unnecessary information •clearly lays out the beginning, suspense, main event and ending •There is a clear connection between the planning document and the final story.
Beginning	<ul style="list-style-type: none"> •Stories start with a cliché beginning (“One sunny day...”, “Once upon a time...”, etc.) •Story begins too far from the main event •Beginning contains irrelevant information to the main event •Either too long or too short 	<ul style="list-style-type: none"> •Uses 1 of the strategies given to hook the reader (an action, dialogue, thought/question, or sound) •Introduces character, setting and purpose/problem •Beginning is entirely linked to the significant event. •Setting is described using 2 of the 5 senses suggested/hinted about. •Reader feels like they ‘know’ the main character. 	<ul style="list-style-type: none"> •beginning raises question and foreshadows, compelling the reader to read on •“In media res”: The story starts in the middle, in the action •Effectively and creatively uses a strategy (an action, dialogue, thought/question, or sound).
Building Suspense/ Tension	<ul style="list-style-type: none"> •Reader is disinterested •Did not use the “Magic of 3 Effectively” •Hints are not sensory 	<ul style="list-style-type: none"> •Uses the Magic of 3 to build suspense •Uses some sensory hints, yet may feel forced or unnatural 	<ul style="list-style-type: none"> •Reader couldn’t put it down and wants to read on •Effectively and deliberately uses the Magic of 3 to build tension in the story •Reader feels present in the story due to the sensory descriptions
Main Event	<ul style="list-style-type: none"> •Only matters for the middle of the story (not linked to the beginning or end) •A quick summary listing events •Relies on 1 stretching technique such as action, description, thoughts/feelings of the main character 	<ul style="list-style-type: none"> •Main event is mentioned in the beginning and in the end •Main event is stretched out and makes up the bulk of the story •Uses 2 techniques (action, description, thoughts/feelings of the main character) 	<ul style="list-style-type: none"> •The main event is foreshadowed in the beginning and brings resolution to the reader in the end •Uses action, description, thoughts/feelings of the main character to stretch the main event. •Dialogue is only used where appropriate to advance the story.
Ending	<ul style="list-style-type: none"> •Character has not changed in the end •Ending is abrupt •Ending goes on and on (is too long and rambling) •Ending doesn’t connect to the main event •Ending feels unsatisfying •Ending is a cop out (“It was just a dream”, “The End”, etc.) 	<ul style="list-style-type: none"> •Main character has changed superficially •An ending strategy was used •The ending is expected and of appropriate length •The ending connects to the main event • The reader feel satisfied 	<ul style="list-style-type: none"> •The character has changed and learned something important that will change their lives. •The ending used an ending strategy purposefully and intentionally •The reader feels satisfied because it was real, wrapped-up and has a resolution.
Descriptive Language	<ul style="list-style-type: none"> •Shopping list sentences are used •Repetitive sentence structures are used •Describing irrelevant characters, setting, objects that are not important •Only 1 or 2 of the senses are described 	<ul style="list-style-type: none"> •Some specific adjectives are used •Occasionally used strong verbs •3 senses are used to describe critical objects, characters, and settings •Sentence structure has some variety •Attempts to use figurative language 	<ul style="list-style-type: none"> •Variety in sentence structure is intentional and effective •All 5 senses are used •All verbs are powerful and specific •All adjectives are powerful and specific •Figurative language is used effectively and appropriately, but not excessively. •Reader gets a picture in their head about the critical character, setting, and object
Grammar	<ul style="list-style-type: none"> •Tenses change •Point of view changes •Paragraphs are incorrectly formed •Conventions are not considered or corrected •Teacher edits were ignored •Sentences are incomplete or incorrectly formed. •Dialogue is used incorrectly or too much. •Commas and lists are used incorrectly •Capitals are used incorrectly 	<ul style="list-style-type: none"> •Tenses do not change •Proper verb tense does not change •Paragraphs separate thoughts and topics for the most part •Proper conventions are typically used •Most teacher edits were respected and student work was changed. 	<ul style="list-style-type: none"> •Consistent point of view •Proper verb tense that doesn’t change (consistent) •Clear paragraphs (different thoughts and topics are separated) •Proper conventions (capitals, sentence structure, conversation marks, etc.) •Teacher edits were respected and student work was changed.