

P.S.30

2-28-17

The New Adventures of Don Quixote and Sancho Panza

I was working on a math problem, when suddenly, a strange man with a mustache walked in. He was followed by a short and stout man. The man with a mustache had armor on from the middle ages. Everyone gasped in disbelief at the two figures they saw in the doorway. It was Don Quixote and Sancho Panza! They came in peacefully and sat at two empty desks next to me.

Then, we were going over the lesson check, and Mrs. O'Rourke reads the word problem: "John has two hundred apples. Michale takes one hundred thirty two of them..." Don Quixote then jumps out of the seat besides me and says, "You evil Michale! You will pay for stealing by facing the knight of the Lions, Don Quixote de la Mancha!" Everyone even Mrs. O'Rourke laughs. Luckily, there was no more subtraction word problems that day.

Next period, Mr. Ihne walks in to observe Mrs. O'Rourke. This time, Don Quixote leaps out of

his seat like a frog, and bows down in front of Mr. Ihne saying, "Your majesty, I Don Quixote De La Mancha is at your service as your personal body guard. Mr. Ihne looks completely astonished at this man, and then he realized who he was and just turned around and left.

Don Quixote would not let this happen, so he ran after my principal. Once he ran out of my classroom Sancho's eyes became as big as saucers. Once he was about halfway down the hall, he called for his loyal squire to follow him. That was the last me and any of my classmates saw of the magnificent Don Quixote and Sancho Panza.

Fifth Grade Writing Rubric: Narrative Writing

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **[W.5.3]**

- a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **[W.5.3a]**
- b) Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **[W.5.3b]**
- c) Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **[W.5.3c]**
- d) Use concrete words and phrases and sensory details to convey experiences and events precisely. **[W.5.3d]**
- e) Provide a conclusion that follows from the narrated experiences or events. **[W.5.3e]**

	Advanced	Proficient	Basic
Ideas	<p>The composition</p> <ul style="list-style-type: none"> • orients the reader and establishes a situation • introduces a narrator and/or characters • demonstrates awareness of audience and purpose 	<p>The composition does all of the following:</p> <ul style="list-style-type: none"> • orients the reader and establishes a situation <i>(I was working on a math problem...)</i> • introduces a narrator and/or characters <i>(It was Don Quixote and Sancho Panza.)</i> 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> • orient the reader and establish a situation • introduce a narrator and/or characters
Organization	<p>The composition</p> <ul style="list-style-type: none"> • organizes an event sequence that unfolds naturally • uses advanced narrative techniques to develop complex experiences and events or show nuanced responses of characters to situations • provides a conclusion that builds on the narrative sequence 	<p>The composition does all of the following:</p> <ul style="list-style-type: none"> • organizes an event sequence that unfolds naturally <i>(follows school schedule)</i> • uses narrative techniques to develop experiences and events or show the responses of characters to situations <i>(dialogue is particularly effective)</i> • provides a conclusion connected to the narrative sequence <i>(linked to known character relationships - the loyal squire)</i> 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> • organize an event sequence that unfolds naturally • use narrative techniques to develop experiences and events or show the responses of characters to situations • provide a conclusion connected to the narrative sequence
Conventions	<p>The composition</p> <ul style="list-style-type: none"> • uses a variety of transitional words, phrases, and clauses to manage the sequence of events • uses concrete words and phrases and sensory details to convey experiences and events precisely • uses language to add subtlety through connotative meanings 	<p>The composition does all of the following:</p> <ul style="list-style-type: none"> • uses a variety of transitional words, phrases, and clauses to manage the sequence of events <i>(words - then phrases - next period, this time clauses - Once he was about halfway down the hall...)</i> • uses concrete words and phrases and sensory details to convey experiences and events precisely <i>(-leaps out of his seat like a frog -eyes became as big as saucers)</i> 	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> • use a variety of transitional words, phrases, and clauses to manage the sequence of events • use concrete words and phrases and sensory details to convey experiences and events precisely