

## Writing a RECOUNT

The purpose of a recount is to tell what happened or what someone did in the past. It is often based on the direct experience of the author.

### Characteristics of a recount:

Usually begins with background information that answers these questions:

Who did the event happen to?

Where did it happen?

When did it happen?

Tells a series of events in chronological order.

Uses time words.

Uses the past tense.

May include or end with a personal comment about the event.

### Level 4:

This paper is clear and focused. It holds the reader's attention. Relevant anecdotes and details enrich the central theme with a high degree of effectiveness.

- A. The topic is narrow and manageable.
- B. Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.
- C. Accurate details are present to support the main ideas.
- D. The writer seems to be writing from knowledge or experience; the ideas are fresh and original.
- E. The reader's questions are anticipated and answered.
- F. Insight—an understanding of life and a knack for picking out what is significant—is an indicator of high level performance, though not required.

### Level 3:

This paper is clear and focused. It holds the reader's attention. Relevant anecdotes and details enrich the central theme with considerable effectiveness.

- A. The topic is narrow and manageable.
- B. Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.
- C. Reasonably accurate details are present to support the main ideas.
- D. The writer seems to be writing from knowledge or experience; the ideas are fresh and original.
- E. The reader's questions are anticipated and answered.

### Level 2:

The writer is beginning to define the topic, even though development is limited.

- A. The topic is fairly broad; however, you can see where the writer is headed.
- B. Support is attempted, but doesn't go far enough in fleshing out the key issues or story line.
- C. Ideas are somewhat clear, though they may not be detailed, personalized, accurate, or expanded enough to show in-depth understanding or a strong sense of purpose.

- D. The writer seems to be drawing on knowledge or experience, but has difficulty going from general observations to specifics.
- E. The reader is left with questions. More information is needed to "fill in the blanks."
- F. The writer generally stays on the topic but does not develop a clear theme. The writer has not yet focused the topic past the obvious.

**Level 1:**

As yet, the paper has no clear sense of purpose or central theme. To extract meaning from the text, the reader must make inferences based on sketchy or missing details. The writing reflects more than one of these problems:

- A. The writer is still in search of a topic, brainstorming, or has not yet decided on the main idea of the piece.
- B. Information is limited or unclear or the length is not adequate for development.
- C. The idea is a simple restatement of the topic or an answer to the question with little or no attention to detail.
- D. The writer has not begun to define the topic in a meaningful, personal way.
- E. Everything seems as important as everything else; the reader has a hard time sifting out key points.
- F. The text may be repetitious, or may read like a collection of disconnected, random thoughts with no discernable point.

## Recount Rubric

(1) Generate, gather, and organize the ideas and information to podcast for an intended purpose and audience; and (4) Reflect on and identify their strengths as writers, areas for improvement.				
	Level 1	Level 2	Level 3	Level 4
<b>Knowledge:</b>  Identify the topic, purpose, and audience for a variety of writing forms	Demonstrates limited knowledge of purpose and audience.  The topic is unclear. Information is limited.	Demonstrates some knowledge of purpose and audience. Topic is broad but you can see where the author is going. Support is attempted but does not flesh out the storyline.	Demonstrates considerable understanding of purpose and audience. Topic is narrow and manageable. Uses relevant, quality details.	Demonstrates thorough knowledge of purpose and audience Topic is narrow and manageable. Uses relevant, quality details that go beyond the obvious.
<b>Thinking:</b>  Identify and order main ideas and supporting details	Is able to identify and order main ideas and supporting details with limited effectiveness. The idea is a simple restatement of the topic. The information is limited, unclear or the length is not adequate.	Is able to identify and order main ideas and supporting details with some effectiveness. The student is beginning to define the topic but does not use accurate details or show a sense of purpose.	Is able to identify and order main ideas and supporting details with considerable effectiveness. The student has used reasonably accurate details. Appears to be writing from experience.	Is able to identify and order main ideas and supporting details with a high degree of effectiveness. Accurate details from experience are present. The ideas are fresh and original.
<b>Communication:</b>  Express and organize ideas and information	Expresses and organizes ideas and information with limited effectiveness. May read as a collection of disconnected thoughts. The writer has not used paragraphs.	Expresses and organizes ideas and information with some effectiveness. The writer generally stays on topic. Some paragraph organization is present.	Expresses and organizes ideas and information with considerable effectiveness. The reader's questions are anticipated and answered. The paragraphs are well organized and effective.	Expresses and organizes ideas and information with a high degree of effectiveness. The paragraphs are well organized and highly effective. The writer demonstrates an understanding of life.
<b>Application:</b>  Select pieces of writing that they think reflect their growth and competence as writers and explain	Is able to express their understanding of their growth and competence as writers with limited effectiveness. Does not use the Success Criteria to assess their work.	Is able to express their understanding of their growth and competence as writers with some effectiveness. Some use of the Success Criteria to assess work but has no plan for improvement.	Is able to express their understanding of their growth and competence as writers with considerable effectiveness. Can effectively use the Success Criteria and has an improvement plan in place.	Is able to express their understanding of their growth and competence as writers with a high degree of effectiveness. Is highly skilled at using the Success Criteria and has a multiple step plan for improvement.

## **Recount Success Criteria**

- ✓ The story is clear and focused.
- ✓ The topic is narrow and manageable
- ✓ The first paragraph introduces the reader to the topic
- ✓ Includes background information at the beginning
- ✓ Contains relevant and accurate details
- ✓ The events are in chronological order
- ✓ The writer speaks from knowledge or experience
- ✓ Readers' questions are anticipated and answered
- ✓ Told in the past tense
- ✓ Time words are used
- ✓ Ends with a personal comment about the event
- ✓ It might give an insight into life or the human experience.