

*Mir Kaya*

	Developing towards Grade Level Expectation	Approaching the Grade Level Expectation	Meeting the Grade Level Expectation	Exceeding the Grade Level Expectation
<b>IDEAS:</b> <i>the central message supported by enriching detail</i>	<ul style="list-style-type: none"> <li>main idea is unclear</li> <li>limited or confusing detail</li> </ul>	<ul style="list-style-type: none"> <li>emerging central idea</li> <li>some connection to the topic</li> <li>some appropriate details included</li> <li>leaves some unanswered questions</li> </ul>	<ul style="list-style-type: none"> <li>main idea is clear</li> <li>directly addresses the topic</li> <li>relevant and appropriate details engages the reader</li> </ul>	Development of ideas is original and innovative, demonstrating maturity and sophistication beyond the grade level expectation.
<b>ORGANIZATION:</b> <i>the internal structure, the thread of central meaning</i>	<ul style="list-style-type: none"> <li>problems with organization make the text difficult to follow</li> </ul>	<ul style="list-style-type: none"> <li>has a recognizable introduction</li> <li>has a recognizable conclusion</li> <li>makes an attempt to use transitions</li> <li>paragraphing is effective at times</li> </ul>	<ul style="list-style-type: none"> <li>has an effective introduction</li> <li>has an effective conclusion</li> <li>uses effective transitions</li> <li>sequencing is logical</li> <li>paragraphing is consistently effective</li> </ul>	Organization demonstrates a maturity or sophistication beyond the grade level expectation.
<b>VOICE:</b> <i>the unique perspective and style of the writer</i>	<ul style="list-style-type: none"> <li>voice is limited</li> <li>voice suits purpose and audience at times</li> </ul>	<ul style="list-style-type: none"> <li>voice is mostly engaging</li> <li>voice mostly suits purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>voice is consistently engaging</li> <li>voice is appropriate to purpose and audience</li> <li>voice is sustained throughout the text</li> </ul>	Voice is consistently compelling, original, and moving, demonstrating maturity and sophistication beyond the grade level expectation.
<b>WORD CHOICE,</b> <i>precise and vivid language that moves and engages the reader</i>	<ul style="list-style-type: none"> <li>word choice is limited</li> </ul>	<ul style="list-style-type: none"> <li>repetitive use of words and phrases</li> <li>words sometimes used inappropriately</li> <li>words are adequate but basic</li> </ul>	<ul style="list-style-type: none"> <li>word choice enhances and clarifies meaning and is consistently:</li> <li>precise</li> <li>accurate</li> <li>effective</li> </ul>	Word choice demonstrates maturity and sophistication beyond the grade level expectation.
<b>SENTENCE FLUENCY:</b> <i>the rhythm, flow and sound of language</i>	<ul style="list-style-type: none"> <li>errors in sentence construction impair fluency</li> </ul>	<ul style="list-style-type: none"> <li>sentences are usually effective and:</li> <li>are mostly well constructed</li> <li>include some variety in length, structure, and beginnings</li> <li>are mostly fluent</li> </ul>	<ul style="list-style-type: none"> <li>sentences are consistently effective and:</li> <li>are well constructed</li> <li>vary in length and structure</li> <li>begin in a variety of ways</li> <li>flow smoothly</li> </ul>	Sentence fluency demonstrates maturity and sophistication beyond the grade level expectation.
<b>CONVENTIONS:</b> <i>the mechanical correctness of the piece</i>	<ul style="list-style-type: none"> <li>errors in conventions distract the reader and make the text difficult to follow</li> </ul>	<ul style="list-style-type: none"> <li>conventions are mostly correct, including:</li> <li>grammar/usage</li> <li>spelling</li> <li>punctuation</li> <li>paragraphing/formatting</li> </ul>	<ul style="list-style-type: none"> <li>conventions are consistently correct, including:</li> <li>grammar/usage</li> <li>spelling</li> <li>punctuation</li> <li>paragraphing/formatting</li> </ul>	Use of conventions demonstrates maturity and sophistication beyond the grade level expectation.



Monkeyjunk

## Journal Writing: Walt Disney

Dear Diary,

ARGH!!! I hate that INEXCUSABLY HORRIBLE person Charles Mintzzz. Taking Oswald the Lucky Rabbit and all **MY** employees!?! **AB-SO-LUTE-LY NOT!!!** When I go hitting on all sixes, earning all the dough, he comes in and takes everything ~~for his~~, HE takes it that HE is the big cheese around here calling all the shots, but I have had an earful from him. I wanna storm into his office and SMASH HIM RIGHT IN THE KISSER!!!

Anyway, on that day me and Ubbe <sup>were</sup> happy with our newest character Oswald the Lucky Rabbit because he was the first character of ours that had generated dough and merchandise efficiently. So I wanted a pay raise from my distributor, Charles Mintz. On that day I go up to him for a pay raise, and he hands me a contract. I stare at it. I go "What is this?"

Charles Mintz replies, "I am... um... *buying*, Oswald"

I stare at the contract, I skim the sheet, looking for the share price, then I see it, 20%!? I screamed at him "20%!? ARE YOU KIDDING ME!?"

"Um... no..." I did not like that at all, 20% share for me on a character that he did not do anything on.

"THIS IS ABSURD!!!" I shouted, "What did YOU do for this character that made you deserve 80% of the dou-" he snapped his fingers, the sound rang out, sharp and clear, <sup>Oh!</sup> 4 of my own employees, came out of nowhere and dragged me away. I shouted back at his office, "YOU WILL NEVER GET AWAY WITH THIS, CHARLES MINTZ, GOD SHALL CURSE YOU!!!" Then my own employees threw me out of the business that I have started. I did not get that share, I did not want it anyway. I regretted asking him to be my distributor, but <sup>really?</sup> it's too late for that.

-Walt Disney

Signing out for now~

*needed to explain this more.*

*not want a raise coming?*

*Stang, did I would he write this way from this time?*



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Date: 30/1/15

Paw Print Web



