

	Developing the 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 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.

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# Replanting Mrs. Jones

## Mrs. Jones

Me and my parents once owned a huge garden. My name is Luella Bates Washington Jones. I was born in Texas. My family moved to Cleveland when I was 6, I had done a lot of bad things when I was a teenager. Such as shoplifting, pickpocketing, and violence. I was a child juvenile for a while. My folks sent me to a finishing school to learn good manners. This had cost my family all their money, but they thought it was necessary for at least one year. Now they have returned to Texas with the little bit of money they had left while I stayed in Cleveland. As an adult I was very strict with children about how they spoke, their face, and their manners.

*means same thing.*  
*doesn't really fit.*  
*why?*  
*why?*

Around when I was 43, I had taught this kid about how pickpocketing was bad. I had his face washed, I gave him some food, and I gave him the pair of blue suede shoes that he wanted so much. He said to me, "I want a pair of blue suede shoes" (pg. 196 of Thank you M'am) so later



# Replanting Mrs. Jones

I forgave him and said: "But from here on in, son, I hope you will behave yourself." "Now here, take this ten dollars and buy yourself some blue suede shoes." (pg. 199 of Thank you M'am). I also had his face cleaned. "Your face

is dirty. I got a great mind to wash your face for you. Ain't you got nobody home to tell you to wash your face?"

"No'm," said the boy.

"Then it will get washed this evening," said the large woman, starting up the street, dragging the frightened boy behind her." (pg. 196 of Thank you M'am).

But anyway, I was walking down the dark alleyway to get to my

house late at night in my favourite dark blue dress, I found a unopened packet of watermelon seeds, my favourite fruit! I thought that if I planted

them, they would grow up into watermelons, and I could have all the watermelon I wanted. I rushed back home to get my planting supplies, I can

relive my childhood with a mini garden of my own! I did not care how late it was, I would plant those seeds and eat those watermelons! I planted them

next to a refrigerator where the soil seemed more fertile. I dug the ground

and made as smooth and soft as silk I made 3 rows of 5 to put my

This is not needed.

New speaker =  
New line

how did they get there?  
Need a better transition.

you haven't written anything about the garden

why?



## Replanting Mrs. Jones

watermelon seeds I planted my seeds in and watered them generously. I would come everyday to water them so I can have my watermelons. Just about when I was about to leave, a girl about age 11 came by with a huge water jug. She started watering her plants. One of her plants had caught blight. I gave her some advise on how to prevent the blight from spreading to the other plants, but she flicked me off and glared at me. Suddenly, she looked up into the sky, I looked at what she was staring at and I saw a girl with binoculars. She quickly withdrew and went back inside her house. I suppose it was nothing, just a girl looking at the sights, I turned away and went back home with a happy feeling in my stomach.

why?  
 What does she get?  
 How does she  
 change because of  
 the garden?





# FORMATIVE SEEDFOLKS WRITING

## CHECKLIST

### SELF AND BUDDY

Name: *Minkaya*

Buddy:

Core: *A*

CHECKLIST	MY THOUGHTS AND SUGGESTIONS	BUDDY THOUGHTS AND SUGGESTIONS
Read it aloud with expression. Mark what needs to be fixed.	X	
Is there an <b>engaging</b> hook?	<del>X</del> ✓	✓ <i>Don't use I so much</i>
Put a star * next to each of the events that have taken place. Are they correctly paragraphed? Are they clear and coherent?	<del>X</del> X	✓
Are the characters thoughts in italics?	X	✓
How is the character speaking and interacting with other characters?	X	✓
Which characters do you interact with from "Seedfolks"?	<i>Kim and anna</i>	<i>Kim, Anna</i>
Are the characters actions and body language clear to the reader?	✓	✓
What does your character look like? Nationality? Clothing?	X <i>Texas</i>	<i>Could be more</i>
Snapshot/thoughtshot and dialogue - is there a good balance throughout the piece?	<del>X</del> X	✓
Command F and look for the word 'felt'. This is showing. Don't show me. Tell me! Put me there! E.g. Instead of saying, 'I felt scared', think of a more engaging way to show this to your audience.	✓	<i>Fix some I was things</i>

# FORMATIVE SEEDFOLKS WRITING

## CHECKLIST

### SELF AND BUDDY

Name:

Buddy:

Core:

CHECKLIST	MY THOUGHTS AND SUGGESTIONS	BUDDY THOUGHTS AND SUGGESTIONS
Add sensory detail: touch, sight, sound, smell, or maybe taste. DO NOT WRITE: I could hear, I could smell, I could see etc. Be clever! Weave it in! Sometimes you simply need a powerful adjective or verb.	X	✓ But more
What is their purpose in the garden? How do they or the garden benefit?	To Relive Dreams	✓
Active voice sentences?	✓	✓
Sentence beginnings and sentence lengths.	X need to have shorter sentences	✓
Vivid Word Choice?	X	more
Spelling and conventions	<del>X</del>	✓

*Handwritten signature*

# Replanting Mrs. Jones

Munkyu Park Mrs. Jones

hook

I used to have a huge garden when I was little, I worked on it with my mom and dad. Now they have went back to Texas with the little bit of money they had left while I stayed in Cleveland. My name is Luella Bates Washington Jones. I was born in Texas, ~~and~~ My family moved to Cleveland when I was 6, I had done a lot of bad things when I was a teenager. Such as shoplifting, pickpocketing, and violence. I was a child juvenile for a while and my parent later sent me to a finishing school to learn good manners. This had cost my family all their money, but they thought it was necessary for at least one year. As an adult, I was very strict with children about how they spoke, their face, and their manners.

needs to be clearer → ☆ A long time ago, I had taught this kid about how pickpocketing was bad. I had his face washed, I gave him some food, and I gave him the pair of blue suede shoes that he wanted so much. he said to me: "I want a pair of

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# Replanting Mrs. Jones

blue suede shoes”(pg.196 of Thank you Mam) so later I forgave him and said:

“But from here on in, son, I hope you will behave yourself.” “Now here, take this ten dollars and buy yourself some blue suede shoes.” (pg.199 of Thank you Mam). I also had his face cleaned. “Your face is dirty. I got a great mind to wash your face for you. Ain’t you got nobody home to tell you to wash your face?”

“No’m,” said the boy.

“Then it will get washed this evening,” said the large woman, starting up the street,

dragging the frightened boy behind her.” (pg.196 of Thank you Mam).

☆ But anyway, I was walking back home from work late at night, I found a unopened packet of watermelon seeds, <sup>It lies</sup> my favourite fruit, I thought that if

I planted them, they would <sup>u</sup> grow up into watermelons, and I could have all the watermelon I wanted. I rushed back home to get my planting supplies, I can <sup>It lies</sup>

relive my childhood with a mini garden of my own, I did not care how late it

10

# Replanting Mrs. Jones

was, I ~~would~~ <sup>will</sup> plant those seeds ~~and relive my childhood memories~~ <sup>and eat those watermelons</sup>. I planted them next to a refrigerator where the soil seemed more fertile. I planted them down on the ground and I watered them. I would come everyday to water them so I can have my watermelons <sup>★</sup> just about when I was about to leave. a girl about age 11 came by with a huge water jug. She started watering her plants. They were ~~wilting down~~ <sup>catching blight</sup>. Then suddenly she looked up into the sky, I looked at what she was staring at and I saw a girl with binoculars. <sup>They glinted in the sunlight</sup> She quickly withdrew and went back inside. I suppose it was nothing, just a girl looking at the sights I turned away and went back home.





Replanting Mrs. Jones

Ms. Bevear  
比維亞



Using Langston Hughes' "Thank You M'am" as a starting point, develop the character of Mrs. Jones. We're going to dig her out of her world and plant her in the community garden neighborhood of Paul Fleischman's *Seedfolks*.

Imagine that **you are Mrs. Jones**. One night on your way home from work late at night, you notice a light at the back of the vacant lot. Curious, you walk between the bags of trash to find out what's going on. The light disappears. You find something interesting going on at the back of the lot, and you make a decision. The next morning before work, you go to the shop and buy some seeds. When you come back to the garden, you meet someone who has also planted seeds. After your conversation, you have a positive feeling.

You may invent information about Mrs. Jones as necessary, **but it must fit with what we know of her in "Thank You M'am"**.

For instance, you might say she likes going to the movies, but you shouldn't say she attended a Swiss boarding school or that she was a European spy in World War II.

Name: Bobby Jones

Age: 65

Female

A brief background of my character:

Mrs. Jones was born in Texas, and moved to Cleveland when she was 6, she had done a lot of bad things when she was a teenager (eg. shoplifting, pickpocketing, violence) she was a child juvenile for a while and her parent later sent her to a finishing school to learn good manners. This had cost the Jones family all their money, but they thought it was necessary for at least one year. as a adult she was very strict with children about how they spoke, their face, manners, etc.



My character could be described as

**STRONG**

**STRICT**

I plan to show what type of personality my character has through:

<p>Actions: She can use the nelson hold successfully. "Mrs. Jones stopped, jerked him around in front of her and put a half nelson hold about his neck, and continued to drag him down the street" (pg. 197).</p>	<p>Speech: Mrs. Jones is very organized. "Um-hum! Your face is dirty. I got a great mind to wash your face for you. Ain't you got nobody home to tell you to wash your face?"</p> <p>"No'm," said the boy.</p> <p>"Then it will get washed this evening," said the large woman, starting up the street, dragging the frightened boy behind her. (pg. 196).</p>
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<p>Thoughts:She is a forgiving and generous person." But from here on in, son, I hope you will behave yourself."Now here, take this ten dollars and buy yourself some blue suede shoes."(pg.199).</p>	<p>Appearance:She is a very big imposing character. "She" was a large woman with a large purse that had everything in it but a hammer and nails."(pg.195).</p>
<p>How Others Relate or React:Roger had wanted to run away from Mrs.Jones and he squirms."If I turn you loose, will you run?" asked the woman.</p> <p>"Yes'm," said the boy.</p> <p>"Then I won't turn you loose," said the woman. She did not release him.</p> <p>"Lady, I'm sorry," whispered the boy.(pg.196).</p>	<p>Body Language:</p> <p>? Need to make up!   </p>

Two people with whom my character will interact are:

KIM

and

anna

Dialogue

"Hi, What is your name?" I asked.

"My name is Kim," the girl said. "What is yours?"

"My name is Luella Bates Washington Jones," "but you can call me Mrs. Jones."

"OK, but what are you here for?" Kim asked,

"I just wanted to tell you that your plants are catching blight. You should separate the plants with blight and without blight so all the others don't wilt down like that. My Pa taught me that when I was 9."

"I don't need your help!" Kim yelled. "Go away!"

"Fine then, bye Kim!"

