

W. W. W. W.

HKIS 6 Traits Writing Rubric

	Developing towards the Grade Level Expectation	Approaching the Grade Level Expectation	Meeting the Grade Level Expectation	Exceeding the Grade Level Expectation
<p>IDEAS</p> <p>The heart of the message, the content of the piece, the main theme, with details that enrich and develop that theme.</p> <p>Key Question: Did the writer stay focused and share original and fresh information or perspective about the topic?</p>	<ul style="list-style-type: none"> lacks a central idea does not address the topic lacks detail confusing 	<ul style="list-style-type: none"> emerging central idea some connection to the topic some appropriate details included leaves some unanswered questions 	<ul style="list-style-type: none"> main idea is clear directly addresses the topic relevant and appropriate details engages the reader 	<p>The development of ideas goes beyond grade level expectations.</p> <p>Examples include:</p> <ul style="list-style-type: none"> original ideas ideas that demonstrate a maturity or sophistication beyond the grade level use of innovative details
<p>ORGANIZATION</p> <p>The internal structure, the thread of central meaning, the logical and sometimes intriguing pattern of the ideas.</p> <p>Key Question: Does the organizational structure enhance the ideas and make it easier to understand?</p>	<ul style="list-style-type: none"> lacks a recognizable introduction connections between ideas are confusing sequencing is ineffective contains little or no evidence of paragraphing problems with organization make the text difficult to follow 	<ul style="list-style-type: none"> paper has a recognizable introduction paper has a recognizable conclusion makes an attempt to use transitions uses a logical approach to sequencing structure is present but not appropriate for purpose and audience paragraphing is attempted 	<ul style="list-style-type: none"> has an effective introduction has an effective conclusion uses effective transitions sequencing is logical structure is appropriate for purpose and audience paragraphing is effective 	<p>The organization of the paper goes beyond grade level expectations.</p> <p>Examples include:</p> <ul style="list-style-type: none"> an inviting introduction draws the reader in; a satisfying conclusion that leaves the reader with a sense of closure and resolution. thoughtful transitions connect ideas sequencing is logical and effective
<p>VOICE</p> <p>The unique perspective of the writer is evident in the piece through the use of compelling ideas, engaging language, and revealing details.</p> <p>Key question: Would you keep reading this piece if it were longer?</p>	<ul style="list-style-type: none"> perspective of the writer is lacking voice does not engage the audience is inappropriate to purpose and audience is lacking throughout the text 	<ul style="list-style-type: none"> perspective of the writer is sometimes evident voice somewhat engages the audience attempts to suit purpose and audience is at times evident in the text 	<ul style="list-style-type: none"> perspective of the writer is evident voice effectively engages the audience is appropriate to purpose and audience is sustained throughout the text 	<p>Voice in the paper goes beyond grade level expectations.</p> <p>Examples include:</p> <ul style="list-style-type: none"> voice is consistently compelling voice is unique voice moves the reader
<p>WORD CHOICE</p> <p>The use of rich, colorful, precise language that moves and enlightens the reader.</p> <p>Key Question: Do the words and phrases create vivid pictures and linger in your mind?</p>	<ul style="list-style-type: none"> words are nonspecific or distracting. limited range of word choice 	<ul style="list-style-type: none"> repetitive use of words and phrases words sometimes used inappropriately words are adequate but basic 	<ul style="list-style-type: none"> word choice is: <ul style="list-style-type: none"> specific accurate effective word choice enhances and clarifies meaning 	<p>Word choice goes beyond grade level expectations.</p> <p>Examples include:</p> <ul style="list-style-type: none"> play on words use of foreign phrases (appropriate) creative choice of words
<p>SENTENCE FLUENCY:</p> <p>The rhythm, flow and sound of language.</p> <p>Key Question: Can you FEEL the words and phrases flow together as you read it aloud?</p>	<ul style="list-style-type: none"> constructed poorly contains choppy, incomplete, rambling, or awkward sentences sentences begin the same way phrasing is awkward 	<ul style="list-style-type: none"> sentence construction usually correct - some sentence fragments sentence beginnings have limited variety some variety of sentence length and structure. writing is mostly fluent 	<ul style="list-style-type: none"> sentences are well constructed and appropriate to the genre contains a variety of sentence length and structure contains a variety of sentence beginnings writing flows smoothly 	<p>Sentence fluency goes beyond grade level expectations.</p> <p>Examples include:</p> <ul style="list-style-type: none"> variety of creative beginnings variety of sentence used for effect
<p>CONVENTIONS:</p> <p>The mechanical correctness of the piece: spelling, grammar and usage, paragraphing, use of capitals, and punctuation.</p> <p>Key Question: How much editing would have to be done to be ready to share with an outside source?</p>	<ul style="list-style-type: none"> spelling errors are frequent punctuation missing or incorrect capitalization is inconsistent errors in grammar or usage impact the meaning paragraphing is missing 	<ul style="list-style-type: none"> spelling is mostly correct punctuation is mostly accurate proper nouns and "I" are capitalized tense is mostly consistent subjects and verbs generally agree problems with grammar and usage do not impact meaning paragraphing is inconsistent 	<ul style="list-style-type: none"> spelling is correct punctuation is accurate capitalization is accurate tense is correct subject and verb agreement correct paragraphs are indented correctly 	<p>Use of conventions goes beyond grade level expectations.</p> <p>Examples include:</p> <ul style="list-style-type: none"> pronouns and antecedents agree manipulates conventions for stylistic effect

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People say that you can make a good business by selling pumpkins. Well I don't think so. I think that it is better to sell marijuana, since people will pay good money for it. I was hired by a man named Sam, ^{DUK} he hired me because he said he needed someone to sift the soil in a junkyard. I worked day and night plowing it, and by the second day, I worked that soil till it flowed through your fingers like silk, Sam paid me a solid thirty bucks for plowing the huge field. He asked me, "Do you want a row of the garden Rico? A strong fourteen year old like you should take up gardening so you can start a business selling food."

"Sure, ^{Why not?} I'd love to!" I exclaimed, "I could sell marijuana and have tons of money!"

"I don't think that's a good idea, doing that can get you into jail, marijuana dealers can get up to thirty years in prison, so if you want to spend the rest of you teenage years along with your twentys in prison, I don't recommend you sell marijuana for a living."

"Okay then, I will sell pumpkins."

"Great idea! people would pay good money for a pumpkin"

That was when I changed my mind to selling pumpkins.

Later that day, Sam bought me some gardening tools along with two packets of seeds, I planted each one half a meter from each other, and I generously sprinkled water above it. In five - six months time, they would be ripe and ready to eat.

I remember a long time ago when I was five, I loved pumpkins. My mom used to feed me it every time, and I grown to love it. I wanted to grow pumpkins because of this reason. *really?*

Later on, the little sprouts came up. I was happy for I was sure that all the pumkin seeds had survived the short winter. I watered them daily and came back and checked each sprout to make sure that they grew well and no bugs were eating away at the leaves, I pretty much made the garden my home, other people started to work in the farm too. They grew oranges, tangerines, apples, mangos, watermelons, beans and much more. Different people worked here, Blacks, Whites, and Asians but they all kept their distance from each other.

One day this woman called Sam came up to this woman called Sae young, and as soon as I heard her name I thought *Is she Korean? / is her english good?* Turns out that she is Korean and she speaks okay english, at least it was good enough that she can communicate. She told Sam how her store got robbed and that her

husband died, so she did not want to go near people anymore. Sam comforted her and Sae Young looked somewhat relieved after talking to Sam. She looked at me and asked, "Hi, what is your name? I am Saeyoung"

I replied "My name is Rico, I am 14 years old and I am Puerto Rican."

"Well, It was nice meeting you, Rico," Sae young said, "I will probably seeing more of you, so see you next time!"

"Bye!"

^{four} 4 months later my first pumpkin came up, it was beautiful, I ^{was} felt like I have reached a milestone. I brought the pumpkin into Sams house and my cooked it the exact same way my mom cooked it, I ^{was} got a huge butchers knife and sliced it into halves, carried the two halves and I gave Sam a slice, ^{he} took a bite and congratulated me for growing this. I then got a spoon myself and I took a huge spoon and shoved it into my mouth, it was delicious, I savored the taste and I ate it all, I took out the seeds and I left them to dry out so I can use them to grow more.

I got my next five pumpkins and I went to the market to sell it, Some one came by and gave me bought my largest pumpkin for sixty dollars, I was suprised at how much people wanted pumpkins,

Rico Summative

Min Kyu Park
Tuesday, 14 October, 2014

by the end of the day, I earned 250 dollars from my pumpkins. So I thought: *Maybe you can be successful business man selling pumpkins.*

Rico Summative

Min Kyu Park CORE A
Friday, 10 October, 2014

People say that you can make a good business by selling pumpkins.

Well I don't think so. I think that it is better to sell marijuana, since people

will pay good money for it. I was hired by a man named Sam, he hired me

because he said he needed someone to sift the soil in a junkyard. I worked

day and night plowing it, and by the second day, I worked that soil till it

flowed through your fingers like silk Sam paid me a solid 30 bucks for

plowing the huge field. He asked me: "Do you want a row of the garden ^{punctuating dialogue correctly?} We

Rico? A strong 14 year old like you should take up gardening so you can ^{Just did a mini-lesson!} start

a business selling food."

"Sure why not, I'd love to!" I exclaimed "I could sell marijuana and have tons

of money!"

"I don't think that's a good idea, doing that can get you into jail, marijuana

dealers can get up to 30 years in prison, so if you want to spend the rest

of you teenage years along with your 20s in prison, I don't recommend

you sell marijuana for a living."

"Okay then, I will sell pumpkins." ^{Why pumpkins?}

"Great idea! people would pay good money for a pumpkin"

Rico Summative

Min Kyu Park CORE A
Friday, 10 October, 2014

That was when I changed my mind to selling pumpkins.

Later that day, Sam bought me some gardening tools along with two packets of seeds, I planted each one half a meter from each other, and I generously sprinkled water above it. In 5-6 months time, they would be ripe and ready to eat.

Too short.

Detail of character? Two people to interact with?

Mark Ryce
Formative Personal Narrative Checklist
SELF AND BUDDY

Checklist	My Thoughts and Suggestions	Buddy Thoughts and Suggestions
Find a place to add three short questions. What are you thinking or feeling? (Note - this is a great strategy to use in place of 'I felt...') <i>Word choice</i>		
Command F: Eliminate dead weight such as 'good', 'nice', great', 'awesome', and 'cool'. <i>word choice</i>		
Active voice sentences? <i>Voice</i>		
Sentence beginnings and sentence lengths. <i>Org</i>		
Vivid Word Choice? <i>word choice</i>		
Spelling and basic conventions <i>conventions</i>		

Formative Personal Narrative Checklist SELF AND BUDDY

NAME:

BUDDY:

CORE:

Checklist	My Thoughts and Suggestions	Buddy Thoughts and Suggestions
Read it aloud with expression. Mark what needs to be fixed. <i>All of them</i>		
Is there an engaging hook? <i>Org</i> (Humor? Suspense? Reflective? Ironic?)		
Put a star * next to each of the <i>Org</i> events that have taken place. Are they correctly paragraphed? Are they clear and coherent?		
Highlight an area in the story that has been exploded <i>Ideas</i>		
Underline where the reader has been told either explicitly or implicitly about the lesson learned or message shared <i>Idea</i>		
Snapshot/thoughtshot and dialogue - is there a good balance throughout the piece? <i>Voice</i>		
Command F and look for the word 'felt'. This is showing. <i>Don't</i> show me. <i>Tell me!</i> Put me there! E.g. Instead of saying, 'I felt scared', think of a more engaging way to show this to your audience. <i>Word choice</i>		
Add sensory detail: <i>Word choice</i> 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.		

Minkyu Park

Oct 7/14

Hit List for summative

DO I HAVE:

- - Is my Main Idea clear
- Have I edited it?
- Made tense clear?
- engaging?
- Fluent?
- vivid word choice?
- Interesting?





Minkym Park

Seedfolks Character Profile

We are about to start the process of creating our Seedfolks character. The "profile sheet" below should help you with organizing your thoughts and developing a clear picture of who your character is.

BASICS

Male/Female and Name: Rico who?

Age: 14

Ethnicity: Puerto Rican

BACKGROUND

How did this character end up in Cleveland and near the Gibb Street Garden?

He was born here and his mom and dad lost him in the city. He went to Sam

What is a problem/conflict your character is facing? Money lack of? Is this a problem of "seedfolks" people? What is your character passionate about? For instance, Leona is passionate about getting the garden cleaned up; Sam is passionate about bringing people together and Curtis is passionate about getting Lateesha back.

Getting Money by selling Marijuana

How do they learn about the garden? If they already know about it, how did they get involved? What have they planted or what will they plant?

Sam gave him a job that he started him a row. He plants

What are some words that describe your character? Hardworking

How do they change from the beginning of their chapter to the end? First He wanted to sell Marijuana

Do they change someone for the better? How?

NO. He sits the soil how? Who are two characters with whom they interact?

Sam

This is not a passion

MunRyn Park

PLAN AND PLOT

What is your first sentence? Hook your reader!

I wanted to be a successful Businessman
selling Marijuana

Doesn't hook.

What are 3 events that happen in your character's chapter?

- 1) Being employed by Sam
- 2) Charged with in on Marijuana
- 3) Planted Pumpkin

all too close to the book. Where are your ideas?

Use some figurative language:

*Describe what the lot looks like from outside the fence using a simile, metaphor or personification:

I stared at the lot, The Lot waved a hand invitingly

*Describe what one of the other characters with whom you interact looks like (be nice!) using a simile, metaphor or personification:

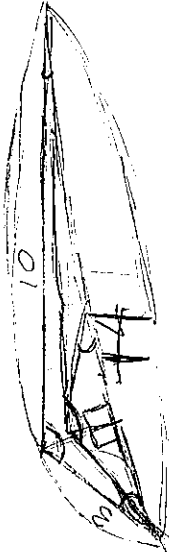
Sam had red hair like a turtle that has short stubble

*Describe how your character's sense of pride/sadness/achievement/regret using a simile, metaphor or personification:

Rico was proud as a peacock in the work he had done

*What might a brief interaction with another character read like? Include some dialogue:

?



Minkum Park CoreA 23/9/14

- Old man ✓
- Puerto Rican ✓
- Royce ✓
- Homeless dude ✓
- Lateesha ✓
- tio juan ✓
- Miss fleck ✓
- Al Mirs family ✓
- Penny ✓
- Purce, thief ✓
- Virgil dad ✓
- Kim's family ✓
- gonzalos father ✓
- de lores ✓
- Marizella ✓
- Yolanda ✓
- Mr. Smoltes

I might draw these ○

6 character traits
Garden association

Puerto Rican kid

Name: Rico ○

AGE: 14

Occupation, none, wants to grow marijuana, changed to pumpkin ○

2

