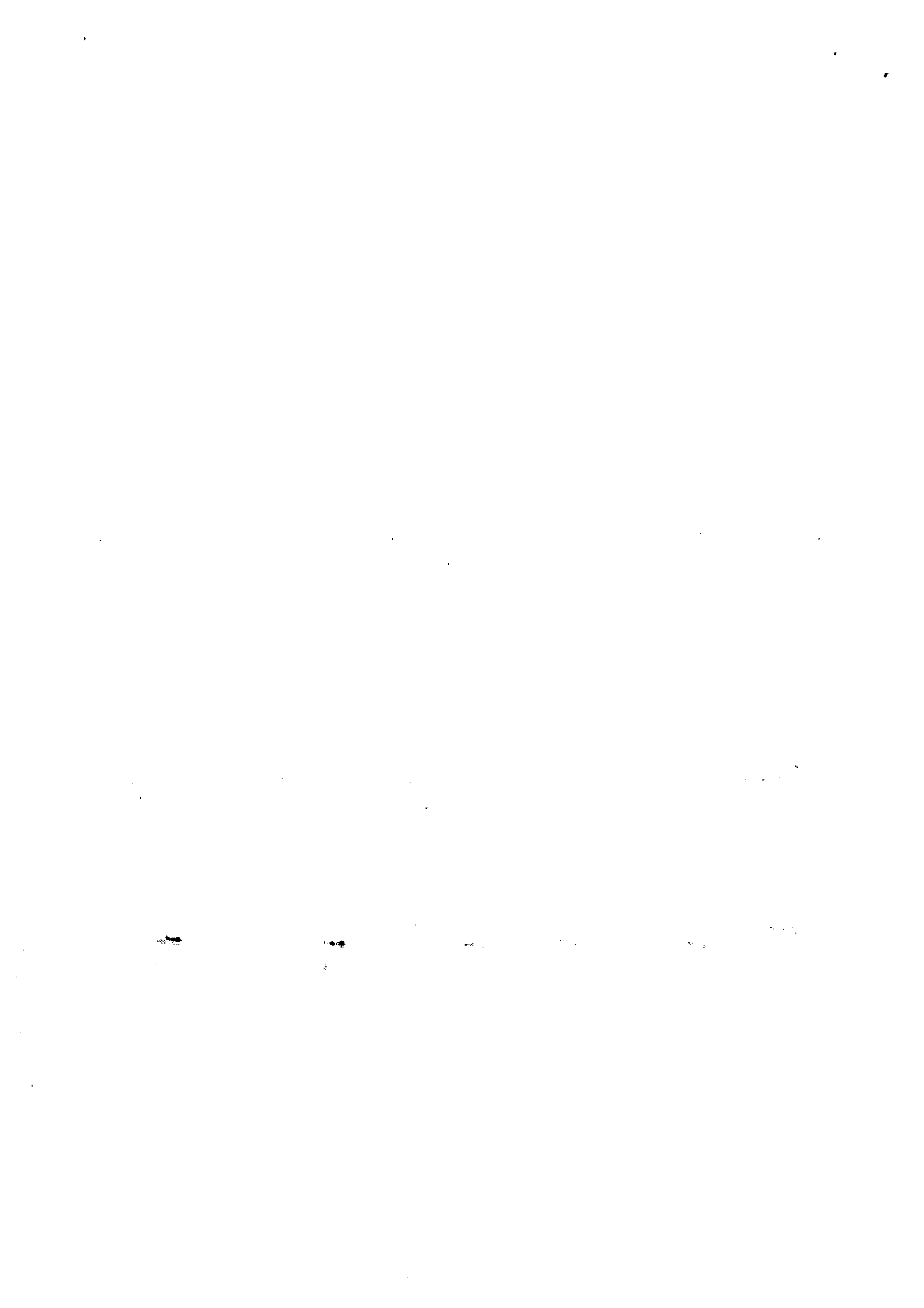


	Developing towards the Grade Level Expectation	Approaching the Grade Level Expectation	Meeting the Grade Level Expectation	Exceeding the Grade Level Expectation
<p>IDEAS The heart of the message, the content of the piece, the main theme, with details that enrich and develop that theme.</p> <p>Key Question: 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 effectively 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 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 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 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: 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: 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



Keelin McNicholas

Core A

10/10/14

Marlee

I missed life back at home. In fact, I missed myself. My eyes fluttered opened, and I sat up quietly. The sun was peeking through my window. A new morning, and that meant school. It was always a struggle in the morning. Even the little things like choosing cereals. I really don't remember much of my recent past. I remembered some of my childhood, but its like the last two years never existed. I was in a car crash a couple months back. I was mostly fine, except for my head. A concussion and minor memory loss. The doctor said I'll remember everything soon, but at this rate I'd never believe it. We moved here to Gibb street from the city. It's less expensive here. Not *all* that much nicer. But less expensive. The crash cost my parents a lot, and the rent for our apartment didn't help. I wasn't sure if I liked it here. I hadn't made too many friends and it was kind of rough in this town. I'd only been in school for two weeks though, so I wasn't expecting, like, a million friends. The thing that really bothered me though, was that I couldn't even remember what the old Marlee liked. Pink? Blue? Captain Crunch? Forever 21? I mean, I knew who I was, Marlee Anne Jones, but that was only after my "parents" had told me over and over again. I was lost, in myself.

I was walking back from school. The wind was blowing my brunette hair and the sun was beating on my pale white skin. I passed the garden. I'd always wanted to plant something, but never had the time. It was so beautiful. All the colors complimenting each other to make the prettiest painting I've ever seen. And the people here take pride in the garden. It's the only thing that looks decent in this ugly town. I sighed and kept on walking, not realizing I had stopped to stare. My mind jumped to a new subject, school. It was a struggle. I mean, no kid likes school, but for me it was like panicking in quicksand. I barely remembered my old education. I mean, every once in a while little things would click, but they were always random math equations. I had to have meetings with the counselor and the school nurse one a week. They claimed to be trying to "Bring out the old me" but I think its stupid. Nora, the school nurse is kinda nice. She works at the school during the day and nurses some old man the rest of the time. The man lives below me, and he can't talk. Unluckily for me, It was Thursday, and that meant another meeting. I

walked reluctantly into the office. Only to find that, to my relief, Mrs. Karolin, the counsler wasn't there.

"Oh, hey Marlee!" Chirped Nora. "Here for you meeting?"

"Yeah." I rolled my eyes and sat on the uncomfortable and ugly green couch.

"Hows it been? Ya know, school?" She looked up from her clipboard. She wrote down everything I said. It was kind of intimidating, almost like it was gonna be used against me.

"Fine I guess," I answered Lazily "Just as good as last week." She scribbled on, writing what I said word for word. This continued for another thirty minutes. Another *grueling* thirty minutes.

I got to my house and made my way up the stairs to the first floor. It always felt weird walking into my room. It was so bare. The floor was covered with wall to wall carpeting and the only furniture that occupied the space was a lonely bed, desk and chair. I scanned the streets from my window ^{and} spotted Maricela. She'd befriended me at Papa's, the only pizza place in this small town. Our conversation had been kind of awkward at first, but somehow the two most different people ever decided to become best friends. We were both sixteen, and both didn't really fit in the "normal people" category. I pulled the latch and pushed with all my might until the window abruptly opened.

"Maricela!" I screamed. It took a while for her to find the source of the sound, but eventually she noticed me.

"Oh hey!" She hollered back, "Meet me down here? I have a surprise!"

"Really? Um... Okay!" I ran to the door, grabbed my shoes and scurried down the stairs. Maricela really shouldn't be out considering how pregnant she is, but I haven't heard the words "I've got a surprise" in ages. I met her in front of the grocery store, and in her hands were some cucumber seeds, a shovel, and a watering can.

"Your Mom told me that you used to like Cucumbers," she explained, "So how about we plant some?" She tempted. I thought about it for a moment and it was like two magnets suddenly meeting. It was true! I did love cucumbers! And Mangoes. I couldn't resist them! I used to have them almost every day, for breakfast and lunch. I couldn't beleive it, i had remembered something relevant! For the past month I was trying so hard to remember things, anything, and this was it! My first big realization! I'd never felt better about myself! And for the first time ever, I didn't wish I had died in that crash.

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Is the focus
of your story
the garden?
Introduce it
earlier?

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Core A
10/10/14
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Formative Personal Narrative Checklist SELF AND BUDDY

NAME: Keelin Clare McNicholas BUDDY:

CORE: A

Checklist	My Thoughts and Suggestions	Buddy Thoughts and Suggestions
Read it aloud with expression. Mark what needs to be fixed. <i>conventions Ideas voice organization</i>	I have read it aloud 3 times and think it sounds okay.	
Is there an engaging hook? (Humor? Suspense? Reflective? Ironic?) <i>organization</i>	I think so. the first line is intriguing	
Put a star next to each of the events that have taken place. Are they correctly paragraphed? Are they clear and coherent? <i>organization</i>	yes	
Highlight an area in the story that has been explored <i>Ideas</i>	✓	
Underline where the reader has been told either explicitly or implicitly about the lesson learned or message shared <i>conventions</i>	✓	
Snapshot/thoughtshot and dialogue - is there a good balance throughout the piece? <i>voice</i>	um, there is barely any thoughts.	
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>word choice</i>	there was only one "felt" and it was necessary	
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.	there isnt too much	

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>Sentence Fluency</i>	<i>Not too many, but some here and there</i>	
Sentence beginnings and sentence lengths. <i>Sentence Fluency</i>	<i>mostly longer</i>	
Vivid Word Choice? <i>word choice</i>	<i>Some</i>	
Spelling and basic conventions <i>Conventions</i>	<i>good</i>	

Hit list for summative

~~eyes, to water, ben tree~~

• I need to make a new line when someone speaks

• more dialogue

• have I address that the character changed?

• have I correctly put my commas in place?

• Did I make a new line when someone new speaks?

• have I addressed how the character changed because of the garden?

• is there a reason for the person to go into the garden?

• make sure the punctuation is correct

• have you stayed in past tense

• is there enough interaction

11



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: Marke Jones

Age: 16

Ethnicity: White, American

BACKGROUND

How did this character end up in Cleveland and near the Gibb Street Garden?
her and her family did not have enough money to keep living in New Orleans because of how much money it cost for her to get treated after her car crash.

What is a problem/conflict your character is facing?
she has no friends because she is new to town and can't remember any of her past because of brain damage. (a little far fetched for s)

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.
Marke is passionate about remembering her past and overcoming the other problems the crash caused.

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?
she got involved when Maricella told her to come. she planted cucumbers because she remembers she liked them.

What are some words that describe your character?
fun, creative, bubbly, but feeling down after the crash, hurt, always in pain,

How do they change from the beginning of their chapter to the end?
at first she feels lost and defeated because she barely knows herself and she is always in pain. she wishes the crash never happened. by the end she learns to appreciate that she lives.

Do they change someone for the better? How?
yes, she becomes thankful and even remembers some of her life before. It makes her feel happy herself again.

How do they positively contribute to the garden?
yes

Who are two characters with whom they interact?
Maricella and Nora.

Name: Marke
Age: 16
Ethnicity: White
Occupation: Student
Where they live: Cleveland
How they got to Cleveland: Car crash
What they are passionate about: Remembering her past
What problems they are facing: Brain damage, no friends
Who they interact with: Maricella, Nora
How they change: From lost to appreciative
How they contribute: Yes

she has a mixture of things & says on her face & easy, broken like, and brain damage she makes friends really fast, but she takes and carries. she has scars from the wreck where she becomes unresponsive and stores up to the distance. she has to go to the hospital every week and Nora checks on her every day. she takes lots of painkillers and has a huge scar on her stomach from where they took out her spleen.

each others differences. they never understand each other. Maricella will go to Marke's school from each other and their parents are friendly towards each other.

PLAN AND PLOT

What is your first sentence? Hook your reader!

I miss life back at home. In fact, I miss myself.

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

- 1) she moves to Cleveland from ~~New Orleans~~ The city.
- 2) she remembers some of her past
- 3) she makes some friends at school.

or at the garden... changing.

Use some figurative language:

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

The garden was like a painting, the colors mixed perfectly and always complimented each other

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

Marcela was like one of those trick candles. she could be nice, but one blow and she would lie right up. ~~easily~~

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

It crushes me that I barely know myself. Yeah, I know I'm Marlee Anne Jones, but I don't know any of my past. It's like reading a book, but

never taking in the information. My parents can tell

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

She sat down. With me. the new loner girl who was eating her pizza alone.

"Hey!" she greeted happily.

"Um... hey?" I replied. I would've left that stupid crutches that take forever to pick up.

"What's your name?"

"Marlee." I replied. she could tell I wasn't comfortable.

"Haha. Cool. What happened? If you couldn't tell I'm pregnant, but how'd you get so... hurt?"

she asked.

Dialogue be careful

he about what I was like, but how can I know it's true. If I don't remember it happening

Lateesha Lanaye

~~Latasha Lanaye~~

Traits:

- ~~sassy~~ - Friendly
- ~~mean~~ - nice
- ~~serious~~ - can be sassy
- ~~blonde~~ - strait forward
- small
- Brown hair
- African american

~~traits~~

- Chest held high
- more inappropriate clothing

Secrets

- Crazy

~~traits~~

- self conscious

~~traits~~

- Panics a lot

~~has a new boyfriend & moved on from~~

- lived in Cleveland all her life

~~traits~~

- Bad grammar

- I like 'em hot

- She ruined the SDDOL

- What are 'em doing in the lawn?

- I moved on from the freak years past.

- I is only 23 sir.

- what do you want?

- nice to the elderly

- works at the grocery store

- interacts with Curtis & Anna

- Tio Juan ✓
- Sam's Puerto Rican worker ✓
- Royce ✓
- guy in the rocking chair ✓
- LaTasha ✓
- Amir's kids ✓
- Crazy homeless man ✓
- Penny (Marcella's friend) ✓
- Mrs. Fleck
- Italian woman
- Polish woman
- Purse thief
- Murgueil's father
- Kim's mother
- Mr. Miles
- Yolanda Deloroux
- Gonzalo's father
- Mr. Smoltz
-