

HKIS 6 Traits Writing Rubric

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

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Mrs. Jones

One day, Mrs. Jones, an African American woman was walking up to her job to the beauty

pallor in the morning and she noticed a little kid walking toward a vacant lot filled with trash. She

wondered Why is a kid going through all that trash? Maybe I should check what's happening. She

pushed through the trash. When she went to the other side the kid realized Mrs. Jones was there

and stared at her for a second and she raced through the other side and ran off. Mrs. Jones

followed the kid and looked around to find what was there. There was a small plastic bag on the

ground and she picked it up and examined it. She realized there were beans in the bag. Mrs. Jones

she didn't so Mrs. Jones assumed she was out of earshot and left the bag of beans where they

were hoping the girl would notice that it was missing and would come back for it. While she was

working she wondered why the little girl had beans with her. Surely she wasn't eating them, they

were raw. She thought for a moment and then thought that she could've been planting these. But

that idea didn't last long. Why would a girl plant a bean in the middle of all this trash and heat? So

she was left with a question she didn't know the answer to.

Few weeks later, when she was walking down to her house she saw a little glow from the

vacant lot. She walked towards it and realized this was the lot where she saw the girl. She almost

forgot about the girl. She went quietly through the trash so that if the girl was there she wouldn't

run away. When she went through the trash she realized something. There wasn't a girl crouching

down, there was a man. She looked around and also realized another thing, there was a garden in

the middle of all this trash with little signs about the type of crops and who it belonged to. She

realized that this place was a garden. The man was crouching down watering the plants. She

walked up to the man and asked, "Hello. Do you know what is going on in this place?"

The man stood up and said, "Ah. This must be your first visit. This is a garden for everyone

to grow their own crops. Such a lovely place although I do wish this place had less garbage around

here. My name is Wendell." He stood up and reached out his hand and Mrs. Jones shook it. "And

you are?"

Mrs. Jones replied, "I'm Mrs. Jones, who made the garden here." Then she realized

something, that the girl must've been the one who first planted something here. Then she asked

Wendell, "Was a little girl first to plant here?"

The man said, "No one knows for sure. It started off with a girl and a bean. Me and my wife

saw it dying so we helped it grow and I guess it's what you see now. When I tried to ask for her

name she ran away as if she was a monster."

Mrs. Jones thought this was a lovely place but she was disappointed by where the garden

was located so she went asked Wendell, "Wendell, this might be too much to ask but could you

help me clean this trash? I just can't stand such a beautiful place covered in trash and also most

crops will die in conditions like this."

Wendell looked around for a moment and said, "Okay, I'll help you, I'm a school janitor. This

is nothing for me. Schools can sometimes be much worse than this. Mrs. Jones and Wendell both

laughed at the joke and started cleaning up the garden. Mrs. Jones and Wendell worked for hours

and finally got all the trash out of the way and the vacant lot was finally clean.

Mrs. Jones smiled and said, "Why thank you. Well I'd better be going off as I need to go to

work tomorrow and I'm very tired but again, thank you."

Wendell also smiled and said, "I should be going soon too."

Mrs. Jones turned around and walked away from the garden and thought she should grow

something too. The next day she went to a shop and bought some watermelon seeds and planted

it. She also got a small sign and wrote, 'Anonymous, if fully grown please take the watermelon and

share it with your friends.' She had a good feeling as she walked away from the garden.

1-5/2 Appendix

in doing need to change your name. Mrs. Jones
I thought - in titles
C/S
something else
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must
must
must

first person?

1870

1870

1870

1870

1870

FORMATIVE SEEDFOLKS WRITING

CHECKLIST SELF AND BUDDY

Name: Simon Kye

Buddy:

Core: A

CHECKLIST	MY THOUGHTS AND SUGGESTIONS	BUDDY THOUGHTS AND SUGGESTIONS
Read it aloud with expression. Mark what needs to be fixed.		
Is there an engaging hook?		Maybe?
Put a star * next to each of the events that have taken place. Are they correctly paragraphed? Are they clear and coherent?		
Are the characters thoughts in italics?		
How is the character speaking and interacting with other characters?		
Which characters do you interact with from "Seedfolks"?		
Are the characters actions and body language clear to the reader?		
What does your character look like? Nationality? Clothing?		
Snapshots/throughshots and dialogue - is there a good balance throughout the piece?		
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.		







FORMATIVE SEEDFOLKS WRITING

CHECKLIST SELF AND BUDDY

Name: *Simon Kye*

Buddy:

Core: *A*

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.		
What is their purpose in the garden? How do they or the garden benefit?		
Active voice sentences?		
Sentence beginnings and sentence lengths.		
Vivid Word Choice?		
Spelling and conventions		

Mrs. Jones

^{Mr. African American woman} One day, Mrs. Jones was walking up to her job in the morning and she saw a little kid ^{noticed} walking toward a vacant lot filled with trash. She wondered where the little kid was going and ^{recognized Mrs. Jones was} followed her. She pushed through the trash. When she went to the other side the kid looked ^{at her} at her and she raced through the other side and ran off. Mrs. Jones looked around ^{what was there:} what was there. There was a small plastic bag on the ground and she picked it up and examined it. She realized these were beans. Mrs. Jones quickly yelled, "Hey! You dropped something here!" She waited for the girl to come back but she didn't so Mrs. Jones assumed she was out of earshot and left the bag of beans where they were hoping the girl would notice it missing and come back for it. While she was working she wondered why the little girl had beans with her. Surely she wasn't eating them, they were too hard. She thought for a moment and then thought that she could've been planting these. But that idea didn't last long. Why would a girl plant a bean in the middle of all this trash and heat? So she was left with a question she didn't know the answer to.

Few weeks later, when she was walking down to her house she saw a little glow from the vacant lot. She walked towards it and realized this was the lot where she saw the girl. She went quietly through the trash, so that if the girl was there, she wouldn't run away. When she went through the trash she realized something. There wasn't a girl crouching down, there was a man. She looked around and also realized another thing, there was a garden in the middle of all this trash with little signs about ^{the types of} which crops and who it belonged to, she realized that this place was a public garden! She walked up to the man and asked, "Do you know what is going on in this place?" The man stood up and ^{reached out his hand and Mrs. Jones shook it} reached lovely place although I do wish this place had less garbage around here, My name is Wendell, and you are?" Mrs. Jones replied, "I'm Mrs. Jones, who started all this?" Then she realized something that the girl must've been the one who first planted something here? ^{then asked,} "Was a girl first to plant here?"

The man said, "I'm not sure who started it but I saw a little girl planting beans here, she's probably the one who started all this. When I tried to ask for her name she ran away as if she was a monster." ^{well I know a girl who got all this, but I don't know the name.} Mrs. Jones thought this was a lovely place but she was disappointed by where the garden was located. She thought that this is no place for plants to be grown so she went asked Wendell, "Wendell, you took like someone who likes to help, would you like to help me clean this dump?" ^{a beautiful place is full of trash.} Mrs. Jones grew up in a farm when she was a little and she has this way of thinking, ^{for crop to grow and I guess it} and I guess it was located. She thought that this is no place for plants to be grown so she went asked Wendell, "Wendell, you took like someone who likes to help, would you like to help me clean this dump?" ^{stand that such} Mrs. Jones asked, "What is it?" Mrs. Jones and Wendell chuckled at the joke and they both started cleaning up the garden.

is nothing for me. Schools can sometimes be much worse than this, but... Wendell looked around for a moment and said, "Okay, I'll help you, I'm a school janitor. This great garden by helping me get rid of all this trash?" ^{It started a} Mrs. Jones thought this was a lovely place but she was disappointed by where the garden was located. She thought that this is no place for plants to be grown so she went asked Wendell, "Wendell, you took like someone who likes to help, would you like to help me clean this dump?" ^{stand that such} Mrs. Jones asked, "What is it?" Mrs. Jones and Wendell chuckled at the joke and they both started cleaning up the garden.

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Wendell replied, "I'm going to need some cash, honestly I don't like working unless I have to."
Mrs. Jones sighed and said, "Ok, I'll give you some money after we're done cleaning up all this okay?"
Wendell smiled and said, "Sure, let's do this."

Mrs. Jones and Wendell worked for hours and finally got all the trash out of the way and the vacant lot was finally clean. Mrs. Jones reached into her purse to give Wendell the money, but Wendell said, "I don't think I need the money, it was wrong of me to ask you to pay me in the first place."
Mrs. Jones smiled and said, "Why thank you. Well I'd better be going off as I need to go to work tomorrow and I'm very tired but again, thank you."

Wendell also smiled and said, "I could be going soon too."
Mrs. Jones turned around and walked away from the garden and thought she should grow something too. The next day she went to a shop and bought some watermelon seeds and planted it. She also got a small sign and wrote, 'Anonymus, if fully grown please take the watermelon and share it with your friends.' She had a good feeling as she walked away from the garden.

Replanting Mrs. Jones

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: Mrs. Jones

Age: 62

Female

A brief background of my character:

Beauty Palace
Beauty Palace
Beauty Palace
She is a African American. She grew up in a farm when she was a kid. She used to be a police officer but is now retired. Now she works at a mall as a cleaning lady.

My character could be described as

Strong

Kind

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

<p>Actions: When she was heading to work she sees a girl planting beans so she checks back again some weeks later. She is coming back from her work from cleaning the mall after it closes. She finds a vacant lot with some lights and walk towards it and finds a garden and Wendell.</p>	<p>Thoughts She looks at beans and think it'll die but when she comes back again and sees the garden she is surprised and is happy. She thinks that the garden should have a better place to be in and she can't stand looking at the garden dirty as she is a cleaning lady.</p>
<p>Speech: She talks to Wendell that this is no conditions for a garden because there is way too much trash and asks Wendell to help her clean up the lot.</p>	<p>Appearance: Strong and healthy.</p>

Any other details you can think of?

Kim

Wendell

and

Two people with whom my character will interact are:

Body Language:	How Others Relate or React: They would think that Mrs. Jones is doing a nice thing for the garden and that it would help everyone.
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