

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



Simon Kye Core B  
Oct 10, 2014

Seedfolks Royce *show*

I'm a young black boy and people try to avoid me most of the time thanks to my scary looks, such as my face, as it didn't look too friendly and my muscles and those two added didn't make me look friendly. I look like this because when I was a kid, I used to be bullied all the time because people thought I was weak. I was bullied by the same three kids and they'd take my lunch money and if I didn't *give them the money* I'd get beat up. This happened to me over and over. One day in school, I was walking down the hall and I met the bullies and I didn't have the money so they tried to punch me but my friend blocked them and they started kicking and punching him instead. I just couldn't stand it and I bursted. I punched one of the guys in the face and he was knocked out and the rest ran away and I realised my full potentials. That day was when everything changed.

*too long before getting the garden*

I became the bully of the people that bullied me. It felt great being the leader of the people that once ruled you. The power felt great. I started changing and I'd beat up guys that tried to bully me. My friends were scared of me and left me. They thought I changed. *but you had* I thought that wasn't true. I was changing and I didn't want to admit it and I was tricking myself. But I was too young to realise that. As the days went on more people left me until I had no one. When I graduated university, I went to go to a new place called Cleveland. It was cheap and I could move there and I wanted to start new where nobody knew me. I tried to sign up for jobs but every time I tried to sign up I was rejected or kicked out. Then one day when I was going to a place to sign up, I found a large sign and big fences and in the front it said, "Community Garden. Anyone is Welcome to Join." When I saw the sign, I saw the word "Anyone" so I went in to see what was going on. It looked as if there were no more plots left and I thought of an idea to start a watering service. *why?* I decided to start the business and I put a poster down saying, "Royce's Watering Service" with the telephone number on it. But every time when the people called me and saw me they would say they don't need help. The next few weeks I had nothing to do and thought of quitting. So I went down to take down my poster. But when I reached a garden. A girl came up to me and quickly asked, "Are you the water man? Can you water my plants?"

*paraph*

I said, "Yes I am. Do you need help with me watering your plants?"

"Yes, I do. Please I have to go on a trip and I can't water them." She pointed at some beans in one of the plots.

This was my golden opportunity for me to get more customers and for people to know me. So I quickly replied, "I'll make sure your plants don't die ok?" *OK*

"Thank you so much I need to get back to home now. I'll pay you later. Thank you. Bye!"

"Bye!"

This was my first job and I had to make sure it works out and a week passed and the girl was back. She and I met again and she said, "Thank you so much. You did water my plants. I'll make sure I recommend you."

*passed*

Days past and she actually did recommend me to other people and I made sure I watered their plants I got more customers and I was known well in the garden. People were nice to me and knew me. They paid me vegetables and fruits they got from their garden and it felt like as if we're friends. I started doing more things for the garden, such as making roads and painting the walls.

One day, there was a robbery and when I heard that, I realised if I caught the thief this was a chance to redeem myself. A guy called Amir, me, and another man went after the robber. We caught him and I held him until the police came and the people were surprised to see me to do this. My old friends saw the news about me catching the thief and they called me and started talking to me again. We met and talked to each other and they said I changed, into the old me.

*too  
much  
more  
information*

Simon Kye Core B  
Oct 10, 2014

Seedfolks Royce

*show*

I'm a young black boy and people try to avoid me most of the time thanks to my scary looks and muscles. The reason I look like this is because when I was a kid I used to be bullied all the time because I was black. I'd be bullied by three kids and they would take my lunch money and if I didn't, I'd get beat up. This happened to me for about two years. One day, I was walking down a bridge for school, I met the three kids that bullied me. They said, "Well looks who's here. Come on. What do you have?"

I replied stressfully, "Nothing. I'm sorry."

Then one of the kid took my bag and took my phone and my bag and threw it out into the river. I couldn't take it and said, "What was that for!"

"Well it's your problem for not bringing the money." I just couldn't stand it and I bursted. All those years of torture. I punched one of the guys in the face and he was knocked out and the rest ran away and I realized my full potentials. That day I bullied the guys that bullied me.

It felt great being the leader of the people that once ruled you. The power felt great. I started changing and I would beat up the guys badly. My friends were scared of me and left me. They thought I changed. I thought that wasn't true. I was changing and I just didn't want to admit it and I was tricking myself. But I was too young to realize that. As the days went on more people left me 'till I had no one. I didn't have any still when I graduated high school. When I graduated university. I went to go to a new place called Cleveland. It was cheap and I could move there and I wanted to start new where nobody knew me. I tried to sign up for jobs but every time I tried to sign into a club I was rejected or kicked out. Then one day when I was going to a place to sign up, I found a large sign and big fences and in the front it said, "Community Garden. Anyone is Welcome to Join." When I saw the sign, I saw the word "Anyone" so I went in to see what was going on. It looked as if there were no more plots left and I thought of an idea to start a watering service. I decided to start the buisness and I put a poster down saying "Royce's Watering Service" with the telephone number on it. But every time when the people called me and saw me they would say they don't need help. The next few weeks I had nothing to do and thought of quitting. So I went down to take down my poster. But when I reached a garden. A girl came up to me and quickly asked, "Are you the water man. Can you water my plants?"

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"Yes. Please I have to go on a trip and I can't water them." She pointed at some beans in one of the plots.

This was my golden opportunity and said, "I'll make sure your plants don't die ok?"

"Thank you so much I need to get back to home now. Thank you. Bye!"

"Bye!"

*Too much information in the beginning?*

*fences?*

*over u of I?*

*sentence stub*

*for what?*

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Days past and she actually did recommend me to other people and I made sure I watered their plants I got more customers and I was known well in the garden. People were nice to me and knew me. They paid me vegetables and fruits they got from their garden. I started doing more things for the garden. Such as making roads and painting the walls. One day, there was a robbery and when I heard that, I realized if I caught the thief this was a chance to redeem myself. Me and a guy called Amir and another man went after the robber. We caught him and I held him 'till the police came and the people were surprised to see me to do this. More people came up to me and tried to talk to me and I felt like as if all of the were friends. It felt good and it felt like a good start for me.

*more connection to the beginning?*

## Formative Personal Narrative Checklist SELF AND BUDDY

NAME: *Simon Kye*

BUDDY:

CORE: *B*

Checklist	My Thoughts and Suggestions	Buddy Thoughts and Suggestions
Read it aloud with expression. Mark what needs to be fixed. <i>All 6 credits</i>		
Is there an <b>engaging</b> hook? (Humor? Suspense? Reflective? Ironic?) <i>Organization</i>		
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>		
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>Ideas</i>		
Snapshot/thoughtshot and dialogue - is there a good balance throughout the piece? <i>Organization Ideas Word Choice</i>		
Command F and look for the word 'felt'. This is showing. Don't <del>show</del> 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>		
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 <i>voice</i> powerful adjective or verb. <i>Word Choice</i>		

## 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>Voice</i> <i>Word Choice</i> <i>Sentence Fluency</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>		
Sentence beginnings and sentence lengths. <i>Sentence Fluency</i>		
Vivid Word Choice? <i>word choice</i>		
Spelling and basic conventions <i>Conventions</i>		



## My Summative Hit List

- Have I addressed the change in my character because of the garden?
- Does my story make sense?
- Did I put down transitions from place to place?
- Did I put my punctuation & comma in the correct place?
- Does the ~~text~~ sound as if the character is saying it?
- Did I use a wide variety of word choice?



PLAN AND PLOT

What is your first sentence? Hook your reader!

I'd add myself a sentence saying, "If I had a wish that could be granted, I'm sure I'd choose turning back time!"

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

- 1) As a kid he used to be victim now bully
- 2) Friends leave him and he wants to be forgiven.
- 3) Moves to Cleveland to start over and find garden and look for his friends

Use some figurative language:

\*Describe what the lot looks like from outside the fence using a simile, metaphor or personification: fence look pretty like sign saying "community garden" in the front. Very busy inside

\*Describe what one of the other characters with whom you interact looks like (be nice!) using a simile, metaphor or personification: He is black, has a mustache, tall, skinny, weak looking

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

It was like running across a endless hell hoping there would be an end

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

w/ Kim

Royce: What's wrong little kid,

Kim: (Looks terrified)

Royce: Don't worry I won't hurt you. I'm your friend. So what is it?

Kim: I need to go on a trip and nobody can water it, but I heard there's a person who water the plants

Royce: The person who water the plant is me. You know what? Because you're such a pretty little girl I'll do it for free just don't tell anyone or I might need to do this for free for everyone else.

Kim: Thank you so much!!! I'll make sure I keep the secret. I need to go now to my grandma, so bye!!!

Royce: Bye!!!

it is NOT a script

Simon Kye

did you really

# Seedfolks Character Profile *and finish*

*time planning*

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: Royce Male

Age: 22

Ethnicity: America

## BACKGROUND

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

*He tries to start a new life as he used to be a*

*bad person and he wants to show he isn't*  
What is a problem/conflict your character is facing?

*People don't trust/like him. Why not?*

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.

*Royce is passionate to be forgiven and start again and have a different ending*

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?

*He tries peaceful activities to show he's calm but he always can't get in, but garden you don't need to sign up.*  
What are some words that describe your character?

*Sorry, Depressed, Regretful* *physical?*

How do they change from the beginning of their chapter to the end?

*He always feel lonely and rejected but he feels like a family in the garden.*

Do they change someone for the better? How?

*He helps other people's plants*

How do they positively contribute to the garden?

*He makes the garden more better looking*

Who are two characters with whom they interact?

*Amir, Ken*

*how was he bad?*

Simon Kyle

Royce

- Young

- Black

- Look Scary

- Works well with hands

- Mom in coma because of students

- Mom's feed him

- Get vegetables for watering, fixing fence, use bricks from destroyed buildings to make brick path

- Pretend he didn't do it

- When catching thief he struggles

- Used to be bull-headed and he worked out for revenge and he became oily and his get revenge with flower pot hit in head

- Mom before coma says do what you think is right

- Struggles to get theft

Italian women

- name is Camilla

Royce ✓

Lateesha ✓

Homeless man ✓

Mr. Smoltz ✓

Tio Juan ✓

Mr. Myles ✓

Dr. Bates

Penny ✓

Miss Fleck ✓

Leon's Granny

Antoine ✓

Anne-Marie ✓

Polores ✓

Uncle Philippe

Kim's mother ✓

Massa

Pastorican kid ✓

Thelf ✓

Alim's wife ✓

Polish woman ✓

Rocking chair man ✓

Tolanda ✓

Italian woman ✓

Kim's sister ✓

Virgil's Dad ✓

Viola's Mother ✓