

IDEAS: the central message supported by enriching detail	Developing the Grade Level Expectation	Approaching the Grade Level Expectation	Meeting the Grade Level Expectation	Exceeding the Grade Level Expectation
	<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 	<p>Development of ideas is original and innovative, demonstrating maturity and sophistication beyond the grade level expectation.</p>
<p>ORGANIZATION: the internal structure, the thread of central meaning</p>	<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 	<p>Organization demonstrates a maturity or sophistication beyond the grade level expectation.</p>
<p>VOICE: the unique perspective and style of the writer</p>	<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 	<p>Voice is consistently compelling, original, and moving, demonstrating maturity and sophistication beyond the grade level expectation.</p>
<p>WORD CHOICE: precise and vivid language that moves and engages the reader</p>	<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: <ul style="list-style-type: none"> precise accurate effective 	<p>Word choice demonstrates maturity and sophistication beyond the grade level expectation.</p>
<p>SENTENCE FLUENCY: the rhythm, flow and sound of language</p>	<ul style="list-style-type: none"> errors in sentence construction impair fluency 	<ul style="list-style-type: none"> sentences are usually effective and: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> are well constructed vary in length and structure begin in a variety of ways flow smoothly 	<p>Sentence fluency demonstrates maturity and sophistication beyond the grade level expectation.</p>
<p>CONVENTIONS: the mechanical correctness of the piece</p>	<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: <ul style="list-style-type: none"> grammar/usage spelling punctuation paragraphing/formatting 	<ul style="list-style-type: none"> conventions are consistently correct, including: <ul style="list-style-type: none"> grammar/usage spelling punctuation paragraphing/formatting 	<p>Use of conventions demonstrates maturity and sophistication beyond the grade level expectation.</p>



Thomas Cernosia
Ms. Bevear
Core B

Ms. Jones

Sobbing broke the silence. It surprised me that anybody would be out this late at the lot, let alone be crying. As I got even closer I noticed a figure, probably a girl, hunched over a dying plant. "What's wrong young lady?" I asked in a low voice. I could see her jump as she heard me.

Like this.

"It's just that," she stuttered, "I've worked so hard on these, and they just dry out."

could 7 tenses.

"So they dried out?" I realize I can help her, "I could help you if you needed me to," I offer, "but I am to starting up a garden and could use a hand to get it set up."

"Thank you lady, but I, I have to ask Papa," and then she ran off.

Use ellipses.

Watch capitals.

I woke up to a beautiful Sunday morning. The Sun was out and I was up.

"Good morning Ms. Jones," I thought in my head. I quickly changed out of Yesterdays clothes and quickly put on my clothes for my long day at the lot. I had decided that today was the day that I would set up my garden. I then ate my breakfast and headed out the door.

As I approached the lot I saw the little girl again. She looked up from her work and welcomed me, "papa said it was ok so you can help us."

"That's great," I reply, "lets find some shade and we can talk," I say as I lead her over to the deli that's right next to the lot, where we can talk "The problem you have here is that your plants are getting too much sun," I tell her, "to fix it you would have to get a black net of sorts and try to hang it over them to absorb some of the light but not all." "Tomorrow if you have the supplies I can help set up."

"I will try to find a net but, what now?" She asked.

"You go find yourself a net, I gotta find some tools to help set up my Garden," I say, "but if it isn't too much to ask, could I use some of your tools?"

"Sure," she says, "and by the way, my name is Virgil."

Virgil is a BOY!

spacing 1.5?

I worked hard that night. Worked that ground till I could run my fingers through it like sand. Remembering my past life on my family farm, I worked that ground until it was good for my seeds. I planted my seeds into their dirt shelters

day?

punctuating dialogue?

fragment

Why? how? did you know she had a garden? No real transition.

where they would become something beautiful. I worked until my hands were as red as a tomato, and the moon was white as popcorn. Finally, after hours of hard work I was finally finished with my little backyard. I head over to Virgil's garden and take a look around. But Virgil, or her father is nowhere to be seen. But even so I must return her tools. So eventually I find her shed and I try to open the shed but to no avail. So I think about leaving them outside but as I turn around I see a young man with a little boy walking down the street. "Excuse me!" I holler, the man looks up, "could you help me over here?" The man looks down and murmurs something to his boy and then they jog towards me.

repetitive

"Yes m'am?" He politely asked.
"Could you help me with this door, " I asked, "I need to return some equipment." He reached towards the door and kindly offered to help. A quickly stole a glance the man's companion.
"There," the man announced opening the shed door, "by the way, . . ."

murder?

How does she change?
The garden?

Thought shot? Snapshot? Dialogue? Balance?

	favor.
Thoughts I can fix my surroundings, and will help others if they appreciate it. Can support myself but will accept help.	Appearance: Big, strong looking, very dignified and confident.
How Others Relate or React: They react by taking nicely to her when they realize she wants to help herself by helping others. And will treat her equally to everybody else.	Body Language: Dignified, Confident, like she is the center of her universe.

Two people with whom my character will interact are:

Virgil Gonzalo

Any other details you can think of?

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: Ms. Jones

Age: 54

Male Female

A brief background of my character:

Ms. Jones grew up on a farm down south in Kentucky. Her dad was a barber that worked in the nearby town. When she didn't have school, Mrs. Jones spent her free days helping out in the farm with her mother. But one day she had to go see a doctor for her checkup. She was meeting her father at his shop. So she walked all the way into town and met her father. He had shown her where he worked and how he cut peoples hair but she had never seen him actually work. She loved how professional you looked while cutting peoples hair and how elegantly and quickly it was done. From then on whenever her dad got home she would nag him to teach her his skill that fascinated her. And after weeks of it he finally gave way and over years he taught her until she was old enough to help him in his shop. But one day sadly he passed away and she was in charge. But with no business expertise the shop quickly went out of business. She then helped her mother with the farm for a living until a year later she was ill and also passed away. But Mrs. Jones received word from family friends up in Cleveland that they were sorry and if she needed to find work and a place to stay, they could help her out. So she gladly accepted and moved up to Cleveland where she quickly acted on a job opportunity at the local salon and worked until she could buy a house for herself. She then lived out her lives as slowly those friends who helped her survive moved else ware and she was alone again.

My character could be described as

Kind, self-made, does what needs to be done to get a job done.
I plan to show what type of personality my character has through:

Actions: Helping others in exchange for help in her own garden.	Speech: I would love to help you if you could do me a small
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Thomas Cernosia
Ms. Bevear
Core B

Better Hook

Ms. Jones

I walked home from yet another long day at work. But this time was different. I had something new in my purse, it was a packet of seeds. I slowly walked towards the empty lot. As I got closer, somebody sobbing broke the silence. ~~When I got even closer~~ I could see a girl hunched over a dying plant. "Whats wrong young lady," I asked in a low voice. I could see her jump as she heard me.

Rewrite

"It, It's just that," she stuttered, "I've worked so hard on these, and they just dry out."

try to put her thinking into this *Then what?*

"So they dried out?" I realize I can help her, "I could help you if you needed it," I offer, "but I am ^{also} starting up a garden and could use a hand to get it set up."

"Thank you lady, but I, I have to ask Papa," and then she ran off.

I woke up to a beautiful Sunday morning. The Sun was out and I was up.

Italics
"Good morning Ms. Jones" I thought in my head. I quickly changed out of

grammar yesterday's clothes and quickly put on my clothes for my long day at the lot. I had *spelling* decided that today was the day that I would set up my garden. I then ate my breakfast and headed out the door.

Your spelling bad

As I approached the lot, *Change* I saw the little girl again. *Grammar* I approached her and *the big question*, "hello again," I said, "what did papa say?"

She slowly turned around and mumbled, "papa wants any help he can get, and I would be grateful to help."

"That's great," I reply, "lets find some shade and we can talk." The "problem you have here is that your plants are getting too much sun," I tell her, "to fix it you would have to get a black net of *Change* sorts and try to hang it over them to absorb some of the light but not all." "Tommorrow, if you have the supplies I can help set up."

Write more than link to

"I will try to find a net but, what now?" She asked.

Notes: why would nigil just trust her



FORMATIVE SEEDFOLKS WRITING


CHECKLIST

SELF AND BUDDY

Name: Thomas

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.	A little sight and smell that need to be more touch.	
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		

FORMATIVE SEEDFOLKS WRITING

CHECKLIST SELF AND BUDDY

Name: Thomas

Buddy:

Core: B

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? <input checked="" type="checkbox"/>		
Put a star * next to each of the events that have taken place. Are they correctly paraphrased? <input checked="" type="checkbox"/> Are they clear and coherent? <input checked="" type="checkbox"/>		
Are the characters thoughts in italics? <input checked="" type="checkbox"/>	Yes	
How is the character speaking and interacting with other characters?	Helping with it	
Which characters do you interact with from "Seedfolks"?		
Are the characters actions and body language clear to the reader? <input checked="" type="checkbox"/>		
What does your character look like? Nationality? Clothing?		
Snapshot/thoughtshot and dialogue - is there a good balance throughout the piece? <input checked="" type="checkbox"/>		
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.		