

12-11-2017

Informal genre

Conventional

introduction

Independent Stage

Did you know that the

gazzel is the top 10

fastes animals in the

world. The gazzel can run

very fast it has out

ran a cheetah because

it was trying to escape.

The gazzel has four

legs and is white, brown

and black. The gazzels

habbitat is southern africa

where it has a lot of dangerous

animals. The gazzels predators are cheetahs and lions

* sentences very little

Verse is shorter - no P12422 or inverst.

Does a rhyming & few facts - spice it!

Proof Paragraph 1

The gazzel can run very fast

infact, the gazzel can run up

to 41 miles per hour. The gazzel

only uses it's defense mechanism

when a preditor is around or

when a preditor is trying to kill it.

The preditor would respond to

this if would just go away

becuase the preditor got

tired so then it ran away

from the gazzel.

[Ideas Rubric = Topic is fairly broad -
(5-6) focused - needs narrowing?
Accurate details]

Proof Paragraph 2

Sequence Structure

The gazelle's second defense mechanism is jumping high or it is called prouking.

The gazelle would only use this defense mechanism when it sees a predator is coming or it's getting chased by the predator. The predator would respond to this by giving up and going away from the gazelle.

[organization Rubric = 5 / Sequencing makes sense]

The right direction

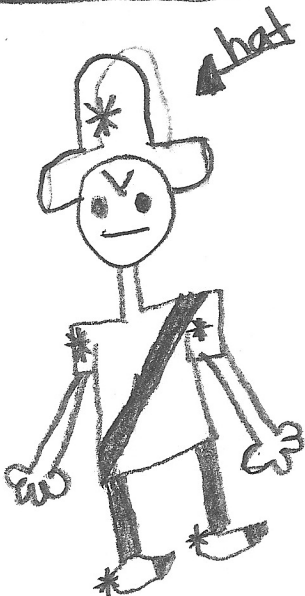
Voice is in line w/ informational writing / tone leans in

Conclouision^{SP}

The Springbok Gazzel has two amazing different defense Mechanisam^{SP} (1) it uses. The gazzel uses it sometimes when it is threatend by predators like cheetahs and lions. The gazzel runs fast and jumps high and close it more than once.

Part B: Write a short informative paragraph that explains who the Patriots were and what they believed. Use the evidence you gathered from pages 4-5 on the note-catcher above. (RI.4.1, RI.4.3, W.4.8, W.4.9b)

The patriots were some citizens of Great Britain. They believed that they should stop listening to Great Britain's laws and have their own government and their own laws for the patriots. The patriots were very angry because they had to follow Great Britain's laws.



1-8-2019

Summary

This story is mostly about how slaves fought during war to get their freedom. ~~and~~ white colonist fought because they wanted to have their own rights so they could stop following great britain rights.

→ repetition / mundane word choice

4th Grade Informative Writing Rubric

W.4.2.E Provide a concluding statement or section related to the information or explanation presented.			
4 Clear, well stated conclusion statement or section.	③ Needs better Writer attempts to include a conclusion statement or section. <i>trans. been words</i>	2 Demonstrates little understanding of conclusion statements or sections.	1 Makes no attempt at a conclusion statement or section.
L4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
4 Correct use of capitalization and punctuation.	3 Few errors in use of capitalization and punctuation.	② Frequent misuse of capitalization and <u>punctuation.</u> <i>conventions</i>	1 No attempt at correct usage of capitalization and punctuation.
4 Correct use of spelling throughout the piece.	3 Few errors in the use of spelling throughout the piece.	2 Frequent misspelled words in the piece.	① <u>No attempt to spell words correctly.</u>
L4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
4 Correct usage of grammar throughout the piece.	3 Few errors in the use of grammar throughout the piece.	② Frequent mistakes in grammar usage throughout the piece.	1 No attempt at correct usage of grammar.
L4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
4 Writer is conscious of voice. The piece grabs the reader's attention. Written with a definite audience in mind.	3 Writer attempts to engage the reader. Writer understands need to write with an audience in mind.	② <i>Tone/word choice</i> Demonstrates little understanding of writing to a specific audience.	1 Demonstrates no understanding of writing to a specific audience.
4 Writer's choice of words enhances the piece and engages the reader.	3 Writer attempts to engage the reader with choice of words.	② ✖ Demonstrates little understanding of choice of words. Writer uses general words and phrases.	1 Demonstrates no understanding of choice of words. Inaccurate use of words and phrases.

focus on

4th Grade Informative Writing Rubric

W.4.2.A Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.			
4 Clear, well stated, introduction of topic.	3 Writer attempts to introduce topic. <i>gazelle</i>	2 Topic unclear or unrelated to assigned task.	1 No attempt at introducing a topic or opinion in the piece.
4 The piece follows a logical sequence that transitions or flows easily from paragraph to paragraph or section to section. Formatting, illustrations, and/or multimedia add to the comprehension of the text.	3 <i>EL - Intro</i> Writer attempts to follow a logical sequence throughout the piece and attempts to organize thought into paragraphs. Formatting, illustrations, and/or multimedia attempt to add to the comprehension of the text.	2 Demonstrates little understanding of sequence, formatting, illustrations, and/or multimedia.	1 Demonstrates no understanding of sequence, formatting, illustrations, and/or multimedia.
W.4.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.			
4 Supports topic with compelling facts, definitions, details, quotations, and/or information relevant to the topic.	3 Supports topic with facts, definitions, details, quotations, and/or information relevant to the topic.	2 Missing some facts, definitions, details, quotations, and/or information relevant to the topic or contains unrelated facts and/or details.	1 Missing pertinent information, or strays from the topic.
W.4.2.C Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).			
4 The use of transition words and phrases makes the piece flow.	3 Writer attempts to use transition words and phrases.	2 Demonstrates little understanding of the use of transition words and phrases.	1 Makes no attempt at using transition words and phrases.
W.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.			
4 Demonstrates compelling use of precise language and domain-specific vocabulary to explain the topic.	3 Writer attempts to use precise language and domain-specific vocabulary to explain the topic.	2 Demonstrates little understanding the use of precise language and domain-specific vocabulary to explain the topic.	1 Makes no attempt to use precise language and domain-specific vocabulary to explain the topic.

YOU ARE AN AUTHOR

I'd like to know about your life as a writer.

Name: "Chus" Age: 10

Where do you live? close / younger bro K ^{cameron} / scott ^{wait at home for parents}

How many years have you been writing? 3

Where is your favorite place to write? In class

What kinds of things do you enjoy writing about? "My life" - having fun - going to the park - books

What piece of writing are you most proud of? paragraph - about divided loyalties - patriots / loyalists

Where do you get your ideas from? Books - so I can write good paragraphs.

What makes you different from all other writers? I'm the best
"I'm the best"

What else would you like to tell me about you as a writer, or what else would you like to tell me about your writing? no

"I use 'the' and 'and' a lot."

What kind of words do you like to use

WRITING INVENTORY – GRADES 3 AND 4

1. Is writing important to you? Why or why not?

yes - because I like write.
helps me step out of my comfort zone
sk-1

2. Where do you use writing the most?

at school / at home for homework

3. What type of writing is your most favorite and why?

informational

4. What type of writing is your least favorite and why?

biography - have to tell what they did
- difficult - research

5. What do you think is good about your writing?

I have ^{really} good handwriting? - I write a lot
of sentences?

6. What improvements would you like to make in your writing?

punctuation - fluency - "my writing doesn't flow
sometimes out loud and its boring."
confused - bad word choice

• What type of dialect do they speak? -

• Do they use slang? - Very shy - I don't hear him using a lot of slang → more noises and body language

• Is English their first language? Do they speak other languages (if so, what languages)?

English is first language

• How does your student use language in different situations? Does it change from context to context or stay the same? What language(s) do they use?

- Well spoken when prompted, thoughtful pauses

• How would you describe this student's listening skills? How do they listen to others such as their teachers and peers?

Listens well one on one - but very easily distracted by other classmates

• How does your student use language in different situations? Does it change from context to context or stay the same? What language(s) do they use?

• How would you describe this student's listening skills? How do they listen to others such as their teachers and peers?

- one on one - good
- easily distracted

• What does this child do during writing activities? What behaviors do they demonstrate when asked to write?

- furrowed brow - Grandin hair -
focused for short bursts on handwriting over information.

• A brief description of the student

Shy, funny - loves soccer and video games.
during a class discussion finds a way to stay out.
will engage without jokes or sarcasm
if prompted

• An analysis of the student's language and writing development, including strengths and areas for growth



one more

WRITER'S PROFILE

FOR

Name 'Chas' Date 3/9/17

This writer's profile will help you discover what kind of writer you are. After you complete it, keep it in your writing book. Remember that you will look at it from time to time. Remember everyone writes differently. You must write the way that works best for you and set goals that will improve the writer in you.

Put a check in the box that best describes you and your writing style.

- | | Sometimes | Always | Never |
|--|-------------------------------------|-------------------------------------|--------------------------|
| 1. I like to make a list of ideas before I write. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. I like to talk about my ideas with a friend before I write. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Drawing a picture helps me get ideas for writing. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. I like to write about things I have learned. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5. I like to write about things that have happened to me. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6. I write out my piece quickly from start to finish, then make changes. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. It helps to have someone read what I wrote before I make changes. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. My final version might be very different from my first version. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 9. I like others to see or hear what I wrote. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. I like to know what others think about my writing. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

		WORD CHOICE					
		Not proficient		Proficient			
		1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional
	Vocabulary is limited; author searches for words to convey meaning; no mental imagery exists	Vocabulary is flawed, resulting in impaired meaning; wrong words are used; and reader can't picture message or content	Vocabulary is understandable yet lacks energy; some interpretation is needed to understand parts of piece	Vocabulary is functional yet still lacks energy; author's meaning is easy to understand in general	Vocabulary is more precise and appropriate; mental imagery emerges	Vocabulary is powerful and engaging; creating mental imagery; words convey intended message in precise, interesting, and natural way	
A	Words are overly broad and/or so generic no message is evident	Words are so vague and mundane that message is limited and unclear	Words are adequate and correct in a general sense; message starts to emerge	Words work and begin to shape unique, individual piece; message is easy to identify	In most cases words are "just right" and clearly communicate message	Words are precise and accurate; author's message is easy to understand	
B	Vocabulary confuses reader and is contradictory; words create no mental imagery; no lingering memory	Vocabulary has no variety or spice; even simple words are used incorrectly; no mental images exist	Vocabulary is very basic; simple words; rote; variety starts to "show" rather than "tell"; mental images are still missing	Vocabulary includes familiar words and phrases that communicate; yet rarely capture reader's imagination; perhaps a moment or two of sparkle or imagery emerges	Vocabulary is strong; it's easy to "see" what author says because of figurative language—similes, metaphors, and poetic devices; mental imagery lingers	Vocabulary is striking, powerful, and engaging; it catches reader's eye and lingers in mind; recall of handful of phrases or mental images is easy and automatic	
C	Words are incorrectly used, making message secondary to word misfires	Words are either so plain as to put reader to sleep or so over the top they make no sense	Original, natural word choices start to emerge so piece sounds authentic	Attempts at colorful word choice show willingness to stretch and grow, yet sometimes go too far	New words and phrases are usually correct	Word choice is natural yet original and never overdone; both words and phrases are unique and effective	
D	Misuse of parts of speech litters piece, confusing reader; no message emerges	Redundant parts of speech and/or jargon or clichés distract from message	Rote parts of speech reflect a lack of craftsmanship; passive verbs, overused nouns, and lack of modifiers and variety create fuzzy message	Accurate and occasionally refined parts of speech are functional and start to shape message	Correct and varied parts of speech are chosen carefully to communicate message, and clarify and enrich writing	Parts of speech are crafted to best convey message; lively verbs energize, precise nouns/modifiers add depth, color, and specificity	

Key question: Do the words and phrases create vivid pictures and linger in your mind?

Repetition of words and ideas - no attempt for colorful word choices or willingness to branch out. - mundane most writing in the 2-3 Emerging (Dev - word choice).

6-Point 3-12 Writer's Rubric

he does not read his work aloud

		SENTENCE FLUENCY				
		Not proficient		Proficient		
		2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional
		Sentences vary little; even easy sentence structures cause reader to stop and decide what is being said and how; it's challenging to read aloud	Sentences are technically correct but not varied, creating sing-song pattern or lulling reader to sleep; it sounds mechanical when read aloud	Sentences are varied and hum along, tending to be pleasant or businesslike though may still be more mechanical than musical or fluid; it's easy to read aloud	Some sentences are rhythmic and flowing; a variety of sentence types are structured correctly; it flows well when read aloud	Sentences have flow, rhythm, and cadence; are well built with strong, varied structure that invites expressive oral reading
A	Sentences are incorrectly structured; reader has to practice to give paper a fair interpretive reading; it's nearly impossible to read aloud	Sentence structure works but has phrasing that sounds unnatural	Sentence structure is usually correct, yet sentences do not flow	Sentence structure is correct and begins to flow but is not artfully crafted or musical	Sentence structure flows well and moves reader fluidly through piece	Sentence structure is strong, underscoring and enhancing meaning while engaging and moving reader from beginning to end in fluid fashion
B	No sentence sense—type, beginning, connective, rhythm—is evident; determining where sentences begin and end is nearly impossible	There is little evidence of sentence sense; to make sentences flow correctly, most have to be totally reconstructed	Sentence sense starts to emerge; reader can read through problems and see where sentences begin and end; sentences vary little	Sentence sense is moderate; sentences are constructed correctly with some variety, hang together, and are sound	Sentence sense is strong; correct construction and variety is used; few examples of dialogue or fragments are used	Sentence sense is strong and contributes to meaning; dialogue, if present, sounds natural; fragments, if used, add style; sentences are nicely balanced in type, beginnings, connectives, and rhythm
C	Incomplete sentences make it hard to judge quality of beginnings or identify type of sentence	Many sentences begin in same way and are simple (subject-verb-object) and monotonous	Simple and compound sentence types and varied beginnings help strengthen piece	Sentence beginnings vary yet are routine, generic; types include simple, compound, and perhaps even complex	Sentence beginnings are varied and unique; four sentence types (simple, compound, complex, and compound-complex) create balance and variety	Varied sentence beginnings add interest and energy; four sentence types are balanced
D	Weak or no connectives create massive jumble of language; disconnected sentences leave piece chaotic	"Blah" connectives (and, so, but, then, and because) lead reader nowhere	Few simple connectives lead reader from sentence to sentence though piece remains weak	Connectives are original and hold piece together but are not always refined	Thoughtful and varied connectives move reader easily through piece	Creative and appropriate connectives show how each sentence relates to previous one and pulls piece together
E	Rhythm is chaotic, not fluid; piece cannot be read aloud without author's help, even with practice	Rhythm is random and may still be chaotic; writing does not invite expressive oral reading	Rhythm emerges; reader can read aloud after a few tries	Rhythm is inconsistent; some sentences invite oral reading, others remain stiff, awkward, or choppy	Rhythm works; reader can read aloud quite easily	Rhythm flows; writing has cadence; first reading aloud is expressive, pleasurable, and fun
		Key question: Can you feel the words and phrases flow together as you read it aloud?				