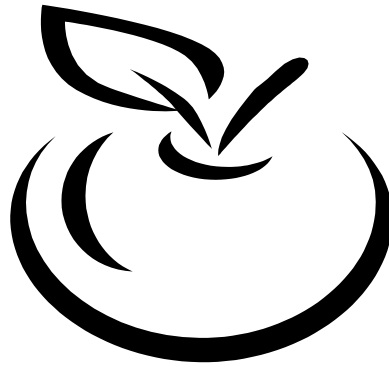


# School District No. 23 School Wide Write 2014 - 2015



## Grade 8 – Personal Writing

Student Booklet

FINAL WRITE

**Student Name:** \_\_\_\_\_  
First Last

**Grade:** \_\_\_\_\_ **Teacher Name:** \_\_\_\_\_

FEMALE  MALE

**School Name:** \_\_\_\_\_ **School District No. 23**

### Writing Prompt:

Books, movies, and television can offer opportunities to learn valuable lessons. Some might describe or show how to act in difficult situations. Some might describe or show poor behaviours to be avoided. Others might offer advice for living, or describe or show people who lead positive lives. Often, the lesson learned depends upon the person reading or watching.

A government committee has put forth a proposal to ban certain books, movies, or television shows stating that they offer nothing of value to society. You sit on another committee that opposes this banning and you have been asked to be their spokesperson. Write a multi-paragraph composition about a lesson learned from a book, movie, or television show. **Tell a story** about how the book, movie or television show proved to be of value to you, a grade 8 student.

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#### Remember ...

- Focus on **telling a story** (narration).
- Focus (explain, describe, give details) on a **few details**, rather than making a long list.
- Use words that will make your writing **clear and enjoyable to read**.
- **Organize** your thoughts in paragraphs.
- **Edit** your work to eliminate errors in spelling, punctuation and grammar.
- Use language that is **descriptive and precise** (colourful, interesting words)

#### Brainstorming & Planning

**Lesson Learned from book, movie or television show:** Gathering Details

Who or what? Source of lesson (book, movie, television show)

Where/when did I read or view it?

What happened to make an impression?

Other details





**SD # 23 SWW Grade 8 Rubric** Revised August 2012

	<i>Not Yet Within Expectations</i>	<i>Meets Expectations</i>		<i>Fully Meets Expectations</i>	<i>Exceeds Expectations</i>
	1	2	Minimal – Moderate	2.5	3
<p><b>MEANING</b></p> <ul style="list-style-type: none"> <li>ideas &amp; information;</li> <li>use of detail;</li> <li>generalizations or connections</li> </ul> <p><u>6 TRAITS-</u></p> <ul style="list-style-type: none"> <li><b>IDEAS</b></li> </ul>	<ul style="list-style-type: none"> <li>no clear sense of purpose or narrowed topic</li> <li>Insufficient or repetitive details or too many random thoughts.</li> <li>reader must make inferences based on sketchy or missing details</li> <li>connections among ideas may be omitted or confusing</li> </ul>	<ul style="list-style-type: none"> <li>beginning to define topic, even though development is still basic or general</li> <li>series of related ideas attempted</li> <li>generally accurate, clear details but may not link to central idea</li> <li>some difficulty making connections beyond the immediate and concrete</li> </ul>		<ul style="list-style-type: none"> <li>sense of clear purpose</li> <li>relevant, quality details go beyond obvious &amp; develop central idea</li> <li>some analysis &amp; insight</li> <li>makes connections or generalizations beyond immediate topic</li> </ul>	<ul style="list-style-type: none"> <li>clear &amp; focused purpose</li> <li>engaging, relevant, accurate details enrich central idea</li> <li>some individuality &amp; insight; writer deals with complexities</li> <li>includes analysis, reflection, &amp; speculation in broader context</li> </ul>
<p><b>FORM</b></p> <ul style="list-style-type: none"> <li>beginning, middle, end</li> <li>organization &amp; sequence</li> <li>transitions</li> </ul> <p><u>6 TRAITS-</u></p> <ul style="list-style-type: none"> <li><b>ORGANIZATION</b></li> </ul>	<ul style="list-style-type: none"> <li>problems with organization understanding central idea difficult</li> <li>no real lead - often begins assuming that reader knows topic &amp; context</li> <li>lacks clear sense of direction; sequencing needs work</li> <li>little or no evidence of paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>organization moves reader through text without too much confusion.</li> <li>beginning may introduce topic but middle undeveloped and/or ending weak, formulaic</li> <li>related ideas together in paragraphs but ideas may be listed rather than developed</li> <li>simple transitions</li> </ul>		<ul style="list-style-type: none"> <li>organization sustains central idea</li> <li>includes introduction &amp; conclusion (could be formulaic or banal)</li> <li>paragraphing effective with logical sequence of related ideas together</li> <li>transitions connect ideas clearly</li> </ul>	<ul style="list-style-type: none"> <li>organization enhances &amp; showcases central idea</li> <li>includes effective introduction &amp; satisfying conclusion</li> <li>smooth &amp; logical sequence; explicit, intriguing &amp; effective paragraphing</li> <li>variety of natural &amp; smooth transitions</li> </ul>
<p><b>STYLE</b></p> <ul style="list-style-type: none"> <li>clarity, variety, &amp; impact of language</li> </ul> <p><u>6 TRAITS-</u></p> <ul style="list-style-type: none"> <li><b>WORD CHOICE</b></li> <li><b>VOICE</b></li> <li><b>SENTENCE FLUENCY</b></li> </ul>	<ul style="list-style-type: none"> <li>limited vocabulary &amp;/or unimaginative phrases; may use clichés, jargon</li> <li>writer seems uninvolved with topic &amp; audience</li> <li>reader not inspired to read on</li> <li>no sense of fluency or flow; sentences are often short &amp; choppy or long and awkward</li> </ul>	<ul style="list-style-type: none"> <li>conversational &amp; functional language; generally appropriate but lacks energy</li> <li>writer seems sincere, but not fully engaged or involved</li> <li>some sentence variety &amp; complex sentences; sentences mostly constructed in routine way</li> <li>writing pleasant, or even personable, but not compelling</li> </ul>		<ul style="list-style-type: none"> <li>language appropriate, varied &amp; often enhances meaning</li> <li>awareness of audience &amp; clear engagement with topic</li> <li>uses variety of sentence types &amp; lengths effectively</li> <li>writing interesting but not consistently engaging</li> </ul>	<ul style="list-style-type: none"> <li>language enhances &amp; clarifies meaning in precise, interesting, &amp; natural way</li> <li>speaks directly to reader in individual manner</li> <li>variety of sentence types &amp; lengths effectively create rhythm &amp; cadence</li> <li>compelling, engaging, &amp; shows respect for audience</li> </ul>
<p><b>CONVENTIONS</b></p> <ul style="list-style-type: none"> <li>complete sentences</li> <li>spelling; punctuation; grammar</li> </ul> <p><u>6 TRAITS-</u></p> <ul style="list-style-type: none"> <li><b>CONVENTIONS</b></li> </ul>	<ul style="list-style-type: none"> <li>little control of standard conventions</li> <li>frequent errors in spelling, punctuation, capitalization, usage &amp; grammar repeatedly distract reader &amp; often interfere with meaning</li> <li>extensive editing required</li> </ul>	<ul style="list-style-type: none"> <li>some control over limited range of standard conventions</li> <li>errors in basic words &amp; structures noticeable but do not obscure meaning</li> <li>moderate editing required</li> </ul>		<ul style="list-style-type: none"> <li>reasonable control of standard conventions</li> <li>errors in more complex language sometimes noticeable, but meaning clear</li> <li>some editing required</li> </ul>	<ul style="list-style-type: none"> <li>good control of standard conventions</li> <li>may include occasional errors in complex language; these do not interfere with meaning</li> <li>very little editing required</li> </ul>