

What is a Personal Write?

Meaning

- comes from thoughts, feelings, opinions, memories, and reflections

Style

- demonstrates clarity and some variety in language

Form

- begins with a clear introduction and follows a logical sequence through to a conclusion
- because this writing is not revised or edited, some of the connections and transitions may be awkward

Conventions

- follows standard conventions for basic spelling, punctuation, grammar, and sentence structure; has been proofread

Grade 9 Writing Personal Views or Response

Aspect	Not Yet Within Expectations	Minimally Meets Expectations	Fully Meets Expectations	Exceeds Expectations
<i>Snapshot</i>	<i>The writing shows problems in logic, style, and mechanics.</i>	<i>The writing is generally easy to follow and understand, but does not engage the reader.</i>	<i>The writing is clear and analytic; flows smoothly</i>	<i>The writing is engaging with some sophistication in ideas or language.</i>
MEANING • ideas and information • use of detail • generalizations or connections	<ul style="list-style-type: none"> • often very brief; may make unsupported generalizations • reasoning is difficult to follow • connections may be omitted or confusing 	<ul style="list-style-type: none"> • clear point of view; some relevant ideas • some explanation and examples • makes connections or generalizations limited to the immediate topic 	<ul style="list-style-type: none"> • writing has sense of purpose • ideas are supported with detail, example, explanations • makes connections or generalizations beyond the immediate topic (self, text or world) 	<ul style="list-style-type: none"> • builds a convincing position; may use sophisticated strategies (e.g., metaphor) • offers an engaging perspective; mature; shows individuality • puts topic in a broader context; thoughtful connections or insights
STYLE • clarity, variety, and impact of language	<ul style="list-style-type: none"> • basic, general language; sometimes inappropriate • sentences are short and simple or long and choppy • inappropriate voice, may use slang 	<ul style="list-style-type: none"> • limited word choice, with some attempts to be precise • some variety in sentence length and pattern • inconsistent voice or tone; may be conversational 	<ul style="list-style-type: none"> • varies language, sometimes for effect • sentence structure creates sense of flow • consistent voice or tone; some attempt at originality 	<ul style="list-style-type: none"> • varies language to develop subtleties of meaning • varies sentence structure for effect; sense of flow appears effortless • effective or unique voice or tone
FORM • beginning, middle, end • organization and sequence • transitions	<ul style="list-style-type: none"> • abrupt or ineffective opening • inconsistent development • simple transitions; some abrupt shifts • ending may be weak or absent 	<ul style="list-style-type: none"> • clear opening; may be brief • includes a clear middle; evenly developed • predictable sequence • transitions are appropriate • explicit conclusion 	<ul style="list-style-type: none"> • purposeful introduction • ideas develop smoothly with logical sequence • variety of transitions • conclusion provides closure 	<ul style="list-style-type: none"> • engaging introduction • effective sequence and organization • smooth transitions • conclusion is convincing
CONVENTIONS • complete sentences • spelling • punctuation • grammar	<ul style="list-style-type: none"> • frequent errors in simple words and structures often interfere with meaning 	<ul style="list-style-type: none"> • errors in basic words and structures are noticeable but do not obscure meaning 	<ul style="list-style-type: none"> • errors in more complex language are sometimes noticeable, but meaning is clear 	<ul style="list-style-type: none"> • may include occasional errors where the writer is taking risks; do not interfere with meaning

Name:

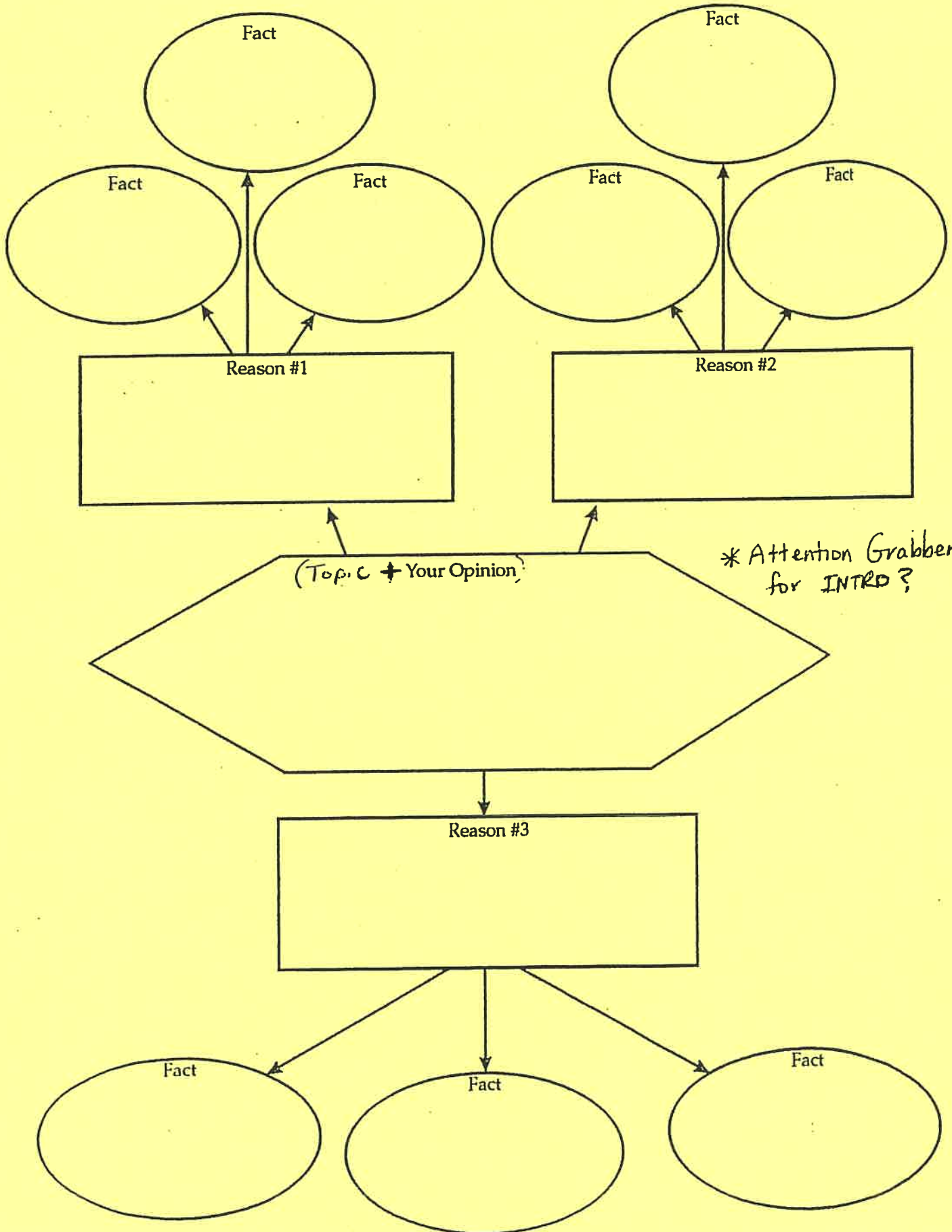
Fall 2020 HUM 9 SWW Prompt:

*Try to address the 5 Ws (who, what, where, when, why) + 1 H (how) and be descriptive!

Since coming to high school, how have you grown to feel that you belong here, and how have you (or others) helped others feel that they belong at Vanier? What more could be done to help students feel that they belong here?

Rough out your ideas below in a brainstormed list and/or web...

Facts and Reasons Organizer



Conclusion? =