

English 8

19 February 2019

*The Giver Summary*

The book *The Giver* written by Lois Lowry, she talks about a community set far in the future. She starts out with a boy named Jonas, he is anxious for the ceremony of twelve where his "job" will be assigned. Jonas was assigned Receiver of Memory, he keeps all of the memories of life from the past. The current receiver was renamed The Giver, he will give Jonas all of the memories. As Jonas gets more memories he realizes how the way his community was living was not the right way to live. The Receiver wanting to fix it, decides to leave the community giving the community the memories. Gabriel a new child who was staying with Jonas was going to be released. Furious Jonas makes the decision to bring Gabriel with him. Jonas and Gabriel are fighting for lives until they finally make it elsewhere.

# Common Core All-Subject Writing Rubric *8th GRADE SUMMARY*

Writing Type(circle one):    Argumentative    Informative/Explanatory    Narrative (ELA only)

<b>CONTENT</b> <b>X4</b>	The writing has a sharp focus and clarity of purpose. The ideas are developed with examples and specific details including textual evidence and are thoroughly elaborated. All elements of the prompt are addressed.	The writing has a clear central idea and a clear focus. Ideas are developed with textual evidence, even though the development may be uneven. Information is relevant. Most elements of the prompt are addressed.	The writing has a vague central idea; there are shifts in focus or digressions. Ideas are listed, information may be incomplete or irrelevant, textual evidence may be lacking, and there is little development. Some elements of the prompt are <u>not</u> addressed.	The writing has unclear or confusing ideas. The ideas are missing relevant information, there is not enough information, or there is little or no development, and little textual evidence. Significant elements of the prompt are <u>not</u> addressed.	<b>X4</b>	
<b>ORGANIZATION</b>	There is a beginning, middle, and end in the writing with strong transitions between ideas. Ideas are presented in a logical order and there is a sense of completion about the writing.	There is a beginning, middle, and end in the writing with simple transitions between ideas. Ideas are presented in a logical order and the writing may have a weak ending.	There is a weak beginning, middle, and end with gaps in ideas. Ideas are presented in random order, there may be significant repetition, and the writing may have no ending.	There is no beginning or end with severe gaps in ideas. Ideas are presented in a random or repetitive order. There may be too little information to demonstrate organization.		
<b>SPELLING &amp; GRAMMAR (Conventions)</b>	The writing exhibits superior control over grammar, spelling, punctuation, and capitalization. If there are errors present, they do not appear to be part of a pattern of errors.	The writing exhibits proper control over grammar, spelling, punctuation, and capitalization. If there are errors present, they do not appear to be a part of a pattern of errors.	The writing exhibits weak control over grammar, spelling, punctuation, and capitalization. The errors minimally affect the meaning of the writing.	The writing exhibits little to no control over grammar, spelling, punctuation, and capitalization. The errors greatly affect the meaning of the writing.		
Teacher Feedback: <i>2</i>		{{(Student Reflection on Back)}}		<b>Total Points Earned</b>		
				<b>Score</b>		

This summary earns a 2 on the district writing rubric because it has a significant number of errors in conventions, especially run-on sentences, spelling, and typos, so it would earn a 1. However, it also has moments of creativity in the writing style that would earn a 3. For example, the author describes Jonas as furious (a unique description and strong transition word) and writes, “Jonas and Gabriel are fighting for [their] lives until they finally make it elsewhere.” The writing does jump around a bit (mentioning Gabe as an afterthought) and there could be more details. Overall, this paper is definitely a 2, but it would only take some proofreading and some additional details to make it a 3 or 4.

Please note there is another sample that is also a 2, but for different reasons.