**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Personal Essay Journey Chart—Monitoring My Writing Process/Assessing Student Growth**

 **MAISA PERSONAL ESSAY UNIT GRADE 3 (Optional use by grades 4 & 5)**

|  |  |  |
| --- | --- | --- |
| **Process 50%** | **Earned** | **Possible** |
| Analyzes Personal Essays to learn how evidence is used to support Big Ideas (Immersion, S.1) |  |  |
| Generates essay ideas from Personal Essays, using evidence from own life (Immersion, S.2) |  |  |
| Generates essay ideas from narrative text (short stories) and chooses one to develop into a Personal Essay (S. 3) |  |  |
| Writes opinion statements for their own Personal Essay (S 4) |  |  |
| Organizes ideas using idea/detail charts and parallel structure (S.5) |  |  |
| Write an essay Introduction(s) based on the Opinion statement ( S 6) |  |  |
| Writes a focused, short story to support their point of view (S.7) |  |  |
| Write an ending statement (conclusion) that links or connects back to their point of view (S. 7,9 ) |  |  |
| Writes a second focused short story to support their point of view (S. 8) |  |  |
| Writer’s Workshop Effort (Attitude, Habits, Independence, and Participation (ongoing) |  |  |
|  **Process Subtotal** |  |  |
| **Product (30%)** | **Earned** | **Possible** |
|  Introduction clearly states a Big Idea and the Point of View ( S.6) |  |  |
| Essay follows an organized essay structure/shows evidence of planning |  |  |
| Mini-stories are angled to support the Point of View (S. 7,8) |  |  |
| Evidence of revision for Meaning and Clarity (S 10) |  |  |
| Conclusion links back to the Big Idea/Point of View (S.7,9) |  |  |
| Linking words and phrases are used to show parallel structure (because, therefore, since, for example) |  |  |
|  **Product Subtotal** |  |  |
| **Conventions (20%) Editing (S11)** |  |  |
| Written in paragraphs |  |  |
|  High Frequency Grade Level Words are spelled correctly  |  |  |
| Periods, exclamation points, and question marks are used appropriately |  |  |
| Capitals at the beginning of each sentence and for every name are evident |  |  |
|  **Conventions Subtotal** |  |  |
|  **Total Score** |  |  |
| **Additional Comments:** |