**Un poema de**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Sección: \_\_\_**

 (Nombre con apellido)

**Directions:** Write a poem (or paragraphs) about yourself and your family using correct forms of ‘ser’, our characteristics, useful words, and family member vocabulary.

**Self-Editing Checklist: Design Specifications:**

Your writing must include at least:

* **cuatro** formas de ser (4 forms of ser) \_\_ \_\_ \_\_ \_\_ \_\_
* **ocho** características diferentes (8 different characteristics) \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_
* **seis** palabras útiles (6 useful words) \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_
* **cinco** miembros de tu familia (5 members of your family + yourself) \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_
* color y dibujos (color and drawings) \_\_ \_\_ *(not part of grade)*

\* You must also turn in this sheet with your assignment.

|  |
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| **MYP 4: Language B: Criterion D: Writing (language)** |
| To what extent do you show the ability to use the language effectively and accurately?*How?* Include more than the required number of vocabulary words and use them all correctly.  To what extent can you:  • correctly use a range of vocabulary; • correctly use a range of grammatical structures; • show accuracy in spelling or punctuation  |
|  | **0** | **Minimal** | **Basic** | **Proficient** | **Advanced** |
| **Criterion D:****Writing – Language Accuracy** | The student does not reach a standard described by any of the descriptors. | The student has difficulty to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with many errors, making understanding difficult.The student organizes limited basic information, and basic cohesive devices are not used.The student makes minimal use of language to suit the context.  | The writes/speaks using a basic range of vocabulary, grammatical structures and conventions with some inappropriate choices.The student organizes some basic information, and uses a limited range of basic cohesive devices, not always appropriately.The student uses language to suit the context to some degree.  | The writes/speaks making good use of a basic range of vocabulary, grammatical structures and conventions generally accurately.The student organizes basic information, and uses a limited range of basic cohesive devices, accurately.The student usually uses language to suit the context. | **The writes/speaks effectively using a basic range of vocabulary, grammatical structures and accurately.****The student organizes basic information clearly, and uses a range of basic cohesive devices accurately.****The student uses language effectively to suit the context.**  |

*How?*

Use the resources in your binder and feedback on your writing practice to ensure your spelling, accents, and grammar are correct. Double check that you are using the correct gender, number, and forms of ser. ***Go above and beyond*** & include more vocabulary, details, and advanced structures!

**Self-Review for Revising and Editing:**

Go through the checklist below after writing your rough draft to make sure you’re on track for expressing yourself as clearly and correctly in Spanish as possible:

\_\_\_\_ Did you use the correct verb form of SER for each subject? Use your notes in your binder to double-triple check!

\_\_\_\_ Did you put the word NO before the verb – ex. Ana no es? DON’T put it after – like in the non-example “soy no”!

\_\_\_\_Do you use feminine adjectives to describe girls consistently?

\_\_\_\_Do you use masculine adjectives to describe boys and/or groups that include both boys and girls?

\_\_\_\_Do you use singular adjective forms when describing only one person?

\_\_\_\_ Do you use plural adjective forms when describing two or more people together?

 \_\_\_\_Did you add an –es to the ends of adjectives that end with a consonant (not a vowel)?

\_\_\_\_Do you have accents on the words that need them? See your vocab lists to double check.

\_\_\_\_Do you have the required amount of language? \*Use the checklist on the front page to double check.

\_\_\_\_Have you pushed yourself to include more than what is required? What other language from the advanced lists and/or the “palabras útiles” list can you incorporate?

\_\_\_\_Did you use “y” for and when the word after it starts with any other letter than an “i”? If the letter after and starts with an i (like impaciente or inteligente), you need to use the letter ‘e’ instead of ‘i’!

\_\_\_\_ Did you use ‘tambien’ in positive sentences to say “as well/also” and ‘tampoco’ in negative sentences for “either”?

\_\_\_\_ Did you use the right forms of mi(s)? mi = singular my and mis = plural my

\_\_\_\_Is your writing legible? Make sure you final draft is clearly readable otherwise it will not be gradable.

**Ejemplo de un avanzado (sin color):**

Example of an Advanced (without color):

**Un poema de la Señora Moore**



**En general, yo soy sociable y estudiosa,**

**pero soy más paciente que impaciente.**

**Nunca soy perezosa o introvertida.**

**![C:\Documents and Settings\mccannmd\Local Settings\Temporary Internet Files\Content.IE5\OJH50QVX\MC900294274[1].wmf]()Yo no soy desordenada tampoco.**

**![C:\Documents and Settings\mccannmd\Local Settings\Temporary Internet Files\Content.IE5\Z2YIGBXU\MC900136781[1].wmf]()Mi familia y yo somos deportistas.**

**A veces somos atrevidos y cómicos.**

**Según yo, mi familia es muy amorosa y buena.**

**Mi madre es simpática e inteligente.**

**Es cierto, a veces ella es terca e impaciente, pero en general, ella es muy linda, optimista y positiva.**

**Mi padre y abuela son simpáticos también.**

**Ellos son trabajadores siempre.**

**Mi madrastra siempre es graciosa.**

**Mi hermano es muy trabajador**

**y mi hermana es artística y un poco misteriosa.**

**Mi cuñada es interesante…y mis sobrinos son juguetones.**

**Mi familia es muy buena.**

**¿Cómo eres tú?**