

Name \_\_\_\_\_

### Personal Writing: "Making My Mark" Outline

This week, as a class, we close read "The Dot" by Peter Reynolds. We learned about self- confidence, perseverance, inspiration, encouragement, and being yourself!

This weekend, please submit a neatly handwritten copy or typed copy (Times New Roman, font size 12): **How you will make your mark on the world?**

Please be sure to include:

- \_\_\_ Each paragraph should be **at least** 5-7 sentences
- \_\_\_ Make sure to indent when starting new paragraphs
- \_\_\_ Be sure to write legibly and neat!
- \_\_\_ Write (or type) name on upper right hand corner of your page

**Body Paragraph 1:** What is the mark that I wish to make on the world?

- Identify and describe the mark that you wish to make on the world (*Do you want to create a foundation to help others? Do you want to become a nurse, a doctor, an engineer, an inventor, architect, an artist, etc.?*)
- Describe in explicit details (*This shows... This is important...*)
- How is it similar or different from Vashti's mark?

**Body Paragraph 2:** Why is making my mark important?

- Be explicit when stating reasons and explain clearly
- Provide at least 2 reasons why making this mark is significant or meaningful either to you or to others
- Be sure to explain why these reasons are important

**Body Paragraph 3:** How will I make my mark?

- Describe three key characteristic traits that you think you should have in order to successfully make your mark
- For example, will you make your mark by being a hard worker and if so, what does it mean to work hard?
- Will you make your mark by inspiring others and if so, what will you say or do specifically to achieve this?
- Be sure to include specific things that you will do, steps you will take, etc.

**Student Name** \_\_\_\_\_ **Parent Signature** \_\_\_\_\_

**Example:**

Below is an example of Making My Mark Writing:

Name: \_\_\_\_\_

**Making My Mark**

The mark that I wish to make on the world is to help spread optimism. Optimism comes within, where you look on the bright side of things. People always say the glass is always half full or always half empty. I want to be the person that tells people to look for the good in the world. In the book, "The Dot" by Peter Reynolds, Vashti perseveres through her hardships and is encouraged to believe in herself. She is encouraged by her teacher to share the beauty she creates with the world. I, too, wish to make my own mark in this world by helping people see that they are special and the world in which we live in is spectacular.

Making my mark is important because it can help make people have a more fulfilling and happy life. Additionally, making my mark is important because it can promote the spread of small acts of kindness in the world. It is important to have a more fulfilling and happy life because it can actually improve our physical and mental health. Acknowledging positive moments (such as a smile, compliment, good deed) in our life can make us feel happy, refreshed and rejuvenated! Staying mindful of the positive and less on the negative can help us stay productive to accomplish our goals! Furthermore, my mark will help spread small acts of kindness in the world. This is important because acts of kindness can lift everyone's spirits and have a boomerang effect of enhancing our own feelings! One time a stranger gave up his seat for me on the E- Train when I was carrying large, heavy bags. I was so grateful that this person was compassionate and thoughtful! His generosity made my day. I decided to continue this act of kindness by helping an elderly person carry her groceries to her car. Spreading optimism and positivity along to others can make the world a happier and better place for all!

I will make my mark by persevering and encouraging others. Cheering people on by saying, "You can do it!" and "We can do it together!" can inspire and motivate people around me. Moreover, nonverbal communication can go a long way! I can simply walk in the hallways, or on the streets with a smile on my face or wave hello to people. These simple gestures can make a person's day. It is important for me to behold specific characteristic traits such as being friendly, being compassionate, and having patience. I can be there for people and provide my own outlook and perspective on life. Winston Churchill once said, "A pessimist sees the difficulty in every opportunity; an optimist sees the opportunity in every difficulty." Making my mark would not only be important for individual people but for the world.

## Personal Writing: Analytic Evaluation Rubric

Criteria	CCLS	Level 4	Level 3	Level 2	Level 1
<b>Focus</b>	W.2 R.1-9	<ul style="list-style-type: none"> <li>—The writing clearly expresses the views, thoughts or feelings of the writer</li> <li>—The significance or main idea of the views, thoughts, or feelings is clear.</li> <li>—insightful comprehension and analysis of the text</li> </ul>	<ul style="list-style-type: none"> <li>—The writing clearly expresses the views, thoughts or feelings of the writer</li> <li>—The significance or main idea of the views, thoughts, or feelings is clear.</li> <li>—grade-appropriate comprehension and analysis of the text</li> </ul>	<ul style="list-style-type: none"> <li>—The writing attempts to clearly express the views, thoughts or feelings of the writer</li> <li>—The significance or main idea of the views, thoughts, or feelings unclear.</li> <li>— approaching grade-appropriate comprehension and analysis of the text</li> </ul>	<ul style="list-style-type: none"> <li>Does not express the views, thoughts or feelings of the writer</li> <li>—The significance or main idea of the views, thoughts, or feelings unclear or not evident.</li> <li>— far below grade-appropriate comprehension and analysis of the text</li> </ul>
<b>Organization</b>	W.2 L.3 L.6	<ul style="list-style-type: none"> <li>—exhibit clear, purposeful organization</li> <li>—skillfully link ideas using grade appropriate words and phrases</li> <li>—use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary</li> <li>—provide a concluding statement that follows clearly from the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>—exhibit clear organization</li> <li>—link ideas using grade appropriate words and phrases</li> <li>—use grade-appropriate precise language and domain-specific vocabulary</li> <li>—provide a concluding statement that follows from the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>—exhibit some attempt at organization</li> <li>—inconsistently link ideas using words and phrases</li> <li>—inconsistently use appropriate language and domain-specific vocabulary</li> <li>—provide a concluding statement that follows generally from the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>—exhibit little attempt at organization, or attempts to organize are irrelevant to the task</li> <li>—lack the use of linking words and phrases</li> <li>—use language that is imprecise or inappropriate for the text(s) and task</li> <li>—provide a concluding statement that is illogical or unrelated to the topic and information presented</li> </ul>
<b>Elaboration/Support/Style</b>	W.2 W.9 R.1-9	<ul style="list-style-type: none"> <li>—All ideas, opinions, and general statements are supported by specific details.</li> <li>—Vivid and sophisticated language is used to add interest to the writing.</li> <li>—Transition words help make the organization clear.</li> </ul>	<ul style="list-style-type: none"> <li>—Most ideas, opinions, and general statements are supported by specific details.</li> <li>—Vivid language is used to add interest to the writing.</li> <li>—Transition words help make the organization clear.</li> </ul>	<ul style="list-style-type: none"> <li>—Some ideas, opinions, and general statements are supported by specific details.</li> <li>—shows little use of vivid and sophisticated language to add interest to the writing.</li> <li>—Few transition words</li> </ul>	<ul style="list-style-type: none"> <li>—Most ideas, opinions, and general statements are not supported by specific details.</li> <li>—shows little use of vivid and sophisticated language to add interest to the writing.</li> <li>—Lack of transition words</li> </ul>
<b>Grammar/Usage/Mechanics</b>	W.2 L.1 L.2	<ul style="list-style-type: none"> <li>—demonstrate grade-appropriate command of conventions, with few errors</li> </ul>	<ul style="list-style-type: none"> <li>—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension</li> </ul>	<ul style="list-style-type: none"> <li>—demonstrate emerging command of conventions, with some errors that may hinder comprehension</li> </ul>	<ul style="list-style-type: none"> <li>—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension</li> </ul>

Score \_\_\_\_\_

Glow:

Grow: