

El propósito: ¿Qué sabemos de escribir un ensayo bueno?

Hagan ahora: ¿Qué significa...?

1. Querido - Dear
2. También - ALSO
3. Por ejemplo - for example

Tarea: Completen la hoja - error correction

Información Importante:

examen: viernes 3/13 - la rutina

Nombre: _____

Español IB

READ TO WRITE TASK

La fecha: _____

- ✚ One essay on your final (FLACS) exam this year is called a Read To Write.

- ✚ What is a Read To Write?
 - You will read authentic document(s) and be presented with a question that must be answered in essay form.

- ✚ How is it graded?
 - See the attached rubric
 - Make sure you fulfill the task – stay on topic!
 - Aim for 50 words

- ✚ What are the steps to writing a successful Read To Write?
 - Brainstorm an opening to your essay and decide how you are going to begin incorporating the topic.
 - Brainstorm vocabulary that can be used and incorporated into the writing. (SHOW OFF!!)
 - After reading the question and the source(s), underline at least 2-3 pieces of information you want to incorporate into your writing.
 - Remember, the difference between a “3” and a “4” on the rubric are the words “some” and “many”.

- ✚ Format:
 - Have a couple of **introductory sentences** that use your own words to start the paragraph.
 - **Cite the source 2-3 times.** Each time that you quote a source, explain it in your own words too.
 - When citing a source, use phrases from the “IMPORTANT KEY PHRASES” sheet given to you. All ideas should be YOURS, but the documents should be used to support your opinions. (See **TO INCORPORATE A SOURCE**)
 - Do not copy sentences from the documents. Pick small quotes, and if you are summing up in your own words, **do not use quotation marks**.
 - After citing the source, you must have a follow up sentence (See **EXPANSION SENTENCE**)
 - Have a **CLEAR closing** to your writing. Ensure that you are “wrapping up” your ideas
 - Re- phrase your opening (See **CONCLUDING SENTENCE**)

IMPORTANT KEY PHRASES

TO INCORPORATE A SOURCE (READING)

Según el artículo (According to the article)
El artículo /el anuncio dice (The article/source/advertisement says)
Yo leí (I read)

INTRODUCING AN IDEA/ DEVELOPING

IDEAS

Primero (First)
Próximo (Next)
Además (Furthermore)
También (Also)
Por eso (For this reason)

EXPANSION SENTENCES/ EXPRESSING OPINION

En mi opinión (In my opinion)
Creo que (I believe that)
Es obvio que (It's obvious that)
Pienso que (I think that)
Yo prefiero (I prefer)
Me interesa
Yo odio/ detesto (I hate)
Es mejor (It's better)
Es peor (It's worse)

Es posible llover mañana

CONVINCING SOMEONE (with infinitives)

Debe(s) (You should...)
Es necesario (It's necessary...)
Necesita(s) (You need...)

CONCLUDING SENTENCE

En conclusión (In conclusion)
En resumen (In summary)
Finalmente (Finally)

FLACS CHECKPOINT A EXAM

Part 4 Writing Rubric

Note that a 0 can be given in any of the dimensions when the student's performance falls below the criteria described for the performance level of 1.

**Applicable only when grading the CC – Read to Write task*

| Performance Level | | | | |
|--------------------------------|--|--|---|--|
| Dimension | 4 | 3 | 2 | 1 |
| Task Completion | Accomplishes the task. Includes multiple details; ideas clearly connect to the task/purpose. <i>*Student makes reference to and / or incorporates many details from the source passage in way that demonstrates a high degree of understanding of the document(s).</i> | Satisfies the task. Includes some details that connect to the task/purpose. May contain minor irrelevancies. <i>*Student makes reference to and / or incorporates some details from the source passage in way that demonstrates some degree of understanding of the document(s).</i> | Satisfies the task but includes few details that are loosely connected. May contain some irrelevancies. <i>*Student makes limited reference to and / or incorporates few details from the source passage in way that demonstrates minimal understanding of the document(s).</i> | Attempts to satisfy the task, but contains few or no supporting details. There are many irrelevancies. <i>*Student makes no reference to the sources provided or the references provided do not demonstrate any comprehension of the document(s).</i> |
| Vocabulary | Utilizes a wide variety of original vocabulary that expands the topic. There may be minimal inaccuracies. <i>* The vocabulary or expressions are not directly copied from the sources/documents provided.</i> | Utilizes a variety of original vocabulary related to the topic. There may be minor inaccuracies. <i>* The vocabulary or expressions are not directly copied from the sources/ documents provided.</i> | Utilizes basic original vocabulary or uses repetitive vocabulary. Some original vocabulary may be inaccurate and/or unrelated to the topic. <i>* Most of the vocabulary or expressions are directly copied from the sources/ documents provided.</i> | Utilizes limited original vocabulary or uses repetitive vocabulary throughout. Most original vocabulary may be inaccurate and/or unrelated to the topic. <i>* All of the vocabulary or expressions are directly copied from the sources/documents provided.</i> |
| Structure/Conventions | Demonstrates a high degree of control of Checkpoint A structure/convention: <ul style="list-style-type: none"> • subject-verb agreement • noun-adjective agreement • correct word order • spelling/diacritical marks Minimal errors may be present; however the errors do not hinder overall comprehensibility of the passage | Demonstrates some degree of control of Checkpoint A structure/conventions: <ul style="list-style-type: none"> • subject-verb agreement • noun-adjective agreement • correct word order • spelling/diacritical marks A few errors may be present; however the errors do not hinder overall comprehensibility of the passage. | Demonstrates limited control of Checkpoint A structure/conventions <ul style="list-style-type: none"> • subject-verb agreement • noun-adjective agreement • correct word order • spelling/diacritical marks AND / OR Errors do hinder comprehensibility in parts of the passage | Demonstrates minimal control of Checkpoint A structure/conventions AND/OR Errors impede overall comprehensibility of the passage. |
| Word Count | Uses 50 or more comprehensible words in the target languages that contribute to the development of the task. | Uses 35-49 or more comprehensible words in the target languages that contribute to the development of the task. | Uses 25-34 or more comprehensible words in the target languages that contribute to the development of the task. | Uses 15-24 or more comprehensible words in the target languages that contribute to the development of the task. |

| | | | | | | | | | | | |
|-----------------|----|-------|-------|----|----|-----|-----|-----|-----|---|---|
| Total Raw Score | 16 | 15-14 | 12-13 | 11 | 10 | 9-8 | 7-6 | 5-4 | 3-2 | 1 | 0 |
| Total Credits | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

Nombre _____
Español 1B

Hoy es el _____ de _____
Mi Rutina Diaria- Read to Write #1

Your friend is asking you for advice on how to have more energy during the day. You recently read on article that gives advice on this topic, and you want to share the recommendations with you friend. In your letter, you may wish to mention:

- how to get better sleep
- things to do to help wake up in the morning
- other suggestions that help you to have energy
- etc.



CONSEJOS

PARA LEVANTARTE CON BUEN PIE



LO IDEAL SON 8 HORAS
DUERME LO SUFICIENTE

Si duermes poco vas a pasarlo mal durante el día, y cuando te despiertes vas a sentirte muy cansado.

PUEDES PROBAR CON MÚSICA
DESPIERTA PROGRESIVAMENTE

Lo ideal es que te despiertes poco a poco, con la luz del sol.

¡5 MINUTOS MÁÁÁÁS!
NO TE LEVANTES DE GOLPE

Tómate tu tiempo en estirarte, bostezar, incluso distraerte con el móvil para ayudarte a despejar.

¡QUÉ FRÍA!
DATE UNA DUCHA DE AGUA FRÍA

Lo mejor para despejar la mente, y activar los músculos.

*Proteína
Para darte energía*

_____ y por último.. ¡desayuna bien! _____

WWW.GYMVIRTUAL.COM

Nombre _____

Hoy es el _____ de _____

Nombre _____
Español 1B

Hoy es el _____ de _____
Mi Rutina Diaria- Read to Write #1

Goal (English): to give my friend advice

Brainstorm Vocabulary Words: comer frutas/vegetales about how to have more energy

tener energía despertarse consejos
saludable dormirse necesitar

Brainstorm Transition Words: Hacer ejercicios

es necesario también, en adición
por ejemplo primero/segundo
Además

Greeting: Querido Amigo

Opening Sentence(s): yo te escribo esta carta porque yo oí que tú necesitas consejo para tener más energía.

→ Reference/Source #1: Es importante dormirse por menos de ocho horas cada noche.

Expansion Sentence for Reference #1: Cuando te duermes ocho horas, según el anuncio...

→ Reference/Source #2: _____

Expansion Sentence for Reference #2: _____

Closing/ Summary Sentence: _____