

I AM - CREATE A POEM IN CHARACTER

Follow the model below to create an "I Am" poem as if it was written by a character in your novel. When you have gone through the writing process and are ready to "publish" it, think about the most creative way you can *visually showcase* your character's personality. Publish your good copy in this way.

FIRST STANZA

I am (*two special characteristics your character has*)

I wonder (*something your character would actually be curious about*)

I hear (*an imaginary sound your character might hear in his/her head*)

I see (*an imaginary sight your character might see in his/her head*)

I want (*an actual desire of your character*)

I am (*repeat the first line of the poem again here*)

SECOND STANZA

I pretend (*something your character might actually pretend to do*)

I feel (*a feeling about something imaginary your character might have*)

I touch (*something your character would like to touch, or imagines touching*)

I worry (*something that would really bother your character*)

I cry (*something that would make your character very sad*)

I am (*repeat the first line of the poem once again*)

THIRD STANZA

I understand (*something your character knows is true*)

I say (*something your character would believe in*)

I dream (*something your character would actually dream about*)

I try (*something your character would really make an effort to try*)

I hope (*something your character would actually hope for*)

I am (*repeat the first line of the poem for the last time*)

NOTE: DON'T PUT TITLES ON THE STANZAS OR LABEL THEM IN ANY WAY (just leave a space).

Name: _____

Rec'd on Time: Yes No

RUBRIC FOR "I AM" POEM IN CHARACTER

<p>WRITING: Application Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions, with limited effectiveness. 2.8 (Success following format and requirements)</p>	<p>Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions, with some effectiveness.</p>	<p>Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions, with considerable effectiveness.</p>	<p>Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions, with a high degree of effectiveness.</p>
<p>WRITING: Application Proofread and correct their writing using guidelines developed with peers and the teacher (e.g., an editing checklist specific to the writing task), with limited effectiveness. 3.6 (Editing/conferencing/revising)</p>	<p>Proofread and correct their writing using guidelines developed with peers and the teacher (e.g., an editing checklist specific to the writing task), with some effectiveness.</p>	<p>Proofread and correct their writing using guidelines developed with peers and the teacher (e.g., an editing checklist specific to the writing task), with considerable effectiveness.</p>	<p>Proofread and correct their writing using guidelines developed with peers and the teacher (e.g., an editing checklist specific to the writing task), with a high degree of effectiveness.</p>
<p>WRITING: Application Use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout, with limited effectiveness. 3.7 (Publishing effectiveness)</p>	<p>Use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout, with some effectiveness.</p>	<p>Use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout, with considerable effectiveness.</p>	<p>Use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout, with a high degree of effectiveness.</p>
<p>WRITING: Communication Use some vivid and/or figurative language and innovative expressions to add interest, with limited effectiveness. 2.3 (Word choice)</p>	<p>Use some vivid and/or figurative language and innovative expressions to add interest, with some effectiveness.</p>	<p>Use some vivid and/or figurative language and innovative expressions to add interest, with considerable effectiveness.</p>	<p>Use some vivid and/or figurative language and innovative expressions to add interest, with a high degree of effectiveness.</p>

PARENT SIGNATURE: _____

(adapted M. Martin, 2007)