

# Seasonal Effects

## **Weather and climate effect life both in reality and in literature.**

Research the positive and negative effects of a specific season on one of America's regions. Then choose a story or poem that was set in a similar season. Discuss the positive and negative effects of this setting on the region and on the story.

Your Seasonal Effects Essay will be assessed using the Informational Writing Rubric. Use the checklist below and the rubric to help you plan and edit your work.

### **Informational / Explanatory Writing Checklist:**

- Title
- Topic sentence introduces the essay's purpose.
- Clearly explains the positive & negative effects of this season on a specific region of the United States.
- Clearly explains the positive & negative effects of this season on a specific piece of literature using textual evidence.
- Conclusion restates the purpose of the essay.
- I have paraphrased information found from other sources.
- I have checked my writing to ensure correct use of the following:
  - Capitalization & End Punctuation
  - Modal Auxiliaries
  - Adjectives
  - Commas








# Seasonal Effects

**Directions:** Choose one season and how it affects one of the regions of the United States.

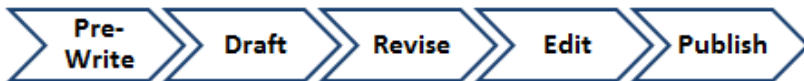
<b>Region</b>	
<b>Season</b>	
<b>Description of the Season</b>	
<b>Positive Effects of the Season on the Region</b>	
<b>Negative Effects of the Season on the Region</b>	
<b>Literature Connection</b>	Title of a story that shares a setting similar to this season:
<b>Positive Effects of this Setting on the Story</b>	
<b>Negative Effects of this Setting on the Story</b>	

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

# Grade 4 Informational Writing

Points Possible	Requirement	Points Earned
	<b><u>IDEAS</u></b>	
	 <ul style="list-style-type: none"> <li><input type="checkbox"/> I clearly and thoroughly explained the topic to the audience.</li> <li><input type="checkbox"/> I stayed focused and have not included unimportant details.</li> </ul>	
	<b><u>Organization</u></b>	
	 <ul style="list-style-type: none"> <li><input type="checkbox"/> I organized my writing into paragraphs.</li> <li><input type="checkbox"/> I have a clear topic sentence that tells what my writing will be about.</li> <li><input type="checkbox"/> I have a good concluding statement or paragraph.</li> </ul>	
	<b><u>Voice</u></b>	
	 <ul style="list-style-type: none"> <li><input type="checkbox"/> It is clear that I wrote an informational piece. It does not sound like a letter or a story (I do not include phrases such as "Hello!" or "The end!").</li> </ul>	
	<b><u>Word Choice</u></b>	
	 <ul style="list-style-type: none"> <li><input type="checkbox"/> I used strong vocabulary, including amazing &amp; varied adjectives/adverbs.</li> </ul>	
	<b><u>Sentence Fluency</u></b>	
	 <ul style="list-style-type: none"> <li><input type="checkbox"/> My writing sounds perfect when I read aloud.</li> <li><input type="checkbox"/> I wrote in complete sentences without any run-ons.</li> <li><input type="checkbox"/> I used different kinds of sentences throughout my writing.</li> </ul>	
	<b><u>Conventions</u></b>	
	 <ul style="list-style-type: none"> <li><input type="checkbox"/> I used correct capitalization and punctuation.</li> <li><input type="checkbox"/> I correctly used commas and quotation marks to indicate exact quotes from people or from texts.</li> <li><input type="checkbox"/> I have checked to make sure I spelled each word correctly.</li> </ul>	
	<b><u>Presentation</u></b>	
	 <ul style="list-style-type: none"> <li><input type="checkbox"/> My handwriting is legible and my format makes my work better.</li> </ul>	

### Writing Process



Editing	✓	Date	Teacher / Student Conference	
Self-Edit: I have used the checklist/rubric to edit my work.			<b>Yes</b>	<b>No</b>
Peer-Edit: _____ used the checklist/rubric to edit my writing.			Teacher Initials	Date
			Revision Decision	

## Teacher Comments