Georgia Grade 3 Writing Assessment

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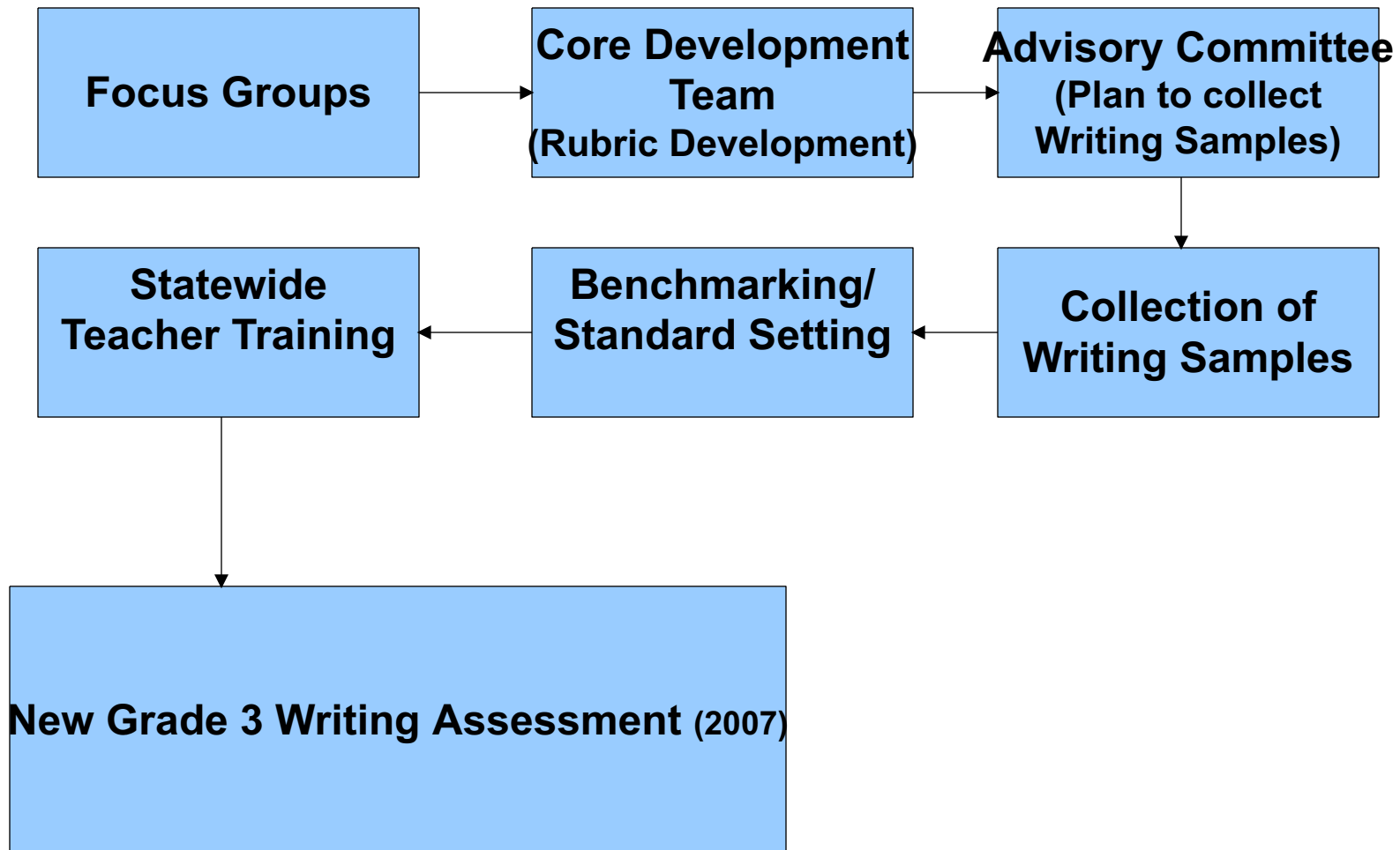Part XI: Sample Writing Lessons

Part I: Introduction

1. Why is the writing assessment for Grade Three changing?
2. The Test Development Process 2005-2007
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Why is the writing assessment for Grade 3 changing?

- When the Quality Core Curriculum was replaced by the Georgia Performance Standards, it became necessary to review all the statewide assessments in order to align them with the new performance standards.

- In March 2005, Georgia Department of Education (GaDOE) held focus groups with educators from around the state to discuss what they liked/disliked in the current writing assessment program. Educators made recommendations about all aspects of the current assessment. One of the recommendations was more consistency in the writing assessments across grades 3, 5, 8, and 11.

- Teachers from every part of the state came together to develop the scoring rubrics, the writing topics, the administration conditions, and the performance levels for the new assessment based on the Georgia Performance Standards.

Test Development Process: 2005-07

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┌─────────────────┐     ┌─────────────────┐     ┌─────────────────┐
│                 │     │ Core Development│     │Advisory Committee│
│  Focus Groups   │ ──→ │      Team       │ ──→ │ (Plan to collect │
│                 │     │(Rubric Development)│   │ Writing Samples) │
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                                                         │
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┌─────────────────┐     ┌─────────────────┐     ┌─────────────────┐
│   Statewide     │     │  Benchmarking/  │     │  Collection of  │
│ Teacher Training│ ←── │ Standard Setting│ ←── │ Writing Samples │
└─────────────────┘     └─────────────────┘     └─────────────────┘
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┌──────────────────────────────────────────┐
│                                          │
│ New Grade 3 Writing Assessment (2007)    │
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Grade 3 Core Development Team

- Convened in September 2005
- Primary responsibilities:
- Review of current Grade 3 Writing Assessment
- Alignment with the Georgia Performance Standards
  - Analysis of GPS standards and elements in writing
  - Development of structure/guidance for new Grade 3 assessments
  - Genres/Types of writing: Informational, Persuasive, Narrative, and Response to Literature
- Draft of new Grade 3 Scoring Rubrics to include
  - Analytic scoring: four domains
  - Low, middle, high descriptions
  - Separate rubric for each genre

"About the Test" Document Released

- Released November 2005
- Information about changes to the assessment
  - Analytic rather than holistic scoring
  - Description of genres: informational, persuasive, narrative, response to literature
  - Description of the scoring system:
    - New domains: Ideas, Organization, Style, Conventions
  - Sample informational topics
  - Sample persuasive topics
  - Sample narrative topics
  - Sample response to literature topics

Grade 3 Advisory Committee

- Convened in January, 2006
- Provided additional feedback to GaDOE about decisions made by Core Development Team
  - Genres, Rubrics
- Drafted the "Grade 3 About the Test" document
- Recommended scoring each paper rather than a portfolio as a whole
- Developed a plan to collect writing samples to use at benchmarking
  - Created writing topics/lessons for each genre
    - Informational
    - Persuasive
    - Narrative
    - Response to Literature

Collection of Grade 3 Writing Samples

- Four school systems participated
- Samples for this guide were collected from six different classes
- Over 100 writing samples per genre were collected to use at Benchmarking
- Student names and identifying information were removed from the papers prior to benchmarking

Benchmarking/Standard Setting

- April 2006
- Finalized Scoring Rubrics
  - 3 performance levels per domain
    - Does not meet the standard
    - Meets the standard
    - Exceeds the standard
  - Revised performance level descriptions
- Scoring decisions for each domain: Ideas, Organization, Style, Conventions
- Scored informational, persuasive, narrative, and response to literature papers
- Papers to be used as Model Papers for Teacher Training

Part II. Major Changes to the Grade 3 Writing Assessment

1. Types of Writing
2. Comparing the Types of Writing
3. Assessment Samples
4. Analytic Scoring
5. Rubrics
6. Performance Levels
7. Sample Teacher Report Form
8. Sample Student Writing Record
9. GPS Alignment

Types of Writing

Previous Grade 3 Writing Assessment	**NEW Grade 3 Writing Assessment**
• Response to QCC Content Area Information	• Informational
• Imaginative Story	• Persuasive
• Personal Narrative	• Narrative
• Response to Literature	• Response to Literature

Comparing the Types of Writing

Demonstrating Awareness of the Informational Purpose	Demonstrating Awareness of the Persuasive Purpose	Demonstrating a Connection to a Text	Demonstrating Awareness of the Narrative Purpose
Establishes a clear controlling idea on an issue	Establishes a clear position on an issue	Establishes a position in response to a text	Establishes a plot that might develop and/or contain a point of view, setting, and conflict
Provides relevant main ideas with supporting details	Provides relevant details that explain or support the writer's position	Provides relevant ideas to support connections	Provides relevant details that develop plot and character
Defines any technical terms the reader may not know	Acknowledges other perspectives on the issue	Makes connections from a text to the self, the outside world, or another text	Uses a range of strategies (flashback, foreshadowing, dialogue, suspense) to develop reader interest

Assessment Samples

Previous Grade 3 Writing Assessment	**NEW Grade 3 Writing Assessment**
• Multiple samples are collected as a portfolio. • The portfolio as a whole is evaluated (rather than each individual piece of writing).	• One assessment sample is collected for each type of writing – Informational – Persuasive – Narrative – Response to Literature • Each paper is scored in isolation

Analytic Scoring

Previous Grade 3 Writing Assessment	**NEW Grade 3 Writing Assessment**

• HOLISTIC
• Each student's portfolio is assigned an overall developmental stage score.
   – Stage 1: Emerging
   – Stage 2: Developing
   – Stage 3: Focusing
   – Stage 4: Experimenting
   – Stage 5: Engaging
   – Stage 6: Extending
• Teacher makes one overall judgment about the student's portfolio
	• ANALYTIC
	• Each assessment sample (4 total) is scored in four domains:
	   – Ideas
	   – Organization
	   – Style
	   – Conventions
	
	• Teacher makes four scoring decisions about each of 4 assessment samples

Rubrics

- Informational Rubrics
- Persuasive Rubrics
- Narrative Rubrics
- Response to Literature Rubrics
- Conventions Rubric (for all genres)

Grade 3 Rubric: Top to Bottom

Genre

Georgia Grade 3 Writing Assessment: Scoring Rubric
INFORMATIONAL WRITING

Domain

Domain 1: Ideas - The degree to which the writer establishes a focus and develops the main points with examples, facts, anecdotes, and details.

Components

Component	Does Not Meet Standard	Meets Standard	Exceeds Standard
Focus	Little or no evidence of focus, purpose, or point of view	Generally consistent focus; some evidence of a purpose and point of view	Sustained focus, purpose, and point of view
Supporting Details	Examples and details are limited and may be irrelevant	Includes some relevant examples, facts, anecdotes, and/or details	Relevant examples, facts, anecdotes, and details are used throughout the paper
Use of Resources	Little or no use of resources; may copy text from source materials	Some evidence of information from source materials	Appropriate use of resources; may paraphrase relevant information from source materials
Development/ Completeness	Insufficient information to explain the topic	Sufficient information to explain the topic	Complete information; the topic is well developed

Domain

Domain 2: Organization - The degree to which the ideas are arranged in a clear order with an introduction, body, and conclusion.

Component	Does Not Meet Standard	Meets Standard	Exceeds Standard
Organizational Pattern (Introduction, body, conclusion)	Little or no evidence of an organizational pattern	Contains an introduction, body, and conclusion; one part of the paper may not be as strong as the others	Clear and appropriate organizational pattern with a strong introduction, body, and conclusion
Grouping of Ideas	Ideas are not arranged in a meaningful order	Related ideas are generally grouped together	Related ideas are consistently grouped together; may use specific strategies (e.g., questions and answers, cause and effect, similarity and difference)
Transitions	Little or no evidence of transitions	Transitions are used but may not be varied	Varied transitional elements link parts of the paper

Components

Domain

Domain 3: Style - The degree to which the writer controls language to capture the reader's interest.

Components

Component	Does Not Meet Standard	Meets Standard	Exceeds Standard
Word Choice	Language is simple, repetitive, or imprecise; little or no interesting language	A mixture of simple, ordinary language and interesting language (e.g., descriptive language, technical vocabulary, sensory details)	Sustained use of interesting language (e.g., descriptive language, technical vocabulary, sensory details)
Audience Awareness	Little or no awareness of audience	Some attention to the audience; some sense of the writer's voice	Attention to the audience in the introduction, body, and conclusion; writer's voice is clear and appropriate

Performance Level Descriptions

Domain 1: Ideas - The degree to which the writer establishes a focus and develops the main points with examples, facts, anecdotes, and details.

Component	Does Not Meet Standard	Meets Standard	Exceeds Standard
Focus	Little or no evidence of focus, purpose, or point of view	Generally consistent focus; some evidence of a purpose and point of view	Sustained focus, purpose, and point of view
Supporting Details	Examples and details are limited and may be irrelevant	Includes some relevant examples, facts, anecdotes, and/or details	Relevant examples, facts, anecdotes, and details are used throughout the paper
Use of Resources	Little or no use of resources; may copy text from source materials	Some evidence of information from source materials	Appropriate use of resources; may paraphrase relevant information from source materials
Development/ Completeness	Insufficient information to explain the topic	Sufficient information to explain the topic	Complete information; the topic is well developed

Domain 2: Organization - The degree to which the ideas are arranged in a clear order with an introduction, body, and conclusion.

Component	Does Not Meet Standard	Meets Standard	Exceeds Standard
Organizational Pattern (Introduction, body, conclusion)	Little or no evidence of an organizational pattern	Contains an introduction, body, and conclusion; one part of the paper may not be as strong as the others	Clear and appropriate organizational pattern with a strong introduction, body, and conclusion
Grouping of Ideas	Ideas are not arranged in a meaningful order	Related ideas are generally grouped together	Related ideas are consistently grouped together; may use specific strategies (e.g., questions and answers, cause and effect, similarity and difference)
Transitions	Little or no evidence of transitions	Transitions are used but may not be varied	Varied transitional elements link parts of the paper

Domain 3: Style - The degree to which the writer controls language to capture the reader's interest.

Component	Does Not Meet Standard	Meets Standard	Exceeds Standard
Word Choice	Language is simple, repetitive, or imprecise; little or no interesting language	A mixture of simple, ordinary language and interesting language (e.g., descriptive language, technical vocabulary, sensory details)	Sustained use of interesting language (e.g., descriptive language, technical vocabulary, sensory details)
Audience Awareness	Little or no awareness of audience	Some attention to the audience; some sense of the writer's voice	Attention to the audience in the introduction, body, and conclusion; writer's voice is clear and appropriate

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Georgia Grade 3 Writing Assessment: Scoring Rubric
PERSUASIVE WRITING

Domain 1: Ideas - The degree to which the writer establishes a focus and develops the main points with examples, facts, anecdotes, and details.

Component	Does Not Meet Standard	Meets Standard	Exceeds Standard
Focus	Little or no evidence of focus, persuasive purpose, or point of view	Generally consistent focus; some evidence of a purpose and point of view	Sustained focus, purpose, and point of view
Supporting Details	Examples and details are limited and may be irrelevant	Includes some relevant examples, facts, anecdotes, and/or details	Relevant examples, facts, anecdotes, and details are used throughout the paper
Position	Lacks a clear position	States a clear position	Establishes and develops a clear position
Development/ Completeness	Insufficient information to address the issue	Sufficient information to address the issue	Complete information; the issue is well developed

Domain 2: Organization - The degree to which the ideas are arranged in a clear order with an introduction, body, and conclusion.

Component	Does Not Meet Standard	Meets Standard	Exceeds Standard
Organizational Pattern (Introduction, body, conclusion)	Little or no evidence of an organizational pattern	Contains an introduction, body, and conclusion; one part of the paper may not be as strong as the others	Clear and appropriate persuasive organizational pattern with a strong introduction, body, and conclusion
Grouping of Ideas	Ideas are not arranged in a meaningful order	Related ideas are generally grouped together	Related ideas are consistently grouped together; may use specific strategies (e.g., cause and effect, similarity and difference, questions and answers)
Transitions	Little or no evidence of transitions	Transitions are used but may not be varied	Varied transitional elements link parts of the paper

Domain 3: Style - The degree to which the writer controls language to capture the reader's interest.

Component	Does Not Meet Standard	Meets Standard	Exceeds Standard
Word Choice	Language is simple, repetitive, or imprecise; little or no interesting language	A mixture of simple, ordinary language and interesting language (e.g., descriptive language, sensory details, strong verbs)	Sustained use of interesting language (e.g., descriptive language, sensory details, strong verbs)
Audience Awareness	Little or no awareness of audience	Some attention to the audience; some sense of the writer's voice	Attention to the audience in the introduction, body, and conclusion; writer's voice is clear and appropriate

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Georgia Grade 3 Writing Assessment: Scoring Rubric
NARRATIVE WRITING

Domain 1: Ideas - The degree to which the writer establishes a focus and develops the main points with examples, facts, anecdotes, and details.

Component	Does Not Meet Standard	Meets Standard	Exceeds Standard
Focus	Little or no evidence of focus, purpose, or point of view	Generally consistent focus; some evidence of a purpose and point of view	Sustained focus on the narrative purpose; consistent point of view
Supporting Details	Details and descriptions are limited and may be irrelevant	Includes some relevant details and descriptions	Relevant details and descriptions are included throughout the paper
Character Development	Character(s) are named or listed rather than developed	Begins to develop main character(s) through action and dialogue	Develops main character(s) through action, dialogue, and/or description
Development/ Completeness	Insufficient information to tell a story	Sufficient information to tell a story	Complete information; the events of the story are well developed

Domain 2: Organization - The degree to which the ideas are arranged in a clear order with a beginning, middle, and end.

Component	Does Not Meet Standard	Meets Standard	Exceeds Standard
Organizational Pattern (Beginning, Middle, End)	Little or no evidence of an organizational pattern	Contains a beginning, middle, and end; one part of the paper may not be as strong as the others	Clear narrative organizational pattern with a strong beginning, middle, and end
Chronological Sequence of Ideas	Little or no evidence of sequencing	Ideas are generally presented in a chronological sequence	Chronological sequencing of ideas within and across parts of the paper
Transitions	Little or no evidence of transitions	Transitions are used but may not be varied	Transitions are used consistently and effectively throughout the paper

Domain 3: Style - The degree to which the writer controls language to capture the reader's interest.

Component	Does Not Meet Standard	Meets Standard	Exceeds Standard
Word Choice	Language is simple, repetitive, or imprecise; little or no interesting language	A mixture of simple, ordinary language and interesting language (e.g., descriptive language, sensory details, strong verbs)	Sustained use of interesting language (e.g., descriptive language, sensory details, strong verbs)
Audience Awareness	Little or no awareness of audience	Some attention to the audience; some sense of the writer's voice	Attention to the audience in the beginning, middle, and end; writer's voice is clear and appropriate

Georgia Grade 3 Writing Assessment: Scoring Rubric
RESPONSE TO LITERATURE

Domain 1: Ideas - The degree to which the writer establishes a focus and develops the main points with examples, facts, anecdotes, and details.

Component	Does Not Meet Standard	Meets Standard	Exceeds Standard
Focus	Little or no evidence of focus, purpose, or point of view	Generally consistent focus; some evidence of a purpose and point of view	Sustained focus, purpose, and point of view
Supporting Details	Examples and details are limited and may be irrelevant	Includes some relevant examples, facts, anecdotes, and/or details	Relevant examples, facts, anecdotes, and details are used throughout the paper
Connecting to Text	Does not formulate a position in response to the text	Begins to formulate a position and connect the text to self, outside world, or another text	Formulates and supports a position in response to the text; connects the text to self, the outside world, or another text
Development/ Completeness	Insufficient information to develop a point of view; may be limited to retelling	Sufficient information to develop a point of view	Complete information; the writer's point of view is well developed

Domain 2: Organization - The degree to which the ideas are arranged in a clear order with an introduction, body, and conclusion.

Component	Does Not Meet Standard	Meets Standard	Exceeds Standard
Organizational Pattern (Introduction, body, conclusion)	Little or no evidence of an organizational pattern	Contains an introduction, body, and conclusion; one part of the paper may not be as strong as the others	Clear and appropriate organizational pattern with a strong introduction, body, and conclusion
Grouping of Ideas	Ideas are not arranged in a meaningful order	Related ideas are generally grouped together	Related ideas are consistently grouped together; may use specific strategies (e.g., cause and effect, similarity and difference, questions and answers)
Transitions	Little or no evidence of transitions	Transitions are used but may not be varied	Varied transitional elements link parts of the paper

Domain 3: Style - The degree to which the writer controls language to capture the reader's interest.

Component	Does Not Meet Standard	Meets Standard	Exceeds Standard
Word Choice	Language is simple, repetitive, or imprecise; little or no interesting language	A mixture of simple, ordinary language and interesting language (e.g., descriptive language, sensory details, strong verbs)	Sustained use of interesting language (e.g., descriptive language, sensory details, strong verbs)
Audience Awareness	Little or no awareness of audience	Some attention to the audience; some sense of the writer's voice	Attention to the audience in the introduction, body, and conclusion; writer's voice is clear and appropriate

Georgia Grade 3 Writing Assessment: Scoring Rubric
CONVENTIONS
All Genres

Domain 4: Conventions - The degree to which the writer demonstrates control of Sentence Formation, Usage, and Mechanics.

Component	Element	Does Not Meet Standard	Meets Standard	Exceeds Standard
Sentence Formation	Clarity and Correctness	More incorrect and unclear sentences than correct, clear sentences	Majority of clear and correct sentences	Consistently clear and correct sentences
	Complexity	Little or no variation in sentence structure	Some variation in sentence structure	A variety of sentence structures with some complex or compound sentences
Usage	Subject/Verb agreement	Frequent and severe agreement mistakes	Agreement is generally correct with some mistakes	Few, if any, agreement mistakes
	Noun Forms (singular, plural, possessives)	Frequent mistakes in noun forms	Majority of correct noun forms with occasional mistakes	Consistently correct singular, plural, and possessive nouns
	Personal and Possessive Pronouns	Frequent mistakes using personal and possessive pronouns	Generally correct personal and possessive pronouns with only occasional mistakes	Consistently correct personal and possessive pronouns
Mechanics	Spelling	Frequent and severe spelling errors that may distract the reader, including misspellings of common words	Generally correct spelling; spelling errors do not distract the reader	Consistently correct spelling with few errors; spelling errors occur in words that are above grade level
	Punctuation (commas, apostrophes, quotation marks)	Frequent errors in punctuation; some basic punctuation (commas in a series) may be correct	Generally correct punctuation with occasional mistakes	Correct punctuation in a variety of contexts
	Capitalization	Frequent errors in capitalization; some basic capitalization (first word in a sentence) may be correct	Generally correct capitalization with occasional mistakes	Correct capitalization in a variety of contexts
	Contractions	Frequent mistakes forming contractions (missing or incorrectly placed apostrophes)	Generally correct use of contractions	Consistently correct use of contractions; may use a variety of contractions

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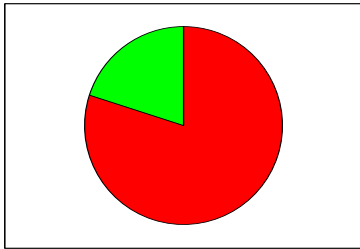# Performance Levels

| **Previous Grade 3 Writing Assessment**	**New Grade 3 Writing Assessment**

• Six point holistic scoring scale
 	
• A stage score of "6" represents the highest level of competence.
	• Three performance levels per domain
	   • Does not Meet Standard
	   • Meets Standard
	   • Exceeds Standard

Overview of Performance Levels
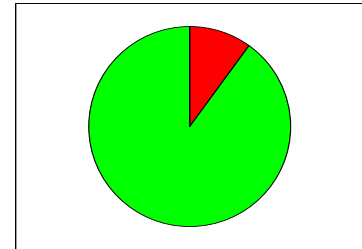## Degree of Competence

Does Not Meet Standard

Lack of Control

(of the elements of the domain)
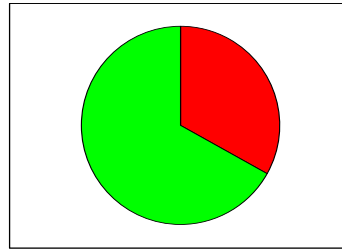
Meets Standard

Sufficient Control

(of the elements of the domain)

Exceeds Standard

Full Command

(of the elements of the domain)

GREEN = The degree to which the writer demonstrates control of the components.

Teacher Report Form (draft)

Grade 3 Writing Assessment Report Form

Teacher: _____

School: _____   Date: _____

Student's Name		Ideas	Organization	Style	Conventions	Ethnicity		Gender	SRC
	Informational	Ⓝ Ⓜ Ⓔ	Ⓝ Ⓜ Ⓔ	Ⓝ Ⓜ Ⓔ	Ⓝ Ⓜ Ⓔ	○	○	Ⓕ	① ⑧ ⑮
						○	○		② ⑨ ⑯
	Persuasive	Ⓝ Ⓜ Ⓔ	Ⓝ Ⓜ Ⓔ	Ⓝ Ⓜ Ⓔ	Ⓝ Ⓜ Ⓔ	○	○	Ⓜ	③ ⑩ ⑰
									④ ⑪ ⑱
	Narrative	Ⓝ Ⓜ Ⓔ	Ⓝ Ⓜ Ⓔ	Ⓝ Ⓜ Ⓔ	Ⓝ Ⓜ Ⓔ				⑤ ⑫ ⑲
									⑥ ⑬
	Response to Lit	Ⓝ Ⓜ Ⓔ	Ⓝ Ⓜ Ⓔ	Ⓝ Ⓜ Ⓔ	Ⓝ Ⓜ Ⓔ				⑦ ⑭

Student Writing Record

Name

	Ideas	Org.	Style	Conv.	Date
Informational					
Persuasive					
Narrative					
Response to Lit.					

GPS Alignment

The Grade 3 Writing Assessment is based on the following Georgia Performance Standards. The domains under which each standard is evaluated are listed in the "Area(s) of the Assessment" column.

Standard	Elements	Area(s) of the Assessment
ELA3W1	• Captures a reader's interest by setting a purpose and developing a point of view.	Ideas Organization
	• Begins to select a focus and an organizational pattern based on purpose, genre expectations, audience, and length.	Ideas Organization
	• Writes texts of a length appropriate to address the topic or tell the story.	Ideas
	• Uses organizational patterns for conveying information (e.g., chronological order, cause and effect, similarity and difference, questions and answers)	Organization

GPS Alignment

Standard	Elements	Area(s) of the Assessment
ELA3W1	• Begins to use appropriate structures to ensure coherence (e.g., transition words and phrases, bullets, subheadings, numbering).	Organization
	• Begins to use specific sensory details (e.g., strong verbs and adjectives) to enhance descriptive effect.	Style
	• Begins to develop characters through action and dialogue	Ideas (Narrative)
	• Begins to use descriptive adjectives and verbs to communicate setting, character, and plot.	Ideas & Style (Narrative)
	• Begins to include relevant examples, facts, anecdotes, and details appropriate to the audience.	Ideas
	• Uses a variety of resources to research and share information on a topic.	Ideas (Informational)
	• Writes a response to literature that demonstrates an understanding of the text, formulates an opinion, and supports a judgment.	Ideas (Response to Literature)
	• Writes a persuasive piece that states a clear position.	Ideas (Persuasive)

GPS Alignment

Standard	Elements	Area(s) of the Assessment
ELA3C1	• Correctly identifies and uses subject/verb agreement and adjectives. • Identifies and uses nouns (singular, plural, possessive) correctly. • Identifies and uses contractions correctly. • Identifies and uses personal and possessive pronouns. • Speaks and writes in complete and coherent sentences. • Identifies and uses increasingly complex sentence structure. • Uses common rules of spelling and corrects words using dictionaries and other resources. • Uses appropriate capitalization and punctuation (end marks, commas, apostrophes, quotation marks).	Conventions

Part III: Collecting Assessment Samples

1. Planning for the Grade 3 Writing Assessment
2. Options for Teaching the Four Genres
3. Teaching the Writing Process
4. What is an Assessment Sample?
5. Cautions for Collecting Assessment Samples
6. Options for Collecting Assessment Samples
7. Choosing Writing Assignments to Generate Assessment Samples
8. The Informational Sample
9. The Persuasive Sample
10. The Narrative Sample
11. The Response to Literature Sample
12. Sample Writing Assignments
13. Preparing for the March Scoring Window
14. Using the Student Writing Record Throughout the School Year
15. Sample Student Writing Record
16. Using the Student Writing Record to Complete the Teacher Report Form
17. Teacher Report Form
18. Options for Scoring Grade Three Assessment Samples

Planning for the Grade 3
Writing Assessment

- Because the writing assessment at grade three is an outgrowth of the writing instruction program, each elementary school or system should develop a plan at the beginning of the school year for teaching the four genres of writing and collecting assessment samples.

- The slides in this section provide suggestions for teaching the genres and collecting assessment samples.

Options for Teaching the Four Genres

- There is no "correct" order for teaching the writing genres in a school year.
- Teachers may choose to teach all four genres of writing throughout the school year.
- Teachers may choose to teach each genre at a particular time in the school year.
- Some school systems integrate Response to Literature into the Reading Workshop curriculum and teach it throughout the school year simultaneously with the other three genres.
- The writing process should be taught throughout the third grade year, regardless of the order in which the genres are taught.

Teaching the Writing Process

- The steps of the writing process (prewriting, drafting, revising, editing, publishing) should be taught throughout the year, because third graders may not have fully learned this process and will need help applying each stage of the process to each genre of writing.

- For each genre, teachers should model the steps of the writing process, providing assistance and conferencing at each step.

- Writing samples produced with the teacher's assistance are appropriate for instruction, **but should not be used as assessment samples.**

What is an Assessment Sample?

- The assessment sample is the piece of writing that the teacher selects for the Grade 3 Writing Assessment. Teachers must select one assessment sample per genre for each student.

- Assessment samples should demonstrate what the student has learned to apply, **independently**, about the writing process.

- During the course of effective instruction, the teacher may provide guidance and feedback that the students copy into their writing as they are learning to edit and revise. This type of assistance, while appropriate for instruction in the writing process, **is not appropriate for collecting assessment samples as it would not demonstrate writing the student is capable of producing independently**.

- Because the writing performance levels for each grade 3 student will be passed on to the grade 4 teacher for instructional planning, **it is essential** that the assessment samples reflect what students can do independently.

Cautions for Collecting Assessment Samples

- Samples that consist of short-answer responses may lead teachers to underestimate students' abilities to write independently.

- Samples that incorporate someone else's ideas would overestimate students' abilities to write independently.

- Teacher-corrected samples may be used for the Grade 3 Writing Assessment if it is clear what the student wrote without assistance.

Options for Collecting Assessment Samples

- After each genre unit (in which students practice the steps in the writing process) is completed, the teacher gives a writing assignment for the purpose of collecting the assessment sample.

- Using a writing prompt is an option for collecting assessment samples, but any classroom assignment that allows each student to demonstrate understanding of the writing process in that genre is appropriate.

Choosing Writing Assignments to Generate Assessment Samples

- The writing assignment should generate samples that are appropriate to the genre of writing and require students to produce complete pieces of **original** work.
  - Complete pieces of writing have a beginning, middle, and end.

- Topics for writing samples in all genres may come from any of the following:
  - Teacher generated lists
  - Class generated lists
  - Professional literature resources

The Informational Sample

- Writing Assignments may be related to all content areas specified in the Grade 3 GPS and may be produced during content area instruction.

- Writing assignments may be related to any type of non-fiction writing whose purpose is to inform or explain a topic to a reader.

- Students should incorporate information from resources (books, on-line sources, etc.) without copying the information verbatim.

- Paraphrasing information and using technical vocabulary from source material is appropriate for the informational assessment sample.
  - For example, the informational samples collected for this guide on the topic of minerals may use technical vocabulary such as igneous, metamorphic, or sedimentary rocks.

The Persuasive Sample

- The writing assignment should direct students to take a position on an issue or topic that they are familiar with.

- The assignment may occur after the class has researched the issue or read related texts.

- The assignment may be part of a lesson on the issue in a particular content area.

The Narrative Sample

- Relating a Personal Experience
  - Writing assignments should direct students to recount an event grounded in their own experiences. The assignment should elicit a story with a plot and characters rather than a list.

- Creating an Imaginative Story
  - Writing Assignments should direct students to produce stories that are grounded in imagination or fantasy.

The Response to Literature Sample

- The assignment should direct students to form and support a position in response to a text they have read.

- The assignment should be linked to a specific piece of literature for students' responses.
  - Short stories, biographies, fables, plays, poetry, chapter books

- Plot summaries or the retelling of an entire story are <u>not</u> appropriate responses to literature.

Sample Assignments

- Click on the links below for sample writing assignments in each of the genres:
  - Informational Assignment
  - Persuasive Assignment
  - Narrative Assignments
  - Response to Literature Assignment

Preparing for the March Scoring Window

- In late February, make sure each student has produced an assessment sample for each genre.

- If some students have not produced an assessment sample for each genre, use the first two weeks of March to provide an appropriate writing assignment.

- The last two weeks in March are designated for scoring assessment samples and completing the Teacher Report Form

- **This "scoring window" is not intended as a time for giving writing assignments or collecting assessment samples**.

- Assessment samples should be collected throughout the school year, prior to the March scoring window.

Using the Student Writing Record Throughout the School Year

- Teachers may select and score assessment samples prior to the March scoring window.

- As teachers select a sample for a particular genre, they may use the Student Writing Record to record the performance levels for each domain (see the sample Writing Record on the next slide).

- Each student's Writing Record may be filled out or revised during the school year, prior to the March scoring window.

Sample Student Writing Record
(in progress)

Name <u>Georgia Student</u>

	Ideas	Org.	Style	Conv.	Date
Informational	Meets	Meets	Not	Meets	1-28
Persuasive					
Narrative	Exceeds	Meets	Meets	Meets	2-05
Response to Lit.					

Using the Student Writing Record to Complete the Teacher Report Form

- During the scoring window in March, you will receive a Teacher Report Form.

- At this time, you should have collected four assessment samples from each student.

- If you used the Student Writing Record to keep track of each student's assessment samples, you may transfer the performance level ratings from the Writing Record to the Teacher Report Form.

- There is a space on the report form for each student. You may have to use two Report Forms for your class. Each form has spaces for 14 students.

Teacher Report Form (draft)

Grade 3 Writing Assessment Report Form

Teacher: _____

School: _____ Date: _____

Student's Name		Ideas	Organization	Style	Conventions	Ethnicity		Gender	SRC
	Informational	Ⓝ Ⓜ Ⓔ	Ⓝ Ⓜ Ⓔ	Ⓝ Ⓜ Ⓔ	Ⓝ Ⓜ Ⓔ	○	○	Ⓕ	① ⑧ ⑮
						○	○		② ⑨ ⑯
	Persuasive	Ⓝ Ⓜ Ⓔ	Ⓝ Ⓜ Ⓔ	Ⓝ Ⓜ Ⓔ	Ⓝ Ⓜ Ⓔ	○	○	Ⓜ	③ ⑩ ⑰
									④ ⑪ ⑱
	Narrative	Ⓝ Ⓜ Ⓔ	Ⓝ Ⓜ Ⓔ	Ⓝ Ⓜ Ⓔ	Ⓝ Ⓜ Ⓔ				⑤ ⑫ ⑲
									⑥ ⑬
	Response to Lit	Ⓝ Ⓜ Ⓔ	Ⓝ Ⓜ Ⓔ	Ⓝ Ⓜ Ⓔ	Ⓝ Ⓜ Ⓔ				⑦ ⑭

Options for Scoring Grade Three Assessment Samples

- Independent Scoring: The grade three teacher scores only the student writing samples produced in his/her classroom.

- Buddy Scoring: Two grade three teachers score each assessment writing sample separately then discuss any differences in their scores.

- Cooperative Scoring (school level): All grade three teachers discuss and score all grade three assessment samples together or trade samples to score. Each sample may be scored by more than one person.

- Cooperative Scoring (system level): Teachers from different schools work together to score the samples from that system. Two teachers score each assessment sample and differences are resolved by another teacher or a panel trained in using the rubrics.

Part IV: Preparing to Score Student Writing Samples

1. Applying the Analytic Scoring Guidelines
2. Scoring Cautions

Applying the Analytic Scoring Guidelines

1. Read through the entire writing sample.

2. Use the scoring rubric to make a tentative decision.

3. Reread the entire writing sample to collect evidence to determine the final score.

4. Assign domain scores for Ideas and Organization.

5. Repeat the process for Style and Conventions domains.

Scoring Cautions

1. Do not base the score on the single most noticeable aspect of a paper.

2. Withhold judgment until you have read the entire response.

3. Don't allow the score you assign in one domain to influence the scores you assign in the other three domains.

4. Avoid making judgments based on neatness, novelty, or length.

5. Base each scoring decision on the assessment sample the writer has produced, not what you think the student's potential competence in writing may be.

Scoring Cautions

6. Do not allow your personal opinions to affect the score the writer receives. Whether you agree or disagree with the writer's ideas should not influence your score.

7. Do not consider the title of the paper. Because some assignments may not call for a title, students should not be penalized or rewarded for using a title.

8. Do not let the ratings you assign for one type of writing influence your ratings for the other types of writing. Score each writing sample independently.

Part V: Informational Writing

1. Defining Informational Writing
2. What Informational Writing Is and Is Not
3. Informational Rubrics
4. Ideas
5. Organization
6. Style
7. Conventions
8. Sample Student Papers
9. Practice Scoring

Defining Informational Writing

Informational Writing: Writing that enhances the reader's understanding of a topic by instructing, explaining, clarifying, describing, or examining a subject or concept.

Methods:

- Provides facts, statistics, descriptive details, comparison, contrast, analysis, evaluation, definition, humor, and personal anecdotes to convey a perspective on a topic.

- Responses include, but are not limited to, analyzing, clarifying, drawing conclusions, evaluating, making comparisons, making observations, predicting, problem-solving, reflecting

Types of Informational Writing

- Analyzing
- Answering research questions
- Clarifying
- Composing letters
- Defining terms
- Describing scientific processes
- Drawing conclusions
- Examining cause and effect relationships
- Interviewing expert sources
- Making comparisons and observations
- Offering directions or instructions
- Predicting
- Problem solving
- Recounting historical events
- Reflecting on personal experiences
- Reporting facts and hypotheses
- Summarizing information and ideas

What Informational Writing Is and Is Not

An effective informational composition . . .	An effective informational composition is NOT:
Has a consistent focus and point of view	Writing about multiple, unrelated ideas
Includes relevant examples, facts, anecdotes, and details	A list of facts, a story, and/or personal anecdotes that do not inform the reader about the topic
Contains an appropriate organizational pattern (introduction, body, conclusion) for the purpose of informing the reader	A response in which ideas are not presented in logical order
Includes sufficient information to explain the topic	A brief paragraph containing only a few sentences
Uses a variety of resources and/or personal experience to inform the reader about the topic	A paper that is copied directly from source material
Uses a lively writing voice that captures the reader's interest	Flat, uninteresting writing
Uses descriptive language and grade-appropriate words	An essay that contains imprecise language and little sentence variety
May use a short narrative in the introduction to engage the audience	Writing that consists entirely of a story or the writer's opinion without informing the reader about the topic
Contains correct sentences, usage, grammar, and spelling that make the writer's ideas understandable	Incorrect sentences, usage, grammar, and spelling that prevent the reader from understanding the writer's ideas

Domain 1: Ideas - The degree to which the writer establishes a focus and develops the main points with examples, facts, anecdotes, and details.

Component	Does Not Meet Standard	Meets Standard	Exceeds Standard
Focus	Little or no evidence of focus, purpose, or point of view	Generally consistent focus; some evidence of a purpose and point of view	Sustained focus, purpose, and point of view
Supporting Details	Examples and details are limited and may be irrelevant	Includes some relevant examples, facts, anecdotes, and/or details	Relevant examples, facts, anecdotes, and details are used throughout the paper
Use of Resources	Little or no use of resources; may copy text from source materials	Some evidence of information from source materials	Appropriate use of resources; may paraphrase relevant information from source materials
Development/ Completeness	Insufficient information to explain the topic	Sufficient information to explain the topic	Complete information; the topic is well developed

Domain 2: Organization - The degree to which the ideas are arranged in a clear order with an introduction, body, and conclusion.

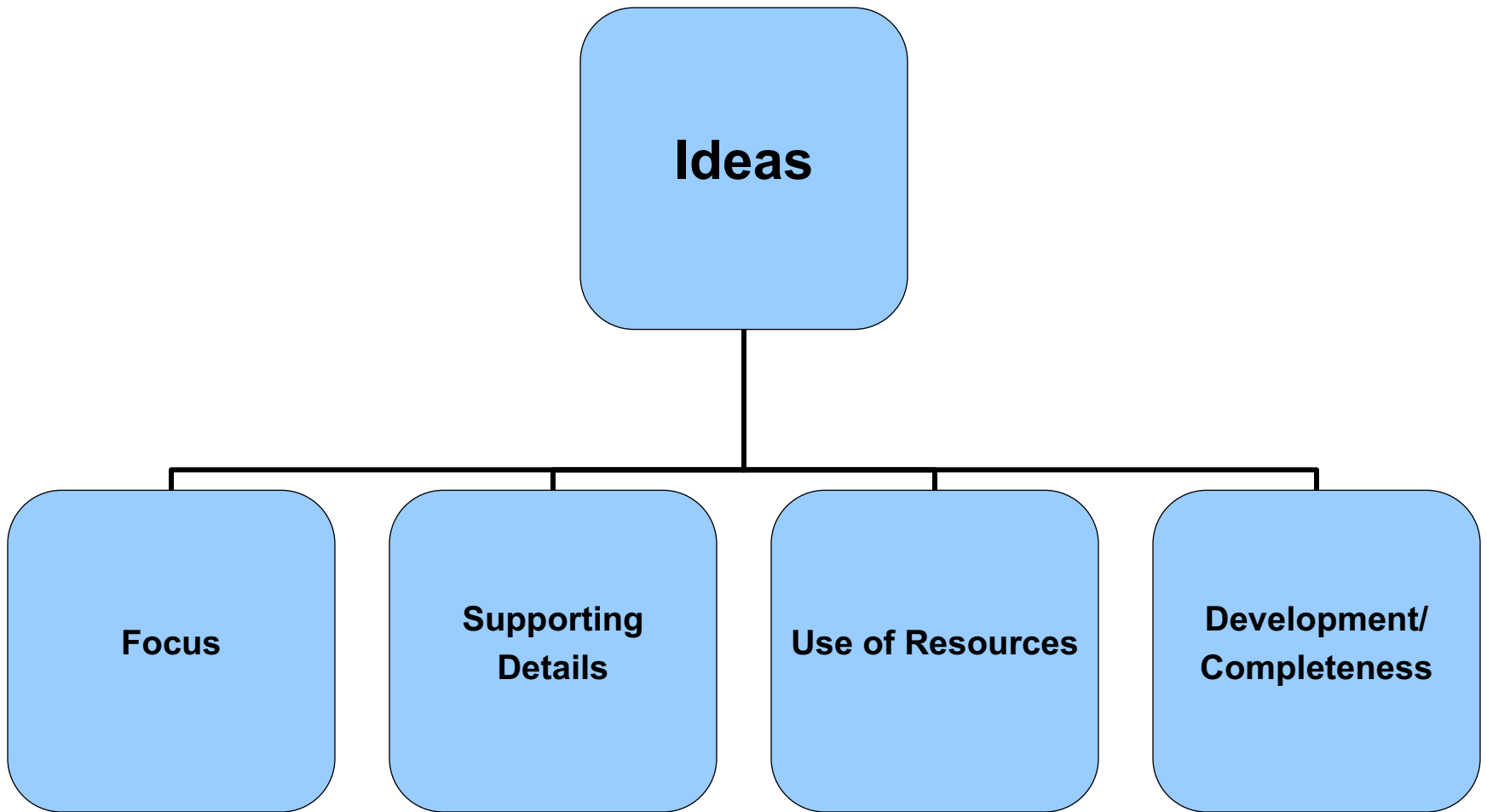| Component	Does Not Meet Standard	Meets Standard	Exceeds Standard
Organizational Pattern (Introduction, body, conclusion)	Little or no evidence of an organizational pattern	Contains an introduction, body, and conclusion; one part of the paper may not be as strong as the others	Clear and appropriate organizational pattern with a strong introduction, body, and conclusion
Grouping of Ideas	Ideas are not arranged in a meaningful order	Related ideas are generally grouped together	Related ideas are consistently grouped together; may use specific strategies (e.g., questions and answers, cause and effect, similarity and difference)
Transitions	Little or no evidence of transitions	Transitions are used but may not be varied	Varied transitional elements link parts of the paper

Domain 3: Style - The degree to which the writer controls language to capture the reader's interest.

Component	Does Not Meet Standard	Meets Standard	Exceeds Standard
Word Choice	Language is simple, repetitive, or imprecise; little or no interesting language	A mixture of simple, ordinary language and interesting language (e.g., descriptive language, technical vocabulary, sensory details)	Sustained use of interesting language (e.g., descriptive language, technical vocabulary, sensory details)
Audience Awareness	Little or no awareness of audience	Some attention to the audience; some sense of the writer's voice	Attention to the audience in the introduction, body, and conclusion; writer's voice is clear and appropriate

Ideas

1. The Components of Ideas
2. What a Focus Is and Is Not
3. Point of View
4. Purpose
5. Elements of Supporting Ideas
6. Relevance of Ideas
7. Development of Ideas
8. Three Levels of Development
9. Sense of Completeness
10. Use of Resources

The Components of Ideas

```
                    ┌──────────────┐
                    │              │
                    │    Ideas     │
                    │              │
                    └──────┬───────┘
          ┌────────────┬───┴───┬────────────┐
  ┌───────┴──┐  ┌──────┴────┐  ┌┴──────────┐  ┌─┴──────────┐
  │          │  │ Supporting│  │  Use of   │  │Development/│
  │  Focus   │  │  Details  │  │ Resources │  │Completeness│
  │          │  │           │  │           │  │            │
  └──────────┘  └───────────┘  └───────────┘  └────────────┘
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What a Focus Is and Is Not

The writer's focus….	An effective focus is not…
• Sums up a writer's topic, purpose, and point of view • May be either directly stated or implied	• A title • A thesis statement without relevant development

Purpose

- The purpose of informational writing is to help the reader understand a topic or concept.

- Although the writer may include opinions in an informational piece, the writer's purpose is not to persuade the reader.

- A reader should be able to pick up a paper without knowing the assigned topic or the type of writing assigned and be able to understand the writer's purpose.

- A reader should be able to tell if he/she is reading a report, an argument, a narrative or a response to literature.

Point of View

Point of view is the perspective a writer uses to approach the informational topic.

Academic: The student may write in the style of an encyclopedia without any reference to personal experiences with the topic.

Personal: The student may write from personal experience with the subject.

Combination: The student may include both formal and personal observations.

Elements of Supporting Details
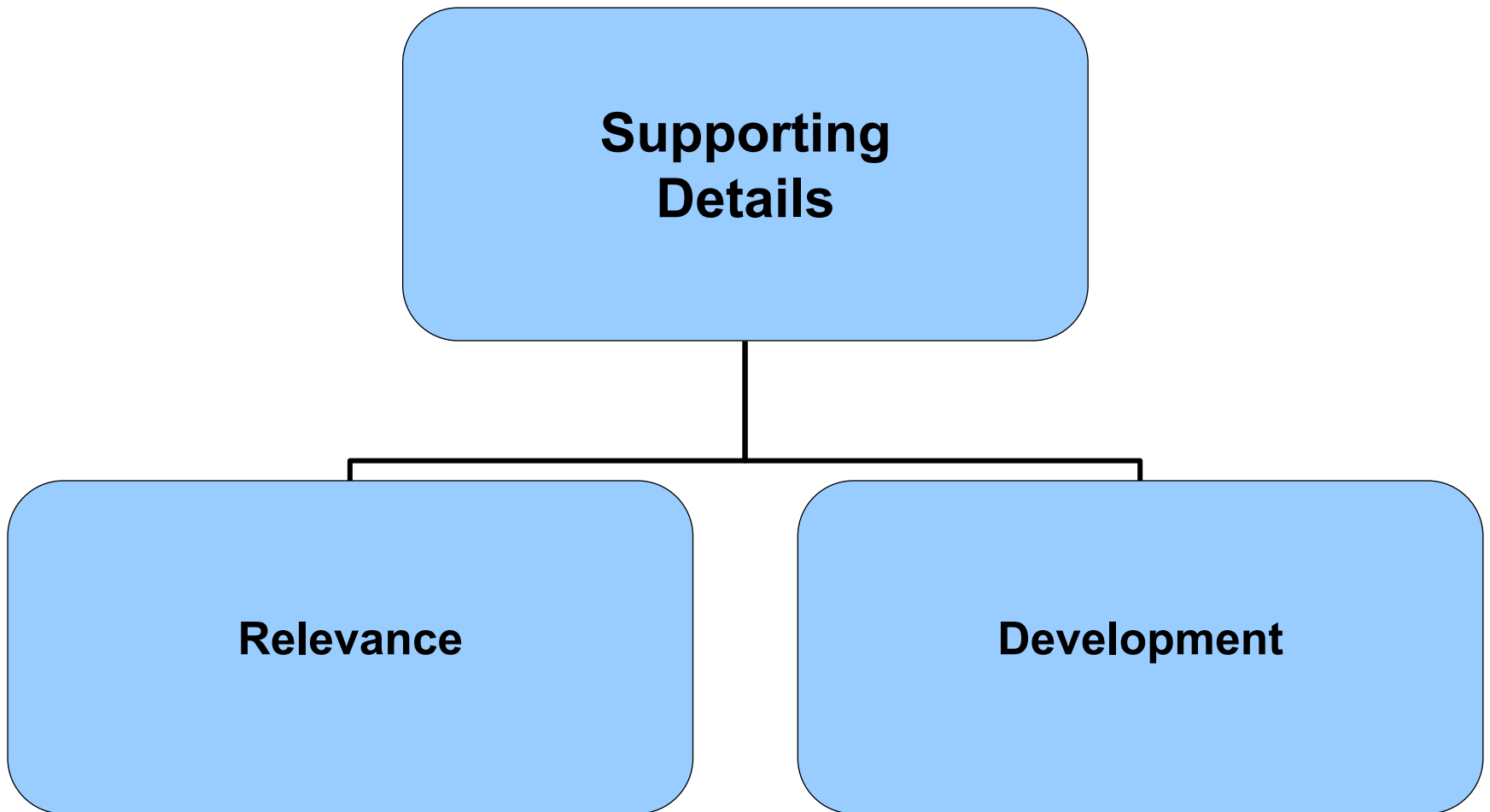
Supporting Details

Relevance

Development

Relevance of Ideas

Relevance

Writer's Topic

Assigned Type of Writing

Purpose

Development of Ideas

Idea Development

Depth of Development

Fluency of Development
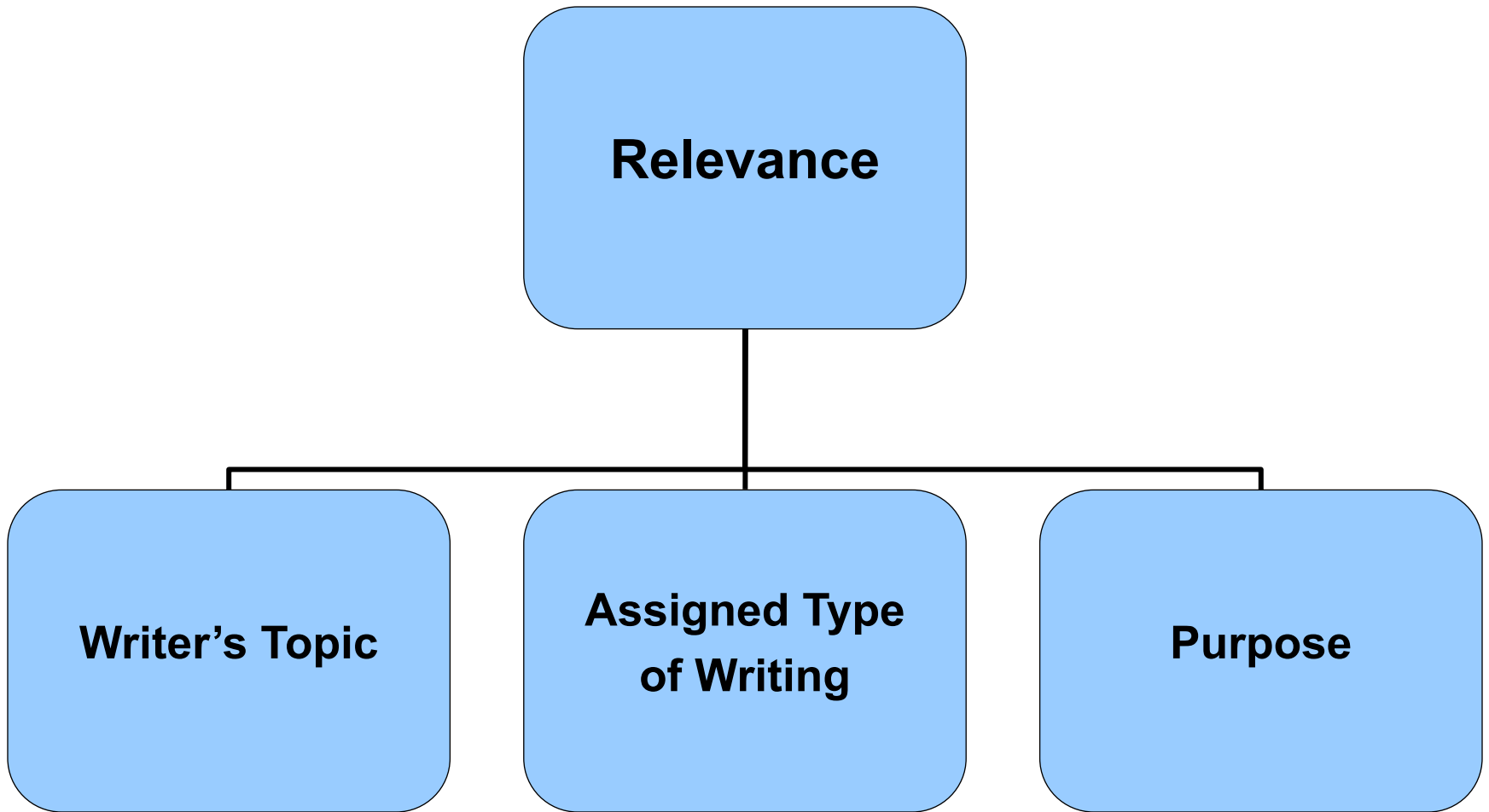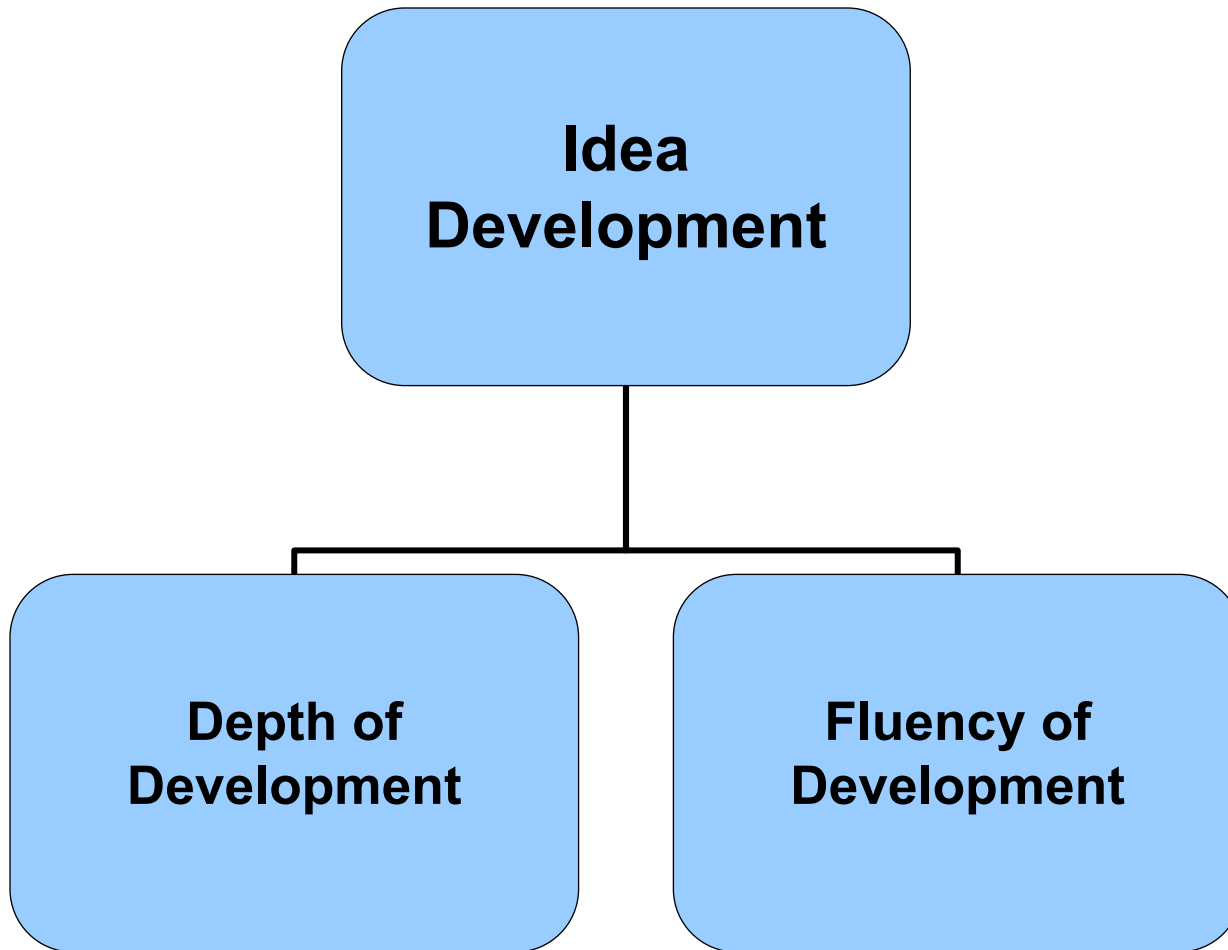
Three Levels of Development

Does Not Meet Standard in Ideas

Hi my name is JR. I will like to tell you about quartz. They look they feel soft and some are kind of rough. The loctain is in Goirge an other place. They uses for window glass wactchs.

Meets Standard in Ideas

I think quartz is a very interesting mineral for several reasons. It is one of the hardest minerals. It is a 7 hardness. You can find quartz in grey, white, purple, brown and pink. Did you know that quartz can be found in rocks all over the world? It's the most common mineral and is also found in Georgia. Quartz can be changed by water, wind, and fire. One thing I did not know is that quartz it is used to make windows, glass, lens, for eyeglasses and even clocks. Some people even use it to make paint!

Three Levels of Development

Exceeds the Standard

Imagine you are climbing Georgia's mountains. You find a big rock. Then you hit it with a hammer. Ta da! Something shiny and sparkly is in it. That is a quartz. It is one of the hardest minerals. It is so hard it can scratch other minerals. It's a number 7 on the Moh's hardness scale so it can scratch one through six.

The color shape and size of quartz can be different. You can find quartz in grey, white, purple, brown and pink. Purple quartz is called amethyst. Quartz is found worldwide. It is the most common mineral on the face of the earth. You can find quartz at the beach. Yep, that's right, quartz is in sand.

Quartz changes by weathering. It doesn't break down easy though. Unlike many minerals it doesn't expand when it is heated or crack when it is cooled. One thing I did not know is that quartz it is used to make windows, glass, lenses for eyeglasses and even clocks. Now that I know so much about quartz I feel like a geologist.

Sense of Completeness

- Two features give a paper a sense of completeness:
  - Fullness of information
  - The paper drawing to a natural close

- Having a sense of completeness is not the same as having a concluding statement or paragraph.
- A paper may have a conclusion and still leave the reader feeling that the information presented is incomplete if. . .
  - the body of the paper is only minimally developed.
  - there are gaps in the information that leave the reader with questions.

Use of Resources

<u>Types of Resources</u>: books, websites, television programs, magazine articles, classroom guest speakers, field trips

<u>Using Resources Appropriately:</u> It is appropriate for a grade 3 writer to use technical vocabulary related to a topic, but not to lift entire sentences from a text or website.

<u>Evidence of Use of Resources:</u> Words and phrases that are not a typical part of a third grader's speaking vocabulary.

Organization

1. The Components of Organization
2. Organizational Patterns for Informational Writing
3. Organizing Strategies for Informational Writing
4. Introduction-Body-Conclusion
5. Grouping of Ideas
6. Transitions

The Components of Organization:

Organization

Organizational Pattern

Grouping of Ideas

Transitions
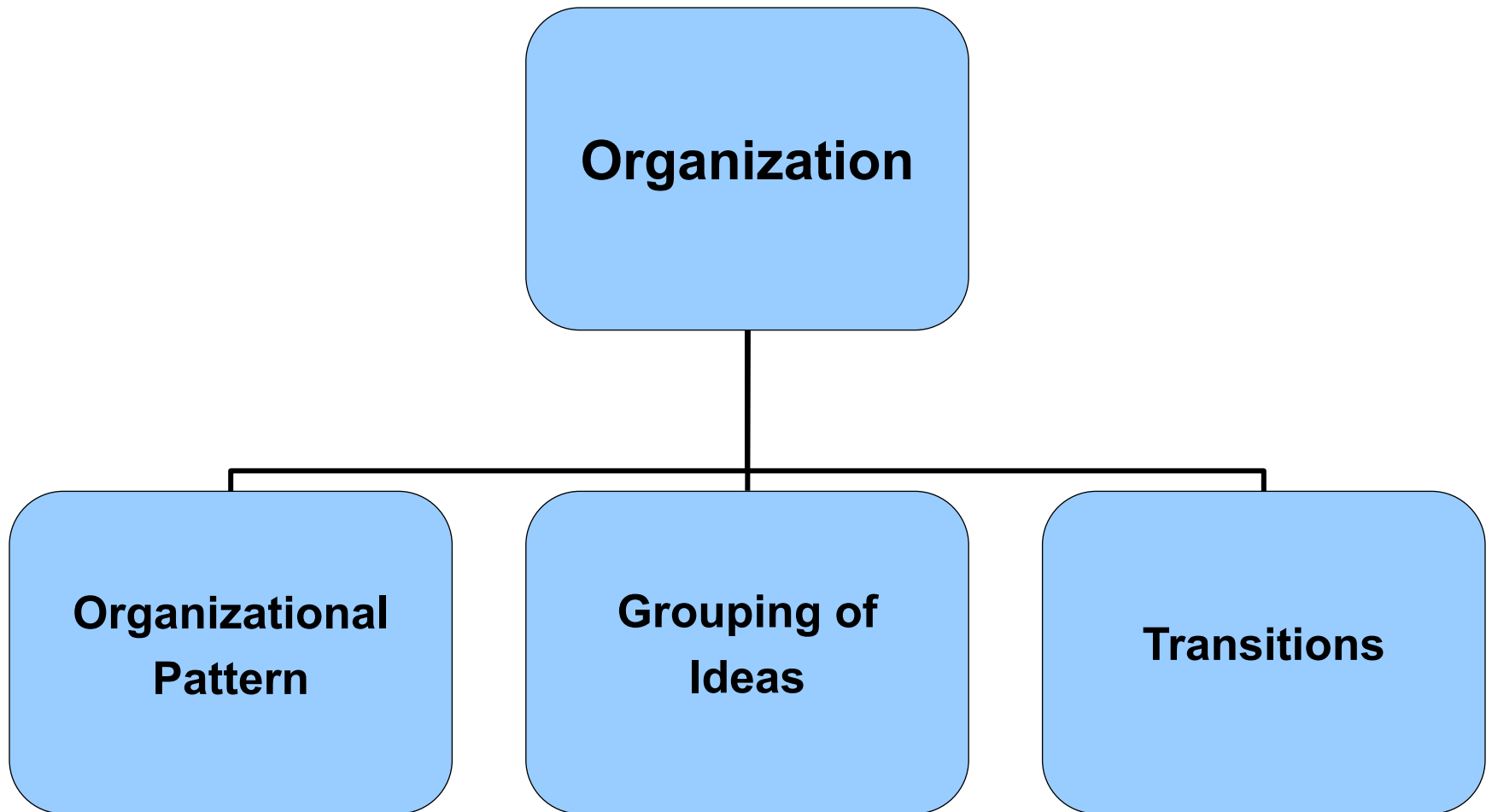
Organizational Patterns for Informational Writing

- Introduction, Descriptive Information, Conclusion

- Introduction, Description of events in chronological order, Conclusion

- Introduction, Body, Conclusion

Organizing Strategies for Informational Writing

- Chronological (Time Order)
- Similarity/Difference
- Cause/Effect Order
- Space Order
- Question/Answer

Effective Organization

- Organizing strategy is appropriate to the writer's topic and genre and guides the reader through the text.

- Ideas are sequenced and grouped appropriately and logically.

- Introduction sets the stage for the writer's controlling idea.

- Conclusion provides a sense of closure without repetition.

- Transitioning is used to connect ideas within paragraphs and across parts of the paper.

Introduction-Body-Conclusion

Introduction: Sets the stage for the development of the writer's ideas and is consistent with the informational purpose of the paper.

Body: The details and examples that support the writer's focus

Conclusion:Signals the reader that the paper is coming to a close

Grouping of Ideas

In order to effectively group ideas in a piece of writing, the writer must first understand the logical relationships between the ideas that support the writer's focus.

Grouping ideas within paragraphs is not the same as formatting paragraphs. Grouping involves the logical presentation of ideas rather than simply indenting to begin a new paragraph.

Even if a writer fails to format paragraphs, the ideas may still be grouped logically.

Transitions
Making Connections Between Ideas

- Transitions lead the reader through the paper by linking parts of the paper and ideas within paragraphs.

- Transitions are used between sentences, between paragraphs, and within sentences and within paragraphs

- Transitions can signal the type of relationships between ideas

- May be explicit or implicit

  - May be a single word, a pronoun, a phrase, or a logical linking of ideas

  - Explicit transitional words: first, next, finally

  - Implicit transitional devices: synonym and pronoun substitution, moving from general to specific or from specific to general

Subheadings

- Subheadings announce the theme of each section of a text in a few words.
- Grade three writers are neither rewarded for using subheadings nor penalized for not using them.
- Subheadings are not intended to serve as a substitute for introducing the main ideas in a new paragraph.
- For grade three writers, subheadings may help the writer maintain focus in each section of the paper.

Style

1. The Components of Style
2. Word Choice
3. Levels of Language
4. Types of Language
5. Audience Awareness and Tone
6. Demonstrating Audience Awareness in Informational Writing
7. Voice

The Components of Style

Style

Word Choice

Audience Awareness
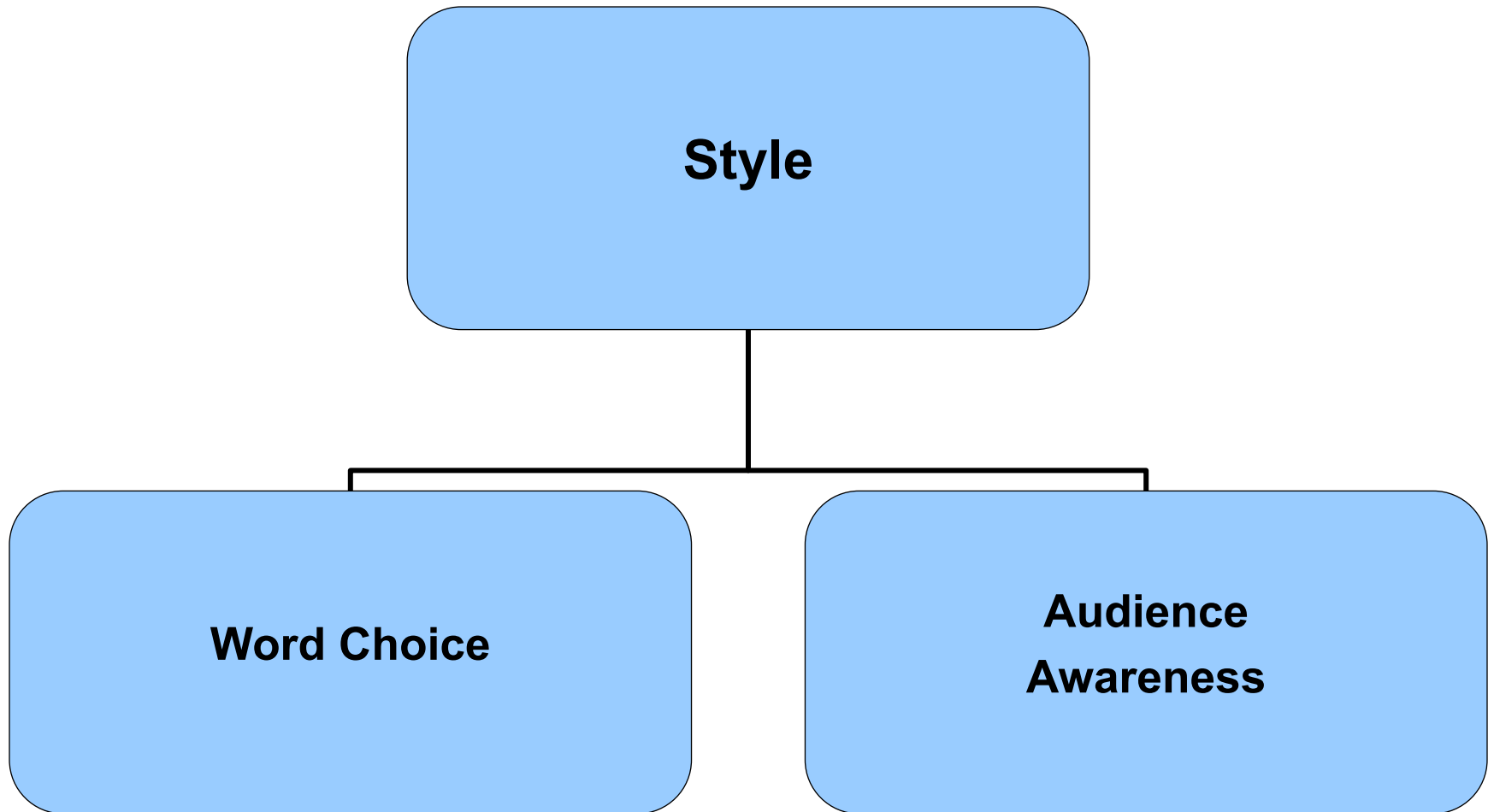
Word Choice

- Effective word choice is determined on the basis of the subject matter (topic), and purpose.

- Word choice establishes the tone of a piece of writing.

- Word choice involves more than the "correct" dictionary meaning of a word.

- Word choice includes the connotations (the associations, meanings, or emotions a word suggests) of words.

Levels of Language
(described in the Grade 3- Scoring Rubric)

Level	Example
Interesting and Descriptive	"Imagine walking through the woods in Georgia. Snap, Crackle, Pop, you stepped on a rock. You tap it. It sounds hollow, so you open it."
Simple and ordinary:	"I have been studying about limestone."

Types of Language
(described in the Grade 3 Scoring Rubric)

<u>Interesting Language</u>
- *Sensory Details*: uses details that appeal to the senses and enables the reader to see, hear, and/or feel what the writer recounts

- *Technical Vocabulary*: precise terms and phrases used to clarify or explain a particular subject matter or process

- *Descriptive*: conveys an idea, image, or impression

- *Figurative*: figures of speech or phrases that suggest meanings different from their literal meanings (hyperbole, metaphor, simile, irony)

<u>Simple, Ordinary Language</u>
- common words that are correct but not precise.

Audience Awareness and Tone

- Audience Awareness refers to the ways a writer can make an impression on or engage the reader.
  - Because a piece of writing is created to be read, an effective writer attempts to create a relationship with his or her audience.
  - The effective writer anticipates what the audience will find interesting or engaging.

- Tone refers to the attitude a writer expresses toward the reader, the subject, and sometimes himself/herself. It reveals how the writer feels about what he or she is saying.
  - To be effective, tone must be consistent with the writer's purpose.
  - Tone is established through choice of words and details.
  - Some of the techniques used to engage the audience vary by genre, but all pieces of writing have a tone.

Demonstrating Audience Awareness in Informational Writing

Effective writers use the following techniques to engage the reader

- Descriptive Details

- Figurative Language: Imagery, similes, metaphors

- Authoritative voice

- Technical Vocabulary

- Addressing the reader

- Humor

- Personal anecdotes

Voice

- A paper that demonstrates voice conveys a strong sense of the person behind the words and the person's attitude toward the topic.

- The writer's voice should be appropriate for the topic, genre, and audience.

- Voice gives the reader the sense that the writer is talking directly to him/her by creating a point of view that the reader can relate to.

Ralph Fletcher:

- "Voice is the most important the most magical and powerful element of writing."

- "Voice makes the reader trust the writer, makes the reader feel an individual relationship with the writer."

Conventions

Go to Part IX. Conventions for the Conventions rubric and information about scoring this domain. The Conventions Rubric is the same for all genres of writing.

Sample Student Papers

**Informational Papers with Score
Point Annotations**

Informational Writing Assignment

Students will select one of Georgia's state gems or minerals (quartz, amethyst, etc.) or a mineral that is native to their region. They will use various internet and nonfiction resources to gather information and write a report about their mineral or gem. Their reports will include: where the mineral is found, a description of its physical attributes, and its uses.

The sample papers in this section were written in response to this assignment. Student names have been removed for purposes of privacy.

Quartz

DiD you Know quartz
come in diffent size
and shap coloers, like
pink, Durple, blak and
brown and you can
fine quartz in GA
tooo did you Know
Deple yous quart
for glass and many
Other thing's.

Annotations for Informational Paper 1

Ideas: Does Not Meet Standard

There is minimal evidence of focus because all the information included in the paper is relevant to the topic of the mineral quartz. However, there is not enough information overall in this response to explain the topic. The three sentences are not enough to establish a purpose or point of view.

Organization: Does Not Meet Standard

There is little evidence of an overall organizational pattern. There is an opening question, but the remaining two sentences could be rearranged without affecting the writer's meaning. There is no conclusion and very little in the way of a body, so it is not possible to determine competence in grouping of ideas. There is no evidence of transitions. The three sentences are not sufficient to establish an organizational plan.

Style: Does Not Meet Standard

Word choice is simple and repetitive ("Did you know," "did you know"). Although the writer lists four colors of quartz (pink, purple, black, and brown), there is little use of descriptive language or sensory details. The writer's "Did you know" questions are evidence that the writer is aware of the reader, but overall, this response is so brief that there is insufficient evidence of competence in Style.

Conventions: Does Not Meet Standard

There are only three sentences, none of which are correct. There are mistakes in subject/verb agreement ("come" for "comes,") and noun forms ("size" for "sizes," "shape" for "shapes"). Some words at the beginnings of sentences are not capitalized. There are frequent spelling errors in simple words ("coloers," "blak," "fine," "peple," "yous"). The apostrophe in "thing's" is unnecessary. Even if the writer had not made any errors in conventions, this paper is too brief to demonstrate competence in Conventions.

Quartz - 4-10-06 2006

Did you know theat a Quarrz come

and diffents size, like, pardonay

balek and bornd and the loon

like they waglling and they or

so so someld that you cand

it. Did you know that

pepelod yousd quarlz for

gruss and mary other thing's.

Annotations for Informational Paper 2

Ideas: Does Not Meet Standard

There is minimal evidence of focus because all the information included in the paper is relevant to the topic of the mineral quartz. However, there is not enough information overall in this brief response to explain the topic. There is no evidence of use of source materials. The two sentences do not establish a purpose or point of view.

Organization: Does Not Meet Standard

Evidence of an organizational pattern is limited by the brevity of this paper. The writer may have been trying to use a question/answer format, but two sentences are not enough to establish a pattern. There are no transitions, and not enough ideas to determine competence in grouping related ideas.

Style: Does Not Meet Standard

The word choice is simple and repetitive. The writer attempts to include some sensory details ("they look like they're wiggling," "so so small") about quartz. The questions posed to the reader are evidence of some awareness of the reader/audience. Overall, a paper this brief does not contain enough instances of the components to determine competence in Style.

Conventions: Does Not Meet Standard

There are only two sentences, a long run-on and one correct sentence. Frequent and severe spelling errors of common words distract the reader (nearly half of the words in this paper are misspelled). It is difficult to determine competence in usage because of the spelling errors, but it appears that there are severe errors in forming subjects and verbs. The writer does not demonstrate competence in any of the components of conventions.

Limestone
by

Limestone is made from shell of sea creatures. It is used for in glass making, window, glasses, and mirrors, also steel concrete.

The rock looks like whiteglay, tan, or yellow and it smooth. It is sedimentary rock mostly calcite.

Annotations for Informational Paper 3

Ideas: Does Not Meet Standard

There is minimal evidence of focus because all the information included in the paper is relevant to the topic of the mineral quartz. However, there is not enough information overall in this brief response to explain the topic. The term "sedimentary rock" indicates some use of resource material, but four brief sentences do not establish a purpose or point of view.

Organization: Does Not Meet Standard

There is no evidence of a beginning, middle, or end. The four sentences could be arranged in almost any order without affecting the writer's meaning. There are not enough ideas to determine competence in grouping related ideas.

Style: Does Not Meet Standard

Most of the word choice is simple with the exception of "sea creatures" and "sedimentary rock mostly calcite." Listing the colors of limestone does not constitute use of sensory details. There is no awareness of audience.

Conventions: Does Not Meet Standard

Although there are several correct sentences, this is not enough information to determine competence in forming correct sentences. Most of the components of usage are correct (although there are some missing words), but overall there are not enough correct instances to determine competence in usage. Except for some incorrect commas, mechanics are generally correct, but there is not enough demonstrated to determine competence in any of the components of Conventions.

Lime Stone.
By:

I have been studing about Limestone. Did you Know that Limestone is found On the beach from shells from sea creatres that died many years ago? It can be used to make glass, windows, mirrors, Steel, and concrete.

Did you Know that Lime stone can be many differnt colors like white, gray, tan, yellow, or it can look like a mixture of sand? It is usually Smooth. Did you Know it is a Sedimentary rock and the rock is made up of Calcite. Be on the look out for Limestone.

Annotations for Informational Paper 4

Ideas: Meets Standard

The writer is consistently focused on the topic of limestone. There is evidence of an awareness of the informational purpose as the writer explains the composition of limestone, the uses of limestone, and the appearance of limestone. The writer attempts to write from the point of view of an authority about limestone rather than from personal experiences. There is enough information to provide a sense of completeness.

Organization: Meets Standard

The paper contains an introduction, body, and conclusion. The introduction is not particularly effective as the writer announces "I have been studying about limestone." The majority of related ideas are grouped together, but the information about the composition of limestone is split between the first and second paragraphs (the calcite and the shell from sea creatures are related ideas). The pronoun "It" is used as a transition to relate back to the word limestone.

Style: Meets Standard

The paper is a mixture of interesting language and simple language. "I have been studying about limestone" is simple language. "Did you know that Limestone is found on the beach from the shells of sea creatures that died many years ago?" is interesting language.). There is some evidence of use of resources in the use of the terms "sedimentary rocks" and "calcite."

Conventions: Meets Standard

All of the sentences are correct. Subject verb agreement, noun forms, and pronouns are correct. There are two misspelled words ("stuiding," "differnt"). Overall, the paper is almost error free, but there is not much variety in any of the three components.   Brevity and lack of variety keep this paper in the "meets standard" category.

Quartz

By: _____

The mineral I researched is Quartz. Quartz are mainly found everywhere. It is used for making jewelry and gems types of glass and ordinary sand paper. It sometimes look like clear pink, and brown, yellow, and purple, white. The mineral is common but some be valuable. It has been very importan mineral in industy because of its properties for thousand of years.

Annotations for Informational Paper 5

Ideas: Meets Standard

The writer is consistently focused on the topic of quartz. There is evidence of an awareness of the informational purpose as the writer explains the uses of quartz, the appearance of quartz, and the value of quartz. The writer attempts to write from the point of view of an authority about quartz rather than from personal experiences. There is evidence of the use of source materials in the technical vocabulary (mineral, properties, industry). The writer's ideas help the reader understand that even though quartz is common, it is also important and valuable. There is enough information to provide a sense of completeness.

Organization: Meets Standard

The paper contains an introduction, body, and conclusion. The introduction is limited to an announcement of the writer's topic ("The mineral I researched is Quartz."). Related ideas are grouped together (where quartz is found, uses of quartz, appearance of quartz, value of quartz). The writer uses transition words to link ideas (quartz, it, the mineral).

Style: Meets Standard

Word choice is a mixture of interesting language ("ordinary sandpaper," "clear pink," "mineral is common," "valuable," "properties," "thousands of years") and simple language.

Conventions: Meets Standard

Most of the sentences are correct, although there are some missing words ("It has been very important mineral.") which require the reader to "fill in the blanks." There are a couple of subject-verb agreement errors ("It look," "Quartz are"). Capitalization is correct but there are some commas missing in series. Two words are misspelled (industy, importan), but these are not common words for third grade writers. Overall, the writer demonstrates competence in sentence formation, usage, and mechanics.

#4   3-23-06
Kaolin

Do you like rocks? Because this is a very special roick. Kaolin is found in countrie and states. Some countries are United States, Great Britain, France, and Germany. The states are Georgia, South Carolina, Pennsylvania, Florida and North Carolina.

Kaolin is a pure white clay made of feldspar that has decomposed. Kaolin is made up of rich rocks as granites. The hardness is 15-2 (can leave marks on paper). Color is usally white, colorless, greenish or yellow. Luster is earthiy. Streak is white.

Did you know Kaolin had many uses? Well here are some: paint, rubber and plactics and the largest use is in the paper industry to produce a glossy paper such as that used in most magazines.

Annotations for Informational Paper 6

Ideas: Meets Standard

The writer is consistently focused on the topic of kaolin. There is evidence of an awareness of the informational purpose as the writer explains where kaolin is found, the appearance of kaolin, the composition of kaolin, and the uses of kaolin. The writer attempts to write from the point of view of an authority about kaolin rather than from personal experiences. There is enough information to provide a sense of completeness. There is evidence of use of resource material as the writer lists many sites where kaolin can be found and attempts to explain hardness, luster and streak. More information would be needed for the reader to understand the concepts of luster and streak, but the majority of the paper is sufficiently developed.

Organization: Meets Standard

There is an introduction, body, and conclusion, but the conclusion is not as strong as the other parts and seems somewhat abrupt. (If the reader has to turn the page to see if anything is written on the back, the writer has not signaled the reader that the end is near.) Related ideas are grouped together (locations, attributes, uses). Some transitions are used ("Well here are some").

Style: Meets Standard

Some of the word choice is interesting ("very special rock," "pure white clay," "decomposed," "hardness," "colorless," "earthly," luster," "streak," "industry," "glossy paper"). The writer also uses some of the technical language of the field (luster, hardness, streak) and sensory details (colorless, greenish, glossy). Attention to the audience is evident as the writer asks questions of the reader ("Do you like rocks?") and addresses the reader directly ("Well here are some").

Conventions: Meets Standard

Although there are some errors in all of the components of Conventions, they are minor and do not distract the reader from the writer's meaning. The second sentence in the paper is a sentence fragment, but the majority of sentences are correct. There are some missing articles (*the* United States, *the* color, *the* luster, *the* streak) and the word "such" belongs in the sentence about rich rocks. Capitalization is effective and varied, though the letter "F" seem to be unnecessarily capitalized. Commas are correct in some series but not in others. "Plactics" is misspelled. The writer displays sufficient competence in Conventions.

Koalin is the mineral I'm studying, it is found mostly in GA. and SC.. It is also found in GA. SC., NC., FA, and PN.. My class is going on a feild trip. to Western Georga to find Koalin. It is a clay like mineral that is made for tiles, mining, and walls. It's a weird lookin' mineral that is a white and rough like mineral. It is also used in making fiberglass, paint, paper, and rubber. It's made of tiny platelike crystals. Kolin is a chinise word. This is how you pronounce Koalin (Kay-uh-lihn). It's color is usualy white, colorless, greenish and yellow, and that's my story.

Ideas: Meets Standard

The writer is consistently focused on the topic of kaolin. There is evidence of an awareness of the informational purpose as the writer explains where kaolin is found, the appearance of kaolin, the uses of kaolin and the composition of kaolin. There are enough facts and details to explain the topic and purpose to the reader. The writer understands that the reader may not be familiar with the pronunciation of kaolin and explains how to pronounce the word. There is some evidence of use of resource materials as the writer describes kaolin: ("It's made of tiny, platelike crystals.").

Organization: Meets Standard

The paper contains an introduction, body, and conclusion, but the introduction is limited to an announcement ("Kaolin is the mineral I'm studying"), and the conclusion is abrupt ("and that's my story."). Related ideas (locations, uses, appearance, composition) are generally grouped together, but sometimes related ideas are located in different sections of the paper. Overall, the writer demonstrates competence in this domain.

Style: Meets Standard

The paper is a mixture of interesting language ("claylike mineral," "weird lookin," "fiberglass," "tiny platelike crystals") and simple language. The writer shows minimal awareness of audience by directly addressing the reader ("This is how *you* pronounce kaolin").

Conventions: Meets Standard

Although the first sentence is a run-on, the majority of sentences are correct and clear. There is not a lot of variety in sentence structure as most of the sentences begin with "It is". There are few subject-verb agreement mistakes and most nouns and pronouns are formed correctly (except weird-lookin"). Mechanics is generally correct, although "field" and "kaolin" are misspelled and the abbreviations of state names are not appropriate in formal writing. Most commas and apostrophes are used correctly.

Quartz

Imagine walking through woods in Georgia. Snap, Crackle, Pop, you stepped on a rock. You tap it. It sounds hollow, so you open it. Inside you see quartz.

There are MANY different types of quartz. Amethyst, Rose quartz, and Smokey quartz are quartz. They can be white, pink, purple gray, brown, or black. Some quartz are rough, kind of shiny in the middle, feel sort of bumpy, damp, prickly, dark gray or light black, egg shaped, and medium sized.

Quartz can be found anywhere. Did you know that quartz can be found in the state of Georgia? They can!

People use quartz in paint + glass.

Granite also has quartz in it. Well I'm out of time. I know there are more interesting facts I didn't mention, but I bet you can figure them out.

Ideas: Meets Standard

The writer is consistently focused on the topic of quartz. There is evidence of an awareness of the informational purpose as the writer explains the types of quartz, where it can be found, the appearance of quartz, and the uses of quartz. There are enough facts and details to explain the topic and purpose to the reader, and some of the paper is elaborated with facts and details. There is enough information to provide a sense of completeness. The writer appears to be drawing on personal experiences of examining quartz rather than written source material.

Organization: Meets Standard

The paper contains an introduction, body and conclusion. The introduction is especially effective, but the rest of the paper is not as strong. It is not appropriate for the writer to announce ("Well I'm out of time.") in the conclusion. Related ideas (appearance, location, uses of quartz) are grouped together. Transitions are used to link ideas.

Style: Exceeds Standard

The writer uses interesting language and sensory details ("kind of shiny in the middle," "feel sort of bumpy," "damp," "prickly," "egg shaped") throughout the paper. The introduction is especially strong as the writer creates a vivid scene in which the reader discovers a piece of quartz on a walk through the woods. The writer directly addresses the reader in the body of the paper ("Did you know that quartz can be found in the state of Georgia? They can!"). Although the ending is a little clumsy ("Well I'm out of time."), overall the writer's use of language and awareness of audience exceed the standard.

Conventions: Exceeds Standard

Sentences are consistently clear and correct and show a variety of structures. Usage errors are limited to two incorrect verb forms ("Some quartz *are,*" "*feel* sort of bumpy"). Noun forms are consistently correct and varied. Personal pronouns are correct. Capitalization and punctuation are correct in a variety of contexts (commas in a series, commas after introductory clauses). Spelling is correct. The writer also manipulates mechanics to make a point by capitalizing all the letters in the word "MANY."

Quartz

By

Guess What I thought
I was building a sand castle but
I was building a Quartz castle.
read on to find out more iformation.

Where does Quartz come
from? Quartz comes from
Ignous, Sedmintary and Metamop-
hic. Ignous rocks comes from a volcano
Sedmintary rocks comes from a river,
and Metamorphic rocks come from a
Ignous, Sedmintary or Metamorphic
that has been changed by heat and
preasure. Quartz is found in all three
types of rocks.
    Quartz is found throughout
Georgia's Mountains. Quartz is
valuble to Georgia because it's a
gemstone. People like to make jeuly
out of Quartz.

Physical Attributes
Quartz can be any size.

The shape of Quartz is a hexagon.
The color of Quartz can be
clear, purple, pink, green, blue, brown,
yellow, black and white.

Uses

In 1976 Quartz was adopted
as Georgia's State Gemstone. Some
rings, pendants and earings can be
made from Quartz. Mrs. D.
showed us her ring that was purple
Amethyst. Amethyst is a
purple Quartz. I thought it
was a beautiful gemstone.
Quartz sand is used to make
sand paper. The sand on the beach
is Quartz. When I was at the
beach I thought I was building
sand but I was building a
Quartz castle. Isn't that cool?

Changes

Quartz can be egnormus
there were 40 tons found in Brazil,
and one of 70 tons was found in Kazakhston.

Qaurtz weathers unitil it's Smaller than sand.

Now you see what I mean. Quartz is all over the beach and you can build a Quartz castle at the beach.

Annotations for Informational Paper 9

Ideas: Exceeds Standard

The writer's focus is sustained on the topic of quartz. There is evidence of an awareness of the informational purpose as the writer explains how quartz is created in nature, where quartz can be found, the appearance of quartz, and the uses of quartz. Relevant examples and facts are used throughout the paper. The topic is well developed. The use of resources is apparent in the explanation of where quartz comes from and the three types of rocks. The writer's point of view is personal and the entire paper is framed in a discussion of how anyone who has ever built a sand castle at the beach has seen and touched quartz.

Organization: Exceeds Standard

The organizational pattern is clear and appropriate to the informational purpose. The introduction is strong as the writer tries to engage the reader by creating a puzzle or question to solve together with the writer. The body of the paper is organized with subheadings (where quartz comes from, physical attributes, uses, changes) which help the reader follow the writer's ideas. Related ideas are grouped into sections. The writer transitions from scientific explanation to personal experiences very smoothly, always reminding the reader that quartz is a common mineral, and by using subheadings for each section of the paper.

Style: Exceeds Standard

The use of interesting language is sustained in the paper as the writer switches between technical vocabulary (Igneous, sedimentary, metamorphic) and personal observations ("Isn't that cool?"). The writer's awareness of audience is very strong as the writer tries to create an air of mystery at the beginning of the paper ("I thought I was building a sand castle but I was building a quartz castle.") that is not solved until the end of the paper. This demonstrates an understanding of *craft.* The reader's interest is maintained throughout the paper.

Conventions: Meets Standard

Sentences are consistently clear and correct. There are few subject-verb agreement mistakes ("rocks comes"). Nouns and pronouns are consistently correct. The majority of the writer's errors are in spelling ("preasure," "blake," "jewly," "egnormous," "Ignous," "Sedmintary"), but many of these words are above grade level. Capitalization and punctuation are generally correct and varied. Errors are minor in all the components and do not distract the reader.

Quartz

Did you know that sand is quartz?
Read on to find out more.

Formed and found
Do you know how quartz is formed?
I do. Silcon and oxyen come together
as silkan and dioxside. Oxyen is the stuff
you breath. Dioxside is the stuff plants
need. After you breath in oxyen it turns into
dioxside. Then they form quartz. But they
have to form in open space. Isn't oxyen
found everywhere? Well quartz is too. It is
even found in Geogia.

Phisical Attributes
Mr. Mathis is a geologist. A geologist is a
person who studies rocks and minerals.
He came to our class. He said that quartz
is a hexonal shape. Did you know that sand
is quartz? I even got quartz on myself at
the beach. So it can be as big as boulders,
or as small as sand. Quartz is a rainbow

It is all differant colors. Inclueding rose (pink) amithyst (purple), sappire quartz (blue), and milky (white). It is almost as hard as diamond. Because it's seven on Moh's Hardness Scale. Only three away from ten!

Uses

Do you think quartz is important? Quartz is one of the ingredents for electronics, jewerly, and cloeks. Do you have a ring or a piece of jewerly that has a purple stone on it. It just might be quartz. Or rather amithyst. Lots of jewerly is made with quartz.

Changing Time

Quartz doesn't disolve. It starts as big boulders, to cobblestones, to gravel, to sand, and then to dust in the air. Then sometimes it goes into people's houses. So if you have quartz you have a very vaculble mineral.

Next time we go to the beach, I'm not going to say "let's build a sand castle." I'm going to say "let's build a quartz castle!"

Annotations for Informational Paper 10

Ideas: Exceeds Standard

The writer's focus is sustained on the topic of quartz. There is evidence of an awareness of the informational purpose as the writer explains the chemical composition of quartz, where quartz can be found, the appearance of quartz, the uses of quartz, and how quartz changes over time. Relevant specific examples and facts are used throughout the paper. The topic is well developed. The use of resources is apparent in the explanation of where quartz comes from and how it changes over time. Although the explanation of carbon dioxide and oxygen is not perfectly clear, the writer's competence exceeds the standard for grade three.

Organization: Exceeds Standard

The paper has a clear and appropriate organizational pattern. The writer uses the introduction to hook the reader by posing the question ("Did you know that sand is quartz?"). The body of the paper is grouped into sections of related ideas with subheadings. The writer also uses a question/answer format in each paragraph. Transitions are varied and effective.

Style: Exceeds Standard

The use of interesting language is sustained in the paper as the writer switches between technical vocabulary (carbon dioxide, oxygen) and addressing the reader with questions ("Isn't oxygen found everywhere?"). The writer's awareness of audience is very strong as the writer tries to create an air of mystery at the beginning of the paper ("Did you know that sand is quartz?") that is not solved until the end of the paper. This demonstrates an understanding of *craft.* The reader's interest is maintained throughout the paper and the writer's voice is clear throughout the paper ("Next time we go to the beach, I'm not going to say...").

Conventions: Exceeds Standard

Sentences are consistently clear and correct. The writer correctly uses several *functional fragments* ("But they have to form oxygen in open space"). Subjects and verbs consistently agree. Nouns, pronouns, and verbs are formed correctly. Capitalization and punctuation are consistently correct. Most of the writer's errors are in spelling ("silcon," "oxyen," "dioxside,hexonal," "amithyst," "sappire," "jewerly"), but these words are above grade level. Overall, the writer demonstrates a high level of competence in all three components of conventions.

Practice Scoring

Informational Practice
Papers 1 - 10

Score Sheet for Informational Practice Papers

Paper #	Ideas	Org.	Style	Conv.
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

The rock that I researched was bauxite. I want to tell you something I learned about bauxite. Did you know what it is used for? It is used in power lines, buildings and construction, cars and washing machines, pots and pans. Do you know where it was found? It was found in France, Gorgia Australia and Jamaica. Do you know how it looks like? It usually looks with white metal, silver and it is very light in weight. Do you know other kind of iformation? Bauxite is also called Aluminam. Bauxite is most comonly formed in deeply weathered rocks its mined in Europe. Bauvite is very usefull to people so when you come to Europe you can dig for Bauxite.

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Granite

By

~ "Daddy can I go to Mount Rushmore? I just found out that Mount Rushmore is made out of granite." If you want to know more about granite, read on.

Where does it come from?
Granite is an igneous rock. An igneous rock is a rock that comes from a volcano. A volcano is found in the earth's crust, but leads to the mantle. The crust is the outer layer of the earth and the mantle is the middle layer of the earth. In the crust it is so hot that some rocks melt. The melted rock is called magma. Magma is the liquid stuff in a volcano. There are certain types of rocks and

minerals in the volcano and one is granite. Granite isn't only found in a volcano. You can find it here in Elberton, GA. Now you might think that there is a volcano in Georgia, but there is not. Granite can be found in the mountains in Georgia. There are mines in the mountains. So geologists (a person that studies rocks and minerals) are finding granite in Elberton, Georgia. Mr. Ron Mathis came to my class and showed me a piece of granite.

<u>Physical Attributes</u>
Granite can be gray if it has a lot of minerals and light if few minerals. Greenish, pink, and blue specs mean different types of feldspar. Quartz is the

shiny specs in granite. Granite is a very hard stone, but like other rocks it may fall apart and crumble.

Mr. Mathis showed us the Moh's hardness scale. The scale is used to go from the softest mineral to the hardest mineral. Witchever mineral is in your rock then that is where your rock would be. My rock is between 7 and 8. It is hard.

Uses of it

Granite is so hard that you could use it to make curbstones and sheets of layers to cover buildings and walls. Granite can be made as sculptures too. Granite gets made as sculptures and then polished. Large mountain areas are formed by granite. I looked in

a book and found out that Mount Rushmore is actually granite. They just started carving the faces of Thomas Jefferson, Theodore Roosevelt, George Washington, and Abraham Lincoln. So I know that their heads are hard, but they can still get weathered.

How granite gets changed
If granite is under water too long it changes to kaolin. Kaolin is in McDuffie County. They have kaolin mines. A friend in my class, Abigail, her daddy works in those mines. She brought a piece of kaolin to school the other day. She said it was so soft you could use it for chalk and even used it.

My family is going to go on a vacation and I'm going to see if we can go to see those presidents of granite.

Amethyst

Are you interested in amethest? I am. Amethest is a type of quartz. Amethyst was found all over the world even in Georgia. Amethyst is a tmulticolored gemstone. The hardness of this gemstone is 7.

x Back in the old days they thought it c can stop you frome geting drownking

Amethyst

Amethyst is found in Brazil, and Uruguay in South America. It can be found in many other places too like North Carolina, Georgia. Most of the really pretty Amethyst is not found in the U.S.

The color of an Amethyst is purple. Amethyst can make jewelry. The Amethyst's hardness is 7. An Amethyst is really fascinating. Purple variety of quartz often used like an ornament.

Amethyst can make jewdry like rings, necklaess. A Amethyst is a birthstone of February. Amethyst was used in Jewelry by the ancient Egyptians kings and queens around the world. The purple color was the cobr of royalty.

Granite

Has your dad ever told you that your head is hard as a rock? Mine has. Well George Washington, Thomas Jefferson, Theodore Roosevelt and Abraham Lincoln heads really are hard has a rock. Actually there carved from granite in Mount Rushmore. Read on to find out about granite.

How was it formed

Granite is made of tiny crystals that you can see. Did you know that granite has minerals in it. Granite is an igneoues rock that comes from a volcano. Geologests have found granite in nouth central area and noutheastearn parts of Georgia. A geologestr is a person who studies rocks. Did you know that one of the most valuble mineral in Georgia is granite. Feldspar, quartz and mica all make up granite and it is found in Elberton, Georgia.

Physical Attributes

Granite is light colored and speckled because it has rocks in it. When quartz, feldspar and mica are pushed together they form granite.

A german geologist named Fredrich Mohs invented the Moh's hardness scale for rocks. The scale shows the softest (talc) to the hardest (diamond). Granite's hardness is between 7 and 8. That means it can scratch anything from 1 to 6.

Uses

Granite is used in many ways because its so strong. It is used for memorials tombstones, buildings and bridges.

How Can Granite be changed

If granite is under water too long it changes to Kaolin. Kaolin is a type of clay. My friends dad works in a Kaolin mine in McDuffie county. Kaolin mines have been there for thousands of years because it takes a long time for granite to change to clay.

Kaolin is very soft but granite is very hard.
    If you ever go to Mount Rushmore remember
youre looking at granite. And on your way back
Stop at the Kaolin mines in McDuffie County
and see what granite turns into.

Kaolin is an interesting mineral. Kaolin is found in N.C, SC., P.N, F.L, and G.A. It's a rough, white mineral. It also looks like clay. It's uses are, mining, tiles, and walls. It also looks like a snowball. It's colors are greenish-yellowish, and can cbe colorless. Kaolin is a weird but interesting mineral.

Marble
By

Do you known what the Lincoln Memoiral is made of? It is Marble. Read on to find more facts about Marble.

How was it formed?
Marble changes to Metamorphic rock under ground. It is Marble that changes into Limestone when the temp. real hot. Marble is found in the northern part of Georgia. Most of is found in Pickens County, Georgia. They use Marble for diffrent things.

What are the physical attributs? Size: Wide Shape: rectangler Corlor: It's mostly red, black or white textur: soft Hardness: rough

How can Marble change? What happens to it?

It changes by high temp
when it is in the ground.

How is Marble used
It is used for floors, desk
ent celling, stautures and famous
famous building.

Every time I look at the
celling I think of Marble.

Limestone

By

What do you think about when you hear the words bury, bones, and skeletons? I will give you a hint. It's not Halloween. It is Limestone. Read on to find out more about Limestone.

Where is it found?

One day I was reading a book called, Rocks and Minarals. And I found some information about where it was found. And it said Limestone was found in Mountains and it said that Limestone is found in valleys, too. And in a another book, I found that sometimes Limestone is found in the ocean. Geologists have found Limestone in vallys of the Costal Plain of Georgia.

Geologists study about rocks. About a week ago, a geologist came to my class and taught us

about rocks. He said that it was mostly made of shell and coral, and skeleton and vegetable matter that has been pressed together. He showed us a Limestone rock and showed us what it looks like. We could see the shells in the Limestone. Now I know what Limestone looks like.

Physical Attributes

Mr. Mathis told us the color of Limestone. He said that Limestone can be white, gray, buff and some- times, it can even be black. It can be from to 2 feet to 100 feet in size and it is found in oceans environments. Mr. Mathis showed us the Moh's hardness scale. The scale shows ten minerals on a scale of one to ten. Limestone is between three and five on the moh's scale. We used the scratch test to see which minerals is the hardest and the softest. Limestone can scratch Gypsum and Talc because it is harder

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then these minerals.

How does rocks chang?
When Limestone is hot it changes
to marble.

How do...Used Limestone
We use Limestone to build
roads for cars to drive on. And we
use Limestone to build stactue. Sometimes
we use Limestone to build houses.
For example, back in the old
days cave men lived in caves and the
caves were mostly made of Limestone.
My faimly loves camping.
Next time I go camping I will
ask Dad, if we can go to the
mountains. Maybe I can find some
Limestone when I go walking
in the mountains.

Did you Know that Locton
is tha you can fund quartz
yes that wolut it ments that
you can fund quartz bout
thers one think that you
post now that you overd fund
Some only some time the of
like 10 or 2 or 20 that way
you post now that.

Did you know Amethyst is a purple virety of quartz? It is used for jewelry. In Greek it means (not drunken.) It's... birthstan is Febuary It's color is Unparalleled. Amethyst also looks Like grass. My rock Also weighs 2.6. You might not be able to find Amethyst in Georgia. Did you also know that

Amethyst anniversary is the 4th and 6th year of mernige? Its shape is trigonal. Amethyst is also used for candle holders! Its lustre is vitreous. The hardness is 7. The thickness is 2.6. It is also made of slicon. Hope you had fun with Amethyst!

Answer Key for Informational Practice Papers

Paper #	Ideas	Org.	Style	Conv.
1	Meets	Meets	Meets	Meets
2	Exceeds	Exceeds	Exceeds	Exceeds
3	Does Not Meet	Does Not Meet	Meets	Meets
4	Meets	Does Not Meet	Does Not Meet	Does Not Meet
5	Exceeds	Exceeds	Exceeds	Exceeds
6	Meets	Does Not Meet	Does Not Meet	Meets
7	Meets	Meets	Meets	Meets
8	Exceeds	Exceeds	Exceeds	Exceeds
9	Does Not Meet	Does Not Meet	Does Not Meet	Does Not Meet
10	Meets	Does Not Meet	Meets	Meets

Part VI. Persuasive Writing

1. Defining Persuasive Writing
2. What Persuasive Writing Is and Is Not
3. Persuasive Rubrics
4. Ideas
5. Organization
6. Style
7. Conventions
8. Sample Student Papers
9. Practice Scoring

Defining Persuasive Writing

<u>Persuasive Writing</u>: Writing for the purpose of convincing others to adopt a certain point of view, take some action, or accept the writer's position as valid.

<u>Method:</u>
- Provides logical appeals, emotional appeals, facts, statistics, narrative anecdotes, humor, and/or the writer's personal experiences and knowledge to support a position

What Persuasive Writing Is and Is Not

An effective persuasive composition . . .	An effective persuasive composition is NOT:
Establishes a clear position	Writing about the topic without a clear position
Has a consistent focus and point of view	Writing about multiple, unrelated ideas
Contains sufficient information to address the issue	A brief paragraph with only a few sentences
Includes relevant examples, facts, anecdotes, and/or details	A formulaic response with repetitive ideas and language
Contains an appropriate organizational strategy for the purpose of persuasion	Writing in which ideas are presented in illogical or confusing order
Includes an effective introduction and conclusion	Writing that begins without an introduction and ends without a conclusion
Uses transitions such as transition words and phrases, bullets, subheadings or numbering	An incoherent essay in which ideas are not linked
Uses a lively voice that demonstrates awareness of audience	Flat, uninteresting writing
Uses interesting language and sensory details	An essay that contains imprecise language and little sentence variety
Contains correct sentences, usage, grammar, and spelling that makes the writer's ideas understandable	Incorrect sentences, usage, grammar, and spelling that prevent the reader from understanding the writer's meaning

Types of Persuasive Writing

- Advertisements for clothing, toys, or food
- Travel brochures
- Political speeches
- Requests for donations to charities
- Movie reviews
- Book reviews
- Letters to the editor

Georgia Grade 3 Writing Assessment: Scoring Rubric
PERSUASIVE WRITING

Domain 1: Ideas - The degree to which the writer establishes a focus and develops the main points with examples, facts, anecdotes, and details.

Component	Does Not Meet Standard	Meets Standard	Exceeds Standard
Focus	Little or no evidence of focus, persuasive purpose, or point of view	Generally consistent focus; some evidence of a purpose and point of view	Sustained focus, purpose, and point of view
Supporting Details	Examples and details are limited and may be irrelevant	Includes some relevant examples, facts, anecdotes, and/or details	Relevant examples, facts, anecdotes, and details are used throughout the paper
Position	Lacks a clear position	States a clear position	Establishes and develops a clear position
Development/ Completeness	Insufficient information to address the issue	Sufficient information to address the issue	Complete information; the issue is well developed

Domain 2: Organization - The degree to which the ideas are arranged in a clear order with an introduction, body, and conclusion.

Component	Does Not Meet Standard	Meets Standard	Exceeds Standard
Organizational Pattern (Introduction, body, conclusion)	Little or no evidence of an organizational pattern	Contains an introduction, body, and conclusion; one part of the paper may not be as strong as the others	Clear and appropriate persuasive organizational pattern with a strong introduction, body, and conclusion
Grouping of Ideas	Ideas are not arranged in a meaningful order	Related ideas are generally grouped together	Related ideas are consistently grouped together; may use specific strategies (e.g., cause and effect, similarity and difference, questions and answers)
Transitions	Little or no evidence of transitions	Transitions are used but may not be varied	Varied transitional elements link parts of the paper

Domain 3: Style - The degree to which the writer controls language to capture the reader's interest.

Component	Does Not Meet Standard	Meets Standard	Exceeds Standard
Word Choice	Language is simple, repetitive, or imprecise; little or no interesting language	A mixture of simple, ordinary language and interesting language (e.g., descriptive language, sensory details, strong verbs)	Sustained use of interesting language (e.g., descriptive language, sensory details, strong verbs)
Audience Awareness	Little or no awareness of audience	Some attention to the audience; some sense of the writer's voice	Attention to the audience in the introduction, body, and conclusion; writer's voice is clear and appropriate

Ideas

1. The Components of Ideas
2. What a Focus Is and Is Not
3. The Writer's Position/Point of View
4. Purpose
5. Elements of Supporting Ideas
6. Relevance of Ideas
7. Development of Ideas
8. Three Levels of Development
9. Sense of Completeness

The Components of Ideas
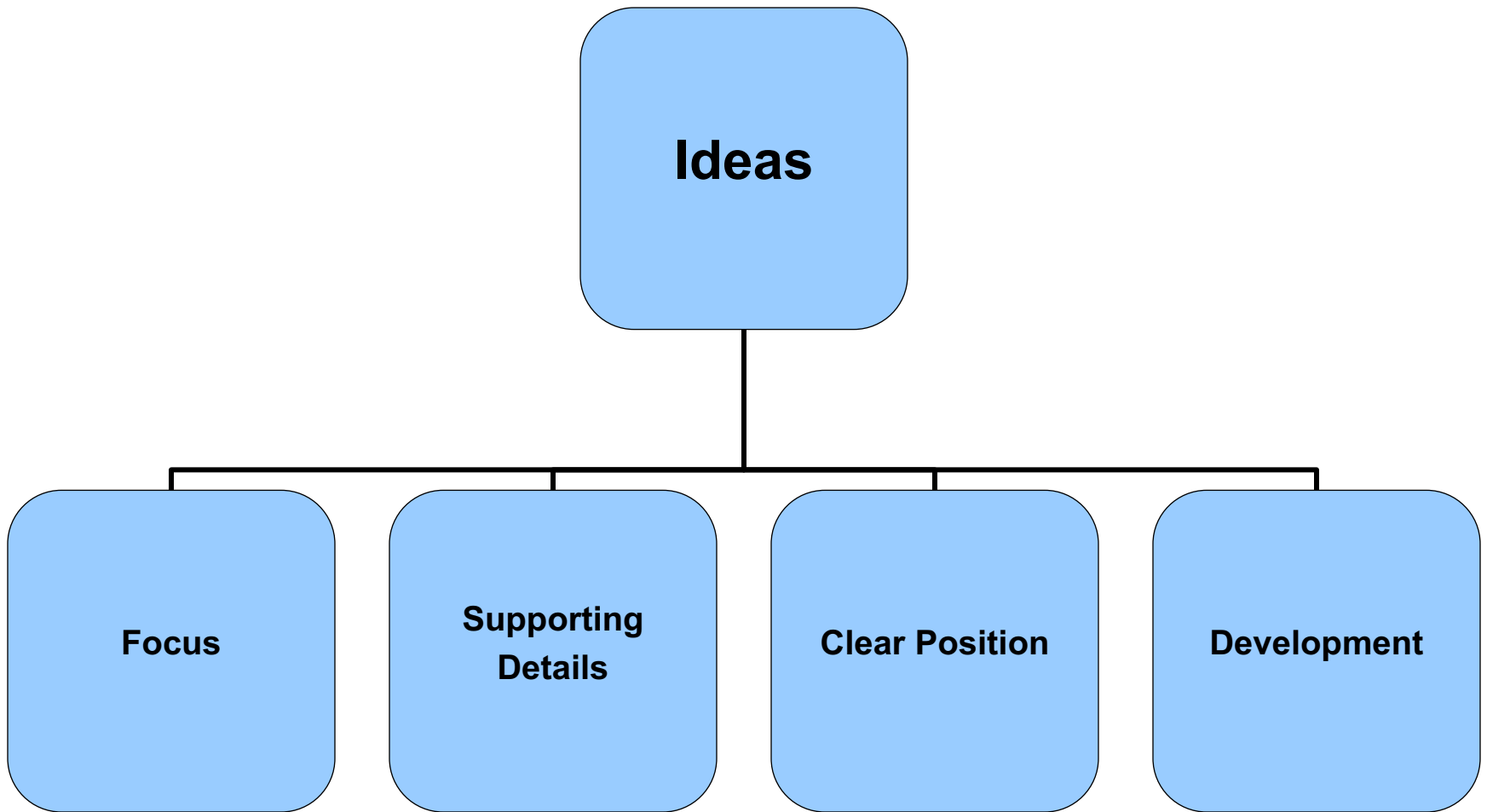
Ideas

Focus

Supporting Details

Clear Position

Development

What a Focus Is and Is Not

The writer's focus….	An effective focus is not…
• Sums up a writer's position and purpose • May be either directly stated or implied	• A title • A thesis statement without relevant development

The Writer's Position/Point of View

- There are three main types of positions a writer may adopt in a persuasive piece:
  - Support
  - Oppose
  - Present and defend a plan or an alternative

- The writer's position may be stated directly or implied by the evidence the writer presents.

- In persuasive writing, the writer's point of view is often the same as the writer's position on the issue.

Purpose
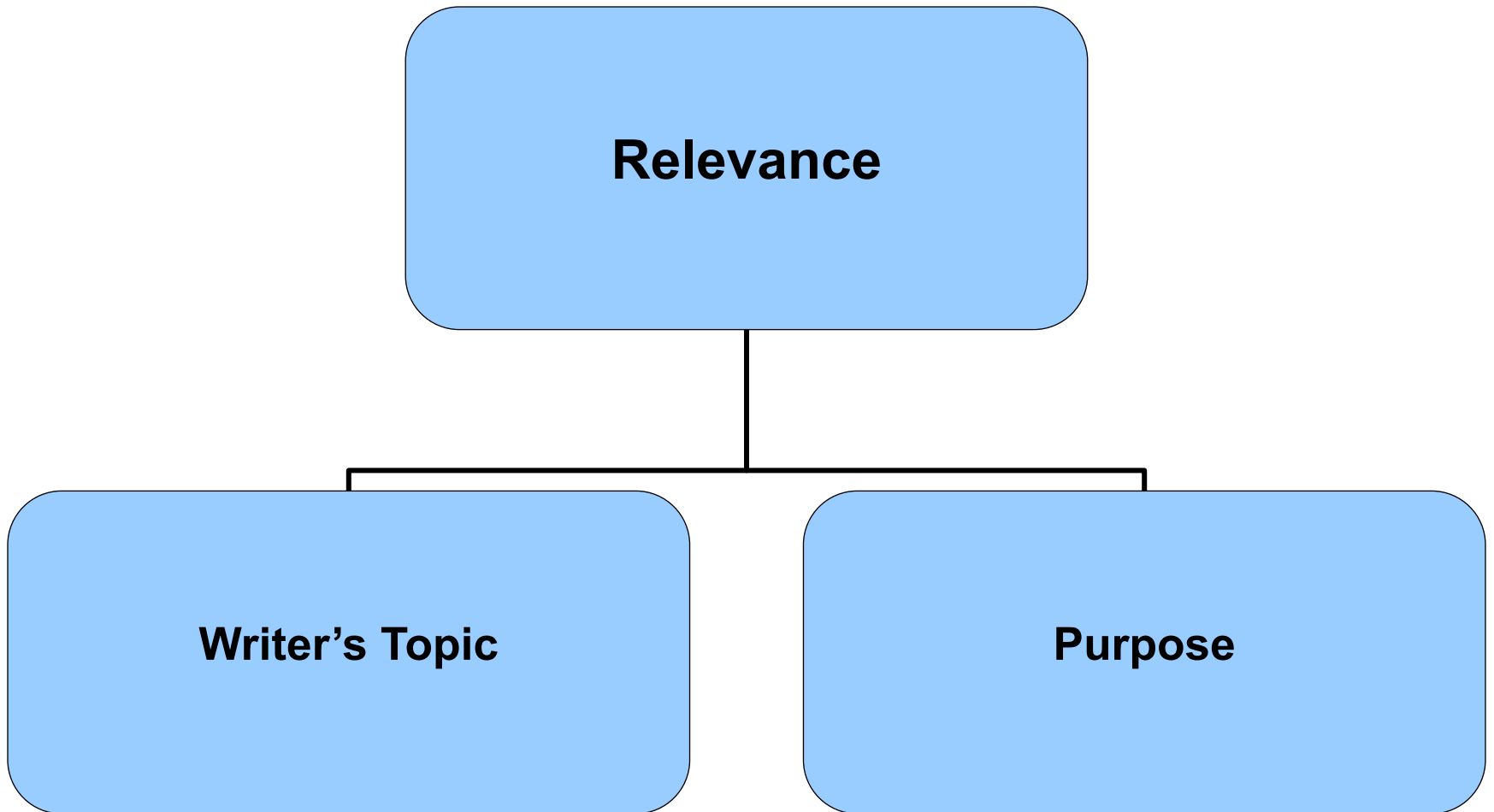
Persuasive writing can have several purposes:

- convincing others to adopt a certain point of view on an issue

- Convincing others to take some action

- Convincing others to accept the writer's position as valid.

Elements of Supporting Details
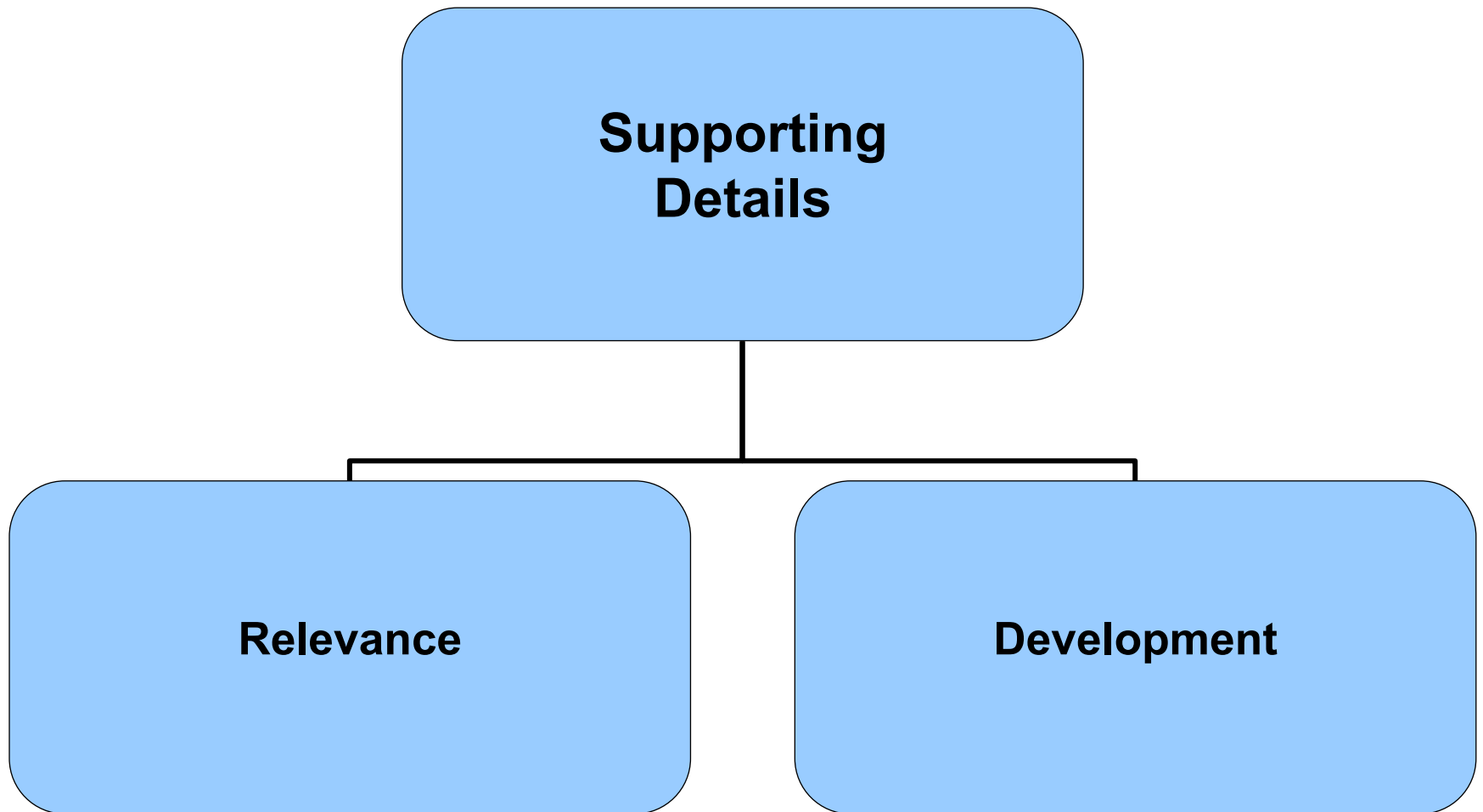
Supporting Details

Relevance

Development

Relevance of Ideas

Relevance

Writer's Topic

Purpose

Development of Ideas

Idea Development

Depth of Development

Completeness
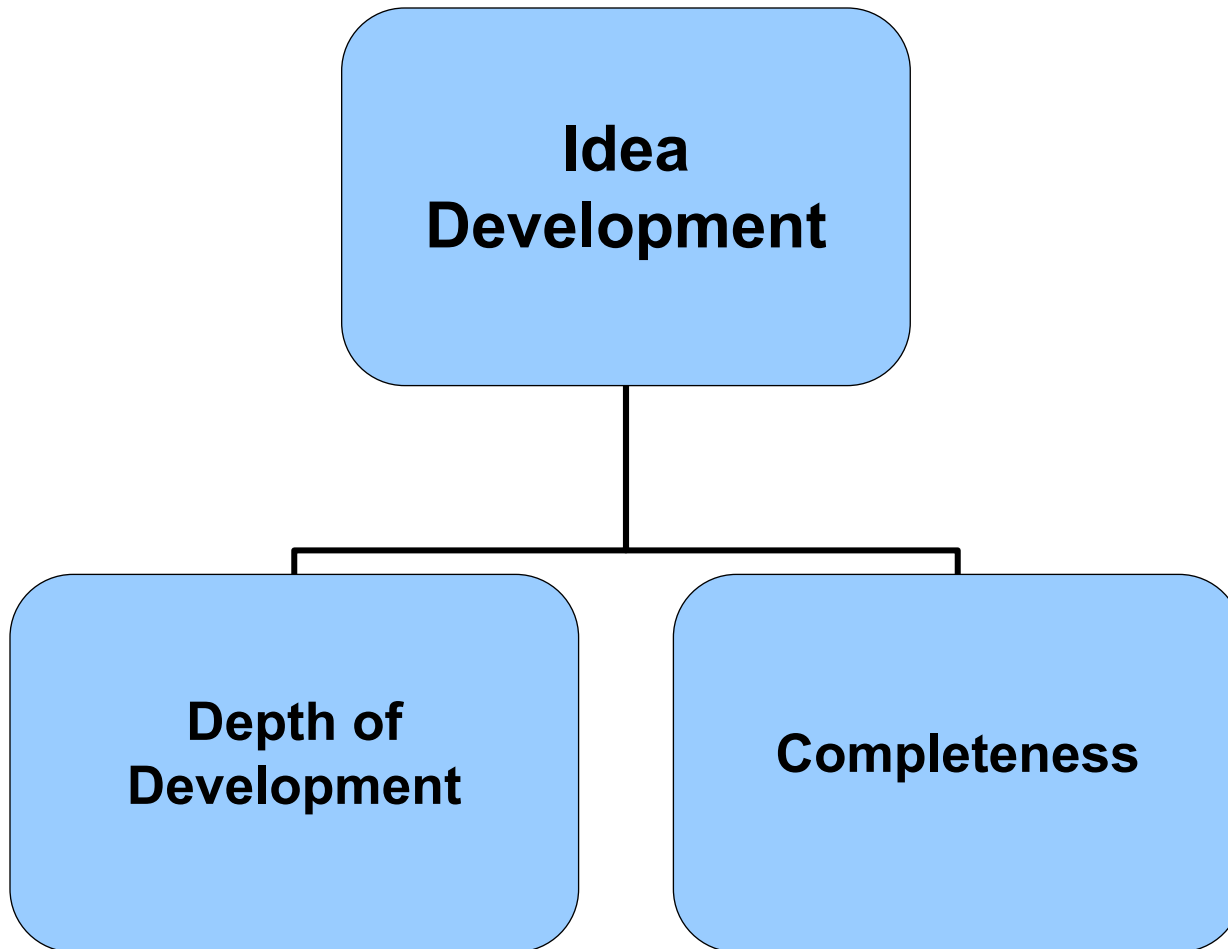
Three Levels of Development

Does Not Meet Standard

There should be zoos because they keep animals safe. It's fun to watch animals at the zoo. Zoos keep animals healthy by feeding them and giving them a safe place.

Meets Standard

I think there should be zoos because they keep animals safe. Zoos help young animals survive so that they won't be extinct. Zoos bring in endangered animals so they will not die in the wild. It's fun to watch animals at the zoo. People of all ages can go and smell the animals. Animals might not like it, but the zoo keeps them healthy. They get the right amount of fresh water and food. When they need medical care they get it. Animals are safe in the zoo.

Three Levels of Development

Exceeds Standard

I think there should be zoos because the animals are safe and will get lots of care. When they get sick they can get a vet, but hopefully they won't get sick because hopefully they are in a very good zoo. In zoos they are away from their predators so they won't get hurt and they will live longer. Zoos bring in rare or endangered animals so they will not die in the wild. Bald eagles could be extenct if we did not have zoos. The only reason the bald eagles still exist is zoos.

It's fun to watch animals at the zoo. People of all ages can go see and learn about animals. The zookeepers are educated in meeting the needs of animals and teaching about animals to kids and grown ups.

Zoos keep animals healthy. They get the right amount of fresh water and food. They could die from starvation in the wild. When they need medical care they they get it quickly. They may not like it, but animals are better off in a zoo than in the wild.

Sense of Completeness

- Two features give a paper a sense of completeness:
  - The depth of the development of the information included
  - The paper coming to a natural close

- Having a sense of completeness is not the same as having a concluding statement or paragraph.

- A paper may have a conclusion and still leave the reader feeling that the information or argument presented is incomplete if. . .
  - the body of the paper is only minimally developed.
  - there are gaps in the information that leave the reader with questions.

Organization

1. The Components of Organization
2. Organizational Patterns for Persuasive Writing
3. Introduction-Body-Conclusion
4. Grouping of Ideas
5. Transitions

The Components of Organization:

Organization

Organizational Pattern

Grouping of Ideas

Transitions
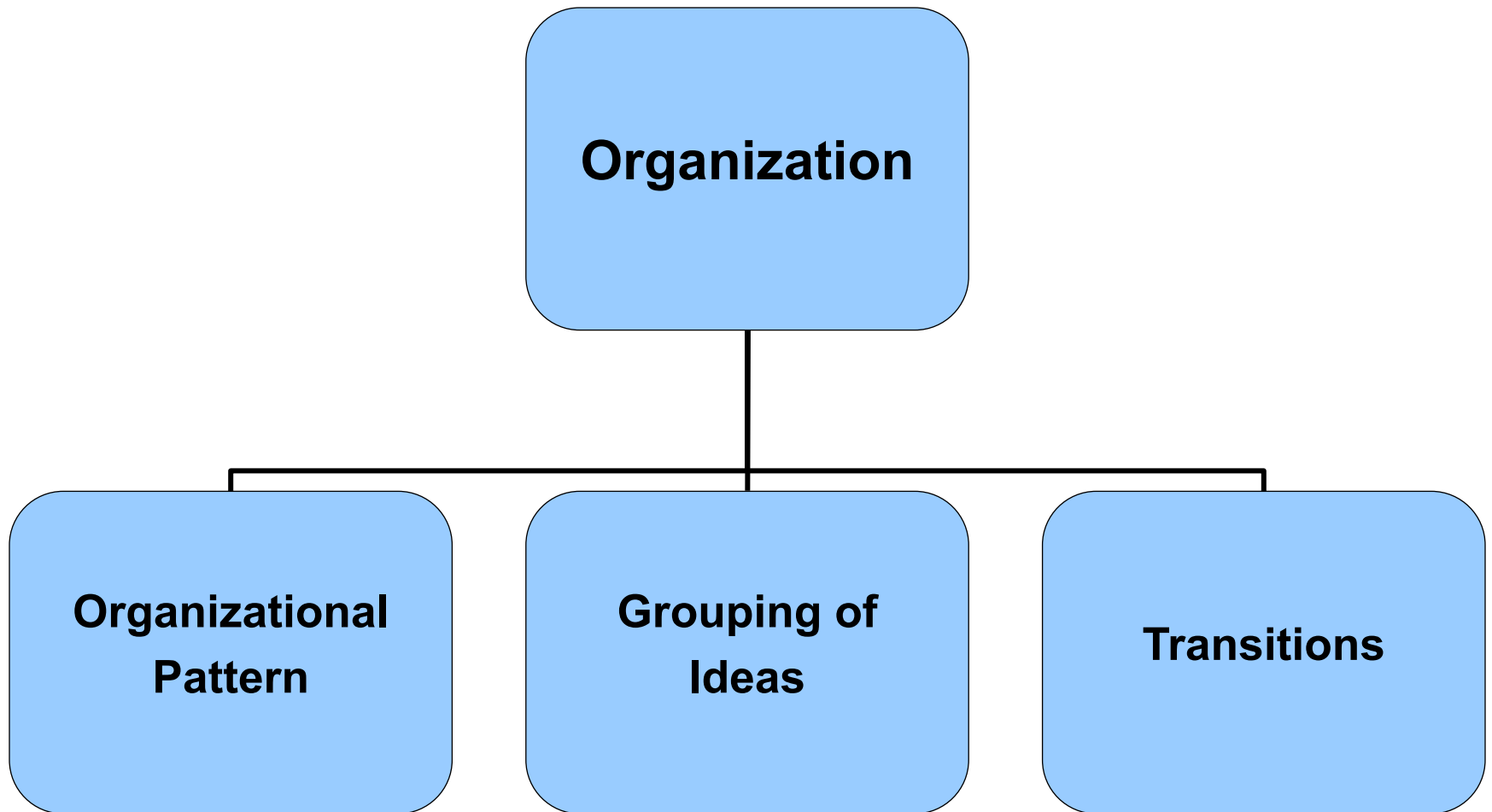
Organizational Patterns for Persuasive Writing

Introduction→Supporting ideas→Conclusion————————→

Argument→Address counter-argument→Conclusion→

Introduction→Both sides of the issue→Conclusion——→

Introduction→Anecdote illustrating position→Conclusion→

Introduction→Proposed plan and support→Conclusion→

Introduction-Body-Conclusion

Introduction: Sets the stage for the development of the writer's position and is consistent with the purpose of the paper.

Body: The details and examples that support the writer's position or plan.

Conclusion:Signals the reader that the paper is coming to a close.

Grouping of Ideas

In order to effectively group ideas in a piece of writing, the writer must first understand the logical relationships between the ideas that support the controlling idea.

Grouping ideas within paragraphs is not the same as formatting paragraphs. Grouping involves the logical presentation of ideas rather than simply indenting to begin a new paragraph.

Even if a writer fails to format paragraphs, the ideas may still be grouped logically.

Transitions
Making Connections Between Ideas

- Transitions lead the reader through the paper by linking parts of the paper and ideas within paragraphs.

- Transitions are used between sentences, between paragraphs, within sentences and within paragraphs.

- Transitions can signal the type of relationships between ideas.

- Transitions may be explicit or implicit

  - May be a single word, a pronoun, a phrase, or a logical linking of ideas

  - Explicit transitional words: first, next, finally

  - Implicit transitional devices: synonym and pronoun substitution, moving from general to specific or from specific to general

Style

1. The Components of Style
2. Word Choice
3. Levels of Language
4. Sensory Details
5. Strong Verbs
6. Audience Awareness and Tone
7. Voice
8. Style Strategies for Persuasive Writing

The Components of Style

Style

Word Choice

Audience Awareness
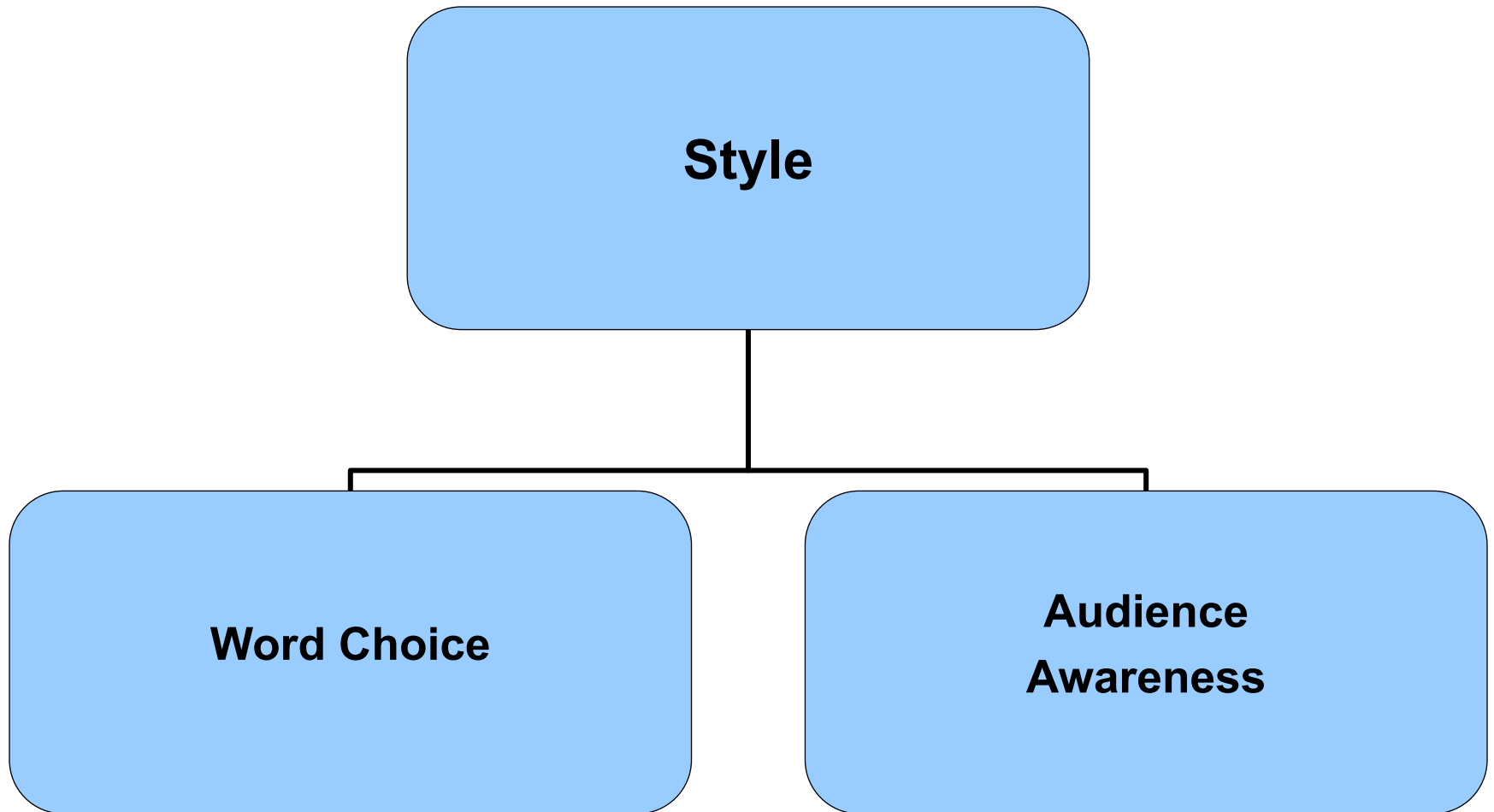
Word Choice

- Effective word choice is determined on the basis of audience, subject matter (topic), and purpose.

- Word choice establishes the tone of a piece of writing.

- Word choice involves more than the "correct" dictionary meaning of a word.

- Word choice includes the connotations (the associations, meanings, or emotions a word suggests) of words.

Levels of Language
(described in the Grade 3- Scoring Rubric)

Level	Example
Interesting and Descriptive	"If it weren't for zoos, animals like the bald eagle would be extinct. Farmers spray chemicals on their crops and that prevents the bald eagles' baby eggs from hatching."
Simple and ordinary:	"Animals will be fed food and water. They will be happy in a zoo."

Sensory Details

- What we see, hear, taste, smell, and feel

- Writers use sensory details to help the reader imagine the experience.

- In persuasive argument against zoos, for example, sensory details may help the reader imagine being locked behind bars with little food, water, or other animal friends.

Strong Verbs

- Strong action verbs make writing more precise and persuasive. Strong verbs help to illustrate the writer's point with concrete details that are compelling to the reader.

- Strong verbs: tiptoed, gobbled, stomped, roared, sobbed

- Weak verbs: am, have, are, is, be, was, had, were

Audience Awareness and Tone

- Audience Awareness refers to the ways a writer can make an impression on or engage the reader.
    - Because a piece of writing is created to be read, an effective writer attempts to create a relationship with his or her audience.
    - The effective writer anticipates what the audience will find interesting or engaging.

- Tone refers to the attitude a writer expresses toward the reader, the subject, and sometimes himself/herself. It reveals how the writer feels about what he or she is saying.
    - To be effective, tone must be consistent with the writer's purpose.
    - Tone is established through choice of words and details.
    - Some of the techniques used to engage the audience vary by genre, but all pieces of writing have a tone.

Demonstrating Audience Awareness in Persuasive Writing

Effective writers use the following techniques to engage the reader

- Descriptive Details
- Figurative Language: Imagery, similes, metaphors
- Authoritative voice
- Emotional appeals
- Addressing the reader
- Humor
- Personal anecdotes
- Rhetorical questions

Voice

- A paper that demonstrates voice conveys a strong sense of the person behind the words and the person's attitude toward the topic.

- The writer's voice should be appropriate for the topic, genre, and audience.

- Voice gives the reader the sense that the writer is talking directly to him/her by creating a point of view that the reader can relate to.

Ralph Fletcher:

- "Voice is the most important the most magical and powerful element of writing."

- "Voice makes the reader trust the writer, makes the reader feel an individual relationship with the writer."

Style Strategies for Persuasive Writing

Strategies to Engage the Reader:

- Rhetorical Questions; "How would *you* feel if.."
- Addressing the reader: "You should" or "We all should"
- Emotional Appeals: "Animals are sad in zoos."
- Use of the inclusive "We"
- Anticipating reader concerns about the issue
- Using personal experiences to support the writer's position
- Figurative Language
- Connotative Meanings
- Evocative Voice

Conventions

Go to Part IX. Conventions for the Conventions rubric and information about scoring this domain. The same Conventions Rubric is used for all genres of writing.

Sample Student Papers

Persuasive Papers with Score Point Annotations

Persuasive Writing Assignment

After reading "Should there be zoos", have the children give their opinion about whether there should or should not be zoos. Students have to give facts and supporting details for their opinion.

The sample papers in this section were written in response to this assignment. Student names have been removed for purposes of privacy.

No More Zoos

By

I Tihink there should be no more zoos because you just see the animals and that is just wasting money, also you don't learn anything.

When you go to the zoo and you lieve the zoo you come home smell.

And also you don't get to touch the animals at the zoo.

Ideas: Does Not Meet Standard

Although the writer states his opinion in the first sentence ("I think there should be no more zoos"), there is little evidence of a focus or awareness of the persuasive purpose. Rather than supporting the writer's position, this brief paper contains unclear or irrelevant details ("you leve the zoo you come home smell"). There is insufficient information to address the issue.

Organization: Does Not Meet Standard

The paper does contain a one-sentence introduction, but there is little evidence of an organizational pattern. The writer lists a few ideas about zoos, but they are not arranged in a meaningful order. The ideas could be rearranged without affecting the paper's meaning. There is some evidence of transitions ("When you go," "also"), but the paper lacks a conclusion.

Style: Does Not Meet Standard

Language is simple, repetitive, and imprecise ("When you go to the zoo and you leve the zoo you come home smell"). There is little use of strong verbs and adjectives. Awareness of audience is limited to the use of "you" on two occasions. Overall, this brief paper lacks interesting language and attention to the audience.

Conventions: Does Not Meet Standard

The paper contains several run-on sentences as the writer uses a period only at the end of each paragraph. The writer does use an apostrophe in a contraction, but there are no commas used. There are also some incorrect word forms ("come home smell") and a spelling error ("leve"). Although there are not a lot of errors, this brief paper contains more errors than correct instances of sentence formation, usage, and mechanics.

Should there be zoos
By
I think there should
not be zoos because lions,
and, tigers. don't have room to
roam around in zoos. Some people
think animals are dangerous.
Imagine that you were owned
by a zoo you'd fell like
letting out the animals.
Animals are wonderful in
their own habitat.

Ideas: Does Not Meet Standard

Although the writer states his opinion in the first sentence ("I think there should not be zoos"), there is little evidence of a focus or awareness of the persuasive purpose. Examples and details are limited and unclear. It is not clear how the writer's point that "some people think animals are dangerous" supports the position against zoos. There is insufficient information to address the issue.

Organization: Does Not Meet Standard

The paper does contain one-sentence introduction, but there is little evidence of an organizational pattern. The writer lists a few ideas about zoos, but they are not arranged in a meaningful order. The ideas could be rearranged without affecting the paper's meaning. There is some evidence of transitions ("When you go," "also"), but the paper lacks a conclusion.

Style: Does Not Meet Standard

Language is simple, repetitive, and imprecise. There is little use of strong verbs and adjectives. Awareness of audience is limited to the use of "you" on two occasions. Overall, the paper lacks interesting language and attention to the audience.

Conventions: Does Not Meet Standard

This paper only contains four sentences, and there are errors in each component of Conventions. There is a run-on sentence ("Imagine that you were owned by a zoo you'd. . ."), a spelling error ("*fell* like letting out the animals"), and an incorrectly used comma ("lions, and, tigers"). This brief response does not demonstrate control of sentence formation, usage, and mechanics.

I think ther should be zoo because they can get kelld by other animals.

Zoos are good because the animals can be sick and the frost and be kell and be eat ham and some annimals. or so nast.

They can not die and the zoo because the gevt tham shots and food.

The animas or happy to see people because they suyan hay that cool and some or sad beause they suyan hay that ugik that wat hopen.

Animals yet to be gar like ther mom and Dad.

I feel that is goo to be a zebry because the or happy and the zoo.

Ideas: Does Not Meet Standard

The writer begins this paper by stating that "ther should be zoos," but many details are unclear and do not support the writer's opinion ("some animals or so nast," "The animas or happy to see people. . . and some or sad"). Other ideas are irrelevant to the issue of zoos (good to be a zebra). There is not enough relevant information to address the issue.

Organization: Does Not Meet Standard

There is little evidence of an organizational pattern in this paper. The writer states an opinion in the first sentence, but the rest of the ideas are not arranged in a meaningful order. There are no transitions from one idea to the next. The paper lacks a conclusion as it ends abruptly ("I feel that is goo to be a zebra because the or happy and the zoo").

Style: Does Not Meet Standard

The paper contains simple, repetitive, and imprecise language ("that wat hapen," "Zoos are good," "goo to be a zebra"). The writer does not demonstrate awareness of audience.

Conventions: Does Not Meet Standard

There are frequent and severe errors in each component of Conventions: sentence formation, usage, and mechanics. There are many incorrect word forms and misspelled words. There are also run-on sentences as the writer uses periods only at the end of each paragraph.

Zoos

I think we should have zoos.
In the SanDieago zoo they call vets
in when the anmial appears to be
sick. The zoo keeper takes care of
all the animals by reed them and
making sure their cages are clean.
They help them by calling the vet
and check them to see if they
have a cut. They should provide more
food for the anmials in the zoo. Zoos
help save endangered anmials. When
the anmials have a tooth ache or a
cut they get help from the vet.
the zoo is a place to take care of
anmials. The zoo should get all the
anmials.

Ideas: Meets Standard

The writer's position is clear (we should have zoos) and developed with some relevant examples and details (the zookeeper takes care of animals, zoos help save endangered animals, animals get help from the vet). The writer maintains a generally consistent focus and provides sufficient information to address the issue. The supporting details, however, are not well developed.

Organization: Meets Standard

The paper contains an introduction, body, and conclusion. Although the introduction and conclusion are present, they are limited to a single sentence each. Related ideas are generally grouped together although the writer switches back and forth between the zookeeper and the vet. Some transitions are used (In the San Diego zoo, When the animals have a tooth ache).

Style: Meets Standard

The paper contains a mixture of interesting language ("endangered animals," "appears to be sick," "making sure their cages are clean") and simple, ordinary language (" they help them," "get all the animals"). Some strong verbs and adjectives are used. The paper demonstrates some attention to the audience, and the writer's concerned voice is apparent.

Conventions: Meets Standard

The majority of sentences are clear and correct. Subject/verb agreement is generally correct. There are a few missing commas, two spelling errors ("San Diego" and "animals" are spelled incorrectly), and one incorrect verb form ("by feed them"). Overall, the paper contains generally correct sentences, usage, and mechanics

Dear Editor,
Some people think that zoos are safer. Yes but they probably don't get the amount of food and die. Visitors throw junk food. Some people throw stuff at them. For example, somebody threw a tennis ball and other stuff at Ernie the hippopatamus in the New Delhi's Zoological and killed him. Animals need to be in the wild. Because that is their habitat. And people shake their cages and yell at them and feed them rong foods. Some bad zoos have small cages. And the animals will be squashed and may get sore and they'll feel hurt. Because they need room to run and play with their freinds. And roll around on the ground just to scretch out and be happy.

Sincerely,

Ideas: Meets Standard

The writer's position (zoos can be dangerous) is clear and developed with some relevant supporting ideas (visitors throw food at the animals, animals may not get enough food, the cages are small). The writer includes an example (Ernie the Hippopotamus) to illustrate one of the negative aspects of zoos. There is sufficient information to address the issue.

Organization: Meets Standard

The paper contains an introduction, body, and conclusion. The conclusion is somewhat abrupt as the writer ends the paper by explaining why animals need more room than a zoo can provide. Related ideas are generally grouped together. Some transitions are used ("for example," "and," "Because they need room. . ."), but they are not particularly varied.

Style: Meets Standard

The paper contains a mixture of interesting language ("roll around on the ground just to scretch out and be happy" "in the wild," "their habitat") and simple, ordinary language ("throw stuff," "some bad zoos"). The writer includes some descriptive language and sensory details (""shake their cages," "squashed"). There is some sense of the writer's voice and some attention to the audience ("Some people think that zoos are safer. Yes but they probably. . .").

Conventions: Meets Standard

The paper contains generally correct instances of sentence formation, usage, and mechanics. Some sentences begin with "and" or "because," but the majority of sentences are clear and correct. There are some spelling errors ("rong, freinds, scretch"), but most words are spelled correctly including "hippopotamus." There are also a few missing commas and one missing apostrophe in a contraction ("theyll"), but the writer correctly capitalizes New Delhi and uses an apostrophe to indicate possession. Subject-verb agreement is generally correct.

Should There Be Zoos?

Should there be zoos? Yes. Why?
Because zoos are good for
animals and the places they stay
in are roomy so they have
a lot of room. Here are some
reasons.

One reason is that the
animals get vaccines. The animals
get vaccines to stay healthy. When
they are healthy the animals
live longer. Here are some more
reasons

Another reason is that the
animals get the food and shelter
the animals really need. When they
have shelter they have warmth so

they won't freeze. Animals also get the comfort needed in a shelter. Animals also have the food they need so they can't starve. Here is one more reason I have already said before.

I think there should be zoos because zoos are good for animals. But that is my opinion. Thanks for listening. Bye!

Ideas: Meets the Standard

The writer clearly states a position on the issue (zoos are good for animals) and provides several reasons to support this position (animals get vaccines, food, and shelter). The writer includes some relevant details and examples (animals would freeze without shelter, animals will live longer if they are healthy). The paper contains sufficient information to address the topic, but the repetition of ideas prevents the paper from being well developed. It is not necessary to introduce each supporting idea with a statement announcing that it is another reason ("here are some more reasons, here is one more reason I have already said before").

Organization: Meets the Standard

The paper contains an introduction, body, and conclusion. The writer uses a question and answer strategy to set up the introduction, but the conclusion essentially repeats information from the introduction. Related ideas are generally grouped together. Transitions are used, but they are not varied ("One reason, here are some more reasons, another reason, here is one more reason I have already said before").

Style: Meets the Standard

The paper contains a mixture of interesting language ("When they are healthy the animals live longer," "they have warmth," "the comfort needed in a shelter") and simple, repetitive language ("One reason," "here are some more reasons," "another reason," "here is one more reason I have already said before"). The use of the question and answer in the opening is evidence of audience awareness.

Conventions: Meets the Standard

The paper contains a majority of clear, correct sentences. There are two sentences that begin with a coordinating conjunction, but one of them may be considered functional as it follows a question. There are a few missing commas, but subject-verb agreement, capitalization, and spelling are generally correct. Although sentence formation, usage, and mechanics are generally correct, the writer does not demonstrate much variety in the components of Conventions.

Dear Editor,

Some people might say, "Some zookeepers aren't trained to care for the animals." But think about it, now they have colleges that people can attend. Do you think the zoos hire people with no college degree? No, they don't. They hire people with college degrees. It's just like being a teacher. To be a teacher you have to get your college degree. So do zookeepers. I found out that children go to zoos to learn about animals. That's one way to learn how to take care of them. Do you know that if you're a child (like me) that's the best way to learn? The zookeepers talk to you about how to feed animals and wash them. Do you want to know how zookeepers feed the animals? Well, I found out in a book called, Zookeepers, that the zoo's kitchen prepared a heathy diet for all of the animals. Animals in zoos are healthy. Edgles are on the endangered list. So to save the eagles, zookeepers have to go to go to where they lived and bring them back to the zoo so the females can have more babies. So, what I'm trying to say is we need zoos to save animals. We don't need to leave them on the endangered list. So save animals. Don't kill them.

Sincerely,

Ideas: Meets Standard

The writer's position is clear: we need zoos to save animals. The writer supports this position with relevant examples and details about zoo keepers (they are qualified, they teach children about animals, they feed and take care of animals, and they help endangered animals). The information about zoo keepers illustrates why it's important to have zoos. The paper contains sufficient information to address the issue.

Organization: Meets Standard

The paper contains an introduction, body, and conclusion. The introduction sets up the writer's approach to the topic (focusing on the positive qualities of zoo keepers to illustrate why zoos are needed), and the conclusion expresses the writer's opinion on zoos in general (we need them to save animals). The writer uses questions to transition from one idea to the next. Related ideas are generally grouped together.

Style: Exceeds Standard

The paper contains interesting language throughout ("prepared a healthy diet," "the endangered list"). The writer directly addresses the reader and uses questions to capture the reader's interest ("Do you think the zoos hire people with no college degree? No, they don't" "So save animals. Don't kill them"). The writer's impassioned voice is clear and appropriate to the persuasive purpose. The descriptive language enhances the persuasive tone of the paper.

Conventions: Exceeds Standard

The paper contains consistently correct sentences, usage, and mechanics. Each element is demonstrated in a variety of contexts. The writer punctuates quotations, uses a variety of punctuation (commas, apostrophes, parentheses), and includes a variety of sentence structures. Subject-verb agreement and spelling are also consistently correct.

Dear Editor,

KOPOWOOOOW! Thats the
sound of guns. See, when you go hunting,
you try to kill animals. But ... when they
are in 2005 ... they are protected
by zookeepers. But, see when they are
in the wild, they get killed very easy by
hunters. Hunters and campers leave trash
behind at camp sites and hunting
grounds. We need zoos becaso the animals
are protected there. Zoos use camers to
see if anyone is trying to get close to the
animals. And they put securety guards
out to tell people not to hurt the animals.
Sometimes the securety guards drive
golfcarts around to see if people are
trying to kill the animals. Zoos protect
animals. We need them.

        People are crud to animals out in
the wild. Some people are killing animals
with litter, ropes, glass and weapons.
Hunters and campers cause more harm
to animals. For example, hunters murder
animals for their meat, skin, and tusk.
Do you believe that people kill animals
to hang the on their wall? Do you know that

people people will just kill animals for their skin
for clothes. My friend's dad killed two
deer and put them on the wall. Every time
I go over there I feel sad for the animals.
He killed the deer for its meat to eat but
mostly for its head. I bet those deer wish
that they were in the zoo. Another example
of people being crul is littering. See, when
you go camping you put stuff on the ground like
ropes, plastic can holders, broken glass, and
trash. When we went camping I saw cans
in the fire pits where campers had stayed.
And I saw a squirrel digging in the trash.
The Squirrel could have gotten cut with
the cans. Or they could have eaten some
bad food. If they would have been in zoos
they will be saved and get good food
food. Animals are in zoos because they
will be protected by zoo keepers who
care about them. The zoo keeper will keep
will keep their cages clean. They will give
them the right kind of food to eat. We need
zoos becase zoos will be kind to animals.

A protection of zoos.

Ideas: Exceeds Standard

The writer's position (we need zoos to protect animals) is clear and well developed. The writer provides relevant examples and details throughout the paper (security guards protect animals at zoos, hunters harm animals, campers litter and damage the environment for animals). The writer is consistently focused on the topic and the persuasive purpose. The paper contains complete information, and the issue is well developed.

Organization: Exceeds Standard

The paper contains an introduction, body, and conclusion. Within the body of the paper, related ideas are grouped together. The first paragraph deals with how the security of zoos can prevent harm caused by hunters and campers. The following paragraphs then document how hunters and campers hurt animals. The conclusion reiterates how zoos can solve these problems. The writer uses varied transitional elements to link ideas ("for example," questions, "see," "when we went camping," "If they would have. . .").

Style: Exceeds Standard

The writer's concerned voice is clear and appropriate to the persuasive purpose ("Every time I go over there I feel sad for the animals"). The paper contains interesting language throughout ("I bet those deer wish they were in the zoo," "a squirrel digging in the trash," "cans in the fire pits"). Descriptive language and strong verbs enhance the persuasive tone of the paper. The writer demonstrates attention to the audience throughout the paper, from the sound of guns to open the paper to the final sentence of the paper ("We need zoos because zoos will be kind to animals").

Conventions: Exceeds Standard

This paper contains a few errors, but they are minor and do not interfere with meaning. There are three spelling mistakes (camers, securety, crul), but the vast majority of words are spelled correctly (including "squirrel," "protected," "weapons"). There are also a few sentences that begin with coordinating conjunctions (and, but, so), but the writer demonstrates competence in a variety of sentence structures. There is only one word form error ("easy" is used instead of "easily"), and subject/verb agreement is consistently correct. Commas are used in a series, and apostrophes are used in possessives. Overall, the writer demonstrates control of sentence formation, usage, and mechanics.

Dear Reader,
Do you remembers going to see animals up close at the zoos? Do you remember how you thought animals were taken care of there? In School, I've been reading articles on line. I've learned that animals are kept in cages in zoos. I used to think animals were taken care of at zoos. I thought the animals were fed well and cages were washed. Because of what I learned, I think we dont need zoos.

I found out that sometimes animals get the wrong foods which aren't healthy and make them sick. Some zoos feed the animals only one or two meals a day. In the wild, animals eat when they want to eat. They don't have to wait for somebody to feed them. That's not all. Visitors feed the animals junk. For example, a hippo named Ernie swallowed a tenn ball because a visitor threw it in the cage. The hippo died. I both wishes he were in the wild!

Zoo keepers wash cages with chemicals. The animals are not use to them which kills them. For example, zoo keepers will go into the cages with chemicals the animals are allergic to. Some animals die from this. I think we shouldn't have zoos. Animals would be safe in the wild.

In the wild, animals will eat when they want to eat. The animals will not have to worry about visitors feeding them trash.

The animals can have their privaciy. For example, the animals won't have to worry about swallowing a tennis ball and getting washed with chemicals that they are allergic to. I think animals would be better in the wild where they live.

Sincerelyı

Annotations for Persuasive Paper 9

Ideas: Exceeds Standard

The writer's position is clear (we don't need zoos) and well developed. The paper contains relevant supporting ideas (animals aren't fed well, cages are washed with harmful chemicals, animals have privacy and aren't harmed by visitors in the wild) that are elaborated with examples (Ernie the hippopotamus swallowed a tennis ball) and details (animals are allergic to cleaning chemicals). The paper contains complete information to address the issue, and the writer's focus is sustained.

Organization: Exceeds Standard

The paper contains a strong introduction, body, and conclusion. The writer effectively introduces the issue by asking the reader to remember going to the zoo. Related ideas are grouped together in the body of the paper. The paper ends by concluding that animals would be better off in the wild. The writer uses a variety of transitional elements to link ideas ("Because of what I learned," "In the wild," "That's not all," "for example").

Style: Exceeds Standard

The writer's concerned voice is clear and appropriate throughout the paper. Attention to the audience is demonstrated in the introduction (opening questions), body ("I bet he wishes he were in the wild!"), and conclusion. Descriptive, interesting language ("their privacy," "chemicals the animals are allergic to," "swallowing a tennis ball and getting washed with chemicals") and strong verbs enhance the persuasive tone of the paper.

Conventions: Exceeds Standard

The paper demonstrates control of sentence formation, usage, and mechanics. Sentences are consistently clear and correct, including complex and compound sentences. Subject/verb agreement is consistently correct. A variety of punctuation is also used correctly. The paper contains only three errors ("not use to them," "privaciy," "feedind"). The writer correctly spells many difficult words ("chemicals, swallowed, visitors, allergic").

Zoos Rule!
By

"Aaaaaaah!" That's what animals say when they get hurt or killed. When they get killed some of them go to a place where they get turned into a coat or some leather pants. Would you want to get turned into a coat or some leather pants? Check this out to see what I think about zoos.

Cruelty:

Some people think that we shouldn't have zoos because zoos take animals out of nature. Well, zoos need to take animals out of nature. If zoos didn't take animals out of nature they could get hurt. For example, if they were in nature they could get hurt or killed by hunters. Some hunters are cruel

to the animals. They kill the
animals just for sport. I have
some friends that I visit and
they have eight deer heads on
their wall. They also have antlers
all over their trees for decorations.
They would not have died if they
had been in a zoo.
   Also, in malls they sell fur coats
coats with collars made out of
animal fur. Plus, leather comes from
animal's skin. People are making
pants and boots out of leather.
Zoos don't kill animals for clothes.
They protect the animals.
   I read a Ranger Rick magazine
that was talking about a time
when porpoises got stuck in fishing
wires and nets and almost got
killed. That wouldn't happen if they
were in zoos. They're much safer
in zoos. One more example, if it
weren't for zoos, animals like the
bald eagle would extinct. Farmers
spray chemicals on their crops

and that allows bald eagles'
baby eggs not to hatch. Zoos
don't spray chemicals on their
plants. Zoos need to take animals
out of nature. Animals need protection
by the zookeepers. I think
we need zoos.

Spending Money:
A lot of people think that zoos
are careless with their money. Good
zoos don't waste their money. Good
zoos use their money for very good things.
They use money for the right
kind of food and the right
amount of food. Zookeepers
study animal's diet and don't
just throw food into their cages.
They try to meet their needs.
They spend money on security
cameras and security guards.
They give out pamphlets and
information packets to visitors
to teach them how to take care of
the animals. They spend a lot of
money to protect animals in

the zoo.
Put yourself in a animal's poslition.
Would you want to be killed by a
gun? Would you want to get stuck
in fishing wires or nets? Would
you want to be extinct? Or would
you want to live in a zoo?

Ideas: Exceeds Standard

The writer's position (we need zoos) is clear and well developed with relevant supporting ideas (living in the wild can be dangerous for animals, how zoos protect animals, zoos spend money wisely). The writer includes examples and details to develop the supporting ideas (deer heads on walls, fur coats, harmful chemicals, security cameras and guards, informational pamphlets). The paper contains complete information, and the writer's focus is sustained.

Organization: Exceeds Standard

The paper contains a strong introduction (sound of animals getting killed), body, and conclusion (put yourself in an animal's position). Related ideas are grouped together, and subheadings are used to introduce the supporting ideas. A variety of transitional elements are used to link ideas ("When they get killed," "also," "one more example," "If zoos didn't. . ."). The overall organizational pattern is clear and appropriate to persuasive writing.

Style: Exceeds Standard

The writer demonstrates attention to the audience in the introduction ("Would you want to get turned into a coat or some leather pants?"), body ("A lot of people think that zoos are careless with their money"), and conclusion ("Would you want to be extinct? Or would you want to live in a zoo?"). The writer's impassioned voice is clear and appropriate. The descriptive language and strong verbs enhance the persuasive tone of the paper. Interesting language is demonstrated throughout the response.

Conventions: Exceeds Standard

Sentence formation, usage, and mechanics are consistently correct in a variety of contexts. The writer uses a variety of sentence structures. Spelling and punctuation are consistently correct (with the exception of "securty" and a few missing commas). Commas are used in a series and after introductory words. Apostrophes are used in possessives. Subject/verb agreement is consistently correct.

Practice Scoring

Persuasive Practice
Papers 1 - 10

Score Sheet for Persuasive Practice Papers

Paper #	Ideas	Org.	Style	Conv.
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Boom! Pow!
by

People say that natural habitats are better for animals. However, zoos are building exhibits so the animals can feel more home. In the wild, hunters kill the animals just for their tusk, meat, or skin. People use elephant tusk for necklaces, beads, and more. Meat is used to eat and sell. Skin is for cloths and blankets. Zoos are definitely a safer place for animals. For example, in <u>Crinkles Magazine</u> I read that zebras are constantly being hunted by lions, hyenas, cheetahs, wild dogs, crocodiles, and humans. Do you remeber when you shot your first deer? I feel sorry for them. Do you? Those deer wished they where in a zoo. Did this change your mind. Do you like zoos or not? Yes or no? If it didn't change your mind, lisson to this.

In the wild animals are dieing of wether that causes habitat loss. Forest fires couse animals to die becase habitats are distoryed. In zoos people can't bring matches, cigarettes, or anything that can cause a fire. For exomple Discovery Chanal had a sighn that said the same thing.

If a drought hits animals will die of changes in
habitat. For example when people through matoroxes out
it could get so hot that would catch on fire.

If a hurricane hits it will destoy miles and miles
of habitats. For example in the wild hurricanes pull
up trees.

In the wild sometimes their are not enough food for
baby animals. In zoos ther are enough for baby animals.
Know did this change your mind? Yes or no?

Zoos
by

Ve need zoo to sake the
animals so the animals get
food so they can be liveg and
so the animals will not get
hurt to in go to look at.Them
Some can. dre in the fost that
is why we need zoos. and we
can- be happey that, for the
animals and the zoos they
take good care some people
Think That Zoos are bad there
Tuin have a good life.

I Want Animals to Rome Free

I want animals to be in the wild.
I think some animals like to run
around because monkeys love to swing
in trees. But in a zoo they don't
get as much room. If the pandas
are in the wild they can eat
bamboo when ever they want, but
in the zoo they do not get as
much food. Snakes might be happier
on their own. Zoos cram them
inside small cages where they can
not move around. This is why I
don't want zoos.

No More Bad ZOOS

By _____

Hey, if you ever went to a zoo you might think that they are good for animals, but if you did a little research you might think another way. I used to be the same way. ~~I~~ thout that we needed zoos but then when I met Mrs. D~~i~~ she showed us articles and books about people being mean to animals. She made me think about zoos in a different way. Now I think that we don't need zoos since I read things. Read on to find out more.

Theme Parks Are Not A ZOO

Some people say that zoos have habitats just like the wild. They say that these parks and zoos are different from the wild. In Walt Disney World, some of the animals died even though they spent 800 million dollars to try and develop a natural habitats for animals. The animals still got sick and died. So all that money didn't save the animals. If they had been in the wild, they probably would sill be alive.

Dieing Animals

When I was reading an artical, I read that the Asian elephant died because the zookeepers put the Asian elephant with an African elephant. The Asian elephant got sick with a disease from the Arican elephant. They would be better off in the wild because if the Afican elephant was in Africa and the other one was still in Asia, This probably wouldn't have happened. The Afican elephant couldn't have spread his disease to the Asian elephant. Natural habitats are better than zoos because zoos can't create a real natural habitat like nature.

Endangerd Animals
        Some people think that we should have zoos because they save endangered animals. That's not really true. Animals in zoos have to be told how to date by their zoo keepers. For enample, the San Diego zoo's panda shi shi and female Bai Yon couldn't have any babies because they didn't like it. If they had been in the wild they would of found some one they liked. How would you feel if you had to kiss a person that you don't know or like? We don't need zoos

So endangered animals can make babies with who they want too

Bad zoos waste money. Animals are still getting sick and dieing from not being in their natural habitats. The animals spread diseases from being to gethter in zoos. Animals in the zoos are not happy. They don't want to have babies because they don't like being forced to like somebody they don't want to be with. NOW that you read what I have writen, do you still think we need zoos?

Should There Be zoos?

Should There De zoos? I Think there should Be zoos. Beacause animals will get hurt. In The wild animals will get hurt. Zoos Keep animals safe

Dear Reader,

Have you ever thought about if we should have zoos? I have! I used to say we needed zoos because I liked going to zoos. I liked going to zoos because I could see animals do tricks and other cool things. My class looked in books, read articles, and magazines. We found information about how animals live and how they should live. Well, now I believe zoos aren't all that good. I think we shouldn't have zoos. Read on to see what I think.

Some people say that zoos educate us about animals. Yes, but the only real way to learn is to go to their natural habitat in the wild. For an example, you could get the GPS system to use to follow animals in

their habitats. I saw Crocodile Dundee putting a band on a crocodile. He could see everywhere the crocodile went and could track him. This is good because they would live with their family in their natural habitat.

And another way to see the animals are with binokulars. For an example, watching birds. You could be far away and track them like Cocodile Dundee. Scientists could see them anywhere. They wouldn't have to look them up to see them.

Some people say that it is fun to watch the animals do tricks. Yes, but the animals probably just don't want to do tricks. They probably want to play with their animal friends. Mrs. D told

us about a seal that had to bounce a ball on his nose all day long and onley got one little treat. How would you like to work all day long for just one little treat? In the wild the animals could get food when ever they wanted. In the wild, the animals could work, or sleep when they wanted to.

I think we don't need zoos because the animals have to work all day long. It's not fair because they get onley one little treat. The animals work every day until they die. Do you think we need zoos?

Your Friend,

ZOOS ARE Good FOR Animals

Do you know stuff about zoos? I'm here to tell you about zoos if you don't know about about zoos. Why would you want to put the poor crechers in the wild they could die, because they will not get the right food?

They could be safe form there enmeies. If there in a cage and not in the wild they are ok.

Keep the crechers in cages.
Plus they could get hurt when
I say "hurt I mean very
hurt badly?" I don't like
a animal to die. So like
I said before "keep the
poor crechers in cages, and
alive.

DO WTAT3
RIGHT!

Zoos are good
By

By coce e animos live ther and they like it ther ans if they like to play with ther famale wen they get hert the peopl mak the anomal to slep and make it better ans giv the food cafole. In the zoos they do not cel the animals they pertec them

How Zoos Help Animals

I think we should have zoos becase zoos
are important for some people. In nature
if an animal is ill it can't cure itself.
If nobody is there to cure the sick
animal it might die and the
sorce of animals that have died
in the past have or might be lost
forever. If animals were lost forever
the earth would not be the same.
We also would have less animals
than we started with. Without
animals we would not be able to
live. Animals help us in every
way. So zoos help animals stay
alive so we will not lose the

animals. Zoos are great
homes for animals!

We Should Have Zoos

The animals would be taken care of if the animals where in a zoo. They will be fed food and water. Animals will be able to servive beter in a zoo because they will be taken to the zoo hospitl. The animals deserve a good home to live in because they are good to us. They will be happy in a zoo.

Answer Key for Persuasive Practice Papers

Paper #	Ideas	Org.	Style	Conv.
1	Meets	Meets	Meets	Meets
2	Does not Meet	Does not Meet	Does not Meet	Does not Meet
3	Meets	Meets	Meets	Meets
4	Exceeds	Exceeds	Exceeds	Exceeds
5	Does not Meet	Does not Meet	Does not Meet	Does not Meet
6	Exceeds	Exceeds	Exceeds	Exceeds
7	Meets	Meets	Meets	Meets
8	Does not Meet	Does not Meet	Does not Meet	Does not Meet
9	Meets	Meets	Meets	Meets
10	Does not Meet	Does not Meet	Does not Meet	Does not Meet

Part VII. Narrative Writing

1. Defining Narrative Writing
2. What Narrative Writing Is and Is Not
3. Narrative Rubrics
4. Ideas
5. Organization
6. Style
7. Conventions
8. Sample Student Papers
9. Practice Scoring

Defining Narrative Writing

<u>Narrative Writing</u>: Writing that tells a story or gives an account of something that has happened. The purpose is to recount a story grounded in personal experience or the writer's imagination.

<u>Methods</u>:

- Uses a setting, characters, circumstances or events, a plot, and a point of view to tell a story.

- Description of these elements is a key factor.

- May employ strategies such as flashback, foreshadowing, dialogue, tension, or suspense to develop the story

- Contains a beginning, middle, and end and these sections are usually presented chronologically.

What Narrative Writing Is and Is Not

An effective narrative composition. . .	An effective narrative composition is NOT . . .
Tells a personal or imaginative story	A list of events and/or facts
May include the writer's imagination and personal experiences that are related to the story	An abundance of facts or personal anecdotes that are unrelated to the topic
Contains narrative elements such as characters, plot, point of view, and setting	Formulaic, repetitive writing
Presents ideas in a clear, chronological sequence	A list of reasons, opinions, or unrelated episodes
Presents a story that has a well developed beginning, middle, and end	A paper that lacks a clear beginning, middle, and end
Uses a lively writing voice to engage the reader	Flat, uninteresting writing
Uses vivid sensory details and descriptive adjectives and verbs	A response that contains imprecise language
Uses a variety of sentences	A response with little sentence variety
Contains correct sentences, usage, grammar, and spelling that make the writer's ideas understandable	Incorrect sentences, usage, grammar, and spelling that prevent the reader from understanding the writer's ideas

Georgia Grade 3 Writing Assessment: Scoring Rubric
NARRATIVE WRITING

Domain 1: Ideas - The degree to which the writer establishes a focus and develops the main points with examples, facts, anecdotes, and details.

Component	Does Not Meet Standard	Meets Standard	Exceeds Standard
Focus	Little or no evidence of focus, purpose, or point of view	Generally consistent focus; some evidence of a purpose and point of view	Sustained focus on the narrative purpose; consistent point of view
Supporting Details	Details and descriptions are limited and may be irrelevant	Includes some relevant details and descriptions	Relevant details and descriptions are included throughout the paper
Character Development	Character(s) are named or listed rather than developed	Begins to develop main character(s) through action and dialogue	Develops main character(s) through action, dialogue, and/or description
Development/ Completeness	Insufficient information to tell a story	Sufficient information to tell a story	Complete information; the events of the story are well developed

Domain 2: Organization - The degree to which the ideas are arranged in a clear order with a beginning, middle, and end.

| Component	Does Not Meet Standard	Meets Standard	Exceeds Standard
Organizational Pattern (Beginning, Middle, End)	Little or no evidence of an organizational pattern	Contains a beginning, middle, and end; one part of the paper may not be as strong as the others	Clear narrative organizational pattern with a strong beginning, middle, and end
Chronological Sequence of Ideas	Little or no evidence of sequencing	Ideas are generally presented in a chronological sequence	Chronological sequencing of ideas within and across parts of the paper
Transitions	Little or no evidence of transitions	Transitions are used but may not be varied	Transitions are used consistently and effectively throughout the paper

Domain 3: Style - The degree to which the writer controls language to capture the reader's interest.

Component	Does Not Meet Standard	Meets Standard	Exceeds Standard
Word Choice	Language is simple, repetitive, or imprecise; little or no interesting language	A mixture of simple, ordinary language and interesting language (e.g., descriptive language, sensory details, strong verbs)	Sustained use of interesting language (e.g., descriptive language, sensory details, strong verbs)
Audience Awareness	Little or no awareness of audience	Some attention to the audience; some sense of the writer's voice	Attention to the audience in the beginning, middle, and end; writer's voice is clear and appropriate

Ideas

1. The Components of Ideas
2. Focus in Narrative Writing
3. Narrative Purpose
4. Narrative Point of View
5. Elements of Supporting Details
6. Relevance of Ideas
7. Development of Ideas
8. Three Levels of Development
9. Sense of Completeness
10. Character Development

The Components of Ideas

Ideas

Focus

Supporting Details

Character Development

Development/ Completeness
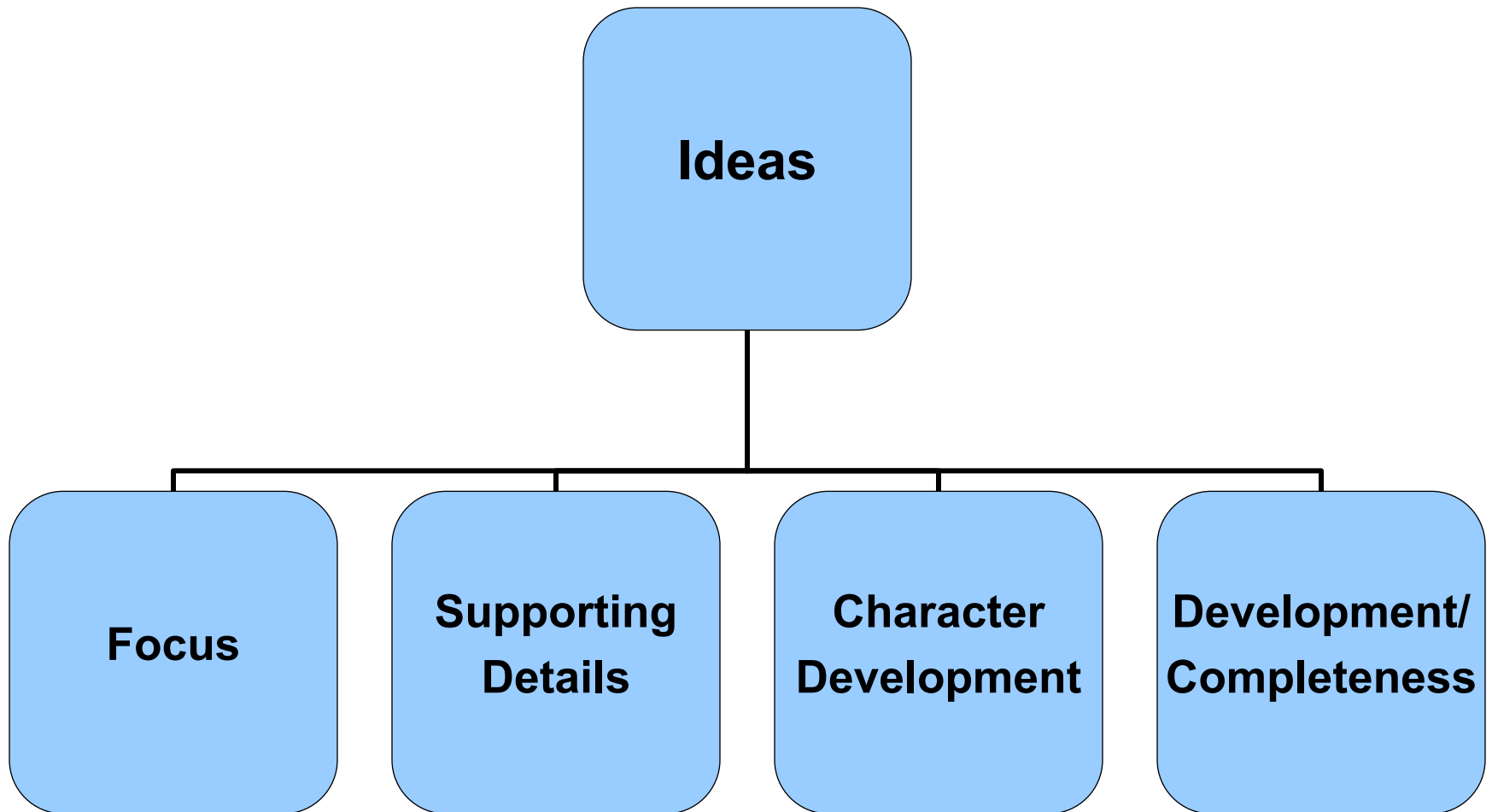
Focus in Narrative Writing

- In narrative writing, the focus of the story may be character development, the plot, a setting and time period, or a deeper theme.

- Part of maintaining focus is selecting relevant details that advance the story and leaving out information that may distract the reader from the focus of the story.

- The focus is usually implied rather than stated directly.

- Maintaining a clear point of view also indicates focus.

Narrative Purpose

The purpose of a narrative is to tell a story and capture the reader's interest.

Writers may have many purposes for telling a specific story:

- Some stories have a meaning that goes deeper than simply the events.
- Sometimes the writer has a point to make.
- Sometimes the writer wants the reader to understand something personal about himself/herself or to present a lesson about living.

Narrative Point of View

Point of view is the perspective from which a story is presented to a reader.

- <u>Third person narrator</u> (omniscient): not a character in the story

- <u>First person narrator</u>: a character who observes or participates in the story

Elements of Supporting Details

Supporting Details

Relevance

Development

Relevance of Ideas

Relevance

Writer's Topic

Purpose
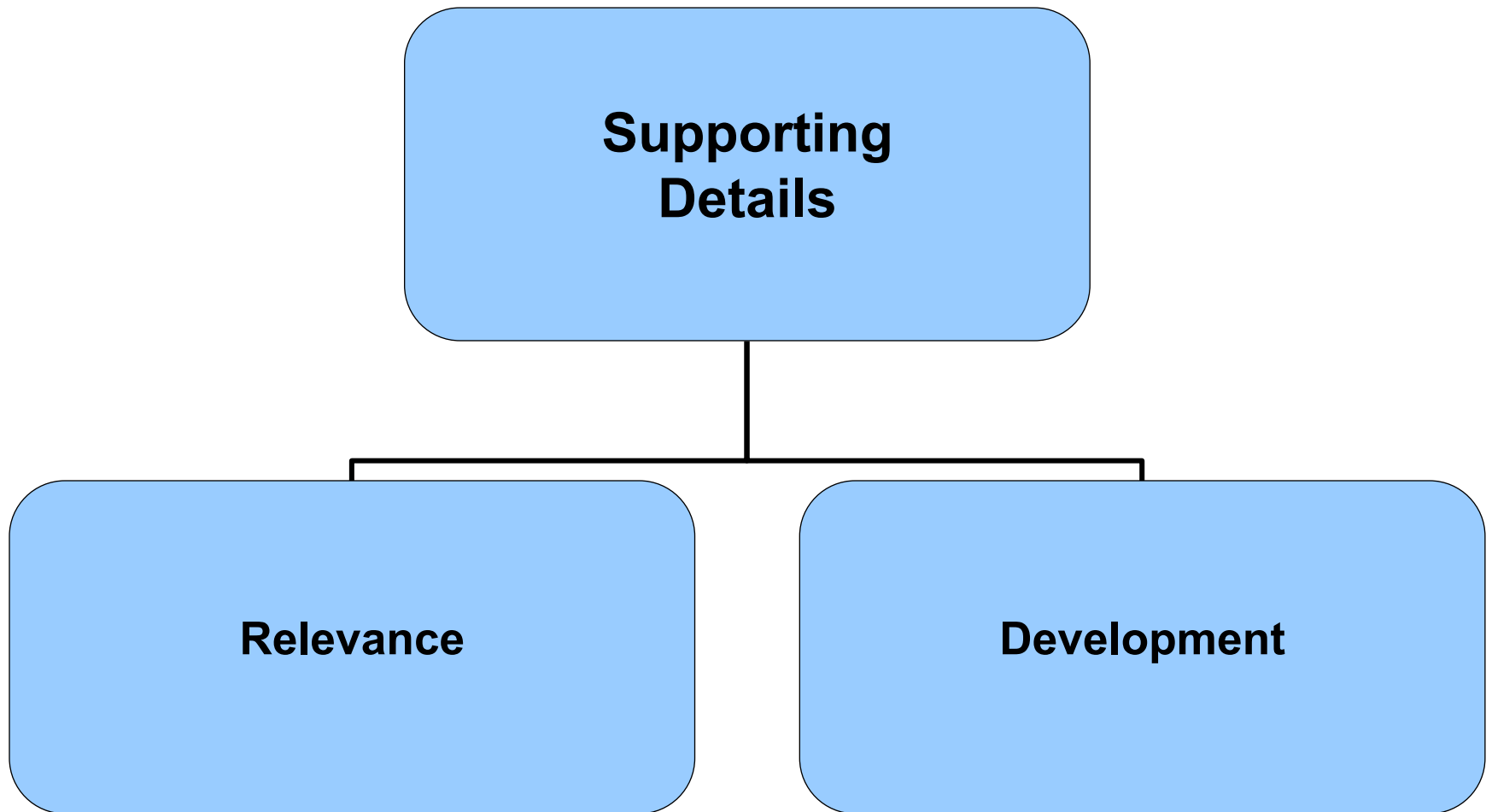
Character Development

Characters can be developed through:

- Action

    – What the characters do, feel, or think

- Dialogue

    – What the characters say

- Description

    – What the characters look like

Development of Ideas

Idea Development

Depth of Development

Completeness
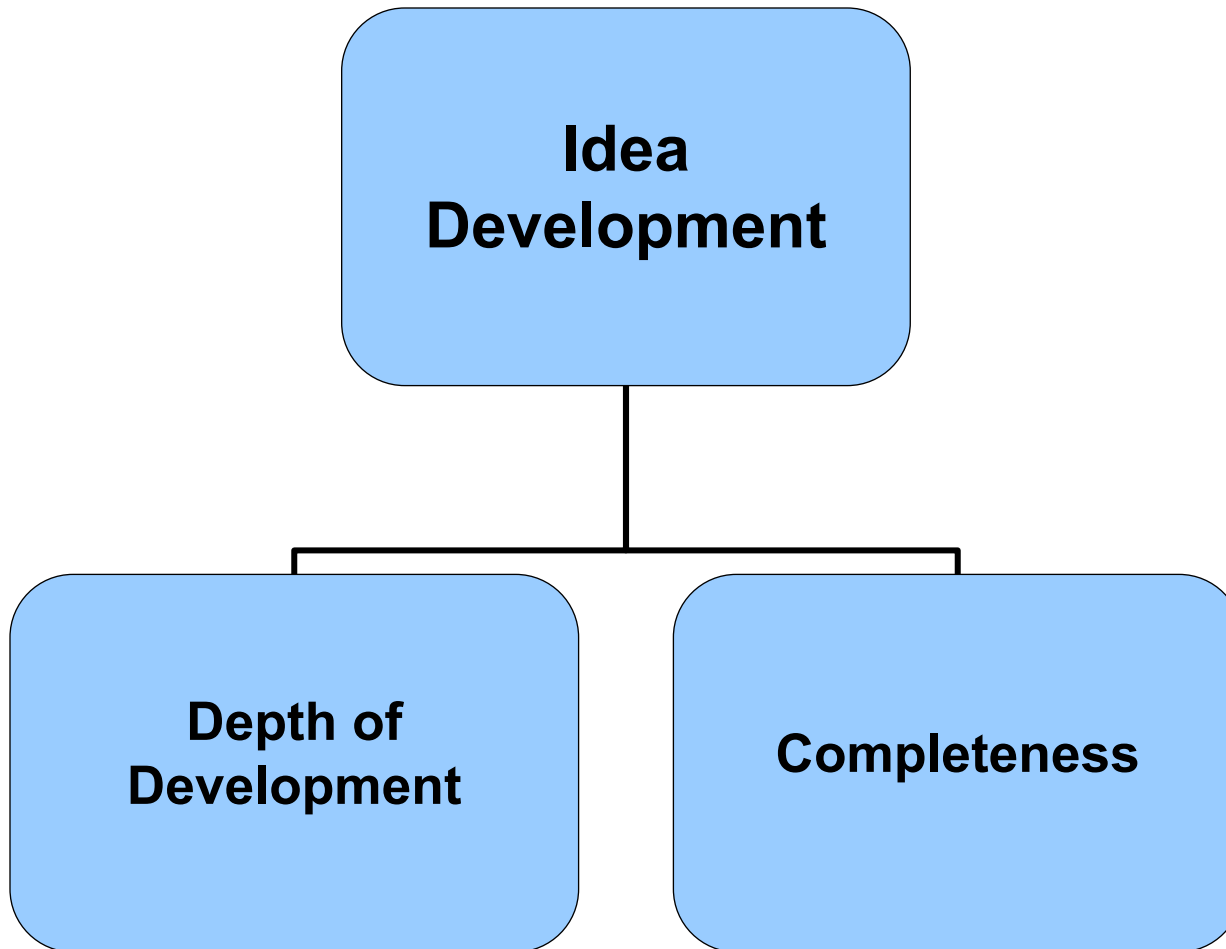
Three Levels of Development

Does Not Meet Standard

On a cold night a kid made a snowman. He put a hat on it. He put rocks for his eyes. When he put a scarf around its neck he came alive.

Meets Standard

On a cold night in February a kid named Freddy made a snowman. He put a black hat on it. He used two pieces of charcoal for his eyes. When he put a long striped scarf on its neck the snowman came alive. A big boy came and kidnapped the snowman. The snowman was in a van. The van stopped at a river. The big boy was going to push the snowman into the water but when he opened the door of the van the snowman was gone.

Three Levels of Development

Exceeds Standard

On a cold night in February a boy named Freddy built a snowman. He put a black hat on it. He used two black pieces of charcoal for the eyes. When he wrapped a long striped scarf around the snowman's neck, the snowman came alive. A bird saw the snowman and was scared of it. The snowman was friendly and said "Hi" to the bird. They became good friends.

One night the bird saw a big boy pick up the snowman and kidnap him. The boy put the snowman in a van. The bird saw the van begin to move through the darkness. Wherever the van went, the bird did too. Finally the van stopped at a frozen river. The big boy got out of the van and got a shovel. He broke the ice over the water. He was planning to push the snowman in to the river, but when he opened the door of the van the snowman was gone. Freddy never did know what happened to his snowman. But the bird knew.

Sense of Completeness

- Two features give a paper a sense of completeness:
  - The depth of the development of the information included
  - The paper coming to a natural close

- Having a sense of completeness is not the same as having a concluding statement or paragraph.

- A paper may have a conclusion and still leave the reader feeling that the information presented is incomplete if. . .
  - the body of the paper is only minimally developed.
  - there are gaps in the information that leave the reader with questions.

Organization

1. The Components of Organization
2. Narrative Organizational Patterns
3. Beginning-Middle-End
4. Chronological Sequence of Ideas
5. Transitions

The Components of Organization:

Organization

Organizational Pattern

Chronological Sequence of Ideas

Transitions
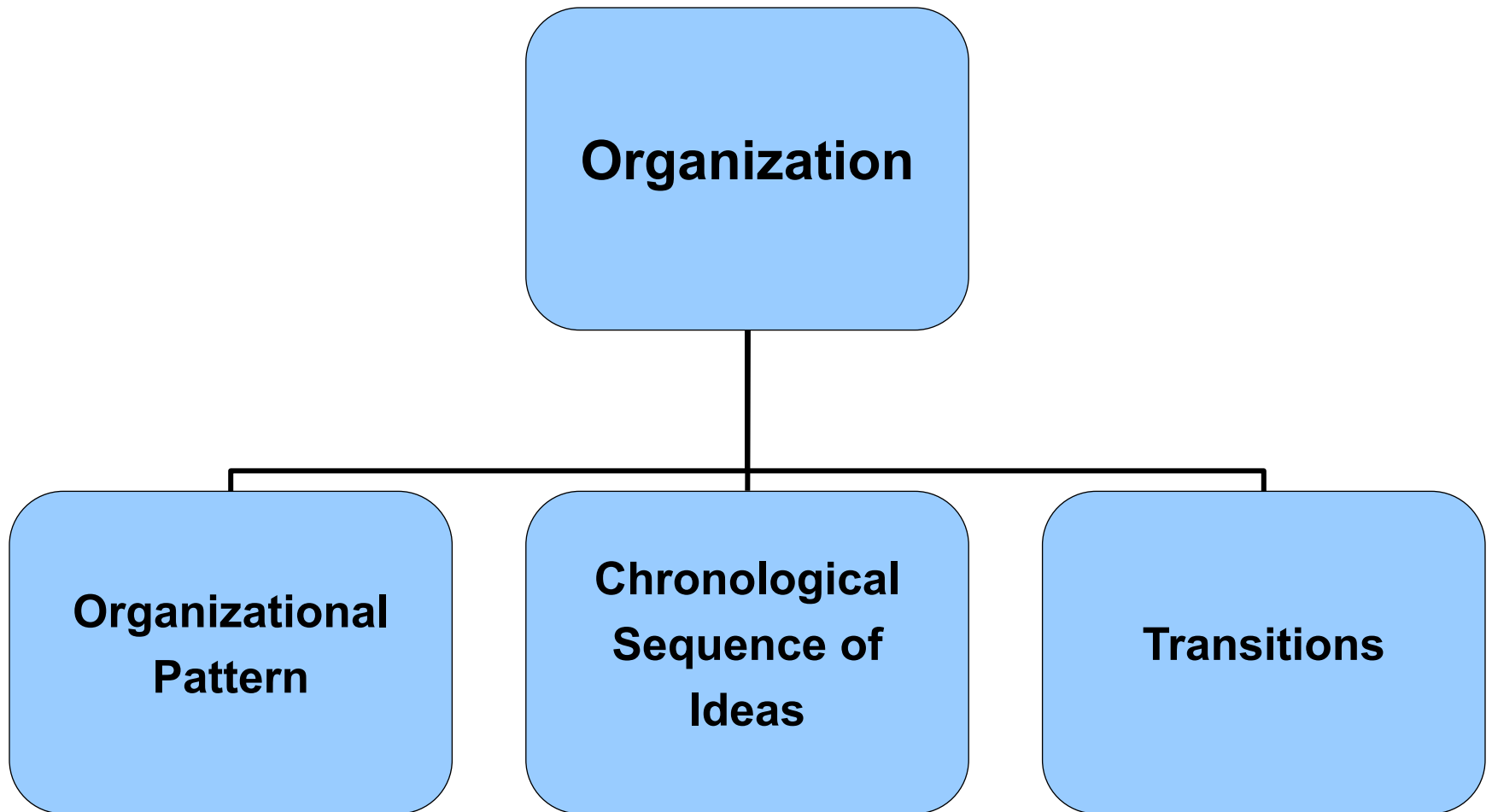
Narrative Organizational Patterns

- Beginning, middle, end
- Flashback: end, beginning, middle
- Beginning, situation or conflict, climax, resolution of the conflict

Beginning-Middle-End

Beginning: Sets the stage for the development of the writer's ideas and is consistent with the purpose of the paper.

Middle: The details and examples that support the controlling idea.

End:Signals the reader that the paper is coming to a close.

Chronological Sequence of Ideas

Sequencing: the way the writer orders the main ideas of the story to implement the overall plan.

Effective sequencing: Ideas will build logically on one another and lead the reader through the story.

Ineffective sequencing: The main events may have little relationship to one another and could be presented in any order.

Clear sequencing helps the reader understand the writer's story.

Transitions
Making Connections Between Ideas

- Transitions lead the reader through the paper by linking parts of the paper and ideas within paragraphs.
- Transitions are used between sentences, between paragraphs, and within sentences and within paragraphs.
- Transitions can signal the type of relationships between ideas.
- Transitions can signal the reader that time has passed.
- Transitions may be explicit or implicit:
  - May be a single word, a pronoun, a phrase, or a logical linking of ideas
  - Explicit transitional words: first, next, finally
  - Implicit transitional devices: synonym and pronoun substitution, moving from general to specific or from specific to general

Style

1. The Components of Style
2. Word Choice
3. Types of Language
4. Levels of Language
5. Strong Verbs
6. Audience Awareness and Tone
7. Voice

The Components of Style

Style

Word Choice

Audience Awareness
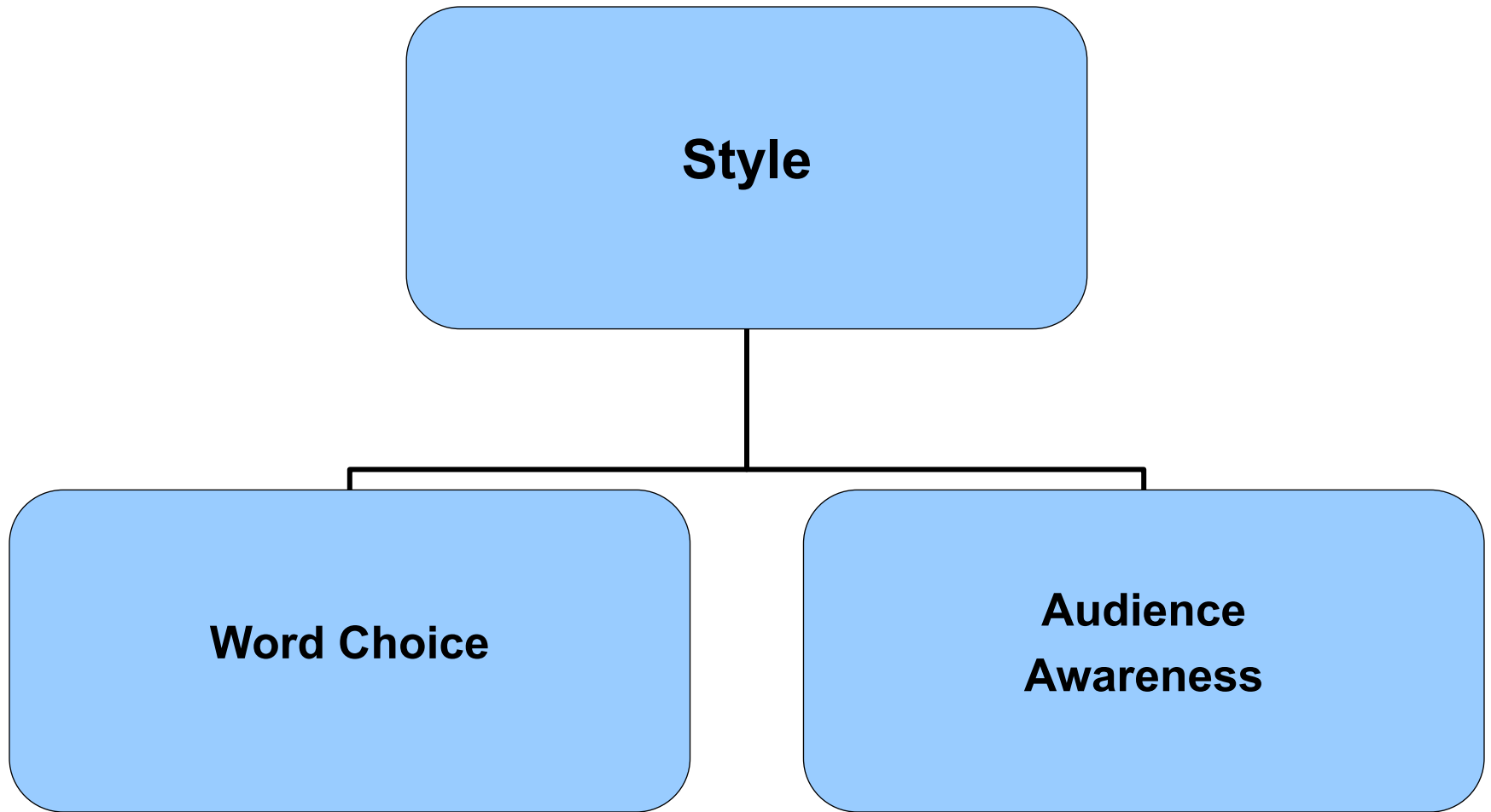
Word Choice

- Effective word choice is determined on the basis of the writer's purpose.

- Word choice establishes the tone of a narrative.

- Word choice involves more than the "correct" dictionary meaning of a word.

- Word choice includes the connotations (the associations, meanings, or emotions a word suggests) of words.

Types of Language

Interesting Language

- *Sensory Details*: what the characters see, hear, taste, smell, and feel. Writers use details that appeal to the senses to help the reader imagine the events of the story.

- *Descriptive*: conveys an idea, image, or impression.

- *Figurative*: figures of speech or phrases that suggest meanings different from their literal meanings (hyperbole, metaphor, simile, irony).

Simple, Ordinary Language

- common words that are correct but not precise.

Levels of Language
(described in the Grade 3- Scoring Rubric)

Level	Example
Interesting and Descriptive	"One dark and snowy night there was a blizzard. I got up and looked out of my window wondering when it would stop."
Simple and ordinary:	"Once upon a time there was a snowman named Bob."

Strong Verbs

- Strong action verbs make writing more precise and interesting. Strong verbs help to illustrate the events of the story with concrete details that capture the reader's interest.

- Strong verbs: tiptoed, gobbled, stomped, roared, sobbed

- Weak verbs: am, have, are, is, be, was, had, were

Audience Awareness and Tone

- Audience Awareness refers to the ways a writer can make an impression on or engage the reader.
    - Because a piece of writing is created to be read, an effective writer attempts to create a relationship with his or her audience.
    - The effective writer anticipates what the audience will find interesting or engaging.

- Tone refers to the attitude a writer expresses toward the reader, the subject, and sometimes himself/herself. It reveals how the writer feels about what he or she is saying.
    - To be effective, tone must be consistent with the writer's purpose.
    - Tone is established through choice of words and details.
    - Some of the techniques used to engage the audience vary by genre, but all pieces of writing have a tone.

Demonstrating Audience Awareness in Narrative Writing

Effective writers use the following techniques to engage the reader

- Descriptive Details

- Figurative Language: Imagery, similes, metaphors

- Dialogue

- Addressing the reader

- Humor

- Showing vs. Telling

Voice

A paper that demonstrates voice conveys a strong sense of the person behind the words.

Voice in personal narrative:

"Have you ever had a cousin who is exactly like yourself, and you still have fun together? Well, I certainly do."

Voice in imaginative stories:

"One dark and snowy night there was a blizzard. I got up and looked out of my window wondering when it would stop."

Conventions

Go to Part IX. Conventions for the Conventions rubric and information about scoring this domain. The Conventions Rubric is the same for all genres of writing.

Sample Student Papers

Narrative Papers with Score Point Annotations

Narrative Writing Assignments

Personal Narrative
Write about a special memory that involves someone who is close to you. Be sure to include vivid language that would include all the senses.

Imaginative Story
Write a fantasy story about snowmen. You may place your snowman in a setting of your choice. Make sure you include vivid language and a great lead sentence.

The sample papers in this section were written in response to these assignments. Student names have been removed for purposes of privacy.

The Snowman did not
know he had magic. The boy did know because
he made him. the snowman know he had
magic and the bird did too. The bird saw
the Snowman and they both ran home and
they were best friennd's forever. They were
very happy that day.

Ideas: Does Not Meet Standard

There is little evidence of narrative purpose or point of view. Each sentence in this brief paper is about snowmen, but there is no beginning. The paper begins in the middle of the action. The writer does not describe what kind of magic the snowman had or why the snowman ran away. Characters are not developed. The reader receives no information about the boy who made the snowman. There is not enough information to tell a story.

Organization: Does Not Meet Standard

There is little evidence of a narrative organizational pattern. The paper does not have a beginning, but the other events in the story appear to be sequenced chronologically. There are no transitions. Lack of an appropriate narrative organizational pattern prevents the paper from meeting the standard.

Style: Does Not Meet Standard

There is no descriptive language or sensory details, only action. The language used to tell the story is very simple ("The snowman did not know he had magic.") and repetitive. There is no awareness of audience.

Conventions: Does Not Meet Standard

The majority of the five sentences in this paper are clear and correct, but there is little variety. There is one subject verb agreement error ("the snowman *know"),* which would not be significant in a longer paper, but becomes more important in this brief paper. Other nouns and verbs are very simple forms. Plural pronouns are used correctly. Spelling and capitalization are correct. Overall, however, there are not enough correct examples of any component to demonstrate control of Conventions.

Snow Famely

The Keng said onec
there was a Snowman
and snowoman. the got
marreyd. and biad for
Snow Keds. JackBack
snowy. ferball and cather
the cids Started school.
Weh they were five.
Wen Jackback was
aght and snowy was
seven and ferball was
nine an cather was
ten tey had a bonchap
they got roch. they got a
a snow bulldog for
three hudred thousund
Dollers it had for snow
Puppys. tow gerus an tow boys
and they can Skatebord.

Ideas: Does Not Meet Standard

There is little evidence of focus in this response. The writer names and lists characters (King, Jack Back, Snowy, Furball, Cather) and their ages, but the details and descriptions are limited or irrelevant. There is insufficient information to tell a story. The plot is not clear.

Organization: Does Not Meet Standard

The paper contains a limited beginning, middle, and end. There is little evidence of an organizational pattern. Ideas are listed rather than sequenced in a chronological order. There is little evidence of transitions.

Style: Does Not Meet Standard

Language is simple, repetitive, and imprecise ("wen jackback was aght and snowy was seven and furball was nine an cather was ten"). Listing the names and ages of characters indicates a lack of audience awareness. The paper does not contain sensory details or descriptive language.

Conventions: Does Not Meet Standard

The paper contains severe and frequent errors in sentence formation, usage, and mechanics. There are many run-ons, fragments, spelling errors, and incorrect verb forms. Capitalization and punctuation are not correctly demonstrated.

a <u>snowey</u>

by.

Once upon a time
ago a snowman named
Kevin he loved wrestling
On Halloween. On a snowxy
vampires wore sweaters
dragons wore face mitens
scelaton wore bone mittens
Oh wait lets get back
to the story. Kevin wanted
a friend so he went out
to find a friend and he
did. A girl named Rose and
they were freinds forever.
They wanted a nother
freind they traveled to
the north pole and met
Roudof and they were
friends forever.

Ideas: Does Not Meet Standard

There is little evidence of focus on the narrative purpose. Characters are introduced (vampires, dragons, skeletons) then never heard from again. Details and descriptions are limited. There is not enough information to tell a story. The reader is left with many questions.

Organization: Does Not Meet Standard

Although the story has a beginning and an end, the first half of the middle seems to have little to do with the second half of the middle and does not advance the story. The writer even mentions this: "Oh wait lets get back to the story."). From the middle of the paper on, events are related in chronological order. There is little evidence of transitions. Weaknesses in all components of organization prevent this paper from meeting the standard.

Style: Does Not Meet Standard

The writer attempts to describe what vampires, dragons, and skeletons were wearing on Halloween, but these descriptions are not relevant to the story line. There is little description of Rose, or Kevin the snowman. Language is very simple ("they wanted another friend"). There is little awareness of audience.

Conventions: Does Not Meet Standard

The majority of sentences are incorrect. Most of the paper consists of long, run-together sentences. Usage is generally correct with the exception of "a snowman named Kevin he," but most noun and verb forms are simple. The majority of errors are in mechanics. There are frequent and severe errors in spelling which distract the reader. It is not possible to determine if capitalization is correct because it appears that some letters are always upper case. Overall, there is not enough control demonstrated to meet the standard.

We were all bored at home. So my mom said we can go to florida. We drove all the way to florida my dads sister lives there so we stayed there for a few weeks and one day I went to go get a Sevoner to remember when I went to florida and I Swimed in the ocean and I made some new friends next time I come it will be better than last time!

Ideas: Does Not Meet Standard

The writer begins to describe a trip to Florida, but the paper lacks sufficient information to tell a story. Details and descriptions are limited. The characters and events are only beginning to be developed.

Organization: Does Not Meet Standard

The paper is too brief to contain a clear beginning, middle, and end. The writer lists several things he/she did in Florida (stayed for a few weeks, got a souvenier, swam in the ocean, made some friends), but it is unclear whether the events are arranged in a chronological sequence. There is little evidence of transitions.

Style: Does Not Meet Standard

The paper contains little descriptive language or sensory details ("when I went to florida and I swimed in the Ocean and I made some new friends"). There is little attention to the audience.

Conventions: Does Not Meet Standard

Most of this brief paper consists of run-on sentences. There are also errors in word forms (swimed), spelling (sevoner), and capitalization (florida, Ocean). The writer does not demonstrate competence in punctuation.

The Snow Man 3/3/06

A Long time ago on a a snowy night.
Some Kids were playing in the snow. One
of the Kids build a better snow man
then the others. Soon they were tired
so they went in the house and
went to sleep. That night the
snow man came alive. The Kids woke
up. Then saw it moving on the goand.
Then all of the Kids started to
fight over him. But because they
all wanted to play with him. The
Snow man was a trouble maker.
The snow man woke up all the
Kids in the neighborhood by
making all Kinds of noises. The
next day the sun came up. The snowman
began to melt. Soon all the Kids
came running out and saw the snowman
melting on the ground. The children
cheered and said Summer will
soon come.

Ideas: Meets Standard

The writer is focused on the narrative purpose and all of the information included in the story is relevant. There are some details included about what happened after the snowman came alive, how the snowman was a troublemaker, and how the children felt after the snowman melted. The writer partially develops the character of the snowman by revealing that he is a troublemaker. There is sufficient information to tell a story.

Organization: Meets Standard

The paper contains a beginning, middle, and end. Ideas are appropriately sequenced in chronological order. The writer uses simple transitions ("Soon," "Then"). The ending is effective for a grade three writer (not limited to a single sentence).

Style: Meets Standard

The paper is a mixture of interesting language ("Along time ago on a snowy night," "troublemaker," "Making all kinds of noises," "the children cheered and said summer will soon come") and simple language. There is some awareness of audience as the writer describes the children's behavior after building the snowman, and after he melts (fighting and cheering). There is a sense of the writer's voice.

Conventions: Meets Standard

The majority of sentences are correct, but there are several fragments at the beginning of the paper. Usage is generally correct except for "One of the kids *build.*" Spelling, punctuation, and capitalization are correct but not varied. Overall, there is enough control demonstrated to meet the standard.

Me and Ninga frosty

One snowy chrismas morning there was a boy named Tyler. His life is not going so well. He did not have many friends eather. One morning he saw a flying hat. Then 5 seconds later he saw his principal. So Tyler told his principal. His principal said, "You are crazy." So all day long he thought about the hat But at night he was going to bed. But just then

he herd a tap aginst his window. It was the hat again But this time the hat brought a snow man to life. He was shooked that the hat brought a snow man to life. The snowman said his name is Ninja Frosty The snowman said do you want to come "out and play Tyler said O.K. Then Tyler ascket the snowman do you want me ~~and~~ to go

get Kyle that lives
three houses down from him.
Then he went and got his
friend Nick. Then he
went to go get a little
more peaple. They had
so much fun just like
me.

The End

Ideas: Meets Standard

The writer is focused on the narrative purpose and all of the information included in the story is relevant to the story of the snowman. There is a lapse in point of view at the end when the writer says, "They had so much fun just like *me.*" Until that point, the story had been told in the third person. The writer provides details in each part of the story (why Tyler's life isn't going well, the hat appears, the snowman coming to life, bringing in more people). The character of Tyler is beginning to be developed, first through description then through actions (going to get his friends to share in the fun with the snowman). There is sufficient information to tell the story.

Organization: Meets Standard

The paper contains a beginning, middle, and end. Ideas are presented in a chronological sequence. The writer uses simple transitions ("So," "Then").

Style: Meets Standard

Word choice is a mixture of interesting language ("His principal said, You are crazy." "Just then he heard a tap against his window. It was the hat again." "He was shocked") and simple, ordinary language ("Then he went to go get a little more people."). The writer attempts to use dialogue to engage the audience, but does not always choose interesting conversation to include. There is a sense of the writer's voice.

Conventions: Meets Standard

The majority of the sentences are correct, but the writer begins many sentences with conjunctions "But" and "So," indicating that the writer does not yet understand how to coordinate independent clauses to create complex sentences. Usage is generally clear and correct. Errors are very minor (the snowman said his name *is,"* "Do you want me to go get Kyle that lives three houses down from *him.*"). The reader cannot tell who the pronoun "him" refers to: Is it the narrator or the snowman? There are a couple of misspelled words (eather, mornning, peaple, ascket), but the majority of mechanics is correct.

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My Special Memory

3/06

My special memory with my family was when we went to St. Augustine. We went because my dad he really wanted to go. We went after school on Friday night.

We took the car to Florida, Jacksonville. I was so enthusiastic. About getting there. I couldn't wait to see the cool stuff.

When we got there. I saw really cool things. Like the oldest school. Then when it was the very end of the day, we were going to see a castle, but it was closed already.

My dad said "We Will Come Back Again". Then when the day was over we left. That's my special memory.

Ideas: Meets Standard

The writer is generally focused on the narrative purpose and maintains a consistent point of view. The writer provides some details about the trip, but not very many details about the "cool things" in Jacksonville. There is some development of the main character and the father of the main character. There is sufficient information to tell a story.

Organization: Meets Standard

The paper contains a limited beginning, middle, and end. None of the parts are strong, but the ending is more effective than the beginning or middle. Ideas are presented in a chronological sequence. The writer uses transitions to link ideas ("We went because," "When we got there," "Then when it was," "Then when").

Style: Meets Standard

The paper is a mix of interesting language ("my special memory," "enthusiastic," "I couldn't wait") and simple ordinary language ("We went after school on Friday night."). The writer shares some of his/her anticipation and enthusiasm. There is a sense of the writer's voice and some awareness of audience evident in the use of dialogue.

Conventions: Meets Standard

The majority of sentences are correct, but there are some fragments. The writer is just beginning to practice joining clauses into more complex sentences. Usage is clear and correct (except my dad *he")*, but there is not much variety. The elements of mechanics are generally correct with the exception of the capitalization of each word in the father's speech. Overall, there is enough control demonstrated in conventions to meet the standard.

A Snowman At The Mall
By:

One day I went outside in my backyard, and a snowman came up to me and said "Will you take me to the mall," I screamed bloody murder, but then he started to cry. I stopped for a second... "I guess" I said. He started hugging me but he got snow all over me.

So we went to the mall. As soon as we got there he said "I've got to go potty," I watched while he did the bathroom dance while he was walking to it. We was walking through th mall, and he saw an ice-cream stand. He just had to have some.

After that we was walking out of the mall, and he wanted to jump on the trampoline. Then we went home, I laided in my bed he laided on the ground outside. The next morning I went outside and he had left me a note it said "I'm Sorry I left u, but my mom called me. Have the best. Love Justin. Well I said he was a great friend.

Ideas: Meets Standard

The writer is generally focused on the narrative purpose and maintains a consistent point of view. The story is told in the first person and the narrator is the main character. The writer includes relevant details in each scene (asking to go to the mall, going to the bathroom, sneaking away in the night). The writer develops his/her own character by injecting humorous responses into the story ("I screamed bloody murder"). There is sufficient information to tell a story.

Organization: Meets Standard

The paper contains a clear beginning, middle, and end. Ideas are presented in a chronological sequence. The writer uses transitions throughout the paper ("So", "as soon as," "after that," "then," "the next morning").

Style: Meets Standard

The paper is a mixture of interesting language ("screamed bloody murder," "stopped for a second," "bathroom dance," "he laid on the ground outside") and simple, ordinary language. Some descriptive details are used ("bathroom dance"). The writer's voice is clear, especially in the aside to the reader that ends the paper ("Well I said he was a great friend."). There is attention to the audience in the humor the writer uses to tell the story.

Conventions: Meets Standard

The majority of sentences are clear and correct but there are some run-on sentences in the last paragraph. Subjects and verbs generally agree except for "we was." Nouns and verbs are formed correctly (except "laided"). The elements of mechanics are generally correct, but there are some missing commas and missing quotation marks. Spelling is correct except for the writer's use of "u" for the word "you." Overall, there is enough control demonstrated to meet the standard.

Going to the Fair

My family, friends and I were going to the fair. The first ride we rode on was the spaceship. It felt like the spaceship was in the air. The place we were lying on was bouncing up and down. After that we rode on the roller coaster. I felt like I was going to fall off because I was at the edge. We were getting hungry, so we ate. When we were done eating we went into the ghost house. We were in there and we heard a voice saying "Ha! Ha! Ha! Fresh meat!" I started to cry. The ride was finally over so we got off.

We took a break because my stomach hurt. After I felt a little better, we looked at the airbrush stuff. My friend Amy bought a shirt that said, "Amy" and had a design. Shaiv and I bought and shared a hat that had an S with blue mountains. Then we went on the Fliers. You have to lay down on the thing and it starts going in circles. I wasn't scared...okay maybe just a little.

It was getting dark. We went on one final ride... The Pirate Ship. My heart was beating so fast and I was scared this time.

On the ride I felt like throwing up. We finally went to It was a great day I can't wait until next year!

Ideas: Exceeds Standard

The writer's focus on the narrative purpose is sustained through the paper and the first person point of view is consistent. The writer includes relevant details in each section of the paper (what the roller coaster was like, how scared I was, how the Flier operates, riding the Pirate Ship). The narrator is the main character, and the writer develops this character by explaining how each ride felt and how scary it was). The events of the story are well developed.

Organization: Exceeds Standard

The narrative organizational pattern is clear and appropriate. The beginning, middle, and end of the paper are all strong and effective. The writer relates the events in a chronological sequence. Varied transitions are used consistently through the paper ("The first ride," "After that," "when we were done," "we took a break," "then we went," "it was getting dark," "we finally went").

Style: Exceeds Standard

The writer consistently uses sensory details and descriptive language to describe the experience of the rides at the fair ("I felt like I was going to fall off," "You have to lay down on the thing and it starts going in circles," "My heart was beating so fast," "I felt like throwing up"). The writer's voice is strong and the tone of excitement and fear is sustained. The writer demonstrates awareness of audience in the asides to the reader ("okay, maybe just a little").

Conventions: Exceeds Standard

Sentences are consistently clear, correct, and varied. Usage is correct and varied. Mechanics is generally correct, although a few commas after introductory clauses are missing. Quotations are punctuated correctly. An ellipsis is used correctly. Proper nouns are capitalized correctly.

The Snowman That Lost His Nose

One dark, and snowy night there was a blizard! I got up and looked out of my window wondering when it would stop. I got back in my nice, warm bed.

I must have fallen asleep because the next thing I heard was my mom calling me for breakfast. I got on my clothes and went downstairs. My sister Melanie was already playing in the snow that the blizard had left behind. I ate my breakfast faster than I normaly do. Then I put on my mittens and my warm, fluffy coat and went outside. I went to where my sister was

trying to build a snowman
with the winter blankets
of snow. I came over
to help her.

One hour later we
finally put the final
touches on. Then all of
a sudden the snowman
started to shake. He
said he was very
happy to be here in
our snowy backyard.
I asked who he was
and he said that he
was D.J. the snowman.

He is very happy to be
here I thought. He was
very hungry so I gave
him an ice cream cone.
It was very good he said
but it was to cold. So
I gave him a popsicle
witch was warmer. He said

it was very good but it was to waöm. I thought he could not make up his mind so I started to say. You can not make up your.......... BAM! My sister had just run into D.J.. He fell backwards and lost his nose, witch was a carrot. The carrot said that he will hide and never come back.

I looked at the snowman. He looked sad. We searched all week. We did not find his carrot nose. One day we came upon a small cabin. We went inside It was very warm. Suddenly I heard a piercing scream. It was D.J. He was melting, I tried to help him. He

Was gone in 15 minutes.
I sat there looking
very sad. I thought that
I could build another
snowman before the
snow melted but the
next day it did not
snow. There was only
sunshine. Well, can't build
a snowman today!

Ideas: Exceeds Standard

The writer's focus on the narrative purpose is sustained through the paper and the first person point of view is consistent. The writer includes relevant details in each section of the paper (the blizzard, getting up and going outside, building the snowman, the snowman coming to life, hunting for the carrot nose, meltdown). The characters of DJ the snowman and the narrator are well developed through dialogue and action. The events of the story are well developed.

Organization: Exceeds Standard

The organizational pattern is clear and appropriate, and the beginning, middle, and end are strong and effective. The writer thoroughly sets the context for the story on the first page (the blizzard, hurrying to get outside to play). The ending of the story is fully developed and sophisticated for a grade three writer. The body of the paper is sequenced chronologically. Transitions are used effectively and consistently throughout the paper ("one dark and snowy night, one hour later, then all of a sudden, one day, suddenly").

Style: Exceeds Standard

The writer consistently uses sensory details and descriptive language to describe the events of the story ("One dark and snowy night," "wondering when it would stop," "the snow that the blizzard had left behind," "put the final touches on," "a popsicle which was warmer," "came upon a small cabin"). The writer's voice is strong throughout the paper, describing his/her thoughts and reactions to the events ("He is very happy to be here I thought." "I thought he could not make up his mind, so I started to say…"). The writer engages the audience through the use of dialogue and description.

Conventions: Exceeds Standard

Sentences are consistently clear, correct, varied and sophisticated. The writer inserts an adverbial phrase correctly. Usage is correct and varied except for the writer's use of the wrong forms of the words "too" and "which." There are a couple of misspelled words, but what is correct far outweighs these minor errors. The writer demonstrates sustained control of all components.

The Snowman Adventure

My family just woke up. it was 9:00.
We were going down to breakfast then
all of a sudden it started to snow. Mom
and dad said "as soon as you eat your lunk
breakfast you can go out and play in the
snow. My sister and I said "yes! So we
ate all of our ceral then we went outside
and built a snowman. When we finshed
we all went inside to get supplies for the
snowman. When we came back outside the
snowman came to life as soon as we
put on the eyes. We were amazed that
the snowman came alive. So we finshed th
snowman.
 Somehow it got really hot. So we thoght
how can we save the snowman? Then it
became cold again. So how did it go
hot to cold? We had no idea how it
went hot to cold. So we went to
the lady who does the weather.
She said "The machines are not working
right" We said "we will help fix the machin
machines. We found the problem. 5 scarfs
were stuck in the filter. We took the
scarfs out and it stayed cold. But when

we got home the snowman was not there. We looked behind trees, bushes, then we looked behind the house. We found the snowman behind the house. He made a snowhouse and the snowman was outside planting snowflowers. So my sister and I helped plant the flowers. Soon after that we had lunch with the snowman. But we had to go inside to get more hot coco. When we came back outside, All the kids from the neighborhoods where fighting over the snowman. So we called the ageney The kids Solving problem Club. They settled the problem. It was the snowman who was teasing the children. The kids were screaming there lungs out saying "We want snowman we want snowman! But the kids sloving problem club solved the problem. He hypnotized the childrem. So they undid the hypnotzmet and broght the kids home the next day was school. But he stayed outsside of the school. The next day was spring all the snow melted The snowman said "I will see you next winter." Then He melted away

Ideas: Exceeds Standard

The writer's focus on the narrative purpose is sustained through the paper and the point of view is consistent. The writer includes relevant details in each section of the paper (waking up, building the snowman, the snowman comes to life, the weather keeps changing, the weather problem is solved, the snowman hypnotizes the children, the snowman melts). The main characters are developed through action, dialogue, and description of the narrator's reaction to each event. All of the events of the story are well developed.

Organization: Exceeds Standard

The organizational pattern is clear and appropriate, and the beginning, middle, and end are strong and effective. The writer thoroughly sets the context for the story on the first page by describing how the snowy day begins. The body of the paper is organized chronologically. The ending is effective ("Then he melted away"). Transitions are used throughout the paper ("then all of a sudden," "when we finished," "when we came back outside," "so we went," "soon after that," "the next day").

Style: Exceeds Standard

The writer consistently uses interesting language ("We were amazed," "We had no idea how it went hot to cold," "The kids were screaming their lungs out," "Then he melted away"). The writer uses dialogue and description to engage the audience. The writer's voice is clear and appropriate ("So we thought how can we save the snowman?").

Conventions: Meets Standard

The majority of the sentences are clear and correct, but there is a fragment, a run-on, and many sentences begin with "But" or "So" indicating that the writer does not know how to coordinate independent clauses. Usage is generally correct and varied except for the use of the wrong form of "their" and the incorrect plural form of "scarf." The elements of mechanics are generally correct except for a few misspellings (ceral, thoght, hypnotzmet) which are above grade 3 level spelling words and some quotations in which the first words are not capitalized. Overall this response meets the standard in all three components of Conventions.

Practice Scoring

Narrative Practice

Papers 1 - 10

Score Sheet for Narrative Practice Papers

Paper #	Ideas	Org.	Style	Conv.
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

The Snow Man

One day in Anartica there was a snowman. Who had just been made. His name was Sam. Then a beautiful husky dog appeared her name was Star. She said "are you lost." The snowman did say "NO." He only saw the sky. She said "When were you made." Then she said "get on my sleigh were do you want to go. But the

snowman told her to show him around town. She told him.

"Okay if you say so." He saw ordinay things. Then Star stoped. "Why did you stop Star said Sam." I have to stop do you see boxes" said Star.

Then he said "yes I do why he said and she said "give me the one with Pb.

She balled a polar bear and said "hey Star "he said Silven then he saw

Sam and said who is your new

new friend. And she said

"I found him or a cliff.

Then   the polar bear

said "my name is Silven

and what is your name."

Then the snowman said

"my name is Sam he said.

"Star do you have any more

boxes he said. Then Star

said "yes I do it is for

penguin she said then Sam

said who is penguin said

Sam. Then Star said
"well that is not his name
she said. Sam looked
curious. Then Star
said "get on Silverm."
And he did wwhen
they got to penguin's
house. Star ran inside
then a penguin said
welcome "hay Star
hey Silverm" he said.
then penguin said "well
hi my name is Steve

"what is your name
he," said then he said
"Sam why" them
Stan said I gost forgot
it is time for the snow
fair then Stan said
"Steve would you like to
come"? Yes he said.
I would. When
they got there it was
full with snow men and
husky dogs and penguins
and polar bear they

after the fair the sun
came up then Sam said
"thank you, I had a great
time but my time is up
good bye." Then then
they all said good bye

PuPPY
by'
March 1, 2006

My dog, Puppy, is my best friend.
Because When he runs he runs so fast that he
can't see where he's going and he runs
right into the fence. Whack!! ooh I
that had to hurt. When he gets up he wables
around until he falls down. Evan though he
does crazy things he's still my best friend.
My dog, Puppy, makes me laugh. One
day I came home from school. I was so sad
because I failed a test. I was so sad that
I couldn't hardly go. And then My dog
came trotting up. He wagged his tail and stared
at me. He looked so happy. I didn't Know
how he could be happy at a time like this. He
licked me on my face. That made me laugh
a tiny bit. And then he started to chase his
tail. That made me laugh too. Then he
started running. He was running so fast that I
couldn't hardly see him. And then all of a sudden
SMACK!! Right into the fence.

Then he got up and wobbled around until I fell down. Soon I found out that I couldn't stop laughing. I laughed so hard I forgot all about failing the test.

One day I was walking to my dog pen. Then my dog Puppy came running up. When I got to the pen he was sitting there watching me. While I was feeding the dogs he walked off in the woods. When I got through I had notised that he was gone. I started walking back to my house. I called "PUPPY"! I started running to the house. Then I heard something in the woods. I knew who it was. And then all of a sudden some thing shot out of the woods behind me. I was almost to my house when I looked down. He was right beside me. Then he passed me and beat me there. When I finally go to the porch. I was so tired that I fell down on the porch. We love to play.

When I come home from school I play with Puppy. We run all over the place. We wrastle and fight the hips at m pam. I push him over. He gets up quickly and starts fighting agian. Sometimes he knocks me down. Then I get up and starts fighting. Then we both fall over becaus were so tired. I like to play with my dog.

Me and Puppy are best friends. We do a lot of stuff together. like running and fighting and making each other laugh. Sometimes he does crazy things hes still my best friend.

snow ma hat Grmany

This is boring lets go to Grmany
shredshnned. fires Gebsen bofire
hot tea. aau aaaa.
Rrtret snow men. Thats it. see
all snow men. Ataco lathus in. Nine
BBBBoooomm in mtlus in. Nine
We are melting.

Florda

Hi! My name Denilson. I want to tell you about a trip I had to flordia. Once I was riding in my dad's car to go to florda. The trip was long so I starded to get berd.

Then befor I knew it we erivede. Aafter that we had proplems looking for a hotale. Then we discovered one. We decided to leve becuuse it was a not so well hotel.

The next day we left the Hotale and went to another one. We spend the night their. On the next day went to The beach. At that same day we went back home

ramada
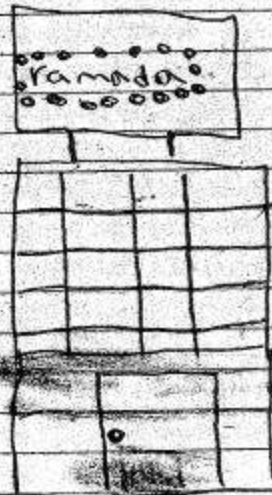
The Snowman Goes out
by

One day a snowman was bite
for a little boy. In night The
snowmen run to play wify the
other ones. So he have fun Then
They eat hotdogs for lunsh Then
They play for ten mins When They
firsh They dance and have a
Big party. The party was for
on horue Then They had a
Snow fate Then it was time
to Sled The Snowman where
so tired. That They will stuel
play, but Whene One of The
Snowman. Sirde That we had
a good night Then it. was
time to go home.

A Snowman With No Money
by:

One night a Snowman had no carrot nose, so he looked in his pocket and he didnt have no money so he can buy the nose. Then he went to the bank so he can borrow some money but the man said, we do not have money. Then he went to grocery store and he saw the last carrot. When nobody was seeing he stole the carrot. But he didn't know there was cameras hidden around the place. Then the man that owns the store saw the video camra and he saw the snowman that he robbed the carrot. The man called the police. Then the police was behind the snowman the snowman looked back and he started to run away from the plice. Then the police said, halt. But the snowman was still runing but then they got him. Then they throw him in jail. When he was played a harmonica he saw a spoon.

Then he got the spoon and started diging. He finale got out of jail And he found a carrot laying in the ground. That must be my nose and he went home. With a bited nose.

My puppy Terry.

By .

EW EW and double EW! My
puppy licked me. But I love her when
She does that. Because my puppy makes
me happy.

My puppy Terry likes to eat
treats. Terry is a great treat eater.
Terry will just snach the treat right
out my hand. I love when she licks my
hand to get the stuff off my hand.
And Terry makes my hand tickle.
And then she wants more. I sayed
godley. You just had 5. You don't need
another one you piggy puppy.
Terry likes to eat treats.

My puppy Terry licks me on my
cheak. Everyday I come from school
I say Terry she comes jumping on me. I
stay up for a min. then my sister goes
and gets my mat, and I fall down and my
puppy Terry licks my cheak. And she barks at
me. I say man, you sure are hungrey. I'll fix
you a sandwich.

My puppy Terry loves to Kiss me.
That calms me to give her something to eat.
My puppy and I are in the back yard and I say I'm
hungrey. I go in my house and get two candy
bars. We eat them. Terry loves to kiss me.
Terry loves to lick me. But she is a puppy.
I love when she licks me. She loves to lick
and kiss me. As much as I kiss her and she licks me
on my cheak. Terry loves to lick me and my family.
Terry loves to lick me.

The Snowmens wake up at day

Ones a pon a time
a Snowmen they wer calld
the fist snowmen was calld
Genderson and the secons
one was calld Jesus. They
wake up at dey so they
can play together ans with
ther oner's to and at nite
they stel play for a littl
wile and they go to slip
ans some time if they
are not ther and. Ther is
a bonch of new kid's that
you do not now your kids
the kid's war looking out
side and they now that
time. Snomen's tern to peoppl
and thy can fly and they
hare sooper powers and they
fly with ther ones!

The day frosty went to
the
Desert

Narrative - 12

Once upon a time there was

a snowman named Frosty

The Snowman. One day

Frosty was walking down

the sidewalk and that

old mean magic man

came with a come voise

and he throgh down his

hat slowly and he apaligized

for what happend. He said,"

Do you want to go to

Australia."Where's that,"Frosty

asked? Well it's a big island

full of icecyour snow. Well I guess
I'll go. Can I go tell my...
Nooo. I mean they wouldn't
want to know about it.
Why not? Um, because there
ills right now. Okay. So
they where finaly to
the airport. They looked
around and there was
not one airplane, but
one small, worn out
plane. They knocked on
the door but nobody
ansewerded. They knocked
on the door again. This time

Narrative
Practice
Paper 9
(page two)

they heard walking and
a thimb. The door opened
slowly. Then a man came out from
the dark. "How may I help you
today sir," He said in a funny
kind of voise. Can you
get us to Australia please?
"Yes sir I can," He replied. Okay
lets go. Frosty got on first
Then, the magic man got
on. The pilot and the magic
man laghed mean like every
other criminal woud do
every other time. Frosty

looked back and said "
What are you guys
doing?" "We just laghed
at the engin it made
a funy nosise. "Okay.
they bukled up and
they were off. Right after
they left frosty said "
Are we there yet" In a
bored noise?" Yes, Really? NO!
5They were there, Wheres
all the snow. Oh no, they
set a trap, Frost quikly
started the plane and flew home.

The End

Brooks

by

When my cusin Brooks and I play army men
they look like this. There are four missle shoters
in the middle and gunmen are all arounds. I have
fun playing with Brooks.

When we play armymen I usally win
because I use the rocket missle to blow up his
whole army. We use tanks, missles, solders, a
colonel, and planes We drop bombs from planes
and blow up medical sites. BBoomm. We
also use missles to blow up armies. Sometin B my
sister messes up the way the army men are
set up. They look funny so we lagh. I have
fun playing army men with Brooks.

"Throw the ball to me" I yell to my
cusin Brooks. He throws it and I catch it.
I have fun playing baseball with Brooks.

Brooks also practises baseball with
me. We catch and hit balls. Brooks
hits some grownders and I catch them.
Then I throw fly balls to him. When I
get mad because I don't hit the ball, Brooks
lets me throw balls to him so he can
hit it. Brooks throws high balls and I
catch them just befor they hit the

ground. One time I hit the ball so hard that it went right past Brooks. Vrooomm. You should have seen his face. I have fun playing with Brooks.

Spish! Spash! Spish! Spash! "Pull it in" yells my cusin Brooks. I pull it in, the fish is infected and we threw it back. I have fun fishing with Brooks. One time I went fishing with Brooks. We saw Scar-Head (a big catfish in our pond.) One time I caught a big brim and Brooks caught a turtle. The turtle swollowed the hook, so it took pliers to get the hook out. We laghed and laghed because the turtle chased me. When I cought a catfish, Brooks got pricted and bled. I have fun playing with Brooks.
Brooks is fun to play with.

Answer Key for Narrative Practice Papers

Paper #	Ideas	Org.	Style	Conv.
1	Meets	Meets	Meets	Meets
2	Exceeds	Exceeds	Exceeds	Exceeds
3	Does not Meet	Does not Meet	Does not Meet	Does not Meet
4	Meets	Meets	Meets	Meets
5	Does not Meet	Does not Meet	Does not Meet	Does not Meet
6	Exceeds	Exceeds	Meets	Meets
7	Meets	Meets	Meets	Meets
8	Does not Meet	Does not Meet	Does not Meet	Does not Meet
9	Meets	Meets	Meets	Meets
10	Exceeds	Exceeds	Exceeds	Exceeds

Part VIII. Response to Literature

1. Defining Response to Literature
2. What Response to Literature Is and Is Not
3. Examples of Response to Literature
4. Response to Literature Rubrics
5. Ideas
6. Organization
7. Style
8. Conventions
9. Sample Student Papers
10. Practice Scoring

Defining Response to Literature

<u>Response to Literature</u>: Writing that shows an understanding of a text by making connections from the text to the writer's life, to the outside world, or to another text.

<u>Purpose</u>: The purpose of a response to literature may be to express and support an opinion about the text or to use the text as a model for writing. Making connections to a text enhances the student's comprehension of the text.

<u>Methods</u>:
- Connecting the text to another text
- Connecting the text to self
- Connecting the text to the outside world
- Using the text as a model for generating a new piece of writing.

What Response to Literature Is and Is Not

An effective response to literature . . .	An effective response to literature is NOT . . .
Establishes a clear position on the text	A retelling of a book or story
Has a consistent focus and point of view	Writing about multiple, unrelated ideas
Makes connections to the text (e.g., text to text, text to self, text to outside world)	A plot summary
Contains sufficient information to develop a point of view	A brief paragraph with only a few sentences
Contains an appropriate organizational strategy for the purpose of formulating a position on the text	Writing in which ideas are presented in illogical or confusing order
Includes an effective introduction and conclusion	Writing that begins without an introduction and ends without a conclusion
Uses transitions such as transition words and phrases, bullets, subheading or numbering	An incoherent response in which ideas are not linked
Uses a lively voice that demonstrates awareness of audience	Flat, uninteresting writing
Uses interesting language and sensory details	An essay that contains imprecise language and little sentence variety
Contains correct sentences, usage, grammar, and spelling that makes the writer's ideas understandable	Incorrect sentences, usage, grammar, and spelling that prevent the reader from understanding the writer's ideas

Examples of Responses to Literature (Text to Self)

- This part of the text surprised me because….

- I liked (disliked) this part of the text…

- This text reminds me of the …

- The setting of this text reminds me of…

- This character reminds me of …

Examples of Responses to Literature (Text to World)

- Some of the characters were (mean, friendly, kind, funny, sad, etc.)…

- These characters were alike because …

- The character helped other people by…

- The character had these traits…

- The main idea of the story was …

- This idea reminds me of something going on in the world today…

- I can understand how this character sees the world by putting myself in his/her shoes.

Examples of Responses to Literature (Text to Text)

- The character in this text has the same traits as…

- The setting in this book reminds me of the setting in…

- The main idea of this text reminds me of the main idea in …

- This part of the text reminds me of part of the text in…

Georgia Grade 3 Writing Assessment: Scoring Rubric
RESPONSE TO LITERATURE

Domain 1: Ideas - The degree to which the writer establishes a focus and develops the main points with examples, facts, anecdotes, and details.

Component	Does Not Meet Standard	Meets Standard	Exceeds Standard
Focus	Little or no evidence of focus, purpose, or point of view	Generally consistent focus; some evidence of a purpose and point of view	Sustained focus, purpose, and point of view
Supporting Details	Examples and details are limited and may be irrelevant	Includes some relevant examples, facts, anecdotes, and/or details	Relevant examples, facts, anecdotes, and details are used throughout the paper
Connecting to Text	Does not formulate a position in response to the text	Begins to formulate a position and connect the text to self, outside world, or another text	Formulates and supports a position in response to the text; connects the text to self, the outside world, or another text
Development/ Completeness	Insufficient information to develop a point of view; may be limited to retelling	Sufficient information to develop a point of view	Complete information; the writer's point of view is well developed

Domain 2: Organization - The degree to which the ideas are arranged in a clear order with an introduction, body, and conclusion.

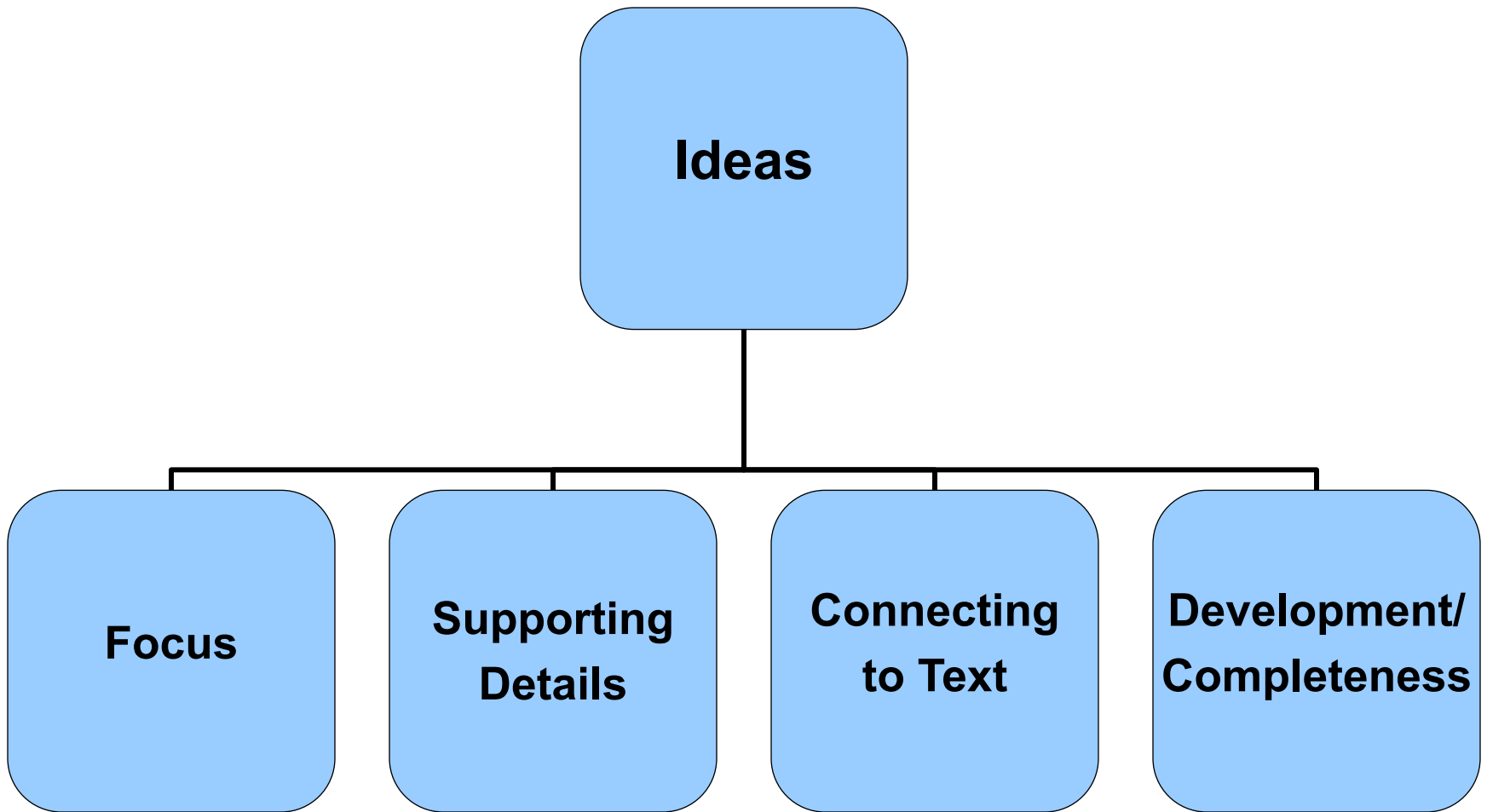| Component	Does Not Meet Standard	Meets Standard	Exceeds Standard
Organizational Pattern (Introduction, body, conclusion)	Little or no evidence of an organizational pattern	Contains an introduction, body, and conclusion; one part of the paper may not be as strong as the others	Clear and appropriate organizational pattern with a strong introduction, body, and conclusion
Grouping of Ideas	Ideas are not arranged in a meaningful order	Related ideas are generally grouped together	Related ideas are consistently grouped together; may use specific strategies (e.g., cause and effect, similarity and difference, questions and answers)
Transitions	Little or no evidence of transitions	Transitions are used but may not be varied	Varied transitional elements link parts of the paper

Domain 3: Style - The degree to which the writer controls language to capture the reader's interest.

Component	Does Not Meet Standard	Meets Standard	Exceeds Standard
Word Choice	Language is simple, repetitive, or imprecise; little or no interesting language	A mixture of simple, ordinary language and interesting language (e.g., descriptive language, sensory details, strong verbs)	Sustained use of interesting language (e.g., descriptive language, sensory details, strong verbs)
Audience Awareness	Little or no awareness of audience	Some attention to the audience; some sense of the writer's voice	Attention to the audience in the introduction, body, and conclusion; writer's voice is clear and appropriate

Ideas

1. Components of Ideas
2. Focus
3. Purpose
4. Point of View
5. Connecting to Text
6. Elements of Supporting Details
7. Relevance of Ideas
8. Development of Ideas
9. Three Levels of Development
10. Sense of Completeness
11. How much retelling is appropriate in a response to literature?

The Components of Ideas

Ideas

Focus

Supporting Details

Connecting to Text

Development/ Completeness

What a Focus Is and Is Not

The writer's focus….	An effective focus is not…
• Sums up a writer's position and purpose • May be either directly stated or implied	• A title • A thesis statement without relevant development • Retelling a story (plot summary)

Response to Literature: Ideas   **315**

Purpose in Response to Literature

- To express and support an opinion about the text – "Why you would like this book."

- To use the text as model for writing.

Point of View

Point of view is the perspective a writer uses to form and support a position on the text.

<u>Academic</u>: The student may write a response without stating any personal opinions about the text.

<u>Personal</u>: The student may write from personal experience with the subject.

<u>Combination</u>: The student may include both formal and personal observations.

Ways of Connecting to Text

Text to Self

- Relating an incident in a text to an incident in the student's life.

Text to Outside World

- Exploring the theme of a text: relating an incident in a text to some aspect of the real world.

Text to Text

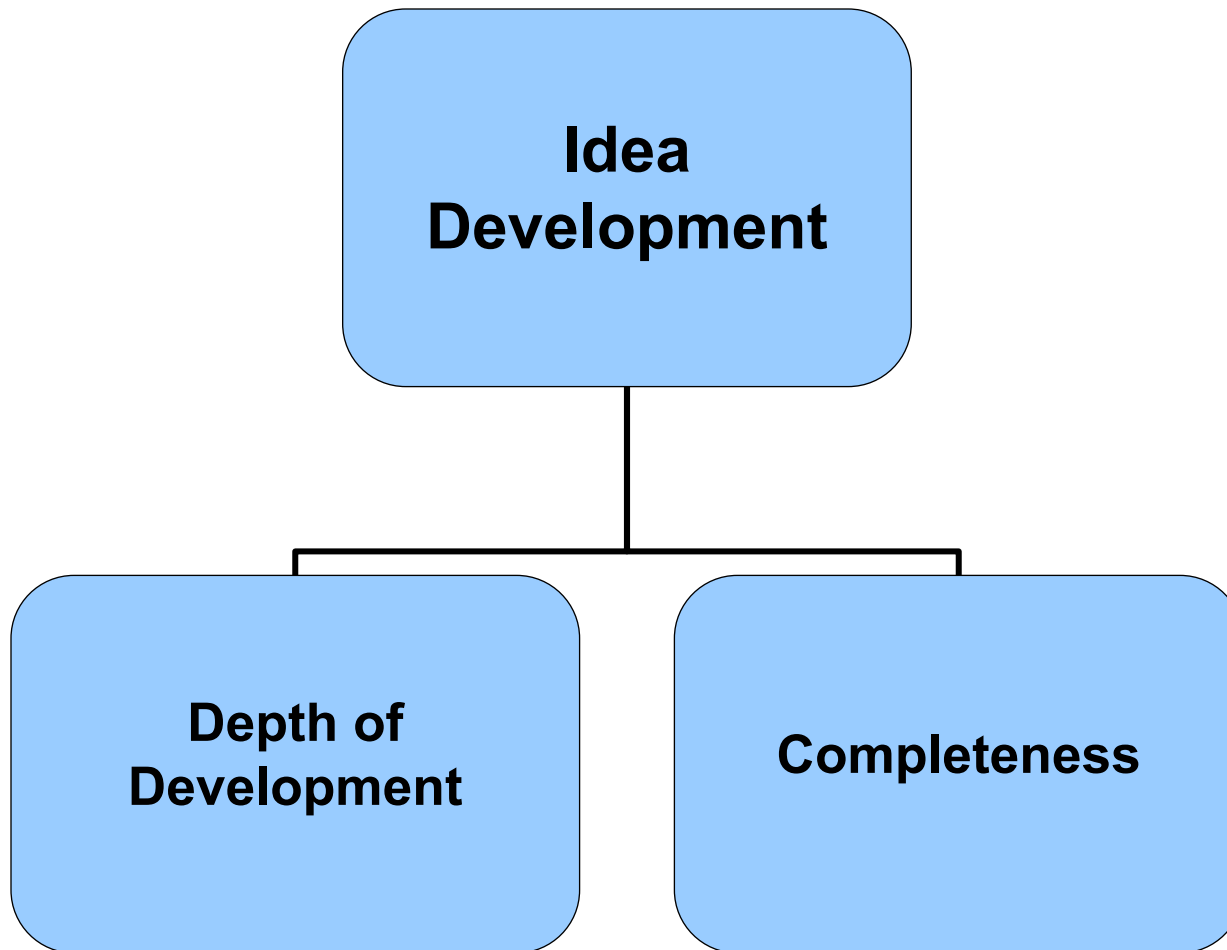- Comparing/contrasting one text to another.

Elements of Supporting Details
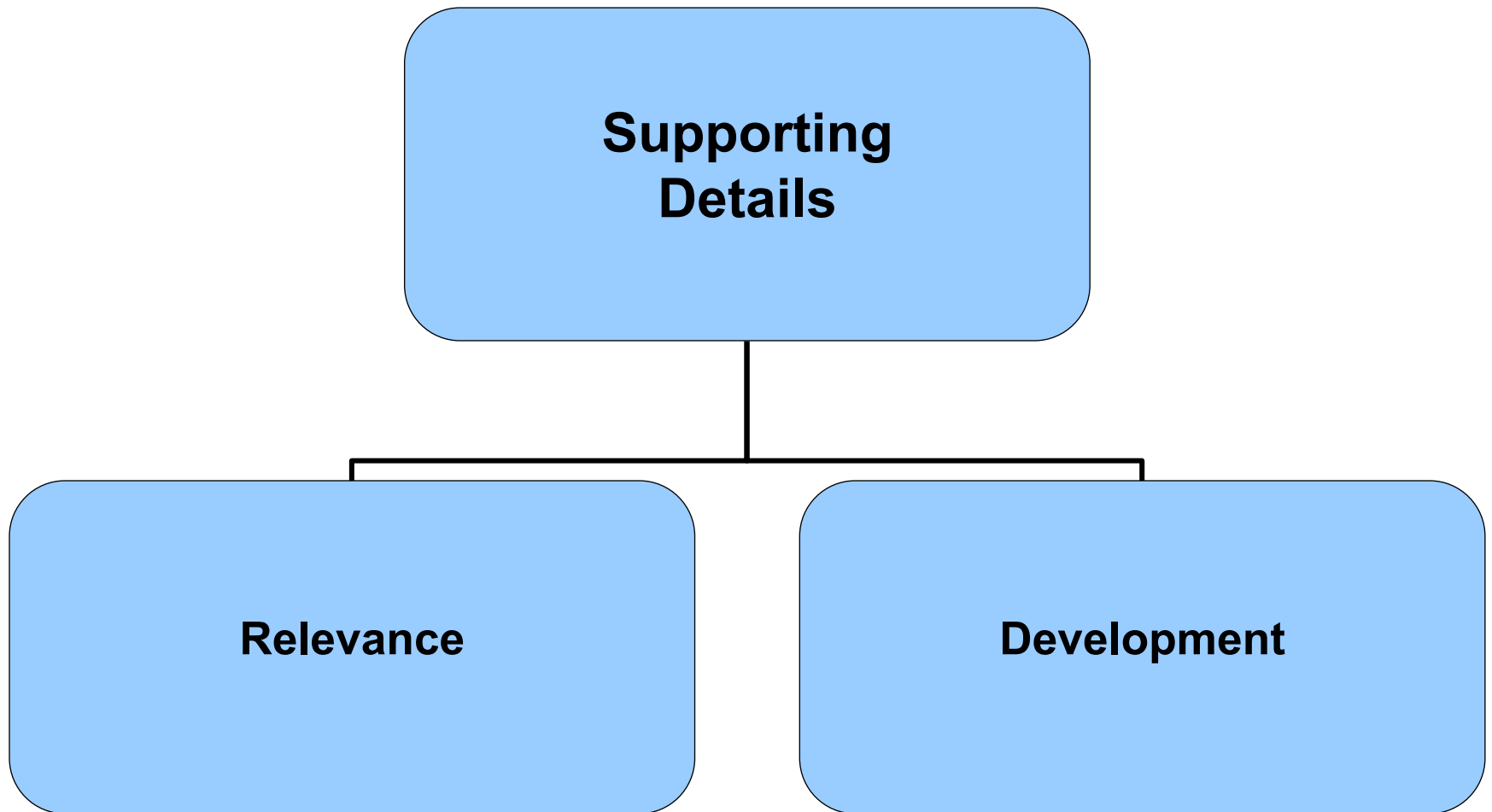
Supporting Details

Relevance

Development

Relevance of Ideas

Relevance

Writer's Topic

Purpose

Development of Ideas

Idea Development

Depth of Development

Completeness
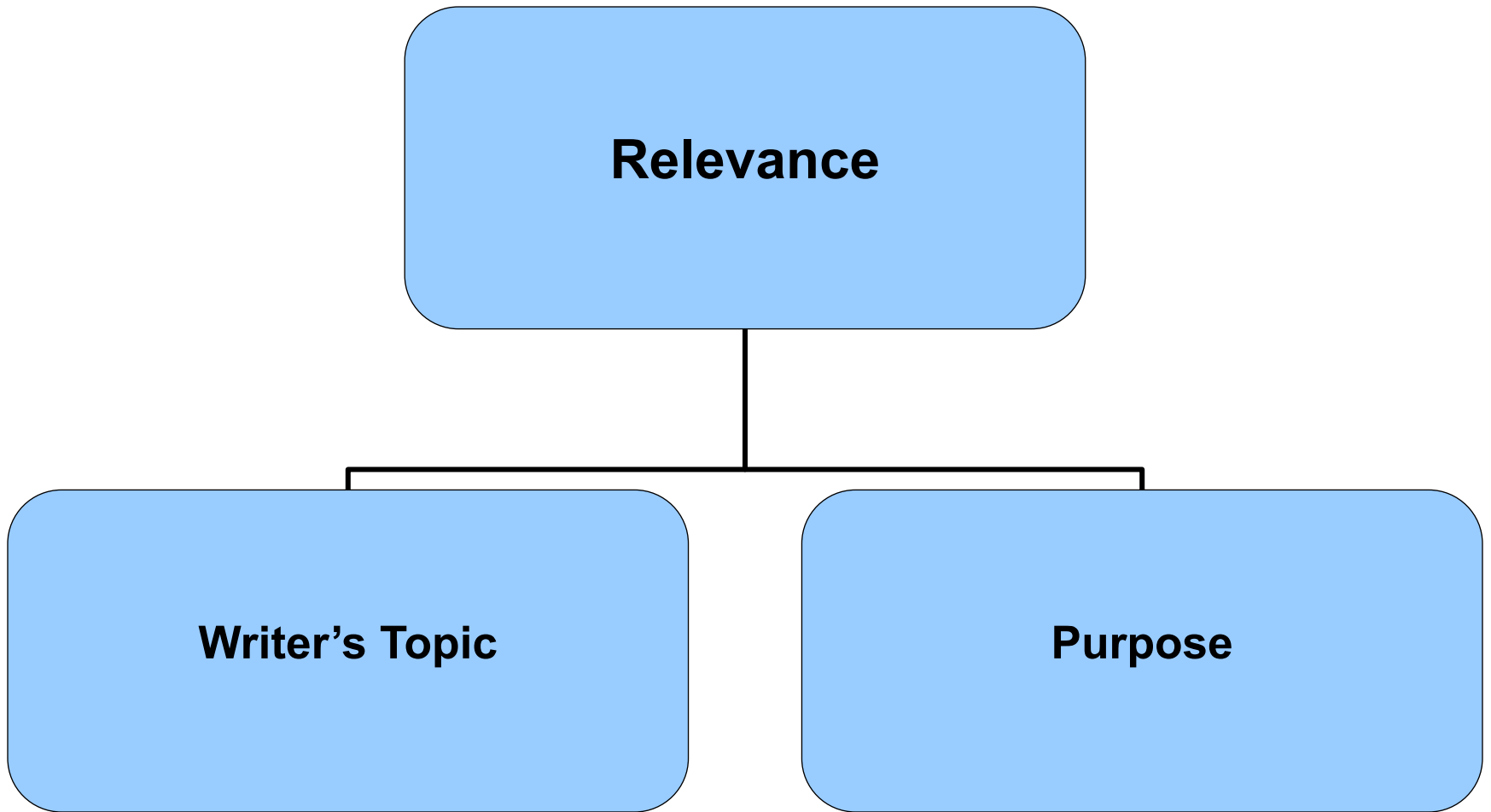
Three Levels of Development

Does Not Meet Standard

I think you should read <u>Miss Nelson is Missing</u>. It reminds me of when you are sometimes absent from school. It reminds me of when you want Mr. V. And we don't get him. When Miss Nelson is missing the kids misbehave. Read the book to find out the rest.

Meets Standard

This book is about a nice teacher named Miss Nelson. The kids in Miss Nelson's class misbehave. They spit gumballs on the ceiling. They fly paper airplanes through the air. Then Miss Nelson disappears and Miss Viola Swamp appears. The kids don't like Miss Viola Swamp.

I like this book because I am going to be a teacher when I grow up and if my students are bad I can trick them like Miss Nelson did. I'll do the same things as Miss Nelson. I also like this book because it teaches those bad kids a lesson. They learned to be good in class after Miss Nelson came back. I would recommend this book to someone who was bad n their class and didn't listen to their teacher.

Three Levels of Development

Exceeds Standard

Are you bad in class and don't listen to your teacher? If you are read this book and after you read this book I bet you will stop. You should read this book now!

This book is about a nice teacher named Miss Nelson. The kids in Miss Nelson's class spit gumballs on the roof. They also have paper planes flying through the air. One day Miss Viola Swamp came to the classroom. The kids were scared and were thinking crazy things happened to Miss Nelson. One kid was thinking Miss Nelson's car was carried off by a swarm of angry butterflies. The kids told the police. He said, "Kids I think Miss Nelson is Missing." Read this book to find out more about this great story.

I like this book because I am going to be a teacher when I grow up and if my students are bad I can trick them like Miss Nelson did. I'll do the same thing as Miss Nelson. I also like this book because it teaches those bad kids a lesson. They learned to be good in class.

This books reminds me a lot of when my sister told me her teacher was out and the meanest substitute came to her class. She said everyone in her class was good. She told me it was April Fool's Day and her class didn't know that the teacher was at the door laughing. She said the teacher opened the door and screamed, "April Fool's!" Everyone started laughing.

My best part is when Miss Viola Swamp says something and the kids do it. When Miss Viola Swamp tells the kids to take out thier books, they do it as fast as they can.

Sense of Completeness

- Two features give a paper a sense of completeness:
    – The depth of the development of the information included
    – The paper coming to a natural close

- Having a sense of completeness is not the same as having a concluding statement or paragraph.

- A paper may have a conclusion and still leave the reader feeling that the information or argument presented is incomplete if. . .
    – the body of the paper is only minimally developed.
   – there are gaps in the information that leave the reader with questions.

How much retelling is appropriate in a response to literature?

- It is acceptable to summarize parts of the story to help the reader understand the writer's position or to help the reader understand the character, setting, or theme of the text.

- A response consisting solely of a plot summary does not meet the standard.

- The summary of the story may serve as the introduction to the paper.

Organization

1. The Components of Organization
2. Organizational Patterns for Response to Literature
3. Introduction, Body, Conclusion
4. Grouping of Ideas
5. Transitions

The Components of Organization:

Organization

Organizational Pattern

Grouping of Ideas

Transitions
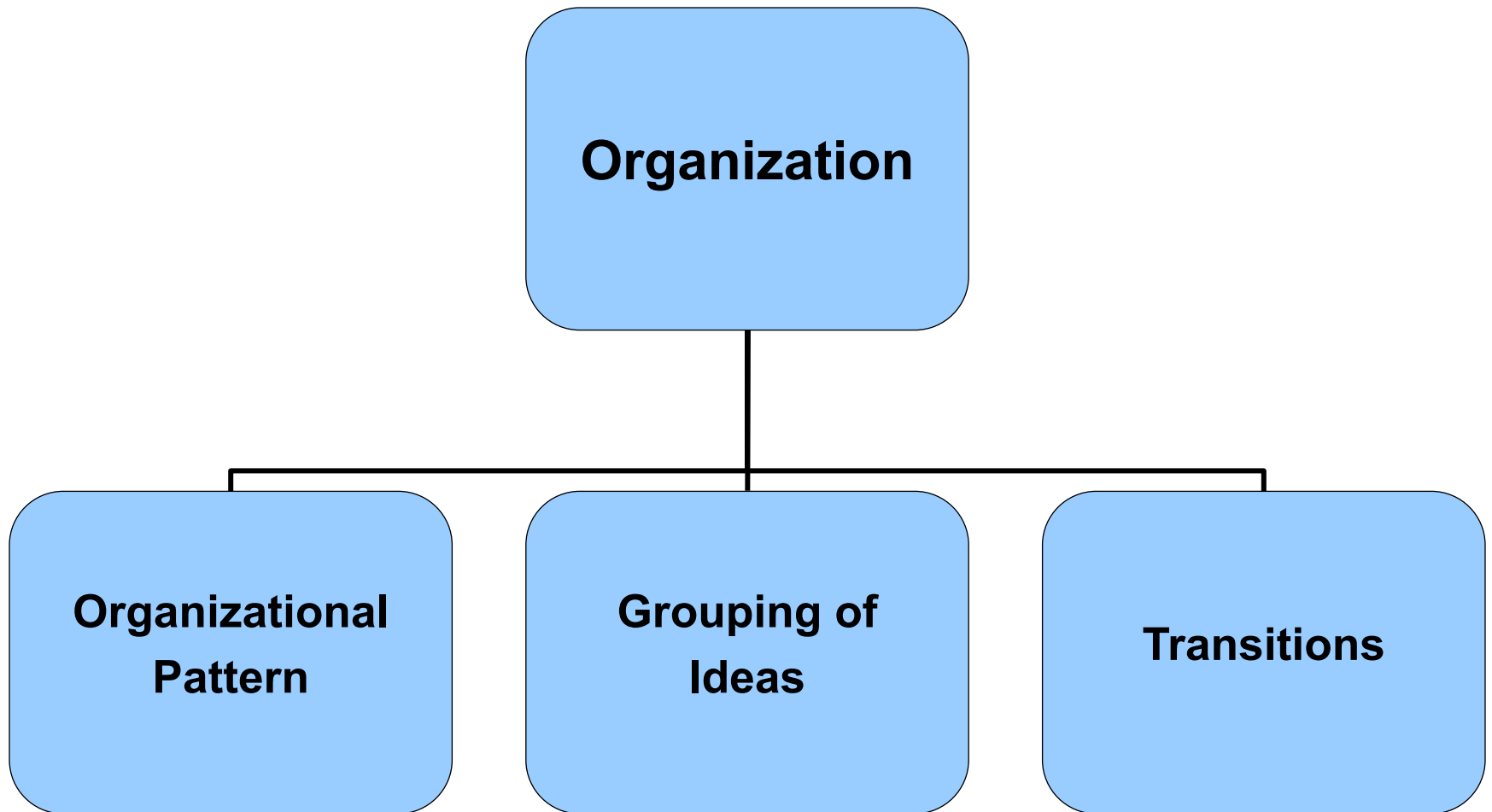
Organizational Patterns for Response to Literature

- Introduction, Summary of text, Writer's Position and Evidence, Conclusion

- Introduction, Comparison/Contrast, Conclusion

- Introduction, Writer's Points with Examples from Text, Conclusion

Introduction-Body-Conclusion

Introduction: Sets the stage for the development of the writer's position ideas and is consistent with the purpose of the paper.

Body: The details and examples that support the writer's position on the text.

Conclusion:Signals the reader that the paper is coming to a close.

Grouping of Ideas

In order to effectively group ideas in a piece of writing, the writer must first understand the logical relationships between the ideas that support the controlling idea.

Grouping ideas within paragraphs is not the same as formatting paragraphs. Grouping involves the logical presentation of ideas rather than simply indenting to begin a new paragraph.

Even if a writer fails to format paragraphs, the ideas may still be grouped logically.
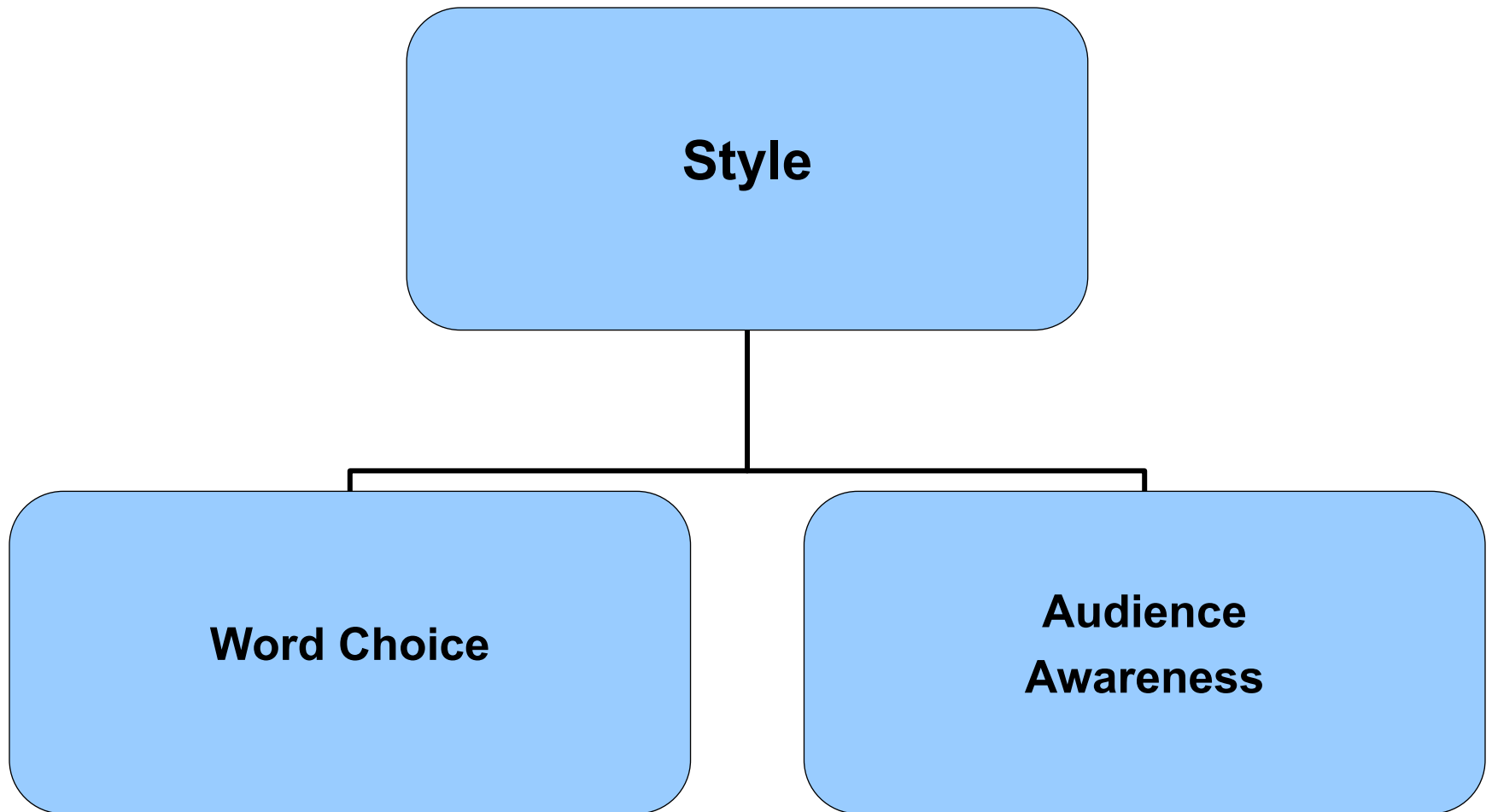
Transitions
Making Connections Between Ideas

- Transitions lead the reader through the paper by linking parts of the paper and ideas within paragraphs.

- Transitions are used between sentences, between paragraphs, and within sentences and within paragraphs

- Transitions can signal the type of relationships between ideas

- Transitions may be explicit or implicit:

  - May be a single word, a pronoun, a phrase, or a logical linking of ideas

  - Explicit transitional words: first, next, finally

  - Implicit transitional devices: synonym and pronoun substitution, moving from general to specific or from specific to general

Style

1. The Components of Style
2. Word Choice
3. Levels of Language
4. Types of Language
5. Strong Verbs
6. Audience Awareness and Tone
7. Voice

The Components of Style

Style

Word Choice

Audience Awareness

Word Choice

- Effective word choice is determined on the basis of subject matter (topic), and purpose.

- Word choice establishes the tone of a piece of writing.

- Word choice involves more than the "correct" dictionary meaning of a word.

- Word choice includes the connotations (the associations, meanings, or emotions a word suggests) of words.

Levels of Language
(described in the Grade 3- Scoring Rubric)

Level	Example
Interesting and Descriptive	"I liked how Steven Kellogg's pictures helped me visualize the story." "My favorite quote is when Luke's grandpa says, 'Ain't your fault boy.' I think it sounds a little bit like me."
Simple and ordinary:	"I think you should read this book because it talks about a kid and his family."

Types of Language
(described in the Grade 3 Scoring Rubric)

<u>Interesting Language</u>
- *Sensory Details*: uses details that appeal to the senses and enables the reader to see, hear, and/or feel what the writer recounts

- *Technical Vocabulary*: precise terms and phrases used to clarify or explain a particular subject matter or process

- *Descriptive*: conveys an idea, image, or impression

- *Figurative*: figures of speech or phrases that suggest meanings different from their literal meanings (hyperbole, metaphor, simile, irony)

<u>Simple, Ordinary Language</u>
- common words that are correct but not precise.

Strong Verbs

- Strong action verbs make writing more precise and interesting. Strong verbs help to illustrate the events of the story with concrete details that capture the reader's interest.

- Strong verbs: tiptoed, gobbled, stomped, roared, sobbed

- Weak verbs: am, have, are, is, be, was, had, were

Audience Awareness and Tone

- Audience Awareness refers to the ways a writer can make an impression on or engage the reader.
    - Because a piece of writing is created to be read, an effective writer attempts to create a relationship with his or her audience.
    - The effective writer anticipates what the audience will find interesting or engaging.

- Tone refers to the attitude a writer expresses toward the reader, the subject, and sometimes himself/herself. It reveals how the writer feels about what he or she is saying.
    - To be effective, tone must be consistent with the writer's purpose.
    - Tone is established through choice of words and details.
    - Some of the techniques used to engage the audience vary by genre, but all pieces of writing have a tone.

Voice

- A paper that demonstrates voice conveys a strong sense of the person behind the words and the person's attitude toward the topic.
- The writer's voice should be appropriate for the topic, genre, and audience.
- Voice gives the reader the sense that the writer is talking directly to him/her by creating a point of view that the reader can relate to.

Ralph Fletcher:
- "Voice is the most important the most magical and powerful element of writing."
- "Voice makes the reader trust the writer, makes the reader feel an individual relationship with the writer."

Conventions

Go to Part IX. Conventions for the Conventions rubric and information about scoring this domain. The Conventions Rubric is the same for all genres of writing.

Sample Student Papers

Response to Literature Samples
with Score Point Annotations

Response to Literature Assignment

Write a book recommendation to a friend. Explain why you liked or did not like the book. Be sure to include specific examples to support your opinion. The response may be in letter or essay form.

The sample papers in this section were written in response to this assignments. Student names have been removed for purposes of privacy.

February 16, 2006

Dear, Miss S

I think you should read
this book it is called
Summer Time In The Big Woods.
By. Laura Ingalls Wilder
It is about a little
girl named Laura and
her family. It is a very
good book to read and
funny.

Sincerly,

343

Ideas: Does Not Meet Standard

Although all the information in this brief paper is relevant to the topic of the Laura Ingalls Wilder book, there is not enough information to develop a point of view. The writer provides only very limited examples: the title of the book, a one-sentence plot summary, and a one-sentence statement that the book is "good" and "funny." These two words do not constitute a position in response to the text.

Organization: Does Not Meet Standard

In a paper this brief, there is not enough evidence to give the writer credit for having an organizational pattern. The second and third sentence could be rearranged without affecting the writer's meaning, so there is no clear body or conclusion. There are not enough ideas to determine if the writer knows how to group related ideas.

Style: Does Not Meet Standard

Word choice is simple and repetitive ("it is called," "It is about," "It is very"). There are no sensory details or interesting language. The writer does address the reader directly once ("I think you should read this book"), but this the only evidence of awareness of audience. There is no evidence that the writer is enthusiastic about the book or feels strongly about it. Overall, the writer does not demonstrate control of the components of Style.

Conventions: Does Not Meet Standard

The first half of the paper consists of a long run-on sentence. There are only two correct simple sentences which is not enough evidence to determine competence in forming correct sentences. There are not enough instances of subject-verb agreement or enough different noun forms to determine competence in usage. There is some evidence that the writer understands how to capitalize proper names and book titles. Spelling is correct but very simple. There is no internal punctuation. Overall, there is not enough evidence to determine competence in Conventions.

March 16, 2016

Afternoon on the Amazon

Jack and Annie are trying to find four things to free Morgan lafay foom a spell. Jack an Annie find a magic tree house, in frogcreek woods. They have to saie we wish to go there and paint to the pic ture in the book. This time their going to Amazon rain forist. Oh ho an atack by flesh eating army ants. they get into a canod There are pretty fish in the water with, teeth. Oh ho thoes are pranas! There arint any padols! Then a monky came he pointed a long stick at the boat. Jack grabed for it. The monkey pulled them to shor.

I dident like this story because It doesent have the kind of action I'm looking for. I thnk it was borning I did ent care if they foond the thing or not.

Annotations for Response to Literature Paper 2

Ideas: Does Not Meet Standard

The majority of this paper is a retelling of the story *Afternoon on the Amazon*. For response to literature papers, a brief plot summary may be appropriate, but it should not be the focus of the response. The writer's reactions and responses to the book should be the focus of the student's paper. A point of view is not established: it appears during the retelling that the writer enjoyed some of the action in the story, but in the second part of the paper the writer states just the opposite ("I dident like this story."). It is acceptable for a student writer to dislike a story, but this approach is probably more difficult to execute successfully. A student may dislike a story and not know why or be able to develop and elaborate on why he/she didn't like a book. This writer does give reasons to explain why the book was not appealing. Overall, the writer is not focused from beginning to end. The reader is left feeling that this might be a good book regardless of what the writer's opinion is.

Organization: Does Not Meet Standard

There is little evidence of an organizational pattern. There is no introduction; the writer launches into a retelling of the story in the first sentence. (Titles are not evaluated as part of the paper but subheadings are.) There is no conclusion. There is chronological organization in the retelling of the book, and the paper is divided into two distinct parts: the retelling and the writer's opinion. However, without an introduction or conclusion, the writer does not appear to have had an overall plan.

Style: Meets Standard

The paper is a mix of interesting language ("Oh no an attack by flesh eating army ants.") and simple, ordinary language ("They have to say we wish to go there and point to the picture in the book."). The writer uses dialogue from the story to engage the reader ("There are pretty fish in the water with teeth. Oh no those are piranhas!"). In the final section of the paper, the language is repetitive ("I dident," "I think," "I dident"). The writer's voice is inconsistent between the first paragraph and the second paragraph.

Conventions: Does Not Meet Standard

Most of the sentences are correct, but there is one run-on sentence at the end of the first paragraph ("Then a monky came he pointed a long stick at the boat."). Subjects and verbs agree. The writer uses the wrong form of the word there ("This time their going..."), but the majority of usage is correct. The majority of the writer's errors are in mechanics. Some simple words are spelled incorrectly, quotations are not punctuated, and formatting is not appropriate. The writer meets the standards for sentence formation and usage but not for mechanics. For this reason, overall the paper does not meet the standard for conventions.

space Brat
review By...
Authur: Bruce Coville.

Do you like aliens? Well read
this book! It is about an alien
named Blork who got a piece
of egg in the back of his ear.
When he hached It hurt, he
cried, and nobody knew what
really happend. Then
everyone thout he was a brat,
everybody blamed everything
on him, even the adults,
So they could go on with the
other children perfectly. When
someone pute artigravity powder
in the teachers lunch, Blork had
had enough he got so mad
he felt felt like he was going
to explode. After about
three seconds blork had the
worst tantrums in the cosmos.
After school was over he ran
past the daycare and into the
swamp. blork was still running

when he saw a Rotting
tree. He pushed it into
the swamp water as it
melted but the other side
of the tree hit the other
side of the swamp then
blork noticed a a pood noobia
nest on the tree blork
ran over and looked inside.
there were two cracked
eggshells and one that
wasn't cracked that one
must be rotten He picked
it up and through it into a
tree and a pood noobia
came out. He hoped it was
all right he picked it up
and put it into his jacket
pocket and ran to the
daycare. The owner said
pood noobias get so big then
blork said you could have
a pet as long as you took

care of it. blork could keep his pet. After couple of mounths blorks poodnoobla grew.
 I would recommend this book to peaple who like Aliens, space shuttles, planets, and Alien tecnology.

Annotations for Response to Literature Paper 3

Ideas: Does Not Meet Standard

The majority of this paper is a retelling of the story *Space Brat*. For response to literature papers, a brief plot summary may be appropriate, but it should not be the focus of the response. The writer's reactions and responses to the book should be the focus of the student's paper. In this response, the plot summary comprises all but the final sentence of the paper. A point of view cannot be established in a single sentence. Although the writer wrote more than two pages, there is not sufficient focus to meet the standard.

Organization: Meets Standard

Even though the writer is not focused on responding to the story, the paper contains a clear introduction, body and conclusion. The body of the paper consists of a retelling, but it is a retelling in appropriate chronological order. Related ideas from the story are grouped together in time. Transitions are simple (then, so, after). Overall, the paper meets the standard for Organization.

Style: Meets Standard

The paper is a mixture of interesting language ("Everyone thought he was a brat everyone blamed everything on him," "anti-gravity powder," "worst tantrums in the cosmos," "that one must be rotten") and simple, ordinary language. There are some sensory details ("He got so mad he felt like he was going to explode."). The writer shows some awareness of audience by addressing questions to the reader.

Conventions: Does Not Meet Standard

There are more incorrect sentences than correct sentences. Most of the paper consists of run-ons. Usage is generally correct. The writer uses the wrong form of the word "threw" and the possessive of teacher ("teachers lunch") is missing an apostrophe. There are frequent errors in the elements of mechanics. Proper nouns like blork are not capitalized consistently. Common nouns are capitalized unnecessarily at the end of the paper. Some commas are correct while others are not. "Hached" and "mounths" are the only misspelled words. Although there is some control demonstrated in usage, severe weaknesses in sentence formation prevent this paper from meeting the standard for Conventions.

The Ghost of Captain Briggs

There is a big ghost and everyone is afraid of the ghost. Beth, Jennie and Sam Ffound out that they were in a haunted house with Ms. Briggs. They think Ms. Briggs is an old crabby lady but, she isn't she's just a normal person. Then Sam, Beth, and Jennie want to move out because everyone they ask say's there is a ghost. So then they find a door that leads them nowhere.

I liked this story because it was very interesting. My favorite character was the ghost because he poped out at scary times. And I also liked how everyone worked together and found all the answers. That is why you should read this book.

Ideas: Meets Standard

There is a consistent focus on the story *The Ghost of Captain Briggs*. All of the information included in the paper is relevant. The writer formulates an opinion about the book and begins to connect the text to self. There is enough information provided to understand the writer's point of view and his/her recommendation to read the book.

Organization: Meets Standard

The paper contains an introduction, body and conclusion, but the opening and closing sentences are not very effective. The writer never offers the name of the book in the text of the paper. A reader unfamiliar with the book would not know that the title of the paper was also the title of the book read by the writer. Related ideas are grouped together: the first section of the paper is about the story, while the second half of the paper is about the reader's response to the story. Transitions are simple (but, then, so).

Style: Meets Standard

The paper is a mixture of interesting language ("haunted house," "old, crabby lady," "door that leads them nowhere") and simple, ordinary language ("There is big ghost"). There is some sense of the writer's voice and enthusiasm for this book. The writer shows awareness of audience by directly addressing the audience ("That is why you should read the book.").

Conventions: Meets Standard

Most of the sentences are clear and correct, but there is a run-on in the first paragraph and some sentences begin with "And" or "So." Subject-verb agreement, noun forms, and pronouns are correct. Commas and apostrophes are often incorrect or unnecessary. Generally, spelling is correct (except "poped"). Overall, there is enough control of the three components to meet the standard in Conventions.

The Crane Wife is a magnificent book to read. This story takes place one winter in Japan. Sachi and Yukiko are the characters in the story. Guess what? Sachi needs a wife because he is very lonely. So he makes a wish for a wife. Sachi's wish came true, but Sachi is very poor. Keep reading to find out what happens.

You should read this book because the crane turns into a girl. The girl turns into a crane when she is weaving. When she is done weaving she turns back into a girl.

You should also read this book because it tells why you should keep

your promises and never break them.
One example is Sachi broke his
promise by wathing Yukiko weave
when he was specifically told not to.
Another example is, Yukiko kept her
promise to weave silk to sell. If
you want to know anymore, read
the book to figure out what happens.
That is why you should read this book.

Annotations for Response to Literature Paper 5

Ideas: Meets Standard

There is a consistent focus on the story *The Crane Wife*. All of the information included in the paper is relevant. The writer formulates an opinion about the book and begins to connect the text to the larger world; the writer uses the example of keeping your promises as an important lesson taught by the book. When Yukiko fails to keep his promise to his wife, he loses everything he cares about. There is enough information provided to understand the writer's point of view and his/her recommendation to read *The Crane Wife*. The writer is effective at interspersing the reader response with the description of the book.

Organization: Meets Standard

The paper contains an introduction, body and conclusion. Related ideas (plot summary, recommendation, moral) are grouped together into paragraphs. Transitions are effective ("when she was done weaving," "another example," "This story takes place").

Style: Meets Standard

The paper is a mix of interesting language ("magnificent," "characters," "when he was specifically told not to") and simple, ordinary language ("That is why you should read this book."). Although sensory details are not used, the writer addresses the reader throughout the paper ("You should read this if you want to know more").

Conventions: Exceeds Standard

The writer demonstrates sustained control of all of the components of Conventions. Sentences are consistently clear and correct with a variety of structures. Subjects and verbs agree. Nouns and pronouns are formed correctly. Possessives and plurals are formed correctly. Some commas are missing after introductory clauses, but the writer demonstrates correct spelling and capitalization. Overall, the skills demonstrated in this paper exceed the standard.

You should read this book by Bill cosby. The title is The meanst thing to say. The characters are Little Bill and Michae Reilly. The Story takes plesse at a School. The problem is that the new boy Michae Reilly want to see how cani say the meanest thing to each other. Keep on readmy to find out want will happen.

Here are some parts of the story that are amusing to me. This is the part when Little Bill's dad was dancing around the house. He was sqying so what So what! I also liked the part when Little Bill say so what to michae Reilly.

Some part of the story that are to know and not do are not to say mean things to someone. A other thing that all so You lerarc about is what happens when you say mean thing to someone.

If you want to know went heppens read the book.

Annotations for Response to Literature Paper 6

Ideas: Meets Standard

The writer is focused on the book *The Meanest Thing* and all of the information included is relevant to the topic. The writer begins with a brief summary of the main characters, setting, and plot, then begins to describe what he/she liked about the book ("Here are some parts of the story that are amusing to me."). Most of the paper consists of examples to support the writer's claim that the book is worth reading. The writer reveals the theme of the book without giving away the ending. There is enough information to establish and develop the writer's point of view.

Organization: Meets Standard

The paper contains an introduction, body, and conclusion. The opening is more effective and more developed than the closing which is limited to a single sentence. Related ideas (characters/plot/setting, parts that are amusing, what the book teaches) are grouped together in paragraphs. Transitions are used within paragraphs but not across parts of the paper.

Style: Meets Standard

The paper is a mixture of interesting language ("dancing around the house," "amusing," "so what so what," "characters,") and simple ordinary language ("you learn about what happens if you say mean things to someone."). The writer shows awareness of audience by directly addressing the reader several times in the paper ("You should read this book," "Keep on reading to find out what will happen," "If you want to know what happens, read the book."). There is just enough control demonstrated to meet the standard for Style.

Conventions: Does Not Meet Standard

Most of the sentences are technically correct, but many are unclear due to usage errors ("Some part of the story that are to know and not to do are not to say mean things to people."). Many word forms are incorrect ("went" for "wants," "how for who," "want for what," "say for said," "a other for another"). There are frequent errors in capitalization and punctuation. Proper names are capitalized, but only part of the title of the book is capitalized. Quotations have no punctuation, which requires the reader to reread to figure out who is speaking. The frequency and severity of errors in all components prevent this paper from meeting the standard.

The Magic school Bus
Gets Baked in a Cake

Reviewed by:

This book is about how
the the Magic school bus got
baked in a cake. Ms. Frizzle's
class planned her a surprise party.
They have everything but a birthday
cake. They take a trip to the
bakery in the Magic school bus.
The bus shranks to the size of a
moth and tossed in the cake batter.
I liked this book because the
kids try to keep Ms. Frizzle
away while they bake the cake
and make decorations for the
party.
This book reminds me of my
birthday party when I tried
to make a cake I got so messy
I had to ask my Nana if she could
go to the bakery and bye me a birthday
cake.

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Ideas: Meets Standard

There is a consistent focus on the story *The Magic School Bus Gets Baked in a Cake*. All of the information included in the paper is relevant. The writer formulates an opinion about the book and begins to connect the text to his/her own life by relating the incident of trying to bake a cake for a birthday party. The plot summary at the beginning is appropriate, and the writer relates it to a personal experience. The writer uses specific examples (keeping Mrs. Frizzle away) to support his/her opinion. There is enough information to develop a point of view.

Organization: Does Not Meet Standard

There is no introduction or conclusion. The writer begins with "This book" rather than identifying the book by title. (Titles are not evaluated or considered part of development.) The paper ends abruptly causing the reader to turn the page to look for more information. Related ideas are grouped within the "body" of the paper, but there is no evidence of an overall organizational pattern or use of transitions.

Style: Meets Standard

The paper is a mixture of interesting language ("They have everything but a birthday cake." "The bus shrinks to the size of a moth") and simple, ordinary language ("This book is about how the magic school bus got baked in a cake."). There is a sense of the writer's voice and enthusiasm for the book. The writer uses a few sensory details ("the bus shranks to the size of a moth and tossed in the cake batter.").

Conventions: Meets Standard

The majority of sentences are correct with the exception of the last sentence which is a long run-on. Some of the sentences are complex. Usage is correct with the exception of one missing word that should precede ("tossed in the batter"). Subjects and verbs agree and nouns and verbs are formed correctly. Capitalization of proper nouns is correct. Spelling is correct (except for "shranks" and "bye me"). The possessive "Ms. Frizzle's class" is formed correctly. Overall, there is enough control of the components demonstrated to meet the standard.

Amber Brown is not a Crayon

Reviewed by:

What are linking pinkes? It's not a thing or a pormise. It's something that Amber and Justin do in this story. If you want to know how they link pinkes then read on.

This book is about a girl name Amber Brown. Amber's friend Justin might move. If his mom sales the house he will be moving to Alabama. The two friends get in a fight about a gum ball. Will Amber and Justin ever talk agin? Well read this book and you'll find out.

This book talks about friend ship. And saying godbye to people you love.

This book reminds of the time I had to move from New York to Georgia. I didn't want to go just like the boy in this story. He didn't want to go to Alabama but he had to, like I didn't want to go to Georgia.

My favorite part in this story is

When Justin and Amber and Justin say I'm Sorry at the Same time and then link pinkes. I like This part because They link pinkes like my friend and I Jinks each over. That means when We say the Same thing at the same time.

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Then we say, "jinks" and then we laugh.
I would recommend this book to some
one that has a friend that is going
to live in a different state then this might
cheer that person up.
Now That you read this. I bet
you want to read Amber brown is not
a Crayon.

Ideas: Exceeds Standard

Focus is sustained and all the information is relevant to the book and the writer's response. The writer's point of view on both the book and its theme of friendship is clear and well-developed. The writer successfully ties the text to self by relating the story to a personal experience of a friend moving away and a current friendship. Each opinion is supported with specific details from the book. Identifying the theme of the book is an example of connecting the text to the larger world. The writer also explains the personal custom of saying "Jinx" with his/her friends.

Organization: Exceeds Standard

The organizational pattern is clear and appropriate with a strong introduction, body, and conclusion. Many grade three writers open their papers by announcing the book title and launching into a plot summary. This writer's introduction hooks the reader by suggesting rather than announcing the purpose and theme of the paper: friendship. The body of the paper interweaves the writer's response with specific examples from the book. The conclusion is more than a simple recommendation to read the book. The writer suggests how this book could cheer up "someone who has a friend that is going to live in a different state." Transitions smoothly connect the theme of the book to the writer's personal life and to the larger world. This is quite sophisticated for a grade three writer.

Style: Exceeds Standard

The writer uses interesting language from the beginning to end of this response. Awareness of audience is very strong as the writer repeatedly addresses the reader with questions ("What are linking pinkies?" "Will Amber and Justin ever talk again?" "If you want to know how they link pinkies then read on."). The writer's voice is clear throughout the paper as he/she relates the book to his/her life. The tone of enthusiasm for the book is clear and sustained.

Conventions: Exceeds Standard

Sentences are consistently clear, correct, and complex on the first page of the paper, but there are some incorrect sentences on page two (a fragment and a run-on). There are errors in usage ("girl name Amber," "jinks each over," but these are minor and do not distract the reader. Errors in mechanics (the spelling of pinkes, pormise, jinks, sales) are minor. Contractions are correctly punctuated and possessives are formed correctly. Formatting is unusual, but it is not evaluated on the Grade 3 Writing Assessment.

The Case of The Kidnapped Collie

reveiwed by:

A dog named Hank is Head of Ranch Security. When a girl dog comes to the ranch he tries to impress her. When she gets Kidnapped her birddog boyfriend gets scared. Now its up to Plato and Hank to save her. If you want to know what happens in this exciting story you'll just have to read the book.

This book reminds me of my little dog, Buster that always follows my bigger dog Reble. In the book, Drover always follows Hank. And when Drover gets scared he runs and Hides. When Buster gets scared he hides behind Reble.

My favorite part is when Pete the barncat clawed Drover on the tailcand he screamedand Kept saying Yeah but.... Yeah but.... What made me laugh was the picture on the page. I liked the way the author used the the picture to create a picture in my mind. That's what made it so funny.

I liked when Hank said "as the sharp little impulses of pain began pouring into Data control, my eyelids began to quiver and a fourocias growl began to rumble in the deep recesitudes of my throat."

That was interesting to me because it made him sound like a person in the army.

If you like mysteries and life on the ranch. People who make dogs and cats sound like humans than this is the perfect book for you.

Ideas: Exceeds Standard

The writer's focus is sustained and all the information included is relevant to the book or the writer's response. The writer uses specific examples to support his/her point of view: how the dogs in the book are similar to his/her pets, what makes the book funny, and the type of language used in the book. The brief plot summary at the beginning is appropriate and is used to create interest in the book. The writer's enthusiasm for the book is clear and the point of view is well- developed.

Organization: Exceeds Standard

The organizational pattern is clear and the introduction, body, and conclusion of the paper are strong. The introduction effectively summarizes the book without giving too much information away. The body of the paper moves from how the author relates to the characters in the book to a humorous scene in the book to a specific excerpt from the story. The conclusion summarizes and explains who might enjoy this type of story.

Style: Exceeds Standard

The writer's voice is clear and appropriate. It is clear to the reader that the writer enjoyed the book and believes that others would also. There is attention to the audience in the introduction ("If you want to know what happens..."), the body (sharing an excerpt of a funny scene) and the conclusion ("If you like mysteries and life on the ranch...").The writer effectively communicates the humorous tone of the book by using sensory details in the writer's own words.

Conventions: Exceeds Standard

Sentences are consistently clear and correct until the final paragraph which contains two fragments. Usage and mechanics are correct and varied. There are a couple of missing commas and a misspelled word ("fouracias"), but these minor errors do not prevent the paper from exceeding the standard for Conventions.

Fighting Tackle pg1
Author: Matt Christopher
Review by:

If you have probloms in football
this is a book about a football player
that has probloms in football. He lost
his position on the the team. And his
brother helped him get his job back.
I liked this book because
it is about football and football is my
favorite sport in the world. I watch
football on Tv.. Thats how I got hooked
up with football. So I signed up for
football. We had to practice for the
games and we won every single game.
We went to the Turkeybowl, which is like the
NFL Superboul. We won 6-0. I can't wait
until next year.
This book reminds me of my
first team when I played football.
I was on big-team offence but I made
two mistakes by jumping off sides.
And then I lost my job on big-team
offence, I had to go sit on the bench

pg2

for the rest of the season. Thats how the character felt about when he last his job I know how he feels.

If you like football this is a book that you will like.

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Ideas: Exceeds Standard

The writer's focus is sustained and all the information included is relevant to the book or the writer's response. The writer uses specific examples to support his point of view: football is his favorite sport, his own football 'career', and losing his job on offense. The writer connects specific examples from the text to his own life and explains why he empathizes with the main character in the book. The writer's point of view is well developed.

Organization: Exceeds Standard

The organizational pattern is appropriate and the introduction, body and conclusion of the paper are strong. The introduction briefly summarizes the theme of the book and relates the book to everyone who has ever had problems in a football league. In the body of the paper the writer relates specific parts of his life to the story. The conclusion relates the writer's empathy with the character in the book and recommends the story to any football lover. Related ideas are grouped together into paragraphs and the writer uses transitions to link ideas in the response.

Style: Exceeds Standard

The writer's voice is clear throughout the paper as he shares his feelings about football with the reader. The tone of enthusiasm for both football and the book *Fighting Tackle* is sustained. There is attention to audience in each section of the paper as the writer story evokes empathy for his personal struggles to succeed at football.

Conventions: Meets Standard

The majority of sentences are clear and correct, but the writer begins several sentences with "And" or "So," and there is a fragment on the second page. The components of usage are consistently clear and correct: subjects and verbs agree, nouns and verbs are formed correctly. Capitalization is effective, but several commas and apostrophes are missing. This response falls at the high end of the Meets Standard category.

Practice Scoring

Response to Literature

Practice Papers 1 - 10

Score Sheet for Response to Literature Practice Papers

Paper #	Ideas	Org.	Style	Conv.
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Long Shot for Paul

This book is about a boy named Glenn who helps his brother Paul make the basketball team. In the first practice Paul gets hit in the nose with a ball. In the game Paul can't play because he doesn't have a uniform. Paul overcomes both the problems. Finally the last game comes. Pauls team is down by one with ten seconds to go. Paul gets the ball, he shoots, he scores.

I think you should read this book because this book has a lesson. The lesson is to never give up. If you try your best you can do anything. I like this book because it is about sports. If you like sports this is a book for you.

Corduroy

Reviewed by

one day a girl and her mom was walking in a toy store. The girl saw a bear and her mom could she have it. Her mom said no because it had a missing button. Corduroy did not know he had a missing button. The rest of the of the book tells about Corduroy's Adventures as he looks for his missing button. He rode On an escalaton. He pulled a button off the mattress, and broke a lamp. What do you think will happen when the night watch man gets Corduroy? You're going to have to read this book because I'm not going to tell you.

372

Beauty
review Bus:

This book is a boy named
Luke and a horse named Beauty.
Beauty isn't Luke's horse
though. She's actually Luke's
granpa's horse. At first Luke hates
Beauty and she's ratty and ugly, but
soon he relizes she's beautiful. But
at the end something bad happens
but I'm not going to tell you
what. Na, nana, Boo, boo!
     I liked this book because
I like reading about connections
between people and animals.
This book is so sad, but so
happy. Read the book to find out
more, it's amazing!
     This book reminds me
of me with dogs. At first
I thought they were ratty.
Now I love them.
     My favorite quote is
when Luke's granpa says
"Ain't your fault boy." I think
it sounds a little bit like me.
One day I said almost non-
stop "It's not your fault."
          page 1

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My favorite part is when Luke finds a new friend, Joshua. They play cow boys and indians. It sounded like fun.
I would recomen this book to someone who loves drama. Drama, Drama, and more drama. That's all it seems to be. But I still love it.

p.1

Fudge-A-Mania
Author: Judy Blume
Reviewed by:

Did you ever read one of Judy Blumes' books? Well, this book is about a boy name Peter who has to go through a problem with his brother Fudge and a girl who Fudge wants to marry Sheila Tubman while on vacation in Maine. Why I love this book is because it's very funny, it's interesting and its full of excitement. Fudge-A-Mania reminds me of myself. My favorite quote is when Fude said, "Good morning honey" to Sheila. My favorite part is when Peter found out that Fudge wanted to marry Sheila. That part was funny because Peter couldn't beleive it and he fell out on the floor. I would recommend this book to people who like Judy Blumes' books, who like funny stories and who like books.

I think you should read this book because it talks about kid and his family. and who he was rich last Sunday. I think this a funny book

Miss Nelson is Missing
Author: Hallard Allard
Review by

Are you bad in class
and don't listen to your teacher?
If you are read this book and after
you read this book I bet you will
stop. You should read this book now!
This good book is about a nice
teacher named Miss Nelson. The kids
in Miss Nelson's class spit gumballs
on the roof. They also have paper planes
flying trought the air. One day Miss
Viola Swamp came to the class room.
The kids were scared and were thinking
crazy things happend to Miss Nelson.
One kid was thinking Miss Nelson's
car was carried off by a swarm of angry
butterflies. The kids told the police. He
said, "Kids I think Miss Nelson is Missing".
Read this book to find out more
about this great story.
I like this book becuase I am
going to be a teacher when I

grow up and if my students are bad, I can trick my students if they are bad. I'll do the same thing as Miss Nelson. I also like this book becuase like this book becuase it teaches those bad kids a lesson. They learned to be good in class.

This book reminds me a lot of when my sister told me her teacher was out and the meanest subsitute came to her class. She said everyone in her class was good. My sister said the badiest boy in her class was good. She told me it was April Fool's Day and her class didn't know that the teacher was at the door laughing. She said the teacher opened the door and screamed, "April Fools!" Everyone started laghing.

My best part is when Miss Viola Swamp says something and the kids do it. When Miss Viola Swamp tells the kids to take out their books

and they do it as fast as they can. My other favorite part is when Miss Viola Swamp comes by Miss Nelson's house the kids run becuase Miss Viola Swamp will give them more homework.

I really think I would recommend this book to somone who is bad in thier class and doesn't listen to thier teacher. When people are bad they need to read Miss Nelson is Missing. In my second grade class when we where bad my teacher would read us Miss Nelson is Missing. We got better! I bet you will be good if your teacher did just like Miss Viola Swamp. Now you bad kids be good before I get in touch with your teacher and tell her what she can do.

The Magic Tree House

Jack and Annie found a magic tree house in the forest. They found out it belonged to a magical librarian named Morgan Leg Fay. She was put under a spell. Now Jack and Annie have to do 6 magical things to break the spell. In one of the books Night of the Ninjas they found a clue. Now they are in After Noon on the Amazon they have to find another clue.

This book makes me feel so excited, it was the best thing ever. To me it feels like I'm in the Amazon. I think you should read this book. This is an awesome book. Even though it is fiction I loved it.

Reading

Dear J ,

I think you should read this amazing story called Tacky and the emperor by Helen Lester these are some reasons I think you should read this book. This book is halarryes because everybody thinks Tacky is the emperor because he puts on the emperor's clothes and they do all the stuff they would have done for the emperor.

Do you see why you should read this book.

You Should read this Book
it was the man why go
it was the man was getting a
pichs to sloe pichs to got many
to old man wont a pichs you do
not have no money he is bon the
Wonam was nins to the old
nam was laning a picho
they he was anos to the
tree and all the pople ware
going to see the manwas
gone and all the people
ware going for some pichs and
the man piehs war gone and

Best Friends
Author Steven. helloa
Previewed by

Do you like reading books about best friends? Well, I read one and it was about two little girls named Louise Jenkins and hathy that were the bestest of friends. Then, one day Louise had to go off to see her aunt and uncle. Now, hathy feels like Louise doesn't want to be her friend because she doesn't get a letter for a long time.

When I read this book, I liked it because it was about me. She lived a life like me. I remember how Sancy and me like the same thing. We like dancing. It reminded me of how I feel shunned sometimes.

One time Sancy wanted to play with Samantha. They

went over to the swings and talked. They didn't envite me. I felt left out. That one time I felt shunned. After that, Taney and Samantha stopped talking. They came over to me and talked to me. I felt mad and didn't want to talk to her but I didn't tell her that. I couldn't because she was my bestest friend in the whole wide world. That's exactly how Louise and Kathy felt in the book. I think who have a best friend and still have disagreements would like this book. In this book they have several disagreements.

     I liked how Steven Kellogg's pictures helped me visualize the story. The picture I liked the best was when the author said that Kathy wished

that Pine Cone Peak would burst into pebbles. The picture showed everyone and everything up in the air behind a volcanoe. It was really cool. If you have a best friend and you know what they are like, you might want to read about someone else's friendship. You need to read this story.

Answer Key for Response to Literature Practice Papers

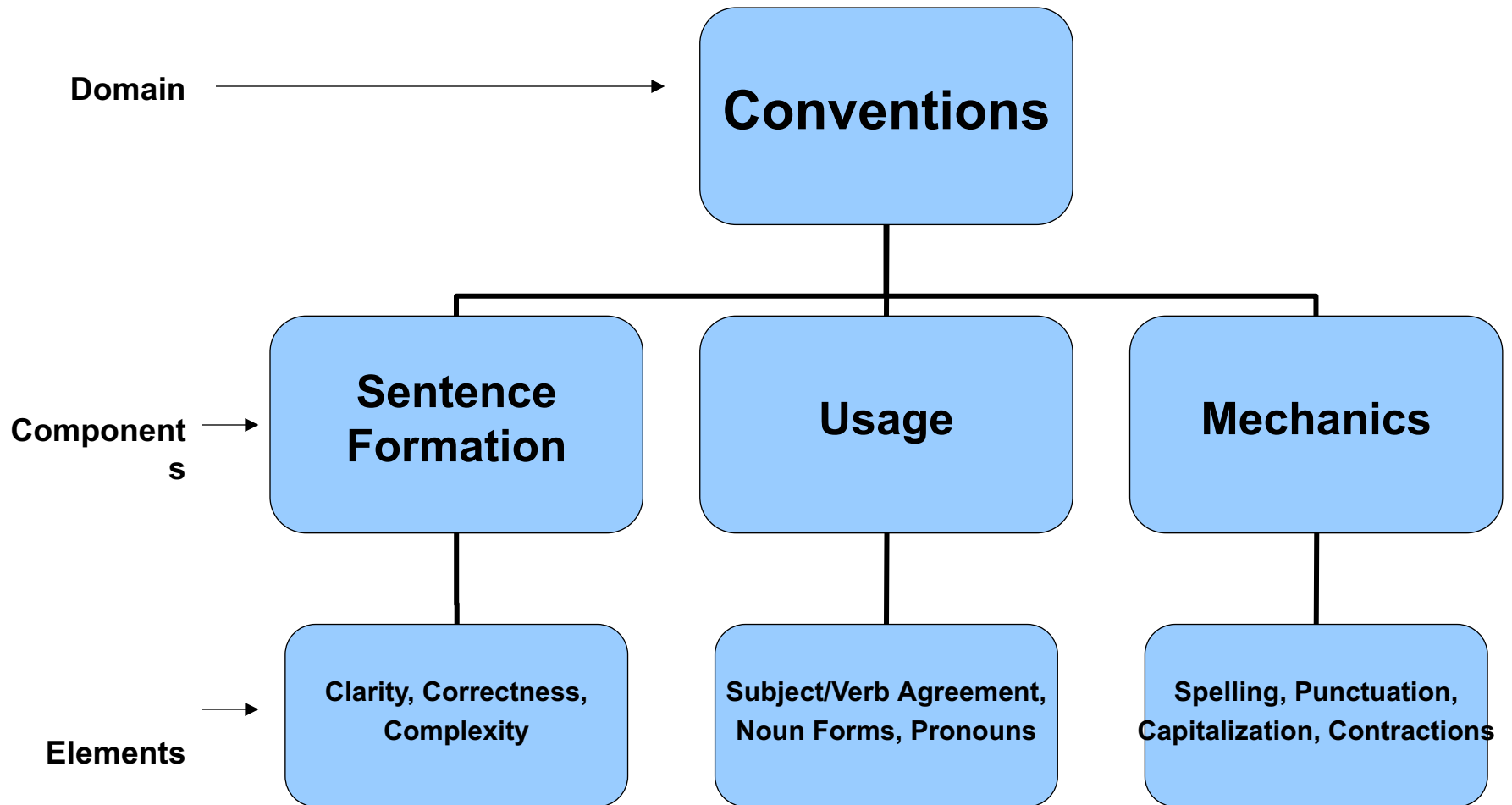| Paper #	Ideas	Org.	Style	Conv.
1	Meets	Meets	Meets	Meets
2	Does not Meet	Does not Meet	Does not Meet	Meets
3	Exceeds	Exceeds	Exceeds	Meets
4	Meets	Meets	Meets	Meets
5	Does not Meet	Does not Meet	Does not Meet	Does not Meet
6	Exceeds	Exceeds	Exceeds	Exceeds
7	Meets	Meets	Meets	Meets
8	Does not Meet	Meets	Meets	Meets
9	Does not Meet	Does not Meet	Does not Meet	Does not Meet
10	Exceeds	Exceeds	Exceeds	Exceeds

Part IX. Conventions

1. Conventions Rubric
2. The Components and Elements of Conventions
3. Balancing Strengths and Weaknesses in the Components and Elements
4. Determining Competence in Conventions
5. The Elements of Sentence Formation
6. The Elements of Usage
7. The Elements of Mechanics

Domain 4: Conventions - The degree to which the writer demonstrates control of Sentence Formation, Usage, and Mechanics.

Component	Element	Does Not Meet Standard	Meets Standard	Exceeds Standard
Sentence Formation	Clarity and Correctness	More incorrect and unclear sentences than correct, clear sentences	Majority of clear and correct sentences	Consistently clear and correct sentences
	Complexity	Little or no variation in sentence structure	Some variation in sentence structure	A variety of sentence structures with some complex or compound sentences
Usage	Subject/Verb agreement	Frequent and severe agreement mistakes	Agreement is generally correct with some mistakes	Few, if any, agreement mistakes
	Noun Forms (singular, plural, possessives)	Frequent mistakes in noun forms	Majority of correct noun forms with occasional mistakes	Consistently correct singular, plural, and possessive nouns
	Personal and Possessive Pronouns	Frequent mistakes using personal and possessive pronouns	Generally correct personal and possessive pronouns with only occasional mistakes	Consistently correct personal and possessive pronouns
Mechanics	Spelling	Frequent and severe spelling errors that may distract the reader, including misspellings of common words	Generally correct spelling; spelling errors do not distract the reader	Consistently correct spelling with few errors; spelling errors occur in words that are above grade level
	Punctuation (commas, apostrophes, quotation marks)	Frequent errors in punctuation; some basic punctuation (commas in a series) may be correct	Generally correct punctuation with occasional mistakes	Correct punctuation in a variety of contexts
	Capitalization	Frequent errors in capitalization; some basic capitalization (first word in a sentence) may be correct	Generally correct capitalization with occasional mistakes	Correct capitalization in a variety of contexts
	Contractions	Frequent mistakes forming contractions (missing or incorrectly placed apostrophes)	Generally correct use of contractions	Consistently correct use of contractions; may use a variety of contractions

Conventions **388**

The Components and Elements of Conventions

Domain →

Conventions

Component s →

Sentence Formation

Usage

Mechanics

Elements →

Clarity, Correctness, Complexity

Subject/Verb Agreement, Noun Forms, Pronouns

Spelling, Punctuation, Capitalization, Contractions

Balancing Strengths/Weaknesses in the Components and Elements of Conventions

Exceeds Standard

- Correct in most elements of Sentence Formation, Usage, and Mechanics
- Some variety demonstrated in each component

Meets Standard

- Correct in majority of elements of Sentence Formation, Usage, and Mechanics, but there may be some errors in each element.

Does Not Meet Standard

- Overall lack of control in all three components although some *elements* may demonstrate strengths
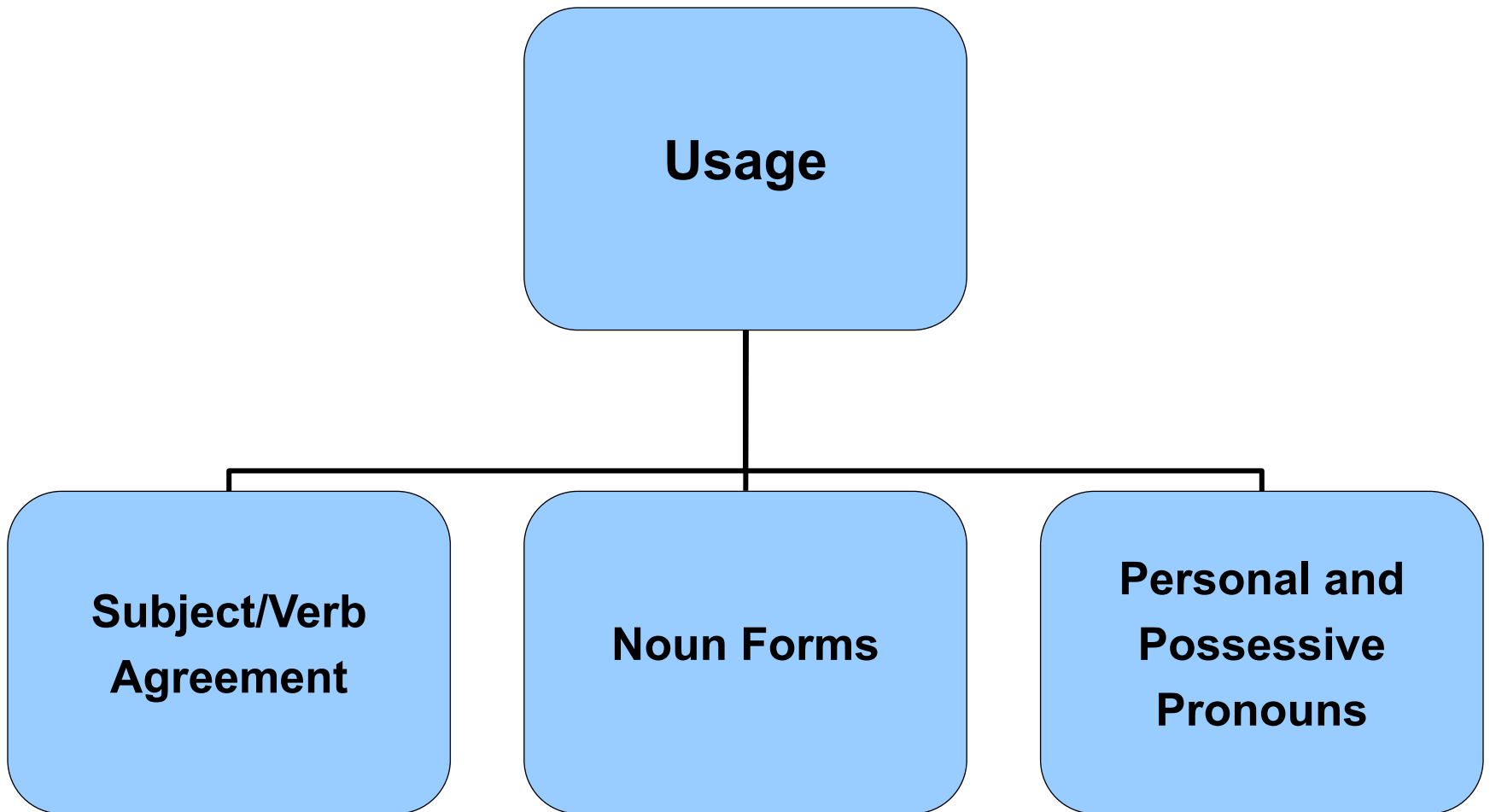
Determining Competence in Conventions

- Using the scoring rubrics appropriately requires reading for Competence. This means looking for a demonstration of the writer's ability to control the components, not tallying errors.

- Avoid "counting errors" to determine the Conventions score. It is necessary to evaluate the severity and frequency of errors to determine the level of competence demonstrated by the writer.

- Nearly every student paper contains errors. It is the degree of control – the proportion of correct to incorrect instances and the complexity of what is attempted - that determines the Conventions score.

- Errors in Sentence Formation, Usage, and Mechanics may force the reader to carefully reread a portion of the paper, and may prevent the reader from understanding the writer's meaning.

- Even a "5" level paper may have errors in some of the elements of Conventions, but these errors do not interfere with meaning.
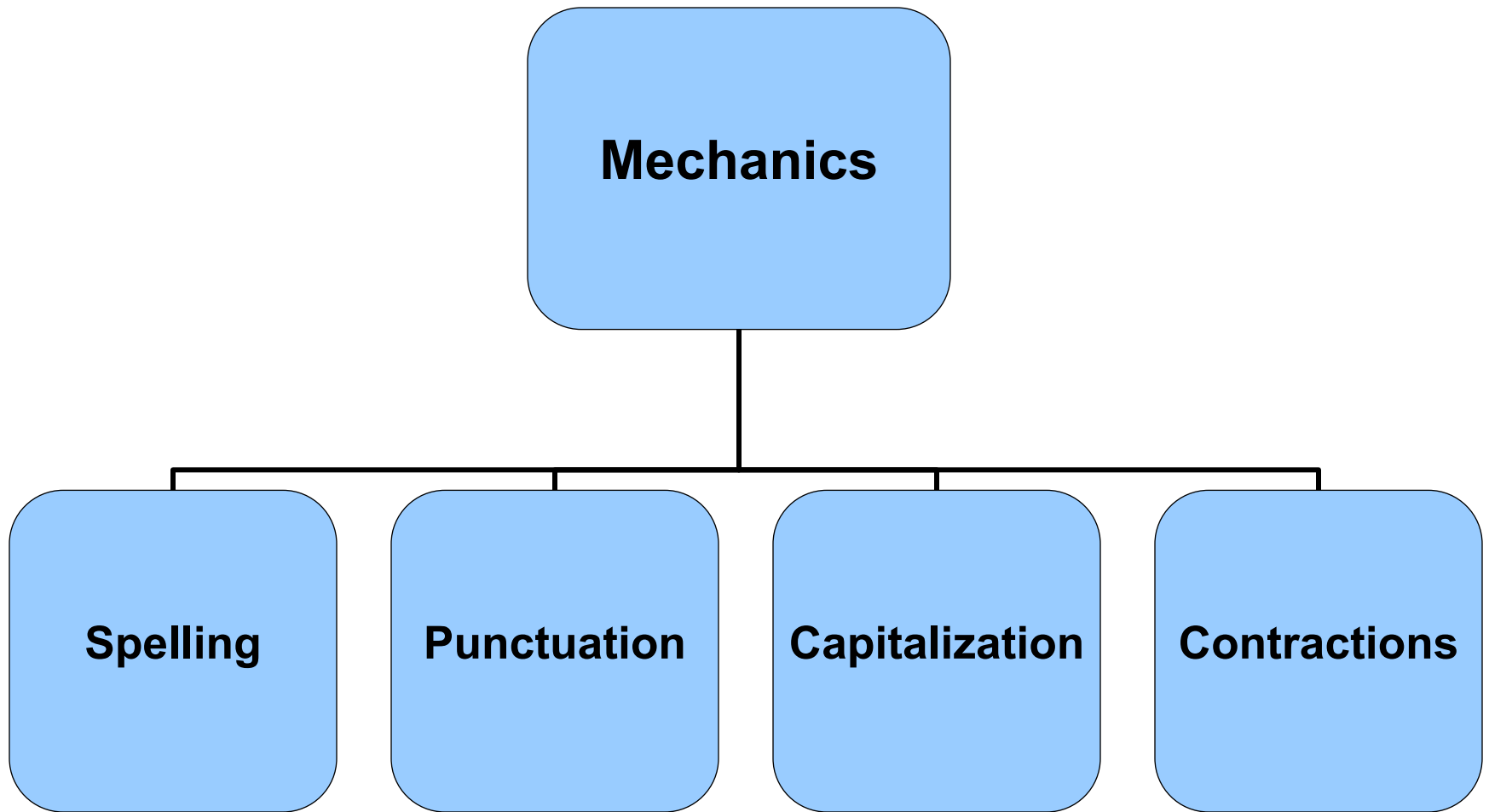
The Elements of Sentence Formation

Sentence Formation

Clarity and Correctness

Complexity
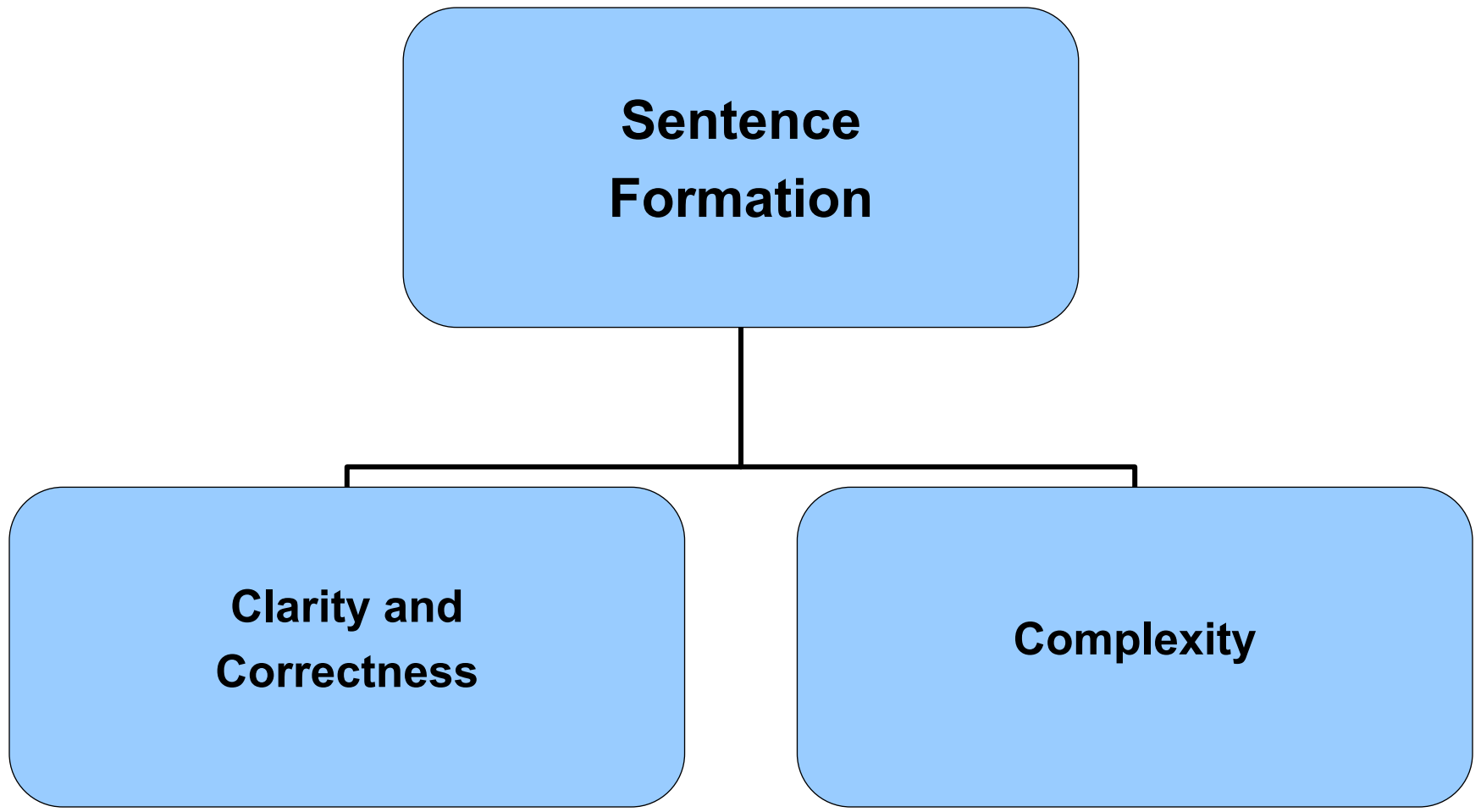
The Elements of Usage

The Elements of Mechanics

Mechanics

Spelling

Punctuation

Capitalization

Contractions

Part X. Writing Instruction Resources

The following resources were recommended by Georgia educators.

Author	Title
Janet Allen	*Tools for Teaching Content Literacy*
Janet Angelillo	*A Fresh Approach to Teaching Punctuation*
Jim Burke	*Writing Reminders*
Lucy Calkins	*One to One*
Ruth Culham	*6+1 Traits of Writing The Complete Guide Grades 3 and Up*
Ruth Culham	*6 + 1 Traits of Writing The Complete Guide for the Primary Grades*
Ruth Culham	*Using Picture Books to Teach Writing with the Traits*
Ralph Fletcher	*A Writer's Notebook: Unlocking the Writer Within You*
Ralph Fletcher	*How Writer's Work: Finding a Process that Works for You*
Ralph Fletcher	*Live Writing: Breathing Life into Your Words*
Ralph Fletcher	*Poetry Matters: Writing a Poem from the Inside Out*
R. Fletcher & J. Portalupi	*Qualities of Teaching Writing*
R. Fletcher & J. Portalupi	*Craft Lessons: Teaching Writing K-8*

Writing Instruction Resources

Author	Title
R. Fletcher & J. Portalupi	*Nonfiction Craft Lessons: Teaching Informational Writing K-8*
R. Fletcher & J. Portalupi	*Writing Workshop - The Essential Guide*
Stephanie Harvey	*Nonfiction Matters: Reading, Writing, and Research in Grades 3-8*
Brock Haussamen	*Grammar Alive!*
Georgia Heard	*The Revision Toolbox: Teaching Techniques that Work*
Georgia Heard	*Awakening the Heart: Exploring Poetry in Elementary and Middle School*
Bea Johnson	*Never Too Early to Write*
Jane Bell Kiester	*Blowing Away The State Writing Assessment Test*
Barry Lane	*After the End: Teaching and Learning Creative Revision*
Denise Leograndis	*Fluent Writing*
Katie Wood Ray	*Wondrous Word: Writers and Writing in the Elementary Classroom*
Edgar H. Schuster	*Breaking the Rules: Liberating Writers through Innovative Grammar Instruction*
Megan S. Sloan	*Trait Based Mini Lessons for Teaching Writing in Grades 2-4*
Tony Stead	*Is That a Fact?: Teaching Nonfiction Writing K-3*
Alan Ziegler	*The Writing Workshop Vols. 1 and 2*

Writing Websites

| Website	URL
Colorado State Universities Online Writing Lab	www.writing.colostate.edu
Exemplars: Developing Writers	www.exemplars.com/materials/rwr/index.html
Learning-Focused Writing Assignments K-12	www.learningfocused.com
Purdue University's Online Writing Lab	www.owl.english.purdue.edu
ReadWriteThink	www.readwritethink.org
Write Source	www.thewritesource.com
The Writing Site	www.thewritingsite.org

The Writing Process

Planning/Prewriting — Drafting — Revising & Editing — Final Draft — Proofread/Publish
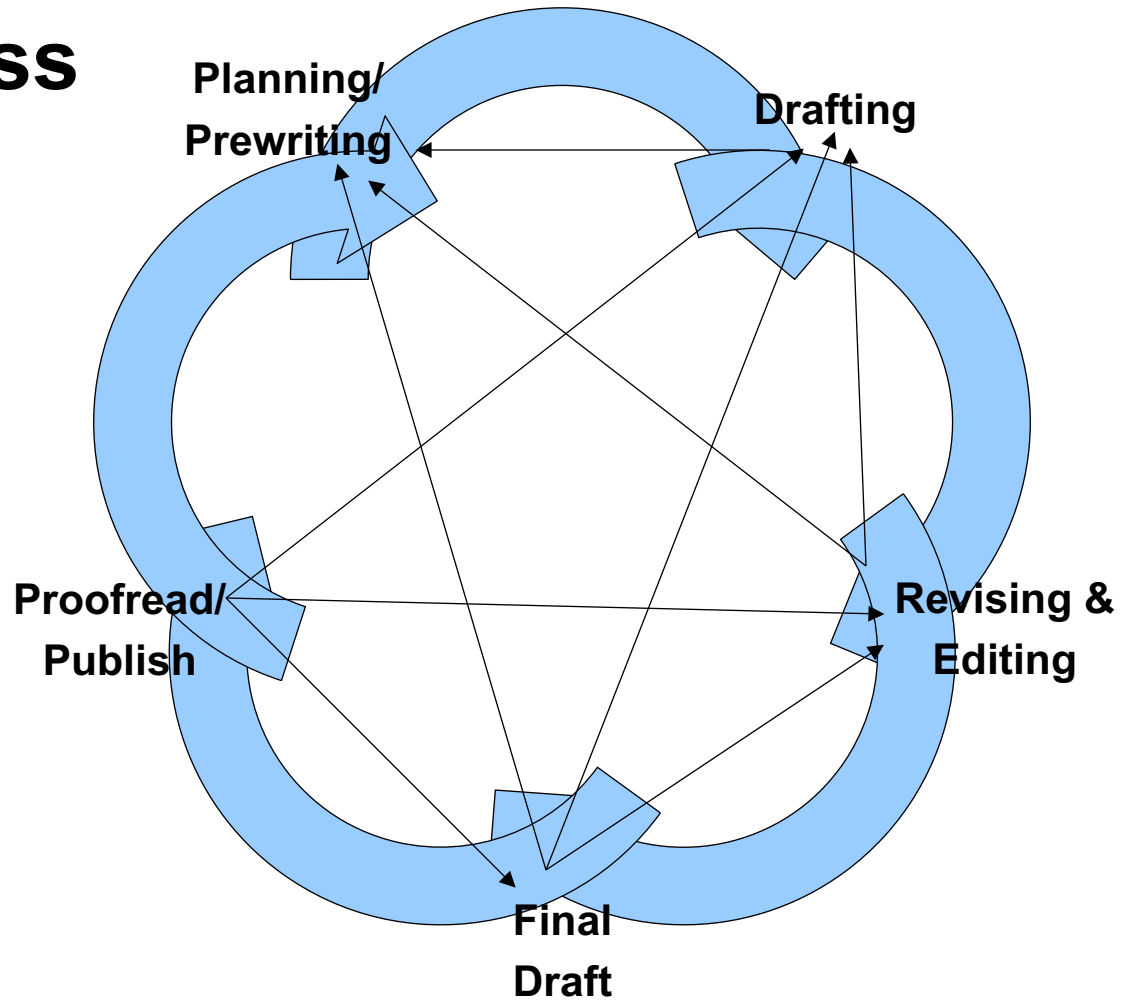
Part XI. Sample Writing Lessons

Note: The following lessons focus on writing instruction. Some of these lessons may not be suitable for collecting assessment samples because of the amount of teacher assistance provided.

Informational Writing Lessons

Lesson 1: Ice Cube Melting Race

GPS
- S3P1 - Investigate how heat is produced and the effects of heating and cooling
- ELA 3W1

Focus of the Lesson
- Suggested Time for the Lesson: approximately 3 days
- The student will produce a description of the process he followed to melt ice.

Suggested Materials
- dry erase board
- chart paper and chart stand
- writing tools: pens, pencils, colored pencils, highlighters, varied sizes and colors of paper
- overhead projector
- other materials: ice, containers, heat sources (sun, heating vent, breath, light bulb)

Suggested Procedure for Lesson 1

1. The teacher will set the purpose for the activity by brainstorming with students how heat can produced in different ways. The teacher will chart student responses and students will record responses in their science journal.

2. Students will form groups and the teacher will explain:
    *   We will be having an ice cube melting race.
    *   The class will compile a set of rules for how the winner will be determined. The teacher will make a chart listing the rules.
    *   Each group will formulate a written plan for melting their ice cubes and each student will record that plan in their journals.
    *   Students will conduct the race. Students will record data in their journals and graph results. The teacher could furnish a blank graph for students to record the information.
    *   Each individual will write a description of their group's performance in the race including specific details using the notes from their journals.
    *   Revision and editing can occur in another session.
    *   A final draft will be produced.

Extended Activity

- Similarity/Difference (Compare/Contrast) ELA 3W1 d:
  - Students can share data from their experiment and write a compare/contrast paragraph.

- Chronological Order (Sequence) ELA 3W1 d:
  - Students will list the steps they followed in the ice cube race.

- Cause/Effect ELA W1 d:
  - The teacher would pose the questions:
    - What happened in the experiment (effect)?
    - Why did it happen? (cause)

Lesson 2: You are the expert!

GPS
- ELA8W2: The student demonstrates competence in a piece of writing drawn from research.

Focus of lesson
- The student will write a research paper with presentation materials.

Suggested materials
- Depending on the topic may include:
  - Brochures, books, interview, articles, internet

Suggested Procedures for Lesson 2

<u>Introducing the lesson</u>

* We are all expert in something that we can do or something that we know about. Such as, if you are a diabetic or have a family member who is diabetic, you may have a great deal of knowledge that a non-diabetic person might have. You may be an expert at skateboarding, or playing an instrument. You may have traveled to different places and are an expert on a particular place. You may be an expert on another culture. Perhaps you are someone in your family recently moved to your area. You may have a new baby in your family or even a new pet.

* Think of something that you are an expert at or can become an expert at.

* Use a KWL chart to identify your expertise and what you want to learn.

* Provide the students with various formats for research.

<u>During the lesson</u>

* Look at the information gathered from the KWL and decide on your research questions. Model a note taking procedure. Locate materials to answer the question and record the information.

* Refer to the Standard elements a-l in assisting students in writing their research paper with presentation materials.

Persuasive Writing Lessons

Persuasive Lesson 1
(open-ended topic)

GPS
- ELA 3W1, L

Focus
- The focus is on how to write a persuasive piece. Suggested time for the lesson: 2 to 3 weeks to complete a persuasive piece.

Desired Outcome
- Your goal is to change the opinion of the reader. To convince or persuade your audience.

Suggested Materials
- Text – SS and Science
- Different sources of advertisements: Examples: television ads, newspaper editorials and junk-email correspondence, magazine advertisements

Suggested Procedure

<u>Prewriting</u>

* Introduction: Explain the definition of persuasive writing. Read examples from books, advertisements, newspapers and junk mail. Talk about what persuasive pieces have in common.

* Decide on your situation, purpose, audience and mode. **(SPAM)** Next, decide on the problems and solutions for your request.

* Situation: What do you want to happen? What is happening which creates a need to communicate with others?
    – For example, if you want to be class officer, your situation would be that your class is voting on officers for you classroom and you must convince your classmate to vote for you.

* Purpose: What is your central reason for communicating?

* For example, if your purpose is running for a class office is to convince your classmates that you are the best choice for a particular office and to persuade them to vote for you.

* Audience: This is the person or group that you are trying to convince or persuade.
    – For example, if you are running for class office, your classmates will be your audience.

* Mode: The kind of communication used – determines the format. How are you going to approach your audience? This might be a letter, advertisement, poster, speech. For example, writing a speech to convince your classmates to vote for you.

Suggested Procedures

<u>Drafting</u>

- **Lead:** the lead should grab the reader's attention. It also states your purpose and clearly defines what your point. There are several ways to do this.
    - Direct statement
    - Anecdote
    - Quotation
    - Dialogue
    - Statistics
    - Riddle

- **Body:** Think about why your audience might not grant your request. What problems will they have with your idea? Why will they say no? Make a list of reasons they might say no.
    - Then, decide on how you would convince them to think like you think, want what you want, or feel like you feel. Propose a solution to the problems by using facts, reasons, experiences, evidence, statistics, etc. to support your argument.
    - Combine your problem/solutions to make your point clear to your reader using multiple paragraphs for your body.

- **Conclusion:** Sum up for your audience the point you are making. The closing lets the reader know the piece is finished and connects back to the lead and the purpose again.

Lesson 2: Spending and Saving Choices

GPS
- SS3E4 - Describe the costs and benefits of personal spending and saving choices
- ELA 3W1

Focus of the Lesson
- Suggested Time for the Lesson: approximately 2 days
- The student will write a persuasive essay to persuade classmates about the best way
- to spend $100.00.

Suggested Materials
- dry erase board
- chart paper and chart stand
- writing tools: pens, pencils, colored pencils, highlighters, varied sizes and colors of paper
- overhead projector
- other materials: supply catalogs

Suggested Procedures

1. The teacher will read the following announcement:
   – "The PTO has awarded our class $100.00 as "Class of the Month." We need to decide as a group how we will spend the money. In order to do this each one of you must investigate possible ways to spend the $100.00 for classroom items and write an essay to persuade your classmates to use your plan for spending the money.

2. The teacher will ask students to work in collaborative pairs to create a list of possible items for purchase. Students will share their responses with the class and evaluate the appropriateness of responses.

3. As a prewriting activity, each student will create a web to indicate what items they will purchase and reasons why they will purchase these items.

4. Students will draft a multi-paragraph persuasive argument.

5. Revision and editing should occur after students complete the draft.

6. Each student will submit a final draft to the teacher and share the draft orally with classmates.

7. Students will decide which essays are most convincing and vote to a select a winner.

Persuasive Writing Lessons   **411**

Narrative Writing Lessons

Lesson 1: Personal Narrative Based on a Self-Selected Topic

GPS
- ELA 3R3 e, l, p
- ELA 3W1 b, m, n

Focus of Lesson
- Suggested Time for the Lesson: 3 to 4 weeks to complete a personal narrative
- The student will produce a personal narrative based on a self-selected topic. The focus is on modeling the steps of the writing process.

Suggested Materials
- dry erase board
- chart paper and chart stand
- writing tools: pens, pencils, colored pencils, highlighters, varied sizes and colors of papers
- overhead projector
- reading selections:
  - *When I Was Young in the Mountains* – Cynthia Rylan
  - *When the Relatives Came* – Cynthia Rylant
  - *26th Fairmount Avenue* – Tommie de Paola
  - *Owl Moon* – Jane Yolen
- Reference materials: writing handbooks, Quick Word book, dictionaries, thesaurus

Suggested Procedures for Lesson 1

1. The teacher introduces the activity by reading aloud and discussing several of the books listed or other children's literature that provides examples of personal experiences.
2. Read aloud each selection stopping to make text-to-self connections.
3. Select one story; create a story map by modeling for the whole class.
4. Have students work in collaborative pairs to create a story map for another read aloud selection.
5. The teacher will model the brainstorming process:
6. Use chart paper to create a list of personal memories. (e.g. the day I graduated, the day my dog ran away)
   - Students should create a list of personal memories in their writing notebooks.
   - The teacher models the process for selecting one topic.
   - Students select a topic from their personal memories with assistance from the teacher.
   - The teacher models a writing plan using a foldable. The chart paper is folded into three sections and labeled beginning, middle, and end.
   - The teacher will model using her selected topic by generating a list of ideas for the beginning, middle and end of the personal narrative.
   - Students will create their own list of generated ideas for the beginning, middle and end of their personal narrative. The teacher will monitor student progress and confer with students as they create this list.

Narrative Writing Lesson

Suggested Procedures for Lesson 1

6.   The teacher will model creating a beginning of her personal narrative using chart paper. Intentionally making errors will provide the teacher with opportunities for modeling revising and editing at later stages of the lesson. The student will then create a beginning for this personal narrative. The teacher will monitor student progress and confer with students as they create this list. Continue this same process to create the middle and end of the narrative.

7.   Using her personal narrative, the teacher will model several basic revision strategies such as lining out or using a carat to insert words, phrases, and sentences. The students then use these revision strategies. The teacher will monitor student progress and confer with students as they revise.

8.   The teacher will model basic editing strategies such as proofreading for spelling errors. Student will then proofread for spelling errors.

9.   The teacher will model putting the three parts of the personal narrative together into a finished product. The student will create his own final draft and the teacher will monitor student progress and confer with students as they complete their personal narratives.

Response to Literature Lessons

Lesson 1: Family Stories

GPS
- ELA3W1k: The student demonstrates competency in the writing process. The student writes a response to literature that demonstrates understanding of the text, formulates an opinion, and supports a judgment.

Focus of the Lesson
- Desired Outcome: The student's writing demonstrates how literature relates to oneself.

- Suggested Time Line: Provide enough time to expose your students to a variety of literature focusing on family experiences.

Suggested Materials
- Reading Selections:
  - *The Relatives Came* by Cynthia Rylant (a story about a family reunion)
  - *Owl Moon* by Jane Yolen (a story about a father – daughter owling experience)
  - *Sleep Out* by Carol and Donald Carrick (a story about a boy camping alone)
- Word wall or personal writing notebooks
- Writing journals

Suggested Procedures

Part One

- The teacher introduces the idea that family structures vary.
- Teachers and students share their photo albums, individual pictures, and mementoes.
- Teacher and students tell family stories.

Part Two

- Read chosen stories. Read each story more than once. The first time without interruptions, the second and/or third time with student interactions.
- Continue sharing personal family stories; especially those that relate to the chosen stories read.
- Discuss how the authors use language, voice, etc. (writer's crafts).
- Write a response to literature tying a family story to one of the stories read together as a class.

Suggested Procedures

Part Three (Outcomes)

- Option A: The student will write a piece comparing himself to the main character of one of the reading selections.

- Option B: The student will choose one of the reading choices and explain why that particular story relates to them and their family.