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©2013 BERKELEY COUNTY SCHOOLS 6TH – 8TH GRADE WRITING FOLDER 2
Online Writing Sites

Try storybook creator:

- http://pbskids.org/superwhy/#game/storybookcreator (guided writing)
- http://www.carnegielibrary.org/kids/storymaker/embed.cfm (create your own story)
- http://pbskids.org/storyfactory (create your own story)

- Fun Brain's Words Page has a variety of games designed to assist kids with writing skills. Children can test their skills at understanding plurals, grammar, vocabulary, story structure, idioms, and commonly confused words.
- I Know That! a multimedia education site, has several games dedicated to writing skills, including sentence puzzle and punctuation paintball.
- Buzz In’s English and Writing Page is excellent for older elementary school students. Kids can click to learn about different aspects of writing and take a fun quiz to test their skills.
- Jenny Eather's Writing Fun is an interactive tool designed to improve children's writing skills by clearly indentifying the parts and processes of various types of writing. The easy-to-use online text organizer helps kids to feel confident their writing is organized well.
- BrainPOP Junior’s Writing offers a fun way to learn writing skills through short, interactive movies on topics like paragraphs, tenses, and types of sentences.
- Magic Tree House Writing Club helps children improve writing skills through reading, writing, and organizing fiction. Mini lessons with characters from the popular Magic Tree House series help young writers grow and learn.

Sentence Types:

http://www.harcourtschool.com/activity/clubhouse/
WV Writes
Access for Teacher
**LOGIN for Teachers**
http://admin.wwwrites.com

**Site Code:**
**User name:** First and last name (no space)
**Password:** berke

**Assign prompts to a class:**
Click on Create a New Assignment under Assignments, and click Go.

Select the type of **prompt** you want to use from the Assessment Folder. Under Assessment **check the name of the prompt.** Check the class you want the prompt assigned to. You don't have to select a Date range unless you want to. Under options on the right the setup should look like below.

- **Sections:** Single
- **Iterative Writing Mode:** On
- **Enhanced Accessibility Mode:** Off For the visually/hearing impaired
  - Hearing impaired
  - Visually impaired
- **Student View Results:** Yes

Then click **Save Assignment** and click OK

**View/Add a student to Assignments:**
Click the **Home** icon. Check **Manage Assignments** under the Assignments icon and click Go.

Click on the **name of the essay** and it will appear below. Click on the **blue pencil**. From here you can view and edit certain parts of the prompt. Click **Add** to add an assignment to a student. Any of your students who haven't been assigned the prompt will show up on the left. **Click their name**, click **Add** and the name will appear on the right, then click **Done**.

**Read/rescore/comment/print essay:**
Click on the home icon. Click on **Manage Assignment** under Assignments, and click Go. Click **Score Items**. Click the **triangle beside the student's name**, and then click the **blue circle** beside the score number. From here you can read, rescore, comment, and print the student's essay.
**View/print REPORTS**

**Writing List Report:**
This report shows the student, their 5 writing dimension scores along with the holistic score and group Average.

From the home page. Check Report Results and click Go. Select Class Reports

Click Writing List, and click next. Fill in the Report Name. (Optional: You can make individual selections such as class or tag group, proficiency scale, test cut-off scores, and report label)

Select WV Westest 2 Online Writing Practice Prompts. Select the essay you want the report for and click create.
Click View All Printable.

**Writing Gain Report:**
This report list the students percentage gains broken down by the writing dimension of each selected prompt.

From the home page. Check Report Results and click Go. Select Student Reports.

Click Writing Gain, and click next. (Optional: You can make individual selections such as class or tag group, proficiency scale, test cut-off scores, and report label--if you select any of these click save)

Select WV Westest 2 Online Writing Practice Prompts. Select ALL the essays you want to compare in the report and click create. Click View All Printable.

*When the PDF file turns from gray to red -- click on it and see your class's results. You can print from this page.

**LOGIN for Students**
http://student.wvwrites.com

**Site Code:**
User name: Student WVEIS # with a O before the 400
Password: First letter of their first name and first 4 letters of their last name with no spaces.

**Student Printing**

(3 pages) From your story click Score and Score again. At the bottom of the page with the colored bars you can print. This is a 3 page report that shows the essay the student wrote, their score, and a breakdown of the writing dimension.

(1 page) From your story click Score and Score again. At the bottom of the page with the colored bars click FINISH (even if the student isn't finished-they can still work on their writing) You will be back at the beginning screen. On the same line of your story click the magnifying glass. This will display your story. Click print (print draft will give you a little more space between lines but if the story is long it will run on two pages) and when the little window open click print again. This is a great report for the teacher to see what the student is writing and to have the student edit their work.
ADMIN GUIDE SHEET

- Add new students through website
- Add new students to class
- Assign WV Westest 2 Online Writing Practice Prompts

LOGIN for Admin
Site Code:
User name:
Password:

*Optional: By making these edits one time in the beginning- it will let you locate a teacher's class easier for adding a student and creating reports. It will also move all the teachers using the program to the top of the list.

Click Enrollment. Click Manage Classes. Select the blue pencil on the line with the teacher's name. On the next screen where it says Class Name type in the grade number and teacher's last name in front of WRITING and click Save.

Add a student to WV Writes:
http://berkeleycountyschools.org/Page/406

Add a student to a class:
Click Enrollment. Click Manage Classes. Select the blue pencil beside the class name. On the next screen select the grade. Click on the student's name in that list, click Add, click Save and OK.

Assign prompts to a class/student:
Click on Assignment. Click New Assignment.

Select the type of prompt you want to use from the Assessment Folder. Under Assessment check the name of the prompt.

Check ALL the class/classes you want the prompt assigned to. You don't have to select a Date range unless you want to. Under options on the right the setup should look like below.

Then click Save Assignment and click OK.

View/ Add a student to Assignments:
Click the Home icon. Check Manage Assignments under the Assignments icon and click Go.

Click on the name of the essay and it will appear below. Click on the blue pencil. From here you can view and edit certain parts of the prompt. Click Add to add an assignment to a student. Any of your students who haven't been assigned the prompt will show up on the left. Click their name, click Add and they name will appear on the right, then click Done.
**Writing List Report:**
This report shows the student, their 5 writing dimension scores along with the holistic score and group Average.

Check Report Results and click Go. Select Class Reports.

Click Writing List, and click next. Fill in the Report Name. (Optional: You can make individual selections such as class or tag group, proficiency scale, test cut-off scores, and report label)

Select WV Westest 2 Online Writing Practice Prompts. Select the essay you want the report for and click create. Select My Reports.

**Writing Gain Report:**
This report list the students percentage gains broken down by the 5 writing dimension using each selected prompt.

Check Report Results and click Go. Select Class Reports.

Click Writing Gain, and click next. (Optional: You can make individual selections such as class or tag group, proficiency scale, test cut-off scores, and report label)

Select WV Westest 2 Online Writing Practice Prompts. Select ALL the essays you want the report for and click create. Select My Reports.

**Read/rescore/comment/print essay:**
Click on Assignments, then select a teacher and do so, click OK. Click on Manage Assignment under Assignments, and click Go. Click Score Items. Click the triangle beside the student's name, and then click the blue circle beside the score number. From here you can read, rescore, comment, and print the student's essay.

*When the PDF file turns from gray to red -- click on it and see your class's results. You can print from this page.*

**LOGIN for Students**
http://student.wvvwrites.com

**Site Code:**
**User name:** Student WVEIS # with a O before the 400

**Password:** First letter of their first name and first 4 letters of their last name with no spaces.

**Student Printing**

(3 pages) From your story click Score and Score again. At the bottom of the page with the colored bars you can print. This is a 3 page report that shows the essay the student wrote, their score, and a breakdown of the writing dimension.

(1 page) From your story click Score and Score again. At the bottom of the page with the colored bars click FINISH (even if the student isn't finished-they can still work on their writing) You will be back at the beginning screen. On the same line of your story click the magnifying glass. This will display your story. Click print (print draft will give you a little more space between lines but if the story is long it will run on two pages) and when the little window open click print again. This is a great report for the teacher to see what the student is writing and to have the student edit their work.
The Writing Process

1) Prewriting.
   a) Draw a picture.
   b) Talk it out.
   c) Make a web.

2) Write a rough draft.
   a) Guess and go.
   b) Get ideas on paper.

3) Revise.
   a) Vary beginnings of sentences.
   b) Vary length of sentences.
   c) Use more vivid words. (Both nouns and verbs)
   d) Avoid overused words. Use "instead of" words.

4) Edit your work.
   a) Peer conference.
   b) Correct spelling.
   c) Check punctuation.
   d) Correct Grammar.

5) Type your work.
RUBRICS
# 6TH Grade Rubric

(See scoring information on the bottom of page 19)

<table>
<thead>
<tr>
<th>ORGANIZATION</th>
<th>DEVELOPMENT</th>
<th>SENTENCE STRUCTURE</th>
<th>WORD CHOICE/GRAMMAR USAGE</th>
<th>MECHANICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>Clear and logical progression of ideas</td>
<td>Complete and correct</td>
<td>Vivid, specific, economical, connotative</td>
<td>Exemplary Mechanics</td>
</tr>
<tr>
<td>Organization</td>
<td>Strong introductory paragraph, supporting paragraphs and concluding paragraph</td>
<td>Strong evidence of sentence variety: (types/length)</td>
<td>Subject/verb agreement</td>
<td>May have minor errors</td>
</tr>
<tr>
<td>Strong</td>
<td>Strong thesis statement for development of informative and persuasive writing</td>
<td>Declarative, interrogative, exclamatory, imperative</td>
<td>Singular/plural nouns</td>
<td>Punctuation</td>
</tr>
<tr>
<td>introductory</td>
<td>Strong use of examples, evidence, or relevant details</td>
<td>Simple and compound</td>
<td>Verb (tense and usage)</td>
<td>Capitalization</td>
</tr>
<tr>
<td>paragraph</td>
<td>Use of analogies, illustrations or anecdotes</td>
<td></td>
<td>Pronoun usage</td>
<td>Spelling</td>
</tr>
<tr>
<td>Supporting</td>
<td>Transition conveys relationships among ideas and paragraphs</td>
<td></td>
<td>Adjective/Adverb</td>
<td>Needs little or no editing</td>
</tr>
<tr>
<td>paragraphs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score of 6</th>
<th>Effective Organization</th>
<th>Effective Development</th>
<th>Effective Sentence Structure</th>
<th>Effective Word Choice/ Grammar Usage</th>
<th>Effective Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimal</td>
<td>Logical progression of ideas</td>
<td>Effective focus maintained for intended audience</td>
<td>Complete and correct</td>
<td>Economical, specific</td>
<td>Few errors</td>
</tr>
<tr>
<td>Organization/Minimal Response</td>
<td>Introductory paragraph, supporting paragraphs and concluding paragraph</td>
<td>Appropriate development of the topic for narrative and descriptive writing</td>
<td>Strong evidence of sentence variety: (types/length)</td>
<td>Clear meaning, connotative</td>
<td>Punctuation</td>
</tr>
<tr>
<td>Lacks</td>
<td>Adequate focus maintained for intended audience</td>
<td>Declarative, interrogative, exclamatory, imperative</td>
<td>Subject/verb agreement</td>
<td>Mostly consistent grammar usage</td>
<td>Capitalization</td>
</tr>
<tr>
<td>evidence of a</td>
<td>Adequate development of the topic for narrative and descriptive writing</td>
<td>Simple and compound</td>
<td>Singular/plural nouns</td>
<td>Spelling</td>
<td></td>
</tr>
<tr>
<td>logical progression</td>
<td>Adequate thesis statement for development of informative and persuasive writing</td>
<td></td>
<td>Verb (tense and usage)</td>
<td>Needs some editing</td>
<td></td>
</tr>
<tr>
<td>of ideas</td>
<td>Sufficient use of examples, evidence, or relevant details</td>
<td></td>
<td>Pronoun usage</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use of analogies, illustrations or anecdotes</td>
<td></td>
<td>Adjective/Adverb</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score of 5</th>
<th>Adequate Organization</th>
<th>Adequate Development</th>
<th>Adequate Sentence Structure</th>
<th>Adequate Word Choice/ Grammar Usage</th>
<th>Adequate Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited</td>
<td>Some evidence of a logical progression of ideas</td>
<td>Minor errors in structure</td>
<td>Minor errors in structure</td>
<td>Appropriate, somewhat specific</td>
<td>Some errors</td>
</tr>
<tr>
<td>Organization</td>
<td>Introductory paragraph, supporting paragraphs and concluding paragraph</td>
<td>Some evidence of sentence variety: (types/length)</td>
<td>Some evidence of sentence variety: (types/length)</td>
<td>somewhat simplistic</td>
<td>Punctuation</td>
</tr>
<tr>
<td>and limited</td>
<td>Adequate focus maintained for intended audience</td>
<td>Declarative, interrogative, exclamatory, imperative</td>
<td>Declarative, interrogative, exclamatory, imperative</td>
<td>Somewhat consistent grammar usage</td>
<td>Capitalization</td>
</tr>
<tr>
<td>supporting</td>
<td>Adequate development of the topic for narrative and descriptive writing</td>
<td>Simple and compound</td>
<td>Simple and compound</td>
<td>Spelling</td>
<td></td>
</tr>
<tr>
<td>paragraphs</td>
<td>Adequate thesis statement for development of informative and persuasive writing</td>
<td></td>
<td></td>
<td>Needs editing but doesn’t impede readability</td>
<td></td>
</tr>
<tr>
<td>Minimal</td>
<td>Sufficient use of examples, evidence, or relevant details</td>
<td>Clear sentences; limited use of compound</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization/Minimal</td>
<td>Use of analogies, illustrations or anecdotes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Response</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimal</td>
<td>Limited evidence of a logical progression of ideas</td>
<td>Some errors in sentence structure</td>
<td>Some errors in sentence structure</td>
<td>Vague, redundant, simplistic</td>
<td>Frequent errors</td>
</tr>
<tr>
<td>Organization</td>
<td>Introductory paragraph, concluding paragraph and limited supporting paragraphs</td>
<td>Limited evidence of sentence variety: (types/length)</td>
<td>Limited evidence of sentence variety: (types/length)</td>
<td>Several inconsistencies in grammar usage</td>
<td>Punctuation</td>
</tr>
<tr>
<td>and/or</td>
<td>Limited use of transition</td>
<td>Declarative, interrogative, exclamatory, imperative</td>
<td>Declarative, interrogative, exclamatory, imperative</td>
<td>Subject/verb agreement</td>
<td>Capitalization</td>
</tr>
<tr>
<td>concluding</td>
<td>Some use of examples, evidence or supporting details</td>
<td>Simple sentences; limited use of compound</td>
<td>Simple sentences; limited use of compound</td>
<td>Singular/plural nouns</td>
<td>Spelling</td>
</tr>
<tr>
<td>paragraph</td>
<td>Some use of analogies, illustrations or anecdotes</td>
<td></td>
<td></td>
<td>Verb (tense and usage)</td>
<td>Begins to impede readability</td>
</tr>
<tr>
<td>Minimal</td>
<td></td>
<td></td>
<td></td>
<td>Pronoun usage</td>
<td></td>
</tr>
<tr>
<td>response</td>
<td></td>
<td></td>
<td></td>
<td>Adjective/Adverb</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score of 3</th>
<th>Minimal Organization/Minimal Response</th>
<th>Minimal Development/Minimal Response</th>
<th>Minimal Sentence Structure/Minimal Response</th>
<th>Minimal Word Choice/ Grammar Usage/Minimal Response</th>
<th>Minimal Mechanics/Minimal Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate</td>
<td>Lacks focus on intended audience</td>
<td>Lacks development of the topic for narrative and descriptive writing</td>
<td>Contains fragments and/or run-ons</td>
<td>Inadequate, imprecise, repetitive</td>
<td>Consistent errors</td>
</tr>
<tr>
<td>Organization</td>
<td>Lacks development of the topic for narrative and descriptive writing</td>
<td>Lacks thesis statement for development for informative and persuasive writing</td>
<td>Minimal evidence of sentence variety: (types/length)</td>
<td>Frequent inconsistencies in grammar usage</td>
<td>Punctuation</td>
</tr>
<tr>
<td>Lacks</td>
<td>Lacks sufficient examples, evidence or supporting details</td>
<td>Contains fragments and/or run-ons</td>
<td>Declarative, interrogative, exclamatory, imperative</td>
<td>Subject/verb agreement</td>
<td>Capitalization</td>
</tr>
<tr>
<td>evidence of a</td>
<td>Lacks sufficient analogies, illustrations or anecdotes</td>
<td>Minimal evidence of sentence variety: (types/length)</td>
<td>Simple sentences; minimal use of compound</td>
<td>Singular/plural nouns</td>
<td>Spelling</td>
</tr>
<tr>
<td>logical progression</td>
<td></td>
<td></td>
<td></td>
<td>Verb (tense and usage)</td>
<td>Impedes readability</td>
</tr>
<tr>
<td>of ideas</td>
<td></td>
<td></td>
<td></td>
<td>Pronoun usage</td>
<td></td>
</tr>
<tr>
<td>Lacks</td>
<td></td>
<td></td>
<td></td>
<td>Adjective/Adverb</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score of 2</th>
<th>Inadequate Organization</th>
<th>Inadequate Development</th>
<th>Inadequate Sentence Structure</th>
<th>Inadequate Word Choice/ Grammar Usage</th>
<th>Inadequate Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lacks</td>
<td>Unclear or no focus</td>
<td>Contains numerous fragments and/or run-ons</td>
<td>Contains numerous fragments and/or run-ons</td>
<td>Rambling, inappropriate, incorrect</td>
<td>Serious and consistent errors</td>
</tr>
<tr>
<td>evidence of</td>
<td>Little or no development of narrative or descriptive writing</td>
<td>Little or no evidence of sentence variety: (types/length)</td>
<td>Little or no evidence of sentence variety: (types/length)</td>
<td>Distracting inconsistencies</td>
<td>Punctuation</td>
</tr>
<tr>
<td>a logical</td>
<td>Little or no development of informative or persuasive writing</td>
<td>Declarative, interrogative, exclamatory, imperative</td>
<td>Declarative, interrogative, exclamatory, imperative</td>
<td>Subject/verb agreement</td>
<td>Capitalization</td>
</tr>
<tr>
<td>progression</td>
<td>Few or no examples, evidence or other supporting details</td>
<td>Simple sentences; minimal use of compound</td>
<td>Simple sentences; minimal use of compound</td>
<td>Singular/plural nouns</td>
<td>Spelling</td>
</tr>
<tr>
<td>of ideas</td>
<td>Few or no analogies, illustrations or anecdotes</td>
<td></td>
<td></td>
<td>Verb (tense and usage)</td>
<td>Impedes understanding/ communication</td>
</tr>
<tr>
<td>Little or</td>
<td></td>
<td></td>
<td></td>
<td>Pronoun usage</td>
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<td>no progression</td>
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<td>Adjective/Adverb</td>
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<tr>
<td>of ideas;</td>
<td></td>
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<tr>
<td>difficult to</td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td>follow</td>
<td></td>
<td></td>
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<tr>
<td>Inadequate</td>
<td></td>
<td></td>
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<tr>
<td>paragraphing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Score of 1</th>
<th>Inadequate Organization</th>
<th>Inadequate Development</th>
<th>Inadequate Sentence Structure</th>
<th>Inadequate Word Choice/ Grammar Usage</th>
<th>Inadequate Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td>Rambling, inappropriate, incorrect</td>
<td>Serious and consistent errors</td>
</tr>
<tr>
<td>progression</td>
<td></td>
<td></td>
<td></td>
<td>Distracting inconsistencies</td>
<td>Punctuation</td>
</tr>
<tr>
<td>of ideas</td>
<td></td>
<td></td>
<td></td>
<td>Subject/verb agreement</td>
<td>Capitalization</td>
</tr>
<tr>
<td>; difficult to follow</td>
<td></td>
<td></td>
<td></td>
<td>Singular/plural nouns</td>
<td>Spelling</td>
</tr>
<tr>
<td>Inadequate</td>
<td></td>
<td></td>
<td></td>
<td>Verb (tense and usage)</td>
<td>Impedes understanding/ communication</td>
</tr>
<tr>
<td>paragraphing</td>
<td></td>
<td></td>
<td></td>
<td>Pronoun usage</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Adjective/Adverb</td>
<td></td>
</tr>
</tbody>
</table>
## 7th Grade Rubric

(See scoring information on the bottom of page 19)

<table>
<thead>
<tr>
<th>ORGANIZATION</th>
<th>DEVELOPMENT</th>
<th>SENTENCE STRUCTURE</th>
<th>WORD CHOICE/GRAMMAR USAGE</th>
<th>MECHANICS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Score of 6</strong></td>
<td>Exemplary Organization</td>
<td>Exemplary Development</td>
<td>Exemplary Word Choice/Grammar Usage</td>
<td>Exemplary Mechanics</td>
</tr>
<tr>
<td></td>
<td>• Clear and logical progression of ideas</td>
<td>• Clear focus maintained for intended audience</td>
<td>• Vivid, specific, economical, connotative</td>
<td>• May have minor errors</td>
</tr>
<tr>
<td></td>
<td>• Strong introductory paragraph, supporting paragraphs and concluding paragraph</td>
<td>• Strong development of the topic for narrative and descriptive writing</td>
<td>• Consistent grammar usage</td>
<td>• Punctuation</td>
</tr>
<tr>
<td></td>
<td>• Sophisticated transition conveys relationships among ideas and paragraphs</td>
<td>• Strong thesis statement for development of informative and persuasive writing</td>
<td>• Subject/verb agreement</td>
<td>• Capitalization</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Strong use of examples, evidence or relevant details</td>
<td>• Singular/plural nouns</td>
<td>• Spelling</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use of analogies, illustrations or anecdotes</td>
<td>• Verb (tense and usage)</td>
<td>• Needs little or no editing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effective Organization</th>
<th>Effective Development</th>
<th>Effective Sentence Structure</th>
<th>Effective Word Choice/Grammar Usage</th>
<th>Effective Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Logical progression of ideas</td>
<td>• Effective focus maintained for intended audience</td>
<td>• Complete and correct sentences</td>
<td>• Economical, specific</td>
<td>• Few errors</td>
</tr>
<tr>
<td>• Introductory paragraph, supporting paragraphs and concluding paragraph</td>
<td>• Appropriate development of the topic for narrative and descriptive writing</td>
<td>• Sentence variation</td>
<td>• Clear meaning, connotative</td>
<td>• Punctuation</td>
</tr>
<tr>
<td>• Purposeful transition conveys relationships among ideas and paragraphs</td>
<td>• Appropriate thesis statement for development of informative and persuasive writing</td>
<td>• Simple</td>
<td>• Mostly consistent grammar usage</td>
<td>• Capitalization</td>
</tr>
<tr>
<td></td>
<td>• Clear use of examples, evidence or relevant details</td>
<td>• Compound</td>
<td>• Subject/verb agreement</td>
<td>• Spelling</td>
</tr>
<tr>
<td></td>
<td>• Use of analogies, illustrations or anecdotes</td>
<td>• Complex</td>
<td>• Singular/plural nouns</td>
<td>• Needs some editing</td>
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</table>

<table>
<thead>
<tr>
<th>Adequate Organization</th>
<th>Adequate Development</th>
<th>Adequate Sentence Structure</th>
<th>Adequate Word Choice/Grammar Usage</th>
<th>Adequate Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Some evidence of a logical progression of ideas</td>
<td>• Adequate focus maintained for intended audience</td>
<td>• Minor errors in sentence structure</td>
<td>• Appropriate, somewhat specific</td>
<td>• Some errors</td>
</tr>
<tr>
<td>• Introductory paragraph, supporting paragraphs and concluding paragraph</td>
<td>• Adequate development of the topic for narrative and descriptive writing</td>
<td>• Some sentence variation</td>
<td>• Somewhat simplistic</td>
<td>• Punctuation</td>
</tr>
<tr>
<td>• Appropriate use of transition</td>
<td>• Adequate thesis statement for development of informative and persuasive writing</td>
<td>• Simple</td>
<td>• Somewhat consistent grammar usage</td>
<td>• Capitalization</td>
</tr>
<tr>
<td></td>
<td>• Sufficient use of examples, evidence or relevant details</td>
<td>• Compound</td>
<td>• Subject/verb agreement</td>
<td>• Spelling</td>
</tr>
<tr>
<td></td>
<td>• Use of analogies, illustrations or anecdotes</td>
<td>• Complex</td>
<td>• Singular/plural nouns</td>
<td>• Needs editing but doesn’t impede readability</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Limited evidence of a logical progression of ideas</td>
<td>• Some evidence of focus for the intended audience</td>
<td>• Some errors in sentence structure</td>
<td>• Vague, redundant, simplistic</td>
<td>• Frequent errors</td>
</tr>
<tr>
<td>• Introductory paragraph and concluding paragraph with limited supporting paragraphs</td>
<td>• Limited development of the topic for narrative and descriptive writing</td>
<td>• Limited sentence variation</td>
<td>• Several inconsistencies in grammar usage</td>
<td>• Punctuation</td>
</tr>
<tr>
<td>• Limited use of transition</td>
<td>• Limited thesis statement for development of informative and persuasive writing</td>
<td>• Simple</td>
<td>• Subject/verb agreement</td>
<td>• Capitalization</td>
</tr>
<tr>
<td></td>
<td>• Some use of examples, evidence or supporting details</td>
<td>• Compound</td>
<td>• Singular/plural nouns</td>
<td>• Spelling</td>
</tr>
<tr>
<td></td>
<td>• Some uses of analogies, illustrations or anecdotes</td>
<td>• Complex</td>
<td>• Verb (tense and usage)</td>
<td>• Begins to impede readability</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minimal Organization/Minimal Response</th>
<th>Minimal Development/Minimal Response</th>
<th>Minimal Sentence Structure/Minimal Response</th>
<th>Minimal Word Choice/Grammar Usage/Minimal Response</th>
<th>Minimal Mechanics/Minimal Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lacks evidence of a logical progression of ideas</td>
<td>• Lacks focus on intended audience</td>
<td>• Contains fragments and/or run-ons</td>
<td>• Inadequate, imprecise, repetitive</td>
<td>• Consistent errors</td>
</tr>
<tr>
<td>• Lacks introductory paragraph, supporting paragraphs and/or concluding paragraph</td>
<td>• Lacks development of the topic for narrative and descriptive writing</td>
<td>• Minimal sentence variation</td>
<td>• Frequent inconsistencies in grammar usage</td>
<td>• Punctuation</td>
</tr>
<tr>
<td>• Lacks clear transition</td>
<td>• Lacks thesis statement for development of informative and persuasive writing</td>
<td>• Simple</td>
<td>• Subject/verb agreement</td>
<td>• Capitalization</td>
</tr>
<tr>
<td></td>
<td>• Lacks sufficient examples, evidence or supporting details</td>
<td>• Compound</td>
<td>• Singular/plural nouns</td>
<td>• Spelling</td>
</tr>
<tr>
<td></td>
<td>• Lacks sufficient analogies, illustrations or anecdotes</td>
<td>• Complex</td>
<td>• Verb (tense and usage)</td>
<td>• Impedes readability</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Inadequate Organization</th>
<th>Inadequate Development</th>
<th>Inadequate Sentence Structure</th>
<th>Inadequate Word Choice/Grammar Usage</th>
<th>Inadequate Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Little or no progression of ideas; difficult to follow</td>
<td>• Unclear or no focus</td>
<td>• Contains numerous fragments and/or run-ons</td>
<td>• Rambling, inappropriate, incorrect</td>
<td>• Serious and consistent errors</td>
</tr>
<tr>
<td>• Inadequate paragraphing</td>
<td>• Little or no development of narrative or descriptive writing</td>
<td>• Inadequate sentence variation</td>
<td>• Distracting inconsistencies in grammar usage</td>
<td>• Punctuation</td>
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<tr>
<td>• No transition</td>
<td>• Little or no development of informative or persuasive writing</td>
<td>• Simple</td>
<td>• Subject/verb agreement</td>
<td>• Capitalization</td>
</tr>
<tr>
<td></td>
<td>• Few or no examples, evidence or supporting details</td>
<td>• Compound</td>
<td>• Singular/plural nouns</td>
<td>• Spelling</td>
</tr>
<tr>
<td></td>
<td>• Few or no analogies, illustrations or anecdotes</td>
<td>• Complex</td>
<td>• Verb (tense and usage)</td>
<td>• Impedes understanding/communication</td>
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</tbody>
</table>
### 8th Grade Rubric

(See scoring information on the bottom of page 19)

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Clear and logical progression of ideas</td>
<td>Clear focus maintained for intended audience</td>
<td>Sophisticated sentence structure; complete and correct sentences</td>
<td>Vivid, specific, economical, connotative</td>
<td>May have minor errors</td>
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<td>Strong introductory paragraph, supporting paragraphs and concluding paragraph</td>
<td>Strong development of the topic for narrative and descriptive writing</td>
<td>Sentence variation</td>
<td>Consistent grammar usage</td>
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<td>Sophisticated transition conveys relationships among ideas and paragraphs</td>
<td>Strong thesis statement for development of informative and persuasive writing</td>
<td>Simple</td>
<td>Subject/verb agreement</td>
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<tr>
<td></td>
<td>Strong use of examples, evidence or relevant details</td>
<td>Compound</td>
<td>Singular/plural nouns</td>
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<td>Strong use of analogies, illustrations or anecdotes</td>
<td>Complex</td>
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<th>Effective Sentence Structure</th>
<th>Effective Word Choice/Grammar Usage</th>
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<tbody>
<tr>
<td>Logical progression of ideas</td>
<td>Effective focus maintained for intended audience</td>
<td>Complete and correct sentences</td>
<td>Economical, specific, clear meaning, connotative</td>
<td>Few errors</td>
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<tr>
<td>Introductory paragraph, supporting paragraphs and concluding paragraph</td>
<td>Appropriate development of the topic for narrative and descriptive writing</td>
<td>Sentence variation</td>
<td>Mostly consistent grammar usage</td>
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<td>Purposeful transition conveys relationships among ideas and paragraphs</td>
<td>Appropriate thesis statement for development of informative and persuasive writing</td>
<td>Simple</td>
<td>Subject/verb agreement</td>
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<td>Clear use of examples, evidence or relevant details</td>
<td>Compound</td>
<td>Singular/plural nouns</td>
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<td></td>
<td>Use of analogies, illustrations or anecdotes</td>
<td>Complex</td>
<td>Verb (tense and usage)</td>
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<th>Adequate Development</th>
<th>Adequate Sentence Structure</th>
<th>Adequate Word Choice/Grammar Usage</th>
<th>Adequate Mechanics</th>
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<tbody>
<tr>
<td>Some evidence of a logical progression of ideas</td>
<td>Adequate focus maintained for intended audience</td>
<td>Minor errors in sentence structure</td>
<td>Appropriate, specific, somewhat simplistic</td>
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<td>Introductory paragraph, supporting paragraphs and concluding paragraph</td>
<td>Adequate development of the topic for narrative and descriptive writing</td>
<td>Some sentence variation</td>
<td>Somewhat consistent grammar usage</td>
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<td>Adequate thesis statement for development of informative and persuasive writing</td>
<td>Simple</td>
<td>Subject/verb agreement</td>
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<td>between paragraphs</td>
<td>Sufficient use of examples, evidence or relevant details</td>
<td>Compound</td>
<td>Singular/plural nouns</td>
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<td>Use of analogies, illustrations or anecdotes</td>
<td>Complex</td>
<td>Verb (tense and usage)</td>
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<table>
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<tbody>
<tr>
<td>Limited evidence of a logical progression of ideas</td>
<td>Some evidence of focus for intended audience</td>
<td>Some errors in sentence structure</td>
<td>Vague, redundant, simplistic</td>
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<tr>
<td>Introductory paragraph and concluding paragraph with limited supporting paragraphs</td>
<td>Limited development of the topic for narrative and descriptive writing</td>
<td>Limited sentence variation</td>
<td>Several inconsistencies in grammar usage</td>
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<td>Repetitive use of transition</td>
<td>Limited thesis statement for development of informative and persuasive writing</td>
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<td>Subject/verb agreement</td>
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<td>Some use of examples, evidence or supporting details</td>
<td>Compound</td>
<td>Singular/plural nouns</td>
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<tr>
<td></td>
<td>Some use of analogies, illustrations or anecdotes</td>
<td>Complex</td>
<td>Verb (tense and usage)</td>
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<th>Score of 2</th>
<th>Minimal Organization/Minimal Response</th>
<th>Minimal Development/Minimal Response</th>
<th>Minimal Sentence Structure/Minimal Response</th>
<th>Minimal Word Choice/Grammar Usage/Minimal Response</th>
<th>Minimal Mechanics/Minimal Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lacks evidence of a logical progression of ideas</td>
<td>Lacks focus on intended audience</td>
<td>Contains fragments and/or run-ons</td>
<td>Inadequate, imprecise, repetitive</td>
<td></td>
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</tr>
<tr>
<td>Lacks introductory paragraph, supporting paragraphs and/or concluding paragraph</td>
<td>Lacks development of the topic for narrative and descriptive writing</td>
<td>Minimal sentence variation</td>
<td>Frequent inconsistencies in grammar usage</td>
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<tr>
<td>Ineffective or overused transition</td>
<td>Lacks thesis statement for development of informative and persuasive writing</td>
<td>Simple</td>
<td>Subject/verb agreement</td>
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<td>Lacks sufficient examples, evidence or other supporting details</td>
<td>Compound</td>
<td>Singular/plural nouns</td>
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<tr>
<td></td>
<td>Lacks sufficient analogies, illustrations or anecdotes</td>
<td>Complex</td>
<td>Verb (tense and usage)</td>
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<th>Score of 1</th>
<th>Inadequate Organization</th>
<th>Inadequate Development</th>
<th>Inadequate Sentence Structure</th>
<th>Inadequate Word Choice/Grammar Usage</th>
<th>Inadequate Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little or no progression of ideas; difficult to follow</td>
<td>Unclear or no focus</td>
<td>Contains numerous fragments and/or run-ons</td>
<td>Rambling, inappropriate, incorrect</td>
<td></td>
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</tr>
<tr>
<td>Inadequate paragraphing</td>
<td>Little or no development of narrative or descriptive writing</td>
<td>Inadequate sentence variation</td>
<td>Distracting inconsistencies in grammar usage</td>
<td></td>
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<tr>
<td>Little or no transition</td>
<td>Little or no development of informative or persuasive writing</td>
<td>Simple</td>
<td>Subject/verb agreement</td>
<td></td>
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<td></td>
<td>Few or no examples, evidence or other supporting details</td>
<td>Compound</td>
<td>Singular/plural nouns</td>
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<tr>
<td></td>
<td>Few or no analogies, illustrations or anecdotes</td>
<td>Complex</td>
<td>Verb (tense and usage)</td>
<td></td>
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</tr>
</tbody>
</table>

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# Writing Assessment Score Sheet

<table>
<thead>
<tr>
<th></th>
<th>Six</th>
<th>Seven</th>
<th>Eight</th>
</tr>
</thead>
<tbody>
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<td><strong>Name</strong></td>
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</tr>
<tr>
<td><strong>Holistic Score</strong></td>
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<tr>
<td><strong>Organization Totals</strong></td>
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</tr>
<tr>
<td>5 Complete Paragraphs</td>
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</tr>
<tr>
<td>Hook/theme (strong introduction)</td>
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</tr>
<tr>
<td>Logical progression-beginning, middle, end</td>
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<tr>
<td>Strong conclusion</td>
<td></td>
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</tr>
<tr>
<td>Use transitional words to convey relationships between ideas and paragraphs</td>
<td></td>
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</tr>
<tr>
<td>Do not repeat</td>
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<tr>
<td><strong>Development Total</strong></td>
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</tr>
<tr>
<td>Stay on topic (focus)</td>
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</tr>
<tr>
<td>Strong use examples/details</td>
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</tr>
<tr>
<td>Use examples, illustrations, anecdotes</td>
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<tr>
<td>Correct genre (type)</td>
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<tr>
<td><strong>Sentence Structure Total</strong></td>
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<tr>
<td>All four types</td>
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<tr>
<td>Correct sentence structure: no run-on or fragments</td>
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</tr>
<tr>
<td>Variation of simple, compound, complex</td>
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</tr>
<tr>
<td>Vary the length and beginning words</td>
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</tr>
<tr>
<td><strong>Word Choice Total</strong></td>
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<tr>
<td>Subject/verb agreement</td>
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</tr>
<tr>
<td>Descriptive adjectives/adverbs</td>
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</tr>
<tr>
<td>Strong exemplary nouns-topic related</td>
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<tr>
<td>Vivid verbs: correct tense and usage</td>
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<tr>
<td>Correct pronoun usage</td>
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<tr>
<td><strong>Mechanics Total</strong></td>
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<tr>
<td>Punctuation:</td>
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</tr>
<tr>
<td>End of sentence</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Apostrophe in contraction, in possessive</td>
<td></td>
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<td></td>
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<tr>
<td>No apostrophe in plurals</td>
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</tr>
<tr>
<td>Capitalization:</td>
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</tr>
<tr>
<td>First word in sentence, proper noun</td>
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</tr>
<tr>
<td>I (about yourself)</td>
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</tr>
<tr>
<td>Misspelled words: needs no editing</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Correct spelling of homophone usage</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Essentials needed for Mastery on OWA

*1. At least 4-6 lines in each of the five paragraphs

2. EVERY sentence must begin with a different word
   - Use at least 15-20 transitional words
   - Use at least 2 "ly" words at the beginning of a sentence
   - Use at least 2 "ing" words at the beginning of a sentence

3. Sentences must vary in length and type
   - Be sure to use declarative, interrogative, imperative, and exclamatory
   - Also use quotations, complex, and compound sentences

4. Use character/exemplary words
   - Take from passage and put in word box on web in the left
   - Brainstorm topic related words and put in word box on right

5. Vary the verb and nail the noun

6. Show not tell
   - Rewrite sentences to become more vivid
An Overview of Computer Scoring

by Darlene Moitoso
(Darlene Moitoso, Hand Score Manager, CTB/McGraw-Hill)

What is the computer looking for and scoring?

BE SURE TO FOLLOW THE RUBRIC!

➢ Variety of transitional words (internal ones count)
➢ Sentence to paragraph ratio.
➢ Word count at least 500 words; Middle and high school 750
➢ Spelling errors in ration to total words; impedes readability?
➢ Length of words, character of words and use the word as its meaning relates to the topic! Word total in ration to character words
➢ Grammar errors versus sentence ratio
➢ Raw word count versus root word count (no repeating root word)
➢ Adverb count
➢ Strong nouns use synonyms
➢ Use analogies!
➢ Variety of sentences-also vary length of sentences
➢ Use sensory words
➢ Be sure to include and describe three subtropics mentioned in prompt
Online Writing Assessment by Classroom

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### 4th & 5th Grade Scoring

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TIPS

Transitional words

Illustrations with words
(figurative language, vivid verbs, awesome adjectives and adverbs)

Paragraphs at least 5

Sentence structure all four types
SAMPLE SCORES OF 6TH- 8TH GRADE ESSAYS
Writing Traits Report

Gr 06 NAR - Magic Lamp

Once upon a time there was a boy named Tre' and he and his friends decided to go to the beach.

After they made up a game called find the shoe nobody could find the shoe they really mad because they didn't have enough time to hangout and go in the ocean. Then everybody left Tre' he wanted to keep pulling and they to have alot of fun.

Then Tre' said I found something everybody ran over there to see what is was it was so shiny so they started to guess what it was.

A couple minutes later Tre' rubbed it and a big blue genie came out everybody was shocked because they didn't know genies were real after they saw it on movie. So the genie said I grant you three wishes everybody was telling Tre' what to wish for so he wanted to have no school, to have alot of money and to be a riba player.

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NARRATIVE FEEDBACK

Organization: Inadequate Organization
- Little or no progression of ideas; difficult to follow
- Inadequate paragraphing
- No transition

Development: Inadequate Development
- Unclear or no focus
- Little or no development of narrative or descriptive writing
- Little or no development of informative or persuasive writing
- Few or no examples, evidence or other supporting details
- Few or no anecdotes, illustrations or anecdotes

Sentence Structure: Minimal Sentence Structure/Minimal Response
- Contains fragments and/or run-ons
- Minimal evidence of sentence variety:
  (type/length)
- Declarative, interrogative, exclamatory, imperative
- Simple sentences; minimal use of compound

Word Choice/Grammar Usage: Minimal Word Choice/Grammar Usage/Minimal Response

Writing Traits Report

Gr 06 PER - Something Unfair

I think it is unfair how different states have different gas prices. I think every state in a country should have the same gas prices. That would be better. I have three reasons that all the states in a country should have the same gas prices.

One reason every state should have the same gas prices is that some people go to a nearby state to get gas cheaper. When they go to another state to get gas the gas stations with the higher prices don't get used as much.

Another reason all states should have the same gas prices is to get more customers because the people near that gas station wouldn't go to another state to get gas. So they would just get gas at the nearest gas station.

The third reason all states should have the same prices is that the gas stations that have food, like sheets for example usually can have higher gas prices. When they have higher gas prices people can just get food there and go somewhere else to get gas cheaper.

This is my story on something unfair. Thank you for reading!! :)

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NARRATIVE FEEDBACK

Organization: Minimal Organization/Minimal Response
- Lacks evidence of a logical progression of ideas
- Lacks introductory paragraph, supporting paragraphs and/or concluding paragraph
- Lacks clear transition

Development: Minimal Development/Minimal Response
- Lacks focus on intended audience
- Lacks development of the topic for narrative and descriptive writing
- Lacks thesis statement for development for informative and persuasive writing
- Lacks sufficient examples, evidence or supporting details
- Lacks sufficient analogies, illustrations or anecdotes

Sentence Structure: Minimal Sentence Structure/Minimal Response
- Contains fragments and/or run-ons
- Minimal evidence of sentence variety:
  (types/length)
- Declarative, interrogative, exclamatory, imperative
- Simple sentences; minimal use of compound

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2/23/2012
Gr 06 NAR - Magic Lamp

While I was walking along, I saw a lamp. It was beautiful but, a little dusty. So, I decided that I was going to dust it off. Suddenly, a genie appeared. He said, "You have three wishes use them wisely."

I had to think a little while and it hit me, I wanted to be the smartest person to ever live. The wish was awesome. You could ask me any question and I could answer it correctly. In a blink of an eye, I knew everything.

My second wish was easy. I already knew what I wanted because I was smart. It was something a lot of people wished for, a billion dollars. He granted my wish and it was cool. I could go shopping anytime I wanted to.

The third wish was hard to think of. I didn’t know what I wanted so, I said that I wanted a nice sized house for me. He granted my wish and the house was gorgeous, everything was in perfect order. That genie is the best. He even put all of my old stuff in my new house. I was living the life of a rich person.

I am so grateful that I passed that magic lamp. If it weren’t for it, all my dreams wouldn’t have came true. I wished for to be the smartest person to ever live, a billion dollars, and a nice sized house. What would you wish for if you got the chance to pass a magic lamp?

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NARRATIVE FEEDBACK

Organization: Limited Organization
- Limited evidence of a logical progression of ideas
- Introductory paragraph, concluding paragraph and limited supporting paragraphs
- Limited use of transition

Development: Limited Development
- Some evidence of focus on the intended audience
- Limited development of the topic for narrative and descriptive writing
- Limited thesis statement for development of informative and persuasive writing
- Some use of examples, evidence or supporting details
- Some use of analogies, illustrations or anecdotes

Sentence Structure: Limited Sentence Structure
- Some errors in sentence structure
- Limited evidence of sentence variety:
  (type/length)

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2/23/2012
Gr 06 PER - Something Unfair

I go to the t.v. broadcast tower to broadcast how unfair it is that my brother gets half of the tree house, he draws in the tree house, and he wrecks the tree house.

The 'on air' light is on. I start talking. "My brother gets half of the tree house. How unfair is that?" I am doing good. "Let me tell you three ways how it is unfair. First, he is to young. He is annoying when he is little. Second, he treats the tree house badly. He destroys mostly everything in it or on it. Third, my brother invites his friends to come play in the tree house. They even destroy more stuff." Done the first part. Good, it is commercial brake.

We are back on air. Here I go. "Welcome back to how unfair it is that my brother gets half of the tree house. Now I am going to tell you that my brother draws in the tree house as well. First, when he colors with markers, he ruins the wood. I want the tree house to last not to collapse. Second, he draws weird things like clowns eating worms or something like that. Isn't that weird. When he colors in the weird pictures, they look really bad. Like the clown nose and hands are purple. That is really bad drawing." Done the second part. Two more brakes.

We are back on air again. "Again welcome back to how it is unfair that my brother gets half of the tree house. You know what else is amazing, my brother wrecks the tree house. When he walks in the door, he brakes the door. Then he brakes the ladder. The shocking thing is that he brakes that stuff on purpose. I am so mad at him. That is it for today's show. Good night."

Well I left the t.v. broadcast tower. Went home and I got the tree house all to myself. No more drawings and no more broken stuff. I am so happy.

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2/23/2012
Gr 06 PER - Something Unfair

Something I think is unfair is not being able to get a job because you don’t have a diploma or G.E.D but are still able to do the job. One reason is because in the old days you could stay home and work on the farm it wasn’t a requirement. Also it’s unfair because some kids have a choice and throw their life away other kids didn’t have a chance they were forced to stay home and work. Lastly it’s unfair because other kids families may have medical problems and need to stay home and care for their sibling or siblings.

My first reason I think not being able to get a job because you don’t have a diploma or G.E.D but are still able to do the job is because, in the old days you could stay home and work on the farm it wasn’t a requirement and now they can’t get a job because of it. That is unfair because why should they be punished by not being able to get a job because of parents not caring whether they went to school or not. More kids should be inspired or pushed towards a goal to go back to a school. I think citizens should raise money for kids or adults who don’t have the money to go back to school but want too! I think all people should have the chance to retake life.

My second reason it’s unfair is because some kids have a choice and throw their life away other kids didn’t have a chance they were forced to stay home and work. Kids who were forced to stay home should be able to get a job on what they know how to do no questions asked. My great grand father experienced this and wished he could have got a job but he didn’t have the proper knowledge. Most people who have lived with this end up not having a home and live on the side of the road people make bad comments about them but don’t know how they feel or their story.

Lastly it’s unfair because some kids families have medical problems and need to care for their sibling or siblings. I believe kids are misunderstood when asked why didn’t you complete school and tell their reason and it be I needed to care for my sibling or siblings and no one believed them. Jobs are supposed to be a way to make money for you and your family but if people don’t have a certificate that says they completed school they can’t provide for their family. Everybody should get a chance to correct their mistakes.

I feel you shouldn’t need a diploma or G.E.D to do a job you know you are capable to do without it!

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NARRATIVE FEEDBACK

Organization: Adequate Organization
  - Some evidence of a logical progression of ideas
  - Introductory paragraph, supporting paragraphs and concluding paragraph
  - Purposeful use of transition

Development: Adequate Development
  - Adequate focus maintained for intended audience
  - Adequate development of the topic for narrative and descriptive writing

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2/23/2012
Writing Traits Report

Gr 06 NAR - Magic Lamp

One day I was wondering the desert with my friends, we've done this trip many times before. This trip would beat them all we were doing a routine trip when I tripped my foot inside a cline on something. So then I looked to see what it was it was a genie lamp I picked it up with amazement then put it in my backpack. After we got back from our trip I dusted it off then I was knocked on the ground, when I looked up there was a genie coming out of the floating lamp right there in front of me. I asked what he wanted he said the question is what do you want. He finished that with now im gonna grant you anything and I mean anything you want. It could be as much as owning the universe or as small as a pebble if you even want a pebble.

So I replied by saying I would like to have a week off of school to rest and play games. He sid iclay then disappeared but then the next day I still had to go to school as soon as I got to school I was at my house playing video games. I called for the genie he I said I thought you didn't grant my wish he replied with I always keep my promise. Eventually the week was over and I was back to school. I went through half the week and then requested another wish.

The genie appeared and I asked for a sports car. The next morning out front was a sports car with a driver I got in the car to go to school, when we arrived kids were in awe they were very jealous. I got out of the car and into the school and the day and week were over in the blink of an eye. I was ready for another wish so I requested he came to me and said it would be the last wish so think of something because after this wish I will leave and you won't have anymore wishes so I took a second then I knew what I wanted to do.

I decided to wait for my last wish, I would use my last wish for a purpose not something random and pointless, so from then on I would wait till the right moment. As I waited I went on with my daily life school, chores, and just hanging out with my family. Now time has past from waiting I've almost completely forgotten about the genie and my last wish but nothing had really happened. There must have been something worth the wish. Later on that day I knew what to wish for. I would wish for two more wishes.

My first wish out of the two I just got, was to give every unemployed person would get a job. Now I knew what to wish for I summoned the genie. I told him that my desired wish was he said when I leave turn on the tv and your wish will be fulfilled. Then he disappeared so I turned the on the tv and looked what was on. It was the news thousands of jobs were opening. It was a miracle they said there were enough jobs for everyone. Now I went to thinking for my last wish.

Now for thinking for a good deal of time I knew what my last wish would be. I would wish that everybody in the world got one trillion dollars. So I called for my genie he reminded me that it was my last wish I said I knew so I went on to say, I would like everybody in the world to have one trillion dollars. Now everyone was okay the genie left and we went on with our lives.

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NARRATIVE FEEDBACK

- Adequate Organization
- Some evidence of a logical progression of ideas

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2/23/2012
Gr 06 NAR - Magic Lamp

"You need to go to Cassi's," Alesha said.

"No! I do not!" I yelled for what felt like the eighty-seventh time. "She just has a bunch of stupid junk!"

"She does not! I am taking you there whether you like it or not. She has a lot of chunky gold jewelry you can use in your genie costume. Come on!" she replied. With that she grabbed my arms and pulled me down. She wouldn't listen when I said let go.

"I said let go of me! Let go of me! Fine. Don't let go of me. I won't get up though, you'll have to drag me," I said, retreating into her deep blue stare.

"Ugh. You were heavy. Anyway we are here," Alesha said, dropping me on the floor, then helping me up. Cassi's wasn't worth coming to so far. At a table at the far end of her cavernous garage (yes it was a garage) sat some jewelry. I walked over to it. No, good gold jewelry, actually no gold jewelry at all. I walked back over to Alesha, who was looking at high heels for business woman costume. I stopped when I saw a solid gold lamp. The kind of lamp you would see when you watched Aladdin. It was half hidden behind a glass bowl filled with miniature cows. I grabbed it. The lamp had a spot on it. I tried to rub it off with my sleeve.

"POOF!" Out burst a girl wearing deep green ballooning pants, gold shoes that curled at the toe, a green bikini top, solid gold wrist bands, and huge gold earrings. Her skin was really tan! She had a beauty mark to the left of her bright red lips. Her thick brown hair was pulled back into a high ponytail, rapped in gold ribbon halfway up. Her piercing green eyes looked Egyptian, with a lot of make up around them. She was obviously a genie.

"Your wish is my command," she spoke with a velvety deep voice.

"Can I get your name first?" I asked timidly.

"Cleo."

"Well, Cleo, I've never had a genie before, I didn't even think they were real. So, I guess they are real and I wish for the perfect genie costume for the costume ball tonight," I said. "POOF! You will find that costume on the rack behind the big foam rock," she said.

I walked to the said rack. A green haze wafted around a dark blue genie costume, exactly like Cleo's. I walked to the check out counter and paid Cassi for it. I walked away and found Cleo looking at green pebbles. She was now wearing a green halter top, embroidered at the top with gold beads and ribbon, dark shorts, and gold gladiator sandals. Her hair was missing the ribbon, but was still in the high ponytail. She looked so pretty and exotic!

What is your second wish?" she asked. At that moment my stomach grumbled. I didn't feel like going home to get a sandwich. I felt like a bakery sandwich would suffice. "My second wish would be to find a really good bakery within walking distance, and really cheap!"

"POOF! Follow the green sand." I went to find Alesha. She had already gone home.

"Well," I said "it's just you and I going." A little trail of green sand had appeared outside the garage. It lead to a little bakery. After Cleo and I had our main course, we shared a strawberry cheesecake. Cleo and I chatted easily. She told me about her life as a genie and how small the lamp was inside. When we walked out Cleo asked for my third wish, I said I wanted her as a sister.

"POOF! She was gone. I guess I couldn't wish for that. I walked home alone. Inside my house my parents said they had to show me something. In the living room sat Cleo, surrounded by luggage. Cleo is my sister now. That is how I got my awesome sister. Most people would wish for a sibling to be gone. I wished for a sister. Most people would also ask to be famous or have money. I wished for nothing like that. If you had three wishes what would you wish for?"

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https://student.writes.com/index.html

2/23/2012
7th grade scored essays

Writing Traits Report

Gr 07 DSC - New School

The new state-of-the-arts school is awesome. It has all cool stuff. It has an in and out door soccer and football field. They have a huge gymnasium with a trampoline as the floor and on the other side they have hard wood floor with basketball hoops and soccer goal on both sides. They have everything a kid could wish for in the gymnasium! Everyone will love it. The best thing is there are no teachers!

The hallways are so cool. The floor is a rollercoaster so it stops at each class room to drop you off. So then you don't have to walk every where! The brand new lockers are so shiny and cool. They open up to your hand print how cool is that! All of the class rooms are so high tech all of the computers are touch-screen. Everyone will love this new school.

I love the new soccer fields. They are awesome.

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NARRATIVE FEEDBACK

Organization: Minimal Organization/Minimal Response
- Lacks evidence of a logical progression of ideas
- Lacks introductory paragraph, supporting paragraphs and/or concluding paragraph
- Lacks clear transition

Development: Minimal Development/Minimal Response
- Lacks focus on intended audience
- Lacks development of the topic for narrative and descriptive writing
- Lacks thesis statement for development of informative and persuasive writing
- Lacks sufficient examples, evidence or supporting details
- Lacks sufficient analogies, illustrations or anecdotes

Sentence Structure: Minimal Sentence Structure/Minimal Response
- Contains fragments and/or run-ons
- Minimal sentence variation
- Simple
- Compound
- Complex
  (errors in more complex sentences detract)

Word Choice/Grammar Usage: Minimal Word Choice/Grammar Usage/Minimal Response

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2/23/2012
Writing Traits Report

Gr 07 DSC - New School

This is the new school that the county was building was awesome, and everything was so shiny, the stairs are so cool, and outside was the best of all. You just had to see to believe it! It was so much bigger than the other school I want too. I felt like I was in a comic or something and I'm back up and in a hundred years in the future. I hope this school is a lot better than the school I go to now and with bigger space.

When I first stepped in the hallways it was so shiny, and it smelled like deer jerky. The floors were shiny and black, and the lockers were new and chrome. Then we started to go up the stairs and at first I thought it was normal stairs, and I started walking up the stairs and I stopped. The stairs weren't normal stairs it was stairs that moved it was escalators! Man this school had everything to new shiny hallways and chrome lockers and stairs that are escalators!

After we got through the hallways, and then we got to the part with everything the gym. The double doors to the gym were so black and shiny. Even the gym floor was shiny with a track for go-karts. Also to the right of me inside the gym was an indoor pool, and to the left of me there was an indoor paintball field.

Then we finally got outside I wondered what was out here! At first I thought it was going to be bleak, but it wasn't I saw a fishing pond in front of me (awesome). Then to the left was a tractor pull race. Then after that I saw a field and then I realized that it was a hunting field. Also I saw to the right of me was a dirt track and that was a four wheeler racing track, what didn't this school have?

This was the new school it is was the best school ever. It seems like the county read my mind and made just for me! I wonder if the new school was going to open soon? I just can't want to go to this new school.

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NARRATIVE FEEDBACK

Organization: Limited Organization
- Limited evidence of a logical progression of ideas
- Introduction paragraph and concluding paragraph with limited supporting paragraphs
- Limited use of transition

Development: Limited Development
- Some evidence of focus for the intended audience
- Limited development of the topic for narrative and descriptive writing
- Limited reference for development of informative and persuasive writing
- Some use of examples, evidence of supporting details

The new school is fabulous. Everything is brand new. The lockers and computers, even the football and baseball field. The gym has something new too. Would you like to go to the new school?

When I got to tour the new school I could smell all the new items. The new books, magazines, even the bleachers in the gym still had a good cedar smell. But, the lockers didn't have a smell but 3 and half feet tall and a foot wide. That's a big locker! Would you like the smell of the new school?

I seen all kinds of sights at the school. It sits up on a hill so you can see the whole valley it's amazing. But I was inside looking at the books in the library checking out the computers in the lab. I even got to be the first student on the football field. I had the first lunch there too.

The cafeteria was huge. It looked like it could of been someone's house. It had beautiful pine tables and chairs and, it smell amazing. I hope you got to see it one day sooner than later. Do you want to go to the new school?

I heard all kinds of graceful noises also. I heard the birds chirping in the trees, the honey bee buzzing. I heard the computers humming as they came on people working on the intercome for the base ball field. This school is amazing! Would you like to hear everything I'm hearing at the school?

The Baseball and Football field are greener than anything I've ever seen. The baseball field has steel bleachers and a concession stand. It also has light to light up the field at night. The baseball field has a score big board. The football field is huge on the side lines your not crowded. When you score a touchdown you have enough room to do a back flip. the football field has steel bleachers, a concession stand, and the lights and a huge score board too. Would you want to be on the Football or Baseball team?

The Basketball team has a nice court with pine flooring and, cedar bleachers it smell amazing in their. The back board and rims are top of the line. With another concession stand and a huge score board. Do you want to be on the basketball team?

I felt amazing when I left the school I thought I was just leaving heaven. I felt normal like I normally do. Then I was touched when I left. I hope you go to this school.

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NARRATIVE FEEDBACK

Organization: Adequate Organization
  • Some evidence of a logical progression of ideas
  • Introductory paragraph, supporting paragraphs and concluding paragraph

Gr 07 DSC - New School

The new school you will be attending soon is going to be great. I'm a reporter who is going to tell you all about it if you like it. So let's begin and let you know what I will be telling you about today. A select group is going to be allowed to be in the school and I was chosen as one of them so I could tell you. I'll be telling you about what's new and what's not new in your new school. Or I should say what's been replaced or used from a different place. I will be telling you about the main building's in your school such as the Office, the Library and things like that. So I will tell you about everything I know about the school.

First, as you walk in the main door to your left is your Office. Then, straight ahead of the office is a big, black rack that has electric scooters and roller skates on it so you can ride them whenever you want. Those things are to help you get around school alot quicker so you're not always late for classes. Then down the hall from the shell is a storage closet which contains robots, that do everything for you like your homework, classwork, and etc. Then, you have a whole huge hallway of lockers for a whole sixth grade. Then, on the other end of the school is your cafeteria in which I will explain in more detail later. The robots only follow you if you blow the whistle for them to come and help you. Your scooter on the other hand, they are for you to use only if you earn them from being on the A honor roll all year long. If your scooter breaks you have to pay a $100.00 fee to replace them. So I wouldn't break them if I were you, because to tell you the truth I probably don't have ten dollars.

Next, to the cafeteria you have a vending machine which you can make anything you like. Also, next to your cafeteria is an escalator because apparently walking down the hall to the only set of steps we have is to hard for the students. It's something I hear from students all the time. So the escalator is open to everyone if it gets too crowded I'm afraid you will have to wait till it clears up. But that may mean that you will be late for class so if I was you and the escalator was crowded I would take the stairs. I get to explain your cafeteria a little bit more than I did before. So, you have two lines one for buying and one for not buying. You have a logo on both walls and on some of the tables. You have your school colors which are: lime green, black, and purple. Then, you have a race track and go cart's in there. Now, for your go carts they are green and purple like your school colors. You will only ride them if you want to its up to you and whatever you want to do at your lunch time. Basically everything is your school colors in your new school.

Now for the outside part of your school. You're race track form your cafeteria now turns into a full race track outside. The crystal, clean, wet, shiny and smooth grass is freshly cut and grown just for you guys at your new school. So the students can play and rough house on the grass without getting hurt. You have a football field for anyone who wants to play on it. You have three freshly new painted benches outside to so you can sit down. You have a concession stand outside for ice-cream, any type of food you want. You also have a soccer field out there for those who like to play soccer at recess. That's all for your outside you do not have a playground because you are in the sixth grade not pre-k. So like I said you will not have a playground, just fields to do stuff in and play around. Oh and you will have a track around the football field so you can walk of your lunch if you want to.

In conclusion, I hope you like your new school because I loved it. You will enjoy your playground, your lunch room, and everything else in school. You will also enjoy the classrooms in the school too.

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Gr 07 INF - Trade Places

The Awesome Story
If you could trade places with someone that you admire greatly who would that be? I would trade places with Blake Shelton because he is famous, he writes his own songs, and he is on tour. If I could do that I would and it would be the best day of my life. The first thing I would do is go to his house and meet his wife Miranda Lambert. To meet her would be awesome at anything! She is a great singer and has many great songs. He is a lucky man to have a wife like that.
I chose Blake Shelton because he writes his own songs. Very few people in this industry write their own songs. I think it would be fun to try and write a song of my own but I would need the right equipment. That's another reason I would trade places with him. I think the most fun in that day would be singing in front of fifty thousand people. And flying in my very own private jet across the world. I always wanted to fly in a jet. My only fear would be that the plane crashes. Or that someone jacks it.
If I could trade places with any one for a day it would be Blake Shelton. He is famous and married to Miranda Lambert. He writes his own songs very few do that. He is on tour with Taylor Swift.

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NARRATIVE FEEDBACK

Organization: Minimal Organization/Minimal Response
- Lacks evidence of a logical progression of ideas
- Lacks introductory paragraph, supporting paragraphs and/or concluding paragraph
- Lacks clear transition

Development: Minimal Development/Minimal Response
- Lacks focus on intended audience
- Lacks development of the topic for narrative and descriptive writing
- Lacks thesis statement for development of informative and persuasive writing
- Lacks sufficient examples, evidence or supporting details
- Lacks sufficient analogies, illustrations or anecdotes

Sentence Structure: Limited Sentence Structure
- Some errors in sentence structure
- Limited sentence variation
- Simple
- Compound
- Complex
  (errors in more complex sentence structure begin to detract)

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2/23/2012
Writing Traits Report

Gr 07 INF - Trade Places

If you had the opportunity to trade places with someone who would you choose? I would choose Carrie Underwood because, one she is wildly popular. Two she gets to go up on stage alot. And three she got to go on American Idol and she won it. Would you choose Carrie Underwood to be the person that you trade places with for one day? Why I choose Carrie Underwood is because, she is wildly popular. And I want to be the one signing the autographs, not asking for one. Although that would be pretty cool to get an autograph from Carrie Underwood. I love Carrie Underwood's music it's just amazing how good she can sing. I would love to be as wildly popular as she is.

I chose Carrie Underwood to trade places with for one day because, she gets to go up on stage alot. The reason she gets to go up on stage alot is because she is a great singer. There is no other female country singer that I know of, that can sing better than her not even Taylor Swift. I have wanted to go to a Carrie Underwood concert for I don't even know how long. I guess thats why she is so famous.

I also chose Carrie Underwood because she got to go on American Idol and she won it. That must have been the best feeling ever! That would be amazing to win American Idol. That had to have been the best season of American Idol ever, I would think. Thats how she became so famous. Carrie Underwood would be the best person to switch places with for one day for me. She is the person that come to mind when I here about this essay. Carrie Underwood is such an amazing singer! Thats why I chose Carrie Underwood to trade places with for one day.

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NARRATIVE FEEDBACK

Organization: Limited Organization
- Limited evidence of a logical progression of ideas
- Introductory paragraph and concluding paragraph with limited supporting paragraphs
- Limited use of transition

Development: Limited Development
- Some evidence of focus for the intended audience
- Limited development of the topic for narrative and descriptive writing
- Limited thesis statement for development of informative and persuasive writing
- Some use of examples, evidence or supporting details
- Some use of analogies, illustrations or anecdotes

Sentence Structure: Limited Sentence Structure

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2/23/2012
Writing Traits Report

Gr 07 INF - Trade Places

If you had the opportunity to trade places with someone for a day, who would you choose? I would like to trade places with James Harrison for a day because he’s rich, he plays professional football, and he plays for the Steelers. He’s my favorite football player! Also, he knows everybody on the Steelers football team.

The thing that I love most about him is that James is rich. I would buy myself a black and yellow Lamborghini with the Steelers logo on the side of it. I would buy my self a private jet and because I’ve never flew in an airplane before, I would love to give it a try. So, I’ve never rode in a yacht before so I would buy myself a yacht that’s West Virginia University colors with the logo on the side of it. I’d also give some money to the poor.

I also choose James Harrison to trade places with for a day because he also plays football. He’s really good at hitting people because he’s a linebacker. I think he could knock your socks clean off. He hits pretty hard like Troy Polamalu who is one of his best friends. But, the only bad thing is that he hits too hard. He’s gotten fined for hitting other players helmets but, I won’t be hitting people when I’m him unless I decide to go to training camp. I think that he is one of the best linebackers in the NFL right now! I also choose him because he’s my idol.

I chose James Harrison because he knows every player on the Steelers football team! On the day when I was him, I would get a football and I’d have every single person sign the football. Then, that night I’d invite them all to my house to have a party. Or, I’d go to training camp and I would practice with Mike Tomlin the head coach and the Steelers defense. I hope that I can grow up and be like James Harrison!

I would trade places with James Harrison and it shows in what I’ve wrote. I hope you pick James Harrison, he’s a cool guy. Next, you should tell me who you would switch places with for a day. I hope its James Harrison or someone who is on the Steelers team. Or, you can pick something different, but I would recommend James Harrison.

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NARRATIVE FEEDBACK

Organization: Limited Organization
- Limited evidence of a logical progression of ideas
- Introductory paragraph and concluding paragraph with limited supporting paragraphs
- Limited use of transition

Development: Adequate Development
- Adequate focus maintained for intended audience
- Adequate development of the topic for narrative and descriptive writing
- Adequate thesis statement for development of informative and persuasive writing
- Sufficient use of examples, evidence or relevant details

Gr 07 INF - Trade Places

Have you ever wanted a chance to be somebody else for a whole day? If you have, then you aren’t the first! Many people have dreamed about being somebody else, whether this person is famous or not. Jealousy is all over the world, and it cannot be helped. Whether it’s over fame, fortune, good looks or popularity, people become extremely jealous and would trade places with that person in the blink of an eye. I would want to be Adele, for instance, as she is famous and talented in many ways. So if you could be somebody for a day, who would you choose?

If I could trade places with any living, breathing mortal on this earth, that person would, of course, be the amazing Adele. She has wonderful musical talent, as she sings beautifully. Plus, being a little over-weight has thrown bullies and critics into her path to success, making her life harder for her. She is a very inspiring person having reached the top through all of this, and she has now gained the respect she deserves. If I ever had the chance, I would love to be her for a day!

The trait Adele has that I am most jealous of is her beautiful voice. She has sang many songs that I have enjoyed, and in every one she sings like an angel. Some of my favorite songs, such as “Rolling in the Deep” and “Someone Like You”, are sung on perfect pitch by Adele. I would kill for a voice like hers! She sings just as good live as she does in her CD’s and music videos. She doesn’t need to be edited by record studios to sing beautifully.

Adele is a beautiful woman, as well as strong. She has a natural beauty, inside and out, and after all of the years of being picked on and put down, she never gave up. How rude it was for her classmates to pick on her like that! She stay strong and fought her way to the top. Her heart is strong, and so is her soul. She trusted in herself, and it worked for her. She is rich, beautiful, and sings better than anyone else I’ve heard. What is there not to be jealous of?

Adele is a wonderful person. Who wouldn’t trade places with her if they could? She has learned many things on her way to the top, and one of those things is that the opinions of others doesn’t matter if it comes to something about yourself. She has worked hard to get where she is in her career right now, so don’t you dare go putting her down like her classmates did. Sit back and enjoy her music instead of criticizing her. With everything she has, you should never ever be jealous of her! If you were to try to find somebody better than Adele, it wouldn’t work. There is no one better than Adele, and that is why, if I were to ever have the chance, I would trade places with her, even if it were only for one single day.

YOUR SCORE:

| Organization | 5 |
| Development   | 5 |
| Sentence Structure | 5 |
| Word Choice/Grammar Usage | 4 |
| Mechanics     | 4 |
| Holistic Score | 5 |

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NARRATIVE FEEDBACK

Organization: Effective Organization
  a. Logical progression of ideas
  b. Introductory paragraph, supporting paragraphs and concluding paragraph
  c. Purposeful transition conveys relationships among ideas and paragraphs

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2/23/2012
Writing Traits Report

Gr 08 DSC - Classroom Memory

Imagine three big lab tables in the back of the science room. This is what I saw every time I go into Mrs. Hott's room.

On the walls I saw science posters. I also saw my class mates. On the board I saw the agenda and homework for this class. When you enter Mrs. Hott's room the first thing you see is her desk. There are a bunch of cabinets in the back and on the side of the room. There is also three fish and a mouse in the back of her room.

When we do labs you smell the chemicals. When we did the alien project, she made us peanut butter n jelly sandwich. She always sprayed perfume and it filled the whole room. There is a mouse so sometimes it smells like mouse poop.

When you enter you can hear everybody yell and talking loud. Its always loud in Mrs. Hott's room. Everybody likes to talking in her room.

I will always remember her room because it was fun.

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Writing Traits Report

Gr 08 DSC - Classroom Memory

I have never loved a classroom more in my life than my fifth grade classroom. Some of my most fond memories from that year happened in that classroom. There were gray desks arranged in tables all over the room. One wall had a bookshelf on it over flowing with books. Behind the teacher's desk was a huge candy jar filled to the brim with candy. The wall that had the bookshelf on it also had a huge purple butterfly on it.

When you walked into Mrs. Clark's classroom you heard happy sounds, such as laughing and talking. When we wrote there was always music playing. If you listened hard enough you would hear the soft sounds of gum being chewed and candy wrapper rustling.

The room always had a variety of smells. In the morning it would smell like vanilla. It smelled like hand sanitizer before lunch. You could always smell the minty freshness of the gum from the person next to you.

It was cold in the room so, everyone would curl up in their cozy sweaters and sweatshirts and get to work. It seems like we were always writing with pencils, pens, markers, or crayons. Everyone also kept napkins in their desk to wipe the water from our water bottles off our hands.

This room made me feel cozy and safe. When we were playing games I was joyful and excited. By the time the day was over I felt at ease. I don't think I'll ever forget Mrs. Clark's classroom.

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Writing Traits Report

Gr 08 DSC - Classroom Memory

Mrs. Sturms classroom is like the brand new toy you never got. Her class was the funnest and most enjoyable place to learn. Mrs. Sturms classroom is a great place to just be the person you want to be.

The posters in Mrs.Sturm's class were amazing. You could see all kinds of cool posters in her classroom. The posters in her classroom made me want to learn. The good thing about the posters was she had a lot of ones that actually made sence and I understood them. The poster's said "Never Give Up", "Before working make sure brain is in gear", and one of my favorite one she had in her room said "Attitudes are contagious is yours worth catching." The poster were also really funny, so it made me feel like I was at home. They made me feel at home because I have a lot of posters hanging on my walls in my room.

One major feeling I felt in Mrs.Stums classroom was always relaxed. Her room just gave me a comforting sentiment that would never leave me. When I walked into her caalroom, a lot of stress would leave my body instantly. Another reason I felt relaxed in that class was because of the sayings she posted up on the board every morning. I Just love walking into classroom where I can just stop thinking about everything. She had a lot of magazines in the back of the room. She let us sit in the back of the room and look at magazines which gave me a relaxing feeling.

There were many weird sounds in Mrs.Stum's classroom. the number one thing you hear the most of was poers talking and talking and not stopping. While the kids talked I got a little distracted. At certain times, it was nice to just sit back and talk. It was always fun to talk in that class. I heard a lot more sounds that were so weird it wasn't even funny.

I loved and enjoyed Mrs.Sturm's class I hope you get to enjoy it as much as I did in the future.

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NARRATIVE FEEDBACK

Organization: Limited Organization
- Limited evidence of a logical progression of ideas
- Introductory paragraph and concluding paragraph with limited supporting paragraphs
- Repetitive use of transition

Development: Limited Development
- Some evidence of focus for intended audience
- Limited development of the topic for narrative and descriptive writing
- Limited thesis statement for development of informative and persuasive writing
- Some use of examples, evidence or supporting details
- Some use of analogies, illustrations or anecdotes

Sentence Structure: Adequate Sentence Structure
- Minor errors in sentence structure
- Some sentence variation
- Simple
- Compound
- Complex (errors in more complex sentences do not detract)

Word Choice/Grammar Usage: Adequate Word Choice/Grammar Usage
- Appropriate, specific, somewhat simplistic
- Somewhat consistent grammar usage
- Subject/verb agreement
- Singular/plural nouns
- Verb (tense and usage)
- Pronoun usage
- Adjective/Adverb

Mechanics: Adequate Mechanics
- Some errors
- Punctuation
- Capitalization
- Spelling
Gr 08 DSC - Classroom Memory

Mrs. King's kindergarten class was like a kid's own personal wonderland. Her room was filled with things that could keep kindergardeners occupied all day long, so therefore it was my favorite class. As soon as you entered the room, you would smell a sweet apple pie scent that was just mouthwatering. Automatically, you would hear toddlers screaming and then following their bundent of noise, the sound of the teacher's dramatic yell would drown them out trying to quiet them. You could definitly tell that it was a kindergarden class based on the smell of wet sticky glue and construction paper. All of the the desks were covered with stickers that lightened up the room, along with walls full of posters that catch your attention but are also edjudical.

Her room was the place I spent the most time at except for my own home, so I always felt comfortable in there. I had a lot of friends in that class, some of which I still have today. One thing I won't forget about that classroom was that it was always cold, so matter what. No one ever dared to hang up their jackets or sweaters because they needed it so they wouldn't shiver to death. Hearing the faint sound of chattering teeth was a common sound almost everyday, someone was always cold. I remember one time, a kid had an accident and for the rest of the day I smelt the nauseating smell of his urin. So, when I think back to the times I was about 5, I think directly about that disgusting smell. In the corner of the room, there was long comfortable pillows and blankets in case you suddenly needed a nice relaxing nap. The comfortability of them kept me asleep for at least an hour because that's about how long we got to sleep each day. The teacher always had a specific smell too, she wore the same sweet smelling perfume for all the year.

Everyday when it would rain, all I heard was the squeaking of kid's sneakers that just about drove me crazy. If a kid wasn't crying, they were laughing up a storm, so we seldomly got any quiet in my classroom. My favorite time was when we took two hours out of every Friday to watch a movie, I was so excited when the time came because she always had movies that kept our attention and never failed to disappoint me. She had a movie stack that was laid up against the poster covered wall, so we never ran out of videos to watch. A touch that always made my skin crawl was when I would go to pull out the chair to my dest because the metal on it was so cold from the room. We rarely got the heat turned on, one time I remember going outside in the winter and it was warmer out there then it was in the classroom!

I always came into the room dead tired, and my mouth tasting like tooth paste from me brushing my teeth that morning. There was a story area in the front of the room and I always fell asleep during it because it was in the morning. There were days when I felt so homesick, and all I wanted to do was go back home and sleep. We had a little play pin full of toys that could also help us learn at the same time. Our room was really big, so we could do many activities in them, it was a perfect size for kindergardeners. When we were finished with our work, we always got a sour of sour candy that always made my eyes water. We all knew she kept the candy; the bottom left side of the desk, but we were all too scared to try to sneak some.

We still had work, even though it sounds like all fun and games. There was a book case in the far left side of the room that we had to pick a book from and complete it every month. We had a snack everyday because our teacher said we needed "brain food". There was computers on the right side of the room, but I don't remember us doing too much on there. I loved that room and sometimes I look back and wish I could go back to kindergarden. Mrs. King's kindergarden class is my favorite class so far, and I said "so far" because I am only in the 8th grade and there's many more
classrooms to come.

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<th>YOUR SCORE:</th>
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<td>Organization</td>
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<td>Holistic Score</td>
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NARRATIVE FEEDBACK

Organization: Effective Organization
- Logical progression of ideas
- Introductory paragraph, supporting paragraphs and concluding paragraph
- Purposeful transition conveys relationships among ideas and paragraphs

Development: Effective Development
- Effective focus maintained for intended audience
- Appropriate development of the topic for narrative and descriptive writing
- Appropriate thesis statement for development of informative and persuasive writing
- Clear use of examples, evidence or relevant details
- Use of analogies, illustrations or anecdotes

Sentence Structure: Adequate Sentence Structure
- Minor errors in sentence structure
- Some sentence variation
Gr 08 INF - Meet Historical

What if you could meet Daniel Boone? Well if I could I would. He is a great explorer and he will go down in history. If I could go back in history and meet one person it would be Daniel Boone.

One thing is that Daniel Boone was the best explorer in my opinion. He trekked across West Virginia and Virginia. On his adventures he hunted. Daniel killed many animals. That's another reason I would like to meet him.

I would like to meet him so I could hunt the plentiful animals, and see the beauty of the untouched land. Back then, there were many bigger bucks and a lot more game. Many of the big bucks have been killed since then. There is still plenty of big animals now. On those bigger animals there is more hunting pressure though.

The final reason why is because he discover coal, or anthracite, which makes West Virginia a lot of money. He found it in the Coal River. After that they started mining for it. He is most famous for that. Coal is now the biggest export from West Virginia.

Daniel Boone is the most famous explorer ever. He lived in a harsh but nature's time. Those are my reasons why I would meet him.

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NARRATIVE FEEDBACK

Organization: Minimal Organization/Minimal Response
- Lacks evidence of a logical progression of ideas
- Lacks introductory paragraph, supporting paragraphs and/or concluding paragraph
- Ineffective or overused transition

Development: Minimal Development/Minimal Response
- Lacks focus on intended audience
- Lacks development of the topic for narrative and descriptive writing
- Lacks thesis statement for development of informative and persuasive writing
- Lacks sufficient examples, evidence or other supporting details
- Lacks sufficient analogies, illustrations or anecdotes

Sentence Structure: Minimal Sentence Structure/Minimal Response
- Contains fragments and/or run-ons
- Minimal sentence variation
- Simple

Writing Traits Report

Gr 08 INF - Meet Historical

Have you ever watched the movie “Bandit”. Well I have and the truck driver in the movie was Jerry Reed. If I could go back in history I would want to meet him.

Other than playing in the movie “Bandit” he also was a singer. Jerry Reed's most famous song is "East Bound Down". If I could go back into time I would have so many questions for him. I bet that he would love to answer them.

One reason I would want to meet Jerry Reed is because he is so well known. Either by his song or the movies he played in. He has probably meet many different kinds of people. Some just normal everyday people and others like Waylon Nelson and Johnny Cash. He would have so many stories about his life as a kid and growing up. He is one man that lived his life to the fullest.

Another reason I would like to meet Jerry is that I would love to here all his stories. He has traveled the U.S many times doing shows. I would love to know how people acted in back then or even what the gas prices were then. He could tell me everything I needed to know.

My final reason for wanting to meet Jerry Reed is that he used to race trucks. Not just pick up trucks but big semi trucks. Thats where the rest of his stories would come from. I never have went to a truck race. I know of a couple times that he crashed. I would like to hear his story on that.

So in conclusion Jerry Reed would probably have many stories to tell. If I where you and you never watched the movie "Bandit" I would. It's a great movie with a great man in it.

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<th>YOUR SCORE</th>
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| Organization | 3|
| Development  | 3|
| Sentence Structure | 3|
| Word Choice/Grammar Usage | 3|
| Mechanics    | 3|
| Holistic Score | 3|

1 2 3 4 5 6

NARRATIVE FEEDBACK

Organization: Limited Organization
- Limited evidence of a logical progression of ideas
- Introductory paragraph and concluding paragraph with limited supporting paragraphs
- Repetitive use of transition

Development: Limited Development
- Some evidence of focus for intended audience
- Limited development of the topic for narrative and descriptive writing
- Limited thesis statement for development of informative and persuasive writing
- Some use of examples, evidence or supporting details
- Some use of analogies, illustrations or anecdotes

2/23/2012
Writing Traits Report

Gr 08 INF - Meet Historical

If I were to meet any historical person that had made a difference in the world, it's probably have to be Michael Jackson. I would have liked to be introduced to Michael because I feel like he made a difference in the world with his music. Also famous dances. Like for example: Thriller! Or the Moon walk, Michael would have been a great person to meet in history I think because, he inspired many people. He didn't only affect them with his music and fancy moves. But when he died, many people where highly upset.

My most favorite song by Michael was Thriller. To me, in my opinion it was really cool. It was kinda creepy, loud, and happy like. While it was also kinda scary giving some people including me the chills! The dance he had to go along with that particular song was unique in it's own way because he crossed it himself. Now days most stars hire people to make up their routine for them, sometimes even maybe their music type or the songs they perform. So that's kinda one of the reasons why I would've loved to meet this loved famous star.

Michael had a very strange personality. It wasn't like an adults. It was more childish then anything. He had this place that should've been a just a fantasy but Michael made it real. He called it Wonderland. Michael had just about every single thing a child could want or dream of there. The beautiful "wonderland" didn't always get the best stories? People had said Michael had raped kids back then. It wasn't true though. I don't believe that Michael would have had been able to do that to children. He loved them, he even had his own.

The famous star did have some challenging struggles with drugs. Which would make it very uncomfortable for me to sit there and have a conversation with Michael. You never know what he could do, for example outside of his hotel the paparazzi awaited him. He was sick of it. Michael went to the balcony with his child, grabbed him by his ankles and hung him upside down for millions to see. Now that, that would frighten me to be alone with Michael. But he could have changed, Everyone deserves a second chance.

All in all I believe Michael was an inspiring person, who just loved to get up on stage and do his own thing. It seemed as if when he was up there on stage, he was himself. His own person. I look up to Michael because of how far he went in life. He started out in a group of five, then went on in his life to do his own thing. He had his own millions of fans that loved him. He was different. I liked that in him. I loved his music and would had loved to have the chance to meet Michael.

| YOUR SCORE: |
| Organization | 4 |
| Development | 3 |
| Sentence Structure | 4 |
| Word Choice/Grammar Usage | 3 |
| Mechanics | 4 |
| Holistic Score | 4 |

NARRATIVE FEEDBACK

Organization: Adequate Organization
- Some evidence of a logical progress of ideas
- Introductory paragraph, supporting paragraphs and concluding paragraph
- Appropriate use of transition; transition between paragraphs

Development: Limited Development
- Some evidence of focus for intended audience

Gr 08 INF - Meet Historical

Have you ever wanted to maybe go back in time to meet someone historical? Or maybe meet someone from the present? It could be an athlete, or musician, or anyone you know of. Sounds intriguing right? Who would you choose? If I had to meet anyone I would want to meet Shane Dawson. Shane is a comedic blogger who likes to keep the public informed of his everyday activities. He is very humorous in all of his videos and he brightens my day. Shane sounds like a great person to choose because he also has a lot of morals and goals. He achieves all that he sets out to do. Shane has come a long way in his career and is professional. He may have a lot of alter egos, but its who makes him such a great comedian.

Shane Dawson lives in San Diego, California. He started making videos in early 2008. He just chooses random topics, meets up with his friends, and makes funny videos. He is very entertaining because you never know what he is going to do or say next. His choices topics from high school dances, to the stuff he likes to do on Saturdays. He is quite random, but its what makes him unique. When he first started, he never thought he would make his name known, but now I think everyone knows at least a little something about him. Shane's father left him when he was just a young boy, growing up without a father left him needing to find out who he really is. When Shane was just eleven years old, he realized he loved doing one thing, making people laugh. Somewhere along the lines, the current twenty two year old decided to make a career from it.

Shane is currently in the works of making his own tv show. Producers think he'll be a big hit considering how popular his online video channel is. Shane has over one million video subscribers. He is one of the most watched people on the web! Shane is very professional in all of the work that he does, and he likes to keep things simple. Though he takes a few chances here and there, His videos always come out to be hilarious. Shane makes so many varieties of videos. Sometimes he jokes around and sometimes he is very serious. It mostly just depends on the topic of the video.

Shane Dawson has a lot of alter egos. He plays a character named Aunt Hilda, another where he portrays his mother, and a boy he calls Ned. Ned is socially awkward, and a little nerdy, but he's very funny as well. Most of these characters appear in his weekly videos, and he's good at portraying each of them. Shane updates his videos every week on his first website, but he also does an update called "Ask Shane" which is uploaded every Monday.

I guess the main reason I would want to meet Shane Dawson is because I look up to him. Shane never thought he would make it as far as he has, which makes his success even more worth while. Good things come to those who wait, and Shane waited for his fame and glory, but he worked hard for it too. Shane has a good heart and has made my outlook on fame a little more clear. Hopefully, one day I can see him.

YOUR SCORE:

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<th>Trait</th>
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<tbody>
<tr>
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<td>Mechanics</td>
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<td>Holistic Score</td>
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NARRATIVE FEEDBACK

Organization: Effective Organization
- Logical progression of ideas

http://studentwrites.com/index.html

2/23/2012
PROMPTS

*Each grade level may use prompts assigned to their grade, or one grade below, however you may not use prompts from a grade above your own.
Types of Essay

**Descriptive:** Describe, give detailed descriptions. How does it look, feel, sound, smell, and taste?

**Narrative:** Tell a story. Use prompt as a beginning. Then develop the story. Make the characters come alive. Last write a conclusion. Be sure to use dialogue, including quotation marks, to show the exact words the character says. Use the action to make the scenes come alive.

**Expository:** Explain how to do the prompt. Discuss the way to accomplish whatever the prompt asks you to do. Give details explaining and outlining the steps to complete the project. Define how to do it and what each step involves.

**Persuasive:** Convince the reader to accept your opinion. Give three thoroughly persuasive arguments convincing the reader that your opinion is the correct one. You want them to agree with you and feel as you do.

* **Descriptive:**
  Describes, Discusses, Give three topics to detail the prompt you are describing.

* **Narrative:**

* **Expository:**
  Gives information, States reasons or examples, Gives steps to accomplish.

* **Persuasive:**
  Convinces, Persuades, Use three arguments to express your opinion.

*See flip chart page 49 & 50.*
Flip Chart

<table>
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<tr>
<th>Narrative</th>
<th>Descriptive</th>
<th>Informative</th>
<th>Persuasive</th>
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<td>Use sensory words</td>
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<tr>
<td>Give Setting:</td>
<td>Introduce what you are going to describe and tell in a general way how you will describe it</td>
<td>Restate prompt: Tell what you will discuss or explain to the reader</td>
<td>Tell what you are going to convince/persuade the reader</td>
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<td>• when</td>
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<td>*Setting should be stated in the prompt</td>
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<td>Discuss &quot;trigger&quot; and what it is</td>
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<td>Give a problem</td>
<td>hear</td>
<td>step 2</td>
<td>reason 2</td>
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<td>Solve the problem</td>
<td>taste/smell/feel</td>
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<td>Summary: How does your story end?</td>
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<td>Restate reasons you gave in a different way</td>
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<td>Restate the main ideas in a different way</td>
<td>Summarize steps or explanation in a different way</td>
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<td>Gr 06 DSC - Describe Animal</td>
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<td>Gr 06 DSC - Memory and Smells</td>
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<td>Gr 05 PER - Young People</td>
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# List of 7th Grade Writing Prompts

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8th Grade Writing Prompts

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<td>Gr 08 NAR - Helpful Friend</td>
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<tr>
<td>Gr 08 PER - Summer Class</td>
<td>WV WESTEST2 Online Writing Practice Prompts</td>
</tr>
</tbody>
</table>
Essay Topic:

**DIRECTIONS:** Read the passage and prompt and type a composition in the box below.

**Passage:**
Advertising
Every day, we are exposed to an enormous amount of advertising. In the course of a year, the average student watches almost 40,000 television commercials. No matter what we do or where we go, we are almost certain to find advertisements of one type of another. Whether we like it or not, these advertisements play a very important role in our lives. Your class has been discussing the power and influence that advertising has upon us. In class, you have focused on the ways that television commercials can affect our daily lives. By telling us what to buy, what to wear, what we should look like, and, in a way, even how we should act and feel, these commercials shape our everyday behavior. They give us ideas about what is and is not important, the sorts of lives we should lead, and the types of people we should admire. In this way, the advertisements we see on television may influence our goals and dreams. They may even change the way we think about everything. Your teacher has asked everyone in the class to write a composition that could persuade advertisers to change just ONE thing about the way they promote their products. She will be posting the compositions on the class website.

**Prompt:**
Write a composition for the class website that will persuade advertisers to change ONE thing about how they advertise their products. Be sure to include reasons that will convince the advertisers that the change you suggest is important.

Prompt from WV Writes web site
Essay Topic:

DIRECTIONS: Read the passage and prompt and type a composition in the box below.

Passage:
Grandma's Shed
Staying with Grandma isn't so bad. She bakes, teaches me how to cook my favorite foods, talks about the days when mom was young, and shows me pictures. Her friends are nice too, but mostly older, so I don't have much in common with them.
After a week or so at Grandma's, I always start to get a bit antsy. I like to keep busy and absolutely hate being bored, so one day I walked out into the yard and, for no real reason, went over to the shed. As the door creaked open, I remembered that the shed wasn't a very appealing place. It was just dirty and full of cobwebs. I'm not sure what I thought I would find there, but I was disappointed when I realized that, except for a few old crates with cardboard boxes in them, it was empty.
The boxes appeared to be both plain and ordinary, except for the fact that a few of them were stamped with some unusual design. I had just started toward the boxes when, suddenly, the hair stood up on the back of my neck. Something or someone was standing behind me in the doorway.

Prompt:
Write a story about what happens when the main character realizes someone is watching.

Prompt from WV Writes web site
Gr 06 Managing Money

Essay Topic:

**DIRECTIONS:** Read the passage and prompt and type a composition in the box below.

**Passage:**
Managing Money
The spending decisions that young people make today have a big influence on our economy. Many commercials and advertisements target pre-teens. Junk food makes up one large area of spending. Entertainment such as video games, toys, movies, sports events, CDs and DVDs makes up another.

Many young people have allowances or earn money by doing special household chores. Therefore, they need to learn how to manage this money that they have. The math teachers in your school have been thinking about offering an after-school program for both parents and students. This program will be designed to teach pre-teens about the importance of managing money.

They would like to cover several important topics in this program. Some of these topics would include how to comparison shop, how to do product research, how to decide what to save and what to spend, and how to talk about money in a calm and helpful way.

Math teachers have asked the students in your class to let them know whether an after-school program like this would be helpful. Think about the experiences you have had managing money.

**Prompt:**
Write a composition explaining how a class in money management would help you. Be sure to include experiences from your own life to help your reader understand how useful this class would be.

Prompt from WV Writes web site
Gr 06 DSC Memory and Smells

Essay Topic:

**DIRECTIONS:** Read the passage and prompt and type a composition in the box below.

**Passage:**

Memory and Smells

José and Beth were walking down the hall when José stopped and took a deep breath. A pungent smell was emanating from one of the classrooms. "Ah!" he sighed. "Turpentine!"

"Yuck!" Beth exclaimed. "Whatever that is, it smells completely awful!"

"Yeah," José admitted. "Turpentine is strong, but I love the smell; it reminds me of when I was little, and we would visit my favorite aunt. She's an oil painter, so she always has it around."

Often, certain smells bring back a memory of a person or event in someone's life. The scent of a particular flower or perfume, the particular woody musk of an attic, or the aroma of bread baking in a hot oven can evoke memories of specific times or places.

Think of experiences you have had when a scent or a smell caused a memory to come flooding back, clearly and sharply in your mind.

**Prompt:**

Write a composition describing how a familiar smell immediately brings up a specific memory for you. Be sure to include details for your readers to help them understand how the smell and the memory are connected.

Prompt from WV Writes web site
Essay Topic:

**DIRECTIONS:** Read the passage and prompt and type a composition in the box below.

**Passage:**

Perseverance

Persistence and effort are important tools for success. Ask a leading figure in any field how he or she arrived at his or her station in life and that person is sure to tell you that perseverance is the name of the game. Even the famous physicist Albert Einstein once said: "It's not that I'm so smart; it's just that I stay with problems longer."

Whether a person's fervent passion is for physics, ballet, or baseball, persistence is key. Often it might seem that certain people have all the advantages in life, and some are indeed blessed with talent, wealth, or intellect. But no amount of talent can make up for true dedication. Let's say your ambition is to become a professional basketball player. Regardless of how talented you are, you'll never be great unless you practice every day.

There are many challenges and goals that we have in life. Whatever the goal, we need to consistently challenge ourselves to keep learning, to keep pushing and to overcome difficulty and frustration in order to eventually obtain that goal.

When you really want something, you just have to keep at it!

**Prompt:**

Write a story telling about a time when your persistence led to success.

Prompt from WV Writes web site
Essay Topic:

**DIRECTIONS:** Read the passage and prompt and type a composition in the box below.

**Passage:**

New School
Your community has just completed the construction of a brand new school building. It is a state-of-the-art building, and advanced technology is evident everywhere—in the halls, in the classrooms, in the lunch room, even in the gymnasium. A select group of people will be able to tour the new school in the summer before the grand opening in the fall. You have been selected to write a composition about the new school for the town newspaper. As a result, you are one of those given the opportunity to tour the school before it opens.

Entering the building, you realize that it is truly an exceptional facility, one constructed on 21st century design. As you walk through the halls and classrooms, you are amazed by the innovations and modern features throughout the building and school grounds. You hear the hum of technology and see the gleam of the new lockers. Everything is shiny and new; everything even smells fresh and new! The football and baseball fields are bright green, with crisp white lines. You can still smell the wood finish of the bleachers in the gymnasium. You want to capture every detail in your composition.

**Prompt:**

Write a composition describing the features of this new, state-of-the-art school. Be sure to include vivid details so that your readers can see, hear, smell, and feel what this new school is like.

Prompt from WV Writes website
Essay Topic:

**DIRECTIONS:** Read the passage and prompt and type a composition in the box below.

**Passage:**

Cell Phones

A telephone ringing in the middle of class, at the library or in an assembly can be distracting. It could be frustrating if someone is talking on the telephone right next to someone else while that person is trying to study or read a book.

There is no question that cell phones have become a part of everyday life, but many people are annoyed by overuse of cell phones in public. Cell phones are an important invention. However, showing respect and courtesy for others is also important.

Recently, there has been a good deal of conversation about whether cell phones belong in schools. Having a phone in case of an emergency would be a great help. If a student needs to reach his or her parents, they would be just a telephone call away. However, a ringing cell phone in the middle of a group discussion could be quite distracting.

The school council for your school is holding a meeting to hear arguments for and against cell phone use in your school.

**Prompt:**

Write a composition that you will present to the school council to convince them either to permit cell phones in school or to prohibit cell phone use in school.

Prompt from WV Writes web site
Gr 07 INF Compromise

Essay Topic:

**DIRECTIONS:** Read the passage and prompt and type a composition in the box below.

**Passage:**

**Compromise**

Learning to compromise is an important part of growing up. Because people do not always agree with each other about things such as what to do or where to go, it is important to learn ways to make sure that everyone’s choices are respected. Compromise means knowing how to find solutions to these kinds of disagreements so that everyone gets, at least, a part of what he or she wants.

For example, a group of friends might have different ideas about what movie to see. Working out one choice for the whole group means that everyone has to give a little. Perhaps the group decision is to see an adventure film this week with a promise to see the science fiction movie the next week. A teenager trying to get her parents to extend her curfew for a special occasion might offer this compromise: "If you let me stay out one hour later just this once, I will help with the dishes for a week."

Some people are better at compromising than others. Some are patient and adaptable and find it easy to compromise. Others may be more stubborn and find learning to compromise more difficult. However, everyone eventually learns how important compromise is to making life run smoothly.

Think about experiences you have had that required compromises in order to resolve situations.

**Prompt:**

Write a composition explaining what you have learned about making compromises work. Be sure to include experiences from your own life to make your explanation clear for your readers.

Prompt from WV Writes web site
Essay Topic:

DIRECTIONS: Read the passage and prompt and type a composition in the box below.

Passage:

Classroom Memory
As soon as Carly learned that her middle school needed volunteers to help with an orientation for the elementary school students about to graduate to the middle school, she wanted to participate. She remembered how happy she had been in elementary school and how familiar the building and classrooms were. The library, the lunch room, and Ms. Higgins' room filled her memory. She remembered everything about her desk, where the coats were hung, which posters were on the walls, and the potted plant on Ms. Higgins' desk.
Carly met with other volunteers, and, with the help of their principal, planned the information that would help the middle school's future students.
On the day of the orientation, Carly rode to the elementary school on a bus. However, as soon as she entered the lobby, Carly sensed that something was different. The entry was seemed smaller, more cramped, and less inviting to her. The first meeting was held in the library, and something about the arrangements of tables, the distance to the bookshelves, and the inclusion of more computers made it less inviting to her.
Later in Ms. Higgins room, she was relieved at how comfortable she became. She became aware of things done for the room by Ms. Higgins that she'd never appreciated before. The locations of files and learning centers made more sense to her. The reminders and rules for the class made the classroom what it was.
Think about your earlier years in school and one classroom in which you particularly felt at home.

Prompt:
Write a composition describing one classroom from your earlier years. It should be a classroom that you liked and remember well. Be sure to include vivid details to help your readers see, hear, feel, and smell what that classroom was like.

Prompt from WV Writes web site
**Essay Topic:**

**DIRECTIONS:** Read the passage and prompt and type a composition in the box below.

**Passage:**
Science Class Project
The eighth grade science class is learning about the importance of clean air, water, and land in the environment. They learn that cars and trucks can pollute the air. They find out that disposing of chemicals and garbage can harm animals and plants living in the area. The class is working on a project to help the environment and to show they appreciate nature. The class needs to decide on which activities would be best for the project. They need to choose activities that the students themselves can do. Also, the activities would need to help the environment. Some students have suggested planting new trees in the local town park and placing recycling collection bins around the school where they would collect aluminum cans, paper, and plastic. Others have suggested getting volunteers from the community to help clean up garbage that is next to the roads.

**Prompt:**
Write a composition explaining what types of activities you would like to do for an environmental science class project. In your essay, explain how these activities would help the environment and show an appreciation for nature.

Prompt from WV Writes web site
Gr 08 NAR New Things

Essay Topic:

**DIRECTIONS:** Read the passage and prompt and type a composition in the box below.

**Passage:**

New Things

Joe slowly walked up to the podium, tightly grasping his notes in his hands. He unfurled the crinkled paper that was now wet with perspiration. The idea of getting up in front of a large group of people to deliver a speech was quite unnerving to Joe. He had no problem playing on the basketball team in front of the bleachers filled with screaming fans, but this was different. This was something new for Joe, and something that was definitely not his favorite activity.

After his speech, Joe heard the applause and realized that his nervousness had been unwarranted all along. He knew that next time he would probably still be a little nervous, but it would be a little easier.

Who can't identify with Joe's experience? New tasks can often be exciting, but other times, they can make us feel uncomfortable. There are certain things that are more challenging for some people than others. Everyone can get nervous when presented with the challenge of doing something new. It could be joining a new club or team, making a presentation in front of a large group of people for the first time, meeting someone new, or making new friends.

**Prompt:**

Write a narrative composition about a time that required you to learn or do something new.

Prompt from WV Writes web site
Essay Topic:

**DIRECTIONS:** Read the passage and prompt and type a composition in the box below.

**Passage:**
Summer Class
The new town community center plans to hold a variety of classes for all ages this summer and has asked the eighth grade class to help design one of the classes that will be offered to elementary school age children. The students begin discussing what ideas they should present to the community center. After listening to all the arguments, a committee will decide which idea will work best for the class. Some of the students would like to design a class filled with fun group activities or even an occasional field trip. The activities would be engaging and interesting, but they would also be easy to do and learn. The purpose of the class would be to "have fun together." After all, it is summer vacation! However, other students agree that the class should be fun but still retain an educational focus. They feel they should help prepare the elementary students for their upcoming years at middle school. "Starting middle school can be challenging," one of the student points out. "I wasn't sure what to expect. I would have really appreciated some helpful advice and coaching to ensure a successful transition from elementary to middle school."

**Prompt:**
Write a composition in which you convince your readers that the best summer class for elementary students should be EITHER an educational one OR a recreational one. Be sure to include reasons that will persuade your readers that your idea is best. Provide examples of specific activities that you think would be most beneficial.

Prompt from WV Writes web site
WEB

*See other types of web on the Berkeley County Web Site.
## Sample Web

1. **Topic Sentence (hook)**
   Rephrase prompt (In form of a question)
   A. Main Topic
   B. Main Topic
   C. Main Topic

2. **A) Main Topic**
   -
   -
   -
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3. **B) Main Topic**
   -
   -
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4. **C) Main Topic**
   -
   -
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   -
   -

5. **Summary (Retell)**

### Word Chart:
- **At least** 10 character/cool words from the passage
- At least 10 character/cool words topic related of your own.
<table>
<thead>
<tr>
<th>Best book I read lately</th>
<th>Best Memory</th>
<th>Other</th>
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<tbody>
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</table>

Interesting things about me

<table>
<thead>
<tr>
<th>Ashley</th>
<th>My Favorite Possession</th>
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<tbody>
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</table>

Hobbies | My Family | Favorite Subject |
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</table>

1. Catching my first fish - Brooker Pond
2. dad - Kevin
3. Science - plants and space
4. Brother Pete (6 years)
5. Singing in girl's choir
6. Yorkie - Buck
7. Walk on my hands
8. Captain Underpants and the Perilous Plot of Professor Pooypants (I read it to Pete.) and Pendragon (for me)
9. 1001 freckles
10. Playing soccer
11. Fruit - kiwi, watermelon, peaches
12. Mom - Laura
13. I speak English and Spanish
14. The pink pocket knife from Grandma Ella
15. I take my dog Buck to doggie school by myself
16. Grandma Ella
17. Magic Schoolhouse books - read all!
18. Math - especially fractions
<table>
<thead>
<tr>
<th>Shelter</th>
<th>Food</th>
<th>Clothing</th>
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<tbody>
<tr>
<td>Location &amp; Alliances</td>
<td>Language &amp; Beliefs</td>
<td>Gender Roles</td>
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<tr>
<td>Chickasaw</td>
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</tbody>
</table>

1. Today less than 150 people can speak Chickasaw
2. Women farmed, cared for children and cooked
3. Storytelling, artwork and music – important
4. Grass or bark roof
5. Tall – a game like stickball
6. Corn, beans, squash, nuts, berries, deer, turkeys and small animals
7. Tribe members are U.S. citizens
8. Dresses made from skins sewed together with fishbone needles and deer sinews
9. Warriors shaved sides of head and plucked all facial hair
10. Wood carving, decorating with beadwork, pottery
11. Walls - woven from wood and vines
12. Original people in Southeast part of our country
13. Deerskin boots and moccasins, hides for warmth, leggings and long shirts in winter
14. Men went to war - protected families
15. Horses, guns, metal wool and cotton clothing introduced by de Soto
16. Canoe was main transportation
17. Trade network - from Great Lakes to shores of the Gulf of Mexico
18. Lived in villages
19. Hernando de Soto – first European to meet tribe
20. Men hunted
21. Breechcloths made of skins
22. Walls coated in plaster
23. Females, older men and boys - long hair
24. Played Tall 400+ years
25. Traded with other tribes, French, Spanish and English
EDITING
Checklist for Editing 6th & 7th

_____ List the first word of each sentence on the back of the web in correct box.

_____ At least 6-7 sentences in every paragraph.

_____ All sentences in entire story begin with a different word.

_____ All first words in each sentence have a capital letter.

_____ Number of transitional words. Count them.

_____ Use all four types of sentences: Color ONLY one of each type!

_____ Declarative (green) A telling sentence. Ends with a period.

_____ Interrogative (blue) Asking Use sentence. Ends with a question mark.

_____ Imperative (red) Command, tells the reader what to do. Ends with a period.

_____ Exclamatory (yellow) shows strong feelings. Ends with an exclamation mark.

_____ Find and highlight the verb in every sentence

_____ Count active verbs.

_____ Count all dead verbs. (Not helping verbs)

_____ Vary your verbs! Do not use any verb more than once!

_____ Reread the entire essay carefully, looking for mistakes.

_____ Correct fragments.

_____ Correct run-ons.

_____ Correct sentences that do not make sense.

_____ Use pizzazz! (Figurative language)

_____ Personification (something not a person acting like a person)

   Paragraph_____   Sentence_____

_____ Simile (compare two items using like or as)

   Paragraph_____   Sentence_____

_____ Alliteration (two or more words beginning with the same sounds)

   Paragraph_____   Sentence_____

_____ Onomatopoeia (sound words)

   Paragraph_____   Sentence_____

©2013 BERKELEY COUNTY SCHOOLS 6TH – 8TH GRADE WRITING FOLDER
Checklist for Editing 8th

_____ List the first word of each sentence on the back of the web in correct box.

_____ At least 8 sentences in every paragraph.

_____ All sentences in entire story begin with a different word.

_____ All first words in each sentence have a capital letter.

_____ Number of transitional words. Count them.

_____ Use all four types of sentences: Color ONLY one of each type!

_____ Declarative (green) A telling sentence. Ends with a period.

_____ Interrogative (blue) Asking Use sentence. Ends with a question mark.

_____ Imperative (red) Command, tells the reader what to do. Ends with a period.

_____ Exclamatory (yellow) shows strong feelings. Ends with an exclamation mark.

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_____ Use pizzazz! (Figurative language)

_____ Personification (something not a person acting like a person)

   Paragraph_____  Sentence_____

_____ Simile (compare two items using like or as)

   Paragraph_____  Sentence_____

_____ Alliteration (two or more words beginning with the same sounds)

   Paragraph_____  Sentence_____

_____ Onomatopoeia (sound words)

   Paragraph_____  Sentence_____
1. When I walk around my home town I notice changes in the fall.
   - plants
   - animals
   - weather

2. plants
   - leaves change color
   - leaves fall
   - plants go to sleep
   - nuts, acorns, berries grow

3. animals
   - gather food
   - eat a lot
   - grow thicker fur
   - insects laid eggs and die
   - birds fly south
   - find shelter

4. weather
   - cold
   - rain
   - wind blows
   - days are shorter
   - nights get longer
   - foggy
   - frost on the ground.

5. conclusion

Word Chart:

At least 10 character/cool words from the passage

At least 10 character/cool words topic related of your own.
*Use for editing and recording the first word in each sentence

1. When Plants Animals The

2. I Outside Once In

3. Also When Then They The meanwhile Then

4. The It My Every There

5. Trees A The What
Number of sentences in your essay

Number the sentences in your essay. Fill in the chart below.

<table>
<thead>
<tr>
<th>Sentences</th>
<th>First Word</th>
<th>Verb</th>
<th>Number of words</th>
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<tbody>
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</table>
TYPES OF SENTENCES
Types of sentences - four different ways of writing a sentence:

Four different ways of writing a sentence:

**DECLARATIVE (Statement)** - a sentence that tells you something. It ends with a period.

**INTERROGATIVE (Question)** - a sentence that asks you something. It ends with a question mark.

**IMPERATIVE (Command)** - a sentence that tells you to do something. It ends with a period.

**EXCLAMATORY (Exclaims)** - a sentence that shows strong feeling. It ends with an exclamation mark!

**Sentence** - a complete thought. A sentence must have a subject and a verb.

**Paragraph** - several sentences about one topic. A paragraph MUST have a main idea and at least three sentences. ALL sentences MUST be about the same topic.

**Prompt** - the topic about which you are writing. It may be a question or just a topic.

**Paraphrase** - to restate the same thing in a different way. The last paragraph in your writing paraphrases the first paragraph.
Different Ways of Writing the Same Sentence

1. Regular Order
The rickety bus rides slowly down the road.

2. Question
Does the rickety bus ride slowly down the road?

3. Exclamation
How slow the rickety bus rides down the road!

4. Adverb First
Slowly, the rickety bus rides down the road.

5. Prepositional Phase First
Down the road the rickety bus rides slowly.

6. Verb Precedes Subject
Down the road rides the rickety bus slowly.

7. Quotation
"The rickety bus rides down the road slowly," the drive announced.

8. Apposition
The rickety bus, filled with cheerleaders and football players from our school, rides slowly down the road.

9. Adjective First
Tired, the rickety bus rides slowly down the road.

10. Adverb Phrase
Recently in a wreck, the rickety bus rides slowly down the road.

11. Present Participle
Knocking loudly, the rickety bus rides slowly down the road.

12. Perfect Participle
Having ridden down the road slowly, the rickety bus rested.
GRAMMAR
Frequent Mistakes

**Incorrect:** I seen it. I done it. I done my homework.

**Correct:** I have seen it. I had done it. I have done my homework. or I did my homework.

Do NOT use the past participle of a verb without an auxiliary or helping verb.

**Tenses of verbs**

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>see</td>
<td>saw</td>
<td>seen</td>
</tr>
<tr>
<td>do</td>
<td>did</td>
<td>done</td>
</tr>
<tr>
<td>run</td>
<td>ran</td>
<td>run</td>
</tr>
<tr>
<td>say</td>
<td>said</td>
<td>said</td>
</tr>
</tbody>
</table>

**Incorrect:** It was so fun.

**Correct:** It was so much fun.

So is an adverb telling how much. Fun is a noun meaning pleasure or enjoyment. Adverbs (in this case **so**) may not modify nouns! Adverbs modify verbs, adjectives or other adverbs only!
Correct Use of Good and Well

**Incorrect:** He did good. She sang good. We done good.

(Two mistakes. Good should be well and done is a participle and needs auxiliary/helping verb.)

**Correct:** He did well. She sang well. We did well.

Good is an adjective and can only modify nouns not verbs. Well is an adverb and is used to modify verbs. If you have an *action* verb as did, done and dang all you need an adverb to *modify* the verb.

Sometimes well can be an adjective—if it is describing a person’s health.

(Please note both adjectives and adverbs are modifiers. If they modify a noun, pronoun, phrase or clause acting like a noun the modifier is an adjective. If the modifier modifies a verb, adverb, or other adverb then the modifier is an adverb.)

Correct Use of May and Can

Can means are you able to do something as in:

   Can you fix this bike for me?

May means to ask permission as in:

   May I go to the movies?

Correct Use of Pronouns

**Incorrect:** Me and Johnny went to the movies.

**Correct:** Johnny and I went to the movies.
Politeness!

Always put the other person first in any situation where you are speaking or writing about yourself and someone else. Also when using a compound subject use the nominative case of the pronoun: I, we, you, he, she, it, they. When a pronoun is used as a direct or indirect object of the verb or of a preposition, whether simple or compound, put the other person (Politeness) first, and use the objective case of the pronoun:

She gave the tickets to Johnny and me. Or She gave us the tickets.

Incorrect: It is me. This is him.

Correct: It is I. This is he.

In these sentences the pronoun is used as the subject compliment/nominative so the pronoun must be in the nominative case. This type of sentence has a linking verb and a subject complement/nominative completing the subject by renaming the noun or pronoun equally on the right side of the verb.

Incorrect: Who do you want to see?

Correct: Whom do you want to see?

Whom in this sentence is the direct object and must be in the objective case. (Who is a subjective pronoun in the nominative case.)
Using the correct word

Incorrect: Are books  (It is often said that way.)
Correct: Our books

Are is an auxiliary/helping verb.
Our is a second person possessive pronoun.

Incorrect: I am anxious to go on vacation.
Correct: I am eager to go on vacation.

Anxious means worried or troubled.  Eager means looking forward to it.

Homophones

There in that place
Their a pronoun meaning belonging to them
They’re a contraction meaning they are

Here in this place
Hear listen with your ear

Its a pronoun meaning belonging to it
It’s a contraction meaning it is
Frequently heard mispronounced words:

Speaking words happens more quickly than writing or typing and often words are slurred or abbreviated in speaking. For example: Many times the speaker will drop the g in a word ending in –ing: going becomes gunna. I am gunna go to the store rather than I am going to the store.

She’s runnin’ for for office rather than she is running for office.

I was shiverin’ from the cold, rather than I was shivering from the cold.

*Remember your job:

人生的任务：

🔹 is not to correct others’ speech. (Speech is more casual than written language and is delivered faster, so grammatical mistakes will happen.)
🔹 is to correctly use grammar in your writing (and then hopefully in your speech).
🔹 is to find your mistakes and correct your own writing.

*ONLY if you are asked to help edit someone else’s writing, do you correct their mistakes.
What is a sentence?

*A sentence must contain a subject and a predicate (main verb).*

*Every predicate includes a verb or verb group, but not every verb or verb group is a predicate. (Without a main verb, it is a fragment.)*

*A subject must be a noun, pronoun, or a group of words that can act as a noun.*

Verb

Verbs may be in past or present tense. A participle may not act as a main verb without a helping or auxiliary verb:

- **do/does/did, have/has/had, or am/is/are/was/were** that agrees with the subject. Also helping verbs called Modals may be used **can/could, will/would, shall/should, may/might, or must.**

Types of verbs:

**Main verb** conveys main action, happening, or state of being.

**Linking verb** conveys a state of being (is), relates to the senses (tastes, fells, smells appears), or indicates a condition (grows, feels)

**Auxiliary verb** (helping verb) employed by the main verb to show tense, mood or voice. These are:

**Modals** which include can/could, may/might, shall/should, will/would and others. Other auxiliary verbs include do/does/did/done, be/am/is/are/been, was/were, have/has/had when combined with other verbs.
Nouns

A noun as a subject is the central actor in a sentence; it may be simple, complete, or compound.

A noun as the recipient of the action on of the verb is a direct object.

A subject complement/nominative completes the subject by renaming the noun or pronoun equally on the right side of a linking verb.

“She was the winner.” Or “The teacher was a resident of the town.”

Verbs such as taste, become, looked, stayed and others can act as linking verbs not just is/are/was/were.

A noun can be an indirect object if it is the recipient of an in direct or secondary action.

“Give me a break.” Or “We made our customers special cupcakes.”

A noun can be an appositive by renaming it adjacent to the subject.

Bill, my friend, met me at the restaurant.

A noun can act as the object of a preposition.

“to the store”.

A noun can act as an adverb when used as an adverbial object.

“I saw him this morning.”

A noun can be used as an adjective when it modifies a noun.

“mail truck” or “garden pest”.

A noun can be a direct address/vocative.

“John, please come here.”

A noun can be an object when it renames the direct object.

“The team named the bulldog or mascot.”

A noun can be a gerund (A verb turned into a noun by adding –ing).

teaching/learning/texting.

A noun can be an infinitive (to plus a verb). However not all infinitives are nouns.

Any group of words that can take the place of a pronoun can act as a noun.

They saw my sister and me. (Us); I know where they are. (that/this); The man in the black hat (he) is standing.
Pronouns

Pronouns can be in different case:

- Pronouns can be subjective, the subject of a sentence. 
  I/we, you, he/she, it, they
- Pronouns can be objective, the object in a sentence. 
  me/us, you, him, her, it, them
- Pronouns can be possessive showing ownership. 
  my/ mine, our/ours, yours, his/hers/its/theirs
- Pronouns can be relative. 
  who/whose/whom, which what that
- Pronouns can be interrogative. 
  Who/Whose/whom? Which? What?
- Pronouns can be demonstrative and refer to an antecedent. 
  this/these, those/that
- Pronouns can be reflective. 
  myself, yourself, himself, herself, itself, ourselves, yourselves, 
  themselves
- Pronouns can be reciprocal and refer to individual parts of an 
  antecedent. 
  “each other”
- Pronouns can be indefinite 
  any, each, some, anybody/anything/anyone, 
  everybody/everything, everyone, someone/somebody/something

(Please note both adjectives and adverbs are modifiers. If they modify a noun, pronoun, 
phrase or clause acting like a noun the modifier is an adjective. If the modifier modifies a 
verb, adverb, or other adverb then the modifier is an adverb.)

For example: good is an adjective, well is an adverb when describing how an act was 
completed, but well is an adjective when describing a person’s health.
Adjectives

Adjectives modify nouns or pronouns. They answer the questions which, what kind of, or how many about the noun or pronoun.

Adjectives are compliments after linking verbs: The children are happy

Adjectives can be comparative. (having different levels of intensity)

<table>
<thead>
<tr>
<th>Positive:</th>
<th>Comparative:</th>
<th>Superlative:</th>
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<tbody>
<tr>
<td>good</td>
<td>better</td>
<td>best</td>
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<tr>
<td>happy</td>
<td>happier</td>
<td>happiest</td>
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</table>

Noun adjectives can be nouns that modify other nouns as baby sitter, truck driver.

Proper adjectives are formed by adding –ful, -ing, -an, -ish, -less, -like to a proper noun:

   American, Middle Eastern, English, Congressional

Any group of words (phrases or clauses) that follows a noun and does not rename the noun is used as an adjective:

   The car that he drove is expensive.

Limiting adjectives or determiners convey whether the nouns are general or specific, how many there are, and which ones it is:

   A. Articles—a, an, the
   B. Demonstrative—this, these that, those
   C. Indefinite—any, each, few, some, other
   D. Interrogative—what, which, whose
   E. Numerical—one, first, two, second, three, third, four fourth
   F. Possessive—my, your, their, others
   G. Relative—what, which, whose, whatever, and others.
Adverbs

Adverbs modify verbs, adjectives, and other adverbs. They answer the question how, when, where, and why.

Adverbs sometimes end in –y, but not always.

Adverbs can be comparative.

<table>
<thead>
<tr>
<th>Positive:</th>
<th>Comparative:</th>
<th>Superlative:</th>
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<td>far</td>
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Conjunctive adverbs modify by creating logical connections:

A. Addition—also, furthermore, moreover, besides
B. Contrast—however, still nevertheless, nonetheless, instead, otherwise
C. Comparison—similarly, likewise
D. Result or summary—therefore, thus, consequently, accordingly, hence, then
E. Time—next, then, meanwhile, finally
F. Emphasis—indeed, certainly

An adverb can introduce an adjective clause as in:

The cabin where we stayed was small.
Prepositions

Prepositions begin prepositional phrases. The list of preposition must be memorized.

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<td>beside</td>
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<td>underneath</td>
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Interjections

Interjections are words or expressions that convey surprise or strong emotion. Alone they are followed by an exclamation point. As part of the sentence they are set off by a comma.
Conjunctions

Conjunctions connect words, phrase, and clauses.

Coordinating conjunctions connect two grammatically equivalent structures:

A. Addition—and
B. Contrast—but, yet
C. Result or effect—so
D. Reason or cause—for
E. Choice—or
F. Negative choice—nor

Correlative conjunctions are used in pairs to connect equivalent grammatical structures.

A. Both...and
B. Either...or
C. Neither...nor
D. Not only...but (also)
E. Whether...or
F. Not...so much as

Subordinating conjunctions introduce dependent clauses that are not as important as the independent clause.

A. Time—before, after, once, since, until while
B. Reason, choice or cause—as, because, since, rather than, whether
C. Result or effect—in order that, so, so that, that
D. Condition—if, even if, provided that, unless
E. Contrast—although, even though, though, whereas
HELPS

See additional help files on the Berkeley County Web Site.

For a list of help files, see page 99 in this folder.
Transitional Words and Phrases

Another reason
Another example
As well as
One reason
One example
To begin with
To start with
To summarize
In conclusion
In summary
So you can see
Hence
First
Second
Third
At the same time
Earlier
Fortunately
Finally
Meanwhile
Moreover
Nevertheless
Still
Unfortunately
While this was happening
Therefore
However
For example
Such as If
Since
Next
Finally
Afterward
Then
Last
On the other hand
Actually
Even better
Even worse

Carefully
Suddenly
In contrast
Above
After
Also
Although
Another
As a result
At last
Before
Behind
Below
Beside
Different than
Beyond
Due to
During
Earlier
For example
For instance
Further
Furthermore
However
In addition to
In fact
Inside
Instead of
Just as
Much as
On the other hand
Outside
Rather than
Similarly
So
Such
Through
Under
Homophones

A
Aisle a path between two rows
I'll I will
Allowed permitted
Aloud able to be heard
Alter change
Altar in a church
Ate having eaten
Eight a number

B
Ball around object used to play a game; a dance
Bawl cry loudly
Bare uncovered
Bear an animal
Be verb become
Bee an insect
Berries fruit on a bush
Buries covered with dirt or sand
Board a flat piece of wood
Bored dull, uninteresting
Blew past tense of blow
Blue a color
Break to fall apart or interruptions
Brake used to stop a car
Buy purchase
By an author or to pass
Bye a pass when you don't play

C
Capital large letter; place of government
Capitol state building
Cent penny
Scent a smell
Sent past tense of send
Cite call to mind; issue a violation
Sight your vision
Chord several musical notes
Cord thick string
Coarse rough
Course a path

D
Dew moisture on the grass
Do to get something done
Due when something must be turned in
Doe a female deer
Dough flour mixture; slang for money
Dual two
Duel flight

E
Eight a number
Ate past tense of eat
Ewe a female sheep
You second person pronoun

F
Flea insect on the fur of an animal
Flee run away or escape
For given to someone
Fore in front
Four a number
Foul not allowed in a game
Fowl a bird

G
Grate slice; rails in the ground
Great large
Groan sigh or make moaning sound
Grown have gotten bigger
Gnu an animal
Knew past tense of know
New opposite of old

H
Heard past tense of hear
Herd group of animals like cows
Here in this place
Hear to listen with your ear
Heal to get well or recover
Heel back of your foot or shoe
He'll he will
Hi hello
High tall, or above other things
Hole an empty space
Whole the entire thing
Hour 60 minutes

I
I'll I will
Aisle a path between two rows
Its belonging to it
It's it is

K
Knead to mix bread dough
Need having a use for something
Knew past tense of know
New opposite of old
Gnu an animal
Knight lived in a castle and served a lord
Night dark part of 24 hours
Knot rope tied together
Not a negative word
Know to have learned something
No opposite of yes
M
Mail letters
Male a boy or man
Meet to get together
Meat comes from an animal
Miner a person who digs for minerals
Minor a young person

N
New opposite of old
Knew past tense of know
Need having use for something
Knead to squeeze bread dough
Night the dark part of 24 hours
Knight lived in a castle and served a lord

O
One a number
Won past tense of win
Our belongs to us
Hour 60 minutes
Or one or another
Ore metal from a mineral
Oar to row a boat

P
Pail a bucket
Pale without color
Passed to go by something
Past happened earlier in time
Plain not fancy; flat area of land
Plane machine that flies
Peace not at war
Piece a part of something like a pie
Pray an idea expressed to God
Prey an animal caught by another

R
Rains water falling from the sky
Reigns time a king or queen is in power
Reins on a horse
Read having finished a book
Red a color
Right opposite of left
Write put words on a paper with pencil or pen

S
Sea body of water
See to look with your eyes
Sew to use thread to put together
So comes before a reason for something
Scene landscape; where it takes place
Seen past tense of see
Scent a smell
Cent a penny

T
Tail the extension of the back of an animal
Tale a story
Their belongs to them
There in that place
They’re they are
Threw past tense of throw (tossed something)
Through (or thru) finished; to pass between two things
To in that direction; for
Too also; in addition
Two a number

V
Vary change or be different
Very a great deal

W
Way a path to something
Whey milky part of cottage cheese
Weigh to determine how heavy something is
We first person plural pronoun meaning you and I
Wee very small
Weight the number of pounds of something
Wait to stay for someone to come or something to happen
Weak not strong
Week seven days
Wear to put on clothes
Where in what place
Weather conditions of temperature and precipitation
Whether one or another
Which decide on one
Witch and evil character
Whole the entire thing
Hole an empty space
Won to be victorious
One a number
Wood comes from trees
Would if you agree to do it

Y
You second person pronoun
Ewe female sheep
Your belongs to you
You’re you are
**Overused Words / Instead of use:**

| Big: Towering, huge, large, enormous, great, gigantic, mammoth, tremendous, immense, massive, giant, colossal |
| Funny: Farcical, amusing, silly, jocular, hysterical, comical, witty, sidesplitting, hilarious, nonsensical, laughable, humorous |
| Go: tray, roam, wander, rove, range, ramble, gallivant |
| Good: Great, splendid, pleasant, superb, marvelous, grand, delightful, terrific, superior, amazing, excellent, wonderful |
| Great: Wonderful, enormous, noble, magnificent, famous, awesome, splendid |
| Happy: Glad, jovial, joyful, contented, pleased, cheerful, elated, jolly, merry, jubilant, thrilled, delighted |
| Important: Major, significant, vital, momentous, worthy |
| Interesting: Intriguing, fascinating, engrossing, spellbinding, absorbing |
| Laughed: Snickered, giggled, howled, roared, chuckled, chortled, crowed, guffawed, tittered, hee-hawed, bellowed, cackled |
| Like: Enjoy, fancy, relish, care for, be fond of, love, prefer, admire, cherish, appreciate, idolize, favor, adore, treasure |
| Little: Teeny, small, diminutive, compact, minuscule, tiny, microscopic, miniature, petite, slight, wee, minute |
| Make: Shape, build, construct, manufacture, assemble, fashion, form, fabricate |
| New: Fresh, novel, original, modern, contemporary, current, newfangled |
| Nice: Enjoyable, delightful, lovely, pleasant, agreeable, likable, cool fine, gratifying, warm, considerate, decent, cordial, kind, congenial, thoughtful, courteous, gracious, decent |
| Pretty: Beautiful, lovely, exquisite, gorgeous, glamorous, cute, stunning, handsome, striking, fair, attractive, elegant |
| Sad: Downcast, unhappy, depressed, dejected, woeful, forlorn, gloomy, miserable, mournful, sorrowful, melancholy, crestfallen |
| Said: Called, shouted, cried, whispered, responded, asked, remarked, questioned, replied, demanded, stated, exclaimed |
| Saw: Glimpsed, glanced at, noticed, gazed at, examined, watched, observed, sighted, spotted, eyed, spied, stared at |
| Smart: Witty, ingenious, bright, sharp, brainy, brilliant, knowledgeable, gifted, intelligent, clever, wise |
| Stuff (things): Items, pieces, articles, goods, merchandise, objects, wares, possessions |
| Terrible: Awful, ghastly, horrible, rotten, horrid, nasty, wretched |
| Type: Kind, sort, class, variety, make, category, breed, brand |
| Very: Awfully, extremely, highly, exceedingly, terribly, mighty |
| Walked: Staggered, shuffled, hiked, traveled, trudged, strolled, lumbered, paraded, marched, sauntered, ambled strutted |
Pizzazz

Writers’ “**PIZZAZZ**” Used to Dazzle the Reader

Figurative language—**these are some of the most common ones.**

- **Personification** (The leaves danced in the wind)
- **Similes** (The leaves moved like dancers)
- **Metaphor** (The green ballerinas danced in the wind)
- **Alliteration** (The lovely leaves leapt from their lofty perch)
- **Onomatopoeia** (“Cough, cough” spluttered the sick child)
- **Oxymoron**—Words put together that have opposite meanings such as *jumbo shrimp*.

“Showing, not telling” writing—this is a technique used to avoid vague statements like:

“The girl was frightened.” Instead, a frightened girl is “shown” to the reader. For Example:

“The frightened girl *quivered* as her knees *knocked* together, her throat *closed up*, and her mouth *lost* all moisture. She could not even *scream* her terror.”

**Sound Words**—Sound words can mimic any sound you hear. For example, *toot toot* for the sound of a tugboat or *tbbbbth* for a “raspberry.” These also are called onomatopoeia.

**Strong, Active Verbs**—these verbs say “The cat *sprawled* in the chair.” Rather than “The cat was in the chair.”
List of additional helps on the web site

From the Berkeley County Web Site, go to Departments, Federal Programs, and Title I Resources for Schools.

Or click on the following link.

http://berkeleycountyschools.org/Page/342

From here, you will find additional files under the following categories:

- ACCESS FOR TEACHERS
- ACRONYMS POSTERS
- ACTIVITIES
- ADDITIONAL HELPS
- EDITING
- ESSAYS
- FLIP CHARTS
- FORMS FOR RECORDING SCORES
- GRAMMAR
- PROMPTS
- RUBRIC
- SENTENCES
- WEBS

*This list is subject to change as additional information is needed and added.*
Smarter Balanced

http://www.smarterbalanced.org/

From the Smarter Balanced web site select: Smarter Balanced Assessments and then Sample Items and Performance Task.

Scroll down the page until you see the following. Click on English language arts/literacy.

Go to the top and click on View more English language Arts/Literacy Sample items.

From this page, you can read samples of test questions for grades 3-5, 6-8, and High School. I had to use Google Chrome to view the above page.