

Part II
Scored Sample Essays with Annotations

Grade 5 Narrative Essay #1

My Bike and I

I have a bike. When I got on it I fell down on the grass the first time. The color of the bike was purple and it had a basket, a bow, and a bell. My bike was the best because it was my first one. I taught myself how to ride it. I was riding and leaning on the side. I finally got it straight. It was special because it was my first time on a bike without training wheels. My Sister fell down and we both collided into each other. The next week, I grew out of that bike and got a new one. I was going to my Grandma's house and I fell down. The train tracks were there with a little hill where cars go and I had a turn then I could not stop and I fell down.

Where we used to live, Mom and Dad had a bike. The bike was old, but my dad spray-painted it green. He got some brand new tires because the others were old. The bike did not have brakes, but I got to ride it because my Dad fixed them. My bike felt brand new because it looked like a whole new bike.

6-Trait Scores:

Ideas and Content:	2.5
Organization	1.5
Voice	2.5
Word Choice:	2.5
Sentence Fluency:	2
Conventions	3

Scorer Commentary:

Writing develops with specific details from experience, but the various bikes (“purple,” “new one,” “green”) are not clearly distinguished. The lack of clarity causes confusion for the reader.

Suggestions for Revision:

Use a graphic organizer to help distinguish details associated with the various bikes.

Decide on the order of details for each bike (description preceding experience with riding).

Decide which bike experience contains the most detail and offers the most interest for the reader.

Use that bike as the focus for the piece or rank the bikes in some kind of order (order of time or order of importance).

Use the rubric with the student to rate the new revision. Ask “What changes or additions can be made to move the piece one more level along the rubric scale? Can or should those changes be made at this time?”

Grade 5 Narrative Essay #2

Four Wheeling

Four wheeling is a good sport or a good activity four wheeling is my favorite activity because I like to ride in the field and jump it go mudding I like to do a lot of things on the four wheeler.

I like to ride my four wheeler my favorite thing to do is go mudding I like to go fast thro the mud and it fly's up and get the person on the bake of it.

I have to work on it sum times to sum times it horde and easy but it take a lot of time and equipment to and that cost lot of money and it is hard wine the motor blows up you have to have a lot of equipment to fakest it and then It good to ride.

I have had lot of Accidents one bade one was win I broke my choler bone It rolled on top of me I had to woke home and my brother had to go get the four wheeler why my mom had to take me to the emergency room I had to be in a sling for a will but I sill like to ride.

Four-wheeling is still my favorite thing to do spell win I get to ride it ever win I had to work on It had accident on it still love riding.

6-Trait Scores:

Ideas and Content:	2.5
Organization:	2.0
Voice:	2.5
Word Choice:	2.0
Sentence Fluency:	1.5
Conventions:	1.5

Scorer Commentary:

Details reflect the writer's knowledge of and enthusiasm for the subject, but difficulty with spelling and punctuation make access to the piece difficult for the reader.

Sentence structure forces ideas together without function words and coherence devices to relate them properly.

Introduction and conclusion are present but mechanical.

Suggestions for Revision:

Record teacher reading the piece, pausing at the end of sentences. Give student a copy of the piece and ask the student to listen to the recording, stop the recording when the teacher pauses, place a period where the student hears the teacher pause, and then to capitalize the next word.

Ask student to reduce redundancy in the first paragraph by focusing on the favorite activity and reserving the details ("mudding," "repairing," and "accident") for the developing paragraphs.

Ask student to summarize in last paragraph with clearer sentence structure.

Correct spelling errors ("filed" for "field," "thro" for "through," "fly's" for "flies," "bake" for "back," "sum" for "some," "horde" for "hard," "wine" for "when," "fakest" for "fix," "bade" for "bad," "choler" for "collar," "woke" for "walk," "why" for "while," "a will" for "awhile," "sill" for "still," "win" for "when," "ever win" for "even when"). Ask student to create a personalized spelling list. Teacher assists by spelling the word correctly with a context clue and underlining the distinctive differences with a colored pencil (Example: "The boy rode the four-wheeler in the field." and "The boy filled the basket with apples.").

After revisions are made, use the rubric with the student to rate the piece. Ask "What changes or additions can be made to move the piece one more level along the rubric scale? Can or should those changes be made at this time?"

Grade 5 Essay Narrative #3

A Meaningful Friendship

My dog, Tama is a special dog to me. He is a West Highland White-Terrier. Tama is three years old. We got him in Tacoma, Washington. The first time I saw Tama, was in the passenger seat with a blanket wrapped around him. Before I saw him, my mom went to the pet store and got him. My sister, brother, and I saw Tama after school, when my mom was picking us up. Tama was whining when we got home. We were deciding what to name him. We named him Tama Samoa T_____.

Tama would get mad if you bother him while eating and drinking. He would also get mad if you kiss him too much. Tama doesn't like it when people are being mean to him. He loves it when you scratch his back. Tama loves going on walks. He loves playing outside. When I walk Tama, and dogs come by he would want to play with the other dogs.

When my family eats, Tama comes and sits, staring at me with his puppy dog eyes. I can't help it, so I give him a piece of my food. Sometimes, after we eat my mom says to give Tama a great. Tama loves it when he gets his bacon strip treats. If Tama gets his food and water he would have to stay in his room.

Tama is always there for me. When I get home from school, he is sanding right there. His puppy dog eyes staring at me. He looks so CUTE! Then he runs to me, jumps on me, and licks me. Tama would always follow me. He would jump around, so excited that I came home.

When I play with Tama outside, he is always happy. He loves it when he gets to go outside. Even when I walk him, and put on his leash, he will go CRAZY! When I put on his leash, he would pull me out of the house. He would bite the leash and lead the way.

Tama will always be my best friend. When it rains, snows, any weather. Anytime, anywhere, he will always be my best friend, ALWAYS!!!

6-Trait Scores:

Ideas and Content:	3
Organization:	3
Voice:	3
Word Choice:	3
Sentence Fluency:	3
Conventions:	3

Scorer Commentary:

Recognizable beginning, middle and end, with many specific details.

Voice expresses writer's enthusiasm and demonstrates why the relationship with Tama is a "meaningful friendship."

Sentence structure shows some variety in paragraphs 3 and 4 but is also limited in the first two paragraphs by choppiness.

Suggestions for Revision:

Sentence-combining activities can be used to provide ways to vary sentence structure and eliminate choppiness by relating ideas together.

The writing is already well developed and is a good example of a piece ready to be scored by the general-education rubric, where student feedback can be expanded. Use the general education rubric with the student to evaluate the piece and determine what can be done to move the piece to the next level of the general education rubric scale. Determine with the student whether those changes can or should be made at this time.

Grade 5 Essay Narrative #4

Something I Did

I have a dog his name is Spot. I go outside and take him for a walk every day. And Whill Im out there I play fech with my dog to. And I always say Fech Boy! And whants his dirty I give him a Bath. Whants his in the Bath tub he always Splashing water at me and I always get wet. My dog is Always funny. Last time he had Lots and Lots of toys When he ever sees toys he always takes it and from Little girys. that's pretter much about my dog.

6-Trait Scores:

Ideas and Content:	3
Organization:	2.5
Voice:	3
Word Choice:	1.5
Sentence Fluency:	2
Conventions	1.5

Scorer Commentary:

Development contains detail of the writer's interaction with his dog, but single-sentence introduction and conclusion are formulaic. .

Lack of paragraphing, spelling and sentence structure distract reader from the meaning.

Voice shows strong involvement.

Overuses "always".

Suggestions for Revision:

Help writer become more aware of structure by setting off in separate paragraphs the introduction, conclusion, and developing portions ("walking the dog," "giving the dog a bath," and "playing with the dog").

Record teacher reading the piece, pausing at the end of sentences. Give student a copy of the piece and ask the student to listen to the recording, stop the recorder when the teacher pauses in the reading, place a period after the word where the teacher pauses, and then capitalize the next word.

Correct spelling errors ("whants his" for "once," "when he ever" for "whenever," "whill" for "while," "fech" for "fetch," "to" for "too," "girys" for "girls," "prettter" for "pretty").

Explore various techniques for expressing habitual action (to eliminate overuse of "always").

After revisions are made, use the rubric with the student to rate the piece. Ask "What changes or additions can be made to move the piece one more level along the rubric scale? Can or should those changes be made at this time?"

Grade 5 Narrative Essay #5

Wichita

Before the zoo I went to the hunter store. I sat in the packup jove to Wichita. I wact a move in the packup and wint to sleep.

My famile and I went to Wichita zoo over the weekend and had fun. When I was getting in line I saw gees. The oriten thur poop at the winder. I saw one bat handing on the saling. I got a green dimen frome the gifshop at Wichita zo. Allso I got a nckles at Wichita Zoo. I saw a new line cub a Wichita zoo. I like the pegen exhbet because I like think they are funy when they swimming. They look like a black bober whin they swimming. I like the food they because it was good food. Even the hot dog was good. Because it was notto hot or to coldand it was not to big or not to small I put Kajup and musrd on it. There was 100 pared dogs in the cages. They are brown dog I feed fish, gees, ducks and swons. I got the food out of the 50 mashin. I saw zaebra wher whit and black whith a spice hair. I saw rhinoceros ther are gray with a big horne. I saw hippopotamus the hippopotamus are grae they are big. I saw a bear was brown it was a sleep. After the zoo I saw my gratant showree. Than I saw tow of my ckusint we want out to eat at crod ueraer. Thewe want back to the mottare.

6-Trait Scores:

Ideas and Content:	2.0
Organization:	2.0
Voice:	2.0
Word Choice:	2.0
Sentence Fluency:	1.5
Conventions:	1.0

Scorer Commentary:

Extensive spelling errors seriously distract the reader from the meaning.

Two more complex animal spellings are correct (“hippopotamus” and “rhinoceros”).

Organization does follow a “before-during-after zoo” structure, but events at the zoo are one long “dawn-to-dusk” list with little development or shaping of importance beyond the list itself.

Word choices show some specificity (“penguin exhibit,” “black bobber,” “ceiling”).

Use of simile (“look like a black bobber”) adds vivid description.

Uses reasons and provides descriptive details for why the writer liked particular animals or eating experiences.

Suggestions for Revision:

List at least 45 misspelled words and in separate sessions of 5 words each attempt correct spellings based on distinctive differences between homonyms, or based on charts of sound/symbol spelling frequencies. Errors include: (“packup” or “packup” for “pickup,” “jove” for “drove,” “wact” for “watched,” “wint” for “went,” “famile” for “family,” “gees” for “geese,” “the” for “they,” “oriten” for “are eating” (?), “thur” for “their,” “winder” for “window,” “handing” for “hanging,” “saling” for “ceiling,” “dimen” for “diamond,” “frome” for “from,” “gifshop” for “gift shop,” “also” for “also,” “nckles” for “necklace,” “line” for “lion,” “pegen” for “penguin,” “exhbet” for “exhibit,” “funy” for “funny,” “bober” for “bobber,” “whin” for “when,” “notto” for “not too,” “kajup” for “ketchup,” “musrd” for “mustard,” “100 pared dogs” for “100-pound dogs” (?), “swons” for “swans,” “machin” for “machine,” “zaebra” for “zebra,” “whit” for “white,” “whith” for “with,” “ther” for “they,” “horne” for “horn,” “grae” for “gray,” “a sleep” for “asleep,” “gratant” for “great aunt,” “showree” for “Sherry,” “tow” for “two,” “ckusint” for “cousins,” “crod ueraer” for (?), “thew” for “then,” “want” for “went,” and “mottare” for “motel”. Create a personal word list for study and future reference.

As a substitute for the “dawn-to-dusk” listing and to provide some sense of order for the narrative, select with the student three animals and the experience with eating the hotdog—four zoo experiences in all. Do a webbing activity to develop descriptive details about those four experiences. Order the experiences by which was most appealing. Eliminate the list of other animals visited. Eliminate the first paragraph and order the remaining paragraphs by order of importance.

After revisions are made, use the rubric with the student to rate the piece. Ask “What changes or additions can be made to move the piece one more level along the rubric scale? Can or should those changes be made at this time?”

Grade 5 Narrative Essay #6

A trip I took.

I went to the movie theater.

5th grade went to the movie Bolt.

Mrs. R and John went to the movies to.

Mom gave me money for popcorn and a drink.

My friend John had cotton candy.

We sare John cotton candy.

I felt happy and glad.

My farit part of the Movie was Meet a hamster.

It was a good trip.

6-Trait Scores:

Ideas and Content:	3
Organization:	2.5
Voice:	2
Word Choice:	2.5
Sentence Fluency:	2.5
Conventions:	3

Scorer Commentary:

Although very simple in its expression, the piece does exemplify a good deal of development in written language, narrating its own “story” within the frame of the movie story experience.

Organization: Piece has brief introduction (“I went to the movie theater.”) and a brief concluding summary statement of the entire experience (“It was a good trip.”)

Structure progresses in two main blocks from event (place and people arranged in middle alignment) to writer’s reaction to event (arranged in left margin alignment).

Arrangement of sentences in blocks, although unconventional, does suggest an intuitive sense of “dramatic” organization. The four introductory sentences having to do with the movie theater and the people who attend the movie are set apart to introduce setting and character. Significant action occurs at the beginning of the second block where the only two contiguous sentences in the piece focus on the group’s sharing of John’s cotton candy. The cotton candy incident occurs in the very middle of the piece, reflecting special treatment and significant interaction of attending characters. The last group of three statements within the second block are separated from one another and contain the writer’s response to the entire experience.

Ideas and Content: Unified: all details focus on the experience at the movie theater.

Ideas and Content Development: Food (popcorn and a drink and John's cotton candy) receives special development (the group shared John's cotton candy) and reflects some writer engagement. The sentences describing cotton candy are the only two sentences the author groups contiguous to one another. Their placement next to each other suggests a conscious development of detail.

Ideas and Content and Word Choice: Writer supplies particular names for film, a friend, an adult who accompanies them, and mom who supplies money for popcorn and a drink.

Word Choice: the writer identifies the hamster ("hamter") as a favorite part ("farit part") and employs content-specific words having to do with the movie experience ("theater," "movie," "movies," "popcorn and a drink," "cotton candy").

Ideas and Content and Voice: Food (popcorn and a drink and John's cotton candy) receives special development (shared John's cotton candy) and reflects some writer engagement.

Voice: Writer response at end reflects happy feeling, identifies a favorite part of the movie ("Meet a hamster"), and sums up the trip.

Sentence Fluency: Sentence structures are limited to complete simple sentences correctly constructed: Noun/Verb/Adverb phrase (N-V-Adv), Noun/Verb/Noun Direct Object (N-V-Ndo) or Noun/Linking Verb/Linking Verb Adjective or Noun Complement (N-LV-LVCadj or N-LV-LVCn). No descriptive adjectives are used beyond the linking verb complements "happy and glad."

Seven first person pronouns—including the title ("me," "we" "my" (two), "I" (three)) and one third-person pronoun ("it." referring to the entire experience) provide inter-connectivity through the piece.

Repetition of "movie/movie theater" and "cotton candy" also provide inter-connectivity.

Use of the intensive "too" (misspelled "to") connects Mrs. R and John to the 5th grade.

Syntactic expansion includes one compound object of the preposition ("popcorn and a drink").

Total number of sentences is 9, and total number of words is 62.

Number of words per sentence range from 5 to 10 with an average of 6.9 words per sentence.

Conventions: Shows control over standard writing conventions. all end-punctuation is correctly used, and no internal punctuation is attempted. An apostrophe possessive /s/ is omitted from the phrase "John cotton candy". All sentences begin with a capital letter. Proper nouns ("Bolt," "Mrs. R," and "John") are correctly capitalized. An attempt is made to capitalize the favorite part of the movie ("My farit part of the Movie was Meet a hamster.").

Three spelling errors cause minimal distraction from meaning: "sare" for "share," "farit" for "favorite," "hamster" for "hamptser," and "to" for "too".

Correct spelling in evidence for "friend," "movie," "theater," "popcorn," and "cotton candy."

Suggestions for Selective Revision:

Establish a sense for conventional paragraphing: Type the piece as-is into a word processor. In an individual conference with the student point out that the "story" has three parts: beginning, middle, and end. The middle part tells the story of sharing

John's cotton candy, Indent those two sentences to form a separate paragraph. The last three sentences all tell about the writer's response. They can be grouped together and the first sentence indented to form another paragraph. The first four sentences work together to name the setting and the people who take part in the experience (characters). Put those sentences together and indent the first sentence. The result is three paragraphs that look like this:

A trip I took.

I went to the movie theater. 5th grade went to the movie Bolt. Mrs. R and John went to the movies to. Mom gave me money for popcorn and a drink.

My friend John had cotton candy. We sare John cotton candy.

I felt happy and glad. My farit part of the Movie was Meet a hamster. It was a good trip.

Expand development: Say to the student "The reader needs to know more about the hamster and the movie. Was the hamster's name "Bolt"? Why was the hamster your favorite part? What did some of the other people who went with you like about the movie experience?"

Expand description: Ask "What was it like eating the cotton candy?"

Combine ideas when you see the same words repeated: (Change "I went to the movie theater. 5th grade went to the movie Bolt." to "I went with the 5th grade to the movie Bolt.")

Combine ideas with conjunctions: "My friend John had cotton candy and we shared it."

Correct spelling: "share" for "sare," "favorite" for "farit," "hamster" for "hamtser,"

"John's cotton candy" for "John cotton candy," "too" for "to" when you mean "also".

After revisions are made, use the rubric with the student to rate the piece in one of the traits (suggest "word choice"). Ask "What changes or additions can be made to move the piece one more level along the rubric scale in word choice? Can or should those changes be made at this time?"