

# **Kentucky Marker Papers**

## **Primary – Grade 8**



**Kentucky Department  
of Education**

**Winter 2002, reprint**

**Gene Wilhoit, Commissioner  
Kentucky Department of Education**

## TABLE OF CONTENTS

Acknowledgments. . . . .	iii
A Guide for the Kentucky Marker Papers, Grades P1 - 8 . . . . .	iv

### PERSONAL WRITING

Personal Narrative - Primary Developmental Continuum . . . . .	1
Personal Narrative - Beginning Skills . . . . .	2
Beginning Writing . . . . .	3
Personal Narrative - Developing Skills . . . . .	10
Developing Writing . . . . .	11
Personal Narrative - Competent (P4) Skills . . . . .	19
Competent (P4) Writing . . . . .	20
Personal Narrative - Grades 4 - 8 Skills . . . . .	28
Grade 4 . . . . .	29
Grade 5 . . . . .	33
Grade 6 . . . . .	37
Grade 7 . . . . .	44
Grade 8 . . . . .	48
Memoir - Primary Developmental Continuum . . . . .	53
Memoir - Beginning Skills. . . . .	54
Beginning Writing . . . . .	55
Memoir - Developing Skills . . . . .	62
Developing Writing . . . . .	63
Memoir - Competent (P4) Skills . . . . .	69
Competent (P4) Writing . . . . .	70
Memoir - Grades 4 - 8 Skills . . . . .	73
Grade 4 . . . . .	74
Grade 5 . . . . .	77
Grade 6 . . . . .	78
Grade 7 . . . . .	81
Grade 8 . . . . .	82

### LITERARY WRITING

Short Story - Primary Developmental Continuum . . . . .	85
Short Story - Beginning Skills . . . . .	86
Beginning Writing . . . . .	87
Short Story - Developing Skills . . . . .	99
Developing Writing . . . . .	100
Short Story - Competent (P4) Skills . . . . .	113
Competent (P4) Writing . . . . .	114
Short Story - Grades 4 - 8 Skills. . . . .	120
Grade 4 . . . . .	121
Grade 5 . . . . .	124
Grade 6 . . . . .	133
Grade 7 . . . . .	138
Grade 8 . . . . .	141

Poem - Grades 4 - 8 Skills . . . . .	142
Grade 4 . . . . .	143
Grade 5 . . . . .	145
Grade 6 . . . . .	151
Grade 7 . . . . .	153
Grade 8 . . . . .	154

**TRANSACTIONAL WRITING**

Informational Writing - Primary Developmental Continuum . . . . .	156
Informational Writing - Beginning Skills . . . . .	157
Beginning Writing . . . . .	158
Informational Writing - Developing Skills . . . . .	163
Developing Writing . . . . .	164
Informational Writing - Competent (P4) Skills . . . . .	179
Competent (P4) Writing . . . . .	180
Article - Grades 4 - 8 Skills . . . . .	186
Grade 4 . . . . .	188
Grade 5 . . . . .	192
Grade 6 . . . . .	196
Grade 7 . . . . .	199
Grade 8 . . . . .	201
Persuasive Writing - Primary Developmental Continuum . . . . .	202
Persuasive Writing - Beginning Skills . . . . .	203
Beginning Writing . . . . .	204
Persuasive Writing - Developing Skills . . . . .	211
Developing Writing . . . . .	212
Persuasive Writing - Competent (P4) Skills . . . . .	218
Competent (P4) Writing . . . . .	219
Letter - Grades 4 - 8 Skills . . . . .	221
Grade 4 . . . . .	223
Grade 5 . . . . .	225
Grade 6 . . . . .	227
Grade 7 . . . . .	228
Grade 8 . . . . .	232
Editorial - Grades 4 - 8 Skills . . . . .	235
Grade 4 . . . . .	237
Grade 5 . . . . .	238
Grade 6 . . . . .	239
Grade 7 . . . . .	240
Grade 8 . . . . .	244
Suggested Professional Resources . . . . .	245

## ACKNOWLEDGMENTS

The Kentucky Department of Education extends grateful appreciation to the members of the Marker Paper Committee for their dedication and efforts to assist teachers in helping Kentucky students become successful communicators through writing.

### **Kentucky Department of Education**

Linda Houghton,  
*Associate Commissioner of Office of Academic and Professional Development*  
Betty Edwards, *Director of Division of Curriculum Development*  
Starr Lewis, *Manager of Humanities Branch*  
Claudia Runge, *Writing Portfolio Consultant*  
Julie Whitaker, *Writing Portfolio Consultant*

### **Marker Paper Project Coordinators**

Ellen Lewis, *Writing Portfolio Specialist, Jefferson Co. Public Schools*  
Julia (Tish) Wilson, *Region 3 Writing Consultant*

### **Marker Paper Project Committee**

Sandy Adams, Rosenwald-Dunbar Elementary School, Jessamine Co.  
Claire Batt, Fayette Co. Public Schools  
Cindy Bradley, Whitney Young Elementary School, Jefferson Co.  
Nancy Brandenburg, W. R. McNeill Elementary School, Bowling Green Independent  
Joy Lynn Buckingham, Red Cross Elementary School, Barren Co.  
Janet Burks, Dishman-McGinnis Elementary School, Bowling Green Independent  
Lea Ann Crager, Argillite Elementary School, Greenup Co.  
Margie Eckerle, Coleridge-Taylor Elementary School, Jefferson Co.  
Robby Ewing, Goshen Elementary School, Oldham Co.  
Kimberly Flener, Ohio Co. Middle School, Ohio Co.  
Lisa Fowler, Nicholasville Elementary School, Jessamine Co.  
Alonzo Fugate, LBJ Elementary School, Breathitt Co.  
Kathy Godbey, Garrett Elementary School, Casey Co.  
Joy Graham, W. R. McNeill Elementary School, Bowling Green Independent  
Sandra Henry, Fairview High School, Fairview Independent  
Johnene Ison, Adams Middle School, Floyd Co.  
Kelly Jackson, Murray Middle School, Murray Independent  
Jane Labadie, Allen Co. Primary Center, Allen Co.  
Michelle Mazzei, Heath Middle School, McCracken Co.  
Susan Miller, Primary Writing Consultant, Kentucky Dept. of Education  
Carole Mullins, R. W. Combs Elementary School, Perry Co.  
Carla Mulvaney, Hometown Elementary School, Woodford Co.  
Brenda Noble, Perry Co. Public Schools  
Robin Osborne, Greenville Elementary School, Muhlenberg Co.  
Brenda Philpott, Taylor Co. Elementary School, Taylor Co.  
Carol Porta, JCPS Gheens Academy, Jefferson Co.  
Patricia Sampson, Breckinridge-Franklin Elementary School, Jefferson Co.  
Vicki Werner, Heath Middle School, McCracken Co.  
Kim Wilson, Westport Middle School, Jefferson Co.  
Shelli Wilson, Taylor Elementary School, Bracken Co.  
Roxanne Wright, Crittenden Co. Elementary School, Crittenden Co.  
Linda Young, Crawford Middle School, Fayette Co.

Clerical support for this project was provided by Lisa McNeese, JCPS Gheens Academy, Jefferson Co. Public Schools.

Grateful appreciation is also extended to the hundreds of student writers and their teachers who submitted pieces of writing for consideration in this project.

## A GUIDE FOR THE KENTUCKY MARKER PAPERS, GRADES P1 - 8

### PURPOSE OF THE DOCUMENT

The marker papers provide answers to these questions:

- What is good writing supposed to look like at the grade level I teach?
- What lessons should I teach to enable my students to become proficient writers?

### CONTENTS OF THIS DOCUMENT

- **Marker Papers**

The marker papers are examples of proficient student work at each grade level, P1 - 8. The papers illustrate the progression of key writing skills in specific types of writing. Each piece is annotated to show the skills which the writer has demonstrated in that piece of writing.

The primary markers include a number of pieces to show progress made throughout each year of the primary program. The Grades 4 - 8 markers represent end-of-the-year writing, the result of a year of effective instruction. For example, a year of effective instruction should move a fifth grade student who had been assessed as a proficient fourth grade writer to the level of the grade 5 marker by the end of fifth grade.

Students' names and identifying factors such as school, county, and city have been removed or, in some cases, changed to retain the flow of the piece.

**These are not new benchmarks. The state benchmarks for writing at grades 4, 7, and 12 remain in place.**

- **Primary Developmental Continuum for each type of writing**

A Primary Developmental Continuum appears at the beginning of each set of primary marker papers: personal narrative, memoir, short story, informational writing, and persuasive writing.

Using Kentucky's criteria for writing, the Primary Developmental Continuum shows the progression of skills which students should demonstrate as they move through the primary program. These are skills which are demonstrated in the writing, not student behaviors which a teacher can observe as a student writes.

Each continuum begins with skills of the beginning writer whose writing is scribbles. The continuum moves through those beginning skills to the skills evidenced by a developing writer. The continuum ends with a list of skills which competent writers should demonstrate by the end of P4. Competent primary writers are on track to become proficient writers at grade 4. Annotations for each marker paper match the skills listed in the continuum. **It is important to note that the Primary Developmental Continuum is not a new scoring guide for state accountability.**

- **Grades 4 - 8 skills list for each type of writing**

A skills list for writing appears at the beginning of each set of grades 4 - 8 writing: personal narrative, memoir, short story, poem, article, letter, editorial.

Using Kentucky's criteria for writing, the grades 4 - 8 skills lists describe skills specific to each type of writing included in this document. As students move from grade to grade, they demonstrate growth in the control and complexity with which they use these skills. Annotations on each piece relate to the skills on the list for the specific type of writing

**These lists do not replace the Kentucky Holistic Scoring Guide for Writing.**

- **Next Lessons**

The Next Lessons, which appear at the end of each marker paper, reinforce the idea that teachers use student work to make decisions about instructional priorities. The Next Lessons suggest one or more skills which the student writer needs to learn in order to continue progressing. Because the marker papers are finished pieces, the Next Lessons are not conferencing notes but instead guides for future instruction.

- **Suggested Professional Resources**

While the marker papers can help teachers to see what is expected of their students and to decide what they should be teaching, the marker papers cannot explain how to teach. The comprehensive list of resources at the end of the document provides effective teaching strategies.

## **USE OF THE DOCUMENT**

In order to use these materials, you should:

1. Study the marker papers for a specific type of writing from beginning writing through grade 8. Read the annotations to notice how specific skills are demonstrated in each piece.
2. Locate the marker paper or papers which demonstrate the level of writing at which students at your grade level should be performing.
3. Read one of your student's pieces of writing to determine the skills which are evidenced in his/her writing.
4. Find the marker paper or papers which demonstrate a level of skills similar to those of your student.
5. Determine the next lessons to teach in order to enable the student to move toward the goal for his/her grade level.

**NOTE: Schools are cautioned not to break up the materials into separate grade levels for distribution.** Primary teachers need to have grade 4 and higher marker papers available to use as a measure for primary writers who are exceeding the proficient level for P4 students. Grades 4 - 8 teachers need to have primary materials available for use with students whose skills are below grade level.

# PRIMARY DEVELOPMENTAL CONTINUUM

INFORMATIONAL WRITING (ARTICLE, BROCHURE)  
AUDIENCE/PURPOSE

Beginning



Developing



Competent (end of P4)

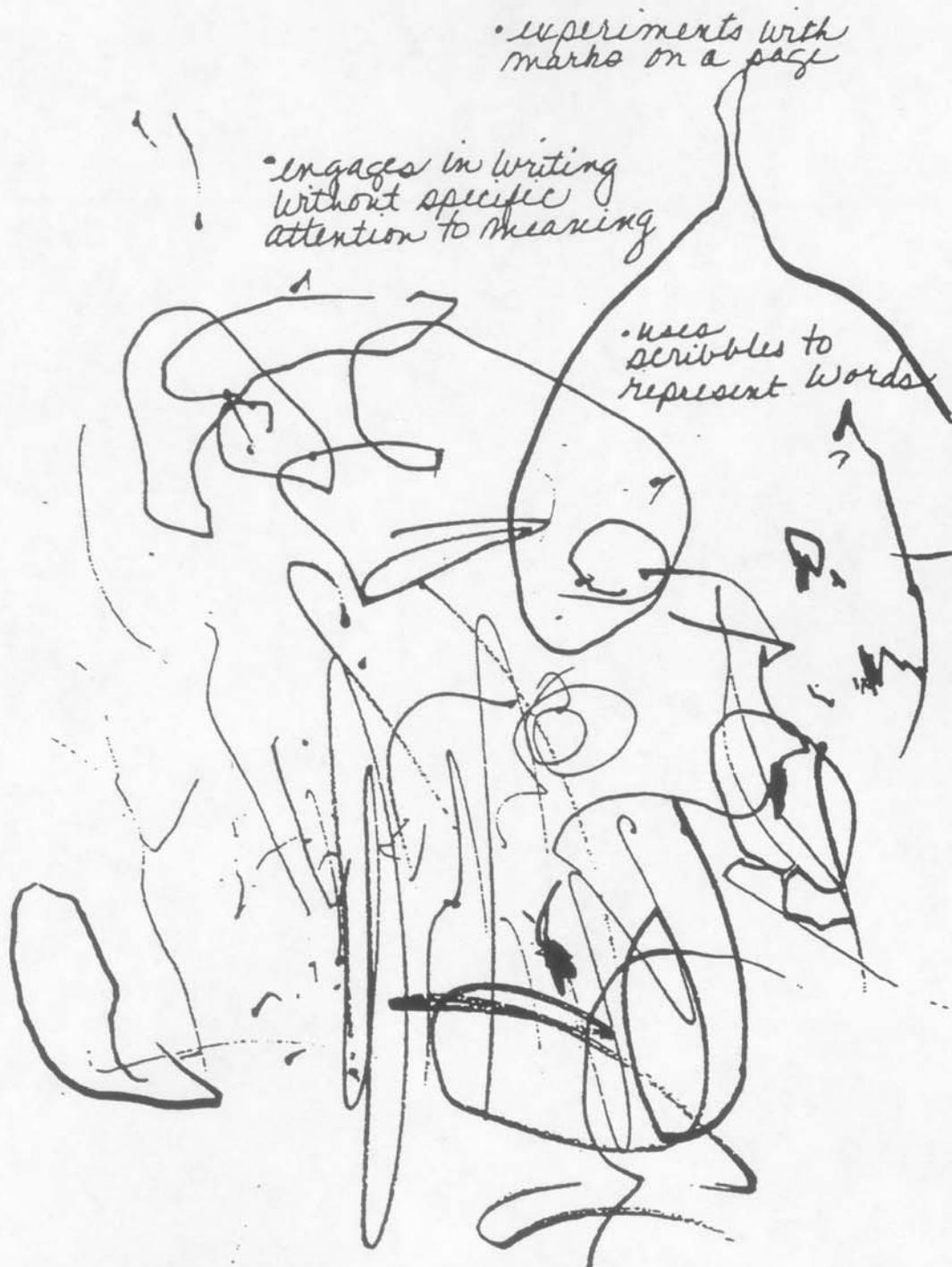
	<ul style="list-style-type: none"> <li>chooses topics from experiences and interests</li> <li>attempts to write lists and messages to others</li> <li>begins to focus on topic</li> </ul>	<ul style="list-style-type: none"> <li>chooses a topic from experiences, interests, and concerns</li> <li>begins to write to authentic audience other than teacher</li> <li>begins to focus on topic</li> <li>begins to show some evidence of individual voice</li> <li>begins to use titles</li> </ul>	<ul style="list-style-type: none"> <li>chooses topics from experiences, interests, and concerns</li> <li>stays focused on topic</li> <li>focuses on a purpose</li> <li>attempts to write to an authentic audience other than the teacher</li> <li>attempts to write a beginning which gives the reader some context or reason for reading</li> <li>attempts to leave the reader with something to think about</li> <li>uses individual voice and/or appropriate tone</li> <li>uses titles</li> </ul>	<ul style="list-style-type: none"> <li>chooses topics from a variety of experiences, interests, and concerns</li> <li>narrow topic</li> <li>focuses on a purpose</li> <li>writes to an authentic audience other than the teacher</li> <li>anticipates reader's reactions, questions, lack of understanding</li> <li>writes a beginning which gives the reader some context or reason for reading</li> <li>leaves the reader with something to think about</li> <li>uses individual voice and/or appropriate tone</li> <li>creates a title that captures the essence of the piece and creates reader interest</li> <li>supports ideas with two or three relevant, specific details</li> <li>supports ideas with information from sources</li> <li>develops ideas through explanations</li> <li>uses white space, layout, font, bullets, pictures, diagrams, charts, illustrations, etc.</li> <li>places ideas and details in meaningful order</li> <li>writes an engaging lead</li> <li>writes an effective conclusion</li> <li>uses paragraphs</li> <li>uses some transition words and phrases</li> <li>uses structure of real-world writing (e.g., article, brochure)</li> </ul>
IDEA DEVELOPMENT/SUPPORT	<ul style="list-style-type: none"> <li>uses drawings, symbols, letter-like marks to represent words</li> </ul>	<ul style="list-style-type: none"> <li>supports ideas with pictures, simple phrases, one or two details</li> </ul>	<ul style="list-style-type: none"> <li>supports ideas with one or two relevant, specific details</li> <li>supports ideas with information from sources</li> </ul>	<ul style="list-style-type: none"> <li>supports ideas with two or three relevant, specific details</li> <li>supports ideas with information from sources</li> </ul>
ORGANIZATION	<ul style="list-style-type: none"> <li>shows some evidence of directionality (top to bottom, left to right)</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates directionality</li> <li>begins to have a beginning (lead), middle (body), and end (conclusion)</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates logical order</li> <li>attempts to develop an engaging lead</li> <li>begins to use paragraphs</li> <li>begins to use transitions</li> <li>uses structure of real-world writing (e.g., article, brochure)</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates logical order</li> <li>attempts to develop an engaging lead</li> <li>begins to use paragraphs</li> <li>begins to use transitions</li> <li>uses structure of real-world writing (e.g., article, brochure)</li> </ul>
SENTENCES	<ul style="list-style-type: none"> <li>may use some letters, strings of random letters, and/or a few words to resemble a sentence</li> <li>labels pictures or produces simple text using symbols or letter-like marks</li> </ul>	<ul style="list-style-type: none"> <li>uses letters, strings of random letters, and/or a few words to resemble a sentence</li> <li>uses word attempts or words to describe drawings</li> <li>writes a few sight words, especially those with particular meaning to the writer</li> </ul>	<ul style="list-style-type: none"> <li>writes complete sentences</li> <li>begins to use some variety in sentence structure/length</li> </ul>	<ul style="list-style-type: none"> <li>writes complete sentences</li> <li>uses a variety of sentence structures/lengths</li> </ul>
LANGUAGE		<ul style="list-style-type: none"> <li>begins to use some descriptive language</li> <li>shows some evidence of correct word usage (e.g., subject/verb agreement, correct use of "I" and "me")</li> </ul>	<ul style="list-style-type: none"> <li>uses some descriptive and figurative language</li> <li>demonstrates frequent, correct word usage (e.g., subject/verb agreement, correct use of "I" and "me")</li> <li>uses a variety of words</li> </ul>	<ul style="list-style-type: none"> <li>chooses language appropriate for the audience/purpose</li> <li>uses specific descriptive and figurative language</li> <li>makes few errors in usage</li> <li>uses a variety of words effectively</li> </ul>
CORRECTNESS	<ul style="list-style-type: none"> <li>lacks spacing</li> <li>may use scribbles, letter-like marks, letter reversals, and/or strings of random letters</li> </ul>	<ul style="list-style-type: none"> <li>uses some spacing between words</li> <li>uses one or two letters to represent a word; uses other inventions or approximations to represent words</li> <li>begins a sentence (copied or dictated) with a capital letter</li> <li>ends a sentence (copied or dictated) with correct punctuation</li> <li>begins to show sound/letter correspondence</li> </ul>	<ul style="list-style-type: none"> <li>uses more correct spelling, less invention and approximation</li> <li>uses more correct capitalization</li> <li>uses more correct end punctuation</li> </ul>	<ul style="list-style-type: none"> <li>makes few errors in spelling</li> <li>makes few errors in capitalization</li> <li>makes few errors in punctuation</li> <li>makes few errors in correctness that do not interfere with meaning</li> </ul>

# INFORMATIONAL WRITING

## BEGINNING WRITING

AUDIENCE/PURPOSE	<ul style="list-style-type: none"> <li>• chooses topics from experiences and interests</li> <li>• engages in the act of writing without specific attention to meaning</li> <li>• experiments with marks on a page</li> </ul>	<ul style="list-style-type: none"> <li>• chooses topics from experiences and interests</li> <li>• attempts to write lists and messages to others</li> <li>• begins to focus on topic</li> </ul>
IDEA DEVELOPMENT/SUPPORT	<ul style="list-style-type: none"> <li>• uses drawings, symbols, letter-like marks to represent words</li> </ul>	<ul style="list-style-type: none"> <li>• begins to support ideas with drawings, symbols, one or two letters to represent a word</li> </ul>
ORGANIZATION	<ul style="list-style-type: none"> <li>• shows some evidence of directionality (top to bottom, left to right)</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates directionality</li> <li>• begins to have a beginning (lead), middle (body), and end (conclusion)</li> </ul>
SENTENCES	<ul style="list-style-type: none"> <li>• may use some letters, strings of random letters, and/or a few words to resemble a sentence</li> </ul>	<ul style="list-style-type: none"> <li>• uses letters, strings of random letters, and/or a few words to resemble a sentence</li> </ul>
LANGUAGE	<ul style="list-style-type: none"> <li>• labels pictures or produces simple text using symbols or letter-like marks</li> </ul>	<ul style="list-style-type: none"> <li>• uses word attempts or words to describe drawings</li> <li>• writes a few sight words, especially those with particular meaning to the writer</li> </ul>
CORRECTNESS	<ul style="list-style-type: none"> <li>• lacks spacing</li> <li>• may use scribbles, letter-like marks, letter reversals, and/or strings of random letters</li> </ul>	<ul style="list-style-type: none"> <li>• uses some spacing between words</li> <li>• uses one or two letters to represent a word; uses other inventions or approximations to represent words</li> <li>• begins a sentence (copied or dictated) with a capital letter</li> <li>• ends a sentence (copied or dictated) with correct punctuation</li> <li>• begins to show sound/letter correspondence</li> </ul>

## BEGINNING - INFORMATIONAL WRITING



### **NEXT LESSONS:**

- using details in drawing
- guided writing with beginning sounds

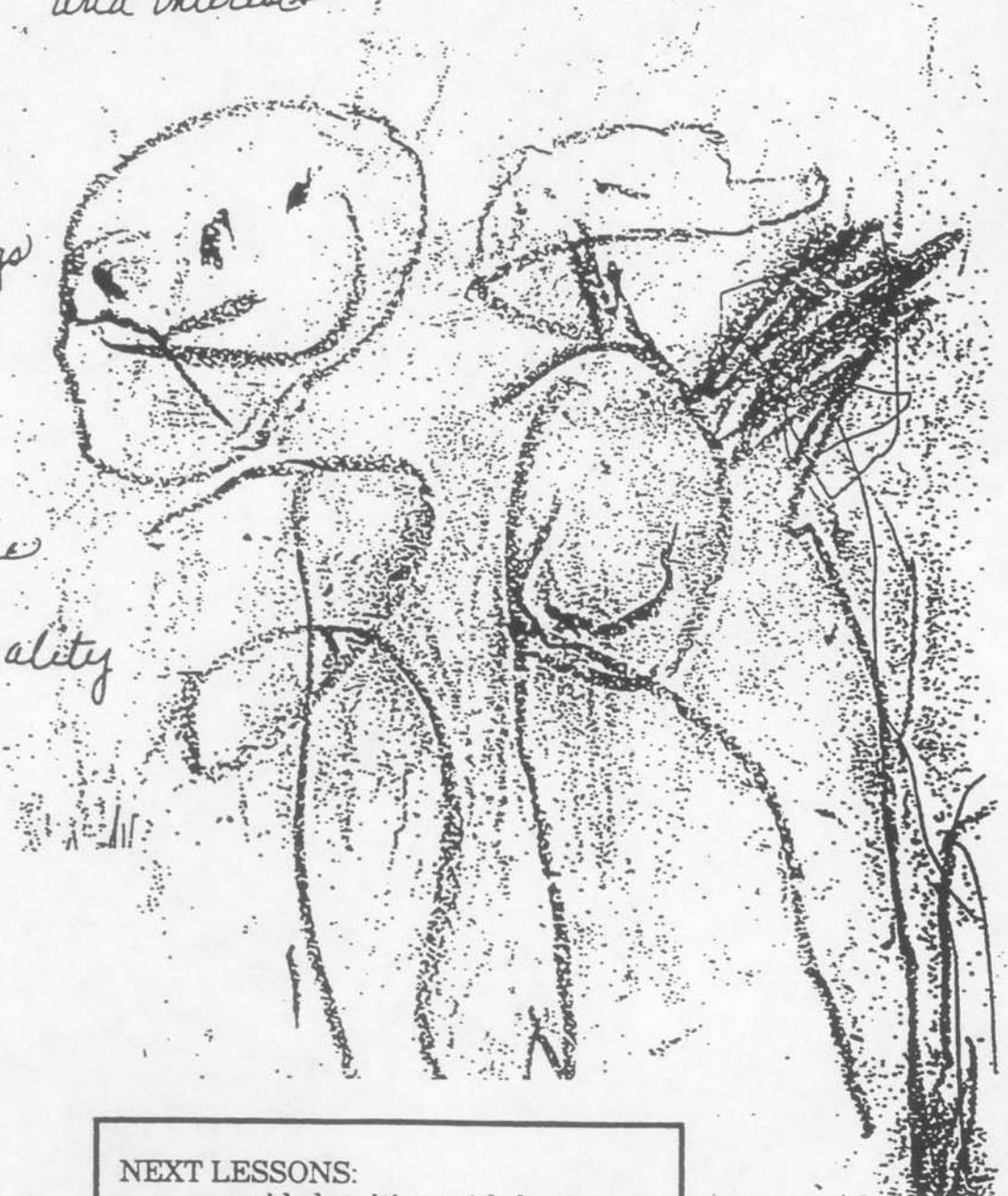
## BEGINNING - INFORMATIONAL WRITING

Translation (as told to teacher)  
"I wish I was a happy face"

- chooses topics from personal experiences and interests

• uses drawings

• shows some evidence of directionality

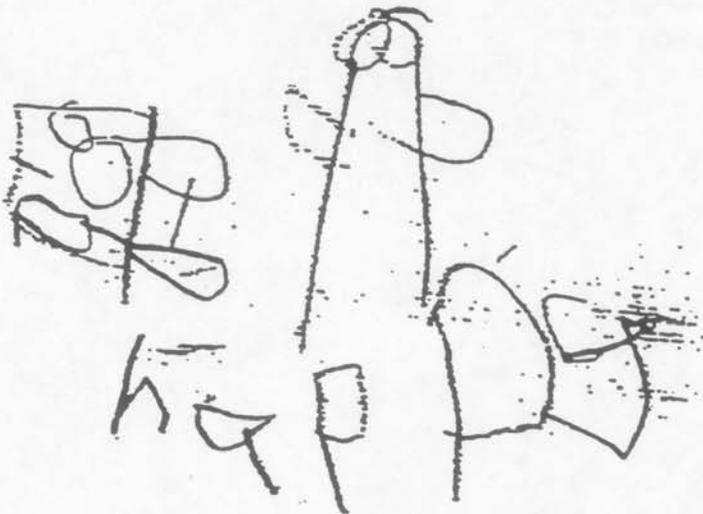


### NEXT LESSONS:

- guided writing with beginning sounds
- using details in drawing

## BEGINNING - INFORMATIONAL WRITING

- chooses topic
- begins to support ideas with one or two letters to represent a word
- uses word or word attempts to describe drawings



### NEXT LESSONS:

- forming letters
- recognizing beginning/ending sounds

BEGINNING - INFORMATIONAL WRITING

I see a red

Parrot • begins sentence (copied)  
with a capital letter

- supports idea with a drawing
- uses spacing between words
- uses sight words



**NEXT LESSONS:**

- guided writing with developmental spelling
- using details in drawing

- chooses topic from personal experiences and interests
- focuses on the topic

• uses inventions and approximations

I GO TO SCHOOL IN O BOS.

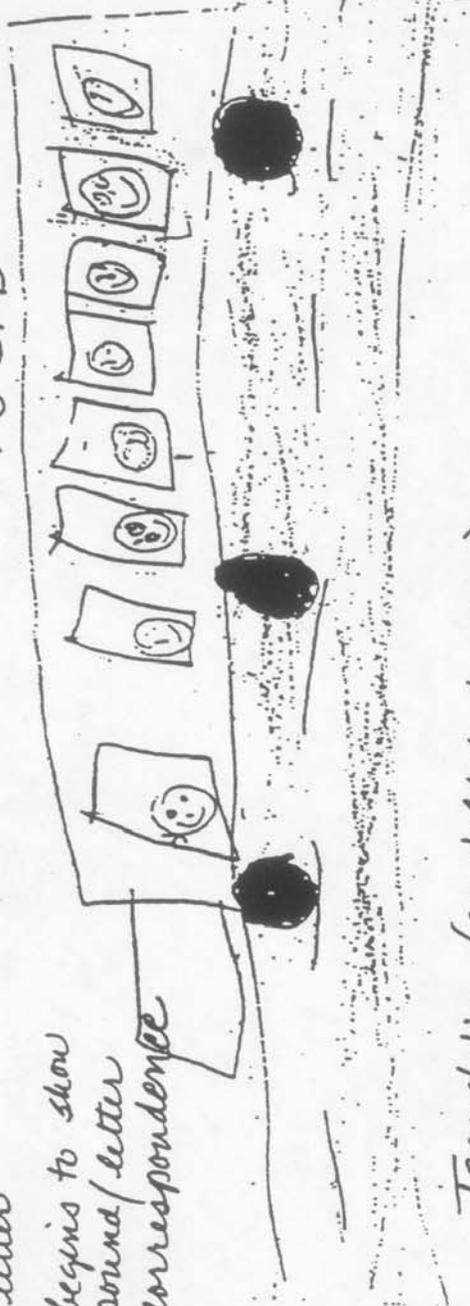
- uses a few sight words to support topic

I ETSEROL N the LM.

- begins sentence with a capital letter

I LIKETOW PAL WITH THE CPD

- begins to show sound/letter correspondence



Translation (as told to teacher)

"I go to school in a bus. I eat cereal in the lunchroom. I like to play with the computer."



- shows some evidence of directionality
- uses spacing
- supports ideas with a drawing

**NEXT LESSONS:**

- connecting sounds to letters
- using end punctuation

# INFORMATIONAL WRITING

## DEVELOPING WRITING

AUDIENCE/PURPOSE	<ul style="list-style-type: none"> <li>• chooses a topic from experiences, interests, and concerns</li> <li>• begins to write to authentic audience other than teacher</li> <li>• begins to focus on topic</li> <li>• begins to show some evidence of individual voice</li> <li>• begins to use titles</li> </ul>	<ul style="list-style-type: none"> <li>• chooses topics from experiences, interests, and concerns</li> <li>• narrows topic</li> <li>• stays focused on topic</li> <li>• focuses on a purpose</li> <li>• attempts to write to an authentic audience other than the teacher</li> <li>• attempts to write a beginning which gives the reader some context or reason for reading</li> <li>• attempts to leave the reader with something to think about</li> <li>• uses individual voice and/or appropriate tone</li> <li>• uses titles</li> </ul>
IDEA DEVELOPMENT/SUPPORT	<ul style="list-style-type: none"> <li>• supports ideas with pictures, simple phrases, one or two details</li> </ul>	<ul style="list-style-type: none"> <li>• supports ideas with one or two relevant, specific details</li> <li>• supports ideas with information from sources</li> </ul>
ORGANIZATION	<ul style="list-style-type: none"> <li>• demonstrates directionality</li> <li>• demonstrates some logical order</li> <li>• has a beginning (lead), middle (body), end (conclusion)</li> <li>• borrows structure from models of real-world writing (e.g., article, brochure)</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates logical order</li> <li>• attempts to develop an engaging lead</li> <li>• attempts to develop an effective conclusion</li> <li>• begins to use paragraphs</li> <li>• begins to use transitions</li> <li>• uses structure of real-world writing (e.g., article, brochure)</li> </ul>
SENTENCES	<ul style="list-style-type: none"> <li>• writes some simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>• writes complete sentences</li> <li>• begins to use some variety in sentence structure/length</li> </ul>
LANGUAGE	<ul style="list-style-type: none"> <li>• begins to use some descriptive language</li> <li>• shows some evidence of correct word usage (e.g., subject/verb agreement, correct use of "I" and "me")</li> <li>• begins to use a variety of words</li> </ul>	<ul style="list-style-type: none"> <li>• uses some descriptive and figurative language</li> <li>• demonstrates frequent, correct word usage (e.g., subject/verb agreement, correct use of "I" and "me")</li> <li>• uses a variety of words</li> </ul>
CORRECTNESS	<ul style="list-style-type: none"> <li>• uses spacing between words</li> <li>• uses sight words as well as inventions and approximations</li> <li>• begins sentence with capital letter</li> <li>• uses end punctuation</li> <li>• shows sound/letter correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• uses more correct spelling, less invention and approximation</li> <li>• uses more correct capitalization</li> <li>• uses more correct end punctuation</li> </ul>

## DEVELOPING - INFORMATIONAL WRITING

- chooses topic from personal experiences, interests, and concerns
- focuses on topic



- supports ideas with pictures and one or two details

- Begins sentence with a capital letter

Trees are important

- demonstrates directionality
- writes complete sentences

- uses spacing between words

because they cover

- uses sight words and approximations

the land.

- ends sentence with punctuation

### NEXT LESSONS:

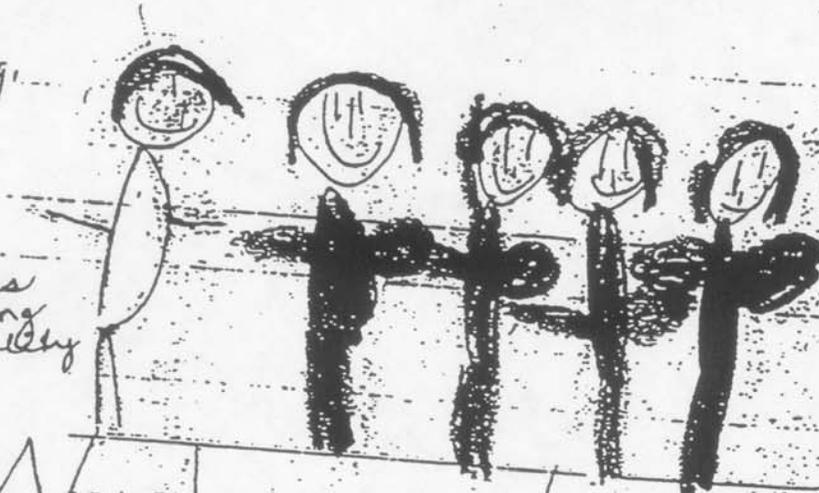
- supporting ideas with one or two details
- developing a story line

## DEVELOPING - INFORMATIONAL WRITING

- chooses a topic from personal experiences, interests, and concerns
- focuses on the topic
- supports ideas with one or two relevant details

- has a beginning, middle, and end

- demonstrates understanding of directionality



We have rules because

- demonstrates logical sequence

- spacing between words
- begins sentences with capital letter

will keep us safe.

- shows some evidence of voice

- shows sound/letter correspondence

And one is do not run.

- writes to an audience other than the teacher

- uses end punctuation

Or you will get in trouble

### NEXT LESSON:

- developing a beginning, middle, and end

DEVELOPING - INFORMATIONAL WRITING

- chooses and stays focused on a topic
- writes to an audience other than the teacher
- supports ideas with pictures and one or two details
- has a beginning, middle, and end
- writes complete sentences

Bing A Ballerina • uses a title

Bing a Ballerina. you have to dance you have letters

to write a Ballerina suit they have to write

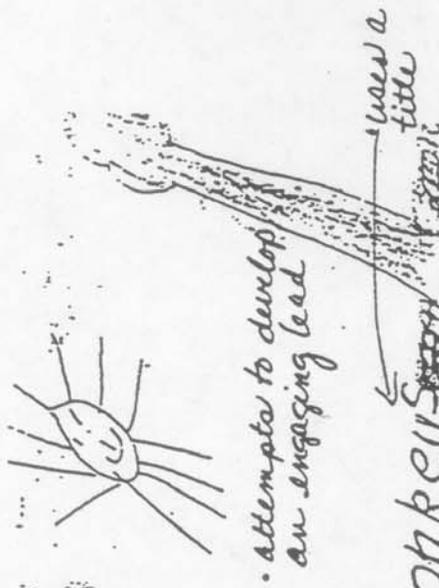
Ballerina shoes they have to dress really hard

- uses end punctuation
- begins to use some descriptive language

**NEXT LESSONS:**

- narrowing a topic
- using descriptive language

DEVELOPING - INFORMATIONAL WRITING



- choose a topic from personal interests
- focused on topic
- supports ideas with one or two details

- attempts to develop an engaging lead

used a title

~~All About Monkeys~~ ~~Where~~ ~~Monkeys~~

Did you know where monkeys

live? Monkeys live in trees.

Do you know what monkeys sound

like? monkey sound like this

oooo-ah-ah. Monkey climb trees.

- demonstrates understanding of directionality
- begins to use a variety of words
- uses approximations
- has subject/object agreement
- begins sentences with capital letters
- uses end punctuation
- shows sound/letter correspondence

NEXT LESSONS:  
 • narrowing a topic  
 • focusing on a purpose

DEVELOPING - INFORMATIONAL WRITING

- chooses topics from special interests and concerns
- stays focused on topic
- writes to an audience other than the teacher
- focuses on a purpose
- leaves the reader with something to think about
- uses brochure form
- supports idea with information

- creates a title that captures the essence of the piece and creates reader/audience interest



- uses pictures and symbols to support topic and ideas



**Alert**



• attempts to use a variety of sentence structures/lengths

Tornadoes can

be harmful **Stay**

**Away!** If you are in a house get in a basement, crouch



**Bath!** If you are in a bathroom, crouch in a side get in a

cellar!



• uses appropriate tone

• attempts to write a beginning which gives the reader some context or reason for reading

tornado  
stay away  
from a tornado  
Get some  
where safe  
don't get  
close to one

• demonstrates correct word usage  
• uses a variety of words

• leaves the reader with something to think about  
• uses more correct spelling  
• uses more correct capitalization

**NEXT LESSONS:**

- supporting ideas with specific details
- writing complete sentences

DEVELOPING - INFORMATIONAL WRITING

- chooses a topic from personal experiences, interests, and concerns
- stays focused on topic
- specifies on a purpose
- writes to an audience other than the teacher
- attempts to write a beginning that gives the reader some context or reason for reading
- uses appropriate tone
- uses a variety of sentence structures/lengths

Today we are going to talk about being healthy you always need to brush your teeth after a meal. Wash your hands before you eat. You need to exercise you also need to drink milk and water you need to eat vegetables and fruit you need good rest you can play and run.

• shows evidence of correct word usage

• uses more correct spelling

• writes complete thoughts

NEXT LESSONS:

- narrowing topics
- writing engaging leads

**DEVELOPING - INFORMATIONAL WRITING**

Although this type of writing is common in schools, it is often difficult for students to assume the perspective of a fictional or historical person.

Students will have more success when writing from their own perspective.

- chooses a topic
- begins to focus on a topic
- begins to show some evidence of voice
- demonstrates directionality

I am sgawnto the Native American who helped the pilgrims make a new life in America. I told them, "When the leaves grow as big as a squirrel's ear, it is time to plant corn!" I also taught the pilgrim women how to use cook the corn. At the time when the pilgrims just came here, they

← use descriptive language

← use transitional phrase

- Has a beginning, middle, and end
- uses more correct spelling, capitalization, and punctuation
- attempts a beginning, middle, and end

didn't know how to keep them warm so many of them died. I helped them a lot and now they are my friends.

• transition

**NEXT LESSONS:**

- understanding real-world forms
- narrowing topics

DEVELOPING - INFORMATIONAL WRITING

- creates a title

Theodore  
Roosevelt  
the  
Rough Rider

- chooses topic from interests
- writes to an audience other than the teacher

Dedicated  
to my Mom  
and Dad

• borrows structure  
from models (books)

I was proud when  
'I got to be leader  
of the rough riders



• writes  
complex,  
varied  
sentences

The y rode around  
on horses and  
fought the  
Spanish

- supports ideas with information from sources
- supports ideas with pictures
- uses appropriate tone

I led my troop as well as I could, it was hard but we stayed together.



I attacked the Spanish many times I lost a couple men

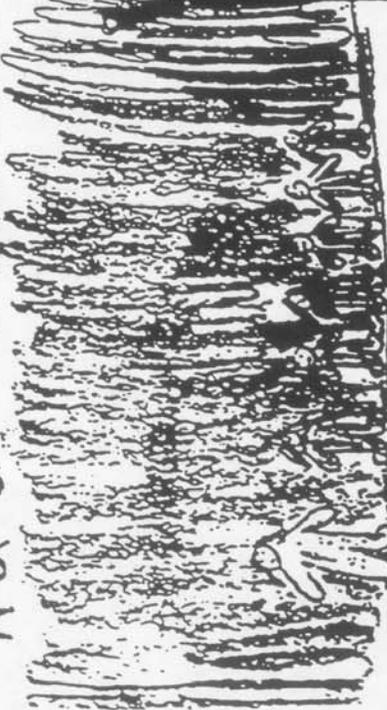


but not much. When both sides shot it was like fireworks in the sky.

• use a variety of words

• use transitions

It was hard  
for my wife Edith  
because she  
had to take



Care of  
six children

I was gone  
for a long time  
as leader I could  
not visit my

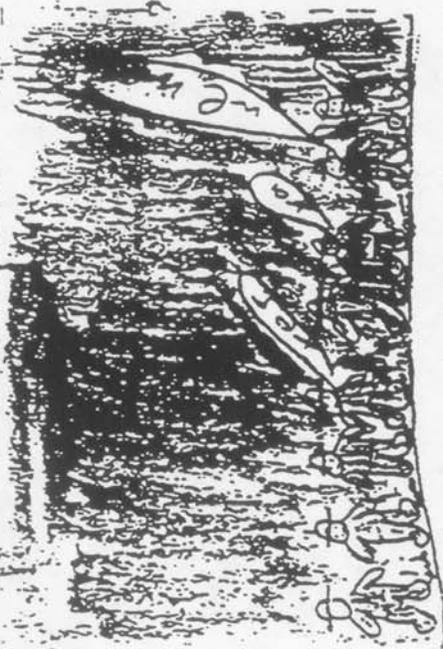


family often  
I was sad  
because I could  
not visit much

• uses some  
descriptive  
language

- saw a beginning, middle, and end
- was more correct spelling, capitalization, and punctuation

Finally the Spanish had? We would not  
 surrendered. We bare war the  
 had won the war if it weren't for the



prave men  
 that fout in it

Spanish American  
 war

NEXT LESSONS:

- narrowing topics
- writing engaging leads

## DEVELOPING - INFORMATIONAL WRITING

- chooses and narrows topic from personal experiences, interests
- writes to an audience other than the teacher
- focuses on a purpose  
Movie review for Home Alone 3
- uses a real-world form

I went to see "Home Alone 3" on the 4<sup>th</sup> of December. It's funny. I'm going to buy it when it comes out. My favorite parts were when a guy with long hair finds these wires that has a sign on them that says "Danger"! But the guy thought it was a trick and he tried to break them with metal pliers ...ZZZZTTTT! Looks like he got electrified. Also when this guy in a white suit with short hair got inside the house and fell through a hole and kept falling through holes, then he hit the toilet and squashed it. The guy who got electrified and the guy who squashed the toilet, jumped out of the attic on to the trampoline to get the kid and ripped the trampoline and fell in to the pool! The BEST part was when the bad guys got captured and they got the chicken pox. I guess they didn't have the chicken pox when they were little. I recommend this movie for all ages. It is hilariously funny. I say, "Go and see it while you still can"!

- has a beginning, middle, and end
  - uses a variety of words
  - uses individual voice
  - uses descriptive language
- 
- uses more correct spelling, capitalization, and punctuation

### NEXT LESSONS:

- writing engaging leads
- paragraphing

## INFORMATIONAL WRITING

### COMPETENT (end of P4) WRITING

AUDIENCE/PURPOSE	<ul style="list-style-type: none"> <li>• chooses topics from a variety of experiences, interests, and concerns</li> <li>• narrows topic</li> <li>• focuses on a purpose</li> <li>• writes to an authentic audience other than the teacher</li> <li>• anticipates reader's reactions, questions, lack of understanding</li> <li>• writes a beginning which gives the reader some context or reason for reading</li> <li>• leaves the reader with something to think about</li> <li>• uses individual voice and/or appropriate tone</li> <li>• creates a title that captures the essence of the piece and creates reader interest</li> </ul>
IDEA DEVELOPMENT/ SUPPORT	<ul style="list-style-type: none"> <li>• supports ideas with two or three relevant, specific details</li> <li>• supports ideas with information from sources</li> <li>• develops ideas through explanations</li> <li>• uses white space, layout, fonts, bullets, pictures, diagrams, charts, illustrations, etc.</li> </ul>
ORGANIZATION	<ul style="list-style-type: none"> <li>• places ideas and details in meaningful order</li> <li>• writes an engaging lead</li> <li>• writes an effective conclusion</li> <li>• uses paragraphs</li> <li>• uses some transition words and phrases</li> <li>• uses structure of real-world writing (e.g., article, brochure)</li> </ul>
SENTENCES	<ul style="list-style-type: none"> <li>• writes complete sentences</li> <li>• uses a variety of sentence structures/lengths</li> </ul>
LANGUAGE	<ul style="list-style-type: none"> <li>• chooses language appropriate for the audience/purpose</li> <li>• uses specific descriptive and figurative language</li> <li>• makes few errors in usage</li> <li>• uses a variety of words effectively</li> </ul>
CORRECTNESS	<ul style="list-style-type: none"> <li>• makes few errors in spelling</li> <li>• makes few errors in capitalization</li> <li>• makes few errors in punctuation</li> <li>• makes few errors in correctness that do not interfere with meaning</li> </ul>

3 Place two circles onto one of the pieces of material.



4. Cut them out.



5. Cut out a large rectangle and a smaller rectangle out of the other color material.



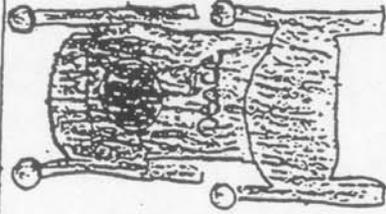
Sew the pieces to a circle so they look like this



• uses a real-world form (brochure)

6 Now that you have your peace pillow you can sell it or give it to a friend. You could also use it as a decoration in your room. I hope you enjoy it.

• attempts to develop an effective conclusion



1 How to Make a

Peace Pillow



creates a title

• Chooses and focuses on topic  
• focuses on purpose (making a pillow)

Did you ever want to have a pillow for decoration in your room, but you couldn't find one you liked at the store? Well, now you can make one for decoration or for fun! Here are twelve easy

• writes a beginning that gives the reader a reason for reading

Supplies

needle  
thread  
material  
bag of filler

• includes list of supplies

②

7. Sew the circles together by putting the two circle faces together.

• writes complete sentences



Steps

• uses descriptive language  
• cuts a perfect circle out of cardboard (any size)



8. Leave a hole big enough for stuff in it.



9. Turn the circles rightside out.



10. Pick out two of your favorite materials.



10. Stuff it as much as you want.



• demonstrates correct word usage

11. Sew up the hole.



• uses more correct spelling, capitalization, and punctuation

12. Do whatever you want with it.



• writes sequenced step-by-step instructions

NEXT LESSONS:  
• adding details to instructions  
• using transitions

COMPETENT (P4) - INFORMATIONAL WRITING

- chooses topic and focuses on a purpose
- writes to a reader other than the teacher
- anticipates reader's reactions

CHILDREN'S HEALTH:  
Concerns for Young and Old

VOLUME 1

NUMBER 6

• uses layout and white space to mimic structure of a real-world form (article)

Arthritis

Arthritis is not the end of the world even though it is a painful disease that has no cure.

By: \_\_\_\_\_

- attempts to write an engaging lead

- supports ideas with relevant details

- supports ideas with information from sources

- develops ideas through explanations

Did you know that there are more than 50 million people in the world with arthritis?

My Meme is one of them. There are many things that Meme can not do that she could do when she younger. When she did not have arthritis she could she could take Rachael and me to the park. She had a garden and now she does not have a garden because of arthritis.

If you have ever wondered what the word arthritis means it means "joint inflammation". Wait till you have heard this. More than 50 million people have arthritis in the U.S. Here is another fact about arthritis, arthritis is not contagious. It is not anyone's fault.

Having arthritis is not the end of the world. But some times even the most positive people feel sorry for themselves. That's fine. Just make sure that you don't give in to it more than you should. Thirty minutes is plenty of time each day to feel sorry for yourself so move on and enjoy life. Over 100 different diseases can produce arthritis.

Symptoms may be relieved by drugs such as Aleve. You can take two Aleve every 12 hours for a full

• uses paragraphs

• writes complete sentences

- demonstrates some logical sequence

- Writes a beginning, middle, and end
  - uses a variety of sentence structures/lengths
  - uses language appropriate for audience and purpose
  - uses descriptive language
- day of relief. This drug does not cure arthritis but it will take away the pain for a little while, but it will come back.
- Always remember that even if you do have arthritis it is not the end of the world. Like my Meme said "I can still take care of my house and cats so I am doing pretty good."
- leaves reader with something to think about
  - makes few errors in word usage
  - uses a variety of words effectively
  - makes few errors in spelling, capitalization, and punctuation
  - writes an effective conclusion
- uses individual voice

#### NEXT LESSONS:

- placing ideas and details in meaningful order
- paragraphing

## COMPETENT (P4) - INFORMATIONAL WRITING

- chooses and narrows topic
- focuses on a purpose
- writes to a reader other than the teacher

### How To Fake Sick

- supports ideas with two or three relevant details
  - uses individual voice
  - uses transitions
  - uses paragraphs
- creates a title that captures the essence of the piece and creates reader/audience interest
- Have you ever wanted to just stay in bed in the morning? Or you wake up and you just don't feel like going to school or work? I've had experience with how to make Mom and Dad let me stay home. I call this faking sick. If you want to learn how to fake sick, follow my directions. You will fool your teacher and Mom and Dad every time. *• writes an engaging lead*
- It works best to start faking when your parents come to tell you it's time to get up. First you try to get a really pale face. Scrunch your face up and then when you wake up call comes start to whine and moan. *• sensory details*
- Next you don't get out of bed. Put your mouth under the covers so you won't laugh when your parent takes your temperature. Or you can put your hand over your mouth and fake a cough.
- If your parents give you some Tylenol or another kind of medicine, and they ask you if you are feeling better after a few minutes, just
- writes complete and varied sentences
  - places ideas and details in meaningful order
  - writes well-developed, step-by-step instructions

- writes complete and varied sentences
- chooses language appropriate for the audience and purpose
- uses descriptive language

- uses a variety of words effectively
- has few errors in word usage

say no. If they tell you to go to school all you have to say is, "I think I'm going to throw up." Then they'll say never mind and go away. Now your mom or dad will ask you if you want to stay home? You can just say yes!

Now you don't have to do any work or answer any "why" questions at school. You can watch movies and play Sega. I like a day to myself, and you can enjoy one now, too.

Try this on a Monday and Fridays so you will get a 3 day weekend. If your parents work, ask if you can go to your Grandma's house, if she lives close to you. Grandmas let you do everything.

Now that you know how to fake sick, you can have a three day vacation any time you want. Go on give it a try. You might find it as much fun as I do.

By,

P.S. Don't try this to often or you'll give your secret away.

- writes an effective conclusion
- makes few errors in spelling, capitalization, and punctuation

**NEXT LESSON:**

- exploring varying formats for articles

## FEATURE ARTICLE

### GRADES 4 - 8

The writer of a proficient feature article demonstrates most or all of the following skills:

#### AUDIENCE/PURPOSE

- shows an understanding of the reader's perspective
- writes from the perspective of an informed writer to a less informed reader
- meets the reader's needs by adhering to the conventions of a feature article
- focuses on the purpose (i.e., presents new information or a new perspective on old information)
- narrows topic
- writes to a reader other than the teacher
- anticipates reader's reactions, questions, lack of understanding
- writes a beginning which gives the reader some context or reason for reading the article
- makes it clear what the reader should know, do, and/or believe as a result of reading the article
- uses an individual voice and/or appropriate tone
- creates a title which captures the essence of the piece and creates reader interest

#### IDEA DEVELOPMENT/SUPPORT

- develops ideas which are connected to the core content of the course in which the article was written
- uses appropriate strategies to develop ideas
- uses information from a variety of sources
- supports ideas with facts and opinions; demonstrates knowledge of the difference between fact and opinion
- uses persuasive techniques, if appropriate
- uses subheads, pictures, captions, charts and graphs, headings, other publishing conventions as appropriate
- provides support which is accurate and thorough enough to achieve the purpose of the piece

#### ORGANIZATION

- writes an engaging lead
- places ideas and details in meaningful order
- organizes the article into paragraphs
- uses transitions between ideas
- maintains coherence and unity
- concludes the article effectively

#### SENTENCES

- writes complete and varied sentences

#### LANGUAGE

- chooses language appropriate to the audience and purpose
- uses specific language
- maintains consistent verb tense
- makes subjects and verbs agree
- employs correct usage

### CORRECTNESS

- cites references and documents sources
- spells correctly
- uses correct end punctuation, commas, quotation marks, apostrophes
- capitalizes correctly
- makes few errors in correctness which do not interfere with the meaning of the piece

As students move from grade to grade, they demonstrate growth in the control and complexity with which they use these skills.

connected to study of animals

GRADE 4 - ARTICLE

writes for an audience other than the teacher

Macho Moms

Title captures the essence of the piece and creates reader interest.

Lead engages the reader.

connects to reader

establishes purpose for reading

descriptive language

defines term

Facts support main idea.

complete and varied sentences

connects to reader

Voice

Hey Yah! That is how our mothers protect us. If need be, they'll use force to protect their children. But have you ever considered how the mother turkey protects her babies? If your mind is a blank, just read this feature article to find out the answer to this fascinating question.

Macho Mom

After poults hatch, the mother usually gets them a little snack. But sometimes they find something not edible. A predator is looking for a Thanksgiving dinner! That's where mom comes in. The mother has to protect her young. While the young poults lay on the forest floor, disguised by their camouflage, the mother pretends to be crippled, so the predator won't notice the poults. That is one macho mamma!

The Back Stroke

When rain falls you always have a nice warm house to go to. But poults don't have that luxury. If poults get soaked they could die! Mom to the rescue, again! The mother turkey spreads out her

wings and puts them over the poults to keep them dry. The mother's wings are like two umbrellas.

Egg Heads

Are you afraid that when you go walking through the woods you will step on some turkey eggs? Then fear no more. The mother turkey digs a hole and lays the eggs inside it. She covers the hole with a big heap of leaves. The leaves insulate and protect the eggs from enemies such as hawks, and owls. You don't have to be cautious of turkey eggs on the ground anymore.

So now your brain isn't blank anymore. It is overflowing with data. I told you those moms were macho.

organized into paragraphs few errors in correctness

NEXT LESSONS:

- citing references and documenting sources
supporting facts with details

Facts support main idea.

connects to reader

voice

Facts support main idea.

specific language

connects to lead

connects to title

uses conventions of a feature article

*Title captures the essence of the article*

## Head Lice How to Detect and Treat

*narrows topic*

*focused on a specific purpose*



*engaging lead*

Do we want a happier, healthier school year? Well, if every parent will take time to check their children for head lice at home before coming to school, we might never have the problem.

*Facts give reader a reason to read.*

Students, head lice has affected our school, and has caused an increase in absenteeism. It can spread throughout the entire school even if one child arrives with lice.

Parents, if your child has come home with head lice, don't panic, because millions of school children catch lice each year.

*anticipates reader response*

*adheres to conventions of a feature article*

Describing the Louse

*Headings show anticipation of reader's questions.*

A louse looks like a bug which is very small. It's color is often light brown but can vary, because it can change to match the child's hair color. When checking to see if your children have lice by parting the hair, a louse may move very quickly, and shy away from the light making it difficult to catch.

*supports ideas with facts to achieve purpose*

Since a louse moves quickly parents need to look for the eggs called nits. That's what it lays and near the back hair line, behind the ears, and on top of the head are good places to look.

The color of nits usually are yellowish-white with oval specks attached to the hair near the scalp.

*organized in a logical order*

### When to Look for Lice

If your child scratches their head often, then it's time to check for lice. Itching occurs when lice bite and suck blood from the scalp and is a primary sign of having lice. Red bite marks or scratches may be spotted on the head.

*specific language*

- Look for nits firmly attached to hair close to the scalp. The eggs are much easier to see and detect than lice. *specific language*



Actual Nit



Pseudo-nit

*Diagram supports idea.*

### How to Treat

When a family member is treated, all should be inspected. Individual treatment is a two-step process involving the use of a louse shampoo, and then a nit comb is to be used to comb out the eggs.



Parents, you should check your children's heads every week.

### How to Inspect

- Carefully examine hair and scalps of all family members for lice and their eggs.

- Once head lice and/or nits are found, your doctor may prescribe a medicine called a pediculicide. If your doctor prescribes a creme rinse,

*Pictures, headings, bulleted statements support the ideas.*

follow the instructions on bottle label. One application is enough for the cream rinse, but some shampoos may need to be used more than once.



- After hair has dried, the nits may be removed with a special nit comb. Our school has a "no nit" policy which means no one can come to school until the nits are gone.

- Use hot water to wash clothes, towels, and bed linens. Soak combs and brushes in hot water for 10 minutes. Dry-clean hats and clothing that cannot be washed ( or seal in a plastic bag for at least two weeks).

*gives specific instructions*

*Details support ideas*

#### How to Clean the House

If your child is found to have lice, wash their clothes, sheets, quilts, and vacuum the floor.

- Lice are easily spread from one person to another. Make sure infected individuals with head lice do not share articles (combs, brushes, towels, hats, scarves, pillows, etc.)



- Vacuum carpets, upholstery, pillows, and mattresses which may have been exposed to persons with head lice.

Lice at our school has recently become a problem. Too many students throw their coats down on the floor in the cafeteria to eat breakfast. They leave their book bags lying and hanging around anywhere. These are bad habits that leave you at risk for catching lice. Be aware and let's get rid of this pesky situation.<sup>1,2</sup>

*few errors in correctness*

---

<sup>1</sup>Parent letter from County Board of Education about lice.

<sup>2</sup>About Head Lice, 1998 Channing L. Bete Co., Inc.

*cites references for sources of information*

**NEXT LESSONS:**

- creating an effective conclusion
- locating and revising awkward sentences

GRADE 6 - ARTICLE

*uses a conversational voice throughout*

*stays focused on the purpose*

THE HONOR ROLL

*narrows topic*

*addresses readers directly*

Hey, 5th graders! I know you all are really excited to go into the sixth grade. I also know that just about all of you what to be on the school's honor roll. Well, you're in luck. I know what the criteria to be an honor student is, and I'm going to share my wisdom with you.

*sets purpose and gives context for reading*

*organized by explaining each criterion then showing why each is important*

*Transition* Well, the first criteria needed to be an honor student is maintaining a 3.0 grade point average. Now, this may seem sound hard, but it isn't once you think about it. You see, a 3.0 GPA is getting B's and A's at your old school. However, at this means getting the grades of 3's and 4's. To you, these grades are like B's and A-'s.

*Connects reader's prior knowledge to new concept*

The reason we have you maintain a 3.0 GPA is mainly to show yourself and your parents how well you are doing in school. After all, your parents do like knowing that you've gotten good and descent grades. I also know that you like knowing that your grades are good and descent.

*Shows understanding of reader's perspective*

*Transition* Another criteria, needed to be an honor student is to have no suspensions for the whole year. Most people, think that this is one of the easy criteria of an honor student. Although, it could be the hardest criteria if you like to pick fights. Some other problems that may suspend you include: talking back to your teacher in a harsh manner, using profanity against a teacher or staff member, and even distributing violence in school. However, one main possible suspension is destroying school property.

*uses facts to develop idea*

In the long run, having no suspensions can help you be trusted by your parents. One main way that having no suspensions will help you in this, is that it shows your parents how mature you can be. Having no suspensions can even help show how responsible, respectful, and trustful you are at school and around your parents.

Now I am sure that you like to meet and make new friends, we all do! However, most of us are either to shy or scared to talk and meet new friends. Here at Middle School, we have

*Shows understanding of reader's perspective*

solved your problem. We have organized tons of different and fun clubs for you to choose from. This helps you meet and make new friends at school and at the same time, you're getting another criteria finished to be on the school's honor roll.

avoids monotony by varying method of developing this criterion

The clubs we have organized for you at M.S. include the following: Forensics, STLP, Y Club, Girls and Boys Basketball, Cheerleading, Science and Math Club, Academic Team, Respect Society, and Magic Me. All you have to do, is choose at least one of these clubs to be in. Then, you complete the other criteria to be an honor student and you are on the honor roll!!

uses details to develop idea

transition

Now, for the fourth criteria needed to be on the Middle School honor roll. This is having no more than one A.S.D. during the year. Now I know that your probably thinking to your self, "What's A.S.D.?" Well, I know the answer to this question, it's After School Detention.

shows understanding of reader's perspective

Do you like staying quiet and not being able to move for *two hours*? I know I don't. If you don't that's good, because not having more than one A.S.D. will prove that you are a well-behaved student. After all, do *you* think that *you* should be let into 7th grade if you aren't well-behaved? Hmmmm?

defines concept through rhetorical questions

Sentence Variety

Some other things that not having more than one A.S.D. does for you include respect. That's right, respect, that thing that we are supposed to give our family, parents, and teachers. Having no more than *1* A.S.D. shows how well you respect your school's teachers and staff. Having no more than one A.S.D. also shows how respectful you are to peers.

transition

Now we have come to the final criteria needed to be on the honor roll!! What is it, you ask? The last criteria is having no more than *one* unexcused absence. I know this might be a little hard since we all love to miss our classes and get out of school.

shows understanding of reader's perspective

I have on thing to tell you about your love of getting out of school and classes. You better have excuses for them! The one main reason for this criteria of the honor roll is to show how respectful you are of your school, school's staff, and your teachers.

By having excuses for you absences, you show your teachers and parents how well you take care of yourself. I know that you like showing your parents how trustworthy and responsible you are. That's right, the times when you like to show how grown up and mature you can act.

That's all of the honor roll criteria needed at Middle School. You see, it can be very simple once you know what the criteria is. The criteria is: have no more than *one* unexcused absence, have no more than *one* A.S.D. (After School Detention), participate in *one* extra-curricular activity, have *no* suspensions for the year, and maintain a 3.0 Grade Point Average. That's the entire criteria to be an honor student on the M.S. honor roll. BYE!! I'll see you next year on the Middle School honor roll.

concludes by summarizing key points

effective conclusion

#### NEXT LESSONS:

- using specific language
- avoiding repetition of ideas and phrases
- creating a title which indicates the focus and captures reader's interest

• Used conventions of article writing

• focuses on a purpose  
• narrows topic

• Writes from perspective of informed writer to less informed reader

GAME REVIEW

# 'Magic: the Gathering' is a game of 1,200 cards

Title indicates focus and creates reader interest.

Lead involves reader.

transition

develops idea with specific details

Shows understanding of reader's perspective

develops idea with specific details

defines term

Imagine yourself as a wizard fighting on a plain in a battle for your life. And your opponent throws a lightning bolt at you. What do you do? I know what I would do. I'd send my dragon at them.

This is the setting in the world's hottest selling Collectable Card Game (CCG) on the market. Magic: the Gathering is a trading card game produced by Wizards of the coast since 1993. The game combines the collectibility of traditional sports cards with a game rich in strategy, problem solving, and imagination (plus none of that stale pink gum in the card packs). No board, no joystick—just you and a friend locked in an intellectual battle.

Sold in 15-card "booster packs" and 60-card "starter decks" Magic is played by two or more players, and an average game takes about 20 minutes. The cards themselves are illustrated by top fantasy and science fiction artists, and the art helps detail the dimensions of Dominia (the game's setting). Each player represents a powerful wizard battling for

control of a magical plane of existence. Players construct their individual decks from a library of over 1,200 cards, creating a unique play environment. It's a different game every time you play. And with 1,200 cards it's almost impossible to have the same deck as your opponent.

develops idea with specific details

Magic is based on the FIVE colors of magic, Blue, Green, Red, Black, and White. Each color has its own special abilities.

transitional paragraph

Blue magic draws power from islands for energy. Blue Magic is mental in nature. Its powers are illusion and deception, as well as the elementals of water and air.

specific details

Green magic draws energy from the forest. Many magicians have been lulled into complacency by Green magic's peaceful exterior. the magic of life, and have been caught unaware by the vast destructive capability of its nature.

defines concept

Red magic is a destructive magic, the magic of earth and fire. It draws its energy from mountains. Red is also the magic of chaos and war.

specific details

Black magic stems its powers from swamps, it is the magic of death and plague.

Last but definitely not least is white magic, which draws its energy from the plains. It is the magic of healing and protection. Though known for healing, it is far from unfamiliar to war.

transition

If you want more information on "Magic: the Gathering" go to Ms. \_\_\_\_\_ room (last room on the left on the 8th grade floor) and leave me a note or E-mail me (see humor column).

concludes effectively by anticipating reader's desire for more information

Also there is a Magic club forming at \_\_\_\_\_ for those interested. Remember, it's just a game but have fun.

• Language is specific and appropriate for audience and purpose throughout.

• few errors in correctness

NEXT LESSONS:

- drawing conclusions based on the facts presented
- using a variety of sentence lengths and structures

# PRIMARY DEVELOPMENTAL CONTINUUM

PERSUASIVE WRITING (LETTER, EDITORIAL) AUDIENCE/PURPOSE	Beginning	Developing	Competent (end of P4)
<p><b>IDEA DEVELOPMENT/ SUPPORT</b></p>	<ul style="list-style-type: none"> <li>chooses topics from experiences and interests</li> <li>engages in the act of writing without specific attention to meaning</li> <li>experiments with marks on a page</li> <li>uses drawings, symbols, letter-like marks to represent words</li> <li>shows some evidence of directionality (top to bottom, left to right)</li> </ul>	<ul style="list-style-type: none"> <li>chooses topics from experiences, interests, and concerns</li> <li>narrow topic</li> <li>focuses on a purpose</li> <li>attempts to write to an authentic audience other than the teacher</li> <li>attempts to show some evidence of individual voice</li> <li>supports ideas with pictures, simple phrases, one or two details</li> <li>demonstrates directionality</li> <li>begins to have a beginning (lead), middle (body), and end (conclusion)</li> </ul>	<ul style="list-style-type: none"> <li>chooses topic from a variety of experiences, interests, and concerns</li> <li>narrow topic</li> <li>focuses on a purpose</li> <li>writes to an authentic audience other than the teacher</li> <li>anticipates reader's reactions, questions, lack of understanding</li> <li>writes a beginning which gives the reader some content or reason for reading</li> <li>leaves the reader with something to think about</li> <li>uses individual voice and/or appropriate tone</li> <li>supports ideas with two or three relevant, specific details</li> <li>shows evidence of logical thinking to support ideas</li> <li>develops ideas through explanations</li> <li>uses sensory detail and imagery</li> <li>places ideas and details in meaningful order</li> <li>writes an engaging lead</li> <li>writes an effective conclusion</li> <li>uses some paragraphs</li> <li>uses transition words and phrases</li> <li>uses correct letter format or editorial structure</li> </ul>
<p><b>ORGANIZATION</b></p>	<ul style="list-style-type: none"> <li>may use some letters, strings of random letters, and/or a few words to resemble a sentence</li> <li>labels pictures or produces simple text using symbols or letter-like marks</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates logical order</li> <li>attempts to develop an engaging lead</li> <li>begins to use paragraphs</li> <li>begins to use transitions</li> <li>uses letter format or editorial structure</li> </ul>	<ul style="list-style-type: none"> <li>writes complete sentences</li> <li>uses a variety of sentence structures/lengths</li> <li>chooses language appropriate for the audience/purpose</li> <li>uses descriptive and figurative language</li> <li>make few errors in usage</li> <li>uses a variety of words effectively</li> </ul>
<p><b>SENTENCES</b></p>	<ul style="list-style-type: none"> <li>uses letters, strings of random letters, and/or a few words to resemble a sentence</li> <li>uses word attempts or words to describe drawings</li> <li>uses a few sight words, especially those with particular meaning to the writer</li> </ul>	<ul style="list-style-type: none"> <li>writes some simple sentences</li> <li>begins to use some descriptive language</li> <li>shows some evidence of correct word usage (e.g. subject/verb agreement, correct use of "I" and "me")</li> <li>begins to use a variety of words</li> <li>uses spacing between words</li> <li>uses eight words as well as inventions and approximations</li> <li>begins sentence with capital letter</li> <li>uses end punctuation</li> <li>shows sound/letter correspondence</li> </ul>	<ul style="list-style-type: none"> <li>writes complete sentences</li> <li>uses a variety of sentence structures/lengths</li> <li>chooses language appropriate for the audience/purpose</li> <li>uses descriptive and figurative language</li> <li>make few errors in spelling</li> <li>make few errors in capitalization</li> <li>make few errors in punctuation</li> <li>make few errors in correctness that do not interfere with meaning</li> </ul>
<p><b>LANGUAGE</b></p>	<ul style="list-style-type: none"> <li>lacks spacing</li> <li>may use scribbles, symbols, letter-like marks, letter reversal, and/or strings of random letters</li> </ul>	<ul style="list-style-type: none"> <li>uses more correct spelling, less invention and approximation</li> <li>uses more correct capitalization</li> <li>uses more correct end punctuation</li> </ul>	<ul style="list-style-type: none"> <li>uses more correct end punctuation</li> <li>uses more correct end punctuation</li> <li>uses more correct end punctuation</li> </ul>
<p><b>CORRECTNESS</b></p>	<ul style="list-style-type: none"> <li>uses letters, strings of random letters, and/or a few words to resemble a sentence</li> <li>uses word attempts or words to describe drawings</li> <li>uses a few sight words, especially those with particular meaning to the writer</li> <li>uses some spacing between words</li> <li>uses one or two letters to represent a word; uses other inventions or approximations to represent words</li> <li>begins a sentence (copied or dictated) with a capital letter</li> <li>ends a sentence (copied or dictated) with punctuation</li> <li>begins to show sound/letter correspondence</li> </ul>	<ul style="list-style-type: none"> <li>uses more correct spelling, less invention and approximation</li> <li>uses more correct capitalization</li> <li>uses more correct end punctuation</li> </ul>	<ul style="list-style-type: none"> <li>uses more correct end punctuation</li> <li>uses more correct end punctuation</li> <li>uses more correct end punctuation</li> </ul>

## PERSUASIVE WRITING

### BEGINNING WRITING

AUDIENCE/PURPOSE	<ul style="list-style-type: none"> <li>• chooses topics from experiences and interests</li> <li>• engages in the act of writing without specific attention to meaning</li> <li>• experiments with marks on a page</li> </ul>	<ul style="list-style-type: none"> <li>• chooses topics from experiences and interests</li> <li>• attempts to write lists and messages to others</li> <li>• begins to focus on the topic</li> </ul>
IDEA DEVELOPMENT/SUPPORT	<ul style="list-style-type: none"> <li>• uses drawings, symbols, letter-like marks to represent words</li> </ul>	<ul style="list-style-type: none"> <li>• begins to support ideas with drawings, symbols, one or two letters to represent a word</li> </ul>
ORGANIZATION	<ul style="list-style-type: none"> <li>• shows some evidence of directionality (top to bottom, left to right)</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates directionality</li> <li>• begins to have a beginning (lead), middle (body), and end (conclusion)</li> </ul>
SENTENCES	<ul style="list-style-type: none"> <li>• may use some letters, strings of random letters, and/or a few words to resemble a sentence</li> </ul>	<ul style="list-style-type: none"> <li>• uses letters, strings of random letters, and/or a few words to resemble a sentence</li> </ul>
LANGUAGE	<ul style="list-style-type: none"> <li>• labels pictures or produces simple text using symbols or letter-like marks</li> </ul>	<ul style="list-style-type: none"> <li>• uses word attempts or words to describe drawings</li> <li>• uses a few sight words, especially those with particular meaning to the writer</li> </ul>
CORRECTNESS	<ul style="list-style-type: none"> <li>• lacks spacing</li> <li>• may use scribbles, symbols, letter-like marks, letter reversals, and/or strings of random letters</li> </ul>	<ul style="list-style-type: none"> <li>• uses some spacing between words</li> <li>• uses one or two letters to represent a word; uses other inventions or approximations to represent words</li> <li>• begins a sentence (copied or dictated) with a capital letter</li> <li>• ends a sentence (copied or dictated) with punctuation</li> <li>• begins to show sound/letter correspondence</li> </ul>

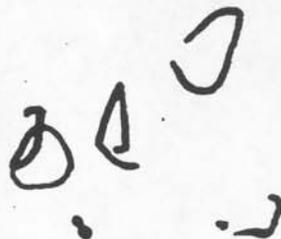
BEGINNING - PERSUASIVE WRITING



• engages in writing  
without specific  
attention to meaning



• uses scribbles  
to represent  
words



• experiments with  
marks on a page



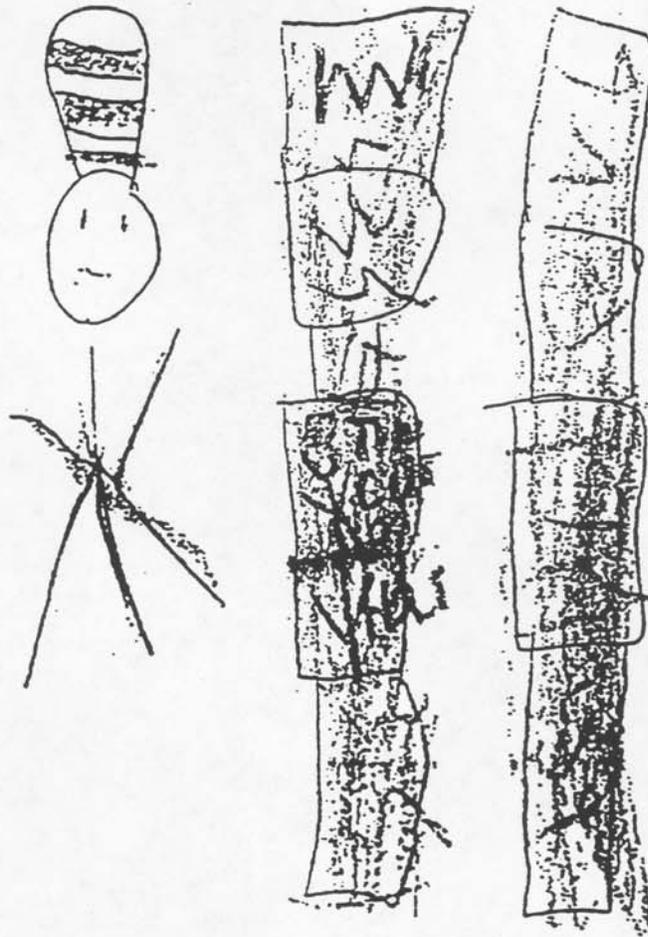
**NEXT LESSONS:**

- using details in drawing
- guided writing with beginning sounds

## BEGINNING - PERSUASIVE WRITING

- chooses topic from personal experiences and interests
- uses drawings, symbols to represent words and support ideas
- shows some evidence of directionality

Translation  
(as told to teacher)  
"I want to see  
the Indians."



### NEXT LESSONS:

- guided writing
- forming letters

BEGINNING - PERSUASIVE WRITING

- chooses topics from personal experiences and interests
- focuses on topic

4T nqn CAT

• uses sight words as well as inventions and approximations

W L I R K U F F I N

• uses strings of letters to represent words

• supports ideas with drawings and word attempts



Translation (as told to teacher)  
"want a cat"

Translation (as told to teacher)  
"problem scratching"

CAGE

• uses word attempts to describe drawings



PETTING

• writes a beginning, middle, and end

• demonstrates directionality



Translation (as told to teacher)  
"keep it in a cage"

**NEXT LESSONS:**

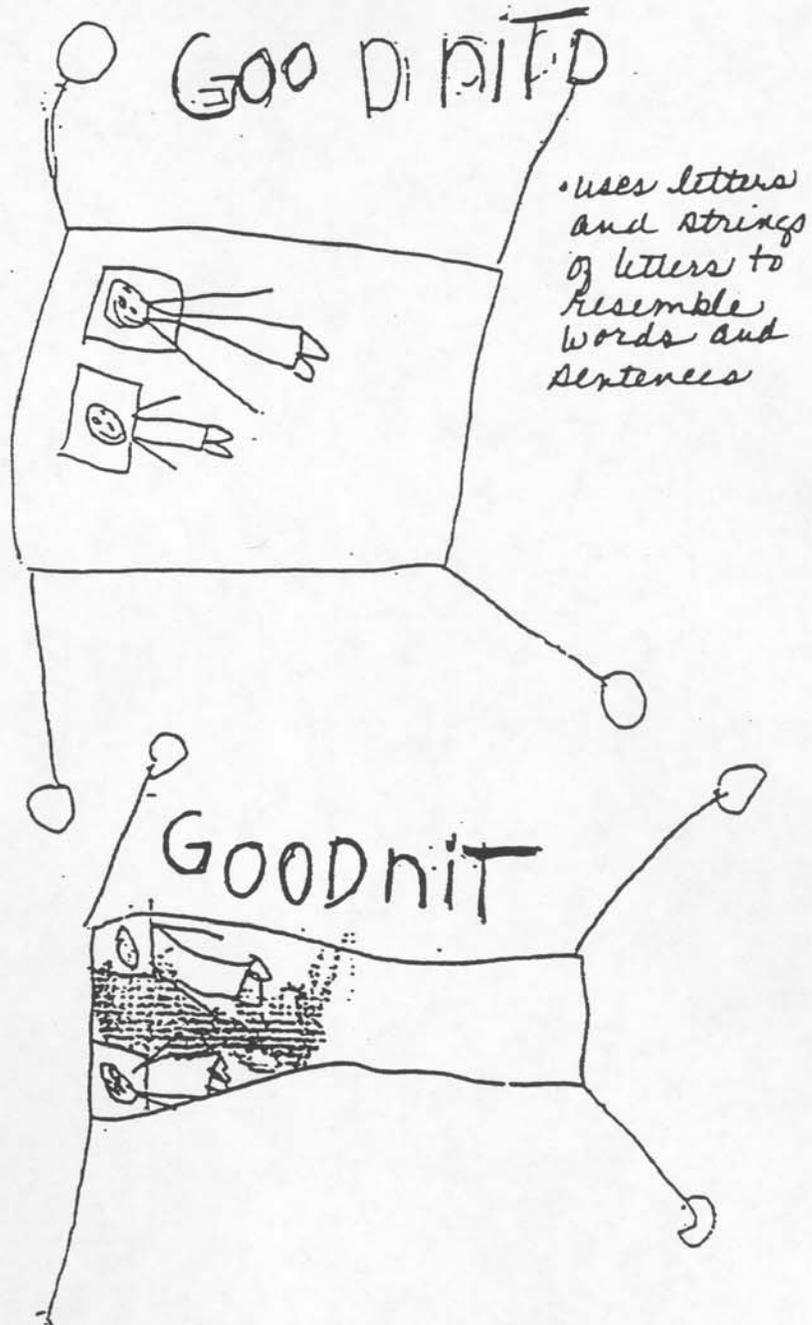
- building a sight vocabulary
- writing simple sentences

BEGINNING - PERSUASIVE WRITING

- chooses and focuses on a topic from personal experiences and interests

A P r T e

← attempts to create a title



Translation (as told to teacher)

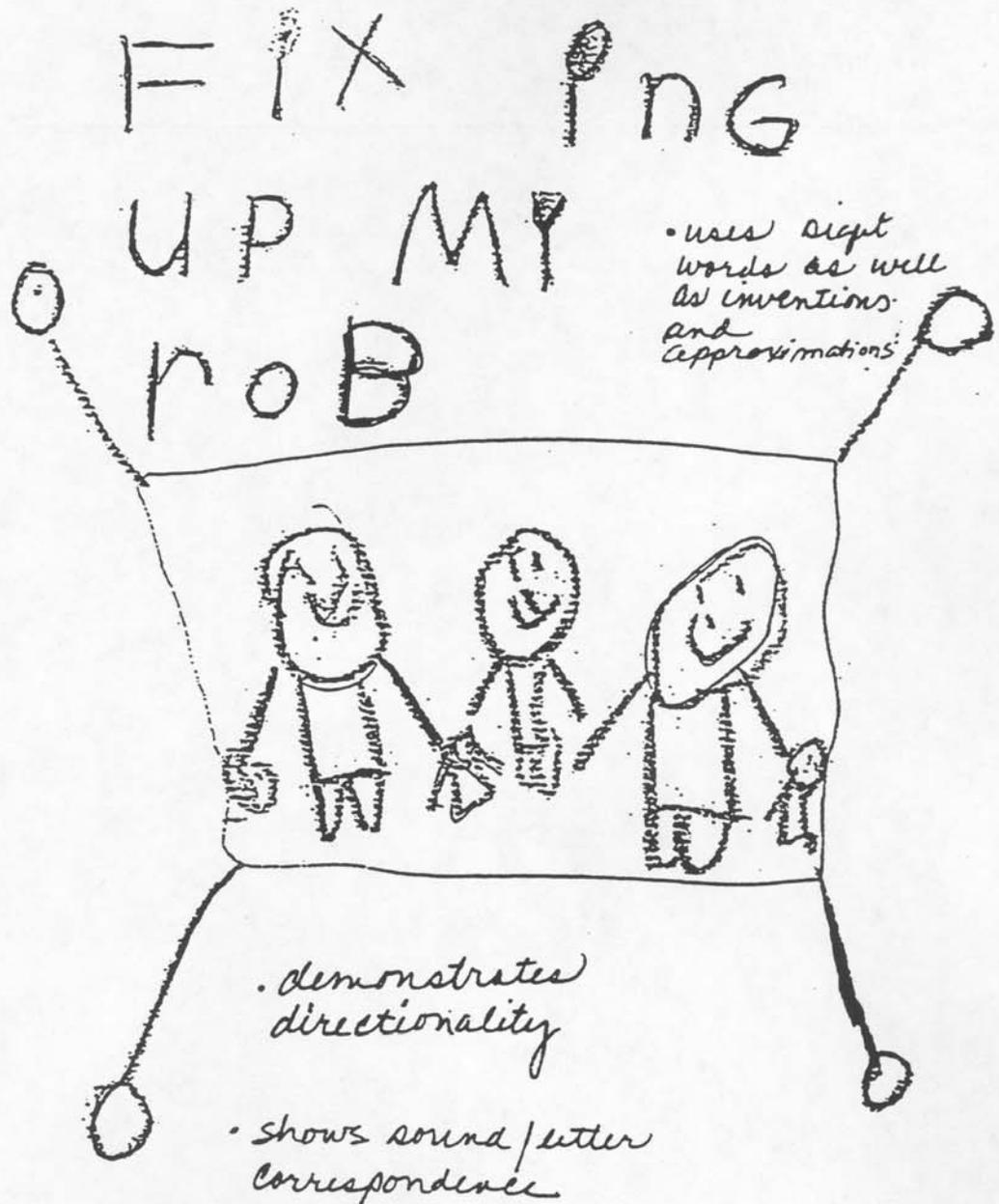
"I want a birthday party."



- supports ideas with drawings, symbols, and word attempts

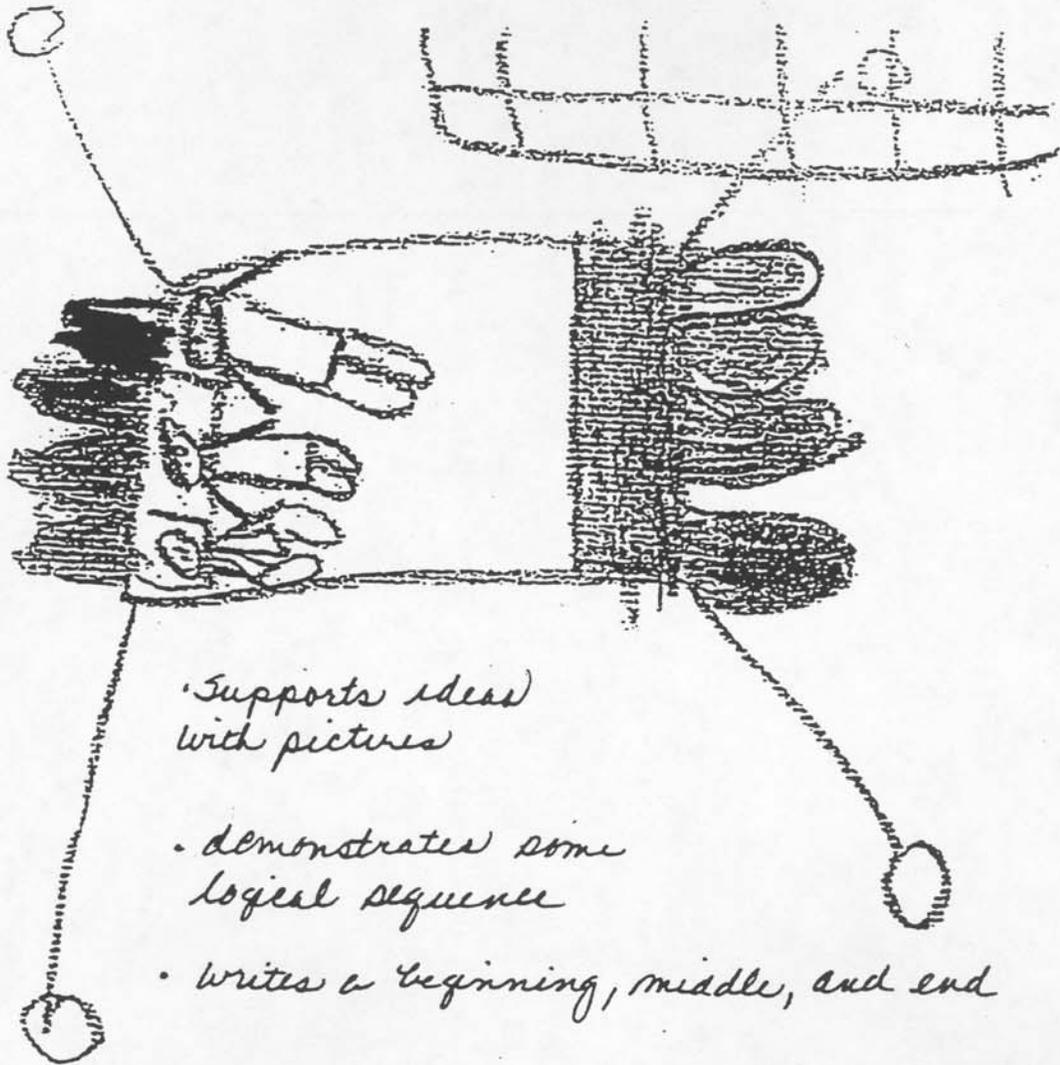
Translation (as told to teacher)

"Mom will say no because we will mess up the house."



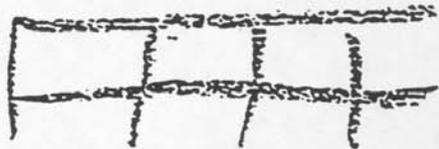
Translation (as told to teacher)

"She would make sure they clean everything up."



Translation (as told to teacher)

"She will have her friends stay the night after the party."



**NEXT LESSONS:**

- recognizing letter/sound correspondence
- writing simple sentences

## PERSUASIVE WRITING

### DEVELOPING WRITING

AUDIENCE/PURPOSE	<ul style="list-style-type: none"> <li>• chooses topics from experiences, interests, and concerns</li> <li>• begins to write to an authentic audience other than teacher</li> <li>• begins to focus on topic</li> <li>• begins to show some evidence of individual voice</li> </ul>	<ul style="list-style-type: none"> <li>• chooses topics from experiences, interests, and concerns</li> <li>• narrows topic</li> <li>• stays focused on the topic</li> <li>• focuses on a purpose</li> <li>• attempts to write to an authentic audience other than the teacher</li> <li>• attempts to select the correct audience for the letter</li> <li>• attempts to write a beginning which gives the reader some context for reading</li> <li>• attempts to leave the reader with something to think about</li> <li>• uses individual voice and/or appropriate tone</li> </ul>
IDEA DEVELOPMENT/ SUPPORT	<ul style="list-style-type: none"> <li>• supports ideas with pictures, simple phrases, one or two details</li> </ul>	<ul style="list-style-type: none"> <li>• supports ideas with one or two relevant, specific details</li> <li>• uses some logical thinking to support ideas</li> </ul>
ORGANIZATION	<ul style="list-style-type: none"> <li>• demonstrates directionality</li> <li>• demonstrates some logical order</li> <li>• has a beginning (lead), middle (body), end (conclusion)</li> <li>• borrows letter format or editorial structure from models</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates logical order</li> <li>• attempts to develop an engaging lead</li> <li>• attempts to develop an effective conclusion</li> <li>• begins to use paragraphs</li> <li>• begins to use transitions</li> <li>• uses letter format or editorial structure</li> </ul>
SENTENCES	<ul style="list-style-type: none"> <li>• writes some simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>• writes complete sentences</li> <li>• begins to use some variety in sentence structure/length</li> </ul>
LANGUAGE	<ul style="list-style-type: none"> <li>• begins to use some descriptive language</li> <li>• shows some evidence of correct word usage (e.g., subject/verb agreement, correct use of "I" and "me")</li> <li>• begins to use a variety of words</li> </ul>	<ul style="list-style-type: none"> <li>• uses some descriptive and figurative language</li> <li>• demonstrates frequent, correct word usage (e.g., subject/verb agreement, correct use of "I" and "me")</li> <li>• uses a variety of words</li> </ul>
CORRECTNESS	<ul style="list-style-type: none"> <li>• uses spacing between words</li> <li>• uses sight words as well as inventions and approximations</li> <li>• begins sentence with capital letter</li> <li>• uses end punctuation</li> <li>• shows sound/letter correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• uses more correct spelling, less invention and approximation</li> <li>• uses more correct capitalization</li> <li>• uses more correct end punctuation</li> </ul>

## DEVELOPING - PERSUASIVE WRITING

- chooses topic from personal experiences and interests
- writes to audience other than teacher
- stays more focused on topic
- begins to show some evidence of individual voice
- supports idea(s) with pictures, simple phrases, one or two relevant details



- demonstrates directionality and logical sequence

I wishe Therat she  
my mom cood play  
with me. Wiy do  
I wat hr to play  
With me because

• uses  
"I" and "me"  
correctly



- begins a sentence with capital letter
- uses spacing between words

I Love my MAMMIE

Love.

- attempts to use real-world form (letter)

- uses right words as well as approximations

- shows sound/letter correspondence

**NEXT LESSONS:**

- using correct letter form
- adding details

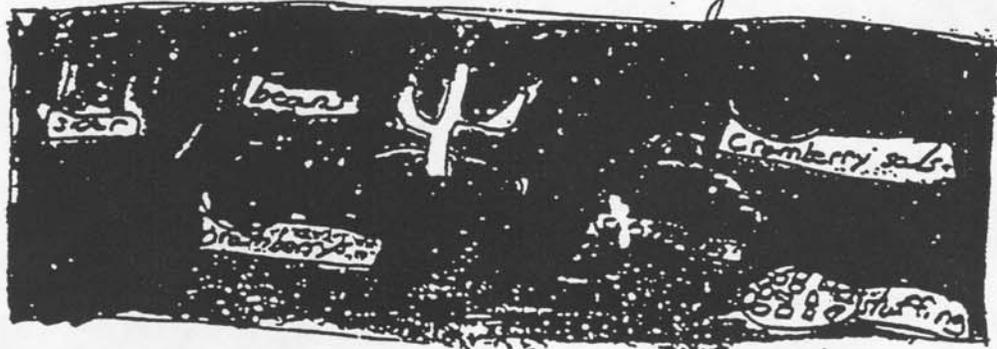
## DEVELOPING - PERSUASIVE WRITING

- chooses a topic from personal experiences and interests
- writes to an audience

• writes a beginning which gives some context for reading

It is good to be with your family on Thanksgiving because it is a holiday and because it is a good time to get together and its like you are pretending you are the pilgrims and indians when they were fighting. On Thanksgiving most people eat a bit of food because it is a celebration of when the indians came together with the pilgrims and had a very big feast they had

- support idea(s) with simple phrases and one or two details
- uses some logical thinking
- demonstrated directionality



- uses spacing between words
- shows some evidence of correct word usage

chicken, stuffing, beans, sides,  
cranberries and cranberry  
juice. That's why you eat  
about on Thanksgiving.  
Thanksgiving is a time  
for family to get together  
and to talk and talk  
about your past and if  
you have had a good or  
bad and it is to  
see each other. That is  
why you get together on  
Thanksgiving.

• writes a beginning, middle, and end

#### NEXT LESSONS:

- focusing on a purpose
- developing effective conclusions

DEVELOPING - PERSUASIVE WRITING

- chooses and focuses on a topic
- narrows topic
- focuses on a purpose
- begins to show evidence of individual voice/ tone.

• creates a title ← I'm proud to be an American

I am proud to be an American because we can pick our choices. We can pick where we want to live. We can choose who we want to vote for. We have a choice for our church. We have a choice for what school we want to go to.

- supports ideas with one or two relevant details

- uses some logical thinking

I am proud to be an American because of are symbols. The statue of Liberty is a welcome sign. The stars on are flag represent the 50 states.

- has a beginning and middle

- uses capital letters at beginning of sentences

The stripes represent the 13 original states. Uncle Sam is a symbol because he was the American flag. Mount Rushmore is a symbol because it has are best presidents

- uses end punctuation

**NEXT LESSONS:**

- narrowing a topic
- focusing on a purpose

## DEVELOPING - PERSUASIVE WRITING

- chooses and narrows topic
- focuses on a purpose
- uses real-world form (letter)
- uses individual voice and/or appropriate tone

Dear Mother and Father, *• writes to an audience other than the teacher*  
I would like a key to our front door and the

- supports ideas with one or two details

car door because I think I'm old enough and more responsible and take more care of my

things. *• writes a beginning which gives the reader some context for reading*

- uses a variety of words

I know you're thinking that the first day I got it, I would lose it. *• shows awareness of the reader's/audience's needs*

- uses a variety of sentence structures/lengths

I have a great solution! I could keep it around my neck or hook it to my pants. *• anticipates reader's reactions, questions*

I'm wishing that you could understand why I

- uses more correct spelling, capitalization, and punctuation

want a key. So please think about it before you say no. *• leaves reader with something to think about*

Love,

### NEXT LESSONS:

- using transitions
- using descriptive language

## PERSUASIVE WRITING

### COMPETENT (end of P4) WRITING

AUDIENCE/PURPOSE	<ul style="list-style-type: none"> <li>• chooses topics from a variety of experiences, interests, and concerns</li> <li>• narrows topic</li> <li>• focuses on a purpose</li> <li>• writes to an authentic audience other than the teacher</li> <li>• anticipates reader's reactions, questions, lack of understanding</li> <li>• writes a beginning which gives the reader some context or reason for reading</li> <li>• leaves the reader with something to think about</li> <li>• uses individual voice and/or appropriate tone</li> </ul>
IDEA DEVELOPMENT/ SUPPORT	<ul style="list-style-type: none"> <li>• supports ideas with two or three relevant, specific details</li> <li>• shows evidence of logical thinking to support ideas</li> <li>• develops ideas through explanations</li> <li>• uses sensory detail and imagery</li> </ul>
ORGANIZATION	<ul style="list-style-type: none"> <li>• places ideas and details in meaningful order</li> <li>• writes an engaging lead</li> <li>• writes an effective conclusion</li> <li>• uses some transition words and phrases</li> <li>• uses paragraphs</li> <li>• uses correct letter format or editorial structure</li> </ul>
SENTENCES	<ul style="list-style-type: none"> <li>• writes complete sentences</li> <li>• uses a variety of sentence structures/lengths</li> </ul>
LANGUAGE	<ul style="list-style-type: none"> <li>• chooses language appropriate for the audience/purpose</li> <li>• uses descriptive and figurative language</li> <li>• make few errors in usage</li> <li>• uses a variety of words effectively</li> </ul>
CORRECTNESS	<ul style="list-style-type: none"> <li>• makes few errors in spelling</li> <li>• makes few errors in capitalization</li> <li>• makes few errors in punctuation</li> <li>• makes few errors in correctness that do not interfere with meaning</li> </ul>

## COMPETENT (P4) - PERSUASIVE WRITING

- chooses and narrows topic
- focused on a purpose
- writes to an audience other than the teacher
- selects the correct audience for the letter
- uses real-world form (letter) correctly

Dear Mom and Dad,

- writes a beginning which gives the reader some context for reading
  - uses voice
- supports ideas with one or two relevant details
  - anticipates reader's reactions/questions
- uses some transitions
  - shows logical thinking
- makes few errors in word usage
  - leaves the reader with something to think about
- makes few errors in spelling, capitalization, and punctuation

Rrrrruummmbbllllleeee!! Remember the sound of plastic wheels against black top? Remember my 8th birthday when I got a pair of purple and black roller blades? Remember how easily I could ride them? Maybe I could ride skis as well as I could ride roller blades So, I was wondering if we could go on a skiing trip.

I know what you are going to say that skiing is dangerous. All we have to do is stay on small slopes and take lessons. I know your going to say that we don't have skiing equipment. All we have to do is rent the equipment.

I'll bet you'll ask "When can we go?" I have a solution we could go for a week over C. You are also going to say that Dad doesn't have the vacation time. All we do is go for C.

Now that I have answered your problems will you take me? I can see it now, me sliding down the really big slopes and people complimenting how good I am. If you take me I might be so happy that I won't fight with Hannah.

Sincerely,

XXXXXX

### NEXT LESSONS:

- editing for correct spelling
- using commas

## COMPETENT (P4) - PERSUASIVE WRITING

- chooses and focuses topic
  - narrows topic
  - focuses on a purpose
  - writes to a reader other than the teacher
- writes a beginning which gives a reader some context for reading
- writes an engaging lead

Dear mom,

Remember those three first years of my life that we spent together before Alysson was born. So peaceful, so quiet, and no rough playing. Well, now you've got a wonderful job working with 40 school-age children and now 2 children at night and all it is is fight, fight, fight. I never get a chance to spend time with you anymore. All I want is at least 1 night to spend with you, I would love to be with you 1 night at least.

I know you're worried about Alysson not having a baby-sitter, but how about this solution. We can go on a Saturday When daddy's of work. That way we can be alone without Alysson.

I understand that you might think were going to Renos but no way! We'll go some place fancy, some place like Western Sizzlin and if possible I'm hoping to go to the cinema in Danville if that's all right with you.

You'll probably ask "Well who's going to pay for everything?" Well, I think we can both pitch in a little bit. I can do my daily chores and you can work at day care like you usually do. Now it all comes down to what I want to do.

• supports ideas with relevant details  
I want to have a girls night out. Just you and me mom. Just imagine us at a restaurant and then going to the cinema, drinking a cola together, watching our favorite movie, and sitting side by side. When you decide, please let me know your answer as soon as possible.

Your daughter,

- uses some sensory detail and imagery
  - anticipates reader's reactions, questions
  - demonstrates logical order
  - uses paragraphs
  - writes complete varied sentences
  - makes few errors in spelling, capitalization, and punctuation
- leaves the reader with something to think about

### NEXT LESSONS:

- proofreading for accuracy
- expanding vocabulary

## LETTER

### GRADES 4 - 8

The writer of a proficient letter demonstrates most or all of the following skills:

#### AUDIENCE/PURPOSE

- shows an understanding of the reader's perspective
- writes from the perspective of an informed writer to a less informed reader
- meets the reader's needs by adhering to the conventions of a letter
- focuses on the purpose
- narrows topic
- writes to a reader other than the teacher
- anticipates reader's reactions, questions, lack of understanding
- writes a beginning which gives the reader some context or reason for reading the letter
- makes it clear what the reader should know, do, and/or believe as a result of reading the letter
- uses an individual voice and/or appropriate tone

#### IDEA DEVELOPMENT/SUPPORT

- develops ideas which are connected to the core content of the course in which the letter was written
- uses appropriate strategies to develop ideas
- uses information from a variety of sources
- supports ideas with facts and opinions; demonstrates knowledge of the difference between fact and opinion
- shows evidence of logical reasoning
- uses persuasive techniques, if appropriate
- provides support which is accurate and thorough enough to achieve the purpose of the piece

#### ORGANIZATION

- writes an engaging lead
- places ideas and details in meaningful order
- organizes the letter into paragraphs
- uses transitions between ideas
- maintains coherence and unity
- concludes the letter effectively

#### SENTENCES

- writes complete and varied sentences

#### LANGUAGE

- chooses language appropriate to the audience and purpose
- uses specific, concise language
- maintains consistent verb tense
- makes subjects and verbs agree
- employs correct usage

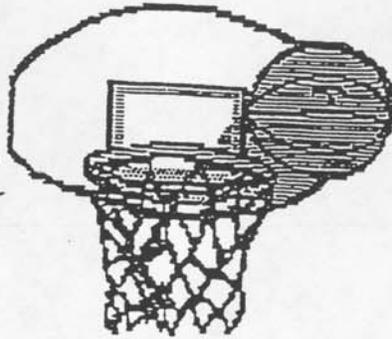
### CORRECTNESS

- uses correct letter format
- spells correctly
- uses correct end punctuation, commas, quotation marks, apostrophes
- capitalizes correctly
- makes few errors in correctness which do not interfere with the meaning of the piece

As students move from grade to grade, they demonstrate growth in the control and complexity with which they use these skills.

GRADE 4 - LETTER

The writer shows an understanding of the reader's perspective by offering solutions to objections Dad might offer.



- narrows topic
- focuses on a purpose
- maintains unity and coherence
- organizes into paragraphs

salutation

Dear Dad,

engaging lead provides context for reading

Wow! I just had a wonderful idea! You know how we scream at the refs when they make bad calls in a Kentucky basketball game? Isn't that fun? I really love my Kentucky shirt. I would love to wear it to a game. So what I'm asking is, will you take me to see a

voice

persuasive technique - point of agreement

sentence variety

Kentucky game? I mean Dad, we're soul

makes it clear to reader what he should do

Kentucky brothers! persuasive technique - point of agreement

You're probably going to say no because it's too hard to get the tickets. But I have the solution! Do you remember the last time you talked to Preacher N: and he gave you the tickets? Well, you could ask again since it's been awhile.

specific language

anticipates reader's objections and counters each objection with a plausible solution

support

specific language

In case you're wondering how difficult it would be to get good seats, remember you know a lot of people who have. So, you just can't give up. If you don't try, you won't get anywhere.

logical reasoning

support

*support* If you think the tickets would cost too much, I would be willing to pay for my own ticket, because I have about \$250.00 in cash. I think we could afford it easily then.  
*specific language*

*support* I know that you work late, but you could ask for time off. You have a nice boss. I don't think that he'd mind.

*support* If I have a game, we could just call our coach. He'd let me go. I like to play basketball but Kentucky games are more exciting.

*Sensory details provide a picture for the reader of the desired outcome.*  
I can see it now. We're on the front row where we can see the players jam, hit three's, and all of the other good things that they do. We are screaming at the refs and booing the other team. But my favorite thing of all is watching Kentucky win.  
*recalls the lead*

*few errors in correctness and usage*

Your Son, *complimentary closing*  
J

**NEXT LESSONS:**

- expanding vocabulary
- using strong verbs
- using transitions

GRADE 5 - LETTER

• focuses on a specific purpose for a specific audience

• uses letter format

147 Cox Thomas

Anywhere, KY 42274

Feb. 26, 1999

Dear Friend,

Shows understanding of reader's perspective

Don't be scared about coming to . You will like it here. It is probably as good as your old school or better. Here are some reasons I think you will enjoy my school, \_\_\_\_\_ Elementary.

establishes reason to read

establishes writer's credibility

Anticipates reader's concern

You might think that there is nothing to do on our playground. Wrong! It is a great place to play baseball, football, basketball, and soccer. It has swings and slides.

Voice, appropriate tone

Specific details develop idea.

There are lots of things to climb on, like monkey bars and chains. It even has a blacktop to play on when it rains.

It is a huge playground and has a lot to offer.

logically organized into paragraphs

Anticipates reader's concern

You probably think the day is boring except for recess. Well sorry, because you are incorrect again. The teachers make it fun to learn. Each classroom has at least two computers. In addition, we have a new computer lab. It has 27 new computers in it. There are also many special classes. We have Physical Education, or PE, once or twice a week. That is where we play sports and games, like kickball or steal the bacon. We also have Art, where we make drawings or paintings and study the history of art. Another class is Library, where we check out books, draw, and sometimes watch movies about certain books. We also have Music. This is where we sing songs and learn how to read music. Fifth and sixth graders can also participate in choir. Another class is

Specific details develop idea.

Specific language throughout  
Varied sentences throughout

transition

Guidance, where we talk about having friends and watch movies. And by the way, if you are worried about not having any friends, there are plenty of friendly kids at \_\_\_\_\_ Anticipated reader's concern

Specific details develop idea.

The academic team is a fun and challenging program for which every fourth and fifth grader should strive. We compete against different schools in the four categories of Quick Recall, Written Assessment, Future Problem Solving, and Written Composition. Project Challenge, or PC, is for kids who need harder work outside the classroom. There we do all sorts of brain teasers and special projects.

Specific details develop idea.

You might be scared of the teachers. Guess what? Anticipated reader's concern  
There is no need to be! None of our teachers are from the black lagoon. We have a new principal who comes up with lots of good ideas. Also, in my five years at \_\_\_\_\_, I have learned something every day. Whether it is, "be good or get into trouble," or how to do a certain math problem, I am always learning.

Specific details develop idea.

You also might be horrified by our food, but we have Anticipated reader's concern  
the best "School Food" around. My favorite foods are their hamburgers and pizza. We have a fast line that gives us plenty of time to eat and talk. Most kids do buy their lunch at school, which proves that \_\_\_\_\_ Supports opinion with fact has great food.

makes it clear what reader should believe

These are just some of the reasons you should like \_\_\_\_\_ . Between the playground, the food, the special classes, and the staff, you should like our school. I'll tell you one thing: I love \_\_\_\_\_ Elementary School.

Sincerely,

**NEXT LESSONS:**

- varying paragraph beginnings
- revising sentences to eliminate *being* verbs

- focuses on a specific purpose for a specific reader
- uses appropriate tone

GRADE 6 - LETTER

- uses correct letter format

3000 Maple Drive  
Anytown, KY 40000  
December 10, 1998

Mr.  
Anytown Middle School  
5400 Elm Street  
Anytown, KY 40000

Dear Mr.  
Narrows topic

*established the writer's knowledge about the subject of this letter*

*defines "Trick"*

Hello, I am a student in the sixth grade. I am furious about the "Trick" the seventh and eighth grade pulled when we brought in our cans for the can food collection. They received extra credit points for the cans that they brought in. They were selfish and I don't think they deserve to win the prize that was promised to the winner. (The movie they got to pick and watch during class.) So I want you to make completely sure that the teachers don't do this next year.

*details provide context precise language clearly states purpose*

I feel that the seventh and eighth grades were selfish on deciding to bring in cans. They didn't care how it would feed homeless people and give them food to eat on Christmas. They just cared about two things—their grades, and themselves. But to me that is not what charity is all about. I thought that charity was about giving but not getting back. Please correct me if I am wrong, but I don't think that I am.

*logical reasoning*

*transition*

Another reason is if one person brings in 50-100 cans their grade won't reflect on their knowledge, on what they really have learned this year. Also a D or F student could bring in "X" amount of cans and move their grade to a passing one. That doesn't seem fair to me. The sixth grade wouldn't have that chance for the other two grades broke the rules and played unfair. But to be honest who would you rather have as the students in your school? Students that have high or average grades but are not knowledgeable of what they have been thought. Or kids that have average or below average grades but can still carry on an intelligent conversation about what they have learned in the course of that year? I would rather have the latter choice. Plus if you bring in all of those cans you won't get a deserving grade. You could get an A yet deserve a C. That doesn't seem right. Their parents actually think that they are doing better because they are getting higher grades than normal. The student might be happy now, but what happens next year and they have a problem on a test but they don't understand because that was the time that they brought in cans to get a better grade. They would get it wrong.

*Rhetorical questions appeal to logic of reader.*

*addresses reader directly precise language*

*transition*

My last reason is the sixth grade is the only grade that deserves to win. We are the only grade that "PLAYED FAIR" and didn't receive anything for the cans that we brought in. We simply didn't need anything. We just did it because we knew that we would be so grateful if we were homeless and a school like ours gave us food to eat over the Christmas holiday. And that, to us is what charity is all about.

*appeals to reader's sense of fair play*

*varied sentences*

I know that this school is the best and that you are the best principal. Therefore, you will make the right decision and stop this from happening next year.

*Conclusion makes it clear what the reader should do.*

Your student.

**NEXT LESSONS:**

- locating and refining awkward passages
- using a variety of transitions

GRADE 7 - LETTER

*strong voice and appropriate tone*

*uses correct letter format*

P. O. Box  
Lively, KY 41231  
March 26, 1998

Denny Warren, Principal  
Lively Middle School  
P. O. Box  
Lively, KY 41231

Dear Mr. Warren,

*Ideas are logically organized (problem/solution).*

Just as every ship must have a good captain and every army must have a good general, every good school needs a good principal. You, Mr. Warren are that principal. Even though I have only known you for two years, I recognize your abilities to be a great leader. Communication skills are now and have always been, traits of all great leaders. It is evident that you have these qualities in you. I have noticed the way students and teachers are able to speak to you about every situation. That is why I did not hesitate to write you this letter.

*used persuasive techniques*

*begins with point of agreement*  
*effective language*  
*effective language*  
*effective language*

*addresses reader directly*

Mr. Warren, this year I have spent endless hours in the computer lab working on portfolios, and during this time a problem has come to my attention. Did you know that more than one half of the computers in the lab are old and outdated? This has become a

*establishes writer's credibility for this request*  
*establishes purpose; narrows topic*

real problem for me, because as you know, all seventh grade students must complete a writing portfolio. Because of the large number of students using the computers, sometimes I am forced to use the old ones. The older computers do not have the updated technology or the dependability like the new computers.

effective language

addressed audience directly

Mr. Warren, you may not realize that the newer computers have many valuable functions. One such function is the toolbar, which this feature allows students the privilege of changing the size of the print this is called "font". It also has a "cut and paste" feature which helps in the area of editing. Another handy tool that is only found on the newer computers is the choice of style in which words are printed. These are only a few of the features that are found on the new computers and not on the old ones. This is why we need to purchase more new computers.

effective language

specific details support main idea.

connects to focused purpose

As a result of having older computers in the computer lab, many problems are occurring. Because of the unreliability of the old computers, student writings are being erased and lost.

transitional phrase

effective language

transition shows cause/effect relationship.

Therefore, students are spending valuable time retyping portfolio entries. Some of the older computers at times do not even work.

appeals to interest of reader - students wasting time

Details support idea.

This means that students have must share computers. When this happens, students get behind schedule and are rushed to meet deadlines. The teachers become frustrated and to be honest, so do we. You might say this tries our patience. The old computers are

*effective language* definitely an inconvenience to all students especially those who are completing portfolios.

Mr. Warren, my solution to this problem is that all the older computers be placed inside the classrooms, and replaced with new ones in the computer lab. I am sure all of the teachers would be *offers solutions* happy to receive computers in their rooms. The computer lab would be free of broken-down, worn out machines. That are incapable of doing the work that the kids need to have done.

*anticipates reader's objections*  
Mr. Warren, money is always a concern when doing any kind of change. But when it comes to the quality education a student receives, money should not be the issue! I have heard from various sources that one of the KERA goals is that all students should have *appeals to interest of the reader* access to technology. I am sure they meant good, up-to-date equipment. If this goal is to be met something must be done. There are many ways to obtain funding for new computers, one of which *effective language* is writing grants. *continues to address reader directly to let Mr. Warren know this is a problem that he should solve* Mr. Warren, I know you can find someone from your largely qualified staff to do this. I have heard that our own Mr. Demling has experience in this area. Mr. Warren don't just try one avenue though, because as my granny always says, "There is more than one way to skin a cat." Sometimes large companies have contests and give away new computers. Where there is a will there is a way! *gives two options*

Mr. Warren, my solution is very simple and would be easy to implement. It is a simple case of man power. All that needs to be done is the old computers need to be removed and new ones installed. Also, writing grants is a task that takes a little time and *effective language* effort but renders a great reward. Both of these solutions are simple and easy and only take a little bit of work.

In conclusion Mr. Warren, a real problem does exist in the computer lab. We can no longer hide our heads in the sand. The lab consists of too many old computers and not nearly enough new and updated ones. Although this is a major problem it is not an *connects to lead* unsolvable one. I know you, being the great leader and the great principal you are, will find a way to help all of the future portfolio *persuasive technique* students. Remember, money is not the issue Perseverance is the *effective language* issue! Good luck and remember your students are counting on you.!

*persuasive conclusion*

Sincerely,

*makes it clear what the reader should do*

**NEXT LESSON:**

- locating and eliminating unnecessary text

GRADE 8 - LETTER

- focuses on a specific purpose
- uses correct letter format

4212 H T Drive  
 \_\_\_\_\_, KY 40000  
 March 3, 1999

SBDM Council  
 \_\_\_\_\_ Middle School  
 3100 W Road  
 \_\_\_\_\_, KY 40000

Dear SBDM Council,

*Lead engaged  
 reader's  
 attention.*

Need a break from those khaki pants? Oh, that's right. You don't wear uniforms. Because you have the freedom to chose what you wear, I guess you might have some difficulties understanding how the students feel.

*established reason  
 to read*

\_\_\_\_\_ Middle has adopted a new uniforms code since the beginning of the school year. Most students last year objected to the idea, but I

*Details  
 provide  
 background.*

*persuasive  
 technique -  
 emphasizes  
 student's  
 cooperation* guess it didn't affect the decision made by adults and teachers. Even though the students are following the new policy quite well, most of them aren't much into it.

*establishes  
 problem*

*established  
 purpose* I personally think having a Dress-Down Day would be the best compromise for both the school staff and the students.

*Language  
 emphasizes  
 that request  
 is small.* We'd follow the uniforms policy most of the time, but would have the opportunity to express ourselves for a limited number of days. I think the students deserve to have at least one day of freedom each month or even each week.

*emphasizes  
 student's  
 cooperation*

Since school has begun, the majority of the students have followed the uniform code and obeyed the rules. Don't you think we deserve at least one chance to dress ourselves the way we want? It surely would make the students feel better to know that the school actually listened to their opinions.

*reinforces  
 student's  
 cooperation*  
  
*appeals to  
 council's  
 sense of fair  
 play*

Details support idea.

Having Dress-Down Days could help raise money for our school. In many private schools, each student pays a certain amount of money (no more than \$1) to dress down for a day. If the students don't want to pay, then they would just stay in uniforms. I seriously think that the school staff should consider this idea very carefully.

appeals to interest of council

Opposing arguments focus on students' lack of cooperation, which writer has already refuted

I know that administrators have reservations. Mr. \_\_\_\_\_, a counselor, thinks that having a Dress-Down Day wouldn't have a positive effect. He's concerned that the students won't be in uniform the day after Dress-Down Day.

presents opposing arguments through information gained from interviews

Ms. \_\_\_\_\_, the 8-2 team leader, strongly disagrees with the idea. "I like the dress code," she states. "I believe in the saying, 'Dress for success.'"

Ms. \_\_\_\_\_ has also worked at \_\_\_\_\_ Middle School and has experienced a negative side of Dress-Down Day. "The behavior of the students completely changed," she remembers.

As you know, there are always two sides to every story.

transitional sentence

Kids in middle school are very sensitive. They need certain things to help them grow into unique individuals. School, of course, is a big part of a teenager's life. Taking away the freedom of expressing individual creativity is a bad idea. Our school has already taken it away, but giving the students one day of freedom would have a great impact on their inner selves.

stays focused on specific request

Have you seen the display board on the 8th grade floor? It says, "The clothes don't make the person, the brain makes the person." My point is proven in this quote. Even though wearing a uniform won't change the person, I know it won't help to argue over the subject of wearing uniforms now, because the

maintains focus

decision already has been made. I just hope that you would consider us the students seriously and give us a break.

*strong  
Conclusion*

Remember, clothes don't make the person.

Sincerely,

**NEXT LESSONS:**

- ordering arguments for maximum reader impact
- using a variety of sources

## EDITORIAL

### GRADES 4 - 8

The writer of a proficient editorial demonstrates most or all of the following skills:

#### AUDIENCE/PURPOSE

- shows an understanding of the reader's perspective
- writes from the perspective of an informed writer to a less informed reader
- meets the reader's needs by adhering to the conventions of an editorial
- focuses on the purpose
- narrows topic
- writes to a reader other than the teacher
- anticipates reader's reactions, questions, lack of understanding
- writes a beginning which gives the reader some context or reason for reading the editorial
- makes it clear what the reader should know, do, and/or believe as a result of reading the editorial
- uses an individual voice and/or appropriate tone
- creates a title which captures the essence of the piece and creates reader interest

#### IDEA DEVELOPMENT/SUPPORT

- develops ideas which are connected to the core content of the course in which the editorial was written
- uses appropriate strategies to develop ideas
- uses information from a variety of sources
- supports ideas with facts and opinions; demonstrates knowledge of the difference between fact and opinion
- shows evidence of logical reasoning
- uses persuasive techniques
- provides support which is accurate and thorough enough to achieve the purpose of the piece

#### ORGANIZATION

- writes an engaging lead
- places ideas and details in meaningful order
- organizes the editorial into paragraphs
- uses transitions between ideas
- maintains coherence and unity
- concludes the editorial effectively

#### SENTENCES

- writes complete and varied sentences

#### LANGUAGE

- chooses language appropriate to the audience and purpose
- uses specific, concise language
- maintains consistent verb tense
- makes subjects and verbs agree
- employs correct usage

### CORRECTNESS

- cites references and documents sources
- spells correctly
- uses correct end punctuation, commas, quotation marks, apostrophes
- capitalizes correctly
- makes few errors in correctness which do not interfere with the meaning of the piece

As students move from grade to grade, they demonstrate growth in the control and complexity with which they use these skills.

GRADE 4 - EDITORIAL

Money Maker

*little captures essence of the editorial.*

"Mom, will you buy me this flashlight? "Mom, will you buy me a knife for scouts?" "Mom, will you rent a movie for me?"

*sets a context for reading*

Have you ever put your parents in this situation? Children are always asking parents for money to buy things they want. For this reason, children should definitely work for their allowance.

*engages the audience (peers)*

*sets purpose - remains focused throughout*

*repetition creates emphasis*

When children work for their money, they learn responsibility. They learn the value of money and how to manage it. They also learn the value of work. While I work, I'm learning to take care of myself. My mom always says, "It takes everyone to make the house run smoothly." When I don't do what I'm supposed to do, I make it hard on everyone else.

*transitional phrase*

*transition transition*

*supports each reason with personal experience and opinion*

When children grow older, they'll have to get jobs at some point. If they worked for money while they were young, they would be smarter about how to use it. They wouldn't just go out and spend their money foolishly after they worked hard for it. They'd probably bank it!

*sentence variety*

*demonstrates credibility as an informed writer*

Working for your money makes you be very careful what you spend it on too. Once you spend it, it is gone forever!

*transition*

*organizes into paragraphs*

Many children like myself, do chores around the house to earn their allowance. I am learning to be responsible with money and work.

Those children who receive allowance without work probably take advantage of their parents' hard earned money. They shouldn't do that. Some day, they might find themselves a beggar on the streets because they didn't learn the value of money!

*makes it clear what the reader should do*

*ends by appealing to emotion of reader*

*few errors in correctness and usage*

**NEXT LESSON:**

- using a variety of methods to support reasons

GRADE 5 - EDITORIAL

Alliteration  
creates  
reader  
interest.

PROBLEMS WITH PEANUTS

Title captures  
essence of  
the editorial.

establishes  
context for  
reading

supports  
idea  
with  
specific  
examples

Problems with peanuts are popping up everywhere. For *transition* example, the restaurant "Lone Star" banned peanuts because there were a couple instances where patrons were severely injured when they slipped on peanut shells which were discarded on the floor. Then there was the incident of the "Allergic Reaction" on the airlines. Patrons are receiving peanuts on their flights as a courtesy from the airlines. The people who are allergic to peanuts don't have the option of another snack.

uses  
specific  
language  
throughout

supports  
idea  
with  
specific  
example

I think that they should start banning peanuts from other public areas too. Schools for example, "                     Middle School". The sixth and seventh graders were trying samples of their chocolate fundraisers when a young girl knew she was allergic to peanuts but unknowingly ate a piece of chocolate that contained peanuts. She had such a bad reaction that she passed away.

establishes  
purpose

*Transition* Since these incidents are happening all over I think that we should start banning peanuts from schools and other public areas. Even if the students do tell you and bring medication in, the reaction could be so sudden that there is no time to react.

organized  
logically  
and into  
paragraphs

anticipates  
and refutes  
objection

I hope that you you can see my point of view and you have learned from it.

**NEXT LESSONS:**

- anticipating reader's reactions
- elaborating examples with facts, descriptions, or other support strategies
- developing an effective conclusion

# It's your Decision to Save the Animals!

little established  
purpose.

If you have been to a nearby Humane Society ask yourself is this nice enough for these poor animals or, can this be nicer? Well, I can tell you my opinion of the Humane Society in \_\_\_\_\_ Kentucky, just plain pitiful!

sets a  
context  
for reading

Relevant  
details  
support  
idea.

In \_\_\_\_\_'s Humane Society, there are alot of things you will see, hear, and feel. For instants, what you will see are cages and cages inside the building and outside the building with water and food but, inside them you will see lots of dogs that look at you with those, "puppy dog eyes."

descriptive  
language  
appeals  
to emotions  
of reader

logically  
organized  
into  
paragraphs

What you will hear are barks and whimpers and lots of cries from puppies, which will make your heart melt!

What you will feel when you hold and love those animals at the Humane Society is that they are dirty and wet and with that a horrible smell! **I REALLY DON'T THINK THESE ANIMALS DESERVE THIS, DO YOU?**

voice -  
emphasized  
writer's  
opinion

uses  
information  
from  
interview  
to support  
idea

A friend of mine, C\_\_ D\_\_ agrees with my statements but she has statements of her own. "I think the Humane Society is dreadful," says C\_\_ D\_\_. She also says that she is very discouraged that they have to put animals to sleep because the Humane Society is so overpopulated. She also wants to add that they need to make the facilities a little bit nicer.

language  
appeals to  
reader's  
emotions

But she also has some encouraging words for the Humane Society. She says, I am happy that the Humane Society is trying to do so much for the animals. She also thinks that if some people could help raise money for the Humane Society they should expand for the animals.

indicates  
that Society  
does what  
it can but  
READER needs  
to act

makes it  
clear what  
reader  
should do

Most of the people that I have brought this subject to have agreed with what I have said and seen. Please help in this fight, adopt an animal. **SO YOU MAKE THE DECISION TO SAVE THE ANIMALS, ADOPT ONE!**

## NEXT LESSONS:

- anticipating reader's reactions
- elaborating examples with facts, descriptions, or other support strategies
- developing an effective conclusion

GRADE 7 - EDITORIAL

- focuses on a purpose
  - connected to practical living core content
- "Physical Education"

The amount of time devoted to physical education should be expanded in all public schools. Currently, we have only forty-five minutes a day for nine weeks of gym class at my middle school. This is typical of all other middle schools in F\_\_\_\_\_ County, too. This time should be raised to one whole hour and/or for another nine weeks of school. This way, we would have it for at least half of our school year.

*establishes credibility of writer*

*established purpose*

*provided necessary background information*

*offers options to solve problem*

*Transition* One reason I think gym class should be expanded is that it is good exercise for students. Many middle-school students just sit at home and watch television or play video games and hardly ever get any exercise. PE class is very helpful to them as well as to kids who already get some exercise.

*supports idea with details*

A lot of kids do not play sports or even know about some sports. Gym class introduces them to sports and the kids might decide they enjoy playing and want to join an organized team. When kids are on organized teams, they

*appropriate language*

*supports idea with details*

don't have time to hang out on the streets. They do not want to use drugs either because it affects their ability to play.

Playing sports and taking physical education classes teaches children self-discipline. They learn to follow the rules and how to get along with other children. Sports stress the fact that breaking rules, or laws for that matter, is bad. Because of this, we will not have as much crime or violence. In effect, taking physical education classes will improve our society.

*Organizes ideas in increasing importance to reader*

*appropriate language supports idea with details*

Children learn to stay healthy by taking gym. They learn how to exercise properly and how good it makes you feel and look. The kids will want to exercise more and our society will consist of stronger, healthier people.

*Appropriate language*

*supports idea with details*

Playing sports makes kids feel good about themselves. It raises their self-esteem and teaches them that they have to work in order to reach their goals. Physical Education class is the only time some kids get to play sports or exercise. For this reason the amount of time devoted to gym class should most definitely be extended.

*appropriate language*

*makes clear what reader should do*

**NEXT LESSON:**

- using facts and statistics to support generalizations

GRADE 7 - EDITORIAL

- focuses on a purpose for a specific audience
- narrow topic

Indoors vs. Outdoors

Title captures essence of piece and creates reader interest.

Lead gets attention of audience

Attention! All Faculty of Middle School, please listen. I have an important issue to discuss with you. The idea of being stuck inside a classroom from 8:00 a.m. till 2:55 p.m. is almost 7 hrs! No outside breaks! Does that sound appealing to you? Well, I guess you could call it appealing if you were a textbook sitting on a shelf at Middle School. But I am alive! Read on to see what I mean about indoors vs. outdoors.

Voice varied sentences throughout

persuasive technique - use of humor

Being indoors all day sure isn't fun if I say so myself. I mean we don't even get to stretch our stiff muscles. Also not being able to move around causes you to get sleepy and not be alert.

appeals to interests of readers

Sleepy students get off task from assignments and miss hearing important facts from the teacher. Just a little exercise and fresh air outdoors does help you be more alert.

We also need time to socialize with each other. Then we are able to talk about our likes and differences. This can also be a time to make more friends. We need to be outside for this procedure because there is not enough room in the classroom or hallway. In the classroom we basically get to talk with the students at our table. If we could be outdoors both 6th grade teams could have break together.

develops idea through explanation

employs logical reasoning

There are other reasons I think we should be outside. The sunlight gives us a very important vitamin. This vitamin is D. Vitamin D is important for healthy bones. Being in the sun is a natural source of vitamin D.

develops idea with facts

The fresh air helps our lungs be healthy and makes us feel better. Sometimes the air inside becomes stale. Dust from chalkboards and cause irritation and coughing. Many viruses are spread indoors when students cough. The common cold is one of these viruses. I think any time spent outside helps lower the chance of catching a cold.

uses facts to support opinion

transition

We can also see how the seasons and weather change. During school we study how the seasons change and how the temperatures are different. I think the old saying of "A picture is worth a thousand words," is really true. Seeing the first signs of spring, feeling the heat of a hot summer day, watching the leaves change color and fall and feeling a snowflake are all educational.

develops idea with details

During inside break we are allowed to buy a drink or snack. If we were outside a spill wouldn't be as bad, because inside we might ruin a paper, book or project that we put a lot of time and effort in. Outside the cleanup if needed would be easy.

develops  
idea  
with  
reason

persuasive  
technique -  
last  
reason  
has most  
appeal to  
reader

I also think that teachers need an outside break because they have a lot of stress in the classroom. They could socialize with other teachers and benefit from the fresh air and sunshine too. If a teacher is having a stressful day a word of encouragement from a friend can mean a lot.

Approximately 7 hrs. doesn't sound so bad when you have something to look forward to. When you get to school at 8:00 a.m. and you know that you are going to have an outside break the day seems shorter. You can concentrate and finish your task so you can enjoy break. I know when the weather is bad or too cool an indoor break is all we can have. But when the weather is nice it sure would be refreshing to enjoy break outside.

made it  
clear what  
reader  
should do

- Conversational voice and appropriate tone
- accurate, thorough support
- organized ideas in increasing importance to reader
- appropriate language

#### NEXT LESSONS:

- using transitions effectively
- using commas correctly in complex sentences

*Note: Although this piece was written by a 6th grader, it exemplifies 7th grade standards.*

GRADE 8 - EDITORIAL

- focused on a purpose
- used appropriate tone

## How Old Do You Have To Be To See Blood?

*little creates reader interest.*

*Leads sets a context for reading.*

*Language gets reader's attention.*

There has been much debate over the subject of V.G.V. (video game violence), yet none ever taken seriously. Blood, gore, and violent fighting are found in almost every popular game. But that doesn't mean it's right

Parents should be more aware of what they buy their kids, and stores that carry games could help too. A violent game wouldn't "hurt" a kid, but could alter a child's thinking on how to solve everyday personal problems and make him/her lean more toward violence as a solution.

*clearly articulates problem*

Example: *transition*

*develops main idea with anecdote and specific details*

*sentence variety*

Wrestling moves are extremely popular, and known by kids around the world. Some know them and even practice them. So picture it! A kid is being made fun of, everyone is laughing at him. He doesn't know what to do. Another kid steps up, and calls him a name. He's so mad. All he can think of is getting that kid back. So what does he do? He tries what Nash did to Hogan on the game he played the night before, Clothesline!!!

Or, two kids are roughhousing around, and one makes a clumsy attempt of the limb-breaking move off of "Mortal Kombat". A careless move like this could be fatal.

- uses logical reasoning
- accurate, thorough support

All I'm saying is more concern should be concentrated on the welfare of video game playing for children. According to Score magazine, about 70% of video game fans and players are under the age of 18. This is the usual age limit of the most violent games, yet kids much younger play the same gory games. I have a few suggestions on what could be done.

*transition*

*develops main idea with facts gained from research*

*offer solutions - makes it clear what readers should do*

First: The age recommendation on labels should be enlarged. Something as important as this should not be barely noticeable.

*specific language*

Second: Stores should start a policy which would keep kids under the age limit from buying a game that has an average rating.

*transition*

*specific language*

Third: Parents should keep up-to-date with the games that are being sold on the market. Their child or children could be playing something totally out of character from what they want them playing.

*transition*

*specific language*

In conclusion, this could be stopped if parents, game industries, and stores that carry games would wise up! Remember this for the future; the next time you go to buy a game, please, read the label. You never know what you're going to get!

*transition*

*emphasizes who needs to take action*

*effective conclusion*

- organizes solutions from most distant (game industry) to closest (parents)

### NEXT LESSON:

- experimenting with humor, satire, and irony to persuade

## SUGGESTED PROFESSIONAL RESOURCES

- Atwell, Nancie. *In the Middle: New Understandings About Writing, Reading, and Learning*. Second Edition. Portsmouth, NH: Heinemann, 1998.
- Avery, Carol. . . . *And with a Light Touch: Learning about Reading, Writing, and Teaching with First Graders*. Portsmouth, NH: Heinemann, 1993.
- Bomer, Randy. *Time for Meaning: Crafting Literate Lives in Middle and High School*. Portsmouth, NH: Heinemann, 1995.
- Calkins, Lucy McCormick. *The Art of Teaching Writing*. Second Edition. Portsmouth, NH: Heinemann, 1994.
- Carey, Michael A. *Poetry: Starting from Scratch*. Lincoln, NE: Foundation Books, 1989.
- Chancer, Joni, and Rester-Zodrow, Gina. *Moon Journals: Writing, Art, and Inquiry Through Focused Nature Study*. Portsmouth, NH: Heinemann, 1997.
- Cooper, Patsy. *When Stories Come to School: Telling, Writing, and Performing in the Early Childhood Classroom*. New York: Teachers and Writers Collaborative, 1993.
- Cunningham, Patricia M., and Allington, Richard L. *Classrooms That Work: They Can All Read and Write*. New York: HarperCollins, 1994.
- Denman, Gregory A. *Sit Tight, and I'll Swing You a Tail . . . Using and Writing Stories with Young People*. Portsmouth, NH: Heinemann, 1991.
- Fletcher, Ralph. *What a Writer Needs*. Portsmouth, NH: Heinemann, 1993.
- Fletcher, Ralph, and Portalupi, Joann. *Craft Lessons: Teaching Writing K-8*. York, ME: Stenhouse, 1998.
- Fraser, Jane, and Skolnick, Donna. *On Their Way: Celebrating Second Graders as They Read and Write*. Portsmouth, NH: Heinemann, 1994.
- Gentry, J. Richard, and Gillet, Jean Wallace. *Teaching Kids to Spell*. Portsmouth, NH: Heinemann, 1993.
- Graves, Donald. *A Fresh Look at Writing*. Portsmouth, NH: Heinemann, 1994.

- Harvey, Stephanie. *Nonfiction Matters: Reading, Writing, and Research in Grades 3-8*. York, ME: Stenhouse, 1998.
- Heard, Georgia. *Awakening the Heart: Exploring Poetry in Elementary and Middle School*. Portsmouth, NH: Heinemann, 1999.
- Heard, Georgia. *Writing Toward Home: Tales and Lessons to Find Your Way*. Portsmouth, NH: Heinemann, 1995.
- Hindley, Joanne. *In the Company of Children*. York, ME: Stenhouse, 1996.
- Krater, Joan; Zeni, Jane; and Cason, Nancy Devlin. *Mirror Images: Teaching Writing in Black and White*. Portsmouth, NH: Heinemann, 1994.
- Krogness, Mary Mercer. *Just Teach Me, Mrs. K.: Talking, Reading, and Writing with Resistant Adolescent Learners*. Portsmouth, NH: Heinemann, 1995.
- Lane, Barry. *After the End: Teaching and Learning Creative Revision*. Portsmouth, NH: Heinemann, 1993.
- Murray, Donald M. *Crafting a Life in Essay, Story, Poem*. Portsmouth, NH: Heinemann, 1996.
- Peterson, Ralph. *Life in a Crowded Place: Making a Learning Community*. Portsmouth, NH: Heinemann, 1992.
- Rhodes, Lynn K., and Dudley-Marling, Curt. *Readers and Writers with a Difference: A Holistic Approach to Teaching Struggling Readers and Writers*. Portsmouth, NH: Heinemann, 1996.
- Rief, Linda. *Seeking Diversity: Language Arts with Adolescents*. Portsmouth, NH: Heinemann, 1992.
- Rief, Linda. *Vision and Voice: Extending the Literacy Spectrum*. Portsmouth, NH: Heinemann, 1999.
- Weaver, Constance, ed. *Lessons to Share on Teaching Grammar in Context*. Portsmouth, NH: Heinemann, 1998.
- Wilde, Jack. *A Door Opens: Writing in the Fifth Grade*. Portsmouth, NH: Heinemann, 1993.
- Wilde, Sandra. *You Can Read This! Spelling and Punctuation for Whole Language Classrooms, K-6*. Portsmouth, NH: Heinemann, 1991.
- Wilson, Lorraine. *Write Me a Poem: Reading, Writing, and Performing Poetry*. Portsmouth, NH: Heinemann, 1994.