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ABSTRACT

The purpose of this guide is to assist teachers in preparing their students to write effectively, both on the Georgia Grade Three Writing Assessment and in other contexts. Using Quality Core Curriculum (QCC) writing objectives, teachers are encouraged to use the information in this guide to create transparencies and handouts for students. The Developmental Stage Scoring Guidelines and model portfolio sets in the guide allow teachers and students to identify both strong and weak elements in writing samples. This writing assessment covers four types of writing: relating a personal experience; creating an imaginative story; responding to literature; and responding to a QCC content. The guide explains how to establish an effective writing program. Sections in the guide are: Introduction; Foundations; Writing Instruction; Collecting Student Writing Portfolios; Scoring; and Student Portfolio Writing Samples and Annotations. Additional resources are included, including sample writing assignments; a 38-item glossary; a list of 69 professional resources; and a graphic overview of the writing process. (PM)

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Assessment and Instructional Guide for the Georgia **Grade Three** Writing Assessment

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Preface

The *Assessment and Instructional Guide for the Georgia Grade Three Writing Assessment* was developed by a group of educators to be used by elementary school teachers. Will Rumbaugh of the Georgia Department of Education and Candace Langford, Belita Gordon, and Jeremy Granade of Test Scoring and Reporting Services, University of Georgia, assisted the authors listed below.

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Part One: The Georgia Grade Three Writing Assessment at a Glance

Introduction to the Assessment and Instructional Guide for the Georgia Grade Three Writing Assessment

The purpose of this guide is to assist teachers in preparing their students to write effectively, both on the Georgia Grade Three Writing Assessment and in other contexts. Using Quality Core Curriculum (QCC) writing objectives, teachers are encouraged to use the information in this guide to create transparencies and handouts for students. The Developmental Stage Scoring Guidelines and model portfolio sets allow teachers and students to identify both strong and weak elements in writing samples. As they become familiar with the components and characteristics of effective writing, students will be more prepared to succeed.

Writing is a process of discovery which transcends the language arts classroom. Young writers should be encouraged to read across the disciplines because a wide range of reading experiences provides topics and issues for writing, gives students a sense of the nature of written language, and opens up perspectives on the wider world. Both expository and narrative writing strengthen students' abilities to synthesize information in a logical and organized manner; therefore, writing in the classroom facilitates learning that is occurring throughout the curriculum. Consistent, quality writing experiences ultimately may lead to success not only in the language arts, but in the content areas.

The icon • indicates that related information is provided in the sections and pages specified.

Types of Writing—Definitions and Explanation

The Georgia Grade Three Writing Assessment covers four types of writing: relating a personal experience, creating an imaginative story, responding to literature, and responding to Quality Core Curriculum (QCC) content.

1. **Relating a Personal Experience**. Personal narratives are stories based on true events but may include embellishments of the facts. Student writing may include firsthand experiences, experiences of people the writer knows, or imagined experiences.

2. **Creating an Imaginative Story.** Imaginative narratives are stories not usually based on actual events, although they may include real people and settings. Student writing is to be original and may include, but is not limited to, fables, tall tales, myths, legends, mysteries, or science fiction, etc.

3. **Responding to Literature**. Responses are based on commercial literature or student writing and include, but are not limited to, character sketches, comparing one text to another, explanation of why the writer liked or disliked the text, or a comparison of the writer's life to something in the text. Sources include, but are not limited to, short stories, biographies, fables, classics, poetry, plays, and letters. Expository and persuasive responses are recommended.

4. **Responding to QCC Content Area Information** (language arts, science, social studies, math, fine arts, health, and physical education). Responses include, but are not limited to, analyzing, clarifying, drawing conclusions, evaluating, making comparisons, making observations, predicting, problem-solving, processing, and reflecting. Expository and persuasive responses are recommended.

Often student writing samples consist of a combination of the four types of writing. For example, a response to QCC content area information might include the writer's opinion or relevant personal experiences. Likewise, an imaginative story may include events or places that are grounded in the writer's experience. Some assignments will elicit responses that do not fit neatly into one of these four categories, but, on the Grade Three Writing Assessment, students are not penalized for producing writing samples that include more than one type of writing.

Establishing an Effective Writing Program

1. **Expect, teach, and celebrate a wide range of student writing as an integral part of the curriculum and daily instruction. Teach students the steps of the writing process** (QCC Objective 43):

    - Pre-writing
    - Drafting
    - Revising
    - Editing
    - Publishing

    - See QCC Correlation, pages 10-11

2. **Give students opportunities to experience the writing process using a wide range of writing (on a variety of topics, to a range of audiences, on a daily basis) as required by the QCC Content Standards** (QCC Objective 41):

    - Personal Narratives
    - Imaginative Stories
    - Responses to Literature
    - Content Area Pieces
    - Correspondence (not currently part of the Grade Three Writing Assessment)

3. **Teach and guide students to assess their own writing and writing processes using the Developmental Stage Scoring Guidelines and other guidelines provided.**

    Stage One: The Emerging Writer
    Stage Two: The Developing Writer
    Stage Three: The Focusing Writer
    Stage Four: The Experimenting Writer
    Stage Five: The Engaging Writer
    Stage Six: The Extending Writer

    - See Developmental Stage Scoring Guidelines, page 6

4. **Use the Developmental Stage Scoring Guidelines to evaluate student writing in grades other than three and five.** A sample "Student Writing Report" is included in this guide to track student performance from kindergarten through grade five.

    - See Student Writing Report, Blackline Masters section

5. **Read widely in literature and all content areas.** All forms of writing teach students to think, reason, solve problems, monitor their own learning, and reflect on their work.

6. **Take advantage of professional conferences and staff development opportunities in order to expand knowledge of effective writing instruction.** Read widely in current professional journals and publications, such as those listed in Additional Resources.

- See Professional Resources, page 127

Suggested Time Line for the School Year Writing Program:

Beginning of the year
Start teaching the writing process.

Within six weeks
Collect and assess writing samples using the Developmental Stage Scoring Guidelines.

Through February
Continue teaching the writing process and collecting writing samples to insure that you have at least one sample of each type of writing (**relating a personal experience, creating an imaginary story, responding to literature, responding to QCC content area information**). Collecting multiple samples of each type is recommended.

By the end of February
Review student writing portfolios to determine if you need to collect additional writing samples due to missing a type of writing or needing more information to determine a student's stage of writing.

March
Georgia Grade Three Writing Assessment: For each student in your class, collect multiple writing samples (including at least one of each type). Read these samples to determine the stage of writing that represents a student's current performance across a variety of writing tasks and types of writing. Complete the individual student report and attach a writing sample to be included in the student's permanent record.

- See Part Four: Collecting Student Writing Portfolios, page 21

Scoring Process for the Georgia Grade Three Writing Assessment

The writing assessment for grade three is based on the Developmental Stage Scoring Guidelines listed in this guide. **The Developmental Stage Scoring Guidelines are used to evaluate both third and fifth grade students. It is exceptional for grade three students to be writing at Stages Five and Six.** Information about the assessment and teacher's responsibilities is given below. Please read this information carefully and discuss questions with your School/System Test Coordinator.

- All third grade students must participate, including students with disabilities and Limited English Proficiency (LEP) students. Students with disabilities should participate in the Grade Three Writing Assessment unless alternate assessment plans are stipulated by their Individualized Education Plan (IEP).

- Students should be provided with daily opportunities throughout the school year to explore the varied types of writing, including relating personal experiences, creating imaginative stories, responding to literature, and responding to Quality Core Curriculum (QCC) content.

    - See QCC correlation, pages 10-11

- **Teachers should collect and maintain samples of students' writing throughout the school year.**

- Teachers should use the Developmental Scale Scoring Guidelines and this guide to evaluate student writing throughout the school year.

- In the spring, teachers will use multiple writing samples (**an assessment portfolio consisting of multiple samples of each type of writing**) to determine the *representative* writing stage of each student. *Representative* is defined as that stage of writing which reflects the student's overall performance across a variety of writing tasks.

    - See Part Four: Collecting Student Writing Portfolios, page 21

- In the spring, teachers will complete score report forms identifying the writing stage of each student.

Holistic Scoring

Holistic scoring involves making an overall judgment about the stage score of a writing portfolio. Judgment is based on the components of content, personal expression, and surface features. In holistic scoring, these components are weighed to determine the overall effectiveness of the writing samples in a portfolio. The holistic scoring system for the Georgia Grade Three Writing Assessment is a six-stage developmental scale which describes levels of writing skill without regard to the age of the students or expectations of what third graders ought to be able to do.

DEVELOPMENTAL STAGE SCORING GUIDELINES FOR THE GEORGIA GRADE 3 WRITING ASSESSMENT

Stage 1 The Emerging Writer
Writing samples produced by students at this stage exhibit most or all of the following characteristics:

- Little or no evidence of topic development, organization, and/or detail.
- Little awareness of the audience or the writing task.
- Errors in surface features that prevent the reader from understanding the writer's message.

Stage 2 The Developing Writer
Writing samples produced by students at this stage exhibit most or all of the following characteristics:

- A topic that is beginning to be developed.
- The beginning of an organizational plan.
- Limited awareness of the audience and/or the task.
- Simple word choice and simple sentence patterns.
- Errors in surface features that interfere with communication.

Stage 3 The Focusing Writer
Writing samples produced by students at this stage exhibit most or all of the following characteristics:

- A clear topic although development of the topic is incomplete.
- An apparent plan with loosely organized ideas.
- A sense of audience and/or task.
- Minimal variety of vocabulary and of sentence patterns.
- Errors in surface features that interrupt the flow of communication.

Stage 4 The Experimenting Writer
Writing samples produced by students at this stage exhibit most or all of the following characteristics:

- A clear and developed topic although the development may be uneven.
- A clear plan with a beginning, middle, and end. The beginning and/or ending may be clumsy.
- Evidence of writing for an audience.
- Evidence of experimentation with language and sentence patterns.
- Word combinations and word choice may be novel.
- Errors in surface features that may interrupt the flow of communication.

Stage 5 The Engaging Writer
Writing samples produced by students at this stage exhibit most or all of the following characteristics:

- A topic that is well developed.
- A plan with a clear beginning, middle, and end. Organization that sustains the writer's purpose.
- Audience awareness techniques that engage the reader.
- Effective use of varied language and sentence patterns.
- Errors in surface features that do not interfere with the reader's understanding of the writer's message.

Stage 6 The Extending Writer
Writing samples produced by students at this stage exhibit most or all of the following characteristics:

- A topic that is fully elaborated with rich details.
- Organization that sustains the writer's purpose and moves the reader through the piece.
- Audience awareness techniques that engage and sustain the reader's interest.
- Effective use of varied sentence patterns.
- Creative and novel language.
- Errors in surface features that do not interfere with the reader's understanding of the writer's message.

Part Two: Foundations

Overview of the Georgia Grade Three Writing Assessment

Section 20-2-281 of the Official Code of Georgia Annotated (O.C.G.A.) requires that writing assessments be administered to students in grades three, five, eight, and 11. The State Writing Assessment Advisory Council assisted the Georgia Department of Education in developing the writing component of the student assessment program. The council, consisting of educators with expertise in the instruction of writing skills or writing assessment, is comprised of a Grade 3 Committee, Grade 5 Committee, Grade 8 Committee, and Grade 11 Committee. The goal of the Writing Assessment Advisory Council and the Georgia Department of Education is to create developmentally appropriate assessment procedures to enhance statewide instruction in language arts. The council worked in small committees to assist in developing writing standards, formulating scoring standards and procedures, and creating assessment and instructional guides for each writing assessment. Statewide performance-based writing assessment serves the purpose of improving writing and writing instruction.

In the Grade Three Writing Assessment and the Grade Five Writing Assessment, student writing is evaluated using a developmental stage scoring scale to provide diagnostic feedback to students, parents, and teachers concerning individual student performance. The Middle Grades Writing Assessment (MGWA) may provide predictive information to eighth graders about their future writing performance in advance of taking the Georgia High School Writing Test (GHSWT). The GHSWT is administered to eleventh grade students to determine their graduation status.

The *Assessment and Instructional Guide for the Georgia Grade Three Writing Assessment* reflects the philosophy, test development contributions, and instructional insights of members of the Advisory Committee, working with two divisions of the Department of Education (Research, Evaluation and Testing; and Curriculum and Instruction) and the contractor (Test Scoring and Reporting Services of the University of Georgia).

Philosophy

Reflecting the trends, tenets, and position statements by standing committees of national organizations such as the National Council of Teachers of English and the International Reading Association, the Grade Three Committee of the State Advisory Council on Writing Assessment shares the following principles and beliefs concerning writing instruction:

- Writing should be viewed as a developmental process that emerges as children experience language in a real, meaningful, and natural way.
- Writing experiences should be developmentally appropriate and authentic.
- Writing development is not linear. Shifts in skill level, rather than uninterrupted progress, are to be expected.
- Reading, writing, listening, thinking, and speaking are interactive and inseparable and should be taught accordingly.
- Writing should be taught as an ongoing process.
- Students should participate in many activities related to the writing process: talking, reading, brainstorming, collaborating, planning, drafting, revising, proofreading, publishing, responding, sharing, conferencing, and revisiting.
- Writing should be an integral part of the curriculum in all grades.
- Daily opportunities should be provided for students to write for various purposes and audiences.
- The classroom environment should support risk-taking and experimentation with language.
- The purposes for writing are best conveyed through teacher and student participation in a writing community.
- Students should develop an appreciation of writing.

Further, the committee believes that writing assessment should be based on the following guidelines:

- Assessment should be for the purpose of improving writing and writing instruction.
- Assessment conditions should parallel, as closely as possible, the teaching of writing.
- Assessment should occur throughout the school year, at all grade levels (K-12).
- Assessment should provide instructional feedback and continue as students move from grade to grade.
- Assessment should measure what the students have learned and serve as a guide for instructional planning.

The Georgia Grade Three Writing Assessment: QCC Correlation

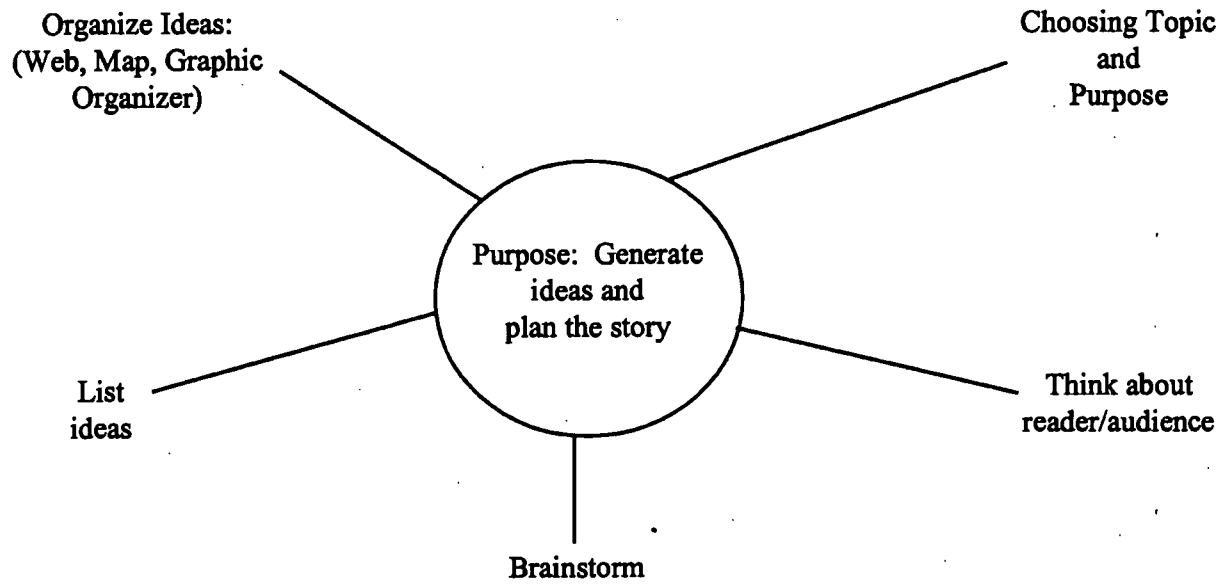
QCC-Grade 3 Writing Objectives	Content Standards	Assessment
35	Uses examples from literature to create individual and group stories	May be included in portfolio collection
36	Uses correct spelling for frequently used sight vocabulary	Surface Features Component
37	Uses learned phonetic strategies to spell correctly	N/A
38	Writes legibly: -correctly forms letters and numbers -correctly spaces words and sentences	Surface Features Component
39	Writes a short paragraph about a topic	Content, Personal Expression, and Surface Features Components
40	Writes about self-selected topics	N/A
41	Writes in a variety of genres to produce paragraphs and compositions: -Personal narratives -Imaginative stories -Responses to literature -Content area pieces -Correspondence (including writing letters and addressing envelopes)	Content, Personal Expression, and Surface Features Components Portfolio collections of student papers should include a variety of genres
42	Applies correct principles of grammar, parts of speech, and usage and mechanics	Surface Features Component

QCC - Grade 3 Writing Objectives	Content Standards	Assessment
43	Communicates ideas by using the writing process: PREWRITING -Generates ideas DRAFTING -Focuses on topic -Uses prewriting ideas to complete first draft REVISING -Expands use of descriptive words -Improves sequence -Adds variety of sentence types -Organizes writing to include a clear beginning, middle, and ending EDITING -Begins each sentence and proper noun with a capital letter -Uses correct spelling -Uses appropriate punctuation -Uses complete sentences PUBLISHING -Shares writing with others	Data collection process reinforces the use of the writing process Content Component Content Component Content and Personal Expression Components Surface Features Component N/A
44	Uses available technology to assist in writing	N/A

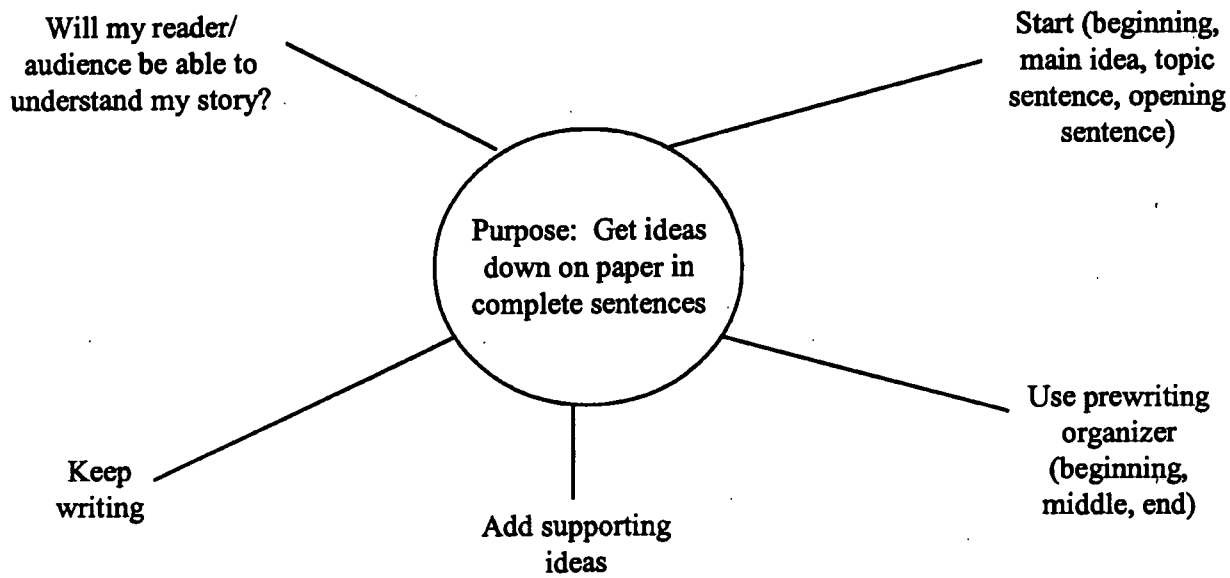
Part Three: Writing Instruction

The Writing Process: A Graphic Overview

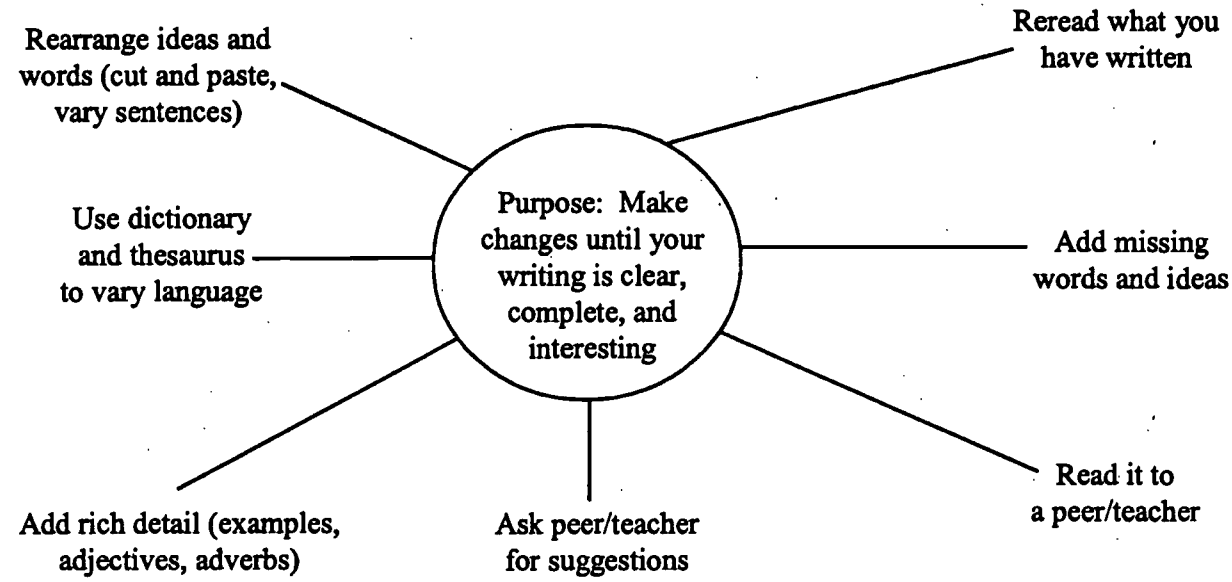
Plan/Prewrite



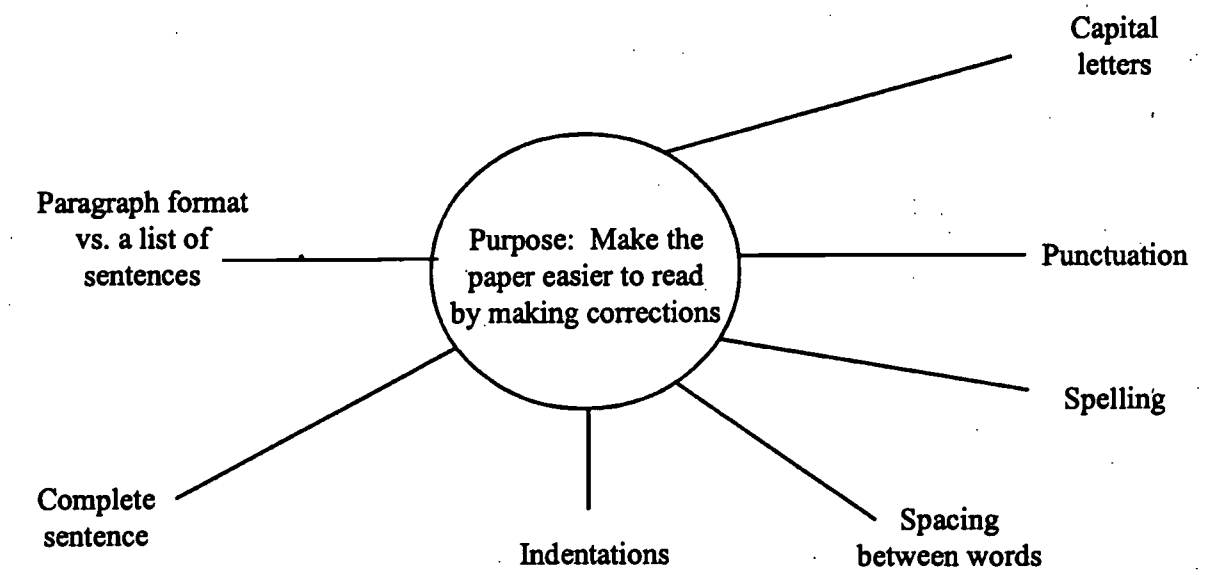
Draft



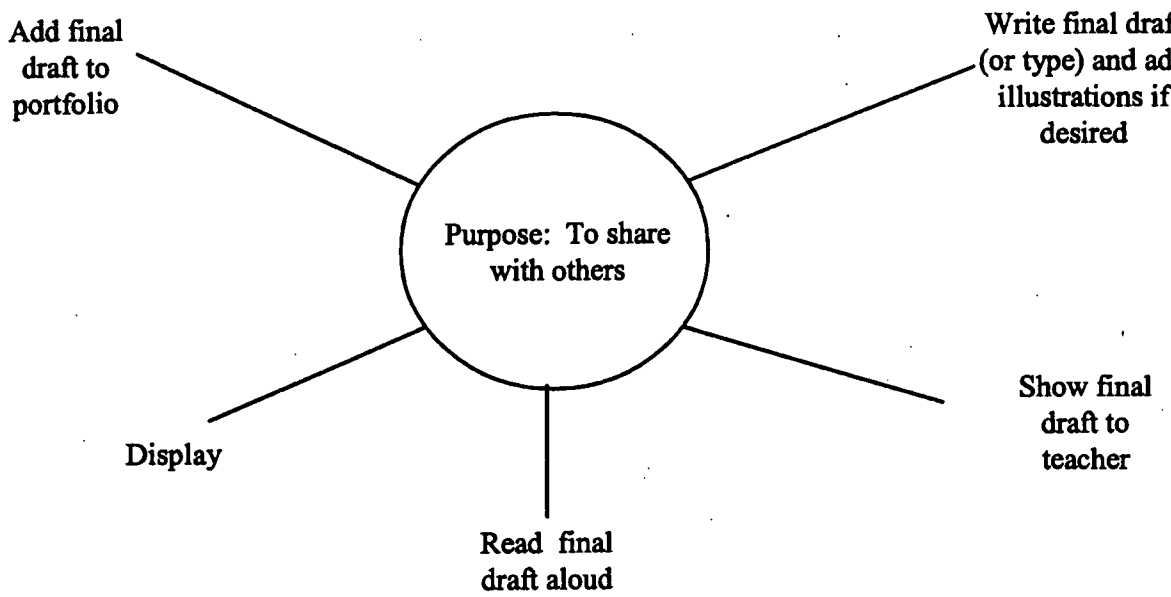
Revise


Rearrange ideas and words (cut and paste, vary sentences)
Reread what you have written
Use dictionary and thesaurus to vary language
Purpose: Make changes until your writing is clear, complete, and interesting
Add missing words and ideas
Add rich detail (examples, adjectives, adverbs)
Ask peer/teacher for suggestions
Read it to a peer/teacher

Edit


Capital letters
Paragraph format vs. a list of sentences
Purpose: Make the paper easier to read by making corrections
Punctuation
Spelling
Complete sentence
Indentations
Spacing between words

Publish


Add final draft to portfolio
Write final draft (or type) and add illustrations if desired
Purpose: To share with others
Display
Show final draft to teacher
Read final draft aloud

Vocabulary for Students: Essential Terms

Teach your students the meaning of the following terms in the context of writing assignments so that they understand the requirements and expectations contained in the writing assessment topics. This list covers important terms in the writing process and vocabulary typically contained in the Georgia Grade Three Writing Assessment.

Audience
Author
Beginning
Body
Brainstorm
Characters
Chronological
Compare
Conclusion
Conferencing
Content
Content Area Writing
Contrast
Correspondence
Description
Details
Dialogue
Draft
Edit
Ending
Events
Expository
Facts
Feelings
Graphic Organizer
Imaginative Story
Indent
Introduction
Jot List
Journal
Main Idea
Middle
Narration
Paragraph
Personal Experience
Persuasion
Places
Plan
Proofread
Plot
Portfolio
Predict
Prewrite
Publish
Purpose
Reflection
Revise
Sentence
Sequence
Setting
Statement
Story
Summary
Theme
Thoughts
Topic
Topic Sentence
Types of Writing
Web
Well Developed
Writing Process

Steps of the Writing Process

Prewrite

Prewriting is the first critical step in producing a well-written story or essay. Prewriting activities help organize and plan the story. After carefully reading the writing topic, brainstorm several possible ideas. Keeping the topic in mind, select the idea that best suits the audience and purpose of the story.

Using imagination, come up with a list of relevant details that relate to the assigned writing topic and the preferred story idea. Ask significant questions such as the following:

- What is the topic?
- What is the main idea?
- Who is the audience?
- What is the purpose?
- What details/facts support the main idea?
- What type of writing is most appropriate for the purpose?
- Who are the characters?
- Where and when does the story take place?
- What do the characters look like?
- What feelings do you want to convey?
- What is the problem?
- What events add interest?
- How does the story end?

Arrange these details using a graphic/visual organizer. The following examples of graphic/visual organizers are appropriate for grade three writers:

- Story chart
- Webbing/Clustering
- Mapping
- Branching
- Venn Diagram

Draft

The second step in producing effective writing is drafting, or getting ideas down on paper. Don't worry about mistakes during this step because they will be fixed during the revising and editing stages. During the drafting step, the writer should do the following:

- Use a graphic organizer.
- Focus on the content of the story.
- Think about the purpose and audience.
- Include a beginning, middle, and end.
- Stick to the topic.
- Sequence events logically.
- Express ideas clearly.
- Add details.
- Use linking/signal words (first, next, after, finally).
- Develop the plot/main idea.
- Include sensory descriptions.
- Use interesting language.

Revise

During revision the writer makes changes to the paper until the writing is clear, complete, and interesting to the reader. During this step, the writer makes sure that all the important points about the subject are made and that the reader can understand all of the ideas. Sentence variation, details, transitions, precise language, varied word choice, openings, and endings should be considered in the revising/editing process.

Effective Ways to Begin

- Surprising fact or quotation
- An interesting question
- Dialogue
- Dramatic moment

Effective Ways to End

- Repeat the main idea in a new way.
- Express thoughts and/or feelings.
- Tell the last event of the story.
- Use a linking word (such as finally).

Revising Strategies

- Peer conferencing
- Teacher conferencing
- Add needed information
- Remove unnecessary information
- Rearrange the order of ideas
- Rewrite unclear parts of the paper

Revising Checklist

- Does my writing make sense?
- Did I write everything I meant to write?
- Where is my topic sentence?
- How can I introduce my topic in a more interesting way?
- Do I have a beginning, middle, and end?
- What details support my topic sentence?
- Where can I add sensory words or details?

Edit

During this step in the writing process, the writer makes the paper easier to read, correcting mistakes made in spelling, grammar, usage, sentences, and punctuation. Attention should also be given to format, including dialogue, margins, and spacing between words. Proofreading is the final stage in developing a polished piece of writing before its presentation. Before proofreading, the writer should have completed the earlier stages of the process: prewriting, drafting, and revising.

Editing Checklist

- Did I indent each paragraph by moving the first word over?
- Did I begin each sentence with a capital letter?
- Did I use capital letters correctly in other places (first word of a quotation, names of people and places, personal pronoun "I")?
- Did I end each sentence with a period, question mark, or exclamation point?
- Does each sentence have a subject and a predicate?
- Did I use other punctuation correctly (commas, apostrophes, quotation marks)?
- Which words might be spelled incorrectly?
- What words am I unsure of?
- Did I text wrap my sentences? (see Glossary for definition of text wrap)
- Did I leave spaces between words?

Publish

Publishing students' writing is a critical part of encouraging students to continue quality writing experiences. When students publish writing, they share it with an audience. Student writing can be shared and celebrated in many ways. Suggestions for publishing are provided below.

Ideas for Publishing Student Writing

Write It

- Send the paper as a letter or an e-mail to friends or family.
- Make the paper into a book, add pictures and a cover.
- Make a class book.
- Send the paper to a magazine, a newspaper, or an Internet site.
- Post the paper on the class/school web page.

Read It Aloud

- Record the paper on audiotape and add music or sound effects.
- Read the paper to a variety of audiences (your class, a friend, family, principal, students in kindergarten or first grade).
- Use the intercom/closed circuit television (CCTV) to read the paper as part of daily morning announcements.
- Have an authors' tea and invite parents and friends to hear "story readings."

Display It

- Illustrate the work with photographs or drawings and display in the class library, on a hallway wall, or on the class bulletin board.
- Make a multi-media presentation for family reading nights, open houses, school assemblies.
- Make a poster display.
- Make a comic book that shows each step or event in the paper.

Part Four: Collecting Student Writing Portfolios

Types of Writing Assignments for Assessment Portfolios

The Georgia Grade Three Writing Assessment covers four types of writing: relating a personal experience, creating an imaginative story, responding to literature, and responding to Quality Core Curriculum (QCC) content. **Portfolio sets of student writing should include all four types of writing.** This section contains definitions and characteristics of each type of writing, general writing topics, and examples of specific writing assignments. **For the purpose of the Grade Three Writing Assessment, assignments should elicit at least a paragraph of writing.** Teachers should model the steps of the writing process for each type of writing, including narrative, expository, and persuasive writing.

Relating a Personal Experience. A personal narrative begins with a true story about something that happened to the writer. Student writing may include facts and events or embellishments of facts and events based on firsthand experiences, experiences of people the writer knows, or imagined experiences.

Characteristics of an Effective Personal Narrative

- Written in the first person
- Tells the events in order
- Beginning, middle, end
- Sensory detail
- People
- Setting
- Action
- Includes necessary details
- Grabs reader's attention
- Describes the writer's feelings about the event
- Dialogue

General Writing Topics

Personal experience assignments should direct students to recount an event grounded in their own experiences:

- Funny thing that happened
- A place you like to go
- Holiday/celebration
- A family dinner
- Favorite pet(s)
- Scary dream

- See Sample Personal Experience Writing Assignments, page 93

Creating an Imaginative Story. Student writing is to be original and may include, but is not limited to the following:

- Fables
- Tall tales
- Myths
- Legends
- Mysteries
- Science fiction
- Fantasy
- Personification

Characteristics of an Effective Imaginative Story

- Narrative
- Beginning, middle, end
- Tells events in a logical order
- Problem/solution
- Descriptive language
- First or third person
- Interesting characters

General Writing Topics

Writing assignments should direct students to produce stories that are grounded in imagination or fantasy. A story grounded in personal experience, even if it didn't really happen, is not an imaginative story.

- If I were principal (president)
- A dark and stormy night
- The day my pumpkin came alive
- If I could spend a day with a famous person
- What if. . .
- My hero
- Writing a new version of a well known story from a different character's point of view

- See Sample Imaginative Story Writing Assignments, page 100

Responding to Literature. Responses are based on commercial literature or student writing. Expository or persuasive responses are recommended. **Caution: Plot summaries or the retelling of stories from literature are not appropriate for the Grade Three Writing Assessment because they are not examples of original student writing.** Sources include, but are not limited to the following:

- Short Stories
- Biographies
- Fables
- Classics
- Poetry
- Plays
- Letters

Characteristics of Effective Responses to Literature

- Original writing
- Expository writing (factual information in essay form)
- Persuasive writing
- Main idea
- Supporting details
- Order of ideas consistent with topic and purpose

General Writing Topics

Writing assignments should include a specific piece of literature for students' responses.

- Character sketches
- Comparing one text to another
- Comparing a narrative and expository piece on the same topic
- Comparing yourself to a character
- Author or character's point of view
- A comparison of the writer's life to something in the text
- How the writer feels about the text
- Conflicts between characters

- See Sample Responding to Literature Writing Assignments, page 110

Responding to QCC Content Area Information (science, social studies, math, fine arts, health, language arts, and physical education). Expository and persuasive responses are recommended. Responses include, but are not limited to the following:

- Analyzing
- Clarifying
- Drawing conclusions
- Evaluating
- Making comparisons
- Making observations
- Predicting
- Problem-solving
- Processing
- Reflecting

Characteristics of Effective Responses to QCC Content Area Information

- Expository
- Demonstration of new knowledge and understanding
- May involve research
- Main idea
- Supporting ideas
- Description
- Precise terminology

Sample Writing Topics

Writing samples should be collected from all content areas with specific content-related assignments. For example, the collection of a science piece should occur in the science class with a specific topic assigned.

- Explain today's world (government, technology) to an historical figure.
- Describe the life cycle of the butterfly.
- Compare two types of weather.
- Describe the water cycle.
- How to protect the environment.
- Predict what type of community will develop at a particular place.
- Predict the answer of a math problem.
- Predict what the outcome will be if a student exercises daily.
- Interview people in the community and write about how the community has changed or predict what it will look like in the future.

- See Sample Responding to QCC Content Area Writing Assignments, page 118

Suggested Time Line for the School Year Writing Program

It is recommended that all elementary grade teachers use the Developmental Stage Scoring Guidelines to evaluate their students' writing. **A sample "Student Writing Report" is included in this guide to track student writing performance from kindergarten to grade five. It is recommended that schools make a colored card-stock copy of this form to include in each student's permanent record. This form is intended for internal school/system use. It is not part of the official Georgia Grade Three Writing Assessment.**

- See Student Writing Report, Blackline Masters Section

Beginning of the year
Start teaching the writing process.

Within six weeks
Collect and assess writing samples using the Developmental Stage Scoring Guidelines.

Through February
Continue to teach the writing process and collect writing samples to insure that you have at least one sample of each type of writing (**relating a personal experience, creating an imaginary story, responding to literature, responding to QCC content area information**). Collecting multiple samples of each type is recommended.

By the end of February
Review student writing portfolios to determine whether you need to collect additional writing samples.

March
Georgia Grade Three Writing Assessment: For each student in your class, assemble multiple writing samples (including at least one of each type). Read these samples to determine the stage of writing that represents a student's current performance across a variety of writing tasks and types of writing. Complete the individual student report and attach a writing sample to be included in the student's permanent record.

Selecting Writing Samples for the Assessment Portfolio

1. Teachers should collect and maintain samples of students' writing throughout the school year. In order to be knowledgeable about your students'\ development, begin this process at the beginning of the school year.

2. A month before the assessment is due, read through students' portfolios to determine if you need to collect additional writing samples.

3. For the Grade Three Writing Assessment, use multiple writing samples (**an assessment portfolio consisting of multiple samples of each type of writing**) to determine the *representative* writing stage of each student. *Representative* is defined as that stage of writing which reflects the student's overall performance in the spring of the third grade year, across a variety of writing tasks.

4. When teachers select samples from the various types of writing, they must carefully consider the purpose they had for the writing assignments. **They should select from writing assignments that require students to produce complete pieces of original writing with a beginning, middle, and end.**

5. Selecting short-answer responses (e.g., reading comprehension problems) may lead teachers to underestimate students' writing capabilities.

6. Selecting plot summaries or the retelling of a story may lead teachers to overestimate students' abilities to write original pieces.

7. Selecting works solely from samples that have gone through multiple drafts, with extensive revisions that incorporate someone else's ideas, would overestimate students' abilities to write independently. Multiple drafts can be included, as long as it is clear (from the dates, appearance, and/or the location of the comments) what the students wrote and what the teacher or peer editors suggested.

8. Teachers often make corrections to students' work and students recopy their pieces based on the teacher's corrections. These recopied works are not samples of students' abilities to produce original work and should not be included in the assessment portfolio. The teacher-corrected copy of a student paper may be included as long as it is clear (from the colored ink or different penmanship) what the student wrote without assistance.

Part Five: Scoring

Teacher Evaluation of Student Portfolios: Assigning the Developmental Stage

1. Review the Developmental Stage Scoring Guidelines and the Sample Portfolios in this guide. Each stage of the scoring system describes three aspects or components of writing. The components of **content** and **personal expression** are better indicators of writing competence than **surface features**.

2. For each student in your class, assemble multiple samples of writing that you have collected from a variety of classroom writing activities. **You should have at least one writing sample for each of the four types of writing (relating a personal experience, creating an imaginative story, responding to literature, and responding to QCC content area information).** The Developmental Stage Guidelines are to be applied with the same latitude and the same rigor to all four types. Evaluate the samples as a set (rather than rating them individually) to determine the stage of writing which best represents a student's usual performance across a variety of writing tasks and types of writing.

    - See Developmental Stage Scoring Guidelines, page 31

3. Evaluate each portfolio in a **holistic** fashion. Avoid thinking of the component descriptions (the bulleted statements listed under each one of the writing stages) as a checklist of characteristics the portfolio must match. Single components do not determine the stage of a portfolio sample. Ask yourself which stage description as a whole best describes the portfolio sample.

4. Most students will have demonstrated some range of ability within the various pieces. For example, there may be a Stage Two sample in a student's portfolio of Stage Three writing, but the Stage Two piece would not be representative of the student's usual performance. **The stage rating should be based on what is most representative of the student's level of writing in the spring of the third grade year.**

5. Include the title, if present, in your determination of the assigned stage. The title can help indicate the subject or main idea of the paper. Titles are not required. A writer should not be penalized if the title is not provided.

6. **Do not expect to find all six stages present in a single classroom. The purpose of the Developmental Stage Scoring Guidelines is to reflect growth in writing that occurs from third to fourth to fifth grade. Therefore, it is exceptional for grade three students to write at Stage Five or Stage Six.**

7. Teachers should NOT simply sort their students' works so that they have some students in each of the six developmental stages. Each student's work should be evaluated using the criteria in the Developmental Stage Scoring Guidelines, not by comparison to other students' writing.

8. Set aside any expectations you might have, based on other scoring rubrics you've used or your own grading standards.

9. Just as the stages represent a range of development, a range exists within each stage. One paper may be better than another but both still demonstrate the same stage. Part Six of this guide contains many portfolios representative of each one of the six stages.

10. Set aside any expectations you might have based on your knowledge of the student's performance in other areas (math, science) or participation in special programs (gifted, special education).

Stage 1 The Emerging Writer
Writing samples produced by students at this stage exhibit most or all of the following characteristics:

- Little or no evidence of topic development, organization, and/or detail.
- Little awareness of the audience or the writing task.
- Errors in surface features that prevent the reader from understanding the writer's message.

Stage 2 The Developing Writer
Writing samples produced by students at this stage exhibit most or all of the following characteristics:

- A topic that is beginning to be developed.
- The beginning of an organizational plan.
- Limited awareness of the audience and/or the task.
- Simple word choice and simple sentence patterns.
- Errors in surface features that interfere with communication.

Stage 3 The Focusing Writer
Writing samples produced by students at this stage exhibit most or all of the following characteristics:

- A clear topic although development of the topic is incomplete.
- An apparent plan with loosely organized ideas.
- A sense of audience and/or task.
- Minimal variety of vocabulary and of sentence patterns.
- Errors in surface features that interrupt the flow of communication.

Stage 4 The Experimenting Writer
Writing samples produced by students at this stage exhibit most or all of the following characteristics:

- A clear and developed topic although the development may be uneven.
- A clear plan with a beginning, middle, and end. The beginning and/or ending may be clumsy.
- Evidence of writing for an audience.
- Evidence of experimentation with language and sentence patterns.
- Word combinations and word choice may be novel.
- Errors in surface features that may interrupt the flow of communication.

Stage 5 The Engaging Writer
Writing samples produced by students at this stage exhibit most or all of the following characteristics:

- A topic that is well developed.
- A plan with a clear beginning, middle, and end. Organization that sustains the writer's purpose.
- Audience awareness techniques that engage the reader.
- Effective use of varied language and sentence patterns.
- Errors in surface features that do not interfere with the reader's understanding of the writer's message.

Stage 6 The Extending Writer
Writing samples produced by students at this stage exhibit most or all of the following characteristics:

- A topic that is fully elaborated with rich details.
- Organization that sustains the writer's purpose and moves the reader through the piece.
- Audience awareness techniques that engage and sustain the reader's interest.
- Effective use of varied sentence patterns.
- Creative and novel language.
- Errors in surface features that do not interfere with the reader's understanding of the writer's message.

Non-Scorable Student Responses

The following types of responses cannot be scored according to the Developmental Stage Scoring Guidelines:

- Illustrations only: no text, no letters
- Not original text: copied from board, printed materials, or another writer
- Illegible
- Written in language other than English
- Too few samples to score due to recent enrollment

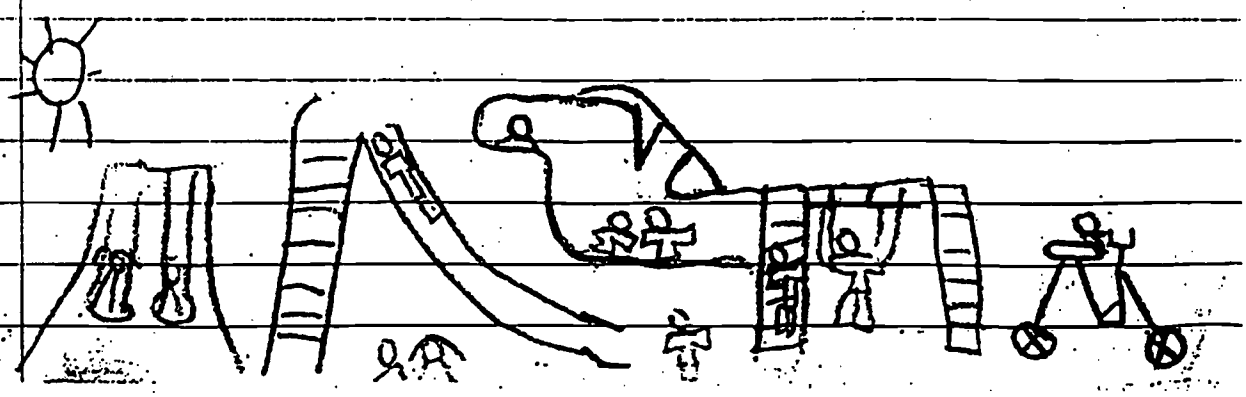
Part Six: Student Portfolio Writing Samples and Annotations

Stage One: The Emerging Writer

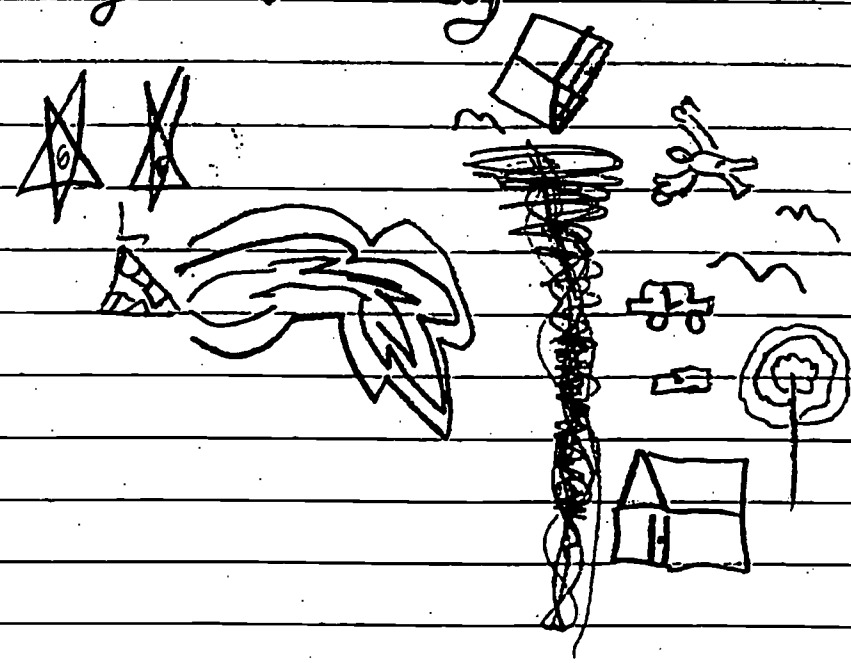
Portfolio Annotation
These papers demonstrate no evidence of topic development due to brevity of the responses and the amount of unrecognizable words. Errors in surface features prevent the reader from understanding the writer's message. The first sentence of response to QCC content is copied from the assignment. Very little else can be discerned.

Paper One	Personal Experience Assignment: Write a descriptive story about your spring break vacation.
Paper Two	Response to Literature Assignment: Write a short story combining the plot elements of *Cloudy with a Chance of Meatballs*, *Tornado Alert*, and *Storm in the Night*.
Paper Three	Imaginative Story Assignment: Write a story about a storm that happened on a dark night using similes and figurative language.
Paper Four	Response to QCC Content Area Assignment: Describe exactly why some plants and animals are endangered and how to prevent endangerment in the future.

Invetto Thpbly in
Invetto Dog
Invetto cat
Invetto Thepig



once upon a time oooo
Storm Storm I Hab Storm
Storm is bad and a Hob
The Storm is hab
I Do nit love The Storm
is ko look look I see
I Do nit see The noo
The Storm is pon
nil can go in play
is ko my Bekt Day



It was a dak stormy nigh!"

I can nit Look at TV

I can nit Look at the Book

I can play Fed my cat

I can nit rnu

I do nit love the Stormy

my cat si nit

I can nitop iat at the STORMY

I can nitop iat in play

I can Look ta TV

I can reb

I can pLay HeF My cat

I can op noplay iHaF My Dog in cat

May 2, 2001

why are some plants and animals endangered?

en bangered some animals in ta will yol De

Do you yot to pet a Gae Beetle pu in yo hat

Do you yot to pet a Dog pu in yo can Good

Do you yot to pet a Gae Bo Bo betle can

The and

Stage Two: The Developing Writer

Portfolio Annotation

The papers in this portfolio are all brief; the topics are just beginning to be developed. Sentence patterns and word choice are simple and repetitive ("and" is overused to introduce new ideas). The writer demonstrates a limited awareness of audience and writing task (the second half of the first paper consists entirely of a list of book titles). There is no evidence of an organizational plan. Errors in surface features (run-on sentences, spelling, lack of punctuation, lack of formatting) interfere with meaning but are not barriers to comprehension. The imaginative story about entering the television demonstrates the beginning of an organizational plan and some sense of task. The other papers, and the portfolio as a whole, are representative of Stage Two.

Paper One	Personal Experience Assignment: Write a detailed story about a personal experience.
Paper Two	Response to Literature Assignment: Write an opinion on a piece of literature using facts and details.
Paper Three	Imaginative Story Assignment: Write an imaginative story using interesting words.
Paper Four	Response to QCC Content Area Assignment: Write a response to QCC science content area covered in class.

5/1/01 subject personal Experience.

Me and my mother and my sister and my brother went to six flag and We went on the them We went the Batman ride and my sister was scare of Bat man and We went to write Water and me.

5/2/01 subject: reading. I love to read. Writeing

I love to read because it is my
farvite thing to do when ami at
my farvite book is arthur and I
read it every day and my brother
read it to me every night and
some time mydad and my mom read it
to me and my other farvite book
is peter pan and dragon ball z.
and some time I take it outside.
And over my sister.

5/2/01 subject writing Fantasy I an in the t.v.

One day I was watching t.v. and I had went in the t.v. and win I went in the t.v. my I saw Arthur and he gave me his ordergraphs and he gave all of his tapes and some of his toys and he let me see all of his and we went to the park.

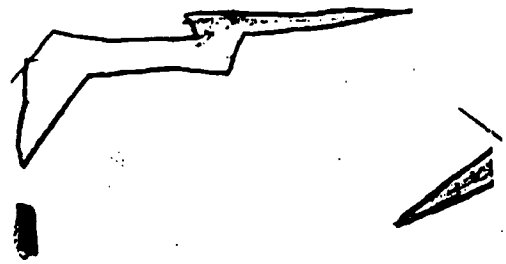
5/3/01 subject reading sciece maigic

My teacher did a exapirment with the
hole class us did sciene magic and
some poeple came in to see us
do sciene magic and I peek around
the corner with a periscope. And all
of the exement we have lom po po
a fruit and vegetable man Miss.
rumphive the great Kapok tree
the street are fee. two ants opt
the patchwork quilt have my parents
learned to eat ramoma forever
on granddaddy farm under the sunday tree
cactus hotel cloudy a chance of meatball.

Stage Three: The Focusing Writer
Set A

Portfolio Annotation
The topics of these papers (if I were an ant, the go cart race, a day at the symphony, the bad storm) are clear, but development is incomplete. Word choice and sentence patterns are simple. The go cart race and the bad storm papers are written with a sense of time and include an apparent beginning, middle, and ending. The middles, however, are undeveloped. In the imaginative story (if I were an ant), the ideas are listed and loosely organized. The letter about the symphony is an example of Stage Two writing, but the portfolio as a whole is representative of Stage Three writing.
Errors in surface features interrupt the flow of communication.

Paper One	Personal Experience Assignment: Write a story describing a storm you have experienced.
Paper Two	Response to Literature Assignment: Write a story analyzing a character's point of view.
Paper Three	Imaginative Story Assignment: Write a creative story about a special ride you might take.
Paper Four	Response to QCC Content Area Assignment: After a field trip, write a letter to the conductor of the Atlanta Symphony Orchestra.



The Bad Storm.

One day I was a Terry house and we was playing basketball and then it Started to rain and then terry When t ins ide and then I got home before the Thunder Started. it was hard claps. but it diden't bother me. So I ate pizza and then I when to my room and to watch t.V. and then the t.V. chut OFF and the lights then after about twenty mine t Et it came Back on then I desed to read my magazines, Commets and Books and thing like that For a very long time on t ell I got bord and played With My toys For a very long time until I got Board and layed down then I stoped For a little Bet then I watched t.V again and it shut OFF so I knew it Started to rain again But it came Back eon and it was still rainings So I watched t.V and then I turned it OFF and when to bed

BY

Name _____
Date _____
Score _____

Topic: The go cart race

One Day me, Terry, Faith and miles. thought what we should Do. So Terry Said lets Join the go cart Durby. So every Body "oked it, and we made it very Fast It is July 4th. So we have a week to Finish it. then It was time so we took It to Wade walker Park. for the race. It Was geating ready to start. Then it began at first it was a tie. Until our team and a team called the pioneers won the race.

Name _____
Date _____
Score _____

Topic: IF I were A ant.

IF I was a ant, I will eat a lot so I can get Biger and proBly even Become the King and rule the ants. insted of the queen and lead the ants to Food, Shelter and Bood I will Dig, Fight, and Help them. Do every thing I will Just lead the ants Better than the Queen Do cause the queen Wouldn't Make a Better ledder than me Because she Don't Do the things like me And you.

Name _____
Date _____
Score _____

Topic: A Day at the Sumphon Orchestra
Shadow Rock Elementary
1040 King Way Dr.
Lithonia, GA 30058
April 10, 2001

Dear Chelsea Tipton II,
I like the Show Because of
the intrument, like the trombones
and Flutes, Cellos, tubas, French
Horn, timpanis and the other ones.
I think the percussion was
the Best group.

Your Friend,

Stage Three: The Focusing Writer
Set B

Portfolio Annotation

This portfolio contains papers with clear topics (how to play soccer, the night when I met a dragon, my favorite book, respecting the environment). The development of the papers, however, is incomplete. In the paper about soccer, the first paragraph simply lists the player positions. The rest of the paper adds only brief descriptions about what each player does. The imaginative story includes attempts at experimenting with language ("the biggest eye I ever saw," "yellow diamond eyes," "ebby jebbys," "huge dragon," "I s.s.s. saw"). The strong personal expression in this paper may make the content seem better than it actually is. The paper lacks information needed to make it complete. The response to literature (favorite book) and the response to QCC content area information (environment) are both very brief. Errors in surface features interrupt the flow of communication.

Although there are some elements of Stage Four writing (language in the dragon story) and some elements of Stage Two writing (brevity of the favorite book and environment papers), the portfolio as a whole is representative of Stage Three writing.

Paper One	Personal Experience Assignment: Write a sequential paragraph about something you know how to do.
Paper Two	Response to Literature Assignment: In complete sentences, write an evaluation of a book you read recently.
Paper Three	Imaginative Story Assignment: Write a story including at least three things you could do if you had magical powers.
Paper Four	Response to QCC Content Area Assignment: Write one or two detailed paragraphs about how to show respect for the environment.

How to play soccer, first you half to know the pasitions. There is the keeper which is also named goaley and the left foalback and right foolback. Also the center med. left med and right med. There is left striker and right striker. Those are the pasitions for saccer.

Now you are going to know how play soccer. well the keeper tries to block the ball. The foolbacks help the kepper so the other team won't get a goal. Center med can go all over the feild left med and right med also can go all over the feild. left striker and right striker half to stay on their side of the feild. That is how you play soccer.

My favorite book is Rushmore. It is so cool because I tells you how they made it. It also tells you the size. Also how they built it. Also how tall it was. It also tells you when the four speacial President were presidenty. The book also shows you the faces. It is a real neat book I think you should read

The night when I met a dragon, well it all started when I was going to bed I was getting in my bed I was just about to close my eyes then all of a suden I heard a noise it came from outside I was getting the cbbx jcbbs. I looked out my window. Then I ~~sas~~ saw the biggest eye I ever seen in my life. It was yellow dimond eyes.

Then I saw a huge dragon blowing fire. I don't know why I don't know how but some how I felt like I knew this strange fellow I remembered a long time ago when I was a baby the same thing happend to me what I'm doing right now. The dragon was a baby to he took me on a adventure and I knew that that was what he was going to do now. Also I had a great time that night I know he's going to come again for another adventure some time.

I show respect for the environment by not litening in parks, ponds, and citys because it can hurt animals. Also it can pollute the air that we breath from. It can also hurt people.

I also show respect by letting animals stay in their natural habatat Also don't bring them to a spot their not sopose to be.

Stage Four:
The Experimenting Writer
Set A

Portfolio Annotation

All of the papers in this portfolio have clear topics (Six Flags, fable with a dog and a cat, lost in the rainforest, comparing the traditional Cinderella to the Egyptian Cinderella, Georgia history). Some of the topics are developed more fully than others. The Six Flags experience is missing information, and some of the ideas are listed rather than developed. The Cinderella comparison paper also lacks necessary information. While the Georgia History paper covers many events, some of them are simply listed. Lost in the rainforest is well developed. The writer experiments with language ("Beep! Beep!" "WHOOSH!" "BANG CRASH"). There is some sentence variety, although the some sentences run together. Errors in surface features do not interfere with the reader's understanding of the writer's ideas.

Paper One — Personal Experience
Assignment: Write a paragraph about your favorite place in Georgia.

Paper Two: — Response to Literature
Assignment: Write three paragraphs comparing the two different Cinderella stories focusing on the characters, setting, and plot.

Paper Three — Imaginative Story
Assignment: Write a fable using animals that ends with a moral or lesson.

Paper Four — Imaginative Story
Assignment: Write a story about getting lost in a rainforest.

Paper Five — Response to QCC Content Area
Assignment: Choose six events in Georgia history and write a paragraph in time sequence for each event.

Six flags

You could pick up the air riding the elevator. You are just in a bench with a parishoot. It goes around 50 miles to 55 miles. The water slide is in a big boat and people get soaken. wet boy it is fun. The cyclone goes awfuly fast but doesn't have any upside down turns. It is still fun. Every time I buy cotton candy. Umm I get stomac akes and head akes too. I like Gathom city. When you go to Gathom city at night you can see lights. It's a pretty sight. The ride I most enjoy is the Georgia sculpture. It is fun when you go down a big hill. You go so fast that it feels like your flying. Beep, Beep, That's my mom see-ya.

The End

Comparing Egyptian Cinderella and Cinderella

In both Stories of Cinderella they are alike. They are alike because the sisters are mean and so are the servents. They are different because the stepmother was evil and the master was nice In the story Cinderella they had glass slippers but in the Egyptian cinderella they had rose red slippers.

Cinderella lived in a village and Rhodopis lived in a hot open house in Egypt. The prince lives in a castle and the pharow lives in his Kingdom.

In cinderella there was a fairy god mother and in Egyptian Cinderella there was a Falcon god mother. It's kind of alike because the prince found cinderella and the slipper and Rhodopis was founded by the pharow and the pharow found the slipper.

Blamed

In a rainy cold day there was a storm. WOOSH BANG CRASH TAP TAP TAP TAP

There lived a dog, and a cat. The dog was brown and black tiny and cuddely. The cat was striped with gray and white it also was big.

The dog always was blamed for somthing the cat did so that rainy day the cat said the dog broke a vase. The dog got sent out of the warm cuddely house. He was in the stormy wet world.

WOOSH Roared the win. BANG CRASH the thunder. TAP went the rain. He suffered all day long.

The dog looked in the window an saw the cat being treated well and got to eat with the family

When a door opend he thougt it was his chance to go in the house. Nope it was only to get food.

The next day the dog broke a

lamp and said the dog the cat broke it. The cat felt bad so said everything I said about the dog I did it.

mortal,

Don't blame

other people

Lost

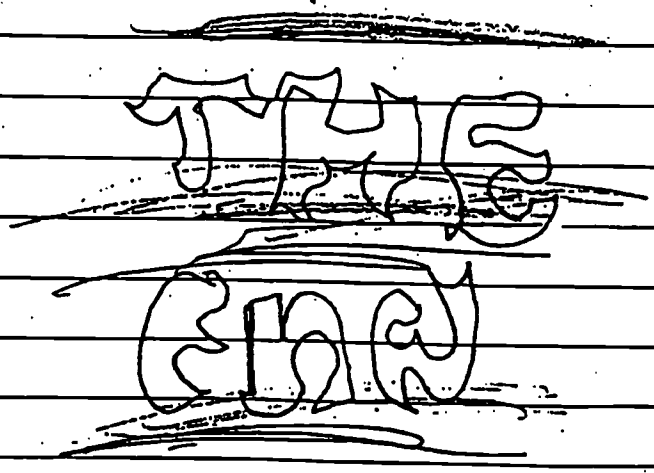
Speesh! It was raining hard and was very hot. "Nick Neil wake up. "Do you remember we were camping?" "Yes we do. Where are we now" asked Neil curiously. Nick said we are in the rain forest Neil said how do you know. I answerd look out side look at those big leaves and the tall trees. Oh boy this is going to be fun said Neil. wait don't go look at that flood and the peranas said Nick. Eww look they chew sticks grose said Neil. I said I'll tell you somthing else. What they both asked we're lost. Oh they said. Lost! they yelled this time. Don't worry we will find our way back I said. we walked through the rainforest what whats that Nick said. I said i i it is a poigon arrow frog. Cool can I keep it? asked Neil no it will make you sick. Aaahh! whats that Nick yelled. Neil said its only a butterfly. Those wings

Lost in the rain forest

are for portection. Another word it is called adapitation. Cool thats a good adapiton. Not a adapiton a adapitation ow. we raged through the rain forest because all these pretedors were aracking. wheo that was a close one we said. I know but it still is fun Neil replied. you think it's fun well sortove. We almoged got Killed so it was alittle fun then ok no it wasn't, it was no fun at all well. ok it was no fun at all. we went up a tree we found animals and they ate fruits. Nick said should we eat them I said I am kind of hungry well what are you waiting for said Neil. wait we need to find the right ones or somthing bad will happen.

How do we find out what to eat or what not to eat. It's ok I brought some books with. one that will help us for good

we started to read the book. we picked the fruits and started to go back to the tent. we ate the fruits then we saw a crocidle. Nick said cool. we closed the tent because we might be eaten. we saw the gloomy shadow of the crocidile. we ran away and the crocidile chased us. we climbed a tree to escape. we looked down and saw a electric eel we went down the eel shocked us. we were still alive because it was a dream. we also found our self in the tent agian.



Georgia History

In 10,000 years ago there was two indian groups. The groups name was the Creeks & the Cherokees.

They lived peacfuly until the Europeans stole the land from the indians.

The indians moved north to the Trail of Tear.

Most of the indians died becaus of the cold weather. They also died because of some kind of diseise

Hernando De Soto was the first Europeans to explore Georgia.

Next they had the revolutionary war. We won agiants them.

The decleration of indpendence

was sighn.

In 1788 Georgia became a state.

After that they had the civil war. It was faut over slavery. The southern lost over slavery

After that Mathur luther king came and said there should be freedom. We should be happy because some of us wouldn't be here.

The End

may 02, 2001
Reading and writing

My Vacation!

When we first decided we were going to go to Brunswick and explore the island we got the location. It took 5 and a half hours. I was exhausted but as soon as we got there that exhaust went away and excitment broke lose.

The first thing we did was unpack our Stuff at the fairfield. inn mariot. Then we went to all of the islands we were not doing. the fun like swim$Fish that came later, we were just exploring the islands. The next day and all the rest of the days that we Stayed there we had fun we went swimming, surfing, fishing, boat riding and we went to the Arecade Frenzy and we went to the movies. It was a blast!

May 05, 2002.
Writing about experien

Mailbox wreck

When I was 7 I had a friend named Teon L . We were racing on our bicyles. I turned in my drive way and I tried to step on brakes but they wouldn't stop the bicyle. I tried to keep balance but right in front of me was the mailbox CRASH! Next thing you know I'm in the air falling head first! After it happened About two weeks later all my friends who saw it thought I was doing a summer sault of my bicyle.

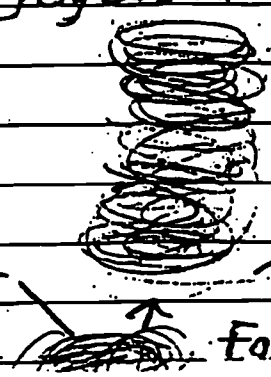
I was not crying that was amazing usually I would be. It hurt so bad my head was bloody my head felt like somebody dropped a piano on my head. I went to the doctor and he said "I was fine but if I hit my head again it proably won't hert!" that is why when I hit my head on the locker it doesn't hurt.

I won't like it to happen again even if it did it proably won't hurt because of the first time. So now I think it was a good thing.

May 1, 2001
Writing about story

Today I read a story called: Tornado alert! I learn where tornadoes occur. Those states are all in the middle of the United States they are also called Tornado alley. I also learned where should I go when a tornado occurs. I'll share some of the places: basement, ditch, hall, and of course away from a window. And did you know a tornado can reach up speed to 300 miles per hour.

It was a very good story. Now when a tornado occurs I'll be safe and sound. I also thought the rules and directions where to go were cool. Well, that's the end hope you enjoyed!



May 8, 2001
Writing

When I first came to 3rd grade I knew a lot. It felt different I wasn't used to be in performing arts. I knew some people Tianna was in my 2nd grade homeroom and I was suprised it was Bobby W from my Kindergarden class and my 1st. I was happy to see them because I didn't want to lose all my old friends. But I got used to it.

I made new friends and non-friends. I learned about math like multiply by two digits and subtracting 3 digits by 2 digits and Adding by thousands and millions and even adding to so many times it went all the way to a million. I learned about science and social studies.

I use my skills in everyday life like Grocery shopping, Bycle riding and more. There many goals I have like becoming a doctor, scientist, and a teacher.

April 30, 2002
Writing skills! (Science)

When school started I already knew about force, simple machines, weather, and animals I was used to be the smartest in the class, that was new.

I was soon learning about pollution in bodies of water. I learned the life cycle of metamorphisis like frogs, butterflies, and flies.

I will use my science skills when I become a doctor and when studying animals. My goal is to find a new species!

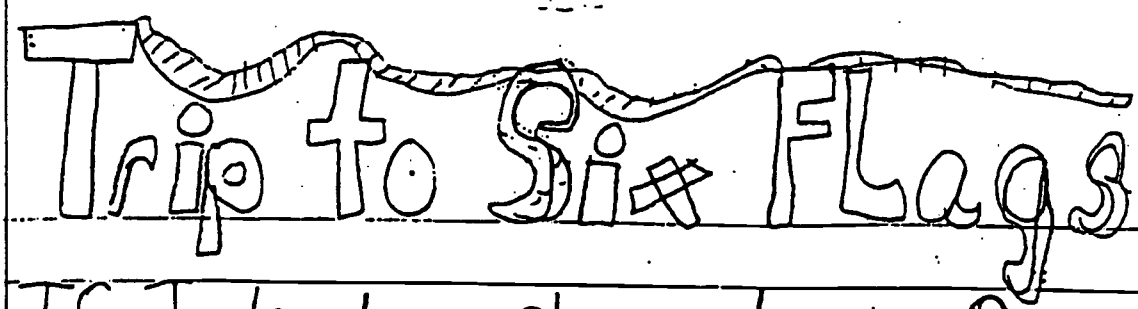
Stage Five: The Engaging Writer

Portfolio Annotation

Although some components of some of the writing samples are representative of Stage Four, the overall portfolio is representative of Stage Five writing. The personal narrative (trip to Six Flags) and the imaginative story (lost in the rain forest) are well developed and clearly organized (chronological organization). The development in the other papers in this portfolio (response to literature, response to QCC content area information) is uneven. The writer's language is varied and engages the reader ("I love the sound of people screaming on rides or the splashing of water," "Grrr," "as scary as lighting," "Oh my gosh," "Ahhh!" "the emergent layer"). Errors in surface features do not interfere with the reader's understanding and enjoyment of the writer's message.

Paper One	Personal Experience Assignment: Write a paragraph about your favorite place in Georgia.
Paper Two	Response to Literature Assignment: Write three paragraphs comparing the two different Cinderella stories focusing on the characters, setting, and plot.
Paper Three	Imaginative Story Assignment: Write a story about getting lost in a rainforest.
Paper Four	Imaginative Story Assignment: Write a fable using animals as characters that ends with a moral or lesson.
Paper Five	Response to QCC Content Area Assignment: Choose six events in Georgia history and write a paragraph in time sequence for each one.

Note: The Developmental Stage Scoring Guidelines describe a level of attainment without regard to the age of the students or expectations about what third graders ought to be able to do. Furthermore, the Developmental Stage Scoring Guidelines are used to evaluate third and fifth grade students. **Therefore, it is exceptional for grade three students to produce even a single Stage Five writing sample. Stage Five portfolios are even more rare.**



Trip to Six Flags

If I had a place to go for a whole day I would go to Six Flags. It is way downtown When you see the big bright sign you know even before you get in it's the place to be. You first have to go in a long line to wait for your card Boring!! With a capital B! After that the real fun starts. I first head over to the Mine Train which goes down these humaunges hills that makes your ~~t...~~ tummy do flips. Then I go to the Mindbender you do three flips on it. I think I like it the best. The water below it is green. I love the sound of people screaming on rides or the splashing of water on Splash Mountain. You get to stand on this bridge after you get off the ride you get as wet as soggy clothes. The peoples sweat smells as bad

as a warthog in the summer's sun. Theres great shows too! I Like the Batman show the best. When it gets to be 11:00pm ive have to go. When I'm asleep in the car I dream of going there again. The End

The Differences and the comparisons
Of the Egyptian Cinderella
and the Disney Cinderella
Both were treated badly.
In The Egyptian Cinderella the
other servents were mean to her
and they were jelous of her.
The original Cinderella was
treated badly by her stepsisters
who made her do everything.
The difference was the Egyptian
Cinderella was treated badly
by the servents. Cinderella
was treated bad by her
stepsisters. They both had
slippers. Cinderella had glass
slippers, Egyptian Cinderella
had rose red slippers.
The Egyptian Cinderella married
a mighty Pharoah. Cinderella
married a handsome prince.
Setting The Egyptian Cinderella
lives in a sandy desert in
Egypt. Cinderella lives in
a nice clean house in England.
In both of the stories the
leaders had crowded parties.

The Pharoah was in court in townsquare. The prince had a big ball.

Plot They were helped by magic power. Cinderella had a fairy godmother was an old woman. The Egyptian Cinderella had a falcon god. Both of the leaders went looking for the maiden to fit the shoe. Both of the Cinderella's got married.

Lost in the Rainforest

"Oh no"! screamed Grace. We were lost in the rainforest. We had taken a tour bus to the rainforest when we had gone off for a break and pictures it left us. We were in a dark, creepy, scary rainforest. We were on the forest floor. "God we had packed our sleeping bag and some food" said Brittany. "Why do you say that"? said Grace. "Because we may have to sleep here tonight. "Oh my gosh" is that a anaconda by your foot" said Grace. I looked down at my foot there it was. Ahhh! We ran to a nearby tree. We climb to the understory. The anaconda slithered away. "Phew" said Grace "I thought we were goners" said Brittany. Grace was a smart, dependable person. Brittany was a smart and dependable person too. We had to make up a plan. "If we get to the emergent layer we could probley see the information building" said "We are two ten-year-olds with no expeirance in climbing" said Brittany

"Well we'll just have to learn." said Grace It was getting late so we had to find a place to sleep. "Get your foot off of my face" I yelled Brittany "Well then get your hand out of mouth" yelled Grace Then we both started laughing When we stopped laughing there were leaf-cutter ants up in the trees. Brittany pulled out her research book. "Leaf-cutter ants move very fast they can lift two times as big as them read Brittany "Wow" yelled Grace "It's not that interesting" said Brittany "No look" said Grace There was a jaguar about to attack us.

The Different Butterfly

Grrr!!! yelled Sage the butterfly. "Ahhh! screamed her mother Natalia. "It's just me" she said giggling. "Well it wasn't funny!" she said. Sage wanted to be a jaguar more than anything. For Halloween her mom got her a jaguar costume she scared everybody she was as scary as lightning.

Her mother didn't like her to act like jaguars she thought she would get hurt. One day Sage was watching her favorite jaguar who was named Paige. She was pouncing on animals. Sage wished she could do that! So she went over to Paige and asked her if she can teach her how to pounce. "It takes alot of practice" purred Paige. "I'm a fast learner" said Sage. So Paige taught her how to pounce. Sage did really well! Paige was getting kind of hungry. While they were in the middle of a lesson Paige tried to jump on her. "Hey watch it" yelled Sage. "I'm sorry" said Paige. Paige jumped on her this time she succeded she pounced on Sage's

wing! Her wing was broken! She flew away as fast as a airplane. She got to her mom. "What happend"! screamed Natalia. "A jaguar pounced on me" cried Sage. "I told you would get hurt sooner or later"! said Natalia. "I'll never play with jaguars again" said Sage.

Morali Don't be something or somebody your not.

Georgia History

The first people in Georgia were The Creeks and The Cherokee They were the two main groups of American Indians that lived in Georgia. The Cherokees gave themselves a name it was Ani-Yun wiy That means "the principal people". The Creeks gave themselves a name it was Muskogee, because that is their language group.

Hernando De sota was the first European to explore Georgia. Between 1539 and 1549, Hernando De sota explored much of the Southeast while looking for gold It took him through Georgia in 1540. Spain began settling in Florida in 1565. They hoped to rule Georgia.

They named Georgia Guale. But Spain did little to settle the area.
The Revolutionary War was fought and the Declaration of Independence was signed in 1776. The war was fought because the later to be known as the United States wanted to be it's own country from England. The United States won and Georgia became a state. The Declaration of Indecpendence was signed.
In 1850 the south fought the north beouse they wanted to keep slavery but the north didn't so the fought a war called the Civil War. The first war the

south won. The second war the north won. They fought for freedom and peace.

Speaking of freedom did you know that Martin Luther King Jr. was born in Georgia? Once when he was little he had a friend who was white when he went over to his house to play his mother said he couldn't play with black people. Martin was very sad. When he was 15 he got accepted to Morehouse college. When he was older he was a preacher at his father's church it was called Ebenezer Baptist. In the 1950's Martin Luther King Jr. became a Civil Rights Leader. Martin

Luther King Jr. was a great man.

Now were on summer vacation thinking about being foruth graders. We thank Mrs. Kim for teaching us a whole lot. It's 2001 now and just think we made it through all the years. I'm glad to live in Georgia. I hope we have a great future. The End

Stage Six: The Extending Writer
Single Paper Samples

Portfolio Annotation

The following samples were produced by three different students. Because it is so exceptional for a third grader to produce a Stage Six portfolio, it is much more likely to find only a single example of Stage Six writing within a Stage Four or Stage Five portfolio. **Producing even a single Stage Six writing sample is exceptional for third grade students. A Stage Six portfolio is extremely rare.**

These writers demonstrate thorough topic development, with rich details and full elaboration. Creative language engages and sustains the reader's interest ("deserted valley," "flabbergasted," "lovely colored shells"). The writers include varied sentences ("You wouldn't call them rich, but they were not poor either." "Grace, a five year old, woke up from her terrible dream about bees.") and novel language ("exchanged a I'm sorry look," "exchanged a It's O.K. look"). The second and third papers in this set include effective dialogue.

Although all of these papers are representative of Stage Six writing, there is still a range of writing abilities demonstrated. The papers demonstrate differing levels of control of surface features. The *Magic Pebble* story has weaker surface features.

Paper One	Imaginative Story
Paper Two	Imaginative Story
Paper Three	Imaginative Story

Assignment (for all three papers): Write an imaginative story using adjectives and engaging language.

Imaginative Story

Paper One

5-3-01

Writing

The Deserted Valley.

Once upon a time there lived a beautiful mermaid named Melissa. Her family lived in a small little village called Seathorse Valley because it had a lot of seahorses in there valley. Well anyway, Melissa's father worked at a grocery store, and her mother worked at a bakery. You wouldn't call them rich, but they were not poor either. The seahorses let the merpeople ride on their backs to get to places because seahorse Valley is just a big valley and the houses were built far away from each other. The stores too were build far away from each other. Each merperson had they very own seahorse. Melissa had a beautiful white seahorse named Pearl. They were best friends. They loved going to the middle of the valley and ride everywhere they loved to pick the lovely colored shells and keep them in bottles and jars and put them on the shelf.

They started right away. Soon, the baby corals were sticking out of the ground! The seahorses were over joyed By the end of the next week, they had them 2 feet abore the ground! They kept on growing them and taking care of them the seahorses thanked them. And repayed them by making lovely furniture with some of the corals they grew. And they had a long and happy life in Seahorse Valley.

Imaginative Story

5-3-01
Writing

The Magical Pebble

Once there was a very vain and greedy bunny. He always looking at himself in his mirror One day while he was looking in his mirrow he herd that one of his friends Roofes (a dog) had found a magical pebble. The bunny who's name was Bun Bun loved pebbles he had a coletion of them and he'd love to have a magical one. He descised himself because he was the mayore of Stony Ville and didn't won't to be caught. He hopped down the road.

When he came upoon Roofes' house he stoped. Bun Bun and Roofes had been friends for a long time. And didn't want to stelf Roofes' pebble but

how would he say "yes." I have got to have that pebble he thought. Then he quikley hopped in Roofes' house he saw the case that Roofes ceped his magical pebble in. He opened the top of the case and then he saw the most lovelyest, rainbow pebble in the world! He quikley took the magical pebble and put it in his bag. Then he hopped home. He quikley locked his doors and took out the magical pebble. Then he told the pebble make me the finest cloths in the land. Shure enough the most finest cloths in the land aperded. Then he looked at the case which it came with, it said zero more times left! Then it said made by Roofes. Oh no! He thought. Then he knew that he herd wrong, Roofes didn't find it he made it! And it only had a curtain amount! And he used the last one!

Then Roofes rushed in. Then he saw the pebble in Bun Bun's hand. Bun Bun exchanged a I'm sorry look and Roofes exchanged a It's O.K. look. Roofes let Bun Bun keep the pebble just for his colation. And Bun Bun let him have the lovely and finest cloths that he wished for. And none of them ever stole again.

Elevator

Grace, a five year old, woke up from her terrible dream about bees. She was happy that she did because it wasn't so pleasant. When she looked out her window, she saw beautiful snow flakes falling to the ground, which was covered with snow.

"Wow!" she said in a loud voice. Her sister overheard her and woke up. "Usual she's grumpy," thought Grace. She could hear her foot steps coming down the hall. Then, before her sister, Brianna, reached her room she said, "It's a good day to go to the mall."

"Yea guess so," her sister said as she entered her room with her hair all flopped in different directions.

"I'll call Nicky and we can go," said Brianna. She picked up the phone and dialed these numbers: (770)-682-0734. They talked on the phone for a long time until Grace pushed the hang up button.

"Okay let's go," Brianna said to Grace. Both sisters got dressed and headed out the door. On the way it started to rain, because the snow was melting. They met Nicky on the way there. Then as they reached the cold doors there it was ... a strike of lightning!

2nd Page

"Ahhhhhh!" yelled Grace as they walked in to the Mall of Georgia rembering that Nicky wanted to do her nails. Everyone was walking towards the shop where you get your nails perfectly done. Brianna and Grace waited outside while Nicky got her nails done. When Nicky got out, they all decided to go upstairs to the next shop. They went to the elevator. There was a long line. Brianna sent Grace up to see what was going on. When Grace came back, she said it would only take a minute, and it did. All of a sudden they noticed that they were the first people in line, and no one was behind then. When it was their turn, they were the only people on the elevator. As it was going to floor 4 it stopped, and the electricity went out. They saw a flashlight that someone had left behind, so they used it. They tried yelling and screaming but that didn't work. Next Nicky tried pushing all the buttons. Then all of a sudden Nicky started to call out "Push the emergency button, fast, fast, I think I broke my fingernail."

"That's no reason to push the emergency button, but I think I know our way out of here." Grace pulled a cell phone out of

3rd Page

Brianna's purse.

"Yea! We're saved," said Brianna. Grace called because she found it.

"We stuck," she said to the man she was calling.

"Your just a kid how do you know?"

"True, true, hear screaming in the back-ground about a broken fingernail," asked Grace.

"Maybe you are stuck," said the Manager. So he rescued them. When mer got off Micky said "I'll never go on an elevator again When they reached the doors to the mall they were locked, but that's another story.

THE END

Additional Resources

- **Sample Writing Assignments**
- **Glossary**
- **Professional Resources**
- **Blackline Masters**
- **Student Writing Report**
- **Developmental Stage Scoring Guidelines**

Sample Personal Experience Writing Assignments

(taken from *Georgia Primary Writing Support Program*, developed by Insite, Inc., Columbia, SC, under contract with the Georgia Department of Education, 1994. The Georgia educators who created the sample lesson plans are credited on the first page of each activity.)

Tell Me a Story - Interviewing and Storytelling

contributed by

Sara R. Angeletti

Focus of the Activity

Students will talk with family members and write stories about personal experiences in the students' past.

Suggested Materials

_____	chalkboard	_____	overhead projector
_____	flip chart	X	reading selection*
_____	artwork	_____	music selection
_____	crayons/paint	_____	other materials

*Reading Selection:

Little Bear by Else Minarik, illustrated by Maurice Sendak

Suggested Procedure

How to Introduce the Activity

The teacher introduces the activity by reading aloud and discussing *Little Bear*.

- As you discuss the story with the class, focus on the ending (i.e., when Little Bear asks his mother to retell the stories of things he has done).
- Assign the following homework: "Ask someone in your family to tell you stories about your childhood. The person can tell you about everyday things like those we read about in *Little Bear*."

What the Teacher Does During the Instructional Segment of the Activity

On the following day, the teacher continues the activity by having the students share their stories orally. This initial sharing session should be brief, with each student telling only a few sentences what his/her story is about.

- You (the teacher) may need to model the sharing process for the class by summarizing a story from your own childhood. End your summary after two or three sentences and explain that you don't want to "give away" your entire story – you just want to get the class interested in your story.
- Then ask for volunteers to share their story summaries, first calling on students who you think will model the process as you did. Be sure that every student eventually has an opportunity to share his/her story.
  - ! If any students have not done their homework, ask if they can remember something they did when they were little and tell the class about that.
  - ! You will probably have to interrupt one or two students who begin telling their stories in detail, but do it in a positive manner. (You might say, "I can't wait to read your story!" or "Don't tell us too much or you'll spoil the surprise in your story!")

What Students Do During the Instructional Segment of the Activity

After orally sharing summaries of their stories, the students work individually on writing down their entire stories. Students should be encouraged to write their stories quickly, but in as much detail as possible.

What Students Produce as a Result of the Activity

Each student produces a story about something that happened when he/she was younger.

What the Teacher and Students Do During the Revision Step of the Writing Process

Sharing of the students' drafts could be done as a whole class, using the following procedure:

- The first student writer shares his/her story, closing with "The End." The class applauds (showing their appreciation for the writer's effort).
- The writer says "Questions or comments?" and calls on three students, one at a time, to make a comment or ask a question about the story.
- After the third question or comment, the writer says, "Share?" and calls on the next student to share. (You may want to have a rule that boys choose girls and girls choose boys. As a management technique, it can work!)

Continue until all the students have had a chance to share their stories. With practice, students can become quite adept at using this procedure and the teacher can sit as a participant.

Note: At the outset, the teacher and students should establish rules or guidelines for the kinds of comments that are appropriate. You will probably need to give the students some initial instruction regarding the best kinds of questions to ask (questions that give the writer ideas for things to include in the writing – things that they may have left out or things that are unclear).

What the Teacher and Students Do During the Editing Step of the Writing Process

Students can edit their stories individually or with partners. Designated class helpers and/or the teacher can assist.

The teacher should remind students what to look for in their editing. (Students should be expected to edit for any error which they have previously learned to find.)

Suggested Assessment/Evaluation of Student Work

Holistic Assessment

The students' stories can be assessed holistically using the Georgia Developmental Stage Scoring Guidelines.

Suggested Follow-up Activity

Using the *Little Bear* book as an example, talk about how writers sometimes exaggerate or stretch the truth to make their stories more interesting. Little Bear, for example, didn't actually go to the moon; that part of the story is exaggerated.

- Have the students sit with partners and try to find places where their stories could be exaggerated.
- If time permits, have the students write and share the exaggerated versions of their original stories.

Grandparents and Old Friends

contributed by
Sara Angeletti, Alicia Harris, and Jackie Pope

Focus of the Activity

Students will write stories about personal experiences with their grandparents or older friends.

Suggested Materials

X	chalkboard		overhead projector
X	chart paper	X	reading selections*
	artwork		music selection
	crayons/paint	X	other materials**

*Reading Selections:

The Patchwork Quilt by Valerie Flournoy
Granddaddy's Place by Helen Griffith
Georgia Music (sequel) by Helen Griffith
Knots on a Counting Rope by Bill Martin
Napping House by Audrey Wood
Owl Moon by Jane Yolen
No Bath Tonight by Jane Yolen

**Other Materials:

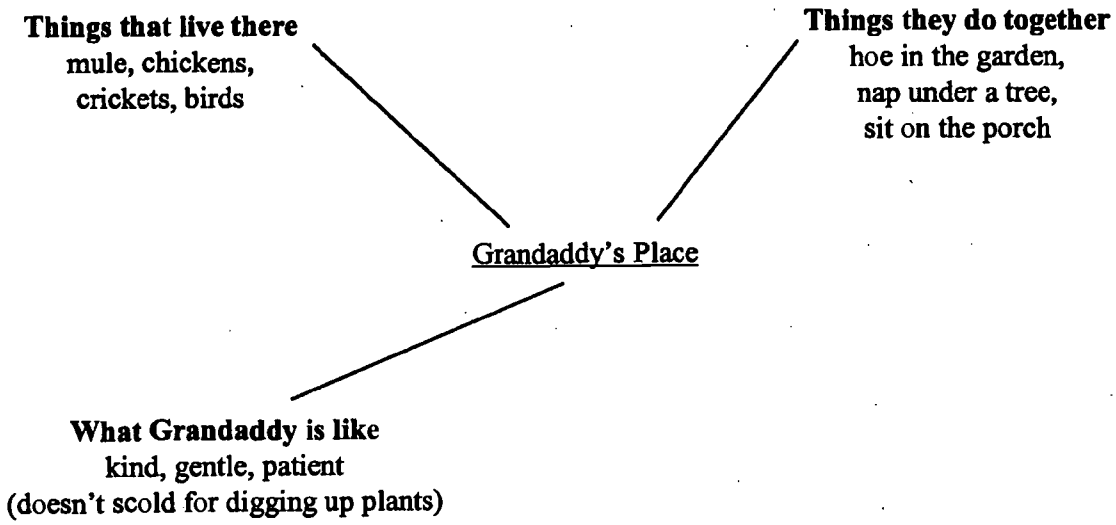
video entitled "A Special Trade"

Suggested Procedure

How to Introduce the Activity

The teacher introduces the activity over several days, each day reading aloud one of the suggested books (and/or showing the video). Each story focuses on the relationship between a child and a grandparent or older person.

- For each story, discuss the story elements - setting, character descriptions, and plot (sequence of events).
- Guide the class in developing a story web on chart paper. (Students will use the story webs as a resource for their own writing.) The following diagram shows some ideas that might be included in a story web for *Granddaddy's Place.*



What the Teacher Does During the Instructional Segment of the Activity

After the class has developed story webs for three or four of the suggested reading selections, the teacher asks the students to compare the settings, characters, and events among the various stories. Then discuss how the stories compare to the students' own experiences with grandparents or older friends or neighbors.

Tell the students that they will be writing stories about their experiences. To help them get started, share some ideas that you would include in your own "grandparent story."

- On the chalkboard, jot down your ideas in a story web.
- Encourage the class to ask questions and make comments about your areas. (Are there any parts that students don't understand? What other ideas do they think should be added?)

What Students Do During the Instructional Segment of the Activity

Following the whole class discussion, students should have several minutes to work individually on story webs for stories about their own experiences with grandparents or older friends or neighbors.

Students then share their story ideas with partners or in groups of three.

- As the students share their ideas, they should ask each other the same types of questions that were asked earlier about the teacher's story web.

- The teacher should circulate among the groups, making sure that each student has an opportunity to share his/her ideas.

After about six minutes of sharing time (for the whole group), the students work individually on writing the first drafts of their stories.

What Students Produce as a Result of the Activity

Students produce stories that relate personal experiences with their grandparents or older friends or neighbors.

What the Teacher and Students Do During the Revision Step of the Writing Process

Students share the first drafts of their stories in small groups (three or four students per group).

- Each student, in turn, reads his/her draft aloud.
- The listeners in the group then retell the story, make comments about what they like, and offer suggestions for what could be added or made more clear.
- The teacher monitors the groups to make sure that all students share their drafts and receive feedback.

Allow the students additional time to change or add to their drafts following the sharing session.

What the Teacher and Students Do During the Editing Step of the Writing Process

During editing, the teacher may choose to have the students focus on one type of surface feature (appropriate to the prior writing instruction and developmental levels of the class).

- To work on end punctuation, for example, students could work with partners and use the following procedure (taking turns as reader and listener):
  - ! One student reads his/her story aloud to the other student (listener).
  - ! As the story is being read, the listener signals (by raising a hand) each time the reader's voice falls (indicating that a sentence has been completed).
  - ! Each time the listener signals, the reader checks and edits for end punctuation in the story.
- While the partners edit their stories, the teacher circulates among the students and provides assistance as needed.

<u>Suggested Assessment/Evaluation of Student Work</u>

Assignment-Specific Evaluation

In evaluating the students' stories, the teacher should focus on aspects of the writing that were emphasized during instruction (e.g., components included in the story map such as setting, character descriptions, and plot sequence), as well as aspects emphasized during editing (e.g., surface features such as end punctuation).

Holistic Assessment

The students' final pieces of writing could also be assessed holistically using the Georgia Developmental Stage Scoring Guidelines. The stories could then be entered into the students' writing folders for comparison with other pieces.

Note: Assessment should occur only after the students have had sufficient time to: (1) get feedback from both the teacher and their peers and (2) write as many revisions as needed until they are satisfied with the results.

Suggested Follow-up Activity

Students should enjoy sharing their stories aloud with the rest of the class. If possible, have the students invite their grandparents or older friends or neighbors to come and hear the stories being read. (If a student's grandparent or older friend is not able to come, perhaps a parent or other guardian could be invited.)

If "A Special Trade" was not shown earlier, the class might also enjoy viewing and discussing the video at this time.

Sample Imaginative Story Writing Assignments

(taken from *Georgia Primary Writing Support Program*, developed by Insite, Inc., Columbia, SC, under contract with the Georgia Department of Education, 1994. The Georgia educators who created the sample lesson plans are credited on the first page of each activity.)

Writing an Imaginative Animal Story

contributed by
Sara R. Angeleti

Focus of the Activity

Students will create imaginative stories about animals.

Suggested Materials

X	chalkboard	X	overhead projector
X	flip chart (optional)	X	reading selection*
	artwork		music selection
X	crayons/paint	X	other materials**

*Reading Selections:

Anasi and the Moss-Covered Rock retold by Eric A. Kimmel
Mufaro's Beautiful Daughters by John Steptoe
Two Bad Ants by Chris Van Allsburg
Elephant Crossing by Toshi Yoshida

**Other Materials

manilla construction paper (8 ½ x 14 inches)
blank booklets (one per student)

Suggested Procedure

How to Introduce the Activity

The teacher introduces the activity by reading aloud several stories in which the authors use animal characters in different ways. (See the suggested reading selections.)

- In two of the suggested books, the authors make the animals seem realistic. In *Two Bad Ants*, the ants do things that real ants do while the author follows them and tries to look at things from their perspective. Similarly, in *Elephant Crossing*, the animals do not talk, but simply act like animals normally would.
- In the other two books, the authors write about animals in a very different

way -- as "make-believe" characters. In *Mufaro's Beautiful Daughters*, the snake is a magical creature who talks and changes shape. In *Anasi and the Moss-Covered Rock*, all of the animals talk and take on human characteristics.

As you read the stories, ask the students to pay particular attention to what the animal characters do and how they act.

- Lead a discussion about the stories, making sure that students realize the differences among the ways the authors use the animals.
- On the chalkboard, chart paper, or overhead, make a jot list of the books read and note whether the animal characters appear realistic or make-believe. (You may also add other familiar animal stories to the list.)

What the Teacher Does During the Instructional Segment of the Activity

After discussing the stories, the teacher asks the students to choose animals that they would like to write about.

- Encourage the students to select animals that they are familiar with and knowledgeable about. If a student likes lizards and has studied them, for example, lizards would be a good choice for the student's story.
- Remind the class that, just as the authors of the books that were read earlier, the students could create animal characters that are realistic or make-believe.

Tell the students that they will also need to choose a setting for their stories (familiar ones are preferable), create a problem, and come up with a solution to the problem.

- Explain that students could write or tell their stories from an animal's point of view.
- Ask questions that will help the students start thinking about the animal's perspective (e.g., "What would be important to the animal they have chosen?" "What kinds of adventures might the animal have?").

After students share some initial ideas for their stories with partners or with the class, show the students how to make and use a story board for their first drafts.

- Using manila construction paper, demonstrate the following steps to the class:
  - **Step 1.** Place one 14 inch side on top of the other and fold the paper the long way (This is a "hot-dog fold." When the paper is folded, the short sides will measure 4 1/4 inches).
  - **Step 2.** Place one 4 1/4 inch side on top of the other and fold the paper the short way (This is a "hamburger fold").
  - **Step 3.** Repeat step 2.
  - **Step 4.** Unfold the paper, revealing eight sections.
  - **Step 5.** Number the sections 1 to 8.
- Explain to the students how they can use the story boards to organize their stories.

! In each section of the story board, the students will draw a picture and write about what happens in that part of the story (e.g., the first section should contain a picture and sentence(s) for the beginning).
! To facilitate their work, you might suggest that the students draw what happens at the beginning of the story (in "section 1" of the paper) and then what happens at the end of the story (in "section 8") before filling in the middle of the story.

Note: Because primary students sometimes write better stories when they draw pictures first and then write, you may want to encourage the students to do all the drawings for their story boards first.

What Students Do During the Instructional Segment of the Activity

After students have folded their story boards, they should begin drawing pictures to show what happens in their stories. Then students can add writing below the pictures.

Note: Because the story board is intended primarily to help students organize their stories, the pictures on the story board can be sketched with a pencil. The final copies of the stories will be written in blank booklets, at which time students may color their illustrations.

What Students Produce as a Result of the Activity

Students produce story boards (with pictures and writing) for their animal stories (final versions are in booklet format).

What the Teacher and Students Do During the Revision Step of the Writing Process

Students should share their story boards and drafts with others in the class. This may be done as a whole class, in small groups, or with partners.

- As the students share their drafts, the other students may offer comments and suggestions for changes or additions to the story.
- The teacher should encourage students to look at the flow of their stories, making sure that each story has a clear beginning, middle, and end.

What the Teacher and Students Do During the Editing Step of the Writing Process

Students can edit their story boards with the help of partners. They may edit for spelling, punctuation, and capitalization. The teacher provides assistance as needed.

After the story boards have been revised and edited, students rewrite and illustrate their stories in booklet format.

- Blank booklets can be made by stapling pages together or by using brads, rings, binders, etc.
- Illustrations can be completed in color. Depending on the quality of the paper used,

you may want students to use colored pencils rather than crayons or markers. Pages with crayon drawings can stick together, while markers may "bleed" or show through.

Suggested Assessment/Evaluation of Student Work

Assignment-Specific Evaluation

In evaluating the students' stories, the teacher should focus on flow and organization. As emphasized in the lesson, each story should have a clear beginning, middle, and end.

Holistic Assessment

The students' stories can be assessed holistically using the Developmental Stage Scoring Guidelines.

Suggested Follow-up Activity

As a whole class activity, have the students share and discuss their completed booklets.

- Discuss the animal characters that the students created. Are the characters realistic or make-believe?
- Create a jot list for the students' stories similar to the one used in introducing the lesson.

The students can share their booklets with other classes as well. They can also share their story boards and explain how they used the story boards to organize their stories.

Writing from a Different Point of View

contributed by

Sara R. Angeletti

Focus of the Activity

The students will write imaginative versions of a familiar tale by telling the story from another character's viewpoint.

Suggested Materials

X	chalkboard		overhead projector
X	flip chart	X	reading selection*
	artwork		music selection
	crayons/paint		other materials

*Reading Selection:

The True Story of the Three Little Pigs by John Scieszka

Suggested Procedure

How to Introduce the Activity

The teacher introduces the activity by leading the students in an oral retelling of the story of the "Three Little Pigs."

- Begin telling the story and then ask different volunteers to continue the story at various points.
- As the students participate, encourage them to tell the story as they remember it. (While there may be some disagreements about the details, the story should follow a traditional story line where the wolf is characterized as evil and the pigs are victims.)

Then tell the students that they are going to hear the story from a different point of view.

- Read aloud *The True Story of the Three Little Pigs*.
- As you read, be sure to use a sarcastic tone appropriate to the wolf's side of the story.

What the Teacher Does During the Instructional Segment of the Activity

After reading the *True Story*, the teacher asks the students how the two versions of the "Three Little Pigs" are alike and different. As the students compare the traditional tale and the *True Story*, write their comments on the chalkboard or chart paper.

During the discussion, draw the students' attention to how the author tells the story from the wolf's point of view.

- Talk about how Jon Scieszka makes it seem like the wolf might be telling the truth and how he makes the story so enjoyable. To explain the wolf's side of the story, Scieszka uses familiar phrases ("Hey, it's not my fault. . ." "Can you believe it?") and lots of details (e.g., A. Wolf claims that he had a "terrible sneezing cold" and was just trying to borrow sugar when he went to see the pigs).
- Be sure that the students notice how closely certain events in the story follow those in the traditional story, as well as how the words in the wolf's version sound similar to the words in the traditional version. (Example: While the traditional story says that the wolf huffed and puffed and blew down the houses of the first two pigs, the wolf in the *True Story* claims that the houses fell down after he "huffed" and "snuffed" and "sneezed a great sneeze.")
- The students will be interested to learn that Jon Scieszka got the original idea for *The True Story of the Three Little Pigs* when he was teaching second grade. The idea came from his second graders! Assure your students that they could come up with some ideas for other funny stories like this one.

Then have the students brainstorm other fairy tales or familiar stories which could be written from another point of view. Record their suggestions on the chalkboard or chart paper.

- Some examples: "Little Red Riding Hood" from the point of view of the wolf; "Cinderella" from the point of view of one of the stepsisters.

What Students Do During the Instructional Segment of the Activity

After the brainstorming session, each student chooses a tale and decides what point of view to use. Students may select one of the suggestions on the board or they may use their own ideas. When students are ready, they should sit with partners and take turns telling their stories from the point of view of their chosen characters. Allow approximately 3 minutes for each partner. After sharing their ideas with their partners, students work individually on their first drafts.

What Students Produce as a Result of the Activity

Each student produces his/her own imaginative version of a traditional story told from a different point of view.

What the Teacher and Students Do During the Revision Step of the Writing Process

Students share the first drafts of their stories in small groups (three or four per group).

- Within each group, the students take turns reading their drafts aloud and talking about their stories.
- As they work, students should be encouraged to give each other ideas for details that will make their stories imaginative and funny, while still following the traditional story as much as possible.

- The teacher should monitor the groups, making sure that each student has a chance to share and receive feedback about his/her draft.

What the Teacher and Students Do During the Editing Step of the Writing Process

After revising their drafts, students may sit with partners to edit for punctuation, capitalization, and spelling. The teacher can establish a resource station to help students with their editing. Since dialogue will probably be used in the stories, students will need to pay particular attention to the format for punctuation of dialogue.

Suggested Assessment/Evaluation of Student Work

Assignment-Specific Evaluation

Since instruction focused on the imaginative retelling of a traditional story line from the point of view of another character, the teacher should evaluate the students' stories on the extent to which the students achieved that end. Surface features such as punctuation, capitalization, and spelling (appropriate to the students' levels) may also be evaluated.

Holistic Assessment

The students' stories can also be assessed holistically using the Developmental Stage Scoring Guidelines.

Suggested Follow-up Activity

Final papers should be shared with the entire class because students will surely want to hear each other's stories.

The class could also produce a follow-up newspaper reporting all of the stories to publish and share with other classes.

- Unlike the more elaborate stories written for the lesson, the articles for the newspaper would be brief, factual accounts and would be written from a news reporter's point of view.
- Prior to writing the shorter articles, the class could take a look at a Weekly Reader or Scholastic News to get an idea of the format for news articles.

The students might also enjoy sharing their stories with others through a play format. The entire class or groups of students could work together to prepare and present short plays based on their stories.

Story Mapping
contributed by
Susan White

Focus of the Activity

Students will learn how to use a story map to create imaginative stories.

Suggested Materials

X	chalkboard	X	overhead projector
X	flip chart	X	reading selection*
	artwork		music selection
	crayons/paint	X	other materials**

*Reading Selection:

Go and Hush the Baby by Betsy Byars

**Other Materials

map of the students' city or state

Suggested Procedure

How to Introduce the Activity

The teacher begins the activity by showing the students a map of their city or state.

- Discuss what a map is and what it does. (Maps show us the location of towns, roads, mountains, bodies of water, etc., and show us how to get from one place to another.)
- Ask the students if they have ever thought about making or using a map for a story. What could a "story map" be? (A story map shows the important parts or structure of a story and how to get from the beginning to the ending.)
- Tell the students that you are going to read a short book to them and then help them make a story map.

Read aloud *Go and Hush the Baby*.

What the Teacher Does During the Instructional Segment of the Activity

After reading the story, the teacher facilitates a class discussion about the main elements of the story: characters, setting, problem, events, and resolution.

- During the discussion, use the chalkboard, chart paper, or overhead to complete a story map (shown here with student input in italics).

Go and Hush the Baby

Who? (characters)	*Mother, Will, and the baby*
Where? (setting)	*at home*
What is the problem?	*The baby is crying in his crib.*
	Will must hush the baby so he can get to his baseball game.
What important things happened? (events)	*Will tried singing to the baby.*
	Will tried a magic show.
	Will tried a game.
	Will tried a story.
How was the problem solved in the end? (resolution)	*The baby fell asleep after a bottle.*

- Ask the class questions about the beginning, middle, and end of the story. Talk about how those parts fit into the story map.
- You might reread one or two events from the story to help show the connection among different events.

Tell students that they can create a story map and use it as an outline to write a new story.

- Display a blank story map on the chalkboard, chart paper, or overhead.
- Help the class brainstorm several ideas for characters, settings, and problems for an imaginative story.

What Students Do During the Instructional Segment of the Activity

Students work individually on their first drafts, using the story map structure to outline and then begin writing.

- Encourage students to use their own ideas for their maps (not just those suggested earlier).
- Make sure that the students have ample silent time to make their story maps and write their first drafts.

What Students Produce as a Result of the Activity

Each student creates a story map and writes an imaginative story based on that map.

What the Teacher and Students Do During the Revision Step of the Writing Process

The students share their maps and first drafts with partners.

- Students should talk with their partners about how their drafts match up with their maps.
- The teacher should circulate among the students, making sure that they understand the connection between maps and their stories.
- The teacher's and students' revision suggestions might include ideas for changing parts of the story to help the story make sense.

What the Teacher and Students Do During the Editing Step of the Writing Process

Students and their partners can edit their stories with an emphasis on complete sentences, capitalization, and punctuation. The teacher can establish a resource station to help students during the editing step.

Suggested Assessment/Evaluation of Student Work

Assignment-Specific Evaluation

Since this activity focuses on the structure (that is, the major elements of a story: characters, setting, problem, events, and resolution), the teacher's evaluation of the students' maps and stories should consider that structure.

Holistic Assessment

The students' stories may be assessed holistically using the Developmental Stage Scoring Guidelines.

Suggested Follow-up Activity

The students' stories could be posted in the classroom or hallway. A display of the story maps alongside the final stories -- with a brief explanation of the process used to create the stories -- would be especially informative for others to see.

At a later date, the teacher and students could read other, more complex books and look at elements that are extensions of the simple story map (e.g., broader settings, multiple problems, more complex events), but which still have the same basic narrative story structure.

- After studying more complex story maps, students could work on extending their original story maps and revising their stories accordingly.

Sample Responding to Literature Writing Assignments

(taken from *Georgia Primary Writing Support Program*, developed by Insite, Inc., Columbia, SC, under contract with the Georgia Department of Education, 1994. The Georgia educators who created the sample lesson plans are credited on the first page of each activity.)

Writing About Favorite Characters

contributed by
Susan White

Focus of the Activity

The students will write in response to literature by describing their favorite characters in books they have read.

Suggested Materials

X	chalkboard	X	overhead projector
X	flip chart	X	reading selection*
	artwork		music selection
	crayons/paint		other materials

*Reading Selection:

Amazing Grace by Mary Hoffman

Suggested Procedure

How to Introduce the Activity

The teacher asks the students to think aloud with a partner about a good friend and what the friend is like.

- Discussion questions might include the following:
  - ! Is the friend funny or happy or quiet or silly?
  - ! Does the friend like soccer or baseball or computer games or painting?
  - ! Has the friend ever helped you do something that was hard to do?
- After students have spent several minutes talking about friends with partners, ask several volunteers to describe their friends to the class.

Point out that characters in books can seem like friends as we get to know them better.

- Ask the students if they know the terms "character" and "main character."
- Clarify the meaning of the terms and reinforce the idea that good books have characters we can believe are real.

Tell the class that you are going to read a book about a girl named Grace.

- Encourage students to listen carefully so that they can describe Grace at the end of the story.

Read aloud *Amazing Grace*, giving students time to enjoy the illustrations as well as the text.

What the Teacher Does During the Instructional Segment of the Activity

After reading the story, guide the students through a discussion of Grace's character.

- Record students' comments on the chalkboard, chart paper, or overhead, placing them under one of three headings or categories:
  - ! What the character is like (description of Grace's physical appearance and personality).
  - ! What the character does (Grace's actions).
  - ! What others say and/or do to the character (responses of others to Grace).
- As the students talk about Grace's character, ask them how they figured out what Grace is like.
  - ! Point out that we can find out what a character is like, not only from the pictures that might be included in the book, but also from the words (or "word pictures") that the author uses to tell about the character.
  - ! Help students see that an author often describes characters in indirect ways -- through their actions, their thoughts and dialogue, and their interactions with other characters.
  - ! Talk about how the author shows us that Grace is friendly, loves action, tries new things, and won't give up when others think she can't do something.
- Ask the students if the author makes Grace seem like a real person. Jot down reasons why (or why not) on the board.

Then ask the students to think of some books the class has read previously that have characters that seem real.

- The characters could be animals or cartoons, as well as people (e.g., Wilbur and Charlotte in *Charlotte's Web* by E. B. White or the teacher and students in the *Miss Nelson* stories by Harvey Allard/James Marshall).

What Students Do During the Instructional Segment of the Activity

Following the class discussion, students individually look over their reading logs or think about books in the classroom library and select a favorite character.

Students then meet with their partners for a few minutes to discuss their favorite characters.

- Each partner tells the other which character he/she has chosen and describes what the character is like.

- As each student talks, he/she makes a jot list of thoughts about the character chosen.
- The teacher signals time for each partner to talk/jot and then listen.

After working with their partners, students take their jot lists and independently write their first drafts (an initial sketch or description of the character).

What Students Produce as a Result of the Activity

Each student produces a written description of a favorite character.

What the Teacher and Students Do During the Revision Step of the Writing Process

Students share their first drafts with their partners.

- After reading each other's drafts silently, students talk about how they could add to or change their character descriptions to make the characters come alive for the reader.
- As the drafts are read and discussed, the teacher should encourage the students to use the three categories on the board and work on what makes their characters seem real.

Students then rewrite their drafts independently and return to their partners for a second reading and discussion.

What the Teacher and Students Do During the Editing Step of the Writing Process

Students should self-edit their final character descriptions for spelling, capitalization, and end punctuation.

The teacher may need to provide individual assistance with punctuation to students who have used dialogue.

Suggested Assessment/Evaluation of Student Work

Assignment-Specific Evaluation

The teacher should evaluate the effectiveness of the student's writing, focusing on the major elements of the character description.

- Does the student create a vivid picture of the character? How is the picture created?
- Does the student provide details that tell the reader what the character is like (in appearance and personality), what the character does, and how others respond to the character?
- Does the student deal appropriately with the surface features of writing (such as spelling, capitalization, and punctuation)?

Holistic Assessment

The students' final character descriptions can also be assessed using the Developmental Stage Scoring Guidelines.

Suggested Follow-up Activity

The students' character descriptions can be illustrated and posted in the classroom to encourage others to read about unfamiliar characters.

- Students might also enjoy creating imaginary diary or journal entries for their favorite characters.
- At a later date, students can create a description and/or diary entry for an original character to use as a springboard for a short story.

The teacher could also read aloud stories involving strong characters who are unpleasant and have students write descriptions of characters they do not like.

Writing a Cinderella Story
contributed by
Sara R. Angeletti

Focus of the Activity

Students will respond to literature by writing their own versions of the Cinderella story. With the teacher's assistance, students will compare Cinderella stories and, in the process, discover that there are many variations on the theme and not one true story. This discovery should free them to develop their own versions of the familiar fairy tale.

Suggested Materials

X	chalkboard	X	overhead projector
X	flip chart	X	reading selection*
	artwork		music selection
	crayons/paint		other materials

*Reading Selections:

Cinderella, or the Little Glass Slipper by Charles Perrault
Rough-face Girl by Rafe Martin
Cinderella illustrated by Susan Jeffers
Mufaro's Beautiful Daughters by John Steptoe
The Korean Cinderella by Shirley Climo
Moss Gown by William H. Hooks
Yeh-Shen by Ai-Ling Louie
The Egyptian Cinderella by Shirley Climo
Cinderella from the Brothers Grimm

Suggested Procedure

How to Introduce the Activity

As an introduction to the writing activity, the teacher and students will read and compare several versions of the Cinderella story, including those from other countries.

- You may want to carry out this introductory phase of reading and comparing over a week or more.
- As students are introduced to various versions of the tale, they will discover that the character of Cinderella is not always like the "Disney Cinderella" (who is probably most familiar to them).

On the first day of the introductory phase, the teacher begins by asking students if they know the story of Cinderella.

- As the students tell you the story, make notes of the important details on the chalkboard, chart paper, or overhead. (You will want to keep these notes so that they can be used for comparison with other versions.)

The read aloud a Cinderella story that is similar to the one they told (Perrault version).

- As you read, ask students to notice how this story is similar to and different from the version that they told.
- After reading the story, talk with the students about how the two versions are alike and different.
- On the chart paper or overhead, make notes about the similarities and differences.

Ask the students if they have heard or read any other versions of the Cinderella story. (They may be surprised to learn that there are over 1500 different versions of the Cinderella story around the world.)

Depending on the time available, you may want to read another version of the Cinderella tale on the same day.

- Select a story that is unfamiliar to the students (e.g., the Korean or Egyptian Cinderella).
- Repeat the process of discussing similarities and differences.

Continue to read and compare different versions over several days so that students realize that there is not one true story of Cinderella.

What the Teacher Does During the Instructional Segment of the Activity

After different versions of the Cinderella story have been introduced and compared, the teacher then asks the students to decide what ideas should be included in <u>any</u> version of the story. (Refer students to the class notes about the different versions.)

- Record the students' suggestions on the chalkboard, chart paper, or overhead.
- Most likely, the students will decide that there needs to be a girl who is not appreciated or loved by the people around her and who finds a solution to her problem, perhaps by marrying a wealthy person.

Tell students that they are going to write their <u>own</u> Cinderella stories. They can create their own characters, setting, problems, and solutions.

- Make sure the students understand that they are not to copy one of the versions you have read, but to make up their own.

- If the students need further encouragement, you could model the process of creating a new Cinderella story. With the students, brainstorm ideas for the story elements: a setting, names for the characters, a problem with the main character, etc.

What Students Do During the Instructional Segment of the Activity

As they begin creating their own versions of a Cinderella story, the students sit with partners and share their ideas.

- Students should talk about where their stories will take place, who the characters will be, what the characters will be like, and what Cinderella's problem will be.
- The teacher should monitor the students, making sure that each partner has a chance to share his/her ideas.

After about 6 minutes, the students should begin writing their stories individually. They may not complete their stories in one sitting, but you should allow at least 15 minutes for the students to get a good start.

What Students Produce as a Result of the Activity

Students produce their own versions of a Cinderella story.

What the Teacher and Students Do During the Revision Step of the Writing Process

Sharing of the students' drafts should be done as soon as possible after the first writing session. Students can share their drafts in small groups of three or four.

- Each student in the group should have an opportunity to read his or her draft aloud and get suggestions from the other students.
- The teacher should monitor the students' work to make sure that everyone is participating. Encourage the students to continue creating their stories aloud after they have read their drafts. (The storytelling nature of fairy tales makes it easier to write one when you are telling it aloud.)

Note: Students may need more than one sharing session and will almost certainly need more than one writing session.

What the Teacher and Students Do During the Editing Step of the Writing Process

Students may edit their stories independently or with a partner, correcting for punctuation, capitalization, and spelling. The teacher may designate class helpers or establish an editing station to assist students with this step.

Suggested Assessment/Evaluation of Student Work

Assignment-Specific Evaluation

In evaluating the students' work, the teacher will want to focus on the extent to which students were able to create their own versions of the Cinderella story.

- Do the stories follow the general story line or logic of a Cinderella story, while still including unique settings, characters, problems, solutions, etc.?

Holistic Assessment

The students' responses can be assessed holistically using the Developmental Stage Scoring Guidelines.

Suggested Follow-up Activity

The students will enjoy telling their Cinderella stories to others. Younger children might find the stories particularly enjoyable.

- You may want to arrange a time when your class can share their stories with a class of kindergarten or first grade students.
- You might want to work with the school librarian to create a display of the students' writings for the media center. Perhaps the stories could be bound as a set and placed in a special section of the media center along with various published versions of the Cinderella story for others to read and enjoy.

Sample Responding to QCC Content Area Information Writing Assignments

(taken from *Georgia Primary Writing Support Program*, developed by Insite, Inc., Columbia, SC, under contract with the Georgia Department of Education, 1994. The Georgia educators who created the sample lesson plans are credited on the first page of each activity.)

Changes in Nature: What Happens When Things Die

contributed by

Sara R. Angeletti

Focus of the Activity

Students will write in the content area of science. The science lesson focuses on the composition and biodegradability.

Suggested Materials

_____	chalkboard	_____	overhead projector
_____	flip chart	X	reading selection*
_____	artwork	_____	music selection
_____	crayons/paint	X	other materials**

*Reading Selection:

Once There Was a Tree by Natalia Romanov
The Giving Tree by Shel Silverstein
The Tenth Good Thing About Barney by Judith Viorst

**Other Materials

log books, sealable bags, soil, assorted small objects for science project (e.g., apple slice, orange peel, lettuce leaf, paper, plastic wrap, aluminum foil, styrofoam)

Suggested Procedure

How to Introduce the Activity

The teacher introduces the activity by reading aloud and discussing any or all of the suggested books.

- The discussion of *The Giving Tree* and *Once There Was A Tree* should center on the life cycle of a tree.
- Decomposition is the focus of *The Tenth Good Thing About Barney.*

What the Teacher Does During the Instructional Segment of the Activity

After reading about and discussing the concept of decomposition, the teacher helps the students carry out a science project to identify objects or materials that are biodegradable and those that are non-biodegradable.

- Show the students how to make landfills in plastic bags. Put in soil and bury various small objects to test them for biodegradability (see suggested materials).

What Students Do During the Instructional Segment of the Activity

Each day for the next several weeks, the students should observe their landfills and write observations in a log book.

- You may want to have the students work on the project in small groups. If so, students could discuss their observations in group but still keep individual logs of their observations.

After several weeks of observations, the students should write summaries of what they found.

- Prior to writing their summaries, students should have an opportunity to talk about their results. This could be done as a whole class or in small groups.
- Following the discussion, students should write individual summaries explaining what they learned from their project.
- Throughout the discussion and writing, the students should be encouraged to use their logs as resources.

What Students Produce as a Result of the Activity

Students produce log books containing their landfill observations and summary papers explaining what they learned from the science project.

What the Teacher and Students Do During the Revision Step of the Writing Process

The students can share the first drafts of their summary papers in small groups. They should bring their log books to the sharing session to use as a reference.

- Within the groups, the students take turns reading aloud their drafts.
- As each draft is read, the others in the group ask questions and, if needed, offer suggestions for making the summary more clear and/or consistent with observations in the log.
- The teacher circulates among the groups, encouraging everyone to stay on task and to compare their summary papers with their logs.

What the Teacher and Students Do During the Editing Step of the Writing Process

Students can self-edit or peer-edit their summary papers. The teacher can designate class helpers and/or establish an editing center to assist students in this step.

Suggested Assessment/Evaluation of Student Work

Assignment-Specific Evaluation

Evaluation of the students' summary papers should focus on the content and clarity of the information presented. You will want to examine the students' logs as well as their summary papers to make sure that there is a logical connection between the observations and summaries.

Holistic Assessment

Summary papers can also be assessed holistically using the Developmental Stage Scoring Guidelines.

Suggested Follow-up Activity

If the season is appropriate, the class can plant a tree on the school grounds and observe it during the remainder of the year. Students can record their observations and produce summary papers about the growth of the tree.

What Did I Learn in Math?

contributed by

Sara R. Angeletti

Focus of the Activity

For this activity, students will write in the content area of mathematics. In their writing, students will explain a mathematics concept or skill.

This type of writing may be kept in a math learning log or journal that students use periodically to reflect what they are learning. Unlike a daily log or journal that might be used for other content areas, these math logs are best used intermittently (e.g., weekly or biweekly) as major concepts and skills are mastered.

Suggested Materials

X	chalkboard	X	overhead projector
	flip chart		reading selection
	artwork		music selection
	crayons/paint	X	other materials*

*Other Materials

folders or notebooks for students' journals

Suggested Procedure

How to Introduce the Activity

This type of writing activity can follow any math lesson (or series of lessons) involving an appropriate concept or skill, such as "trading" (sometimes called "borrowing and carrying" or "renaming") for either addition or subtraction.

Following the instructional portion of the mathematics lesson(s), the teacher writes an appropriate problem (without the answer) on the board or overhead.

- Ask a student to explain aloud what he/she is doing while solving the problem (you may need to model this process the first time).
- To give all of the students some oral practice, you could have the students take turns explaining the problem(s) to a partner.

What the Teacher Does During the Instructional Segment of the Activity

After providing the students with multiple opportunities for oral practice, the teacher provides the students with a similar problem and a writing stimulus for solving the problem.

- The writing stimulus might be something like, "Solve this problem and then explain the steps you used. Pretend that you are writing down the steps for a friend who doesn't understand how to do the problem."
- If appropriate, the writing stimulus should also instruct students to illustrate the problem and solution with a diagram, graph, table, etc.

Explain to the students that their writing will help you to be sure they understand how to solve the problem.

What Students Do During the Instructional Segment of the Activity

Students work individually on the problem and writing stimulus. As the students begin writing, the teacher circulates around the room giving encouragement, especially to reluctant writers.

- One way you might provide encouragement is by stamping or placing a sticker on the top of students' journal pages. Tell the students that you will stamp each paper you see that has a beginning of at least three sentences.

What Students Produce as a Result of the Activity

Each student solves a mathematics problem and produces a piece of writing that explains the process used to solve the problem. If appropriate, the student also creates a diagram, graph, table, etc., to illustrate the problem and solution. Students may also explain how the diagram, graph, table, etc., makes the problem and solution easier to understand.

What the Teacher and Students Do During the Revision Step of the Writing Process

After the students have had sufficient time to solve the problem and draft a written response to the prompt, they can sit with partners or in groups of three to share their solutions and writing.

- As the partners or group members listen, they should pay attention to parts of the writing that are unclear and offer suggestions for making those parts clearer.
- The teacher should circulate among the groups, making sure that each student has an opportunity to share his/her draft.

Following the group sharing, students should have an opportunity to work on any revisions suggested by other group members.

What the Teacher and Students Do During the Editing Step of the Writing Process

Students can work with partners to edit grammar, punctuation, and spelling errors in their writing. While the partners work, the teacher can circulate, offering suggestions and making sure the students stay on task.

- Setting a specified time limit for the peer editing may help students focus on the work at hand.

Suggested Assessment/Evaluation of Student Work

Assignment-Specific Evaluation

In evaluating the students' writing, the teacher should focus on how clearly students explain the process used to solve the mathematics problem.

- Since the purpose of this type of writing is to explain a process, the writing should be clear and contain only relevant information for solving the problem.
- Student writing to explain a mathematics concept or skill will not contain figurative language or sensory descriptions, but it should be detailed enough to let the reader know that the writer fully understands the concept or skill. Look for specific detail and complete information when evaluating this type of writing.

Suggested Follow-up Activity

Students can continue to write in their math learning logs or journals periodically throughout the school year, as important mathematics concepts and skills are studied.

- From time to time, students could share their math writing with students in another class who are studying the same concepts or skills.
- If the concept or skill is one that was introduced in an earlier grade, students might enjoy sharing their math journal entries with a math buddy in a lower grade.
- The students' writing for their math learning logs could also be shared with parents at conference time. Writing of this nature can be an effective way to show parents what students are learning in a particular content area.
- Students may combine several journal entries about concepts that are related to produce more lengthy pieces of writing.

Glossary for the Georgia Grade Three Writing Assessment

Audience. The individuals who read or sometimes listen to the student's writing. As writers move along the developmental continuum, they demonstrate a growing awareness of who the audience is and what they as writers need to do to connect with the audience. This growing awareness is referred to as a sense of audience.

Authentic Writing. Writing opportunities that allow students to communicate for real purposes based on their own needs and interests.

Components of writing. The three aspects of writing that are evaluated in the Developmental Stage Scoring Guidelines for the Georgia Grade Three Writing Assessment. These aspects are content, personal expression, and surface features.

Content. The writer's development of the topic of the paper and the organization (or plan) the writer follows in writing the paper.

Content Area Writing. Writing for specific subjects studied in school.

Detail. The writer's use of sensory details, facts, illustrations, dialogue, descriptions of actions, and/or examples. Meaningful, relevant detail helps the reader understand the more general points in a piece of writing. Precise words ("third grader" rather than "child" or "watch" rather than "look") are another way of conveying detail.

Developmental Stage Scoring Guidelines. A list of six stages and the components that are used to assess student writing.

Drafting. The second step of the writing process. The writer converts prewriting plan into complete sentences and paragraphs.

Editing. The fourth step of the writing process in which the writer makes the writing easier to read by correcting surface features, including but not limited to spelling, punctuation, capitalization, usage, sentence formation, and spacing.

Expository writing. Writing to inform or explain, such as research reports and essays. The two types of expository writing assessed on the Georgia Grade Three Writing Assessment are response to literature and content area writing.

Genre. A category of literary composition characterized by a particular style, form, or content.

Holistic scoring. A scoring procedure based on the balance of all the features within a piece of writing. In the Developmental Stage Scoring Guidelines, attention is focused on the components of content, personal expression, and surface features. The stage score reflects an overall impression created by all of the features, with the greatest emphasis placed on content and personal expression.

Imaginative story. An original work of fiction created with the purpose of entertaining the reader.

Invented/Temporary spelling. The unconventional spelling of words that enables a writer to use words he or she knows and understands but cannot yet spell correctly. The reader uses the overall context of the paper, rereading, and sounding-out to determine the words the writer intended. Because of the importance attached to personal expression, writers are rewarded for their vocabulary, not penalized for their invented spelling.

Main idea. The main idea is what the writer wants to say about the topic.

Modeling. The teacher demonstrates writing skills and techniques for the students. The teacher verbalizes his/her thought processes, while guiding the students through the writing process.

Narrative writing. Writing that tells a story, either real or imagined, that is shared with others. The two types of narrative writing that are used to assess student writing on the Georgia Grade Three Writing Assessment are personal experience and imaginative story.

Non-scorable responses. Writing samples that do not fit the six developmental stages. The stage cannot be determined if writing samples contain only illustrations, consist of non-original or copied writing, are unrelated to the assigned writing task, are illegible, or are written in a language other than English.

Novel use of language. Ideas stated in an original and striking way, using language to capture the reader's attention.

Organizational plan. The structure or plan that makes the piece of writing coherent, logical, and understandable to the reader. What a writer attempts (i.e., the writer's purpose) and the writer's individual ideas determine what structure is appropriate for any individual piece of writing. Organization includes the parts of the response (beginning, middle, and end), the logical relationships between ideas and transitions (how the writer leads the reader through the paper).

Personal experience. A type of narrative grounded in the writer's experience or a real event. The story is plausible, whether it actually happened or not; portions may be embellished or fictionalized.

Personal expression. The writer's use of language, sentence patterns, and audience awareness devices to establish a relationship with the audience/reader. Personal expression is one of the three components used to assess writing on the Georgia Grade Three Writing Assessment.

Persuasive writing. Writing that is used to express the opinion of the writer or influence the opinion of the reader.

Portfolio. A carefully chosen collection of student writings that reflects writer's growth over time.

Prewriting. The first, critical step of the writing process in which the writer chooses the topic, sets the purpose, organizes ideas, and brainstorms details prior to writing the first draft.

Proofreading. The editing step of the writing process in which the writer checks for surface feature errors.

Purpose. The specific reason a person has for writing.

Revising. The third step of the writing process in which the writer uses strategies and guidelines to make effective changes in the organization, content, and personal expression of his/her writing.

Sense of Audience. The writer's awareness that someone will read his or her paper. Being aware of the audience will help the writer think of ways to make his/her writing interesting, easy to read, and understandable.

Sentence patterns. The various types of sentences, including simple, compound, complex, statements, questions, commands, and exclamations. Varied sentence patterns are evaluated as part of the personal expression component. Complete and incomplete sentences are evaluated as a surface feature.

Stage. The writer's developmental level determined by using the Developmental Stage Scoring Guidelines.

Surface features. The conventions of standard written language. These conventions include sentence formation, spelling, punctuation, capitalization, usage, formatting of dialogue and paragraphing, margins, and spacing between words and lines of text.

Topic development. The techniques of organizing main ideas and supporting details into a meaningful and logical order.

Topic sentence. The main idea statement of a paragraph or a piece writing.

Word choice. The writer's vocabulary and language.

Writing community. People who write together, share their writing, and respond to each other.

Writing process. The process through which a writer imagines an audience, sets goals, develops ideas, produces notes, creates drafts, revises, and edits to meet the reader's expectations. (From *Teaching Composition: A Positive Statement*, National Council of Teachers of English.)

Writing Topic. The subject of a piece of writing.

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Blackline Masters

This section contains the following Blackline Masters for teachers to use to prepare handouts and overhead transparencies:

- The Writing Process, A Graphic View

  Plan/Prewrite

  Draft

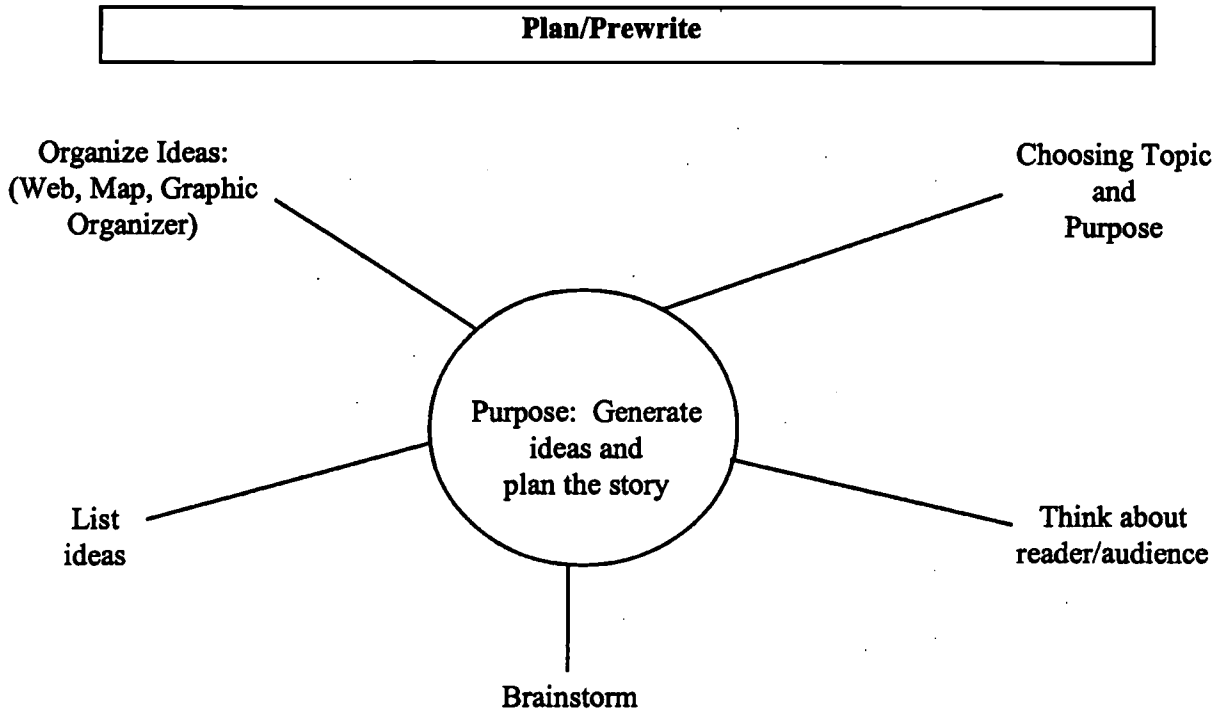
  Revise

  Edit

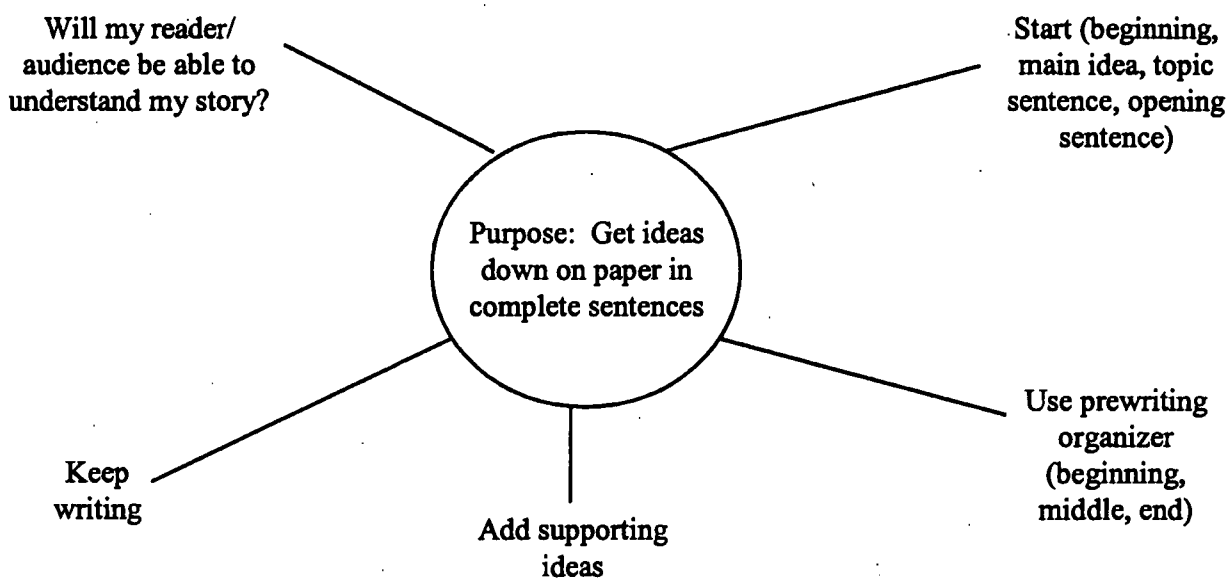
  Publish

- Student Writing Report
- Developmental Stage Scoring Guidelines

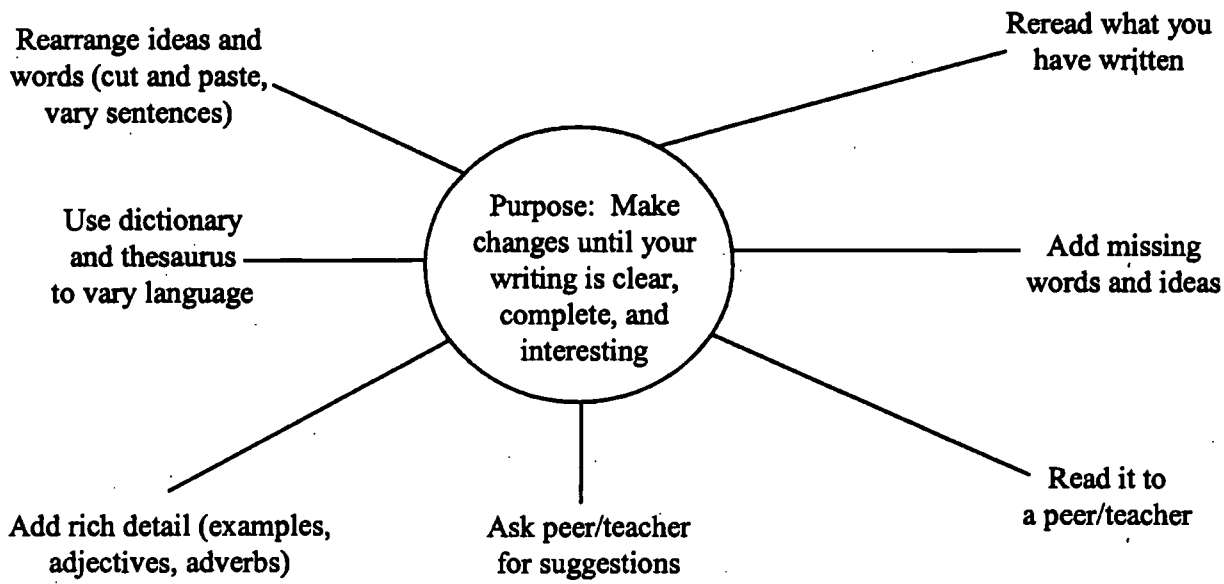
The Writing Process



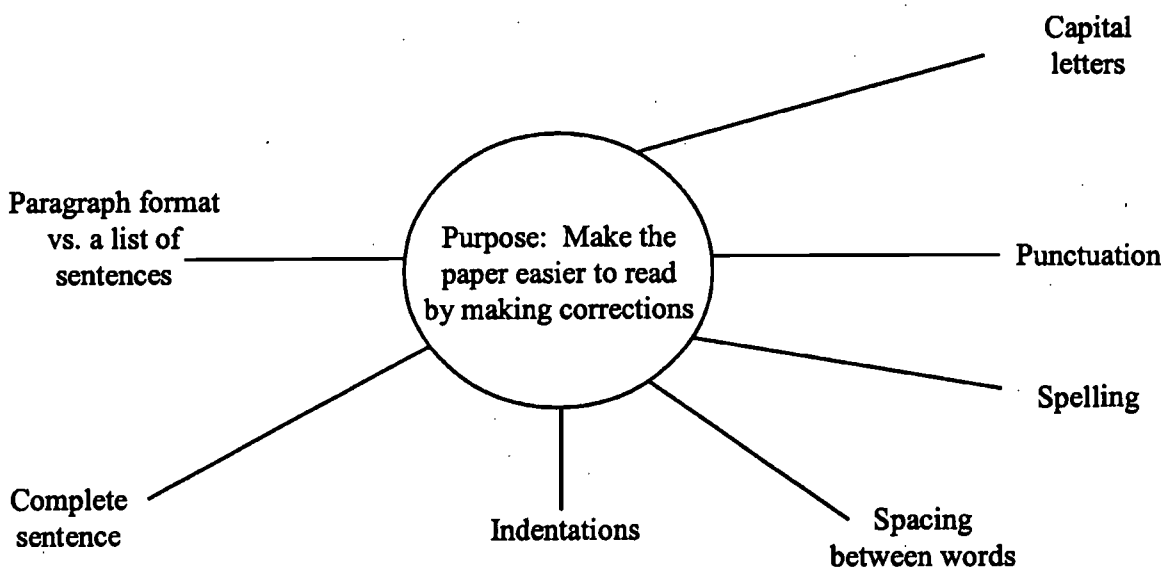
Draft


Will my reader/ audience be able to understand my story?
Start (beginning, main idea, topic sentence, opening sentence)
Purpose: Get ideas down on paper in complete sentences
Use prewriting organizer (beginning, middle, end)
Keep writing
Add supporting ideas

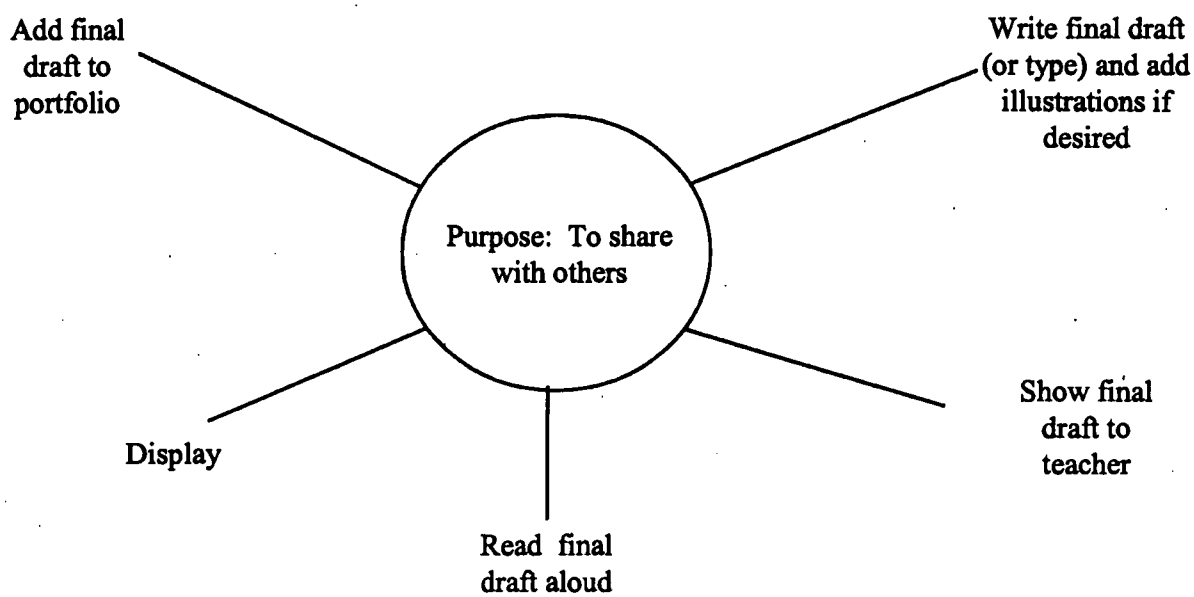
Revise


Rearrange ideas and words (cut and paste, vary sentences)
Reread what you have written
Use dictionary and thesaurus to vary language
Purpose: Make changes until your writing is clear, complete, and interesting
Add missing words and ideas
Add rich detail (examples, adjectives, adverbs)
Ask peer/teacher for suggestions
Read it to a peer/teacher

Edit


Capital letters
Paragraph format vs. a list of sentences
Purpose: Make the paper easier to read by making corrections
Punctuation
Spelling
Complete sentence
Indentations
Spacing between words

Publish


Add final draft to portfolio
Write final draft (or type) and add illustrations if desired
Purpose: To share with others
Display
Show final draft to teacher
Read final draft aloud

Student Writing Report

Student Name _____

School(s) _____

Each school year, the teacher initials the stage of writing that is representative of the student's overall performance in the spring of the year. **Attach at least one writing sample for each school year.**

Grade	Teacher/School System/Year	Stage One	Stage Two	Stage Three	Stage Four	Stage Five	Stage Six
K							
1							
2							
3							
4							
5							

Stage One: The Emerging Writer
Stage Two: The Developing Writer
Stage Three: The Focusing Writer
Stage Four: The Experimenting Writer
Stage Five: The Engaging Writer
Stage Six: The Extending Writer

Note: This form is for internal school/system use only. It is <u>not</u> part of the Georgia Grade Three Writing Assessment

DEVELOPMENTAL STAGE SCORING GUIDELINES FOR THE GEORGIA GRADE 3 WRITING ASSESSMENT

Stage 1 The Emerging Writer
Writing samples produced by students at this stage exhibit most or all of the following characteristics:

- Little or no evidence of topic development, organization, and/or detail.
- Little awareness of the audience or the writing task.
- Errors in surface features that prevent the reader from understanding the writer's message.

Stage 2 The Developing Writer
Writing samples produced by students at this stage exhibit most or all of the following characteristics:

- A topic that is beginning to be developed.
- The beginning of an organizational plan.
- Limited awareness of the audience and/or the task.
- Simple word choice and simple sentence patterns.
- Errors in surface features that interfere with communication.

Stage 3 The Focusing Writer
Writing samples produced by students at this stage exhibit most or all of the following characteristics:

- A clear topic although development of the topic is incomplete.
- An apparent plan with loosely organized ideas.
- A sense of audience and/or task.
- Minimal variety of vocabulary and of sentence patterns.
- Errors in surface features that interrupt the flow of communication.

Stage 4 The Experimenting Writer
Writing samples produced by students at this stage exhibit most or all of the following characteristics:

- A clear and developed topic although the development may be uneven.
- A clear plan with a beginning, middle, and end. The beginning and/or ending may be clumsy.
- Evidence of writing for an audience.
- Evidence of experimentation with language and sentence patterns.
- Word combinations and word choice may be novel.
- Errors in surface features that may interrupt the flow of communication.

Stage 5 The Engaging Writer
Writing samples produced by students at this stage exhibit most or all of the following characteristics:

- A topic that is well developed.
- A plan with a clear beginning, middle, and end. Organization that sustains the writer's purpose.
- Audience awareness techniques that engage the reader.
- Effective use of varied language and sentence patterns.
- Errors in surface features that do not interfere with the reader's understanding of the writer's message.

Stage 6 The Extending Writer
Writing samples produced by students at this stage exhibit most or all of the following characteristics:

- A topic that is fully elaborated with rich details.
- Organization that sustains the writer's purpose and moves the reader through the piece.
- Audience awareness techniques that engage and sustain the reader's interest.
- Effective use of varied sentence patterns.
- Creative and novel language.
- Errors in surface features that do not interfere with the reader's understanding of the writer's message.

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