

6 TRAIT/6 POINT SCORING GUIDE

IDEAS/CONTENT (DEVELOPMENT)

<p>6 This paper is extremely clear or focused. Relevant anecdotes and details enrich the central theme.</p> <ul style="list-style-type: none"> A. The topic is narrow and manageable. B. Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable. C. Accurate, precise details are present to support the main ideas; appropriate use of resources provide strong, accurate, credible support. D. The writer seems to be writing from knowledge or experience; the ideas are fresh and original. E. The reader's questions are anticipated and answered. F. The writing makes connections and shares insights, an understanding of life, and a knack for picking out what is significant. 	<p>5 The ideas/content in this piece are well-marked by detail and information.</p> <ul style="list-style-type: none"> A. The topic is focused but still could use additional narrowing. B. More than half the time the details and support are clear and relevant. Other details are general but stay with the topic. C. Credible details are present which support the main idea/theme. D. Some new ways of thinking about this topic are presented. E. The writer is clearly aware of questions the reader may have and attempts to answer them. F. A clear theme has been developed from the topic. 	<p>4 The writer has defined the topic, although the development is basic or general.</p> <ul style="list-style-type: none"> A. The topic is fairly broad; however, it is clear where the writer is headed. B. Support is attempted, but doesn't go far enough yet in fleshing out the key issues or story line. C. Ideas are reasonably clear, though they may not be detailed, personalized, accurate, or expanded enough to show in-depth understanding or a strong sense of purpose. D. A few examples of "showing" are present, but the writer relies on general examples. E. The reader is left with a few questions but is generally clear about the content. F. The writer stays on the topic and begins to develop a theme.
<p>3 The reader can understand the main ideas although they may be broad or simplistic.</p> <ul style="list-style-type: none"> A. The topic is becoming clear, however because it is so broad or lacks specific focus, the reader often must infer to get the overall message. B. Support is sporadic. C. A general sense of the idea is present though not enhanced by significant details. D. A heavy reliance on "telling", not "showing" examples. E. The reader is left with many questions due to lack of specific information. F. The writer has not yet focused the topic past the obvious. 	<p>2 No one main idea stands out yet, although possibilities are emerging.</p> <ul style="list-style-type: none"> A. The paper hints at topics, but doesn't settle on one yet. B. Support is incidental or confusing. C. Several possible ideas may be present which could become central themes/ideas on different pieces of writing. D. The writer makes statements without specifics to back them up. E. The reader has so many questions because of the lack of specific information. It is hard to "fill in the blanks." F. Glimmers of the writer's topic or main point show up occasionally. 	<p>1 As yet, the paper has no clear sense of purpose or central theme. To extract meaning from the text, the reader must make inferences based on sketchy or missing details. The writing reflects more than one of these problems:</p> <ul style="list-style-type: none"> A. The writer is still in search of a topic, brainstorming, or has not yet decided what the main idea of the piece will be. B. Information is limited or unclear or the length is not adequate for development. C. The idea is a simple restatement of the topic or an answer to the question with little or no attention to detail. D. The writer has not begun to define the topic in a meaningful, personal way. E. Everything seems as important as everything else; the reader has a hard time sifting out what is important. F. The text may be repetitious, or may read like a collection of disconnected, random thoughts with no discernable point.

IDEAS

6

The soldiers were hidden perfectly amongst the rocks and boulders. Their tan and gray uniforms concealed themselves. Every bit of information would be useful in the invasion. The trio were trying to spy on the enemy. They edged down towards the encampment below. After several hours and no information, they headed back to their own camp in the hills beyond.

The scouts arrived back just in time to hear the attack plan formed by the general.

The enemy's camp lies in a small valley surrounded by large rocky hills. As of now they have control of the three largest. On the summit of one hill there is an abandoned air base. If we capture it and before the sun rises, we can use it to our

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advantage. Now the hill is heavily fortified. Machine gun nests are hidden throughout the rocky hillside. Snipers are hidden all over the hill ready to ambush anyone who passes by. There is only one safe route up and that is the front. It will be tough, but I know you can do it. Good luck! The room was filled with worried whispers as the soldiers dispersed. It was going to be a sleepless night.

The troops awoke early the next morning ready for battle. All the soldiers wore tan uniforms, helmets and boots. Their packs were overflowing with sleeping bags, photos of loved ones and personal items. They also carried rifles, grenades, and extra ammunition. Most were yawning around about the impending battle. "Visions floated in their heads but they stayed focused on the challenge ahead of them. The general gave the order to march.

As the troops moved the hill, they stood at what they were up against. The hill looked like a towering monster ready to gobble them up. The slopes were near vertical with jagged rocks thrusting out of the hillside. The entire

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way up. The excited men broke into a run and advanced on the hill. Their hearts pounding. They looked like a tan colored wave. The general hoped that the wave would wash the enemy away forever. Then, from in the far distance came a voice.

"Hurry, come inside. It's time for lunch."

"Well troops, it's a lot like you'll have to carry on without me. I wish you good luck in completing the challenge." Stay soldiers lay scattered on the ground the long limbed under the houses.

Final Draft

If I could go back in time I would go and live with some of the old out laws. I know there not good people to follow or look up to, but that is not why I would want to. I think it would be the most exciting time period to live but also the worst.

What I mean by that is it would be an unsanitary living environment. You can't take showers every day. There is probley problems with Geogery from their drinking water. If you did get sick the doctors probley wearn't very good. A lot of people probley died of infections or gan green.

There also was some good points to. If you was an out law and you was on the run all the time it would be exciting. You could get a few supplies and run to the mountains and hide for a few days. Kill your own meat and not get in trouble for it. You would all wase be on the run going from town to town on the move all the time.

Over all it would be pretty exciting behing on the run all the time and having to live on your own skills and what you have with you. You wouldnt have to depend on any body but yourself.

3

It is my personal opinion that winning isn't everything, and it's not because I lost all of my wrestling matches last year. So I would have to disagree with Lombardi there; but that is only in a game. However, when it comes to a life and death situation like a war, then you don't have any choice except to win or die. I agree yet disagree with Lombardi when he says, "Winning isn't everything. It's the only thing." He may think it's the only thing because that is his livelihood. He supports his family by winning.

Maybe I believe that winning isn't everything because I lose alot.

Anyhow, you asked my oppinion and there it is.

2

I think there should be a holiday for my girlfriend Shannon just because she is so sweet, she tries to get along with everyone, she is really smart she tries to get do other things because she doesn't she also can admit when she's wrong. If she's not a national holiday then she is to me.

1

Horses really mean a lot to me. My favorite horse is a Black Stalleon. I also like mules, donkies and birds. My favoroite berd is the swan. I can talk like a duck, a halk and a crow. I like chipmunks but not as mucha s horses. I like to look up funny words int e dictionary. It's a lot of fun to go on a walk in the spring, beacause there is a lot of stuff to look at.

ORGANIZATION

<p>6 The organization enhances and showcases the central idea or theme. The order, structure, or presentation of information is compelling and moves the reader through the text.</p> <ul style="list-style-type: none"> A. An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution. B. Thoughtful transitions clearly show how ideas connect. C. Details seem to fit where they're placed; sequencing is logical and effective. D. Pacing is well controlled; the writer knows when to slow down and elaborate, and when to pick up the pace and move on. E. The title, if desired, is original and captures the central theme of the piece. F. Organization flows so smoothly the reader hardly thinks about it; the choice of structure matches the purpose and audience. 	<p>5 The organization is smooth with only a few small bumps here and there.</p> <ul style="list-style-type: none"> A. The writer goes farther than the obvious beginning and conclusion, but needs to step up one more notch. B. The transitions are logical but may lack originality. C. Sequencing makes sense and moves a step beyond the most obvious structure. D. Though the pacing is under control, there are still places the writer needs to highlight or move through more quickly. E. The title (if required) settles for a key idea rather than capturing a deeper theme. F. The organization generally works satisfactorily if not yet so smooth to escape obvious detection. 	<p>4 The organizational structure is strong enough to move the reader through the text without too much confusion.</p> <ul style="list-style-type: none"> A. The paper has a recognizable introduction and conclusion. The introduction may not create a strong sense of anticipation; the conclusion may not tie up all loose ends. B. Transitions often work well; at other times, connections between ideas are fuzzy. C. Sequencing shows some logic, but not under control enough that it consistently supports the ideas. In fact, sometimes it is so predictable and rehearsed that the structure takes attention away from the content. D. Pacing is fairly well controlled, though the writer sometimes lunges ahead too quickly or spends too much time on details that do not matter. E. A title (if desired) is present, although it may be uninspired or an obvious restatement of the prompt or topic. F. The organization sometimes supports the main point or storyline; at other times, the reader feels an urge to slip in a transition or move things around.
<p>3 The organization is somewhat problematic and slows the readers ability to engage in the text.</p> <ul style="list-style-type: none"> A. Either the intro or conclusion or both are cliches or just leave you wanting a lot more. B. Transitions, when present, are repetitive or misleading. C. The structure has taken over so completely, it dominates the ideas. The sequencing is painfully obvious. D. The writer lets one part of the piece dominate and loses control over the pacing. E. There is just a passing glimmer of how the title (if desired) was selected for this piece. F. The organization of the piece begins to distract from the content. 	<p>2 The organization of the piece needs a great deal of work to be effective. Only moments here and there give the writer a clue about what's going on.</p> <ul style="list-style-type: none"> A. The lead and/or conclusions are ineffective to guide the readers. B. A little bit of help is offered to get from one idea to the next but not often enough to keep the reader from being confused. C. So little useful structure is present, it's hard to get a picture of how the piece fits together as a whole. D. Pacing feels awkward; the writer slows to a crawl when the reader wants to get on with it, and vice versa. E. A title (if desired) doesn't match the content. F. The organization is often problematic and frustrates the reader as they struggle with the ideas. 	<p>1 The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a loose or random fashion; there is no identifiable internal structure. The writing reflects more than one of these problems:</p> <ul style="list-style-type: none"> A. There is no real lead to set up what follows, no real conclusion to wrap things up. B. Connections between ideas are confusing or not even present. C. Sequencing needs lots and lots of work to make sense. D. Pacing is not yet being considered. E. No title is present (if requested.) F. Problems with organization make it hard (almost impossible) for the reader to get a grip on the main point or story line.

ORGANIZATION

6

Dear Freshman,
I am proud to be a part of this year's Committee. This Committee is designed to help you as incoming freshmen, overall succeed in high school. We understand that you're fresh out of middle school and you don't quite understand what is to come of you on your first day. That's why we're here to guide you.
I remember on my first day I did not know where to go, who to be with, or how to find it, even with a schedule to guide me. When you enter the doors of your new school, you are most likely going to feel the same way. Don't fret! There are teachers, administrators and upperclassmen here to help you. Of course people are going to make fun of you because you don't know what to do, but remember, they've been there once, too.
High school is a very different environment you are going to feel mixed up and

confused, but follow along and pay attention. Your behavior matters wherever you go in life. Before you get out in the real world, high school is preparation.
When you constantly skip class, absent or in class, you are missing important assignments and collecting money. O's. When you add O to O you get nothing, and that's exactly what's happening to your grades. Nothing! There is possibly nothing you can learn sitting home or in class.
In high school everything matters. During my freshman year, I was kind of late and off track. It did not pay off! That's why you must come to school everyday. Following your friends will get you nowhere. You have to learn for yourself in high school or you will be left behind. When you are walking across the stage, they will be sitting in the audience saying I wish I had...!

Overall, if you are respectful and attentive, your teachers will work with you. If you try hard, there is no such thing as cannot do. You have to push yourself half way. If you want your teacher to meet you the rest, make your last years your best years. So you do not be another statistic.
Sincerely,
Handbook Committee

5

I think a helpful invention is the telephone. It really allows us to communicate better than a letter or the telegraph. All you have to do is dial up whoever you wish to speak to. Alexander Graham Bell is the man responsible for creating one of man's most brilliant and successful inventions. Maybe Alexander wanted an easier way for people to communicate instead of letters and the telegraph.

The main reason I think the telephone is a marvelous invention is the telephone is that it can reach a person quicker than any other way. Without phones we would have to use letters or telegraphs which may have been advanced in their time, but the telephone beats them all. We have even made the telephone more advanced by making the cell phone and bluetooth. So the telephone has really made life easier although some people don't like phones calling them a nuisance.

Alexander might have wanted to make life easier or he might just have like to invent new things. Whatever the reason I thank him for making one of the

world's most wonderful invention, the phone.

4

I'm good at talking on the phone. What you have to do to become good at this is by learning how to use it. First you pick up the phone and dial the number of the person you're calling. Second you wait till someone hello. Third you say is, the name of the person you're calling there. Then hopefully they'll get on the phone, you say wass up most likely they'll say nothing much. Then you get a conversation going. Talk about the latest gossip or the guy or girl you like, or sports or a T.V show, homework, or just something that both of you have interest in. After you are done talking say good by and hang up. That's how you use a phone.

3

When I got surprised it was at the haunted house. It was funny because when we went upstairs this girl said who would like to come in my grave. Then this guy popped his head out of the box. Then we went into the checkerboard room. The lights flashed on and off and my brother almost knocked the whole thing down. Then my friends went throw the whole thing. I got taken out, one of my friends he is six and he wasn't scared at all. When we went in first, this guy got stabbed with a bow and arrow.

2

I like going to the far with my family and I like to eat candy apples and I like to go on rides with my sister and we play games at the far and we like to play football we like to play game and eat food lots of food it make me feels good

1

That school is the hardest thing to work in my homework but it's the place that I went to be at school but or relative is the kind of place to meet people. But there is a friend that is helping spread of the problem is to lessen to them is to between your parents. They there for you but is the hard thing to do

VOICE

<p>6 The writer speaks directly to the reader in a way that is individual, compelling and engaging. The writer “aches with caring,” yet is aware and respectful of the audience and the purpose for writing.</p> <ul style="list-style-type: none"> A. The reader feels a strong interaction with the writer, sensing the person behind the words. B. The writer takes a risk by revealing who they are and what they think. C. The tone and voice give flavor and texture to the message and are appropriate for the purpose and audience. D. Narrative writing seems honest, personal, and written from the heart. Expository or persuasive writing reflects a strong commitment to the topic by showing why the reader needs to know this and why they should care. E. This piece screams to be read aloud, shared, and talked about. The writing makes you think about and react to the author’s point of view. F. The writing shows control and consistency in its use of voice throughout. 	<p>5 A sincere attempt has been made to address the purpose and audience for the writing in an interesting way. It skips a beat here and there, however.</p> <ul style="list-style-type: none"> A. It’s a strong attempt although the best moments fade in and out. B. Moments of insight make this piece come alive. C. The writer pays attention to which tone is best used on this piece. It’s not totally consistent but leans in the right direction. D. Narrative writing has many moments when the writer feels connected. E. Expository or persuasive writing leaves the reader with a sense of why the writer chose these ideas. F. The voice is strong throughout the pieces, but the writer slacks off a bit here and there. 	<p>4 The writer seems sincere, but not fully engaged or involved. The result is pleasant or even personable, but not compelling.</p> <ul style="list-style-type: none"> A. The writing communicates in an earnest, pleasing manner. B. Only one or two moments here or there surprise, delight, or move the reader. C. The writer seems aware of an audience but weighs ideas carefully and discards personal insights in favor of safe generalities. D. Narrative writing seems sincere, but not passionate; expository or persuasive writing lacks consistent engagement with the topic to build credibility. E. The writer’s willingness to share his/her point of view may emerge strongly at some places, but is often obscured behind vague generalities. F. The reader senses the voice the writer was striving for, but must rely on their own intuition to “read it in” rather than the writer being in control of the voice.
<p>3 It would be hard to point to a unique moment or two, although the reader is trying desperately to “hear” the writer.</p> <ul style="list-style-type: none"> A. The writer keeps the reader a safe distance away. Hope of connecting is all that keeps the reader going. B. No special moments stand out. It’s all pretty much the same. C. It’s more important for this writer to hide and be safe than to try and connect. D. Narrative writing tells only what it must. No care is shown to help the writer feel anything. E. The reader has to wonder if the writer cares one way or the other about that topic. (Expository or persuasive.) F. A glimmer of voice is all that is found here and that’s a generous reading. 	<p>2 The voice in the piece relies on the readers good faith to hear or feel anything in phrases such as “I like it” or “It was fun.”</p> <ul style="list-style-type: none"> A. The writing sits on the surface and doesn’t reach out past the most clicked of phrases. Yawn. B. The writing is humdrum and “risk-free.” C. The writer doesn’t acknowledge the needs of the reader to understand any point of view in the piece. D. Narrative writing is just an outline and doesn’t have any detail to engage the reader. E. As an expository or persuasive piece it lacks any conviction or authority to distinguish it from a mere list of facts. F. So many chances and yet the writer misses every opportunity to engage the reader. 	<p>1 The writer seems indifferent, uninvolved, or distanced from the topic and/or the audience. As a result, the paper reflects more than one of the following problems:</p> <ul style="list-style-type: none"> A. The writer speaks in a kind of monotone that flattens all potential highs or lows of the message. B. The lack of voice begins to lull the reader to sleep. C. The writer is not concerned with the audience, or the writer’s style is a complete mismatch for the intended reader. D. The writing is lifeless or mechanical; depending on the topic, it may be overly technical or jargonistic. E. Narrative? Expository? Who can tell? F. No point of view is reflected in the writing—zip, zero, zilch, nada.

VOICE

6

The Leather Back Sea Turtle

Do you like turtles and the ocean or sea? If you do, there's just an animal that is just like that. The leather back sea turtle. Its very interesting, I'll be telling you about this creature. I'll tell you where it looks like, then what it eats. Next I'll tell you where it lives then what's interesting about the leather back sea turtle.

The leather back sea turtle has a very "different" name. LEATHER BACK. Its pretty obvious where it got its name. His or her shell is rubbery, soft and feels like leather. It's all black except for the spots on his shell and skin. The shell has lots of white, yellow or orange in rows. Seven to be exact, running from the head to tail.

Do you like mollusks, sea weed, jelly fish, or crabs? This and more is what the leather back sea turtle gobbles down. Its main favorite is the jelly fish. Even though it is mostly water, they love them!

Love warm places? The leather back does. They live in warm places, mostly around the equator. But, they do live all over the world. The furthest they'll go is to the waters of California.

(Now for the interesting part!) They only come out the water to breathe, mate, and lay eggs. Which the can lay up 200 eggs at a time. You may think that's not a lot for a 10 foot, 1500 pound turtle. Well for me, it's amazing.

5

I'll never forget this memorable day on January 31, 9999. It was the last day of the year, decade, century and millennium. It was also the day I completed the Fastorezzer, a video game system so powerful it literally sucks your brain into the body of the hero. Little did I know I had created a monster.

I took the system upstairs, hooked it up and turned it on. My heart was pounding in anticipation. Then I saw the title screen of the game I had made. I strapped the controller on my head and pressed start. Suddenly, a bright flash shot out of the screen and everything went black.

When I woke up I found myself in the body of Hercules, the hero. I picked up my club and went off through the digitized forest to find my way out.

When I had gone about three inches swarms of bats and Hades dog attacked me. I didn't know what to do so out of plain self defense I lashed out with my club. When I discovered it was working against them I started hitting with renewed confidence. After about a half

4

Dear School Board:

I am writing in response to the considerations of a new policy on the safety of the personnel at the high school. Between the two options of either having new security systems or starting a new program, I believe that teaching the students about the proper conduct in and around the high school would be a much better way for the students and faculty to ensure their, as well as others, safety.

Placing metal detectors and/or video surveillance around the high school could possibly scare the staff and students by making them believe that the high school is not a safe place to be, even though this is the issue, bringing that much attention to the problem could only make it worse. If you have discussions with the students about how they should act and set rules and regulations, it would not scare them into thinking it is not safe at all anymore, but show them that something needs to be changed in order to make their high school journeys more relaxed and less stressful.

Any changes that occur at the high school would be good changes as long as they ensure the safety of the students and the faculty. Thank you for your time.

Sincerely,

3

"The Letter"

On day when I got home from school I saw a letter on the coffery table. If I only would have read that letter a day sooner I would have 100 dollars in my pocket. My mom came home and asked why I didn't go to the bank. Since I didn't go to the bank my mom got all the money.

I was kinda mad at myself because I didn't read the letter.

2

The place I feel is my territory is my room. In my room I feel safe a warm. My room is pretty big with a very tall ceiling. Two of the walls have paneling on them, and the other two are painted white. My room is cleaned every couple days so it's always clean. My bed is in the corner of my room. It's covers are blue and it's very soft. My dresser sits in one of the other corners. It's about four feet tall and three feet wide.

My closet is right next to my dresser. It's filled with some clothes, shoes and sports equipment. My TV is in front of my bed. It has a 28 in. screen and it is black. A bookshelf sits in another corner behind my TV. It's totally full of books with no room for anymore.

The End

1

Our school eats lunch in the activity center. It is probably about 8 average size class rooms. There are lots of tables and chairs. There is about 225 students. The activity center has a drinking faucet, a school store, and 2 restrooms, one for the boys and one for the girls. There are also about 250 lockers. The activity center also has a small bulletin board. There are also pairs of doors. There is also a clock, bell, and fire bell.

WORD CHOICE

<p>6 Words convey the intended message in a precise, interesting, and natural way. The words are powerful and engaging.</p> <p>A. Words are specific and accurate; it is easy to understand just what the writer means.</p> <p>B. The words and phrases create pictures and linger in your mind.</p> <p>C. The language is natural and never overdone; both words and phrases are individual and effective.</p> <p>D. Striking words and phrases often catch the reader's eye—and linger in the reader's mind. (You can recall a handful as you reflect on the paper.)</p> <p>E. Lively verbs energize the writing. Precise nouns and modifiers add depth and specificity.</p> <p>F. Precision is obvious. The writer has taken care to put just the right word or phrase in just the right spot.</p>	<p>5 Attempts are made to reach for better and more precise words although not as often as possible.</p> <p>A. Words are correct and in many cases they are "just right."</p> <p>B. It's easy to understand what the writer is communicating. Several "mind pictures" are present.</p> <p>C. As the writer tries new words and phrases, they are usually more right than wrong.</p> <p>D. The verbs are more active but still may need a little attention here and there.</p> <p>E. There's care and attention paid to selecting the best words to fit the piece. It's moved past the "just functional stage."</p> <p>F. The words and phrases are working really well.</p>	<p>4 The language is functional, even if it lacks much energy. It is easy to figure out the writer's meaning on a general level.</p> <p>A. Words are adequate and correct in a general sense; they simply lack much flair and originality.</p> <p>B. Familiar words and phrases communicate, but rarely capture the reader's imagination. Still, the paper may have one or two fine moments.</p> <p>C. Attempts at colorful language show a willingness to stretch and grow, but sometimes it goes too far (thesaurus overload!).</p> <p>D. The writing is marked by passive verbs, everyday nouns and adjectives, and lack of interesting adverbs.</p> <p>E. The words are only occasionally refined; it's more often, "the first thing that popped into my mind."</p> <p>F. The words and phrases are functional—with only a moment or two of sparkle.</p>
<p>3 The language is interpretable but without any energy. A little interpretation is needed to understand some parts.</p> <p>A. Words are mostly adequate but add no flavor to the piece.</p> <p>B. Simple words are all that are attempted and they may be so general they distract from the meaning. The verbs lack any pizzazz.</p> <p>C. Few attempts are made at colorful or figurative language and even those work only at a limited level.</p> <p>D. Although most of the parts of speech can be identified in the sentence, some misuse is confusing to the reader.</p> <p>E. The words feel like a rote response and reflect a lack of craftsmanship.</p> <p>F. The reader gets meaning from the words in only the most general way.</p>	<p>2 So many places are flawed that meaning is often impaired. Wrong words are used and the reader can't see any connection to the idea being shared.</p> <p>A. Language is so vague (e.g., It was a fun time, She was neat, It was nice, We did lots of stuff) that only a limited message comes through.</p> <p>B. Even simple words are used incorrectly. The verbs if present are flat.</p> <p>C. No attempts are made to use figurative or colorful language.</p> <p>D. Limited vocabulary and/or frequent misuse of parts of speech impair understanding.</p> <p>E. Jargon or clichés distract or mislead. Persistent redundancy distracts the reader.</p> <p>F. If you work very hard you can get a general understanding of what the piece is about - but it's not easy.</p>	<p>1 The writer struggles with a limited vocabulary, searching for words to convey meaning. The writing reflects more than one of these problems:</p> <p>A. The language often makes no sense.</p> <p>B. "Blah, blah, blah" is all that the reader reads and hears.</p> <p>C. Words are used incorrectly, making the message secondary to the misfires with the words.</p> <p>D. The lack of vocabulary and the misuse of parts of speech keep the reader from understanding.</p> <p>E. Repetition of words and phrases misuse of words and phrases litter the piece.</p> <p>F. Problems with language leave the reader wondering what the writer is trying to say. The words just don't work in this piece.</p>

WORD CHOICE

6

Bullying and ~~bullying~~, the red lava oozed down the volcano's slope. My plastic army men, each strategically placed, were easily knocked down by its force. When Mrs. Johnson added more vinegar and baking soda to the cone, it erupted yet again. I was thrilled - this papier maché mountain was the culmination of almost a month's work. This was what I had been anticipating all year. This was the reason for being in 4th grade.

As I look back over my time in elementary school, that year stands out as the most fun of all. It was true that Mrs. Johnson made us work incredibly hard, but she also made sure that academics weren't our only focus. In 4th grade I did more art projects than any other year, and those projects were what made Mrs. Johnson the most memorable teacher.

We never grew tired of them because she always had new and different ideas. She knew what it meant to have fun, that sometimes getting a little messy is okay. She always seemed to make sure that a little paper or plaster or plaster was involved in our constructions. At the time that didn't seem to be any point (except fun) to making salt maps or candy houses, but now I think I understand.

When a child is excited about one thing, its easy to transfer that excitement to other things not normally thought of as fun, like academics. Mrs. Johnson used those projects as a tool to increase our overall interest in life and in being at school. But more than that, she taught us that there is power in our hands. We can create, discover, use them for important ideas. We

5

Polar Bears

Polar bears are amazing animals. Their hair looks white, but really it's translucent. Polar bears have black skin. Under the skin is blubber. It keeps the polar bear warm.

Polar bears have excellent eyesight. They blend in with their surroundings as well. This makes them good hunters. Polar bears eat seals in the winter, and lemmings in the summer. Lemmings weigh about two ounces. And polar bears weigh much more. A 203 pound polar bear pawing on a 2 ounce lemming must look quite silly.

Sometimes polar bears wander into towns. This is not good since polar bears are such mischievous animals. Because of this, if you go to Alaska, some homes have boards on their windows, right? This keeps out animal-like polar bears from breaking in.

So, polar bears may be cute, but can grow to be massive, destructive animals.

4

A National Hero Day, that would be the holiday I would propose. The reason being, that everyone has a hero some shape or form. Just think everyone would get acknowledged because every person is a hero in some one's eyes.

First we would all get to have the day off of work and school. You could spend that time with your hero or a group of them. That way we would all be recognizing everyone hero's efforts.

By doing a National Holiday everyone would get to celebrate and have the ability to feel wonderful about their good influence on other people.

Second spotlighting some very well known hero's and do a huge document to look into their lives. So we could learn a little more about these wonderful people and what they did so special.

Finally, maybe our communities that have no hope and turn to violence.

3

It has said that nothing brings more pain than too much pleasure; nothing more bondage than too much liberty. In my statement I don't agree what is been said because I don't think that's really truth. It's only has been said to see what people say. I don't think people really pay much attention to what is been said that nothing brings more pain than too much pleasure.

I had never heard that nothing brings more pain than too much pleasure that's why I don't agree with the statement. Nothing has ever happened to me that's why I don't agree it could be a truth statement. Nothing brings more pain than too much pleasure so that's why I don't usually agree. Maybe some people agree with the statement but in my opinion I don't agree.

2

I'm writing about why high school shouldn't start late for students when we are at home we are going out to kick it in stuff, like, to the movies, the mall that kind of high school stuff that kids are doing.

First the school must be clean before students attend so that they will fill good inside and out that way nobody can complain about not having enough time to sleep or chill with some friends.

Then that means that some people that play on the basketball team should be at practice every time there is a practice because that can affect everyone of the team mates, just because you were not there.

I always think ahead of time because you never know if there is a big test coming up unless you are the teacher's pet, then you are ready for it for shure to pass the big test and get a big fat A!

Seriously some people are scared to go out and get snatched up like most of the other kids did because they were out late at night so that's why you shouldn't go to night school.

Also the high school you pick should be very nice and neat so that you can say "I had a great and clean day to day."

My third and favorite reason is that most high schoolers parents don't give them that much freedom out in the world like if we want to

1

When I was, go to go and ride my dream car but it was stone. It was fear thing in my holl life even my new bike was stone but my my dream car is stone by my friend.

SENTENCE FLUENCY

<p>6 The writing has an easy flow, rhythm and cadence. Sentences are well built, with strong and varied structure that invites expressive oral reading.</p> <p>A. Sentences are constructed in a way that underscores and enhances the meaning.</p> <p>B. Sentences vary in length as well as structure. Fragments, if used, add style. Dialogue, if present, sounds natural.</p> <p>C. Purposeful and varied sentence beginnings add variety and energy.</p> <p>D. The use of creative and appropriate connectives between sentences and thoughts show how each relates to and builds upon the one before it.</p> <p>E. The writing has cadence; the writer has thought about the sound of the words as well as the meaning. The first time you read it aloud is a breeze.</p>	<p>5 Much of this piece has a sense of rhythm and flow, but some parts still need work. Technically the sentences are correctly structured.</p> <p>A. Some of the sentences are phrased so carefully that the reader gets totally caught up in them; others remain a bit sterile.</p> <p>B. Correct construction is present in the sentences and variety in type is present. Few examples of risk-taking are present such as dialogue or fragments.</p> <p>C. Attention has been paid to different sentence beginnings. Just a bit more attention here and the piece becomes musical.</p> <p>D. Connectives are present but not completely refined.</p> <p>E. You can read this piece aloud quite easily with only a moment or two of problems.</p>	<p>4 The text hums along with a steady beat, but tends to be more pleasant or businesslike than musical, more mechanical than fluid.</p> <p>A. Although sentences may not seem artfully crafted or musical, they get the job done in a routine fashion.</p> <p>B. Sentences are usually constructed correctly; they hang together; they are sound.</p> <p>C. Sentence beginnings are not ALL alike; some variety is attempted.</p> <p>D. The reader sometimes has to hunt for clues (e.g., connecting words and phrases like however, therefore, naturally, after a while, on the other hand, to be specific, for example, next, first of all, later, but as it turned out, although, etc.) that show how sentences interrelate.</p> <p>E. Parts of the text invite expressive oral reading; others may be stiff, awkward, choppy, or gangly.</p>
<p>3 Technically correct sentences tend to create a sing-song pattern or lull the reader to sleep. Nothing in the sentences creates a sense of fluidity.</p> <p>A. Sentences are generally correct although a few may be lacking some key ingredients.</p> <p>B. You can read through the editing problems in this piece and see where the sentences logically begin and end.</p> <p>C. There is a reliance on patterned sentence beginnings, however, a few sentences break out.</p> <p>D. Only a very few and very simple connectives lead the reader from sentence to sentence.</p> <p>E. You can read this aloud - after a few tries.</p>	<p>2 Even some of the easier sentences have structural problems which cause the reader to stop and figure out what is being said and how.</p> <p>A. The phrasing doesn't sound natural because of problems in structure as well as placement of words.</p> <p>B. To make the sentences correct and flow many would have to be reconstructed.</p> <p>C. Many sentences begin the same way—and may follow the same patterns (e.g., subject-verb-object) in a monotonous pattern.</p> <p>D. Connectives, though present, are often misused or lead the reader in the wrong direction.</p> <p>E. The text does not invite expressive oral reading.</p>	<p>1 The reader has to practice quite a bit in order to give this paper a fair interpretive reading. The writing reflects more than one of the following problems:</p> <p>A. Sentences are choppy, incomplete, rambling or awkward; they need work.</p> <p>B. There is little to no "sentence sense" present. Even if this piece was flawlessly edited, the sentences would not hang together.</p> <p>C. So many sentences are incomplete that it is hard to judge the quality of the beginnings.</p> <p>D. Endless connectives (and, and so, but then, because, and then, etc.) or a complete lack of connectives create a massive jumble of language.</p> <p>E. The text is so flawed that it cannot be read aloud without the writer's help.</p>

SENTENCE FLUENCY

6

Folded in half and rolled against the wall the lunch tables form a long white procession of formica table tops. Through three pairs of double doors two grandmothers enter. One by one they wheel the tables away from the wall. One slightly curved scuffed table about 5 years old unfolds with a crack and then pops flat. Twelve feet long with a crack in the middle, where the table folds, and three feet wide the lunch table I always sit at now awaits those accused early for lunch.

In a few minutes they arrive. My friends Peter and John are the first to lay down their sack lunches. Peter walks off to get a milk (1/2 pint carton). Meanwhile John opens his lunch bag and unpacks a rock hard pear, turkey sandwich, and a carton of "Minute Made" orange juice. Underneath the table the floor is not undisturbed.

Peter returns as Bel, Dan, Nick, Joe and Cedar arrive. Joe and Nick set down their backpacks with loving care and depart for the lunch line. Bel and Dan head for the snack bar where they will purchase their lunches.

Within few minutes Bel and Dan return laden with earth packages of food. By now the food table is full with several more faces. Now we present. Under the table far end of the table a chain chain holding was has broken out. Soon it will spread down the full length of the table and then transform into a small food for fight. Teachers will quickly scold this leaving many hungry for revenge.

On top of the table chocolate milk, cranola, an occasional french fry fry, and several wrappers are now littered. The crack in the center of the table soon serves as a vacuum for these

5

*11-10
4/29d*

Snow White

Far off in the Antarctic sea where whales and sharks live is not where this story takes place. In New York City (where there is life form) lived a nice lady named Snow White. She was an ordinary lady (no she wasn't weird) she had 14 boys, 17 girls, 8 husbands, and 1 grandmothers and grandpas. Day after day she would buy 36 cans of beef ravioli and 88 liters of Mr. Pibb. She wore clothes like jeans t-shirts leather jackets she was rich, and you could tell because she has a huge mansion with 36 rooms. Boy that must be a hassle! But now she's under cover, and I don't know where she is. And this story doesn't end in the Antarctic sea it ends in Peoria, Arizona. Maybe I'll tell that story later.

4

Clothing Perspective

Clothes say a lot about a person. That's why it is so important how you look out in public.

Picking clothes that fit my personality is pretty easy. I'm kinda self-conscious, so in front of people I don't know I wear clothes that hide my body. For example I always wear a coat; now I get cold easily from always wearing my coat. One default about my personality is I always have to look my best. I can't even go outside to get the mail without being dressed making a good impression on people is really important to me.

What my friends dress like also has an influence on how I dress. My friends wear cute, fitted clothing. Seeing how good they look makes me want to look as good as them. Therefore I go out and buy clothes similar to theirs.

People say looks don't matter but with clothes they do. You have to match the right colors to your

3

FINAL WRITING PAGES

A Time I felt proud is

when I got my first pet. I named her Cammie. I was so happy I told my mom thank you when she had looked I was proud. Then she got mommy. When she got mommy I was proud. When they got old and die I was not proud.

2

People worry to much about people. They worry if the person is going to like you or if you are going to kiss on the first date. People worry is the person you are going with is to tall and will think you are to short or the other way around where you are to tall. People worry if the person will come beat you up or come up and kiss you. People will think up something to worry about just for the sake of worrying. Even though 99.9% of the time it will not happen. What if the person thinks I am to fat or to quiet, or just plain smelly. They will think of anything that people could think of them and worry about that. Even though it will probably not happen. People will worry if the person will like this shirt more or this one when really they both look really good on you. People will worry up just anything they can think about even though most likely it will not happen.

1

Although there are many wonderful sports basketball is my favorite sport. Basketball is my favorite because you have to jump up it and run in it. Second your family come to watch you play the game and you get to be cheerleader at that is good and you get a lot of energy from it because you move your hands a lot and you can move your legs and it gets you in shape very good. Life is good to do for many reasons but my favorite reason is that you can do many things and make some times but sometimes you can't but the sorry part is that you get hurt when you play and have to go to the hospital and you can break a leg or a arm and

CONVENTIONS

<p>6 The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing) and uses conventions effectively to enhance readability. Errors tend to be so few that just minor touch-ups would get this piece ready to publish.</p> <ul style="list-style-type: none"> A. Spelling is generally correct, even on more difficult words. B. The punctuation is accurate, even creative, and guides the reader through the text. C. A thorough understanding and consistent application of capitalization skills are present. D. Paragraphing tends to be sound and reinforces the organizational structure. E. Grammar and usage are correct and contribute to clarity and style. F. The writer may manipulate conventions for stylistic effect - and it works! The piece is very close to being ready to publish. <p><i>Grades 7 & up only: The writing is sufficiently complex to allow the writer to show skill in using a wide range of conventions. For younger writers, the writing shows control over those conventions that are grade/age appropriate.</i></p>	<p>5 The writer stretches and tries more complex tasks in conventions however makes a few mistakes along the way.</p> <ul style="list-style-type: none"> A. Everyday words are consistently handled well but more difficult words are spotty. B. Punctuation shows strength and enhances the readability in all but a few cases. C. The punctuation is usually correct and takes a few risks. D. Solid paragraphing skills are present although there may be a few adjustments needed on more complex pieces. E. The grammar and usage is correct. F. Just a few things here and there need to be edited before this piece is ready to publish. 	<p>4 The writer shows reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well and enhance readability; at other times, errors are distracting and impair readability.</p> <ul style="list-style-type: none"> A. Spelling is usually correct or reasonably phonetic on common words, but more difficult words are problematic. B. End punctuation is usually correct; internal punctuation (commas, apostrophes, semicolons, dashes, colons, parentheses) is sometimes missing/wrong. C. Most words are capitalized correctly; control over more sophisticated capitalization skills may be spotty. D. Paragraphing is attempted but may run together or begin in the wrong places. E. Problems with grammar or usage are not serious enough to distort meaning but may not be correct or accurately applied all of the time. F. Moderate (a little of this, a little of that) editing would be required to polish the text for publication.
<p>3 The writer stumbles in conventions even on simple tasks and almost always on anything trickier.</p> <ul style="list-style-type: none"> A. Although the reader can understand, even simpler words are not always correct. B. Punctuation is spotty and inconsistent. C. Proper nouns and the beginning of sentences are capitalized correctly, other words are random and don't show understanding of capitalization rules. D. The piece may start off with a paragraph or two, but then the rest is one big glob of sentences. E. There are serious grammar and usage problems scattered throughout the text. F. Enough editing would have to be done to this piece that a student writer may need help to find it all. 	<p>2 Many errors of a variety of types are scattered throughout the text.</p> <ul style="list-style-type: none"> A. The spelling is phonetic, many errors are present. B. Except for the simplest of punctuation (periods, questions marks), the other punctuation is usually wrong or missing. C. Only the easiest rules of capitalization show awareness of correct use. D. Paragraphing skills are irregular and inconsistent. E. A heavy reliance on conversational oral language affects the grammar in an inappropriate way for this piece. F. Whew! There's quite a bit to be done here to edit the piece for publication. 	<p>1 Errors in spelling, punctuation, capitalization, usage and grammar and/or paragraphing repeatedly distract the reader and make the text difficult to read. The writing reflects more than one of these problems:</p> <ul style="list-style-type: none"> A. Spelling errors are frequent, even on common words. B. Punctuation (including terminal punctuation) is often missing or incorrect. C. Capitalization is random. D. Paragraphing is missing, irregular, or so frequent (every sentence) that it has no relationship to the organizational structure of the text. E. Errors in grammar or usage are very noticeable, frequent, and affect meaning. F. The reader must read once to decode, then again for meaning. Extensive editing (virtually every line) would be required to polish the text for publication.

CONVENTIONS

6

Harder Than You Think

I walk up the hill with my friends, then turn into our cul-de-sac, go to the front door, put the key in the lock, turn, and step in. The house breathes a kind of spooky hello as I set my books down and go to the kitchen where the inevitable note is waiting: "Have a snack. Be home soon. I love you." As I'm munching cookies, I think how I'd like to go out and shoot a few hoops if I had someone to do it with. You can play Nintendo by yourself, but it isn't the same. So I forget that for now. I should be doing my Spanish homework anyway. Too bad I don't have an older brother or sister to help conjugate all those dumb verbs.. I could call a friend, sure, but if I had a brother or sister, I'd have a built-in friend.

While I'm feeling so sorry for myself, I hear my friends Denise and Kevin across the street. She's screaming bloody murder because he is throwing leaves in her hair and threatening to put a beetle in her backpack. She has just stepped on his new Nikes. I do not have these squabbles. I guess the big advantage, if you call it that, to being an only child is my room is my own, nobody "borrows" my CDs or my books or my clothes. I also get a bigger allowance than I probably would if I had siblings. My parents take me everywhere, from the mall to the East Coast. Maybe they wouldn't if they had other kids. (On the other hand, it would be more fun going if I had someone my own age.)

5

"Happy come on," I rumpty said with a snort.
"Ok, ok, do you want the home song?" said Happy happily.
I rumpty said, "I'll start it. Ready here we go. Oh. High ho, High ho, it's off to home we go!"
"Oh no there is a baby bear in our house!" cried Happy killing the music.
Well since there was a baby bear in their home and they did not see a mommy or a Daddy bear they decided to keep him. And they lived wonderfully in their home.
The end

4

Raising the legal driving age to 18 is a good idea. The new intermediate drivers license law is not hard enough on young drivers. The law states that while having an intermediate license, you are not permitted to have any friends in the car. Many teenage drivers do not obey this, and put as many friends in the car as it can carry. While having friends in the car, the driver might feel the need to show off. This is when accidents happen and people die.

Washington's roads would be a lot safer without having a reckless teen behind the wheel. Statistics show that drivers from the ages of 16-18 are the worst drivers on the road. More 16-18

3

Dear adult, 8-3-09
I would like to change grade. My rule I would like to change IS to have more recess then the 1, 2, 2, and 3 grade classes. The 4 and 5 grade deserve fast recess at the end of the day because we work harder than the other class. I think it not fair for us that we do more work then the other classes. I have a question for the kids in 4 and 5th, do you like recess? If you like recess the 4 and 5th grade classes deserve more recess then the 1, 2, 2, and 3 grade class. The reason why we deserve it because we need to get our energy out from eating in the classroom for 7 hours and five min. All the other classes have more fun then the 4 and 5 grade. This rule I would like to for the 4 and 5 grade class.

2

Male or Female

Female has the better life than the male. Because female can do the easy thing just like: to cook a meal, to clean the house. There is a female that want to be a pilot and an enginer because thats what they want. But that is easy for the male. But male can do the hard job like: to be a carpenter of a high building. Male can go to the moon as a astronote and male can be a pilot of Air Force.

And those are the hard job just for male.

1

The Running Lizzard
One day on the discovery channel I saw this lizzard in a hot corner on its hind leg and run at you. This lizzard can jump and kill you very fast.