

ELA Curricular Materials:

K–12 Writing Structures Guidance

Introduction

High quality writing instruction can empower students and equip them with the skills they need to be successful in the future paths of their choice. Writing is required across grades, content, and job types. The ability to write clearly leads to student voice and opportunities in life. Consider how the following scenario illustrates the importance of high quality writing instruction:

John has been working as a food services operator at the local hospital. A shift manager position is opening up and John submits an application. Report writing is a crucial part of the shift manager’s job so a writing test is administered. John’s performance on the task was insufficient. He had passed high school, but was never able to implement writing techniques proficiently. Now he needs those skills for advancement in his career. Sadly, John is passed over for the position and he is now contemplating quitting.

So what happened? John had experienced writing difficulty for years. While teachers and family members recognized his struggle all throughout school, no one had the tools to help John develop those skills. Early teachers saw the problem but John never received adequate writing instruction or intervention. By high school, John had learned to compensate to a degree so teachers did not address his instructional needs. John graduated on time, but now writing issues were affecting his employment.

Students like John are not alone. According to the 2007 National Assessment of Educational Progress (NAEP) study of writing, only one in three students met the criteria for proficient or advanced writing skills in eighth grade; the other two-thirds of the national sample scored at “basic” or “below basic” levels. Furthermore, The National Commission on Writing for America’s Families, Schools, and Colleges (2005), estimated that taxpayers across the United States spend \$250 million annually on the extra training and oversight required to address writing deficiencies just among state government workers. As the majority of students today currently leave the school system without becoming proficient writers, we as educators can use evidence-based structured literacy practices to enhance not only student writing skills, but also the quality of their futures.

High quality writing instruction is connected to structured literacy and is applied across content areas. Writing instruction should be designed **systematically** and **cumulatively**. Skills are taught in a logical progression and are built through CCSS standards-alignment and grade-level content. Based on the Simple View of Writing (Berninger et al 2002), students must master both foundational writing skills (i.e. letter formation, spelling, punctuation, and sentence organization) as well as composition skills (i.e. topic knowledge vocabulary, literary forms, and organization) in order to develop skilled writing expression. **Diagnostic** writing instruction relies on routine assessment of students’ understanding of content. Examples of writing assessments include rubrics, checklists, and curriculum based measurements, all of which can be used to inform instruction. Teachers can base explicit writing instruction (clear modeling, guidance, and feedback) on the current performance of their students.

By using diagnostic assessments, teachers are better able to provide all appropriate layers of instruction depending on student need. If given a clear bar to meet, students will be better equipped to improve their writing abilities.

Writing involves critical *thinking* and allows students to reflect on what they have learned, connect ideas, sort main ideas from less important, paraphrase in their own words, pursue the meanings of text more closely, and synthesize content. Writing develops content knowledge and enhances students’ understanding of concepts in all disciplines. Writing helps teachers better assess students’ depth and breadth of content knowledge.

Without a clear instructional plan that is systematic, cumulative, diagnostic, explicit, and spans across content areas, we run the risk of sending young adults into the world without the necessary skills to be successful in the future paths of their choice. Students must leave high school equipped with the skills to effectively express their thoughts and ideas in various forms of writing in order to be college and career ready.

In this implementation guide, the educator is provided with tools to develop a culturally and linguistically responsive writing program for any grade level. To teach acceptable writing skills the educator must use High Quality Instructional Materials (HQIM). These materials must consider a range of language and grammar structures. A valuable tool provided in this implementation guide is instruction on writing high quality prompts with examples included. These prompts were created based on the understanding that writing can enhance reading comprehension when they are standards-based and rooted in a text. From these prompts, assessments can be developed and students' needs can be targeted. The group of New Mexico educators who collaborated to create this guide believe in the impact meaningful tools can have on instruction and wish all fellow New Mexico educators and students luck in their implementation journey!

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Culturally and Linguistically Responsive Writing Instruction

For decades, public education scholars have asserted that a lack of equity in the most diverse classrooms nationally is closely tied with a lack of research-informed understanding about literacy instruction. Many argue that this has led to the overidentification of children of color for special education services, contributed to functional illiteracy, and fostered negative self-esteem in children despite their increased efforts. Dr. Jeff Howard, President of the Efficacy Institute emphasizes that, “a lack of understanding about reading instruction research leads to the implementation of instructional practices that are at best misaligned and inappropriate, and at worst, oppressive.”

In New Mexico, considering the powerfully diverse demographics, we believe that all education should be rooted in Culturally and Linguistically Responsive (CLR) practices. Such a paradigm would enable educators to ensure equity as the foundational basis for the critical dynamics involved in the classroom-based teaching and learning. For writing instruction, we aspire to accomplish CLR practices by coordinating the critical findings from the scientific view of structured literacy (Scarborough, 2001; Gough & Tunmer, 1986) with the CLR approach of VABB (Validate, Affirm, Build, and Bridge). Research on Structured Literacy suggests that educators should employ instructional plans and research based practices that include explicit phonemic awareness and phonics instruction, fluency practices, vocabulary development, and comprehension strategies to support all students’ classroom performance as well as future outcomes. Additionally, VABB, the cornerstone of CLR, provides an intentional means to encourage educators to be culturally responsive in designing learning experiences. Culturally responsive educators validate students’ cultural behaviors and affirm their identities by helping students appreciate situational appropriateness for some behaviors that could be misunderstood or misread in different settings due to varied identities and backgrounds. This enables educators to build and bridge students’ academic achievement by welcoming and integrating their cultural and home-based identities in the learning environment.

Key learnings to keep in mind when approaching writing instruction from a lens of equity paired with VABB and Structured Literacy:

- Literacy as “vehicle for change” pertains to “how” literacy is taught and “why” having systematic literacy instruction would lead to a strong inclination towards justice, liberation, and freedom.
- To ensure equity, it is important to use a systematic and explicit foundational instruction approach instead of relegating students to glean a secondary understanding from pictures and context. Lack of systematic reading instruction leads to ingrained issues such as mispronunciation and an increased reliance on cueing systems like contextual clues and guessing the words.
- Writing and reading instruction are linked through the processes of encoding and decoding. By creating foundational, systematic, explicit writing instruction we are simultaneously developing students’ ability to read texts of increasing complexity.

To Validate and Affirm:

- Take time to learn about your students/community. You may utilize a quick survey or a fun ‘10 questions to know you’ format.
- Select texts to match with student background (home language and culture, ethnicity, religion, age, interests, etc.) that also align with the CCSS. You could combine literature with informative texts to provide context and depth to the reading element.
- Use the CCSS to design your prompts based on what the students read.

To Build and Bridge:

- Collaboration: Take time to put students in small groups for discussion and have them compare/contrast facts and views on different cultures. You could provide guiding questions.
- You can select texts that allow students to learn about other cultures and respond to that in their writing.
- Vocabulary development could be based on the words that represent the concepts students bring in from their respective home cultures. Also, include academic vocabulary tied to the standard and texts used prior to reading. For example, an activity of “build a personal thesaurus” could provide an opportunity for students to bring in words they own conceptually that could be linked to academic word equivalents.
- Use the instructional strategy of ‘simple to complex’ for drawing out students’ life and cultural experiences in writing. For instance, basic level writing using 3 to 4 words, for complex sentence writing 2 to 3 sentences.

Culturally and Linguistically Responsive Classroom Resources:

1. NMPED CLR Guidance Document:

Link: https://drive.google.com/drive/u/0/folders/1ngkvx9_eXwlOGItAn4JZNxbnXR_LpBgZ

Implementing best practices for culturally responsive leadership.

Delpit(1995) defined CLR by asserting, “rather than think of diverse students as problems, we can view them as resources who can help all of us learn what it feels like to move between cultures and language varieties, and thus perhaps better learn how you become a citizen of the global community.”

2. Hammond CRT and the Brain, Chapter 4

Link: https://drive.google.com/drive/u/0/folders/1ngkvx9_eXwlOGItAn4JZNxbnXR_LpBgZ

- Description, Interpretation, Evaluation (p. 60)
- Mindful Reflection Protocol (p. 61-62)

Overview of High Quality Instructional Materials (HQIM) in Writing Instruction

The NMPED [defines](#) HQIM as, “content-rich, fully accessible, culturally and linguistically relevant, free from bias, research-based, and aligned to New Mexico state standards.” They are written with a clear purpose, effective lesson structure, and pacing to provide flexibility for teachers to best suit the learning styles of all students, encouraging inquiry and curiosity. HQIM materials also provide support for students to examine materials with a diverse cultural and linguistic perspective.

Regarding writing instruction, writing is an essential interdisciplinary component of curriculum and assessment. “HQIM may also provide a variety of relevant assessments to equip teachers with professional tools to evaluate student comprehension of the content and provide deeper understanding of the standards,” per the NMPED. It is inherent that students’ writing abilities and skills allow them to demonstrate their content knowledge and comprehension of standards in the fullest capacity on assessments.

HQIM Resources For Writing Instruction

Resource 1

[High Quality Instructional Materials - A Resource for Identifying, Selecting, and Evaluating HQIM](#)

This resource manual gives an overview of the selection process and the criteria that a selected material must meet in order to be considered a high quality instructional material. The manual also provides information on how a district selects a HQIM, along with the implementation process within the district. There are also appendices that clarify terms, cultural responsiveness, and regulatory laws. This manual has several pages and appendices that are particularly relevant to writing instruction.

Relevant Pages for Writing Instruction

- District Selection of Materials (Pages 14-15)
 - » Gives overview into district process and steps of material selection
- Implementation Guide (Pages 17-19)
 - » Addresses the importance of implementation of materials within a district
 - » Gives suggestions for teacher support in the classroom
- Additional Resources - (Page 20)
 - » Links for materials with clarification and extra support/guidance for teachers with regards to writing as well as across disciplines
 - » Links for tools to address writing instruction and production
 - » Includes standards alignment to writing, New Mexico ELA Content Standards, and Culturally Responsive Teaching (CLR)
- Appendix 1 - Definitions (Page 21-25)
 - » Definitions for terms within the manual and that are used in the selection process of HQIM
 - » Gives overview for incorporating CLR into writing instruction.

Resource 2

[NMPED Website](#)

This website addresses the importance of HQIM. It provides information on adoption information, allocation/budget information, content standards, and publishers. It also gives links and additional resources for teacher support regarding writing instruction with HQIM.

Relevant Links for Writing Instruction -

- [Distance Learning Resources](#)
 - » Print and digital resources, including writing
- [High Quality Curriculum State Resource for Remote Learning](#)
 - » Provides districts with high quality instructional materials for teachers in a remote setting if needed
- [Publishers List](#)
 - » Information on materials publishers, citation alignment, and scoring rubric for the materials as well
- [Content Standards](#)
 - » Provides information on content standards for writing, including CLR standards

Resource 3

[Instructional Scope for Language Arts](#)

The New Mexico Instructional Scope ([NMIS](#)) provides a breakdown of standards and gives lessons and assessment examples for writing with HQIM. The English Language Arts standards are vertically aligned throughout the entire scope, incorporating writing throughout the entire sequence. The overviews below provide information into specific grade bands (Grades K-5, 6-8, and 9-12), along with links to each specific grade's instructional scope.

Grades K-5 Overview

The instructional scope for K-5 focuses on foundational writing skills throughout the instructional scope, such as print concepts, basic reading skills, phonics, and word recognition. The writing tasks center around high quality, appropriately complex texts, and allow students the opportunity to demonstrate their comprehension. These writing tasks are aligned to writing standards that address argumentative, informative, research, and narrative writing in a clear and coherent manner with the incorporation of technology.

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade

Grades 6-8 Overview

The instructional scopes for Grades 6th - 8th embed the key tenets of excellent literacy and writing instruction to include text centered lessons, high quality writing tasks, and clarity with ELA writing standards. The instructional scope also provides examples for writing instruction with the use of HQIM and builds writing connections between Grades K-5 and Grades 9-12.

- 6th Grade
- 7th Grade
- 8th Grade

Grades 9-12 Overview

The instructional scope for the upper grades has merged the skills and standards together for Grades 9-10 and for Grades 11-12. The writing standards for Grades 9-10 expand upon writing skills students acquired in the lower grades and build strong connections with essential writing skills addressed in Grades 11-12. The instructional scope for Grades 11-12 encompasses all of the New Mexico writing skills and standards and asks students to demonstrate a comprehensive writing skill set with content, style, organization, and finesse.

- 9th – 10th Grade
- 11th – 12th Grade

Additional HQIM Resources for Writing Instruction

These materials provide more clarity on certain aspects of HQIM and can be used to supplement the listed resources above.

- [Culturally and Linguistically Responsive Teaching Guide](#)
- [Rubric for Evaluating CLR Materials](#)
- [Professional Learning and HQIM Guide](#)
- [CCSSO High Quality Curriculum Resources](#)

Language and Grammar Instruction in Writing Instruction

Language and grammar are foundational to one's ability to express themselves clearly. Good written communication relies on enabling others to understand what the writer means. If students don't know proper grammar, then students struggle to express themselves in writing. The foundation of writing is language acquisition which includes vocabulary. Students need to know how to use the language to better communicate their thoughts and actions. A student's writing is dependent on the degree of what a student is exposed to on a daily basis as well as the student's upbringing and dialect. Educators need to know how important it is to understand their student's foundation so as to be explicit and give them opportunities to practice.

In order to do this effectively, research shows that grammar is best taught in the context of authentic writing which means students need to apply it as they are learning it in relation to high-quality texts. The reader may make judgment calls based on what a student has written. Writers learn how to approach a subject and use critical thinking to explore a topic. Educators desire a baseline that all teachers can follow. When a student is exposed to grammar and understands the importance of quality work, they can use their critical thinking skills while producing cohesive and structured writing.

All grammar skills can be taught within a variety of genres of writing so having a clear, systematic, and cumulative approach to grammar instruction helps students logically develop their understanding of language and grammar structures over the course of the year. While there are several different ways to organize grammar scopes and sequences, there are a few guiding questions that help determine which standards sequences might best meet the needs of your students within the context of your classroom:

1. Which of these standards will my students need to know prior to accessing some of the most complex standards?
2. Are there any standards that are more difficult for my students, and therefore need more time being taught and spiraled throughout the year?
3. Are there any authors or texts that we will be studying this year that really highlight this particular grammar or language structure?
4. Which of the writing units that we are studying align best to some of the language and grammar standards?

Formative and Summative Assessments

Structured literacy speaks to the explicit, systematic, and diagnostic approach all teachers should be taking towards instruction. Diagnostic instruction is the practice of regularly assessing student understanding of the content. This can be done before, during, and after content is being taught. In New Mexico, we believe in a [Balanced Assessment](#) approach in all content areas. In writing, students should have regular opportunities to apply their understanding to prompts and writing tasks that demonstrate what they have learned in the classroom.

Assessing student knowledge in writing is different from other content areas in that it requires authentic student application and analysis of their writing to have a clear picture of what they truly know, rather than multiple choice application. In order to do this, we first need exemplary writing prompts that require students to analyze and respond to a variety of texts and content areas.

High Quality Prompts:

Start with the standard...In order for writing instruction to be authentically cumulative (building on concepts over time) we as educators must deeply understand our standards and the grade-level content needing to be mastered by our students. Start first with the writing standards to align to the larger genre you want them to show an understanding of and then consider the language and grammar conventions you want your students to demonstrate through their writing piece.

Are anchored in a high-quality text and/or content based...Writing has many purposes. While some of these are of course personal, others are academic. We know that most students need a lot of instruction and practice in making meaning from text and content, and showing that understanding in writing. That means a prompt should often reflect that instruction. Making sure that kids are writing about something substantive that they know, and grappling with that independently in evidence-based thinking and writing, is often an important criterion for a writing prompt.

Are measured by standards-based scoring rubrics and checklists...As teachers (and maybe as writers ourselves), we know that much writing is not a “single type” but is in fact a blend of some sort. Students are often applying a variety of language, grammar, and writing process skills to a single piece of writing. Having a clear vision as to which standards you are intentionally assessing allows you and your students to focus on improving in targeted areas over time. Choose your scoring rubric and then align your prompt to give students the opportunity to show mastery of a given standard.

Process modified from Achieve the Core's: [Designing High-Quality Writing Tasks](#) framework

Examples of Standards-Based, Text-Aligned Prompts

WRITING PROMPT EXAMPLES: KINDERGARTEN

K	Standard	Prompt	Text	Genre
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	Which crayon is your favorite? Why is that crayon your favorite? Explain your opinion through use of your drawing/dictation/writing.	"The Day the Crayons Quit"	Fiction
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Why is it important to be careful when hiking and camping in the wilderness? Create a poster with a partner telling people to be careful when they are outside hiking or walking.	"The True Story of Smokey the Bear"	Non-Fiction: NM History
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events. Tell about the events in the order in which they occurred, and provide a reaction to what happened.	What do plants need to make grow? Write directions on how to grow a pumpkin using words and sketches. Provide evidence from the text to support your thinking. Allow students to trade their "How to grow a pumpkin directions" with another student. Encourage students to use evidence from the text to ask questions and make suggestions so students can add details to strengthen their original writing. Story link: https://www.youtube.com/watch?v=X0qx6qKQpH4	"From Seed to Pumpkin"	Non-Fiction
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Not all bugs and worms are pests. Some help your garden grow. Pick a bug from the text (e.g., earthworms, ladybugs, praying mantis, or spider). With support from adult, use an online resource to research to find out how the bug or worm you chose helps a garden grow. Cite evidence from the text and your online resource in your writing. (Teacher can do this in small groups "expert groups." Each "expert group" will focus on one bug.	"Garden Helpers." National Geographic Young Explorers September 2009. (2009)	Non-Fiction
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Pick your favorite Dr. Seuss book. Explain through use of drawing/dictation/writing, which Dr. Seuss book is your favorite and why. (How does Dr. Seuss teach lessons through his books.)	"Green Eggs and Ham," "The Cat in the Hat," "One Fish, Two Fish, Red Fish, Blue Fish," "The Foot Book," "Fox in Socks," "Hop on Pop," "Dr. Seuss's ABC," "The Lorax," "Oh, the Places You'll Go!"	Fiction
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	What does the character in the story want for breakfast? How does she make her breakfast? What is your favorite breakfast? How do you make your favorite breakfast?	"Pancakes for Breakfast" by Tomie DePaola https://www.youtube.com/watch?v=kMTCdk90INs	Fiction

WRITING PROMPT EXAMPLES: 1st

1st	Standard	Prompt	Text	Genre
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Write the title of the story/what is the story about? What facts do you know about birds? List places where you might see birds.	"Birds"	Non-Fiction
W.1.2	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Use information and features found in "From Seed to Plant" to write your own book explaining how a seed grows. Don't forget to: introduce the topic, write facts about the topic and provide a sense of closure.	"From Seed to Plant" by Gail Gibbons	Non-Fiction

WRITING PROMPT EXAMPLES: 2nd

2nd	Standard	Prompt	Text	Genre
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	<p>In the text, "The Patchwork Path: A Quilt Map to Freedom" by Betty Stroud, a man told Hannah, "You've always been free on the inside. Now your old life is over. Soon you'll be free on the outside, too."</p> <p>Did Hannah find inner freedom? Use details from the text to support your writing.</p>	"The Patchwork Path: A Quilt Map to Freedom" by Betty Stroud	Historical Fiction
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	In "What Do You Do With An Idea," the main character protected and cared for his idea. At the end of the story, he said, "I don't know how to describe it, but it went from being here to being everywhere. It wasn't just a part of me anymore...it was now a part of everything. And then, I realized what you do with an idea...You change the world." Write a narrative about a time you loved an idea and tell about how it made you think and feel about yourself or the world.	"What Do You Do With An Idea" by Kobi Yamada.	Narrative Fiction
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	Write about 2-3 ways that Mr. Fish showed friendship at Tummy Tickle Park in the book, "The Pout Pout Fish." Include details from the text to support your answer.	"The Pout-Pout Fish and the Bully-Bully Shark" by Deborah Diesen	Narrative Fiction

WRITING PROMPT EXAMPLES: 3rd

3rd	Standard	Prompt	Text	Genre
3.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	At the end of "Bravo Tavo," Tavo decides that he doesn't want new sneakers. Do you agree or disagree with Tavo? Use evidence from the story to support your opinion.	"Bravo Tavo"	Fiction
3.W.1a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	<p>Think of a topic or issue that you know and care about, an issue around which you have strong feelings. Write your opinion or argument stating your opinion or claim and tell the reasons why you feel that way. In your writing make sure to include:</p> <ul style="list-style-type: none"> -Write an introduction. -State your opinion or claim. -Give reasons and evidence. -Organize your writing. -Acknowledge counterclaims. -Use transition words. -Write a conclusion. 	"Earrings" by Judith Viorst	Fiction
3.W.1b	Provide reasons that support the opinion.	Do zoos harm or help animals? Take a side on the issue by writing an opinion essay to persuade others to take your side. Make sure to state your claim and include reasons to support your opinion.	Digital Text: "The Pros and Cons of Zoos"	Non-Fiction
3.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Why did the author name his book "Stone Fox"? Write a letter to a classmate telling them why you think the author named the book Stone Fox. Provide evidence from the text to support your thinking.	"Stone Fox" by John Reynolds Gardiner	Fiction
3.W.2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	Where do clouds come from? Write an article for the 3rd grade newsletter in which you explain where clouds come from. Use information from the article and video on clouds to support what you say about where clouds come from. Remember to include illustrations to help show where clouds come from.	"The Ways of Weather" "What are Clouds?"	Nonfiction
3.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	After reading the story, "Wolf!," write a narrative about a time you worked very hard to reach a goal. What steps did you take in order to reach your goal? Use descriptive details and clear event sequences to describe what you did to reach your goal.	"Wolf!" by Becky Bloom	Fantasy

3rd	Standard	Prompt	Text	Genre
3.W.3c	Use temporal words and phrases to signal event order.	Explain in detail how to make a peanut butter and Jelly sandwich. Use temporal words to explain the sequence.	No text, personal experience	Non-fiction
3.W.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	You will use a word processor to type your writing assignment. Share your typed writing with others to publish your writing.	No reading	Fiction Nonfiction

WRITING PROMPT EXAMPLES: 4th

4th	Standard	Prompt	Text	Genre
4.W.1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	Write an opinion essay about how Kee showed courage in the story "Navajo Long Walk?" Use evidence from the text to support your thinking.	"Navajo Long Walk" by Neil Armstrong	Realistic Fiction
4.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	How do traditions connect people across time? Write an informative essay traditions across time. Use text evidence to support your essay.	"The Game of Silence" by Louise Erdrich	Fiction
4.W.9a	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").	Describe how Wind Runner's character changes throughout the story. Why do these changes take place? Use evidence from the text to support your thinking. (RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.)	"The Longest Night" by Jacqueline Guest	Historical fiction
4.W.9b	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	The text states that, "Mary's love of fossils and her curious nature changed her life--and helped change the world of science too." Provide three pieces of evidence from the text to explain how Mary Anning changed the world of science. (RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.)	"Mary Anning: The Girl Who Cracked Open the World" by Debora Pearson	Nonfiction-Biography

WRITING PROMPT EXAMPLES: 5th

5th	Standard	Prompt	Text	Genre
5.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Write an informative/explanatory essay telling about the different map features and the information each provided to help Saroo accomplish his goal.	"Searching For Home"	Fiction
5.W.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	What does Juster suggest about words and their power? Write at least 2 paragraphs answering the question. Use evidence and vocabulary from the text to support your answer.	"The Phantom Tollbooth"	Fiction
5.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Write a fairy tale of your own that includes all five plot elements, the use of magic, the "rule of three", and is set in your hometown.	"Fairy Tales from Around the World"	Fiction
5.W.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Write a short story to go with the book, "Holes". Create a situation/event with a new character and make it fit into a chapter in the book that you have already read.	"Holes"	Fiction
5.W.3b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	The main character of "Carlos and the Skunk" is a boy named Carlos. His best friend is a girl named Gloria, but the story doesn't give many details about her. What inferences can you make about what Gloria is like? Reread the parts of the story where Gloria is mentioned. Write a description of Gloria.	"Carlos and the Skunk"	Fiction
5.W.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	Use the different texts you read to write a 2 page report summarizing the information you learned. Provide information on any experiences/discussion that have happened in your family or a family you know , with immigration that are relevant to the texts you read. Make sure to list all sources.	"American History: Ellis Island," "We Came to America," "The Stars are Scattered"	Non-Fiction
5.W.9a	Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").	As the ship's boy for Christopher Columbus, how does Pedro's view of Columbus change over time? Provide three examples from the text as evidence to support your thinking. (Addresses RL.5.6: Describe how a narrator's or speaker's point of view influences how events are described.)	"Pedro's Journal" by Pam Conrad	Historical Fiction
5.W.9b	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	The author states that a CBS news commentator once nominated Pale Male for Father of the Year. Use at least 3 pieces of evidence from the text to explain why the hawk was a good father. (Addresses RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.)	"Pale Male" by Janet Schulman	Nonfiction

WRITING PROMPT EXAMPLES: 6th

6th	Standard	Prompt	Text	Genre
6.W.1	Write arguments to support claims with clear reasons and relevant evidence.	Analyze Gaylord Nelson's original concerns and argue whether or not these concerns have been adequately addressed, based on the information in the texts and video. Use specific supporting detail from both the texts and video to support your response.	"The History of Earth Day," by Amanda Davis, "Earth Day" by Claudia Atticot and Alexandra Manning, and video called "Learn About Earth Day"	Non-Fiction
6.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	How does what happen in Copán during the Guatemalan Civil War affect Carlos and the plot of the novel? Use specific details from the novel and your own research to support your answer.	"Caminar" by Skila Brown	Fiction
6.W.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	In "I am Malala," the reader learns that males and females are treated very differently in Malala's culture. Describe how Malala's father treats her compared to many other fathers in that society. Cite specific examples from the text to support your analysis.	"I Am Malala"	Memoir
6.W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	From the book, "Apple in the Middle," Apple describes her days at school with specific details and figurative language. Using specific events from the book, write about a narrative about what a day at her school would be like if you were her friend. Be sure to reference specific characters and setting in the book as well as make connections to your own school experience.	"Apple in the Middle" by Dawn Quigley	Fiction
6.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	In the poem, "The Moon," by Henry David Thoreau, the moon is personified and helps one find their path back home if they astray. How does personifying the moon help the reader understand that the moon is always there to guide them home? Use textual evidence to support your thinking.	"The Moon," by Henry David Thoreau	
6.W.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.).	In the book, "Jumanji," the reader learns to always finish what you start. Explain how the events in the story teach to always follow through.	"Jumanji," by Chris Van Allsburg	

6th	Standard	Prompt	Text	Genre
6.W.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	<p>Step 1: In the Boxes A & B of this Google Doc, explain the two parts of the Pashtunwali code that Malala's family and other Pashtuns follow. (goal is 2 to 3 cultural norms from your reading)</p> <p>Step 2: In Box C, write about how these compare or contrast with your own family's code or values. (2 or 3 sentences)</p> <p>Step 3: Share your document with 2 classmates who will enter comments on what you have written in boxes A, B, C. (2 or 3 sentences). This assignment is due at the end of class today.</p>	"I Am Malala" by Malala Yousafzai	Memoir
6.W.7	Conduct short research projects to answer a question, drawing on several sources. Refocus the inquiry when appropriate.	During the Civil Rights Era, Muhammed Ali rose to fame with athleticism, social messaging, and his personal actions. In your own terms, what is the impact and legacy that he left on America? On the world? Use the listed sources (and other sources if necessary).	biography.com history.com "The Greatest : My Own Story" by Muhammed Ali	Nonfiction
6.W.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	6th grade social studies focuses on Ancient Greece. Part of Ancient Greece is learning about myths. How does reading the myths, "Ursa Major," "Cassiopeia," and "Orion" encourage people on how to behave? Make sure to use textual evidence to support your thinking.	"Ursa Major" "Cassiopeia" "Orion" Turn on screen reader support	
6.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	A quote from the book, "I am Malala" is, 'we only realize the importance of our voices when we are silenced.' How did Malala realize the importance of her voice? Write a four paragraph essay explaining the messages she shared. Make sure to use textual evidence to support your response.	"I Am Malala" by Malala Yousafzai	Memoir
6.W.9b	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	Trace and evaluate what the novel is saying about who should or should not attend school in 1831. Consider how Crandal's school is described. Use specific examples from the text to support your answer.	"The Forbidden Schoolhouse" by Suzanne Jurmain	Biography

6th	Standard	Prompt	Text	Genre
6.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<p>Research-based writing on topics of culture.</p> <p>Day 1: Research online the Pashtunwali code and describe 2 - 3 aspects of this societal code (1 paragraph for each of 2 or 3 aspects researched).</p> <p>Day 2: Find two or three examples from chapters 1 and 2 that explain how males and females are treated in Malala's culture and explain how these contrast with how Malala is treated at home.</p> <p>Day 3: Prepare to explain orally to class what you have researched and explained.</p>	"I Am Malala"	Memoir

WRITING PROMPT EXAMPLES: 7th

7th	Standard	Prompt	Text	Genre
7.W.1	Write arguments to support claims with clear reasons and relevant evidence.	You have read about mountain climbers and the rescuers who risk their lives to save them. Now write an argumentative essay explaining why you agree or disagree with people who demand rescue services when they put themselves at risk. Support your claim with details from what you have read. Ensure you include the opposing argument in your essay.	https://drive.google.com/file/d/1n_IDRY4iVHtVQgoiJT96bdeCnDw-VxC8/view?usp=sharing	Non-Fiction
7.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	In "Code Talker," you learn about Ned Begay's identity as a person and a Marine. How do particular aspects of Navajo culture support the development of Ned as a person and a Marine? Use text to support your answer.	"Code Talker: A Novel About the Navajo Marines of World War Two" by Joseph Brucac	Fiction
7.W.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Using a graphic organizer students will work on writing a clear cohesive introductory paragraph.	"Code Talker: A Novel About the Navajo Marines of World War Two" by Joseph Brucac	Fiction
7.W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Location plays a central role in "The Outsiders." Consider how the narrative would change if the novel happened in New Mexico. Write a two page adaptation of the novel that takes place in New Mexico. Make sure to use descriptive detail, figurative language, and follow the plot model.	"The Outsiders" by SE Hinton	Fiction
7.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	From the poem, "We Real Cool," by Gwendolyn Brooks, the reader learns that skipping school leads to self destruction. How does the use of assonance symbolize havoc? Use textual evidence to support your thinking.	"We real Cool," by Gwendolyn Brooks	
7.W.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)	How well does your writing address the specific purpose of informative writing? Consider if an audience would consider all relevant information to have been presented. After completing this proofread and edit your paper for clarity and grammatical correctness.	Any informative text written by a student	

7th	Standard	Prompt	Text	Genre
7.W.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Cisneros's describes the importance and history of her name in the vignette "My Name." Using online resources and interviews, write a one page vignette in which you describe your name literally and figuratively. Your vignette should provide your reader a better sense of who you are as a person and why your name is important to you.	"The House on Mango Street" by Sandra Cisneros	Fiction
7.W.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	In 6th grade, you learned about geological time, the late Paleozoic Era. You went on a field trip to the Prehistoric Trackways National Park and to the museum of Nature and Science. This year, your younger cousin is a sixth grader at your school, but the school does not have the funding for current sixth graders to go on this learning experience. Write a speech you plan to present in front of the school board requesting that funding be allocated to ensure that your cousin will get to go on this field trip. Make sure you argue the reasons why your cousin and all 6th graders must have this experience. Use the two sources to support your argument and cite correctly.	https://www.blm.gov/visit/ptnm https://geoinfo.nmt.edu/tour/federal/monuments/prehistoric_trackways/home.html	
7.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Using evidence from the text and your own online research, how did Clarkston change following the settlement of refugees in the town?	"Outcast United" by Warren St John	Non-Fiction
7.W.9b	Apply grade 7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	After reading Ebert's article, evaluate the arguments he made regarding video games. Are these arguments persuasive? In what ways could Ebert increase his effectiveness? Pay particular attention to the evidence that Ebert uses and whether or not it is sufficient enough to support his claims.	"Video Games Can Never be Art" by Roger Ebert	Non-Fiction

WRITING PROMPT EXAMPLES: 8th

8th	Standard	Prompt	Text	Genre
8.W.1		Las Cruces, New Mexico is going to honor two abolitionists and will construct statues in their memoriam. Write an argumentative letter to Mayor Ken Miyagishima advocating for which two historical figures from the Civil War era should be honored in Las Cruces. Review the selections in this collection to choose at least two individuals to include. Then use additional sources to support why these abolitionists should be honored.	"The Horrors of Slavery" "The Narrative Life of Frederick Douglass, An American Slave" "Harriet Tubman: Conductor on the Underground Railroad" "The Gettysburg Address" "O Captain! My Captain!"	Non Fiction
8.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	How do the poets in the text use their poetry to create a claim about the experience of Native American and First Nations women?	"#NotYourPrincess: Voices of Native American Women" edited by Lisa Charelyboy and Mary Beth Leatherdale	Poetry and Non-Fiction
8.W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Write a narrative that explains what happens to Prometheus and Gaea after the conclusion of the novella. Make sure to use all parts of the plot model, dialogue, and literary elements.	"Anthem" by Ayn Rand	Fiction
8.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Using the text as a guide, use your own cultural background to create a set of 10 poetry pieces (any type of poetry) to craft an argument about the experiences of one culture you belong to (think: race, ethnicity, sexuality, religion, linguistic background, etc).	"#NotYourPrincess: Voices of Native American Women" edited by Lisa Charelyboy and Mary Beth Leatherdale	Poetry
8.W.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)	Select one of the following. Persuasive Writing: Define the audience for your writing and explain how the persuasive writing explicitly and implicitly addresses that audience. After completing this proofread and edit your paper for clarity and grammatical correctness. Informative Writing: How well does your writing address the specific purpose of informative writing? Consider if an audience reading your work would agree that all relevant information was presented. After completing this proofread and edit your paper for clarity and grammatical correctness. Narrative Writing: Alter the point of view of your narrative. Consider how this alteration changes the mechanics of a narrative and how it shifts the focus. After completing this proofread and edit your paper for clarity and grammatical correctness.	Any previous student writing	Fiction or Non-Fiction

8th	Standard	Prompt	Text	Genre
8.W.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Teach the Teacher: Research a topic of your choice and write a one pager with the specific intention of educating your audience on the topic.	Necessary research material	Non-Fiction
8.W.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Each group has been given two fiction and two non-fiction texts. Using the Purdue OWL website, determine how to properly cite each text in MLA format.	Purdue OWL	Non-Fiction
8.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	How does Poe use symbolism in the Masque of Red Death? Pay particular attention to the use of color and the clock.	"The Masque of Red Death" by Edgar Allan Poe	Fiction
8.W.9a	Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").	How does Yang use the legend of the Monkey King to show the difficulties of being a third culture kid (child of immigrants)?	"American Born Chinese" by Gene Luen Yang	Fiction
8.W.9b	Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").	Analyze Emma Watson's United Nations Speech and determine if she effectively used evidence to support her claims? Pay particular attention to whether or not she created a persuasively successful argument.	"HeforShe Campaign 2014 Official United Nations Speech" by Emma Watson	Non-fiction
8.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	This project is the culmination of our work in this class. You will complete 20 pages of written work. You can select whether this work is creative non-fiction, a fictional narrative, poetry, or a combination of the three.	Student Writing	Fiction, Non-Fiction, or Poetry

WRITING PROMPT EXAMPLES: 9th/10th

9th/10th	Standard	Prompt	Text	Genre
9-10.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Read the article, "Spreading Democracy" by Eric J. Hobsbawm. Write a letter to the editor either supporting or opposing the concept of spreading democracy. Use at least three examples from the article to support your opinion and include the opposing argument.	"Spreading Democracy"	Non Fiction
9-10.W.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	In paragraph 9, how does MLK refine the claims he has made in paragraphs 6-8? Use evidence from the text to support your answer.	"Letter from Birmingham Jail" by Dr. Martin Luther King Jr.	Non Fiction
9-10.W.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	Watch the video on the Arizona Supreme Court's decision on the 19th Amendment and the voting rights of Native American Women. Write an opinion letter for presentation to the 9th District Court of Appeals challenging the constitutionality of the Court's decision. Use the Constitution, Amendments, and other case law to support the claim.	https://azpbs.org/horizon/2020/09/native-american-women-and-the-19th-amendment/	Non-fiction
		In Ken Liu's "The Paper Menagerie," discrimination is a main theme. How is the theme of discrimination against Asian and Asian American people relevant today?	NewsELA: "There's been a rise in anti-Asian attacks. Here's how to be an ally to the community" https://newsela.com/read/ally-to-asian-american-community/d/2001019610/?search_id=025cd8d5-c38c-4261-83e3-d86fb4aba7b8	
	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.	What are the factors that lead to the main character's assimilation? How does this impact his relationship with his mom? Use evidence from the text to support your answer.	"The Paper Menagerie"*	Fiction
9-10.W.2a	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	The poem "Mexican Education" (minutes 1:45 - 10) and the story "The Paper Menagerie," both deal with assimilation. What are some differences in their experiences with assimilation, and what are some similarities? Use evidence from both texts to support your answer.	"The Paper Menagerie" "Mexican Education": https://www.youtube.com/watch?v=bqtyw-llqA	

9th/10th	Standard	Prompt	Text	Genre
9-10.W.2b		What connection is there between a central idea in "Night" and a shared central idea in "I Saw a Genocide in Slow Motion"? How does the authors use first person narration to develop these central ideas? Use the most relevant evidence and details to support your analysis.	"Night" by Elie Wiesel and "I Saw a Genocide in Slow Motion" from facinghistory.org	Non-Fiction
9-10.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Recall a memory from your life and describe what took place (remember to have a beginning middle and end). In the last paragraph reflect on how this event impacted your life. Include at least three examples of dialogue.	None- personal narrative	Personal narrative
9-10.W.3a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	By the end of the play, each of the Youngers has made a significant decision that affects the rest of their family, or will in the near future. Pick one of these characters (Mama/Lena, Walter Lee, Ruth, or Bennie/Beneatha) and imagine it is ten years in the future. In a journal entry, or (extra credit!) imaginary scene (with stage directions!) have them explain why they made the decision they made, and how they feel about that decision now. You will need to use specific quotes from the character you choose to demonstrate which decision they are discussing.	"A Raisin in the Sun" by Lorraine Hansberry	Fictional Play
9-10.W.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	What connection is there between a central idea in Night and a shared central idea in "I Saw a Genocide in Slow Motion"? How does the authors use first person narration to develop these central ideas? Use the most relevant evidence and details to support your analysis.		
9-10.W.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	After reading "A Lesson before Dying" by Ernest Gaines (or any related novel) research the history of the death penalty and develop an argument to support or present an alternative solution. Research should be academic in nature using school subscription databases.	"A Lesson before Dying" Ernest Gaines	Fiction
9-10.W.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	After reading "A Lesson before Dying" by Ernest Gaines (or any related novel) research the history of the death penalty and develop an argument to support or present an alternative solution.	"A Lesson before Dying" Ernest Gaines	Fiction
9-10.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Read through the Universal Declaration of Human Rights and create your own set of rights for your high school.	Universal Declaration of Human Rights	Non Fiction

9th/10th	Standard	Prompt	Text	Genre
9-10.W.9a	Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).	In “A Raisin in the Sun” by Lorraine Hansberry, what is the lesson the Younger family learns together? How did Hanberry develop this theme throughout the play.	Lorraine Hansberry, “A Raisin in the Sun”	Fiction
9-10.W.9b	Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).	After reading Martin Luther King Jr’s “Letter from Birmingham Jail” identify and explain any logical fallacies used in the text	Martin Luther King Jr’s “Letter from Birmingham Jail”	Non Fiction

WRITING PROMPT EXAMPLES: 11th/12th

11th/12th	Standard	Prompt	Text	Genre
11-12.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, and relevant and sufficient evidence.	<p>Carr discusses how technology has an overall negative impact on his ability to maintain his attention span and complete tasks. Yet, AI technology is becoming more a part of daily tasks, including driving a car or crafting an email. Review the following articles on the use of AI in daily life: https://itchronicles.com/artificial-intelligence/how-do-we-use-ai-in-everyday-life/ https://medium.com/@the_manifest/16-examples-of-artificial-intelligence-ai-in-your-everyday-life-655b2e6a49de</p> <p>Based on your reading, craft an argument in which you determine whether the growing inclusion of AI is beneficial or detrimental to the intellectual development of humanity.</p>	Nicholas Carr's "Is Google Making Us Stupid"	Non Fiction
11-12.W.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	In William F. Buckley's article "Why Don't We Complain?," the author discusses the social implications of speaking out against a social norm. Do you think that people in general feel the need to conform, even if it makes it uncomfortable? What would be a cause of this conformity? What would cause a person to move out of that comfort zone and refuse to conform?	"Why Don't We Complain?" by William F. Buckley	
11-12.W.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	Based upon your understanding of the conflicting moral implications of scientific research and the advancement of technology from the reading of Frankenstein, you will choose a controversial modern scientific topic and write a position paper presenting one side of the controversy. You may work independently or collaborate with a co-author on the paper. The final paper will be 300 words in the format of a Model UN position paper. We will go over the format of a position paper in class. You will need to submit an outline for approval prior to writing the paper to make sure you are on the right track.	"Frankenstein" by Mary Shelley	Fiction
11-12.W.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Review Dr. Martin Luther King's "Letter from a Birmingham Jail." Choose two rhetorical strategies (i.e. repetition, diction, anaphora) and discuss how these strategies link King's thesis that African-Americans must no longer wait for their Caucasian allies to affect change, but begin to enact it themselves, to his reasons why these actions must now occur.	"Letter from a Birmingham Jail" by Dr. Martin Luther King, Jr.	

11th/12th	Standard	Prompt	Text	Genre
11-12.W.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	The Immortal Life of Henrietta Lacks: Write an essay that compares and contrasts the way Rebecca Skloot tells Henrietta's story with how others in the scientific community or media have portrayed Henrietta and her situation. Maintain a formal style and objective tone. What details are emphasized in various accounts? Use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence to support your argument and analysis.	"The Immortal Life of Henrietta Lacks"	
11-12.W.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	How does a central idea that emerges early in the play build up to and support a central idea that emerges later in the play?	"Macbeth"	Fiction
11-12.W.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	In the essay, "Our Vanishing Night," Verlyn Klinkenborg discusses how human beings are breaking down their own biorhythms through the use of artificial light. This includes not only light bulbs, but chronic attachments to screens. How has cell phone and computer usage, as well as television and streaming, impacted your sleep cycle and overall resting health? Use examples from the article, personal experience and your own research to support your position.	"Our Vanishing Night" by Verlyn Klinkenborg	
11-12.W.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	It is evident from the thoughts and words of the 'Watcher' that he dislikes the border-crossing Zimbabweans. So, why he feels discomforted when the border police start clobbering the fat, limp man who resembles his childhood friend Zuma?	"The Watcher" (2009) by Zimbabwean writer, Noviolet Bulawayo	Fiction
11-12.W.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Read paragraph 3 (lines 12-18) and think about the news story clips we watched in class: SABC News/Border jumpers drawn by hope of a better life in SA: https://youtu.be/wx-x1UDS6U BBC News/Zimbabwe, a giant facing economic collapse: https://youtu.be/whDZUhEgDwo Based on our discussion, what could be the THREE main reasons for the Zimbabweans to take such huge risks to cross the border? In your opinion, should they take such risks?	"The Watcher" (2009) by Zimbabwean writer, Noviolet Bulawayo	Fiction

11th/12th	Standard	Prompt	Text	Genre
11-12.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	How does the portrayal of Beowulf in this excerpt reveal the qualities of an Anglo-Saxon hero? Write a response in which you answer this question. Be sure to use textual evidence to defend your analysis of Beowulf.	“Beowulf (Epic Poem): Selection: ‘The Battle with Grendel’” Historical Association Podcast Series: The Anglo-Saxons https://www.history.org.uk/historian/module/6530/podcast-series-the-anglo-saxons	Fiction
11-12.W.9b	Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).	Read the dissenting opinion in <i>Roe v. Wade</i> . Look at the Constitutional Amendments Justices White and Rehnquist use to support their disagreement of the verdict. Do you think their application of first, fourth, fifth, ninth, and fourteenth amendments apply in this case? Explain your reasoning with specific references to these amendments.	The Dissenting Opinion in <i>Roe v. Wade</i>	
11-12.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Writing: Short Time Frames: Based on the provided visual prompt, write a paragraph of 5 sentences in the given five minutes. Your focus should be on ‘fluency’ rather than ‘accuracy’. An ideal product will balance both fluency and accuracy.	Quotations from varied sources, for example: https://www.thegreenspotlight.com/quotations/	Non-Fiction

Alongside having high-quality prompts for assessing student understanding, teachers also need clear indicators of what they expect students to do in their writing. There are three main forms of writing assessment frameworks that can be used.

Checklists: Usually offer a yes/no format in relation to student demonstration of specific criteria. This is similar to a light switch; the light is either on or off. They may be used to record observations of an individual, a group, or a whole class.

Uses: Grammar, punctuation, and organizational writing conventions. Gives quick pictures for effective grouping systems.

Rubrics: Use a set of criteria to evaluate a student’s performance. They consist of a fixed measurement scale and detailed description of the characteristics for each level of performance. These descriptions focus on the quality of the product or performance and not the quantity; e.g., not number of paragraphs, examples to support an idea, spelling errors.

Uses: Assessing students’ content knowledge and application to an overall writing piece. More holistic grading system.

Rating Scales: Allow teachers to indicate the degree or frequency of the behaviors, skills, and strategies displayed by the learner. To continue the light switch analogy, a rating scale is like a dimmer switch that provides for a range of performance levels. Rating scales state the criteria and provide three or four response selections to describe the quality or frequency of student work.

Uses: Particularly helpful for student self-assessment and goal setting.

Student Supports in a Writing Classroom

Student scaffolding is essential for all students in creating an equitable educational environment. Every student has a need, a desire, and a right to have support in the classroom. Students need a productive struggle in the classroom that allows them to gain knowledge and skills. Learning can be productive when it is targeted (based on standards and student data). In the writing classroom, writing procedures and processes should be scaffolded and differentiated accordingly with high quality core instruction and rubric use. This will allow teachers to provide appropriate interventions as needed without over-supporting to help all students achieve at grade level.

In New Mexico, we believe in a [Multi-Layered System of Supports](#). These layers of support ensure that students do not receive below grade-level instruction, but rather have targeted scaffolds to help them reach the grade level expectations. These layers are defined by NMPED below:

Layer 1: Universal Supports: All students receive Layer 1 - universal interventions which include high quality differentiated core instruction aligned to the Common Core State Standards (CCSS), that is delivered via Culturally and Linguistically Responsive Instruction to meet the needs of most students. Layer 1 also includes a system of Positive Behavioral Interventions and Supports (PBIS) for all students and universal screening (assessments) to identify students whose needs are not satisfactorily met by Layer 1 interventions alone.

Layer 2: Targeted Interventions: Targeted evidenced based interventions may include, but are not limited to, applying evidenced-based interventions and data-driven instruction in small group learning settings, and/or instruction with reading or math coaches. Health and wellness interventions may include social or behavioral contracts or guided small group social work interventions. A key aspect of Layer 2 targeted interventions is progress monitoring to assess students' responses to targeted interventions. Frequent communication with parent(s) or guardian(s) regarding assessed student progress is vital during Layer 2 targeted interventions. If a student receiving Layer 2 targeted interventions is not making expected progress, the student may need even more intensive intervention (i.e., Layer 3 intensive interventions).

Layer 3: Intensive Interventions: Layer 3 intensive interventions include core curriculum and instruction, and intensive and individualized evidenced-based interventions. Layer 3 evidenced-based interventions may be provided for a longer duration than Layer 2 interventions, may be provided more frequently, be provided in smaller groups, or otherwise be more intensive. Students receiving Layer 3 interventions receive all Layer 1 and 2 interventions needed for the student to achieve a desired pattern of learning.

The examples of supports that follow are focused on ways educators can ensure that universal, or Layer 1, supports are embedded in the writing classroom. These supports are focused on helping students with language and learning differences access the writing instruction at a high level before implementing targeted or intensive interventions. Language help that is scaffolded and differentiated should be a part of the classroom writing process. Students should be able to get the support they need at the beginning of learning a concept and work up to no longer needing the support and being able to be successful independently.

Language and Learning Difference Supports in a Writing Classroom

- Sentence frames (i.e. analysis, cause and effect, explanation)
- Word banks to support student writing on a given topic
- Visual aids for less familiar vocabulary or content
- Connections to cultures through mentor text selections
- Immediate corrections/affirming feedback so that students are able to adjust practices in-the-moment
- Teaching students to respond in entire sentences as opposed to one word responses
- Providing discussion time with strategies such as think, pair, share
- Using oral response frames: "I agree with ____, but also think ____."
- Paraphrase oral responses and provide immediate corrective or affirming feedback for oral responses
- Structure class discussions around content before writing on a given topic
- Make connections between content and students' cultures and lives
- Explicit modeling of the differences between oral and written language
- Scaffold texts for students to respond to while keeping the writing task unified across student groups

Additional Materials

Non-Fiction Writing K-12

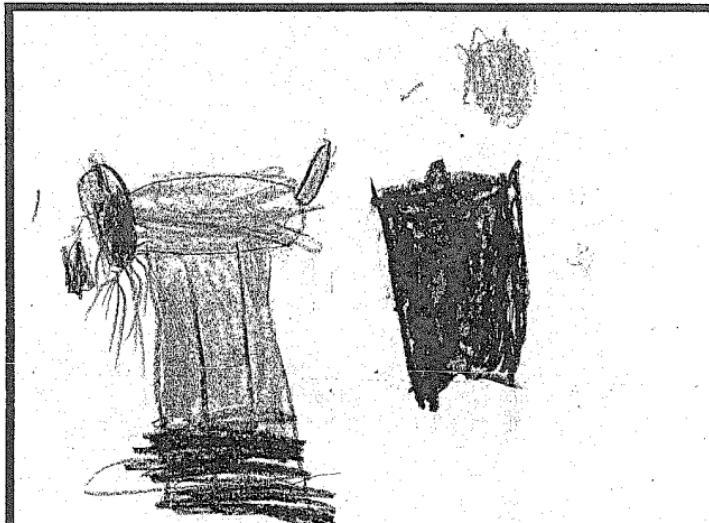
Argument/Opinion~ Raja

K

Developing

MKTECKK DRWD

"I like my cat because they are better than dogs."



Non-Fiction Writing K-12



DOG IS THE BEST BECS
THEY BARK.

Dog is the best because they bark

Non-Fiction Writing K-12

Grade 1

Developing/good

File Name: OIP A Dog is Best

Argument/Opinion

Grade 1

On-Demand Writing- Uniform Prompt

A Dog is Best

Introduces the topic he or she is writing about

Which kind of pet is best, a cat or a dog?

I used to have a dog and I think a dog is best.

States an opinion

A dog becas its cute and it likes to Play and its snuggly and it likes to choo bones.

Supplies a reason for the opinion

A dog is best because of these reasons.

Provides some sense of closure

This first-grade opinion piece offers a brief introduction (“*I used to have a dog*”) and then states an opinion (“*I think a dog is best*”). The writer supplies several reasons for the opinion. However, at this grade level, one reason would have been sufficient. A simple concluding statement provides a sense of closure.

Non-Fiction Writing K-12

Excellent

File Name: OIP A Dog is Best

Argument/Opinion

Grade 1

Revised and Edited for Student Use

The Best Pet

Which kind of pet is best, a cat or a dog?

I used to have a dog, and I think a dog is best. A dog is best because it is cute, it likes to play, it is snuggly, and it likes to chew bones. A dog is best because of these reasons.

Non-Fiction Writing K-12

Grade 2

Good

The screenshot shows a Google Docs document titled "O2P_Dogs_Rule_DR8.7.doc". The document content is as follows:

File Name: O2P Dogs Rule
Argument/Opinion
Grade 2
On-Demand Writing- Uniform Prompt

States an opinion
Dogs rule

Introduces the topic he or she is writing about What pet is best for you cat or dog? I like dogs because they exercise a lot. Also they play fetch with you. They are fun to play with. That's why I like dogs best.

Uses linking words to connect opinion and reason

Supplies reasons that support the opinion

Provides a concluding statement

This second-grade opinion piece introduces the topic with a question ("What pet is best for you cat or dog?") and states an opinion ("I like dogs"). Linking words ("because", "Also") connect the opinion with several reasons. A concluding statement restates the main idea of the piece ("That's why I like dogs best").

Non-Fiction Writing K-12

Good

File Name: O2P Dogs Rule

Argument/Opinion

Grade 2

On-Demand Writing- Uniform Prompt

		States an opinion	
	<u>Dogs rule</u>		
Introduces the topic he or she is writing about	What pet is best for you cat or dog? <u>I like dogs</u> because they exercise a lot. Also they play fetch with you. They are fun to play with. Thats why I like dogs best.	Uses linking words to connect opinion and reason	
	Provides a concluding statement	Supplies reasons that support the opinion	

This second-grade opinion piece introduces the topic with a question (“*What pet is best for you cat or dog?*”) and states an opinion (“*I like dogs*”). Linking words (“*because*”, “*Also*”) connect the opinion with several reasons. A concluding statement restates the main idea of the piece (“*Thats why I like dogs best*”).

Non-Fiction Writing K-12

Grade 3

Good

File Name: 03P The Best Pet

Argument/Opinion

Grade 3

On-Demand Writing- Uniform Prompt

	The Best Pet	States an opinion
Introduces the topic by posing a question	Are you looking for a now Pet? <u>I'd rekomend a cat.</u> For one thing they aren't that <u>egspensey</u> , you could find one on your porch and <u>aboped</u> it. <u>Cat's yushely bach them self.</u> Cat's will sleep with you and can help you <u>cawlm</u> down when you'r upset or mad. Cat's <u>allso</u> don't need training and you can's leave cats home for the day. <u>Cat's</u> don't need much exercise. So if you are looking for a pet <u>machy</u> see some <u>cat's</u> and you mite find your self a great pet!	Provides reasons that support the opinion
		Provides a concluding statement

In this third-grade opinion piece, the writer begins with a question, which introduces the topic and provides some context for the reader. The stated opinion ("I'd rekomend a cat.") provides a clear focus, which is developed with reasons from the source that accompanies the prompt. The reasons given are additive and do not build upon one another; they could be presented in any order. Linking words ("and", "allso", "so") connect opinion to reasons and help create cohesion. The writer creates an organizational structure that states an opinion, lists reasons, and concludes. Both the introduction and conclusion are designed to engage the reader, and each shows a beginning awareness of purpose and audience.

Non-Fiction Writing K-12

Good

File Name: 03P The Best Pet

Argument/Opinion

Grade 3

On Demand Writing- Uniform Prompt

The Best Pet

Are you looking for a now Pet? I'd ~~rekomend~~ a cat. For one thing they aren't that ~~egspensev~~ you could find one on your porch and ~~aboped~~ it. ~~Cat's yushely bath them self.~~ Cat's will sleep with you and can help you ~~cawlm~~ down when you'r upset or mad. Cat's ~~allso~~ don't need training and you can's leave cats home for the day. ~~Cat's~~ don't need much exercise. So if you are looking for a pet ~~machy~~ see some ~~cat's~~ and you mite find your self a great pet!

Non-Fiction Writing K-12

Grade 4

Good

File Name: O4P Which is Better

Argument/Opinion

Grade 4

On-Demand Writing- Uniform Prompt

Which is Better?

Many people have a dog for a pet. Some people have cats. Which is better? I say dog. Maybe you say cat. I just might be able to persuade you in the following.

Dogs are great companions for lonely people. They can go for a rousing walk in the park, or a good long nap. Playing games of catch or fetch every day makes good fun. Even a jog on the hottest day could even be enjoyable too. Dogs don't just provide fun though. They can also provide protection.

Dogs are very intelligent. They can be trained to find people or save them. Some don't even need to be trained. For instance, if someone is trying to break in, your dog might bark and scare them off. Dogs are great for many different reasons.

Overall, dogs are awesome pets to have. Have I convinced you though? If you are, then great! If your not then that's okay. It's really up to you. So which one is it going to be?

Provides a concluding section related to the opinion presented

Introduces a topic clearly

States an opinion

Provides reasons that are supported by facts and details

Links opinion and reasons using words and phrases

Creates an organizational structure in which related ideas are grouped to support the writer's purpose

This fourth-grade opinion piece has a well-developed introduction that establishes some context ("Many people have a dog for a pet. Some people have cats.") and states an opinion ("Which is better? I say dog."). The purpose of the piece, to convince the reader that dogs are better as pets than cats, is clearly stated in the last line of the introduction. Although the paragraphs are incorrectly indented, related ideas are grouped together; the writer presents two main reasons that dogs are better: they are great companions, and they can provide protection. Each reason is well-elaborated using supporting facts and details drawn from the source included in the prompt. Transitional sentences ("Dogs don't just provide fun though.") and linking words and phrases ("even", "also", "for instance") connect ideas in the piece and provide cohesion. The last paragraph shows the writer's confidence in her reasoning by acknowledging that readers must form their own opinions after considering the opinion she presents.

Non-Fiction Writing K-12

Grade 5

Good

Opinion/Argument

Grade 5

On-Demand Writing - Uniform Prompt

Dogs are Best

Introduces a topic or text clearly

Cats and dogs can be very entertaining. But when it comes down to the best pet, I would say the dog.

One reason why I think a dog is the best pet to have, is because you can talk to them. And they listen to you. You can tell them secrets, and how you feel. Kind of like a personal journal, except they actually hear what your saying.

Another reason why I think a dog is the best pet to have, is because dogs can warn you of danger. And sometimes that danger might be life threatening. So with a dog its like you have your own danger alarm.

Also another reason why I think dogs are the best pets to have is because they keep you company. They are perfect pets to have if you love company. And with a dog, its almost like you are having your best friends over. And better yet, if you own the dog, and it's a weekday, its like your friends are spending the night on a school night.

Another reason why I think a dog is the best pet to have is because they need to get exercise. You will have to walk your dog every day. So

States an opinion

Links opinion and reasons using words, phrases, and clauses

Provides logically ordered reasons that are supported by facts and details from the sources and personal experience

Non-Fiction Writing K-12

even if you don't like to walk, your dog and you will be getting automatic exercise. Which will make you and your dog healthier.

Cats and dogs are very unique in their own fascinating way. But to choose between the both of them, I would go for the dog. Even though dogs require lots of responsibilities, and need maintenance and training, they are still worth the effort. But most importantly, they are like a best friend.

Provides a concluding section related to the opinion presented

This fifth-grade opinion piece provides some context (“*Cats and dogs can be very entertaining*”) and then clearly states an opinion. The writer creates an organizational structure in which ideas are logically grouped in paragraphs to support the writer’s purpose. Each paragraph presents a reason and then explains or elaborates on that reason. Transitions used within and between paragraphs (“*but when it comes down to*”, “*one reason*”, “*so*”, “*better yet*”, “*even if*”, “*which will*”) provide cohesion. A range of general academic vocabulary (“*automatic*”, “*fascinating*”, “*maintenance*”) conveys ideas precisely. The well-developed conclusion restates the context and the opinion, briefly acknowledges possible counterarguments, and reflects on the importance of the information presented.

Non-Fiction Writing K-12

Grade 6

Excellent

File Name: A6P Dear Teachers, Parents, and School Board

Argument/Opinion

Grade 6

On-Demand Writing- Uniform Prompt

Dear Teachers, Parents, and School Board,

The children in my class have been talking about the proposal that some of you have made which is whether or not our school should participate in the national "Shut Down Your Screen" week. I don't think that if we did that, it would have a positive effect on the children in our school. There are a few reasons that we might want to participate but I weighed it out and I don't think that we should participate. These are the reasons.

One reason that I don't think that our school should participate in the national "Shut Down Your Screen" week is that when we can use computers, we can get assignments done faster during the school day so that we can move on to other things. For example, when you are given a task to type, if you write it by hand, it will take a much longer time than if we just decided to type it. If we are given an assignment that we have to do research on, we can usually get a lot more useful information from the internet than even from a book sometimes. Also, we will be able to move on to our next subject much faster because our research or typing will be finished.

Another reason that I don't think we should shut down our screens for a week is because the Internet is the most reliable source for information. In the article "Is Google Making Us Stupid" it said the internet has the world's best images, writing and ideas. That means that it

Introduces a claim:
Introduction gives context for the proposal about "Shut Down Your Screen Week"

States focus / claim

Organizes the reasons and evidence clearly

Supports the claim with clear reasons and relevant evidence.
Evidence here is from writer's own experience, and demonstrates an understanding of the topic

Uses words, phrases, and clauses to clarify the relationships among claims and reasons

Establishes and maintains a reasonably formal style

Non-Fiction Writing K-12

will have better, more honest and reliable information than even a book. The internet lets us expand our range of thinking and see things in a different way from possibly someone else's perspective. The internet's information lets us think better and faster. Some people say that the internet is not helping us learn and not making us brilliant but I don't believe that is the case. I'm only eleven years old and I have already learned things off the internet like how solar power works and how animals like dolphins survive so that is obviously a myth. Google and the internet gives us ready and free access to information on just about anything.

The last reason that I think that we shouldn't participate is because overall, calling, emailing, texting, or video chatting is more efficient. It takes less time and we are in the twenty-first century. We live in a time when it is a very normal thing to call or text someone instead of writing to them or just going to visit them. It might seem overwhelming and people might say that it is making us stupid but I find it fun and interesting to explore. I don't think that I could go a week without music or TV! I couldn't do it! I know for certain people this might not be the route that they want to take and that is fine but this world is only going to get more tech-like, it really is.

As you can see, these are the reasons that I believe that we shouldn't participate in the "Shut Down Your Screen" week.

Your friend,

Acknowledges counterclaims, then rebuts with clear reasons and relevant, credible evidence and reasoning from the writer's own experience

Supports the claim with clear reasons and relevant evidence. Evidence here is from writer's own experience and demonstrates an understanding of the topic

Provides a concluding statement that follows from the argument presented

In this on-demand assignment, students were asked to take a position on whether their school should participate in the national "Shut Down Your Screen Week." This writer begins by offering some context concerning the issue, and then asserts the claim that in her view the school should not participate.

The writer develops her claim with several reasons, which she supports with some relevant, credible evidence, demonstrating her understanding of the topic. The evidence in this piece comes from her own experience. The writer organizes her ideas clearly and supports her claim with logical reasoning. In addition, she acknowledges a counterclaim and then refutes the counterclaim with support for her own position, even though use of counterclaim is not stated in the Standards for this grade level. Throughout the essay, the writer uses words, phrases, and clauses as transitions to clarify the relationships among claims, reasons, and evidence, and to create cohesion. The conclusion follows from the argument presented.

The writer maintains a reasonably formal style throughout the piece.

Non-Fiction Writing K-12

Grade 7

Good

Another reason I think we should participate is it puts a bad toll on children. Some people may say that playing a video game or watching a movie with your family helps to bond with family. That may be true, but you can get addicted and not want to do anything else. "Lily, a second grader, is allowed only an hour a day of unstructured time, which she often spends with her devices." This shows that kids are playing on devices and not outside or with friends. If we participate, we, the kids, can do other things and be more social.

Therefore, I think we should participate in the "Shut Down Your Screen Week."

Thank you for your time.

Acknowledges an opposing claim and then counters with logical reasoning and relevant evidence

Provides a concluding statement that follows from but does not add support to the argument presented

Sincerely,

In this on-demand assignment, students were asked to take a position on whether their school should participate in the national "Shut Down Your Screen Week." This writer begins by offering context concerning the issue and then asserts the claim that, in her view, the school should participate.

The writer develops her claim with several reasons, which she supports with some relevant, credible evidence, demonstrating her understanding of the topic and the texts she has read. The evidence in this piece comes from those texts. The writer organizes her ideas clearly and supports her claim with logical reasoning. In addition, she acknowledges a counterclaim and then refutes it with support for her own position, which is not required in the Standards for this grade level and, again, includes evidence from the texts. Throughout the essay, the writer uses words, phrases, and clauses as transitions to clarify the relationships among claim, reasons, and evidence and to create cohesion.

The writer maintains a formal style throughout the piece. The conclusion follows from the argument presented but does not significantly support it.

Non-Fiction Writing K-12

File Name: A7P Dear Teachers

Argument/Opinion

Grade 7

On-Demand Writing- Uniform Prompt

Dear Teachers,

I have recently begun learning about the "Shut Down Your Screen" week. This is a program where kids in school and out of school don't use any electronics for one week. Everyone in your school would participate. This is a way to save the way we think and try something new. My question is should we participate in the national "Shut Down Your Screen Week?" I think it would be a good idea for many reasons.

First, I think we should participate because using too much technology affects the way we think and behave. In the article Attached to Technology and Paying a Price by Matt Riechtel it gives many scientifically proven facts that using technology too much affects the way we think. If you are juggling e-mail, phone calls and other incoming information it can lose people's focus. Also as the text states, "The stimulation provokes excitement that researchers say can be addictive. In its absence, people feel bored." This means that people can become addicted and when not using technology become bored with things they used to love to do.

Another reason I think we should participate in this program is because using technology while doing something else (multitasking) really just creates more trouble focusing. Scientists did an experiment where they took someone that multitasks and someone that doesn't. It was proven that even though the multitasker multitasks more, they did a worse job than the other person. Therefore technology and multi-tasking does nothing for you.

Introduces a claim:
Introduction gives context for the proposal "Shut Down Your Screen Week" and states a claim

Organizes the reasons and evidence logically

Supports the claim with logical reasoning and relevant evidence, including direct quotations, from accurate, credible sources, thereby demonstrating understanding of the topic

Uses words, phrases, and clauses to create cohesion and clarify the relationships among claim, reasons, and evidence

Establishes and maintains a formal style

Non-Fiction Writing K-12

In this on-demand assignment, students were asked to take a position on whether their school should participate in the national “Shut Down Your Screen Week.” This writer begins by offering context concerning the issue and then asserts the claim that, in her view, the school should participate.

The writer develops her claim with several reasons, which she supports with some relevant, credible evidence, demonstrating her understanding of the topic and the texts she has read. The evidence in this piece comes from those texts. The writer organizes her ideas clearly and supports her claim with logical reasoning. In addition, she acknowledges a counterclaim and then refutes it with support for her own position, which is not required in the Standards for this grade level and, again, includes evidence from the texts. Throughout the essay, the writer uses words, phrases, and clauses as transitions to clarify the relationships among claim, reasons, and evidence and to create cohesion.

The writer maintains a formal style throughout the piece. The conclusion follows from the argument presented but does not significantly support it.

Non-Fiction Writing K-12

Grade 8

Excellent

File Name: A8P Shut Down Your Screen

Argument/Opinion

Grade 8

On-Demand Writing- Uniform Prompt

Shut Down Your Screen

Dear Teachers,

I believe that we should participate in shutdown your screen week. I think that everyone in the school should not use any electronics for one week. Since the invention of the computer, cellphone and other electronics, people have been using them more and more and more. These electronics have big upsides, you're never alone if you have cell service and Facebook allows people to talk to multiple friends at once when they're not in the same room, town, state, or country. But they also have their downsides. What makes us truly great is our ability to think deeply and focus, but when we use electronics or the internet we aren't doing either of these things. In fact, using these things makes us think more shallow and focus less. I think that we should participate in shut down your screen week.

One reason is that using electronics and multi-tasking causes focus problems, on and off computers. In *Attached to Technology and Paying a Price* by Matt Richtigel, it says, "Scientists say juggling email, phone calls, and other incoming information can change how people think and behave. They say our ability to focus is being undermined by bursts of information." This ability to focus is enormously important, it's one of the things that we depend on almost every day. Like when you're driving a car to work or flying a plane. If you're distracted while doing one of these things it can have dire consequences for yourself and for others. Multi-tasking can also affect creativity, deep thought, causing problems for work and family life. By participating we could give

Introduces a claim:
The introduction gives specific context for the proposal about "Shut Down Your Screen Week" and then states a claim

Organizes the reasons and evidence logically

Supports the claim with logical reasoning and relevant evidence, including direct quotations, from accurate, credible sources, thereby demonstrating understanding of the topic

Uses words, phrases, and clauses to create cohesion and clarify the relationships among claim, counterclaim, reasons, and evidence

Non-Fiction Writing K-12

people a chance to develop new habits of not using their phone or computer all the time.

A second reason that we should participate is that heavy multitaskers have trouble filtering out irrelevant information on and off the computer. In *Attached to Technology and Paying the Price* by Matt Richtel it says the multitaskers “had trouble filtering out the blue ones – the irrelevant information.”

If we participated, we could give these people a chance to develop new habits that would help them filter out irrelevant information and only pay attention to the things that are important. For example, if someone’s playing with their daughter, they would check their email every time they received an email instead of focusing on playing with their daughter.

Now, some people say that we shouldn’t participate because technology makes you smarter, why stop doing something that’s helping yourself. In an imaging study by Dr. Small, he found that “Internet users showed greater brain activity than nonusers, suggesting they were growing their neural circuitry.” While they may be growing their neural circuitry, they were also changing a characteristic of the brain that was thought to be unchangeable, the ability to only process one stream of information at a time. This ability allows humans to think deeply, an important characteristic in today’s society. By changing it, they were preventing themselves from having the ability to think deeply.

Technology is a new thing, and it has many advantages and conveniences. But for many it becomes more than a convenience, it becomes an obsession. For this reason I believe that we should participate in shut down your screen week, to give people a chance to make new habits and make technology a convenience again, not a necessity.

Supports the claim with logical reasoning and relevant evidence, including direct quotations, from accurate, credible sources, thereby demonstrating understanding of the topic

Acknowledges an opposing claim, which the writer distinguishes from the claim and then counters with logical reasoning and relevant evidence

Establishes and maintains a formal style

Provides a concluding section that follows from and supports the argument presented

Non-Fiction Writing K-12

In this on-demand assignment, students were asked to take a position on whether their school should participate in the national “Shut Down Your Screen Week.” This writer begins by offering specific, well-developed context concerning the issue and then asserts the claim that, in his view, the school should participate.

The writer develops his claim with several reasons, which he supports with some relevant, credible evidence, demonstrating his understanding of the topic and the texts he has read. The evidence in this piece comes from those texts. The writer organizes his ideas clearly and supports his claim with logical reasoning. In addition, he acknowledges a counterclaim, distinguishes it from his own claim, and refutes it with support for his own position, even though this development of a counterclaim is not stated in the Standards at this grade level, and again includes evidence from the texts. Throughout the essay, the writer uses words, phrases, and clauses as transitions to clarify the relationships among claim, counterclaim, reasons, and evidence and to create cohesion.

The writer maintains a formal style throughout the piece. The conclusion follows from and supports the argument presented.

Non-Fiction Writing K-12

Grade 9 Developing

File Name: A9-10R Is It Love?

Argument/Opinion

Grade 9

Range of Writing

Is It Love?

One of the most misunderstood emotions is love. There are so many different perspectives that it can be interpreted as something completely opposite of its intention. Harper Lee, the author of *To Kill a Mockingbird* states that "it's a love story, plain and simple." This statement confuses many people because her book is anything but a romance novel. However, that is not the kind of love she is referring to. This is the love among family, friends, neighbors, and enemies. This love is called *agape*, and as Martin Luther King defines it, it is "a disinterested love in which the individual seeks not his own good, but the good of his neighbor...it begins by loving others *for their sakes*...it's a love seeking to preserve and create community" (King 19-20). In *To Kill a Mockingbird*, love is brought up in many ways. Love is shown throughout the book as different actions by the characters coming together so they can understand each other.

Atticus shows love towards his neighbor Ms. Dubose, even though she is completely disrespectful towards him. Everyday she insults Atticus and his children because he is defending Tom Robinson, but he does nothing to stop her. Instead, he sends Jem over to her house everyday for about a month to read to her. One day, it is Atticus who goes to her house, and he stays for most of the day. When he returns home, he tells Jem that she has died, and the reason he had to read to her was because "Ms. Dubose was a morphine addict"(147). Atticus knew that she wanted to die free, and he helped her achieve her goal by sending Jem to read to her, so she could get her mind off the drug. "She said she was going to leave this world beholden to nothing and nobody" Atticus tells Jem (148). This is when Atticus and Jem realize her true determination to no longer be a morphine addict, and it's in this way that they both truly understand her. Even though she was

Introduces a precise claim:
The introduction states a claim and then gives context about the subject, acknowledging it as a **substantive topic** (connecting upcoming claim with Martin Luther King's concept of the Greek *agape*)
Distinguishes upcoming claim from potential competing counterclaims or misunderstanding

States focus / claim

Supports claim with logical reasoning, accurate and credible evidence and demonstrates understanding of the topic / text: uses precise references to text, which are thoroughly analyzed and explained

Non-Fiction Writing K-12

dying, Atticus still sends Jem to read to her everyday to help her become sober. Even when she is dying, Ms. Dubose is still trying to conquer her addiction, and it's for that reason Atticus says, "She was the bravest person I ever knew" (149). Love is shown here because even though Ms. Dubose is completely disrespectful towards Atticus, he steps up to help her die free. This is an example of agape because instead of fighting hate with hate, Atticus loves Ms. Dubose, and by doing so, he is able to understand her, and therefore love her.

Another place love shows up is during the trial. Atticus truly believes that Tom Robinson is not guilty, and he goes out of his way to prove his point in courts. A majority of Maycomb is mad at Atticus for even taking the case, let alone actually trying to set him free. Atticus turns to the jury and tells them, "I am confident that you gentlemen will review without passion the evidence you have heard, come to a decision, and restore this defendant to his family"(275). Atticus fights as hard as he can to prove his case, but it just isn't what people want to hear. The jury votes Tom Robinson guilty, and less than a week later he is shot. This upsets Atticus, and especially Jem. But Atticus comforts Jem by telling him it affected somebody on the jury, because one of the Cummings wanted to vote 'not guilty'. Confused, Jem says, " One minute they're tryin' to kill him and the next they're tryin' to turn him loose...I'll never understand those folks as long as I live" (298). Jem is too young to really understand, but Atticus knows his case is changing the views and thoughts of racism in their community. After the trial, Atticus is surprised to find that the entire black community gave his family a surplus of food as a thank you. This touches his heart because he starts crying, and he tell Calpurnia to "Tell them I'm very grateful" (86). We again see love in this situation because Atticus got the jury to understand Tom, even though he ends up dead. Also, when Tom's friends and family reach out to thank Atticus for his efforts and his true support in the trial, we can see that there is understanding. One step at a

Phrases and clauses clarify relationships within reasons and evidence.

Reminds reader of claim

Supports claim with logical reasoning, accurate and credible evidence and demonstrates understanding of the topic / text; uses precise references to text, which are thoroughly analyzed and explained

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time, Atticus is changing the thoughts of the people in the community to make it stronger by using agape.

One of the places we see the most love is with Boo Radley. He is just a misunderstood man who Jem and Scout torment and talk about throughout the summer. Boo, however, does little things to change their opinion of him. One night when there is a fire, Boo Radley comes out of his house and puts a blanket on Scout without knowing- a very loving and caring gesture. When Jem tells Atticus, he says, "Someday, maybe, Scout can thank him for covering her up" (96). After this, the kids start thinking of Boo differently. One night, after the play, Jem and Scout are attacked in the woods by Mr. Ewell when they are walking home. Suddenly, somebody kills their attacker and brings injured Jem home. It's not until they are home that Scout realizes it was Boo who saved them. "Hey, Boo" she says (362). This is the part of the story that the reader sees how much Boo Radley loves Jem and Scout. When Scout looks out from Boo's porch, she glimpses his perspective, and summarized the events that took place over the summer, and thinks, "Autumn again, and Boo's children needed him" (374). Boo cares for these children so much that he considers them his own kids. This is another example of agape, because he's giving without expecting anything in return. It's when Jem and Scout finally realize this that they know they love him back, which brings them closer together.

We see countless examples of love throughout the book through the characters actions. Martine Luther states that agape is "understanding" (King 19). The more the characters understand each other, the more they come to care and love each other. This makes them all, as a community, much stronger. "It's a love story, plain and simple" Harper Lee states. Not a romance, but a book in which agape is shown throughout. This is a book of understanding, and when there's understanding, there is agape. This love is important because this is what human nature needs in order to become united. King and Lee see this importance, and consider agape a tool used to bring people together to make a stronger community.

Reminds reader of claim

Supports claim with logical reasoning, accurate and credible evidence and demonstrates understanding of the topic / text; uses precise references to text, which are thoroughly analyzed and explained

Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline

Provides a concluding statement that follows from and supports argument presented; synthesizes arguments to talk about "stronger community"

Non-Fiction Writing K-12

Works Cited

- King, Martin Luther. "An Experiment in Love." *A Testament of Hope: The Essential Writings of Martin Luther King*. Ed. James M. Washington. San Francisco, CA: HarperCollins, 199. 16-20.
- Lee, Harper. *To Kill a Mockingbird*. New York: Grand Central, 1982. Print.

In this assignment from a language arts class, the student was asked, after studying *To Kill a Mockingbird*, to support the position that the book should be considered a love story. She gives an introduction of some background / context on the concept of love as *agape*, and makes a claim that in her view the book is indeed a love story.

The writer develops her claim with several reasons, which, here, take the form of deep evidence from the text. She develops her thinking thoroughly with relevant, accurate, credible evidence, showing deep understanding of the text and the concept of *agape*. She organizes her ideas clearly and relies on logical reasoning to develop her claim. In this essay, she does not address counterclaims except a bit in the introduction, but here the counterclaim is not needed.

The writer maintains a formal style and objective tone throughout the piece. The conclusion follows from the argument presented and synthesizes the key points.

Non-Fiction Writing K-12

Grade 10 Good

File Name: A9-10R Keep On Reading

Argument/Opinion

Grade 10

Range of Writing

Keep On Reading

On the first day of school, the students walk into the classroom and see a book on every desk. The teachers happily greets them and tells everyone to sit at a desk with a book that seems interesting to them. The pupils tentatively sit down in their seats and look up at their young teacher for instructions, but she sits down and is soon deeply absorbed in her story, eyes shimmering in the light. The pupils gaze in wonder at her and slowly crack open their books. We've grown up reading, but not very often do we see a teacher who exemplifies reading. Reading is recurrently a forced activity. Therefore, people both young and old feel like they HAVE to read, and so it's only something they have to do for school or work. They don't see it as an amazing skill that will not only help with their futures but also a great hobby to enjoy in life. Continuing to silent read for at least the first ten minutes of every class is a very good idea.

The first reason why reading is class is a good idea is because it helps get some of our required silent reading done. Envision Anne, an active, sweet young lady who participates in sports and also plays a big part in the school play. The little time she spends at home every day is reserved for homework assignments and memorizing her lines. Time reading in class at school cuts down on the time Anne has to make in order to read. Reading is important to Anne but she knows she can't possibly read and make good reflections if she doesn't have the time to do so. Some people just don't have the time, so making them read more outside of school is like telling the workers of IBM to go play a football game every day- there's just not enough time outside of work and school.

Uses narrative lead to set context and engage reader

Introduces precise claim: The introduction states a claim about the value of ten minutes of silent reading; **distinguishes it from alternate claims** that many students do not see the value of silent reading. **Topic is substantive.**

States focus / precise claim

Supports claim with logical and valid reasoning, accurate and credible evidence. Points out strengths of reason by anticipating the knowledge level and concerns of the audience (teachers, other students, parents).

Names counterclaim

Non-Fiction Writing K-12

There are people who say that silent reading doesn't help low level readers, but in reality, it actually helps a lot. James McNair has many techniques to help children better comprehend what they are reading. He says that children can get bored with reading if it has no meaning to them (i.e. when reading as a class, not everyone is on the same level, and therefore, the lower level readers are not as interested). Once a child discovers the wonders of reading, they are sure to come across words they don't know (2). When this happens, silent reading will surely help because they can go over words they do know, and learn as they go. This really helps since classwork reading may be harder for lower level readers and they have many words they don't understand as opposed to learning a couple new words a day. They need practice in order to read better so if students are not surrounded by reading then they will not get better. In a research evaluation by Chow & Chou, 9th grade students were allowed 10 minutes each day to silent read and improved their reading skills by the end of the year (4). This is solid proof that having time to read in class is a benefit to everyone.

Silent reading is not only fun, it paves way for tests – no one is allowed to read out loud or have questions read to them during a test. All tests require you to read at least questions. This doesn't include the rereading you need to do when you write essays for a test, an example being the NECAPs. Based on the National Center for Educational Statistics of 2008, reading is one of the few factors that can be the big change in test scores. The more you practice reading, the more enhanced your vocabulary gets. This helps not only the reading part, but also the writing parts, most importantly on standardized tests. Getting students to read in school ensures at least some practice for the testing that the United States schools have for students.

Not only is silent reading useful, it allows students to choose what they want to read, which in turn can help their future. Too frequently, class discussions are based on books that the teacher selects for their students to read. Students may get bored of always having their choices made for them

Creates an organization that establishes clear relationships among claim, counterclaims, reasons, and evidence

Develops claims and counterclaims fairly, supplying evidence for each

Reminds reader of claim.

Uses clauses to link major sections of text, creating cohesion and clarifying relationships between reasons and claims

Supports claim with logical and valid reasoning, accurate and credible evidence. Points out strengths of reason by anticipating the knowledge level and concerns of the audience (teachers, other students, parents).

Establishes and maintains formal style, objective tone

Non-Fiction Writing K-12

and some even take it for granted and can soon forget how to deal with life on their own. KC, an avid reader, agrees: "Picking your own books allows you to be more prepared for real life, not just a classroom where decisions are typically made for you". By having the choice to find their own books, students become more independent in the process. School prepares them for life, but their choices prepare them for their future.

Silent reading during school hours has been a widely argued situation in many school districts of the world. We should continue to have silent reading for at least ten minutes every day, especially because of Winooski High School's Tier 1 situation. Our school officials say that our NECAP scores are getting lower and require more structure to help fix it. If that's the case, then silent reading could only help raise the scores reading well is a big part of the NECAPs, not only when we read the essays but also to read the questions that accompany them. Having a good knowledge of reading and reading strategies will help our school and a good start to getting there is through silent reading.

Distinguishes claim about value of silent reading from counterclaim.

Provides a conclusion which follows from and supports arguments presented

Sources

McNair, James. "Helping Children to Comprehend Faster For Better School Achievements". May 22 2009. *Ezine Articles*. March 10 2011
<http://ezinearticles.com/?Helping-Children-to-Comprehend-Faster-For-Better-School-Achievements&id=2381196>.

In this assignment from a language arts class, the student was asked to take a position on whether or not the school should continue its program of ten minutes of daily silent reading. He gives an introduction of some background / context on the issue, and makes a claim that in his view the ten minutes of silent reading should continue.

The writer develops his claim with several reasons, which he develops with relevant, accurate, credible evidence. The writer organizes his ideas clearly and supports his claim with logical reasoning, on which he relies to develop his claim and persuade his audience of the correctness of his position. He also uses credible evidence to support and develop his claim. In addition, he acknowledges the counterclaim that there are reasons to not support the ten minutes of silent reading, then refutes that counterclaim with an argument that anticipates the concerns of his intended audience.

The writer maintains a formal style and objective tone throughout the piece. The conclusion follows from and supports the argument presented.

Non-Fiction Writing K-12

Grade 11 - 12

Excellent

File Name: A11-12R Macduff True Hero

**Argument/Opinion
Grade 12**

Range of Writing

Macduff: A True Hero

Though many refer to the titular character of William Shakespeare's Macbeth as a tragic hero, another character stands out as a much greater protagonist. While Macbeth is driven towards madness and to committing atrocities through his tragic flaw of ambition, Macduff lacks such a flaw and remains uncorrupted and heroic throughout the play. As Macbeth strives to gain power and prestige at the expense of the lives of his king, his friends, and his countrymen, Macduff meanwhile endures great personal loss in his attempts to stop Macbeth's tyrannical rule and to restore justice and freedom to Scotland. With a name so similar to Macbeth's, it is ironic yet fitting that Macduff acts so much more nobly than his king (Piotr 20). Throughout the tragic, events of William Shakespeare's Macbeth, Macduff serves as a heroic figure through his demonstrations of intelligence, loyalty, and righteousness.

Macduff's prevalence is minimal early in the play, though his intelligence can first be noted in his actions that follow King Duncan's death. While many Scottish nobles prepare to welcome Macbeth to the throne and accept him as their king, Macduff shows his skepticism of the story surrounding the king's demise. Though Macduff at first accepts the verdict that Malcolm and Donalbain are the most likely suspects in the murder of their father, he does so reluctantly and only because the evidence points to them given that they have fled the scene. When asked if he will attend Macbeth's inaugural ceremonies, Macduff responds, "No, cousin, I'll to Fife" (2.4.36). Macduff is less convinced than the others that the mystery of the king's death has been solved, and he wisely distances himself from Macbeth, in whose home the murder occurred, rather than

Begins by **acknowledging counterclaim, then distinguishes from own claim** to follow

Introduces a knowledgeable claim about a substantive topic and establishes its significance: gives context about the play itself by contrasting Macbeth and Macduff, and then states a precise claim

States focus, **precise claim**

Creates an organization that logically sequences, develops, and supports the claim

Uses words, phrases, and varied syntax to create cohesion, clarify the relationships among claims and reasons

Non-Fiction Writing K-12

simply accept Macbeth as his new king. When news spreads that Banquo too has been murdered in Macbeth's castle, Macduff is again the first to act, as noted when Lennox states, "Thither Macduff/ is gone to pray the holy King, upon his aid/ To wake Northumberland and warlike Siward" (3.6 29-31). Macduff demonstrates his intelligence in astutely connecting Macbeth to the murders of King Duncan and Banquo before any other nobles come to such a realization. Macduff's intelligence and willingness to act on what information he has gathered demonstrate his heroism and help to save Scotland from destruction.

In all of Macduff's actions, he remains loyal to his country and acts solely in the interest of Scotland. When Macduff travels to England to raise an army against Macbeth, he must leave his family behind. As noted by literary critic Piotr Sadowski, "...once Macduff has chosen to serve the political cause all qualms about abandoning his family became suppressed" (21). Though a loving family-man with devotion towards his "pretty chickens and their dam," or his children and his wife, Macduff's other loyalties are stronger (4.3.218). Macduff selflessly puts his country before those he loves, leaving his family vulnerable to attack from Macbeth so that he may raise an army to defeat him and end the tyranny that plagues his country. It becomes clear that Macduff is sincere in his displays of loyalty when he is tested by the young Malcolm, who will inherit the throne if Macduff succeeds in overthrowing Macbeth. After Malcolm proudly asserts his sinful nature in his "voluptuousness" (4.3.61), his "stanchless avarice" (4.3.78), and his complete disregard for virtues, Macduff's loyalty to Scotland goes unbroken in his response to Malcolm, who asks if he is fit to govern. Macduff states, "Fit to govern/ No, not to live. O nation miserable! /... When shalt thou see thy wholesome days again..." (4.3.102-105). Macduff's display of loyalty towards his country over its potential ruler suffices to prove to Malcolm his loyal nature and lack of selfish motives. Malcolm agrees to lead the forces against Macbeth in a move that ultimately saves Scotland.

Uses words, phrases, and varied syntax to create cohesion, clarify the relationships among claims and reasons

Develops the claim fairly and thoroughly, supplying evidence for it in a manner that anticipates the concerns, values, and possible biases of the audience (other members of the scholarly community)
Uses depth of evidence, from both text (the play) and scholars, showing deep understanding of the text

Non-Fiction Writing K-12

recognize the mystery and guilt surrounding Macbeth and the murders that seem to line his path on his rise to power, Macduff displays an inquisitiveness and prudence that his fellow nobles seem to lack. Using his knowledge for the good of his country, Macduff balks at opportunities for personal gain and acts solely in the interest of his beloved nation, to which he demonstrates supreme loyalty. This loyalty runs so deep in Macduff that not even the murder of his family can deter him on his righteous quest of vanquishing from the Scottish throne the evil that has befallen it. In his heroic qualities, Macduff emerges as the true hero of Macbeth, far more so than the titular character whose flaw of ambition drives him to the point of being a plague upon the nation he so desires to govern. In the words of politician Edmund Burke, "All that is necessary for the triumph of evil is that good men do nothing." Macduff's role as a good man in Macbeth is not simply to bring about justice to an oppressed nation. Rather, his character reminds readers that justice cannot be done without the vigilance and actions of ever wise, virtuous men and women who loyally devote their efforts to upholding what is righteous.

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In all events of the play, Macduff acts to combat tyranny and all that is evil, making him a truly righteous character. From serving King Duncan to protecting Scotland and taking the throne back from Macbeth, Macduff acts in service of what is morally just and does not boast in his deeds or in any way act for himself. After learning that his family has died at the command of Macbeth, Macduff weeps for them and expresses first his anger and regret, showing his human side, but he then accepts what has occurred and begins to ponder his next action. Realizing that he serves no one by weeping over his loss or boasting about how he will avenge his family's death, Macduff simply states, "Bring thou this fiend of Scotland and myself; / Within my sword's length set him. If he 'scape, / Heaven forgive him too" (4.3.233-235). Macduff believes that it is right and just to kill Macbeth, not only for what the tyrant has done to his family, but for how he has brought pain and suffering to an entire nation. In stating his hope that Macbeth's sins be forgiven if he fails to kill him, Macduff further reflects his righteous, almost biblical qualities in his ability to not hold a grudge against the man who has killed his family. In the end, Macduff seems destined to kill Macbeth given that the former was "from his mother's womb / Untimely ripped" (5.8.15-16), and that, "In folklore, the child born through what later became the Caesarian section was said to possess great strength and the power to find hidden treasure and to see spirits" (Piotr 20). Not only do the witches' prophecies point to Macduff as the one who has the power to dethrone Macbeth, but Shakespeare also uses a common supernatural theme of his day to portray Macduff as a character of a higher power who seems the only one fit to take down a powerful military ruler as Macbeth. When Macbeth emerges from battle victorious in the final scene and holds Macbeth's severed head, the image created is one of good finally triumphing over evil.

Regardless of the events and fortunes surrounding Macduff's character in William Shakespeare's Macbeth, he serves as a heroic figure for his qualities of intelligence, loyalty, and righteousness. As the first to

Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline

Develops the claim fairly and thoroughly, supplying evidence for it in a manner that anticipates the concerns, values, and possible biases of the audience (other members of the scholarly community)
Uses depth of evidence, from both text (the play) and scholars

Provides a conclusion that follows from and supports the argument presented
Writer reflects, again, on the significance of the claim

Non-Fiction Writing K-12

In this literary analysis from an English language arts class, the student has taken a position on who the hero of Shakespeare's *Macbeth* is. In anticipation of his claim that Macduff is the true hero of the play, he begins by acknowledging the counterclaim that Macbeth is often described as the "tragic hero" of the play, then states his own claim that the hero is in fact Macduff.

Throughout the essay, the writer organizes his ideas clearly. He develops the claim logically, fairly, and thoroughly with several reasons, which he supports with in-depth relevant, credible evidence, both from the text itself and from scholarly sources. He thoroughly demonstrates his understanding of the topic and the texts he has read. The writer supplies evidence for his claim in a manner that anticipates the concerns, values, and possible biases of the audience (other members of the scholarly community). Throughout the essay, the writer uses words, phrases, and clauses, as well as varied syntax, to clarify the relationships among claim, counterclaim, reasons, and evidence and to create cohesion.

The writer maintains a formal style and objective tone throughout the piece. The conclusion follows from and supports the argument presented, reminding the reader of the significance of the topic and claim.

Informative Writing K-12

File Name: IKSP Saving Water

Informative/Explanatory

Kindergarten, Spring

On-Demand Writing, Uniform Prompt

Saving Water

What can you do to save water?

I am taking a bath Not all fall.

I am turning off the water

I am filling the bucket up Not too high

Although this piece would have been stronger had the student named the topic herself, the question posed clearly introduces the topic.

Supplies some information about the topic

In this Kindergarten piece, written in the spring, the topic (*What can you do to save water?*) is made clear by the question the teacher has posed, and the student uses words and pictures to supply some information about the topic. Although the information is personalized ("I am..."), the student has clearly drawn three specific details from the sources provided to inform the reader about how she will save water. Both words and illustrations show a solid understanding of the content presented.

K-Informative - Achieve the Core

Informative Writing K-12

File Name: IIP Saving Water

Informative/Explanatory

Grade 1

On-Demand Writing, Uniform Prompt

Saving Water

What can you do to save water?

Names a topic we need to save water! To save water do not fill up the tub all the way. if your fawsit is leaking turn it of. if we didnt save water we woldent have any.

Supplies some facts about the topic

Provides some sense of closure

In this first-grade on-demand informative/explanatory piece, the student clearly states a topic ("we need to save water!") and supplies two facts about the topic drawn from the Reader's Theatre on water conservation that the students read together. The piece ends with a reflective concluding sentence about why it is important to save water, information given in the short video that accompanies the prompt.

Grade 1 - Informative - Achieve the Core

Informative Writing K-12

File Name: I2P Water is Important

Informative/Explanatory

Grade 2

On-Demand Writing, Uniform Prompt

Water is Important

Water is important You should help save water. And I am going to tell you how. 1 way is TuRN OFF The SINK AFTER YOu BRuSH Your TEETH! Another way is ONLY FILL YOur BATHTuB UP HALF WAY! Also water is important so you should TAKE A SHORT SHOWer. Also WHEN YOU WASH YOUR HANDS DON'T LEAVE THE WATER RUNNING! These are the ways why you should help save water

Introduces the topic and states a focus for the piece

Uses facts to develop points

Uses linking words and phrases to connect ideas

Provides a concluding statement that restates the focus

This second-grade informative/explanatory paragraph begins with an introductory sentence and then states the focus of the piece (“*You should help save water. And I am going to tell you how.*”). Four facts, from provided sources, develop the piece and are linked to each other and to the main idea by transitional words and phrases (“*1 way*”, “*Another way*”, “*also*”). The piece concludes by restating the focus (“*These are the ways why you should help save water*”). At this grade level, sentences may be a bit “clunky,” particularly as students experiment with unfamiliar academic constructions. If this were an instructional piece, “*These are the ways why...*” could be revised during the writing process.

Grade 2 - Informative - Achieve the Core

Informative Writing K-12

File Name: I3P Water Use

Informative/Explanatory

Grade 3

On-Demand Writing, Uniform Prompt

Water Use

What can I do to save water? Lots of people waste gallons of water a day.

Some people don't even have 5-2 gallons of water a day. We need water to drink, wash clothes, bath, and much more so we need to save water.

One good way to save water is leave buckets outside to fill up with rain.

Take quite showers. bathes take at least 37 gallons of water. Remind people to turn off the water when not in use. Lots of people wait for the water from there sink to get hot and cold. If you put a bucket in your sink when the bucket is full you can use that water for lots of things. When its winter take buckets of snow and melt it then you have buckets of water to use. When its summer if you have a squirt gun use water from a toy that has water in it. Use anything leaking water make sure to get it fixed right away. Don't buy water in a plastic container because plastic pollute the earth. Please Save Water. **Provides a concluding statement**

Introduces the topic with a question and some context about why it might be important to save water

Develops the topic with facts and details

Uses linking words and phrases to connect ideas

Although not separated into paragraphs, **related information is grouped together** and organized into an introduction, body, and conclusion.

This third-grade piece introduces the topic with a question and some context, explaining why we need to save water. Although still a bit "list-y," the piece uses facts from the source ("*bathes take at least 37 gallons of water*") and conveys ideas and information clearly, sometimes adding context or elaboration to clarify or to develop points. For example, rather than just instructing the reader to put a bucket in the sink, the writer explains that people often waste water waiting for it to get hot or cold and that, if saved, this water could be used "*for lots of things*." Linking words and phrases ("*so*", "*one good way*", "*if*", "*when*") connect ideas within the piece. The conclusion, in the form of a request for action, is appropriate to purpose and audience. The slight digression toward the end ("*Don't buy water in a plastic container*") could be addressed through revision if this piece were taken to a final draft.

Although both the introduction and conclusion urge us to save water, this is an informative/explanatory piece. The purpose of the writing is to explain how we can save water, not to try to convince us to do so. This topic is developed with facts and details about things we can do to save water, rather than with the reasons why we should do so. Effective pieces often combine elements from more than one genre.

Grade 3 - Informative - Achieve the Core

Informative Writing K-12

File Name: 14P Conserving Water

Informative/Explanatory

Grade 4

On-Demand Writing, Uniform Prompt

Conserving Water

Conserving water is a great way to help the earth. Without our water, plants, humans, and animals, would not be able to live. We need to save water because we will **eventually** run out of it. Then we will have to use and drink saltwater. It is **extremely** expensive to filter salt water. This why we need save water. **What can you do to save water?**

Introduces the topic by clearly explaining the importance of water and posing a focusing question

One way you can save water is by getting a rain barrel. Rain barrels collect water so that you can water your plants with recycled water. Recycled water is better for plants because it is more **natural**. Recycled water also have good nutrients.

Links ideas within categories of information using words and phrases

Another way you can save water is by getting an **airrating** facet and shower head. These items use less water but make it feels the same because of more pressure. One more way you can save water is when you go in the **sprinklers** in the summer, make sure it is in a spot where it is watering the lawn.

Develops the topic with facts, definitions, concrete details, and examples related to the topic

One ways my family saves water is by turning off the water when you brush your teeth. Water is the most important natural **resource** of all

Uses precise language and domain-specific vocabulary to explain the topic

with out water, we would die. If we ran out of water, as I said, we would die. So if you think dieing is bad, try to conserve water as best you can.

Provides a concluding section related to the explanation presented

This fourth-grade piece begins with an introduction that provides important context by explaining the importance of water to living things and the danger of running out. The focus of the piece is clearly established with a question: "What can you do to save water?"

Related information is organized into well-developed paragraphs. The second paragraph, for example, is about the benefits of collecting water in rain barrels. This idea is elaborated upon with concrete details from the source ("you can water your plants") and explanation ("recycled water is better for plants because it is more natural"). Linking words and phrases ("one way", "so", "because", "also") knit together the related ideas in this paragraph.

Throughout the piece, precise words ("eventually", "extremely", "pressure") and domain-specific vocabulary ("nutrients", "airrating", "conserve", "natural resource") convey ideas effectively. Although worded a bit clumsily, the conclusion presents a logical and connected sequence of thought that leads the reader back to the focus of the piece (water is important; without it we would die; therefore, you should "try to conserve water as best you can").

Grade 4 - Informative - Achieve the Core

Informative Writing K-12

File Name: ISP Saving Water

Informative/Explanatory

Grade 5

On-Demand Writing, Uniform Prompt

Saving Water

Did you know that you can save your homes water by just by doing things each day? You can put a bucket outside to catch rainwater or use wipes to wash tables instead of water. There are many ways to save water, you can do things outside and inside to help save water. Here are some ideas.

There are many things to do inside your house to help save water. You can change your toilet, facet, and shower head to low flow. Also, you can take small, short showers instead of baths. you can turn off the facet when brushing your teeth and when lathering soap in your hands. When waiting for water to warm up save the water and reuse. over all there are alot of things you can do inside to save your homes water.

There are many things to do outside your house to help save water. First you can go to an automated carwash or use a waterless car wash. When you do a car wash at home you waste more water. Also you can dump out your water bottle on plants and grass insted of dumping it down the drain. Reuse water outside as much as possible. You can also put a

Introduces the topic clearly

Provides a general observation and focus

Uses precise language and domain-specific vocabulary to explain the topic

Develops the topic with facts, concrete details, and other information and examples related to the topic

Links ideas within categories of information using words and phrases

Informative Writing K-12

bucket of water outside to catch rainwater and use for watering plants or grass. Over all there are also of ways to save water outside of your house.

There are many ways to save your homes water outside and inside. Kids and adults can make a big difference to save water. Imagine if everyone in the country turned of the facet when brushing their teeth, we could save enough water to refill a lake! Over all it is important to save water inside and outside your house.

Provides a concluding section related to the explanation presented

This fifth-grade piece introduces the topic clearly by providing a general observation and focus. The writer shows a developing awareness of purpose and audience, beginning with a question (“*Did you know...?*”) and concluding with a precise and striking image (“*we could save enough water to refill a lake!*”) that serves to encourage the reader to take action. The clear sentence structure and familiar vocabulary is appropriate for a general audience.

The piece is well-organized. Facts and concrete details from the source have been regrouped logically into two broad categories: things you can do inside to save water and things you can do outside. Linking words and phrases (“*also*”, “*instead of*”, “*when*”, “*first*”, “*overall*”) show the relationship between ideas and allow the writer to smoothly elaborate using examples and concrete details. The structure of the essay (introduction, body, conclusion), as well as the structure within each paragraph (topic sentence, details, concluding sentence), create cohesion and make the thinking in the piece easy to follow.

Grade 5 Informative - Achieve the Core

Informative Writing K-12

Grade 6

File Name: I6P Effects of The Great Depression

Informative / Explanatory

Grade 6

On-Demand Writing, Uniform Prompt

Effects of The Great Depression

The Great Depression affected the people that lived through it in many ways. The things that I am going to explain are some of the things that affected the people who lived through the Great Depression. Having barely any money was one of the things that affected them. Also having less supplies affected them too. Having to take care of kids too also might have affected the people during the Great Depression.

First, I am going to talk about how having almost no money affected the people. It affected them because they were getting their money by working. Then their jobs were shutting down so their amount of money was shrinking and shrinking. They would do neighborhood favors and jobs but the amount of money they would get was five ~~dollors~~ dollars. They also had to pay a bill for electricity every month. They had to pay for gas if you had a car and their house. That is why having almost no money affected them a lot.

Another reason the Great Depression affected the people was they were having less of the supplies they had. Like some of the people stopped delivery for several things such as milk and ice. They were also using less electricity and

Focus / topic of the piece is clearly stated

Introduces the topic clearly: The writer gives no context, but does lay out the ideas she will discuss in the essay to follow

Organizes ideas, concepts, and information by category, within an overall cause-effect structure. Here, writer discusses the effect of no money. **Develops the topic with relevant, accurate facts and concrete details using domain-specific vocabulary to explain** the effects of a lack of money during the Great Depression.

Uses appropriate transitions to clarify the relationships among ideas and concepts

Informative Writing K-12

selling their cars. Those are some of supplies they had a shortage or had to not use as much.

Also if they had kids they would need to do extra work and be able to care for them. They also had to pay more money if they had kids because they have to feed them too. They also had to take care of them. The parents have to care for them. If they are sick they can not just leave them at home they have to take care of them. They also might worry about them. If you had kids during the

Great Depression not only would you worry about your kids and family.

That is why if you had kids during the Great Depression it might be more difficult.

Now you can see how living through the Great Depression was very difficult and affected many people who lived through it. It affected people in many ways like having no money or having a very little amount of it. Also if you had kids it might have been a little more difficult. They also had to live with less supplies. That is why I think the Great Depression affected the people who lived through it.

Develops the topic with relevant, facts and concrete details about the effect of the Great Depression on childcare

Analyzes evidence

Establishes and maintains a reasonably formal style

Provides a concluding section that restates and follows from the explanation presented

In this on-demand assignment, students were asked to explain the effects of the Great Depression on people who lived through it. This writer gives no background about the Great Depression in the introduction (a weakness), but does state her topic / focus that the Great Depression affected people who lived through it in many ways and lays out what she will discuss in the writing to follow.

The writer organizes the evidence clearly by category (various effects of the Great Depression) to support the topic, and uses basic but appropriate transitions to clarify relationships between ideas and concepts. Within each chunk of text, the writer uses some domain-specific vocabulary ("*neighborhood favors and jobs*", "*stopped delivery for...milk and ice*") to name and explain / analyze the evidence about the effects, which she has taken from the texts she has read. This makes the writer's thinking and understanding easy to follow.

While the language is sometimes basic and informal ("*I am going to tell you*"), the bulk of the essay has an appropriately formal style for this grade level. The conclusion, while a bit repetitious, follows from the information presented.

Informative Writing K-12

Grade 7

File Name: 17P Living Through The Great Depression

Informative / Explanatory

Grade 7

On-Demand Writing, Uniform Prompt

Living Through The Great Depression

The Great Depression affected many people especially those who lived through it. With that said the main point of this essay is how people who lived through the Depression were affected during it.

Analyzes evidence

During The Great Depression people had things to deal with that made them struggle. Some people didn't have an abundant amount of money not a decent amount. Insted they had little or none at all. It was a struggle to earn money with the lack of jobs, people ended up doing side jobs to earn money. In "Digging In" the family of four had to find ways to obtain money. They ended up cutting back on a lot of things like the water system and starting useing their well. The father did his best to get some type of income by doing side jobs, like cutting the boys hair for _____. People also looked to Roosevelt for help or farming for a decent or better income. For instance in the poem "Debts The family owned land that they used for farming. The father grew wesat three years ago and hasn't been able to since. With scarce rain no wheat grew, without wheat to harvest no money would flow in. Bay, the father, even thought about getting a loan from Mr. Roosevelt, and he promised he didn't have to pay a dime 'till the crop came in. All he could do

Introduces the topic clearly, previewing what is to follow: The writer gives little context but does state a main idea/focus

Organizes ideas and information using categories: The writer organizes text-by-text within an overall cause-effect structure

Develops topic with appropriate, relevant facts and concrete details, uses precise language and domain-specific vocabulary in evidence from the text to inform about the topic

Uses appropriate, varied transitions to clarify relationships among ideas and concepts

Develops topic with appropriate accurate, facts and concrete details, uses precise language and domain-specific vocabulary in evidence from the text

Informative Writing K-12

was hope things got better. Not only did people have things to worry about the President did too. In the article "The New Deal" Roosevelt wanted to find a way to help the people suffering from the Great Depression. He created several ways to help with some of the issues. He made the NIRA and NRA, these systems banned child labor and address unemployment by regulating the number of hours worked per week. The FERA gave \$3 billion to states for work relief programs. In the end these systems only helped people take care of their basic needs.

Continues to develop topic with appropriate accurate, facts and concrete details, uses precise language and domain-specific vocabulary in evidence from the text

The people who lived through the Great Depression had to find ways to obtain income, work and help. The Government did their best to support the people through this time but have you ever thought that this might happen again.

**Establishes and maintains a reasonably formal style
Provides a concluding section that follows from and supports the information presented**

In this on-demand assignment, students were asked to explain the effects of the Great Depression on people who lived through it. This writer gives no context about the Great Depression in the introduction but does states the main point (the Great Depression affected people who lived through it in many ways), which serves to preview the essay that follows.

The writer organizes ideas, concepts, and information clearly using the texts as categories, and supplies textual evidence to support the main point. She uses appropriate transitions. For example, she writes, "Not only did people have things to worry about, the President did too." (Note: this would be easier to see if the writer had started a new paragraph with each transition.) Within each chunk, the writer uses precise language and domain-specific vocabulary to name and explain the effects, which she has identified from the texts she has read. This makes the writer's thinking and understanding easy to follow.

The essay has an appropriately formal style. The conclusion follows from and supports the information presented.

Informative Writing K-12

Grade 8

File Name: 18P Dignity and Hope

Informative / Explanatory

Grade 8

On-Demand Writing, Uniform Prompt

Dignity and Hope

The Great Depression. This notorious event put Americas hope to the test. Leaving Americans economically and metally drained. The Great Depression devistated America and will never be forgotten. If not for Franklin Delano Roosevelt and his beneficial "New Deal" who knows what horride ruins would remain as a result of The Great Depression.

"With no dependable income, we cut back on everything possible."

This excerpt from the story "Digging in" by Robert J. Hastings shows the situation that each and every American faced. In the story, it is said that the family substituded toothpaste and toilet paper, for soda and catalog pages.

Even common nessecities had to be sacrificed during The Great Depression.

Along with their wallets, Americans spirits were also crushed. In the

Analyzes evidence

poem "Debts" by Karen Hesse, the father of the family is facing a serious drought but still believes in rain. When reality sets in that rain is not likely to come, he is filled with rage and leaves to *** to the farm to avoid feuding with his pregnant wife. This man was a farmer, and had to rely on the most unreliable thing for a source of income, mother nature. This man, and every

Introduces the topic clearly, previewing what is to follow: The writer gives a bit of context and indicates the main ideas that will be developed

Organizes ideas and information using categories: The writer organizes text-by-text within an overall cause-effect structure

Uses appropriate, varied transitions to clarify the relationships among ideas and concepts

Develops the topic with relevant, well-chosen, accurate facts and concrete details

Uses precise language and domain-specific vocabulary in well-chosen evidence from the poem to explain the topic

Informative Writing K-12

other Americans spirits were tested during The Great Depression, and the number of those who still had hope was diminishing. With America facing an economic doom, Americans turned to one man, Franklin Delano Roosevelt. With the promise of a New Deal to help end The Great Depression Roosevelt won the election by a landslide. He created jobs for three-million single men between seventeen and twenty-three years of age. Roosevelt's work relief program put 8.5 million Americans to work building roads, bridges, airports and more. Although Roosevelt did not end The Great Depression, he provided Americans with work and hope.

The Great Depression left Americans mentally as well as economically depleted. This event tested the will of the American people, and left some citizens without any hope. With the help of Franklin Delano Roosevelt, America was able to get through The Great Depression with dignity and hope.

Develops the topic with relevant, well-chosen, accurate facts and concrete details

Uses precise language and domain-specific vocabulary

Establishes and maintains a formal style

Provides a concluding section that follows from and supports the information presented

In this on-demand assignment, students were asked to explain the effects of the Great Depression on people who lived through it. This writer gives a bit of context about the Great Depression in the introduction and then states his main points (the Great Depression devastated people who lived through it; Roosevelt's intervention was critical), which serve to preview what follows.

The writer organizes ideas, concepts, and information clearly by category, building his essay text-by-text and using textual evidence to support the main points. He uses appropriate, varied, and strong transitions to clarify the relationships among ideas. For example, he writes, "*Along with their wallets, Americans spirits were also crushed.*" Within each chunk of the essay, the writer uses precise language and domain-specific vocabulary to name and explain the effects, which he has identified from the texts he has read. While he does not give a great deal of evidence, what he does include is precise and well-chosen, with some analysis ("*When reality sets in...*") This makes the writer's thinking easy to follow.

The essay has an appropriately formal style. The conclusion follows from and supports the information presented.

Informative Writing K-12

Grade 9 - 10

File Name: 19-10P Gains of the Great Depression

Informative / Explanatory

Grade 9-10

On-Demand Writing, Uniform Prompt

Gains of the Great Depression

During the Great Depression, millions of people lost jobs, and families struggled to find financial footholds. It lasted for ten years,

leaving very strong memories of dramatically dark times. Throughout those years, people found new ways to cope with the struggles, and interestingly enough, new emotions and belief in the ideals of America.

Everybody learned the importance of being resourceful, while also keeping hope for the future and growing more unified and patriotic as a country.

One important effect of the Great Depression was how it made people and families resourceful. That quality is largely a part of the memoir Digging In, where a man who lived during the Depression talked about his family's frugality, and how they had to "cut back on everything possible" in order to save money. Some of the things they had to cut back on included city water, selling their car, and discontinuing purchases of toothpaste, toilet paper, and snacks, just to name a few. They also "took care of what [they] had", and listed all the ways they used a cotton cloth, which

Integrates quotations effectively into analysis

Introduces the topic:
The writer gives strong context that sets the stage for the essay; includes topic / focus of the piece, which previews what is to follow

Uses precise language and domain-specific vocabulary to manage the complexity of the topic

Organizes complex ideas, concepts, and information to make important connections and distinctions:
The writer cites several texts but organizes the essay mainly by abstract concept (e.g., resourcefulness, patriotism), not text.

Develops the topic with well-chosen, relevant, sufficient, accurate facts and concrete details

Uses precise language and domain-specific vocabulary to manage the complexity of the topic

Informative Writing K-12

included using it as a dish cloth, bandage, quilt piece and more. These qualities of being frugal and resourceful weren't bad; they taught people to not be wasteful and to not spend money on things that aren't necessary.

Being resourceful became a part of life during the Depression as a way to help families stay financially afloat.

More significantly the Great Depression, in a broad sense, brought a sense of patriotism and more unity as a country. Former President Franklin

D. Roosevelt enriched his second inaugural address with these ideals. He said that the greatest change he had witnessed was the "change in the moral climate of America" and that they were on the road of progress.

Another quote of his was "in seeking for economic and political progress as a nation, we all go up, or else we all go down, as one people." What

Roosevelt was implying was if the people wanted their country to go in the right direction, they all had to work together. Working together

wouldn't be hard, due to the entire country's new sense of belief in their country, also known as patriotism. The United States' stronger sense of unity that came about during the depression helped citizens work through the hard times.

Most importantly, the Depression oddly enough brought a sense of hope. In some cases, farmers had to keep hope for the future and that it would

bring rain for their crops so they could get money, as a farmer had in a poem called "Debts". In an article about "The New Deal", an explanation was given

about how Roosevelt gave the country hope by creating many reforms that

Analyzes ideas, concepts, and information to make important connections

Establishes and maintains a formal style, objective tone while attending to norms and conventions of discipline in which the student is writing

Uses appropriate, varied transitions to clarify relationships among ideas and concepts and create cohesion

Analyzes evidence

Develops topic with well-chosen, relevant, sufficient, accurate facts and concrete details from New Deal text

Uses precise language and domain-specific vocabulary to manage the complexity of the topic

Informative Writing K-12

were aimed to "relieve poverty, reduce unemployment, and speed economic recovery". This hope for the future gave people something worth living for during times when suicide didn't seem like a bad idea.

Indeed, this sense of hope was a very important effect that the Great Depression had on the people who lived through it.

Even though the Depression devastatingly affected tens of millions of people, the way it changed people's outlooks was inspiring. Instead of tossing a cotton bag in the garbage, people learned to be resourceful and used them as towels and dish cloths. A stronger sense of pride in their country helped them work through the hardships together, with patriotism and unity. Above all else, without hope for the future, people would've given up on trying to fix their severely wounded economy. These enhanced senses of resourcefulness, unity, along with patriotism and hope were all ways that the Great Depression affected Americans.

Reminds audience of the focus / topic / main point of the essay.

Makes an important distinction, demonstrating understanding of the complexity of the topic

Provides a conclusion that follows from and supports the information presented by articulating implications and the significance of the topic

In this on-demand assignment, students were asked to explain the effects of the Great Depression on people who lived through it. This writer provides some context about the severity of the Great Depression in the introduction and then states his main points (the Great Depression taught people to be resourceful as well as inspired unity), which serves to preview what follows.

The writer organizes ideas, concepts, and information clearly by concept, using textual evidence to support the main points. While he uses the texts extensively, they are not the organizing principle; rather, the concepts of resourcefulness and unity are. The writer uses appropriate, varied, and strong transitions to clarify relationships and create cohesion (for example, "Indeed, this sense of hope..."). Within each chunk of the essay, the writer uses precise language and domain-specific vocabulary to name and explain the effects, which he has identified from the texts he has read. The writer analyzes evidence thoughtfully throughout so that the reader grasps the complexity of the topic.

While the essay is compelling and even dramatic, it has an appropriately formal style. The conclusion follows from and supports the information presented, and in it the writer analyzes the implications and significance of the topic.

Informative Writing K-12

Grade 11 - 12

File Name: I 11-12P Hope During the Great Depression

Informative / Explanatory

Grades 11-12

On-Demand Writing, Uniform Prompt

Hope During The Great Depression

Life is difficult. Sometimes, it is devastatingly so. Yet the human race can be defined by the dual characteristics of perseverance and hope.

We, the human race, are the infamous turtle of Steinbeck's *Grapes of Wrath*, we take each obstacle in stride and keep on going on. The Great Depression is one of the best examples of humankind's tendency towards both perseverance and hope. The fact that so many people managed to live through the terrible poverty of the Great Depression is a testament to the tenacity of hope and optimism in humans, and Americans in particular.

The texts provided for this analysis all discuss the Great Depression and its effects on the people who lived through it. On the whole, the theme translated from the texts is that the people who survived the Great Depression developed, as a direct result of the Depression, a curiously strong sense of optimism. President Franklin D. Roosevelt, in his Second Inaugural Address, attributes this sense of optimism to democracy, and its "...innate capacity to protect its people against disasters once considered inevitable, to solve problems once considered unsolvable." Roosevelt is, of course, making a blunt reference to his popular and effective programs under the New Deal. It is

Introduces the topic: The writer provides context, acknowledging the complexity of the concept of life's difficulty.

Uses the domain-specific technique of metaphor (the turtle in *Grapes of Wrath*) to manage the complexity of the topic

Develops topic with appropriate, accurate, facts and concrete details; uses precise language and domain-specific vocabulary in well-chosen evidence from the text (here, the Second Inaugural)

Organizes complex ideas, concepts, and information: Beginning with a discussion of Roosevelt's optimism in his Second Inaugural, the writer creates a unified whole in which each new element builds on that which precedes it

States focus

Integrates quotations effectively into analysis

Informative Writing K-12

true that the New Deal had come at just the right moment, and that millions of people were helped through the New Deal, particularly the WPA, or Works Progress Administration, which was, as put in the fourth source from PBS, a "major work relief program...[employing] more than 8.5 million people to build bridges, roads, public buildings, parks and airports." 8.5 million people is a lot of people to employ, and based upon these facts alone it would seem that the New Deal was indeed reason to hope.

Yet the other sources, and indeed even later on in Roosevelt's speech, indicate that such hope was perhaps misplaced, at least in the extent that the hope was placed upon Roosevelt. In "Digging In", the second source written by Robert J. Hastings, the narrator reflects on her father's efforts to get money: "it was a day's work here and a day's work there...a few days on the WPA..." Thus, it seems that although the WPA may have employed 8.5 million people, it was not by any means a source of income, if people were only able to work for a few days at a time. However, the focus of "Digging In" is not to evaluate federal programs, but to evaluate the effectiveness of one's own efforts to help oneself. More than anything, the lengths to which the narrator's family went in order to save money exemplifies, once again, an incredible amount of perseverance. From the selling of the car, to the renouncement of milk and ice, the family maintains their perseverance and their hope. Towards the end of the passage, the narrator's mother speaks of this imperative hope: "I've learned that whatever happens, your Daddy always has a little dab of money put back

Develops the topic thoroughly by selecting the most significant, relevant, accurate facts and concrete details from the text

Uses appropriate, varied transitions and syntax to clarify relationships among complex ideas and concepts and create cohesion. This section of the essay builds from the section which precedes it and connects to the next ("Digging In") to create a unified whole

Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which the writer is working

Informative Writing K-12

somewhere..." Whether or not this was true, it certainly seems to be a sentiment that enabled the family to maintain their sanity

In Roosevelt's speech, there is a section in which he employs anaphora to give emphasis to the negative effects of the Depression by repeating, for several lines, "I see..." followed by a sad image, thought, or idea. He finishes the anaphora with "I see one-third of a nation ill-housed, ill-clad, ill-nourished." While this rhetorical emphasis is used mainly to lead into his positive images to follow, in order to be more convincing towards his audience, the negative scenes which he describes were not only rhetorical, but quite real. People were homeless and ~~clotheless~~ and foodless during the Great Depression, millions of them. That is why it is so incredible that the primary effect of such a tragedy was to create a generation of hopeful people. Such hope is characterized in the first source, a poem by Karen Hesse entitled "Debts". In this poem, the narrator describes that "Daddy is thinking/ of taking a loan from Mr. Roosevelt and his men..." This connection to the New Deal emphasizes that the government, through President Roosevelt, helped instigate the massive flood of hope in the American people. The dad in the poem wants to buy wheat even though such an idea is completely impractical; the dad is a naively hopeful character.

As the "Ma" says in the last phrase of the poem, "well, it rains enough...to keep a person hoping./But even if it didn't/your daddy would have to believe." This quote defines succinctly the mind-set amongst

Analyzes Roosevelt's speech in terms of author's craft (anaphora); connects the use of this rhetorical device to the essay's topic of perseverance and hope, to manage the complexity of the topic

Uses precise language and domain-specific vocabulary and techniques to manage the complexity of the topic

Uses the most significant and relevant evidence to develop topic

Informative Writing K-12

Americans living in the Depression that hope will lead to greatness.

Perhaps this was because Americans could do nothing else but hope, and work, and trust in the leaders of their country. It is human nature, after all, to do everything one can to keep oneself going. Thus, the Depression imprinted a sense of hope on the people that lived through it. It is a sense of hope that has not been witnessed to the same extent in our time, yet hope continues to persevere in humans.

Provides a concluding section that follows from and supports the information presented and reflects on the significance of topic

In this on-demand assignment, students were asked to explain the effects of the Great Depression on people who lived through it. This writer provides context about the deep difficulty of living during the Depression in the introduction. She analyzes the metaphor of Steinbeck's turtle to help manage the complexity of the topic. In the second paragraph, she offers her main point/focus: the Great Depression created a "*curiously strong sense of optimism*" in people.

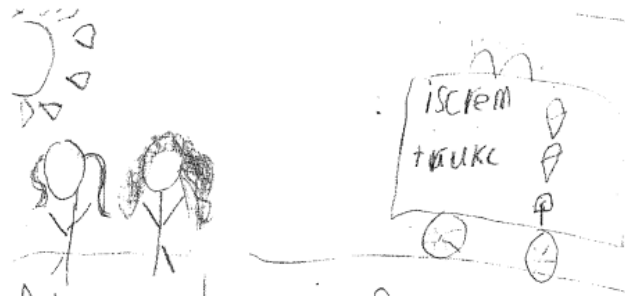
The writer organizes complex ideas, concepts, and information clearly to support the main point using textual evidence, doing so in such a way that each section builds on the one that precedes it. While she draws on texts extensively, they are not the organizing principle; rather, the concepts of hope, optimism, and perseverance are. The writer uses appropriate, varied, and strong transitions to connect concepts and create coherence. (For example, "*However, the focus of "Digging In" is not to evaluate federal programs, but to evaluate the effectiveness of one's own efforts to help oneself.*") Within each chunk of the essay, the writer uses precise language and domain-specific vocabulary and techniques to name and explain the effects, which she has identified from the texts she has read. The writer analyzes evidence thoughtfully throughout so that the reader grasps the complexity of the topic.

The essay has an appropriately formal, academic style and tone. The conclusion follows from and supports the information presented, and in it the writer reflects on the significance of the topic.

Narrative Writing K-12

Narrative Samples

Grade K
Developing



My best friend
kame to my house
the iscream truck
kame me and Agry
took a strobury
shourt cake we eat

Narrative Writing K-12

it. And after that
we went in the
Springkullr it was fun.
And after that we bakte
mufins and we icet them.
And Put on Wipt cram
it was alot of fun.

Narrative Writing K-12

File Name: NKR Ice Cream

Kindergarten

Narrative

Range of Writing

Ice Cream

My best friend came to my house the ice cream truck came. me and Agry took a strobery shout cake. We Eat it. And after that we went in the springkule, it was fun. And after that we bakte muffins and we icct them. And put on wipt cram it was alot of fun.

Narrates several loosely linked events

Tells about the events in the order in which they occurred

Provides a reaction to what happened

This Kindergarten narrative tells about a personal experience. The events are loosely linked, all happening during a friend's visit. The writer relates the events in chronological order ("And after that") and provides a reaction to what happened ("it was alot of fun"). In the original, illustrations add further detail about the weather and the ice cream truck.

Narrative Writing K-12

Grade 1 Good

File Name: NIR The Lonely Horse

Narrative

Grade 1

Range of Writing

The Lonely Horse

Once upon a time there was a horse. his name was patches. he lived ~~u~~own in a big field. he ran ~~a~~round the field feeling ~~l~~only. then one day when he was ~~r~~unning ~~a~~round he saw a barn and in one of the stalls he saw another horse. her name was star. because she had a star on her cheek. then she saw him. She ~~l~~ipped over the fence and the two horses ran ~~a~~round the ~~f~~ield together. By the next day they were ~~f~~riends and they ran ~~a~~round the field together and from then on ~~p~~atches was never ~~l~~only ~~a~~gain. The end!

Uses temporal words to signal event order

Includes some details regarding what happened

Provides some sense of closure

This imaginary first-grade narrative tells the story of a lonely horse named Patches. The writer uses temporal words and phrases (“one day”, “then”, “by the next day”) to recount a series of events in which Patches finds a friend. The story includes details regarding what happened (“She ~~l~~ipped over the fence and the two horses ran ~~a~~round the ~~f~~ield together.”) and also uses detail to help us better understand the characters created (“he ran ~~a~~round the field feeling ~~l~~only... her name was star. because she had a star on her cheek.”). The reader is left with a sense of closure when we learn that Patches found a friend and “was never ~~l~~only ~~a~~gain.”

Narrative Writing K-12

Grade 2 Developing

File Name: N2R My Dog

Narrative

Grade 2

Range of Writing

Response to Text: Freckle Juice

We listened to the book Freckle Juice by Jude Blume. "Andrew arcus wanted Freckles." Write about a time that you really wanted something and what you did to make that happen.

My Dog

One time I wely wanted a dog. In fact evry time I blew out a candle I wished for a dog. But my mom and dad would not let me becuase thay thought it would be to much work. But then thay changed thare mind so we started to look on line for a puppy and we found one. She came in a big truck. we brought her home. and evry morning I get up erly and take her out and feed her.

Includes details to describe thoughts and feelings

Includes details to describe actions

Uses temporal words to signal event order

Provides a sense of closure

This independent second-grade narrative was part of a literature study. The writer recounts a well-elaborated, short sequence of events leading to the arrival of a new puppy. Temporal words and phrases ("every time", "then", "started", "every morning") signal event order; the story flows naturally from the point of wishing for a puppy to the puppy's arrival. Details connect the characters' thoughts and feelings with actions ("evry time I blew out a candle I wished for a dog", "my mom and dad would not let me becuase thay thought it would be to much work", "But then thay changed thare mind so we started to look on line for a puppy"), creating believable characters and events. The last line, describing life with the new puppy, provides a sense of closure.

Narrative Writing K-12

Grade 3 Excellent

File Name: N3R The Family Who Traveled West

Narrative

Grade 3

Range of Writing

Establishes a situation and introduces characters

The Family Who Traveled West

Once upon a time there was a pioneer family that was moving west. They were moving west because they wanted to find more gold. They had to gather their livestock. They used horses. They packed pots and pans, food and drinks. The family was traveling from Massachusetts to Oregon. They started to go. Anna their little girl said "I wish something would happen" and it did. They came upon Indians. The Indians were nice enough to let them go past. A few days later they came upon Oregon. "Ya, everyone shouted. Ma said "lets unpack and dig for gold". Pa said, After we dig for gold, let's build a farm to keep our livestock in and to live in". They lived happily ever after.

Uses descriptions of actions to develop events

Uses dialogue and temporal words and phrases to signal event order

Uses dialogue and descriptions of actions, thoughts, and feelings to develop events or show the response of characters to situations

Provides a sense of closure

Although brief, this third-grade narrative—written as part of a unit on westward expansion—quickly establishes a situation and a series of events that unfolds naturally. The reader comes to understand events through the character's actions ("They packed pots and pans, food and drinks") and reactions ("Ya, everyone shouted"). The writer uses dialogue effectively to advance the plot. Although it may sound trite to adults, the last line leaves the reader with a sense of closure.

Narrative Writing K-12

Grade 4 Excellent

File Name: N4R Finding Rosalita

Narrative

Grade 4

Range of Writing

Finding Rosalita

It was Sunday. My family and I were in France. I was as happy as a bee. We were driving along the road when my Daddy stopped the car. He told my brother and sister to get out of the car to see what the furry lump on the side of the road was. They got out of the car. 10 seconds later, they got back in the car with a very small kitten in their hands. She was about the size of a very, very, very, very small baby bottle. My stomach went into my throat when I saw it actually was a kitten. She was meowing as loud as a fog horn. It was so horrible, I couldn't think. ~~Mreow~~. I felt horrible. I knew that I hadn't done anything bad to her, but I just couldn't help it. She was so cold. I was worried. Her claws were as sharp as sewing needles being pricked into your skin. I shuddered. She had crusts over her eyes, from infections, that looked like they hurt. We were headed into the village. Madame Sanz was there. We asked her what to do. I was afraid that she wouldn't have any advice. Thankfully, she told us what to do. She told us to boil rose petals in water 'till they were warm and wet. Then we should pour them into a bowl with some water and keep on rubbing then

Orients the reader by establishing a situation and introducing a narrator and characters

Uses description to develop events and show the responses of characters to situations

Uses concrete words and phrases and sensory details to convey experiences and events precisely

Uses a variety of transitional words and phrases to manage the sequence of events

Narrative Writing K-12

over her eyes. After that, we decided to call the little kitten, **Rosalita**. We also call her other things that sound like **Rosalita**, but I won't mention that. We prayed. Luckily, she is still with us now. Hopefully, She will be with us much, much, much, much longer.

Provides a conclusion that follows from the narrated events

In this fourth-grade narrative, the writer describes an experience using effective techniques, descriptive details, and a clear event sequence that unfolds naturally. Descriptions of actions (“*I shuddered*”), feelings (“*I felt horrible*”), and thoughts (“*I knew I hadn't done anything bad to her, but I just couldn't help it*”) help the reader identify with the narrator. Sensory details (“*She had crusts over her eyes*”) add to our understanding of the situation and paint a vivid picture of the experience. The writer controls the sequence of events with transitional words and phrases and ends with a concluding reflection that is clearly connected to the narrated experience.

Narrative Writing K-12

Grade 5 Developing

File Name: NSR Tooth Trouble

Narrative

Grade 5

Range of Writing

Tooth Trouble

“Charlie if you don’t like your oatmeal just tell me and I’ll get you some cereal.” Mom said looking over the table with a puzzled face.

Orients the reader by introducing characters

Her daughter, Charlie, short for Charlene was chewing her favorite food slowly and carefully and she was making a funny face. Charlie’s twin sister, Tess was doing the same thing. “We like oatmeal, but we don’t want to disturb them.” said Tess.

Uses dialogue and description to show the responses of characters to situations

“Disturb who?” asked Aaron, their older brother. He shook his curly black hair and looked strangely at Mom. She looked back and shrugged.

Tess and Charlie threw back their tiny red cropper heads and showed their teeth. They each wiggled one and smiled. “Looth tooth.” said Aaron getting up from the table and putting on his backpack.

Establishes a situation

“Looth tooth.” said Tess and Charlie at the same time. They were

Narrative Writing K-12

walking out the door with Aaron to catch the bus. Mom followed them out the door and got into the car to go to work.

“Bye kids, see you after school!” called Mom backing out of the driveway.

On the bus Charlie and Tess decided to tell their best friend Molly first about their teeth. When they got to school they ran into kindergarten room faster than Aaron could run to the eighth grade room. In the class room they met the very person they wanted to see, Molly Stagburn.

“Molly! Molly, guess what?” yelled the twins.

“What?” said Molly.

“We have loose teeth!” said the twins with a big smile. A look of horror spread across Molly’s face.

Oh, no!” she said.

“My big brother Zack said that when one tooth comes out the rest come out too. He knows everything because he’s almost in third grade.”

Tess and Charlie almost cried.

At snack they only ate one cracker each, and at lunch they decided

Narrative Writing K-12

not to eat at all.

After lunch, their teacher, Mrs. Tellen noticed they were looking
sort of pale.

Uses description to develop events

“Charlie, Tess, are you feeling all right?”

“No,” they replied.

“Oh dear, I suppose I should call your mother,” she sighed and
walked over to the phone.

Half an hour later the twins found themselves in the back of their
mothers car.

*Uses a variety of transitional
words and phrases to manage the
sequence of events.*

“Girls, I would like you to tell me what made you sick. Was it something
you ate?” Charlie and Tess looked at each other.

“Actually Mom, we haven’t eaten all day,” said Tess.

“But you told me what you wanted. Did you change your minds?”

“No. but we didn’t want all our teeth to fall out.”

“What did Aaron tell you this time?” Mom asked remembering the
time Aaron had told them that if you ate bananas, monkeys would fly out
your ears. “It wasn’t Aaron this time. Molly’s brother said that if one tooth
comes out the others come out too,” said Tess as they pulled into the

Narrative Writing K-12

driveway.

“Molly’s brother has a grapenut for a brain.” Mom joked.

When they were inside the house, Mom put them on schools and gave them each apples. Almost emediatly they forgot about their teeth and ate.

“Now you listen to me. All your teeth are not going to fall out. the only way that would happen would be if Aaron punched you hard enough. If that happend I would take you to the dentist to have him look at your teeth, and I would ground Aaron for 20 years,” Mom said softly.

“Hey my tooth came out!”

“Mine too!” Charlie and Tess yelled together.

“See, I told you Zack was wrong. Next time don’t listen to Molly,” said Mom.

Charlie and Tess looked at Mom and smiled. They both had big gaps in their smiles.

Uses concrete words and phrases and sensory details to convey events precisely

Provides a conclusion that follows from the narrated events.

THE END

Narrative Writing K-12

This well-crafted fifth-grade narrative develops a humorous event through a series of events that unfold naturally. The main characters in the story are introduced one at a time, orienting the reader. The situation (the twins have loose teeth) is established through actions (“*They each wiggled one...*”) and dialogue (“*Looth tooth*”). The writer uses a variety of transitional words and phrases (“*Half an hour later*”, “*Almost emediatey*”) to manage the sequence of events. The story is advanced largely through dialogue and description. Concrete words and details (“*Charlene was chewing her favorite food slowly and carefully and she was making a funny face.*”) paint a vivid picture of each event for the reader. The resolution of the story is effectively presented with a well-chosen image (“*They both had big gaps in their smiles.*”).

Narrative Writing K-12

Grade 6 Good

File Name: N6R How the Great Saltwater came to be

Narrative

Grade 6

Range of Writing

How the great Saltwater came to be

A long, long time ago, there were many gods. Two were Sarias the salt god, and Waljor the water god. They argued quite a bit and all of the other gods were sick of it. So was a newt named Yellow-Belly. I was the middle of the summer and one day when the gods were on a ship, Yellow-Belly had also snuck aboard. Once again, they were arguing and Yellow-Belly decided to put a stop to it once and for all.

"Sarias how can you put up with that insolent Waljor? You guys should have a battle and whoever loses will be dead and you won't have to worry about arguing anymore."

Meanwhile up in the sky the other gods are trying to figure out a way to get the two gods to stop arguing but they didn't want it to be in a violent way. They have no idea what the shrewd newt Yellow-Belly was up to.

Yellow-Belly gets Waljor alone and now he want Waljor to have a battle too. "Waljor why are you just sitting here you guys should have a battle to the death so that you won't have to argue about who's right anymore."

"Well Yellow-Belly I don't know what I lose and get killed?"

"Waljor are you really asking me that? Of course you won't lose and get killed. I mean you are the better of the two. You are more handsome and way stronger. You have nothing to lose by having a battle because Sarias is sure to lose."

"Of course you are right Yellow-Belly and that is a great idea."

Now Yellow-Belly has Waljor eager to do battle with Sarias, but what if Sarias doesn't agree?

Engages and orients the reader by establishing context for narrative to follow. Main characters are introduced - Sarias, the salt god, Waljor, the water god, and the most important character (protagonist) the newt Yellow-Belly. The arguing between the two gods becomes the focus / conflict of the narrative

Uses dialogue to develop characters and events, so that the plot develops.

Uses transitional clause to signal shift in setting

Uses dialogue to develop character, which shows the reader how clever Yellow-Belly is

Narrative Writing K-12

“So Sarjas have you made up your mind on whether you will have a battle with Walior?”

“No not really because I am worried that Walior might win.”

“Oh you mean that great buffoon. He couldn’t beat you if your eyes were shut and your hands tied up my lord. You have no need to worry about him because YOU are sure to be the winner. You are smaller sure but you have cunning and fearlessness on your side. I mean, have you lost a battle yet? No, because you are the best god ever.”

“I guess you are right and I will do as you suggest. But what about Walior?”

“Oh don’t worry about him my lord I have already taken care of him. He will die at your hand.”

“All right you gods are you ready for your battle? You know who will win and you don’t need to worry about it.”

“So Sarjas, you sure you want to do this? You know that I will win because I am much more handsome and I am way stronger.”

“Even so Walior I am more cunning and I haven’t lost to any beast yet.”

“There’s always a first time Sarjas.”

There was a great battle that lasted 8 days and 8 nights. Eventually Sarjas emerged victorious. As he was standing over Walior and gloating: “Ha ha I have killed you W...”

As he said this Walior reached up and slashed him in the stomach. As Sarjas fell from the pain, his great-sword plunged into Walior’s heart. And so the great Sarjas won the battle but he died in the end from his stomach wound because Walior had been very vicious and had cut a major artery. And so they both died because of a newt who was fed up with their antics. After they died, they both had left behind great quantities of both salt and water. The other gods saw it and they had to figure out what to do with all of that salt and water.

Uses precise words and phrases, relevant descriptive details to develop action, events, and characters

Uses dialogue to develop character. This time, the dialogue is between the two gods, which again shows the reader how clever Yellow-Belly has been in setting up this action.

Uses transitional clauses and words to signal shifts from one timeframe to another

Uses precise sensory language

Narrative Writing K-12

They were smart and they did the smartest thing that they could think of. They mixed all of the salt with all the water, and they made salt water. Then they picked a HUGE place to distribute all of it and there is now salt water because of that crazy newt, Yellow-Belly.

Provides a conclusion which follows from the events and focus / conflict of the narrative

But of course, Yellow-Belly had to be punished. However, the other gods were so happy because they didn't have to deal with arguing between the deceased, that they didn't want to punish Yellow-Belly very much. They just sentenced him and all of his descendants to a life in pond water with NO talking.

In this narrative, the writer tells the story of how the seawater became salty, in the manner of a myth or legend. She focuses it around the conflict between two gods, the god of salt and the god of water. The protagonist is the newt, whose interests and actions to get the gods to stop arguing drive the plot of the narrative.

The writer has organized a well-structured event sequence that unfolds naturally to develop the story line. She uses transition words, phrases, and clauses to move the plot along, and to signal shifts in time frame and setting ("*meanwhile*", "*up in the sky*").

The writer makes the tricky and clever character of the newt very clear throughout. Most of the action and character development is done through dialogue. There is some precise descriptive sensory language used, as well. At times, it would be helpful to have a bit more description or "narrator voice" along with the dialogue, but in general the writer controls this plot and character development well.

The narrative concludes with "how we got salt water," which follows well from the narrated events.

Narrative Writing K-12

Grade 7 Developing

File Name: N7R The Boy

Narrative

Grade 7

Range of Writing

The Boy

The young boy stood with the most menacing look he could muster spread across his face. He just stood there watching the endless columns stretch as far as the eye could see down the long, dusty road. The soldiers would turn and look as they went by, and he made sure to look right back. He made sure to stare as far as he could into the dark pupils of their eyes, as if it would raise the house that was now nothing more than a heap of ashes. Only a few charred remains of the walls were left.

As his eyes went from soldiers to remains he saw a small soft lump poking up from the ashes. He knew exactly what it was and he turned away. That teddy bear had been his favorite friend. Not a toy, it was more than a toy to him. For a second he was back on a green lawn, with the shutters of a house tapping softly on the window pane. And there was his bear. They waited for the next pirate ship to come around the bend in the road, so they could board it and make the captain walk the plank. But then he heard a shout and knew he was back on the dusty road with no green lawn and no shutters tapping softly.

He leaped down from his perch on an old dresser, one of the few things that hadn't been pillaged or burned in the fire. He bent down, putting both hands on his knees as his eyes searched the ground intently. He picked up the most deadly rock he could find and hopped back up on his perch to resume his watchful glare. No soldier escaped the watchful eyes as he probed them. The giant snake of blue tails was tapering off, and the boy could now see the end of the tail. The boy once again hopped down from his perch. He could feel the sweat-covered rock in his palm. The last of the blue columns were passing.

Engages and orients the reader by establishing context for narrative to follow. Main character is introduced, the boy. The story will be told from his point of view, a limited third person

Uses precise words and phrases, relevant descriptive details, and sensory details to capture the action and convey events: The writer subtly establishes both the setting and focus - the conflict the boy is dealing with.

Uses transitional clause to signal time shift back in time (flashback). Uses precise language to capture the memory the boy has of his life before the soldiers came

Uses precise words and phrases, relevant descriptive details, and sensory details to capture the action and convey events, and to develop the character of the boy

Narrative Writing K-12

The boy took a step forward and leaned back, then whipped his body forward and released the rock at the same moment. The boy heard a thud as the rock came home and the rear most soldier clutched his side and looked back – but all he saw were those hateful eyes with tears rolling forth.

Provides a conclusion that follows from and reflects on the narrated events: The boy's "hateful eyes with tears rolling forth" are a comment on the events of the story—the boy is angry but helpless in the face of war.

For this narrative from a seventh-grade social studies class, the student was asked to write a story on the Civil War that focused on the effect of the war on one character at one moment in time. The writer effectively introduces a main character—a child whose home has been burned by the Yankees ("*the giant snake of blue tails*") and relates events from his perspective.

The writer has organized a well-structured event sequence that unfolds naturally (though not in linear time order). To do this, he develops a structure that shifts the narrative from the main character's present to a happier past, when the boy could play with his bear, and then back to the narrative present. He uses transitional clauses to signal this time shift. The writer uses precise words and phrases, sensory details, and some metaphoric language ("*giant snake of blue tails*") to tell the story.

This narrative does not conclude in the traditional sense. The boy is left to throw a rock in helpless fury at the soldiers passing by. The lack of overt reflection is, in fact, an implied reflection on his helplessness in this war.

Narrative Writing K-12

Grade 8 Excellent

File Name: N8R Black and White Photo

Narrative

Grade 8

Range of Writing

Black and White Photo

I walked past the playground. The pigeons swarmed around the crumbs of food dropped by children, and made a cloud filled with feathers, dust, and leaves. Admiring the day with every step, I continued to walk through Central Park. I strode out of the park and onto the sidewalk. As I walked a few blocks, I picked out the tourists from the crowds. Most of them were stopping by every table to buy either an "I love NY" shirt or a postcard.

Finally, I saw the fountains and the big stone columns that protected the Metropolitan Museum. I ran up the endless steps, dodging the people and cameras. I entered the cavernous halls, donated my dollar, and was directed through stairways, exhibits, and halls. After I walked through the Greek pottery section, I entered the exhibit of Richard Avedon. It was my first time seeing his photographs, and I was fascinated.

I saw portraits of Marian Anderson, former presidents, and Andy Warhol. The crowds moved slowly, as if to try to suck up the emotions of the photographs for life. Several people blocked doorways, selfishly. With a little but meaningful push, I moved on. Each room was watched by a security guard, I thought of how lucky they were to be able to see these photos every day and have the time to think about each person being photographed. Most of the people were very important to society and history. Some photos were being blocked off, from the amount of people crowding around them, while other photos were lonely. I felt badly for those photos and made sure I stopped to look at them. Each photograph was in black and white but was able to capture the persons emotions and personality.

Engages and orients the reader by establishing context for narrative to follow. The reflection / narrative will be from the point of view of the writer, with a focus on the insight drawn from the experience

Descriptive details develop the experience of being in the museum.

Descriptive details develop the character's experience of the photographs.

Narrative Writing K-12

About three quarters of the way through the exhibit, I came across a lonely photo. I immediately walked over to it, and then when I was two feet away, I realized that the man in the photo must have been upset and lost. The man's face was round but hollow. His eyes were sunken in a he had dark bags surrounding them. He was beginning to go bald and his hair was worn and messy. He looked as if he hadn't bothered to shave for a week and little black prickles were starting to grow in where his beard should be. He appeared crushed and broken. Small tears gathered at the bottom of each eye, the type of tears that hadn't fallen yet but made the world around you look blurry. His mind seemed chained to a memory that he couldn't escape. I felt awful, sorry, and shocked.

Blinking my eyes, I woke myself from my daze. I looked at the bottom left hand corner of the portrait. His name was Colonel Paul Tibbets. I had never heard his name before. Then I noticed the words under his name. He was titled as the pilot of the B-29 Enola Gay. He was titled as the man who dropped the atomic bomb on Hiroshima on August 6, 1945. As my lips repeated these words to myself, I felt even more sorry and even more shocked. I sensed from the photograph that when he dropped the bomb, he didn't know what he was doing. The photo told me he regretted it, and I sensed that he felt guilty and responsible for the 200,000 lives lost that day.

He was a man who made a huge impact on World War II. He is a man who models for us what war really is. He opened our eyes by dropping a monster who could not be tamed. Things like this happen during wars. People are killed. Not just the phony actors who spill their fake blood and fire their fake guns with fake smoke. Real people are killed. Nearly every person sees movies on wars. People are taught through commercialism that those movies are what was really is.

Before seeing this photograph, I was like other people who thought war was a bunch of GI Joe's, dressed in camouflage, being brave. But after seeing this photo, I realized that war was just pain and misery. It made me wake up to the real world and learn that everyone is affected by war, both

Uses full-sentence transition to signal shift from one setting to another as the writer arrives at the key photograph.

Precise sensory details develop both the image of the photograph and the writer's reaction to the photograph.

Uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events: The writer uses sensory language and descriptive details to describe the photograph and the narrator's reaction to it

Uses narrative technique of reflection, pondering on experience of seeing the photograph, coming to a new understanding (insight) of the significance of war.

Uses transitional clause to signal shift from one time frame to another, and show the relationships among experiences and events

Narrative Writing K-12

those who are killed and injured and those who kill and injure them. Both sides of people are innocent. By looking into Colonel Paul Tibbets' watered eyes, I was awakened to what happened and what can happen in war. He helped define the word "victim." In war, those who are bombed, hurt and killed are victims, but those who are instructed to perform terrible acts in war are victims too. War affects everyone. Everyone is innocent. Everyone is a victim.

I wish that people could see this photograph before making opinions on war today. I wish that Colonel Paul Tibbets' lonely picture was surrounded by crowds at the Met. I wish that he had the opportunity to teach more people from his huge mistake rather than us learning by another being made.

Conclusion follows from events of the experience. Writer reflects further on what this photograph has meant to her.

For this reflective narrative from an eighth-grade language arts class, the student was asked to write an essay on a moment in her life when she realized something new. This essay is not a story in the fictional sense, but it does use narrative techniques. The writer chose to write about seeing a photograph at a museum and the understanding of the world gleaned from that experience.

In the reflection, the writer uses a structure in which she first describes the experience of seeing the photograph and then reflects on the meaning of the photograph in an event sequence that unfolds naturally and logically. She uses precise words and phrases and sensory language to tell about the experience itself and reflective details to develop the response to the photograph.

The reflection concludes with the narrator's ideas about what she wishes people could learn from the photograph and the story it tells.

Narrative Writing K-12

Grade 9 - 10 Excellent

File Name: N9-10R Walking the Dog
Narrative
Grade 9
Range of Writing

Walking the Dog

I slouch on the couch, comfortable in my favorite clothes, staring at the news anchor as he drones on about that disaster or this riot. A snow storm is supposed to be moving in tonight, the weatherman preaches. My dog Chloe lays curled up beside my feet, with her head propped on her leg. She's our pure bred Brittany Spaniel recently adopted and already a special member of the family. As I push myself into the cushions, my feet nudge her a bit too much for her own taste. She then starts the slow process of standing up. She squints her eyes while she stretches out her leg, as if trying to grasp at some imaginary treasure on the floor. With hesitation she pushes herself up with her hind legs first. Walking out of the room as if she had completely forgotten me, she goes to check on her food that is so predictably there. I am amazed at how such an animal can keep to her schedule better than I do mine.

I then hear the all too familiar directive from my mother in the adjacent room. I have come to expect it, yet it still gets me agitated. I sink even deeper into the warm embrace of the couch, as if hearing nothing. I always delay as much as possible the dreaded task before me. After her third command, I wearily begin to pull myself away from the comfort that has enveloped me. Out the window the flakes form horizontal streaks as the wind blows furiously. As slowly as possible, I stretch out my arms and legs, not wanting to leave the peace of the room.

I trudge up the stairs to change into something appropriate for the task that lay before me. Now fully awake, I bound down the stairs. Searching for me gloves and hat, and finding none, I unwillingly grab my father's worn knit cap, only to be stopped by my mother holding mine in

Engages and orients the reader by setting out a situation and its significance, establishing a point of view, and introducing a character:
The writer sets the context and focus (relaxing on the couch with the dog, not wanting to go out) for the story to follow. The narrative is told from the perspective of a third person narrator.

Uses precise words and phrases, telling details, and sensory language to convey a vivid picture of the character of the dog, who is clearly important to the narrator

Uses a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome, a change in perspective/mood resulting from the walk with the dog

Creates a smooth progression of events

Narrative Writing K-12

her hand while she rolls her eyes. Reluctantly I pull the gloves over my hands, and my hat over my head. I stomp towards the door as Chloe bounds after me. Pulling down the leash and snapping it to her collar, I slowly open the door and step out into the dark cold.

Just then, the hard driving flakes seem to slow down, and light upon the dust covered world. I take a deep breath of the rich air, revitalizing me. Leaping down the steps, I begin the route that has become routine. With Chloe at the lead, no force but her adventurous spirit pulls me along. Passing her, she takes it as a sign to quicken her own pace. She soon starts into a gallop, pulling me along once again. I then hit full stride, keeping abreast of while running together as if that was all there was to do. We come around the next corner, and see the house in plain view. That quickly? It seems like only a few moments have passed before we begin to slow down. We both reluctantly slacken our pace into a slow trot, and then a flat out walk.

Panting, exhausted, we climb the stairs with no real drive. Opening the door I begin the arduous task of drying Chloe off. With an annoyed look on my face and an edge to my voice, I call to my mother to bring a towel. Through the door one sails toward me. Holding her tightly by the collar, I ruffle her with the towel until she is sufficiently dry. As soon as my grasp releases, she runs towards the kitchen to see my mother. I pull my hat and gloves off, and put them both in their proper place together. Removing the now wet boots, I bound up the stairs and change into my old clothes. I am soon back on the couch, with Chloe snuggled at my feet, I watch someone new talk about that political fiasco or this outbreak of malaria. With a pleased smile on my face, I push myself as far as possible into the cushions and change the channel.

Uses precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, and characters, as the narrator's mood shifts dramatically while she runs with the dog through the snow

Uses precise details to mirror details from beginning

Provides a conclusion that follows from and reflects on what is resolved over the course of the narrative: Though so much is the same as at the beginning, the writer is "pleased" now

Narrative Writing K-12

In this narrative, the writer tells the story of a young woman who is bored at home on the couch. She takes a walk in the snow with her dog, and even though she returns to the same couch at the end, her perspective has subtly changed. The narrative is told from a third person point of view.

The writer uses some dialogue and descriptive detail, which capture her boredom at the beginning (“*drones on*”, “*preaches*”), and how much she values the dog (“*squints her eyes while she stretches out her leg, as if trying to grasp at some imaginary treasure on the floor*”). The writer’s words are carefully chosen throughout, and she creates the same scene at the end of the story as at the beginning (“*with Chloe smuggled at my feet, I watch someone new talk about that political fiasco or this outbreak of malaria*”), with the single word, “pleased”, to make clear that though the scene is similar, the narrator has been changed by the walk with the dog.

To develop the story, the writer uses a clear sequence of events beginning and ending with sitting on the couch, and a run with the dog in between to create a cohesive whole by the end of the narrative.

Narrative Writing K-12

Grade 11 - 12 Excellent

File Name: N11-12R Playing Me

Narrative

Grade 11

Range of Writing

Playing Me

In the real world, I am insecure. I walk down the halls of my high school trying to project an image of confidence and self-respect. Despite my concentrated attempts, I feel neither of these. Like everyone else, I want to be liked, admired, and respected, the kind of person that everyone thinks well of. This desire to be accepted taints my personality, causing an aspect of me to emerge that is not anything close to the reality of my character. Sometimes I can talk to a person and laugh with that person for a long time, but that person still has no idea of who I am. They haven't even scratched the surface, but it's not their fault. I can't expect anyone to become acquainted with me when insecurity urges me to put on the face that I know they want to see. In my life of lies, I have one truth. It is something I can never lie about how much I love, no matter whom I talk to. I can never ignore the fact that it and it alone pulls me out and makes me real. When I am on stage I may be playing a character that isn't myself, but I, for once, am living the truth.

My head is bent down, concentrating on the slippery, uncooperative strings of the hoop tied around my waist. I suck my stomach in, trying to avoid the inevitable moment when the safety pin that holds the thin fabric together will pop open and stab my belly button. The hoop flares outward from my waist, just brushing the ground at my feet. It is a pale gray, with irregular white splotches scattered throughout. The tissue paper thin fabric holds its hoop shape with the aid of three wicker circles glued to the inside. My corset sucks my torso in and pushes it up in all the right places, making me feel feminine in the old-fashioned way. My bare shoulders display a faint bathing suit line, partially covered by the wavy tumble of pale hair across my face. My arms are bent at the elbow, my hands a faint blur as I

Engages and orients the reader by establishing context and focus for narrative to follow—the tension between the way the writer feels and the way she presents herself. The reflection / narrative will be from the point of view of the writer.

Establishes the significance of the observation.

Uses precise words, telling details, and sensory language to convey a vivid picture of the costume that means so much to the writer.

Narrative Writing K-12

struggle with my hoop skirt. The outline of my body stands out clearly from the dark of the risers stacked behind me. A gaudy assortment of costume pieces are sprinkled across the top of the risers, awaiting attention or use. My beat-up sneakers are visible a few feet away, unwelcome reminders of the tenth grader in jeans and a sweatshirt who had first reached for the hoop skirt and corset ten minutes ago. The rest of my costume is draped carefully behind me, almost slipping to a puddle of silk on the carpet. In a moment, I will emerge from behind the curtain and, arms in the air, wiggle the cool, smooth dress over my head, completing the physical transformation to my character. But for the moment, I am engaged in the difficult task of securing my hoop, the most integral aspect of my costume.

I loved the costume more than anything. In my opinion, it was the best thing to ever come out of the U-32 costume closet. I loved the feeling of the swishy layers of skirts swaying back and forth as I stalked across the auditorium, and the smooth touch of the satiny cloth against my back and arms. I felt as though I had become the six-year old version of me, playing dress-up in my best friend's attic. I used to find the most glamorous, beautiful outfits I could, and then prance downstairs and find some adoring grown-up to show off for. My friends and I would have costume parades, and if we were at my house, I'd beg my mother to take pictures of us posing together. As a little six-year-old, I would have killed for this costume, and let's just say that ten years later, nothing had changed.

The hour before each show is filled with a high concentration of pre-show adrenaline, the imminence of the performance causing a delicious tension that hangs in the air. The cast and the crew rush madly around, trying to accomplish a thousand things that all seem to be, at the last minute, the deciding factor in the quality of the play. Costumes are pinned or sewed, makeup is slathered on by the spongefull, and props are set in their places or searched for. Everything combined created chaos, but in the beautiful way you only appreciated after it's over. As we all try to do

Uses precise words, telling details, and sensory language to convey a vivid picture of the costume that means so much to the writer.

Uses a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome—the writer's transformation on stage

Uses narrative technique to move from one time setting to another and back again

Uses description and reflection to develop experiences and character

Builds a tone of keen tension / anticipation towards the outcome of the story—the actual performance on stage.

Narrative Writing K-12

warm-ups in our crazy and uncooperative costumes, I stare around the auditorium, visualizing the people that will soon fill it's seats. My gaze flickers up to the stage, the beautiful stage, and I picture our story unfolding across it's face. I smile as I bend first to the right and the then to the left, wishing that the pure excitement and nervous anticipation I was experiencing could be bottled and saved for later enjoyment.

My performance energy carries me to my spot backstage where I attentively list to the audience commotion as I squeeze the clammy hands of my fellow cast members. Then the moment comes when the lights dim and the audience falls into a unanimous hush, just in time for the best sound of all, the opening of the curtain. The stage lights up and the reality of the audience world gives way to focus on the set and the actors that enter our new world of the play.

I stand perfectly still backstage, my eyes tightly closed, listening attentively for Tamsen's line to bring me on. I am silently mouthing the words along with her, but I jump a little when I hear it anyway. "And now for something a tad delightful, a bit decadent, and a little devilish...the Duchess of Dressing Up!" The Duchess of Dressing Up raises her chin, ignoring the momentary was of butterflies and the goosebumps that cover her arms as she moves onto the stage. I eagerly soak up the bright lights and the knowledge that everyone is watching me. I revel in this awareness, allowing the audience presence to enhance my acting. I shut of all access to my ***ness and become someone else. My alter ego. My other half. My stage self. Each moment I spend on stage pulls more out of my character, forcing me to focus and perform as hard as I can. I am in heaven.

Being on stage infuses me with a special feeling that I have grown o love fiercely over the years. It lends me the confidence and the self-respect that I constantly seek whenever I'm offstage, out of the light. I feel like a fish in water; I am in my element. If I am on stage, I am happy, whether I'm front and center or somewhere out in the distant downstage right. When I say a line, people listen to me, and I can do whatever I want

Continues to build a tone of keen tension / anticipation **toward the outcome of the story**—the actual performance on stage. **Uses sensory language, telling details, and pacing** to slow down the action and focus reader attention on the big moment that is coming

Provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative: In the long reflection / conclusion, the writer begins to **reflect on** the meaning of the onstage experience.

Narrative Writing K-12

because it's not me. It's someone else. With that feeling of becoming another person, I can get away with anything. Only then am I truly confident.

As I stand behind the curtain, my fingers fumbling with my skirt and my hair cascading over my face, I am not on stage, but I am still happy. I am myself, caught in a moment of unawareness, caught in a moment of pure existence and not of performance.

In this piece of blended writing from a language arts class, the student was asked to write a reflective essay on an aspect of her life that was significant to her. This reflective essay is not a story, but it does use elements of story and narrative techniques. The writer chooses to write about the tension she experiences between herself as an actor offstage, and who she becomes onstage.

In the reflection, the writer uses a chronological structure in which the event sequences unfold naturally and logically. The writer uses precise words and phrases and sensory details to tell the story of what she experiences as she prepares to go onstage. She controls the pacing carefully, which helps to build toward the final outcome of the essay—going onto the stage.

The reflection builds to a conclusion, where the writer reflects on the sense of being “caught in a moment of pure existence”, which is clearly more significant to her than performance.

Narrative Writing K-12

File Name: N11-12R All the Roads to Kansas

Narrative

Grade 11

Range of Writing

All The Roads to Kansas

I was six years old when my mother ran off with the pizza delivery boy. She sent a note in the mail to my grandmother that read, "Katie's at home. Needs food and clothing. Jane." Gramma drove the one-thousand-seven-hundred-twenty miles from Kansas to pick me up, pulling into the trailer lot in her blue, wood-paneled station wagon, slamming the car door behind her. I was sitting in a rusty hubcap on the front lawn, my chin cupped in my palm and my heart thundering wildly when she said, "Well, I'm here."

She wore a pink silk handkerchief around the neck of her blue-tinted hair, a paisley mu-mu and orange scuffs on her feet. Red, plastic-rimmed glasses hung from the chain around her neck and a cigarette dangled from the corner of her pink-painted mouth. She was terrifying.

She was perfect.

She crossed the front lawn without saying a word, opening the door to the trailer as she looked back, once, for me to comply. I followed her, remaining stubbornly, apprehensively, at the front door. She bustled around the house, bundling up all my clothes and tying them with a piece of twine she found heaped in the back of her Buick. Before she decided it was time to leave, she trussed me up in my snow gear, explaining tersely, "It's cold in Kansas this time of year."

I had been sitting inside the trailer, alone, for three days. Leaving for Kansas was the most spectacular adventure I could imagine, so wondrous I could barely believe it was real. She hauled me into the Buick, grunting at the dead weight of my tense body, and we sat on the leather

Engages and orients the reader by setting out a situation and its significance, establishing a point of view, and introducing a character: The writer succinctly sets the context and focus (the mother running off, the child waiting for the grandmother) for the story to follow. The narrative is told from the perspective of a third person

Uses precise words and phrases, telling details, and sensory language to convey a vivid picture of the character of the grandmother from the child's perspective

Uses a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome—leaving home behind and going to Kansas

Narrative Writing K-12

bench seat of her car as she let it idle in the lot. She was flicking cigarette ashes out the open window when I mustered up the nerve to pinch her, just to make sure I wasn't dreaming.

"What--?" she narrowed her gaze at me, dragging on the cigarette so the tip gleamed in a bright orange "O" between her lips.

"You're real," I whispered in wonder.

"As much as you are," she huffed, tossing the cigarette from the car and cranking up the window. "Just don't make a habit of pinching people to test out that theory, 'kay, Sugar?" She rammmed the car into reverse and sped away from the lot. The pieces of my childhood were fading as fast as the scenery, and yet I was filled with a sense of bone-deep elation. For the first time in three days, I smiled.

I saw Gramma cut a look at me out of the corner of her eye, and nod. She glanced back at the road when she pulled the slip of paper from her pocket, and said, "It's all you've got of your momma, so I figured you'd want to keep it."

I was six, and I couldn't read the words my mother had hastily scrawled on a grocery receipt, but I kept that piece of paper fisted in my hand all along the roads to Kansas. "Gramma," I whispered after a few hours, barely awake and suddenly terrified, "are you ever gonna bring me home?"

I could see her eyes in the passing lights of oncoming cars, watching them fill up with giant, watery tears, saw them go soft and achy. "Oh, Katydid," she murmured gently, reaching out in the darkness to clutch the fist that held my mother's letter. "We're getting there."

Uses precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, and characters

Creates a smooth progression of events

Provides a conclusion that follows from and reflects on what is resolved over the course of the narrative: the grandmother recognizing the sadness and importance of this moment for the child, whose old home and mother are now gone

Narrative Writing K-12

In this narrative, the writer tells the story of a young child who has just been abandoned by her mother, and whose grandmother has come from far away to claim her. The narrative is told from a third person point of view, the young child, but the grandmother is the most significant character in the story.

The writer uses some dialogue and descriptive detail, which capture the hardscrabble existence of the child ("*sitting in a rusty hubcap on the from lawn*") and the commanding presence of the grandmother ("*She was terrifying. She was perfect.*").

To develop the story, the writer uses a clear sequence of events beginning with the grandmother coming to pick up the narrator, to create a cohesive whole by the end of the narrative.

Beginning with the first sentence ("*I was six years old when my mother ran off with the pizza delivery boy*"), the writer builds carefully toward the outcome that this child will not see her mother or her home again, and that the grandmother is in fact rescuing her.

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