



Instructional Guide

Writing  
to  
Tell A Story

Grade 4 Anchor Set Annotations  
Spring 2009 WASL in Writing

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**Office of Superintendent of Public Instruction**

***Grade 4 Anchor Set Annotations, Spring 2009 WASL in Writing***

**Instructional Guide - Writing to Tell a Story**

**Introduction**

The following guide is designed to use with staff, to introduce the use of the *Grade 4 Anchor Set Annotations, Spring 2009 WASL in Writing* document. The document has two applications:

- ◆ Teachers in grades K-4 will be able to use the document as a tool for identifying quality student writing, improving writing instruction, and improving student achievement in writing.
- ◆ The materials in the document may also be used to teach students to assess and improve the quality of their own writing and to set goals.

**Purpose**

The purpose of this publication is to encourage a staff presentation introducing the *Grade 4 Anchor Set Annotations, Spring 2009 Writing WASL* document.

A staff presentation will lay the foundation for grade-level teams, cross-grade level teams, or individual teachers to delve further into the *Annotations* document for the purpose of enhancing writing instruction.

**Presentation Overview**

Arrange participants in groups of 3–5 people per group. The presentation should take approximately one hour.

- |  |              |
|--|--------------|
| 1) General Information for Staff             | ( 2 minutes) |
| 2) Scoring Activity                          | (15 minutes) |
| 3) Instructional Implications Discussion     | (15 minutes) |
| 4) Debriefing the Activity: Group Discussion | (14 minutes) |
| 5) Next Steps/Conclusion                     | (14 minutes) |

- Note: A detailed outline of the “Instructional Guide” and the materials needed for the presentation are attached. The student responses and scoring guide in this packet will need to be copied for participants.

**Materials/Arrangements Needed for Presentation:**

One copy for each participant

- *Student Responses: A Sample Selection*
- *Content, Organization, and Style Scoring Guide*
- *Grade 4 Anchor Set Annotations, Spring 2009 WASL in Writing*

**Presentation Steps:**

## 1) General Information for Staff

This document contains student responses from the *Grade 4, Spring 2009 WASL in Writing* document. The purpose of the document is to give examples of student writing at the levels described in the scoring guide. The materials should be useful for all teachers in grades K – 4.

(Hold up a copy of the *Grade 4 Anchor Set Annotations, Spring 2009 WASL in Writing*, but do not pass it around at this time.)

Remember, on the Grade 4 WASL in Writing, students respond to two prompts, one **narrative prompt** and one **expository prompt**. We will work in groups today on an activity using the narrative prompt and the *Content, Organization, and Style Scoring Guide*.

## 2) Scoring Activity

(Distribute *Student Responses: A Sample Selection*. Do not distribute the *Content, Organization, and Style Scoring Guide* at this time.)

- ◆ In this packet are six student responses written to the following persuasive prompt: One day you receive a special gift. It is a very old watch. You put it on. In several paragraphs, write a story telling what happens.
- ◆ Read the six student responses. Put them in three piles—high, middle, low.
- ◆ Discuss rankings in your group and come to a consensus as a group.
- ◆ Discuss the rankings in the whole/large group.
- ◆ Distribute the *Content, Organization, and Style Scoring Guide*.
- ◆ Using the scoring guide, assign scores for each paper first in the small group, then the large group. Use the scoring guide to defend the scores.
- ◆ Discuss if/why the scores were different from the original rank order.

## 3) Discuss the instructional implications for students to improve the quality of responses in content and/or organization and/or style. Discuss as a group how you would teach to that instructional priority.

- ◆ (Ask groups to share the instructional priorities they identified and explain how they would teach to those priorities.)

## 4) Debriefing the Activity: Group Discussion

- ◆ What new insights did you gain about the WASL and how it is scored?
- ◆ How could students use these same sample papers?
  - Individually draft a response to the prompt.
  - Work in groups to sort the six sample responses into two categories: strong and weak.
  - Generate two lists of descriptions: one for the weak papers and one for the strong papers.
  - Use the scoring guide to evaluate two or three of the six sample responses.
  - Evaluate the same response individually, then discuss as a small group, and finally debrief group ideas with the whole class.
  - Practice revising to improve content, organization, and style as a whole class, using a copy of one of the sample responses on an overhead transparency along with the scoring guide.
  - Revise individual draft response to the prompt, using the scoring guide to improve the draft for content, organization, and style.
  - Repeat the process above to edit for conventions, using the *Conventions Scoring Guide* with the sample responses and then individual drafts.

#### 5) Next Steps/Conclusion

- ◆ This is an introduction to the materials contained in *Grade 4 Anchor Set Annotations, Spring 2009 WASL in Writing* document.
- ◆ There are many more student samples for both the narrative prompt and the expository prompt contained in the *Annotations* document, complete with scores and annotations for content, organization, and style, as well as for conventions.
- ◆ What are some of the ways we might delve further into the *Annotations* document? For example, we could learn more about how conventions are scored; staff and students could work together to develop a “student friendly” version of the scoring guides, or we could decide to meet in grade-level or cross-grade level groups, including special education and Title I specialists, to further study the *Annotations* document.

#### Suggestions for Additional Writing Resources for Staff

- *Grade Level Expectations (GLE) for Writing*
- *OSPI Elementary Instructional Support Modules for Writing*

# Grade 4 Anchor Set Annotations Spring 2009, Writing

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Student Responses  
*A Sample Selection*

## Narrative Writing Task A

## Final Draft

**Directions:** Before you begin your final draft, read the checklist on page 2 again. Then make revisions and edits to your first draft according to the checklist. When you have made your revisions and edits, write your final draft on this page and the next four pages as you need them. **Reminder:** Use a No. 2 pencil only. Do not use a mechanical pencil or pen.

After you have finished writing your final draft in this booklet, read the checklist one more time to make sure you have done your best writing. If you need to make any final revisions or edits, make them on your final draft. Remember, you may use a commercially published thesaurus and dictionary in print form only. No electronic tools may be used. Your final draft will be scored.

## An Old Wrist Watch

One day you receive a special gift. It is a very old watch. You put it on. In several paragraphs, write a story telling what happens.

One day I got a nice gift.  
the gift was a wrist watch. My  
name is Sue I have blond hair and  
blue eyes. When I put the watch  
on I went back in time. Wow  
I said because I was in a  
land that looked like it was  
an old western town.

## Narrative Writing Task A

## Final Draft

You may continue your final draft on this page.

Howdy said a man with black hair, brown eyes and a cowboy hat. He said my name is John Jones. Hello Mr. Jones in Sue. Not to be rude but your outfit does not match the western style. Oh well I don't live in a western town.

Well I better get going said Sue so she pushed the button and she was home. Did you guys miss me said Sue. Sue you were in the bathroom for one minute said Peter-Sue's older brother. Oh said Sue but did you guys see me leave. yes to the bathroom but oh never mind

The End

## Narrative Writing Task A

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## An Old Wristwatch

One day you receive a special gift. It is a very old watch. You put it on. In several paragraphs, write a story telling what happens.

One sun day my aunt wanted to gift me a special gift a old wristwatch made of gold. Then she told me a story about the old wristwatch. And how old it was and when it was made. Then she told me how old she was when she got it. She said that she got it in Taxes for

## Narrative Writing Task A

## Final Draft

You may continue your final draft on this page.

150 droll. She keep it in a special  
and when I saw it look still new.

Then she said got it on  
June 25, 1977. And she wanted  
me to take care of it because  
it mean a lot to her she work  
a lot to save they money. She  
had work day and night to have  
wrist watch made out of gold.

## Narrative Writing Task A

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## An Old Wristwatch

One day you receive a special gift. It is a very old watch. You put it on. In several paragraphs, write a story telling what happens.

On the day of my birthday, I got a special gift. It was old and rusty. I did not know what it was. I asked my mom. She said it was a wristwatch from when she little. So I put it on. Then it started doing weird things. First, it started singing Happy Birthday. Then, the hands started to go counter clockwise. I took the watch off. And when I did, the watch acted fine. I told my mom why it was acting so weird. She said, "That only happens

## Narrative Writing Task A

## Final Draft

You may continue your final draft on this page.

on special days." I understood. Then I collected all of my gifts, and I went to my room to sleep.

The next morning, it was my mom's birthday. I thought about the watch. Should I wear it, or should I not. I think I should. After all, she did give it to me. So I did.

During the party, when she was blowing out the candles, the watch sang "Happy Birthday" again. That time, I did not feel embarrassed. So from now on, I am going to wear it on special days. After all, it was a special gift.

## Narrative Writing Task A

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## An Old Wristwatch

One day you receive a special gift. It is a very old watch. You put it on. In several paragraphs, write a story telling what happens.

One day on January 31, 2009 on Saturday at 12:15 noon I receive a gift. It was a red watch.

First it started to glitter like a gold shiny object except it was blue and white. I stared at it for a while, wondering "why would a red watch glitter so nice!" But then I let it

## Narrative Writing Task A

## Final Draft

You may continue your final draft on this page.

go. second something blue and white comes out. It looked very similar to my grandma. Then I wondered "if she came from the death. But that's just a rumor. Afterwards it started to go somewhere, so I followed. It went into the Super Mall, and into Marshalls. It zoomed through the kids' place and picked up blue shirt that said "Tomboy" across it. Then she said "Do you like it" and I said "yes" nervously. How is

## Narrative Writing Task A

## Final Draft

You may continue your final draft on this page.

it speaking "I said to myself. That is scary but then I realized it was a ghost, but what ghost. After hours, I kept thinking about what ghost it was. Then it came slowly to my brain and I realized that, that it's - my grand-ma! After that, I ask my grandma "why are you here?" she says that "I want to live my whole life as a ghost with you. Until you die and then we can live in peace. I guess

## Final Draft

You may continue your final draft on this page.

that's it. In the end  
grandma and I end up  
living together. without  
letting anyone know  
that my grandma is  
back. and it was a  
birthday present that  
I will never forget.

## Narrative Writing Task A

## Final Draft

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## An Old Wristwatch

One day you receive a special gift. It is a very old watch. You put it on. In several paragraphs, write a story telling what happens.

On April 12, 2009 I was sitting on my bed listening to the plunk of raindrops on the leaky roof. When I was about 3 I would've said that it was raining in my room.

I decided to explore the house. I found pears in the kitchen, flowers in the living room, toilet paper in the bathroom, a table in the attic . . . . .

## Final Draft

You may continue your final draft on this page.

and a watch on it? I took a close look. It looked like an old, brown, worn leather watch. There was a faded sign next to it. It said: DO NOT TOUCH in big, red letters. I was curious and it was just a watch so I put it on.

I wound it backwards, but before I could wind it forwards again I realized that I was in a forest full of . . . . . peeping noises! I checked my pocket. "Peep!" said a small, yellow pull. My net stick Omelet had snuck into my pocket before I explored my house. I took a few deep breaths. I really had something to worry about now. I was stuck in the

## Narrative Writing Task A

## Final Draft

You may continue your final draft on this page.

past with my pet chick, Omelet.  
"Peep!" said Omelet! She sounded hungry  
so I gave her some of the sunflower  
seeds in my other pocket.  
I saw footprints. The footprints looked  
like they were shaped like birds. I  
panicked, then I realized something.  
I wound the watch forward.  
I was back in my basement.  
I plopped down on my bed  
feeling relieved to be home, when  
I heard a very familiar peep.

## Narrative Writing Task A

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## An Old Wristwatch

One day you receive a special gift. It is a very old watch. You put it on. In several paragraphs, write a story telling what happens.

After the day I got the old wrist watch I knew something was wrong because my mom never made super duper chocolate chip pancakes on week days (only on Saturdays, though.) I ate it anyway, then, I went to school. Right when I got there, I knew something changed because everyone that ignored me became friends with me!  
I couldn't believe I had actual friends

## Narrative Writing Task A

## Final Draft

You may continue your final draft on this page.

and no one hated me, but I knew Rachell (a new girl) was jealous of me. She was jealous of me because I had something old (she loves old things) and she didn't. I knew her name because she brags alot about herself.

When I got home from school, mom took me shopping. At Walmart (a mall), I bought a new/old wrist watch (it looked really different from mine) for Rachells birthday tomorrow

The next day, the old wrist watch that I bought yesterday was in Rachells hands now. She was really happy when I gave it to her. After that, we were known as best friends forever. We are going to have a great life together as best friends.

## *High School*

### *Content, Organization, & Style Scoring Guide*

<b>Points</b>	<b>Description</b>
4	<ul style="list-style-type: none"> <li>• Maintains consistent focus on topic and has selected relevant details</li> <li>• Has a logical organizational pattern and conveys a sense of wholeness and completeness</li> <li>• Provides transitions which clearly serve to connect ideas</li> <li>• Uses language effectively by exhibiting word choices that are engaging and appropriate for intended audience and purpose</li> <li>• Includes sentences, or phrases where appropriate, of varied length and structure</li> <li>• Allows the reader to sense the person behind the words</li> </ul>
3	<ul style="list-style-type: none"> <li>• Maintains adequate focus on the topic and has adequate supporting details</li> <li>• Has a logical organizational pattern and conveys a sense of wholeness and completeness, although some lapses occur</li> <li>• Provides adequate transitions in an attempt to connect ideas</li> <li>• Uses adequate language and appropriate word choices for intended audience and purpose</li> <li>• Includes sentences, or phrases where appropriate, that are somewhat varied in length and structure</li> <li>• Provides the reader with some sense of the person behind the words</li> </ul>
2	<ul style="list-style-type: none"> <li>• Demonstrates an inconsistent focus and includes some supporting details, but may include extraneous or loosely related material</li> <li>• Shows an attempt at an organizational pattern, but exhibits little sense of wholeness and completeness</li> <li>• Provides transitions which are weak or inconsistent</li> <li>• Has a limited and predictable vocabulary which may not be appropriate for the intended audience and purpose</li> <li>• Shows limited variety in sentence length and structure</li> <li>• Attempts somewhat to give the reader a sense of the person behind the words</li> </ul>
1	<ul style="list-style-type: none"> <li>• Demonstrates little or no focus and few supporting details which may be inconsistent or interfere with the meaning of the text</li> <li>• Has little evidence of an organizational pattern or any sense of wholeness and completeness</li> <li>• Provides transitions which are poorly utilized, or fails to provide transitions</li> <li>• Has a limited or inappropriate vocabulary for the intended audience and purpose</li> <li>• Has little or no variety in sentence length and structure</li> <li>• Provides the reader with little sense of the person behind the words</li> </ul>

**2009 Grade 4 Instructional Guide  
Sample Papers - Narrative  
Answer Key**

<b>Paper #</b>	<b>COS Score</b>	<b>Notes</b>
<b>Narrative Sample 1</b>	<b>2</b>	
<b>Narrative Sample 2</b>	<b>1</b>	
<b>Narrative Sample 3</b>	<b>3</b>	
<b>Narrative Sample 4</b>	<b>3</b>	
<b>Narrative Sample 5</b>	<b>4</b>	
<b>Narrative Sample 6</b>	<b>2</b>	