

Measurements of Student Progress

Grade 4 Writing

Writing to Tell a Story Instructional Guide

to accompany the Spring 2010
Measurements of Student Progress
Anchor Set Annotations



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Office of Superintendent of Public Instruction***Grade 4 Anchor Set Annotations, Spring 2010 MSP 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 2010 MSP 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 2010 Writing MSP* 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 2010 MSP in Writing*

Presentation Steps:

1) General Information for Staff

This document contains student responses from the *Grade 4, Spring 2010 MSP 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 2010 MSP in Writing*, but do not pass it around at this time.)

Remember, on the Grade 4 MSP in Writing, students respond to two prompts, one *Argument* and one *Academic*. We will work in groups today on an *Academic* 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 afternoon you find an old, rusty key. 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 MSP 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 2010 MSP 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 4 Anchor Set Annotations from the Spring 2008 – Spring 2009 WASL in Writing*
- *Grade Level Expectations (GLE) for Writing*
- *OSPI Elementary Instructional Support Modules for Writing*

Grade 4 Anchor Set Annotations Spring 2010, Writing

Student Responses
A Sample Selection

Task A: Writing to Tell a Story

Final Draft

Directions: Before you begin your final draft, read the checklist on page 4 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 Key

One afternoon you find an old, rusty key. In several paragraphs, write a story telling what happens.

Do you think salamanders can talk?
Let alone grow as big as a football player?
Saturday evening I was walking
home from a friend's house when I saw a
huge wooden crate on a porch that was
so huge it could hold a football player!
Lager to open the crate I scanned the
pavement and saw a rusty old key. I snatched
up the key wondering if I should open

Final Draft

You may continue your final draft on this page.

the chest or not.

I opened the chest with the rusty key and Plop! out sprang a huge orange salamander with yellow polkadots. When he saw me (with those gigantic black eyes) with the key he bobbed his head and said, "Thanks a million!"

The jumbo sized salamander belly-floped off the porch with a thud then scudged into the forest and I never saw him again.

On my way home I tried to come up with believable excuse for the reason I arrived home at 12:00 midnight.

Narrative Writing Task A

Final Draft

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An Old Key

One afternoon you find an old, rusty key. In several paragraphs, write a story telling what happens.

It was 7:30 a.m and Mrs Mordan still hadn't showed up. Sally, Allyson and Caleb went inside the school straight into the Library. When they got inside the Library Mrs Mordan wasn't there. They had to go to the Library every morning at 7:30 a.m. because that was there punishment for coloring pages in the library books. Sally and Caleb weren't properly dressed for snowy weather.

Narrative Writing Task A

Final Draft

You may continue your final draft on this page.

Sally was wearing a pink old navy tanktop; with Jean shorts and yellow flipflops. Caleb was wearing a black tanktop, tan shorts and green sandals. Allyson was wearing blue sweat pants, and a blue and orange long sleeve shirt, pink snow boots with a pink jacket.

They found a rusty old key in Mrs. Mordan's desk. The problem is that they don't know what the key is to. They assumed that it would be to a door in the library. There are so many doors in the Harvard library so they didn't know what one is the right door.

Allyson, Caleb and Sally tried to open 7 doors out of 37 doors.

Narrative Writing Task A

Final Draft

You may continue your final draft on this page.

They sat down and they heard the door open, so they hid in between the book shelves. It was Mrs. Jordan, she opened her desk drawer and saw her key was missing from the drawer. She yelled "When I find out who stole my key, they will help me in the library forever."

They tried to look in the door handle to see if the key would fit in the key hole. The key hole was to check to see anything, they tried 4 more times but they still didn't see the key hole.

Finally, they read the word on the key and it said Westlock so they went to the door that

Narrative Writing Task A

Final Draft

You may continue your final draft on this page.

said westlock and they
opened it and saw a way
out on the way out

They saw awards that
said Lila Mordan on about 432
trophies. The escaped and never
came back.

Narrative Writing Task A

Final Draft

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An Old Key

One afternoon you find an old, rusty key. In several paragraphs, write a story telling what happens.

One afternoon Joseph, Madison, Ashley, Tasha, and I were playing hide and go seek. We were playing in Joseph's house. When I found an old rusty key. I said, "Come here guys. I found an old rusty key!" Joseph came running down stairs and said, "Where

Narrative Writing Task A

Final Draft

You may continue your final draft on this page.

did you find it Lori tell me please tell me!"

Then Tosha, Madison, and Ashley said at the same time, "I wonder what it goes to?"

I said "I don't know what it goes to but I do know where it's from. I stepped on it right here where I'm standing right now."

So for the rest of the day we all tried to find the lock the key went with.

We finally found where the key was known to be at

Narrative Writing Task A

Final Draft

You may continue your final draft on this page.

6:30 p.m. Thanks to Tosha,
and Madison. The key went
to a room full of toys,
magazines, pictures of cars,
and animals.

Task A: Writing to Tell a Story

Final Draft

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An Old Key

One afternoon you find an old, rusty key. In several paragraphs, write a story telling what happens?

"Oh, my gosh! what a lucky find!" I said as the key tele-ported me to the place I want to be all the time - home, with my Mom. I have fun there - in my room, with gina, and my K'NEX. Sometimes I can't build what I

Task A: Writing to Tell a Story

Final Draft

You may continue your final draft on this page.

wants, and that can be upsetting. I like my home.

I'll never forget the day I found the key.

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.**

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An Old Key

One afternoon you find an old, rusty key. In several paragraphs, write a story telling what happens.

One day I was wondering what was in that wardrobe in my house and why was it locked? The next day I went looking in the room for the key and I found the old rusty key, and went to see if that was the key and it was!

I opened the lock and went inside and saw a beach with a weird creature

Narrative Writing Task A

Final Draft

You may continue your final draft on this page.

sitting along the shore. There It was.
I went to talk to It, and he said
"You can have one wish." I had to stop
and think, I. way going to wish
for world peace.

Then it said, "Sorry cant do that!"

So I left because thats was
all I wanted. I found my way back and
I left the wardrobe safe and sound.

Now every body knows about
whats inside the wardrobe and you now
know about It and I wish granting
power.

An Old Key

One afternoon you find an old, rusty key. In several paragraphs, write a story telling what happens.

One afternoon my two best friends Lexie and Katelynn were walking home with me after school. But then I had an idea. Hey guys, maybe we could go to Cold Water Creek! But first we should call our parents. Katelynn said, You are right Katelynn we should. Aren't our moms together having a ladies party? Yeah! So we can ask in one call. Mom we all said. Can we go to Cold Water Creek for a bit? Sure but make sure you all will be home by dinner. Ok we will! Bye!

Lets go! Wait a minute! Lexie shouted! What should we do there? Well we could like catch some frogs, and fish and look at them.

Narrative Writing Task A

Final Draft

You may continue your final draft on this page.

EWWW! Katelynn squealed! Grows!
PLEASE, Lexie and I begged. EWWW,
but alright. Lets go now! I shouted!
Look what I found in the Creeks!
a four by four fish! Lexie started!
Ewww but, look what I found! A tiny
frog! Katelynn whispered. What guys
look! It is a OLD RUSTY KEY!
Oooooo! What does this thing do?
Wooohwohhooo! OOF! OUCH!
Ow! Wow! Look at this place! Maybe
from that side of this Genuwin looking
place but look over here! Katelynn
said scaredly. Mummies! Aaaaahh! Run!
We ran through all sorts of
different places until the mummies
calapsed! Then we all turned around
and saw this big rainbow mirror. What

Narrative Writing Task A

Final Draft

You may continue your final draft on this page.

does this thing do? I asked. Lexie
replied, under my condition it will
take us back home. Lets go in on
the count of three one, two, three!
Aaaaahaaaaahhhh YOOEY We
are back! HOORAY! Lets go home!
Hi mom we all said! Our moms
said so how was the Creek? Uh
um GREAT! Ok it is dinner
time! Yay!

The End!!!
'''

Grade 4

Content, Organization, & Style Scoring Guide

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

**2010 Grade 4 Instructional Guide
Sample Papers - Narrative
Answer Key**

Paper #	COS Score	Notes
Narrative Sample 1	4	
Narrative Sample 2	3	
Narrative Sample 3	2	
Narrative Sample 4	1	
Narrative Sample 5	2	
Narrative Sample 6	3	