

Measurements of Student Progress

Grade 4 Writing

Writing to Tell a Story Instructional Guide

to accompany the Spring 2011
Measurements of Student Progress
Anchor Set Annotations



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Grade 4 Anchor Set Annotations, Spring 2011 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 2011 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 2011 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 2011 MSP in Writing*

Presentation Steps:

1) General Information for Staff

This document contains student responses from the *Grade 4, Spring 2011 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 2011 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 **to tell a story** and one **to explain**. 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 at school you find a can labeled “Invisible Spray.” 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 2011 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 Level Expectations (GLE) for Writing*
- *OSPI Elementary Instructional Support Modules for Writing*

Grade 4 Anchor Set Annotations Spring 2011, 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.

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. Only your final draft will be scored.

Invisible Spray

One day at school you find a can labeled "Invisible Spray." In several paragraphs, write a story telling what happens.

One day I was on my way to school and found an invisible spray can and thought who it belonged to. I asked a lot of people if the invisible spray belonged to them and they said no. I started walking down the street with the invisible spray can in my hand and down the road I saw some bad people

Task A: Writing to Tell a Story

Final Draft

You may continue your final draft on this page:

and they looked at the invisible
spray can and I quickly put it
in my backpack and ran into the
bushes and took it out and looked
at it little bit and it had a
hose on it and I sprayed
myself and the can and put
it back in my backpack and
put it on and came out of
the bushes and the guys didn't
see me and I snuck by them
my time was running out and
then I got in the school and
the time ran out and a person
was looking for his invisible spray
can and I handed it to him and
he said "thank you" and I said "your
welcome" and we went to our classes.

Task A: Writing to Tell a Story

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Invisible Spray

One day at school you find a can labeled "Invisible Spray." In several paragraphs, write a story telling what happens.

One day I was cleaning my desk, I found
invisible spray. I used some on my finger
it turned in invisible.

First, I turned invisible and hunted people. I
stopped people from being killed. I stopped
people from falling.

Next, I went for a swim ate the ashen I
turned visabol, I ate something and turned
invisible. When I went to the lake I Staded

Task A: Writing to Tell a Story

Final Draft

You may continue your final draft on this page.

inexible, last, I tried 10 people will
blind folded, I was getting itchy, I ran
out of spray, I saved one more live be
for I retired, I lived inexcusable for
the rest of my life,

Task A: Writing to Tell a Story

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Invisible Spray

One day at school you find a can labeled "Invisible Spray." In several paragraphs, write a story telling what happens.

"Tweet tweet!" I heard as
The birds sang outside my window.
"Maria the bus's hear" said Mom,
I went to school. On my way back
from school I stubbed my toe
on a hard cold meddle can. I
looked down, the lable on the can
said, Invisible spray!

Task A: Writing to Tell a Story

Final Draft

You may continue your final draft on this page.

After I looked at the spray for a while, I picked it up and put it in my back pack. When I got home my mom asked me the same old question, "how was school?" I went up into my room and tried the invisible spray, I got rid of some old stuff "wow this was a gift, I could get rid of anything." I laid down to take a nap. When I woke up it was the next day and off went "tweet tweet" again.

I got out of bed and tripped over something I couldn't see, it was my back pack. I opened my back pack and the invisible spray was leaking, it leaked onto the

Task A: Writing to Tell a Story

Final Draft

You may continue your final draft on this page.

carpet. I quickly taped the hole but it leaked through the tape. I heard my mom coming up stairs I put it in my dresser.

Soon my dresser was gone. My mom came in, she said "did you move your dresser." yes I said. My mom left. I quickly called the number on the spray. I ordered the only thing that could get rid of the spray. The package came, I got everything back and got rid of the spray. Was it really a gift or a curse. . . .

Task A: Writing to Tell a Story

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Invisible Spray

One day at school you find a can labeled "Invisible Spray." In several paragraphs, write a story telling what happens.

One day Todd, Eric and Andrew were playing on the schoolyard. They heard the bell ring for class. So when the boys got in Ms. Fridays classroom they saw something shiny. Little did they know this something could make this day not so normal.

"Hey guys lets see what it is"

4b

Task A: Writing to Tell a Story

Final Draft

You may continue your final draft on this page.

suggested Andrew, so they did and they saw a can. Then Todd read "invisible spray." "I wonder what it does" said Eric. "Maybe it makes stuff invisible" said Eric. "No" said Todd sarcastically.

"Well what ever it is it looks fun" said Andrew picking it up and spraying Todd. "Hey I was only joking you don't have to hide" said Andrew. "I'm not" "Whaa" "Wh-who said that" "I did I'm right here you know. Todd's invisible" said Eric. "ut-oh not good"

"Whata we gonna do" said quivering Eric. "Look for some visible spray." said Andrew

Task A: Writing to Tell a Story

Final Draft

You may continue your final draft on this page.

so they looked and looked and
nothing. "Now what" said Eric.
Use classroom stuff like glue
and pencils.

Poof! Todd was back with a
touch of a glue stick. "Lets never
dig through stuff again" said Todd
"Agreed" said the other two. "Hey
schools over lets go home."
Said Andrew. "Ok" said Todd and Eric

Task A: Writing to Tell a Story

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Invisible Spray

One day at school you find a can labeled "Invisible Spray." In several paragraphs, write a story telling what happens.

One day at school I found something sticking out of a bush. I picked it up and it felt hard and cold but then I saw the label and I was so amazed when I saw the words invisible spray but I was thinking but does it make you invisible? so I tested it on one of the leaves on the bush. I was so

Task A: Writing to Tell a Story

Final Draft

You may continue your final draft on this page.

amazed on how the leaf disaped
and I can still feel it, so I wanted
to pull a prank on one of my friends
then I decided to pull a prank on Tommy
so I sprayed my whole body with
the invisible spray. Then I walked
up to him and tapped his shoulder
and he said stop tapping my shoulder
then I put the ball in front of him
and he didn't see anybody in front of
him and so he freaked out. After
30 minutes of enjoying myself I didn't
want to be invisible anymore but
it seemed like the invisible spray
stayed permitily on my skin and cloths
I got so worried. I read the back
of the can and it said the invisible
spray will come off in approximately

Task A: Writing to Tell a Story

Final Draft

You may continue your final draft on this page.

60 minutes if not just simply poor water on yourself and the paint will come off. OK, all I got to do is just wait 20 more minutes and it will come off me I mean like its not going to take three hours. That's it! It stinks being invisible everybody ignores you and its so frustrating. OK, time to. poor water on me I went to look at a mirror and I wasn't invisible anymore!

Task A: Writing to Tell a Story

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Invisible Spray

One day at school you find a can labeled "Invisible Spray." In several paragraphs, write a story telling what happens.

One day I was walking to my locker and saw a can that said "invisible spray." I said "wow," then I went to the playground and put some spray on. then I went to do a trick on my friends. I trick all my friends But then I was still invisible.

Task A: Writing to Tell a Story

Final Draft

You may continue your final draft on this page.

I Try to get help But
 peplo did not see me,
 I Sat clown and thoutg.
 then I got a greatidea. I
 Said: "Read the can". I went
 to Read the can it said,
 How to come off "first"
 (crisen of)with water that
 "it thank you." I went to
 rinsen of the spray and
 it work't. I Said "yay"
 then I went home
 and Saw a can that
 Scrid: spray to turn into
 a monts. I relly need to
 stay away from cans.
 th3 3nd

Grade 4

Content, Organization, and 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

**2011 Grade 4 Instructional Guide
Sample Papers - Narrative
Answer Key**

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