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Middle Level Writing
Genres and Sample Prompts
Expository Writing

1. **Purpose:** The main purpose of an expository piece is to instruct, give information, or explain something. It can also clarify a process or define a concept.

2. **Focus:** The focus is a logical and purposeful presentation, i.e., classify or describe, explain, retell, compare/contrast, how to (process).

3. **Text organization:** Expository writing requires an introduction with a clearly stated topic sentence or thesis; a body with facts, examples, or reasons used in support of the topic; and a conclusion that restates but doesn't introduce new ideas. Possible forms include both the single paragraph and the multi-paragraph essay. Useful graphic organizers including the *formal outline*, *Venn diagram*, and *essay planner*.

4. **Language features:** The expository piece contains elements as follows:
   - detailed, factual description
   - a formal, objective style
   - use of the third person, NEVER FIRST OR SECOND PERSON
   - transitions indicating time order and reasoning
   - a timeless tense (which may change according to the stage of a text)
   - precise, specific terms
   - focus on the 6 Traits of organization and ideas/content

**Expository Prompts**

- In a well-structured paragraph, present three ways the Maya and Aztec civilizations were similar and/or different (used in a 6th grade social studies class).
- If 1% of your bill for lunch at Pizza Munch is eighteen cents, and you want to leave a 15% tip, how much money should you leave? Explain how to reach the answer and why the method works (used in a 6th grade math class).
- Compare four organelles of a eukaryotic cell to four parts of something that is organized, such as a factory, a computer, or even a school. Two of the four organelles should be the nucleus and the mitochondria. Focus on how the organelle's function is similar to the "parts" function (used in a 7th grade science class).
- Explain the connection between tides and the earth-moon-sun system. Include the terms gravity, new and full moons, first and third quarter moons, high and low tides, and spring and neap tides (used in an 8th grade science class).
PERSUASIVE WRITING
(The CSAP term is persuasive; First Steps labels it as exposition)

1. **Purpose:** In a persuasive essay, the writer needs to provide some strong evidence in the form of examples or detailed reasons to make his/her point, being careful not to stray from the argument at hand.

2. **Focus:** This form of writing is logical reasoning from a particular point of view. Its goal is to persuade readers to agree with a writer's point of view or thesis.

3. **Text organization:** Persuasive writing follows the organizational mode of expository writing. In this writing, the thesis includes the basic position taken by the writer, the body includes the arguments with supporting evidence, and the conclusion restates the position and/or redefines the arguments. Graphic organizers used for expository writing will be useful with this genre.

4. **Language features:** Persuasive writing contains the same elements as the expository writing:
   - detailed, factual description
   - a formal, objective style
   - preferred use of the third person, rather than first, NEVER SECOND PERSON
   - transitions indicating time order and reasoning
   - a timeless tense (which may change according to the stage of a text)
   - precise, specific terms
   - focus on the 6 Traits of organization and ideas/content as well as those of voice and word choice

**Persuasive Prompts**

- Write a letter to your Colorado state senator convincing him/her to name a day during the year to honor Native Americans (used in 7th grade language arts and geography).

- Imagine your family is in a Japanese American internment camp during World War II. You are an enlisted soldier in the U.S. Army. To get permission for them to leave camp, they must complete a questionnaire that includes a loyalty oath. As the eldest son, write a letter to your father convincing him that it's in the family's best interest to complete the questionnaire and sign the oath, pledging unqualified allegiance to the United States of America (used in 8th grade language arts and U.S. Society).

- In a multi-paragraph composition, argue as to whether pandas should be left in their natural habitat or confined to reserve/zoois. Use specific information as presented in the movie and research done in class (used in 7th grade geography class).
DESCRIPTIVE WRITING
(This is the term used by CSAP in sixth grade writing.)

1. **Purpose:** In any descriptive piece, the writer is describing, not telling a story or explaining something.

2. **Focus:** The writer using descriptive writing vividly describes ONE object or place so the reader can clearly picture what is being described. Other senses maybe used to enhance the visual, but the visual image must be maintained throughout.

3. **Text organization:** This form of writing can be composed in either a single or multi-paragraph piece. The key to successful description is to look at the object/place from different angles or focal points. Useful graphic organizers allow the writer to look at the object in this way.

4. **Language features:** Descriptive writing contains the following elements:
   - strong, visual language that SHOWS, not tells
   - vivid, strong verbs
   - sensory detail
   - third person
   - absence of the words "reason" or "because"
   - an avoidance of making this piece a narrative
   - focus on the 6 Traits of word choice

   **Descriptive Prompts**
   - Imagine you're an immigrant seeking freedom. Describe how you would feel seeing the Statue of Liberty for the first time after your long voyage to America (used in an 8th grade U.S. Society class).
   - In your personal life, tell me about your hero/heroine. Show me his/her most admirable traits (used in a language arts class).
   - Describe your Psyanka Egg using the Ukranian symbols and colors that are on your egg (used in a 7th grade geography class).
   - Imagine you're an oceanographer aboard Calypso. Describe your life at sea including terminology such as the ocean currents, longitude/latitude, composition of sea water, contours and profiles of underwater features, and life under the sea (used in an 8th grade science class).
NARRATIVE WRITING

1. **Purpose:** The main purpose of a narrative at the middle level is to entertain and engage the reader in the retelling of a non-fictional, personal experience.

2. **Focus:** The focus is specific sequential events and actions.

3. **Text organization:** Narratives generally include an orientation in which the setting, time, main character, and minor characters are established. This part sets the mood and invites the reader to continue reading. An event or series of events then unfolds and leads to a complication in which the character is involved in some conflict or conflicts. These serve to build tension and hold the reader's interest as they lead to a climax. In the resolution, the complication is somehow resolved and loose ends are generally tidied up. Some narratives leave the reader to decide on the ending or resolution while others fill in all details. Useful graphic organizers include the *plot line, or a story chart.*

4. **Language features:** The narrative contains very defined elements as follows:
   - specific participants with defined identities
   - mainly action verbs, but also many verbs that refer to the participants' words, feeling, or thoughts
   - consistent past tense in the narration
   - dialogue often included, during which the tense may change to present or future
   - descriptive language to enhance and create images in the reader's mind
   - first person or third person point of view
   - focus on the 6 Traits of voice and organization

**Narrative Prompts**

- Retell an incident from your childhood that you can now look at from a different perspective (used in several classes).
- Research your family history and genealogy. Choose one of your ancestors and retell his/her story (used in 8th grade language arts and U.S. Society class).
- You were Anne Frank's friend in the Bergen Belsen internment camp. Tell her father of your experiences when you see him after you are free (used in an 8th grade language arts class).
Middle Level Writing Matrix

Middle level writers require consistent multiple opportunities to practice written communication. In order to develop effective communication skills, it is recommended that all content area teachers provide an additional audience.

<table>
<thead>
<tr>
<th>Genre</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narration</td>
<td>Emphasis on well developed single paragraph with expansion into multi-paragraph essay</td>
<td>Emphasis on structured multi-paragraph essay with introduction to thesis statements</td>
<td>Emphasis on well developed multi-paragraph essay including thesis statement and effective introduction and conclusion</td>
</tr>
<tr>
<td>Research</td>
<td>Short Story emphasis</td>
<td>Personal Narrative Emphasis</td>
<td>Optional</td>
</tr>
<tr>
<td>Compare — Contrast</td>
<td>Well developed single paragraph point by point comparison</td>
<td>Expand using both point by point or block methods to support a thesis</td>
<td>Expand to structured expository essay including thesis statement developed through a chosen compare/contrast method</td>
</tr>
<tr>
<td>Persuasion</td>
<td>Well developed single paragraph using fact/reason support</td>
<td>Expand into multi-paragraph essay with thesis statement and fact-based reasoning</td>
<td>Effective multi-paragraph essay with strong thesis statement and scaffolded arguments</td>
</tr>
<tr>
<td>Description</td>
<td>Well developed single paragraph with emphasis on strong visual language that &quot;shows&quot; not &quot;tells&quot;</td>
<td>Expand to multi-paragraph writing using strong verbs and sensory details</td>
<td>Emphasis on multi-paragraph writing to effectively convey a strong visual image through more sophisticated word choice</td>
</tr>
<tr>
<td>Letter Writing</td>
<td>Emphasis on correct structure of friendly and business letters</td>
<td>Correct structure of friendly and business letters with emphasis on content</td>
<td>Correct structure of friendly and business letters with emphasis on content and application</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>----------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Summary</td>
<td>Emphasis on written responses to literature</td>
<td>Expand to include written responses to non-fiction as well as fiction</td>
<td>Expand to include written responses to oral and visual information and content area readings</td>
</tr>
</tbody>
</table>

**Optional Forms (all grade levels)**

Process Writing-Process writing (single paragraph to multi paragraph essay/report) is best used in areas requiring a response to sequential steps in a process such as science, math, woodworking, consumer and family studies, tek lab, etc.

Cause-Effect Essay-Cause Effect writing is best used in science and social studies to explain reasons for an event or result.
Graphic Organizers for Narrative Writing
Plot Line Chart
Label all parts

11. Climax

12. Falling Action

13. Conclusion

14. Resolution

15. Denouement

4. Exposition

5. Conflict

6. Characters

7. Setting

8. Time:

9. Place:

10. Rising Action

11. Climax

12. Falling Action

13. Conclusion

14. Resolution

15. Denouement

19
Graphic Organizers for Expository & Persuasive
Writing an Accordion Paragraph

1. topic sentence (occasion/position statement) __________________________

2. first fact (TE)’ __________________________

3. explain __________________________

4. explain __________________________

5. second fact (TE)’ __________________________

6. explain __________________________

7. explain __________________________

Transitional Expressions

CRoadARae Connection, Maureen Auman 1993
8. third fact (TE)'

9. explain

10. explain

11. fourth fact (TE)'

12. explain

13. explain

14. conclusion

This form is set up to help you write a 14-sentence paragraph. You may not need that many sentences. Also, you may decide that in some cases you need only one "explain".

*TranSidonal Expression CBead, rite Connection, Maureen Auman, 1993
Name: ____________________ Period: ________ Date: ________

Title: ____________________________________________

O/P Statement

Reason/Detail/Fact (TE)

Explain

Explain

Reason/Detail/Fact (TE)

Explain

Explain

Reason/Detail/Fact (TE)

Explain

Explain

Conclusion
Name: ____________________ Class: ___________ Date: ____________

Title: _______________________________________________________

Topic Sentence (O/P Statement)

Reason/Detail/Fact (TE)

Explain

Reason/Detail/Fact (TE)

Explain

Reason/Detail/Fact (TE)

Explain

Conclusion

Practice Guide for 8-Sentence Accordion Paragraph

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Comparison

Contrast

Topic Sentence:

Subject 1:

Subject 2:

Similarities:

Differences:

Summary or Concluding Sentence:
Outline Format

Title

I. Main Topic
   A. fact
   B. ______________________________________________________________________
      1. supporting details about fact
         2. ______________________________________________________________________
   C. ______________________________________________________________________
      1. ______________________________________________________________________
         2. ______________________________________________________________________
II. _____________________________________________________________________________________
   A. ______________________________________________________________________________
      1. _____________________________________________________________________
         a. ____ minor detail about detail
         b. _______________________________________________________________
      2. ______________________________________________________________________
   B. _____________________________________________________________________________
      1. _____________________________________________________________________
      2. ______________________________________________________________________
         a. _______________________________________________________________
      1) ______ support for minor detail
         2) _______________________________
         a) ______minor point for support for minor detail_____
         b) _______________________________________
      3) _____________________________________________
         b._____________________________________________________
      3.__________________________________________________________
III._____________________________________________________________________

A. _______________________________________________________________

B. ________________________________________________________________

Note that the sample outline form above illustrates characteristics unique to outlines:

- The Roman numerals have a ragged left margin so the periods after them align vertically
- The number-letter designation follows this pattern:
  - Roman numerals
  - Capital letters
  - Arabic numbers
  - Lower-case letters
  - Arabic numbers followed by parentheses
  - Lower-case letters followed by a period or a parenthesis
- Each number or letter is followed by a period or a parenthesis
- Each level is represented by equal indentation

(Thus, all items designated by a capital letter appear at the same left margin)
Venn Diagram
## EXPOSITION - TAKING ONE POINT OF VIEW

**STATE PROBLEM AND POINT OF VIEW**

<table>
<thead>
<tr>
<th>ASSERTIONS</th>
<th>EVIDENCE/DATA/REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

**CONCLUSION OR SUMMARY**
### EXPOSITION — PRESENTING

#### BOTH SIDES

<table>
<thead>
<tr>
<th>State problem and point of view</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>ARGUMENTS FOR</strong></th>
<th><strong>SUPPORTING EVIDENCE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ARGUMENTS AGAINST</strong></th>
<th><strong>SUPPORTING EVIDENCE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>CONCLUSION OR SUMMARY</strong></th>
</tr>
</thead>
</table>
Graphic Organizers for Descriptive
<table>
<thead>
<tr>
<th>Important Idea</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>page</td>
<td></td>
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<td></td>
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<tr>
<td>page</td>
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<td>page</td>
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</tr>
</tbody>
</table>
Using Cubing for Descriptive Writing

Gathering details is very important to help re-create the sensory images needed for effective description. Keeping your perspective and your readers' imagination in mind, "cube" your subject to gather details. **Describe:** use vivid words that SHOW

**Associate:** what else might be related to this topic

**Apply:** how can this topic be used

**Analyze:** give it component parts

**Compare/Contrast:** relate the aspects of this topic to something like/unlike it **Argue for or against,** create a reasonable defense of this topic
## Character Chart

<table>
<thead>
<tr>
<th>Character</th>
<th>Physical Appearance</th>
<th>Personality Traits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Revision/Editing Marks

Middle Level Editing

^ add something (word or punctuation)
≡ capitalize
○ missing end punctuation
☒ check spelling
/ space needed
? makes no sense
¶ paragraph
∥ parallel structure
.Permission make a lower case letter
TE= transitional expression
CS= comma splice

Middle Level Revision

V= Voice
SF= Sentence Fluency
WC= Word Choice
ORG= Organization
C/I= Content/Ideas
AWK= Awkward
T/S= Topic Sentence
Thesis Statement

PRO= pronoun agreement
○ no space
∩ transpose
VT= verb tense
FRAG= sentence fragment
RO= run on sentence
S/V= agreement
Writing Rubrics

A writing rubric is a system used to determine how well a writing task has been performed. The system consists of a set of criteria by which the task will be assessed, a strategy for applying those criteria and labels or score points that allow the task to be assessed on a continuum.

- rubrics should be used to assess all formal writing but not necessarily informal writing
- rubric point values DO NOT equate with a letter grade; however, formulas are available which allow a rubric score to be translated into a grade
- rubrics should be used to assess student writing from the very beginning of 6th grade in order to familiarize students with the method & language of rubrics
- CSAP writing rubrics are highly recommended for grades 6-8 for continuity

Note: See 6+1 Traits or First Steps writing notebooks for additional help with rubric assessments.
Analytic Rubric for the Extended Constructed Response

This rubric is used to score students' responses to a writing prompt that requires a multi-paragraph essay. There is one of these rubrics in CSAP. Each essay can receive a score ranging from 0-11.

<table>
<thead>
<tr>
<th>The Topic</th>
<th>4 Points</th>
<th>3 Points</th>
<th>2 Points</th>
<th>1 Point</th>
<th>0 Points</th>
</tr>
</thead>
</table>
| Content/Organization (Includes: focus, development, organization) | The writing:  
- Meets all requirements of the prompt  
- Stays fully focused on topic  
- Includes relevant information  
- Provides main ideas and specific, elaborated details that move beyond the obvious  
- Includes an inviting introduction, logical arrangements of ideas, and satisfying conclusion  
- Maintains a clear order with transitions between ideas | The writing:  
- Meets most of the prompt's requirements  
- Stays mostly focused  
- Includes mostly relevant information  
- Provides main idea but details are general or brief or obvious  
- Includes a recognizable introduction, arrangement of ideas, and conclusion; ideas may wander a bit; may be predictable  
- Provides some connections between ideas with few transitions | The writing:  
- Meets some of the prompt's requirements  
- Addresses a broad topic OR focuses on a trivial point  
- Provides sketchy information that may be list-like  
- Begins or ends abruptly; arrangement of ideas is stilted or occasionally random  
- Rarely uses transitions | The writing:  
- Meets few of the prompt's requirements  
- Severely digresses from topic  
- Includes much irrelevant information  
- Does not provide main ideas or does not support them; details may be repetitious  
- Begins or ends abruptly with no introduction or conclusion; there is little or no attempt to establish order  
- Does not connect ideas | The writing is off topic |
<table>
<thead>
<tr>
<th>The Topic</th>
<th><strong>4 Points</strong></th>
<th><strong>3 Points</strong></th>
<th><strong>2 Points</strong></th>
<th><strong>1 Point</strong></th>
<th><strong>0 Points</strong></th>
</tr>
</thead>
</table>
| Style/Fluency (Includes: voice, word choice, and vocabulary; sentence structure, legibility) | The writing:  
- Is engaging  
- Uses accurate, precise vocabulary that is appropriate for audience and purpose  
- Uses active and precise verbs  
- May use figurative language, imagery, and/or striking language | The writing:  
- Is occasionally engaging  
- Uses accurate but general word choice that is appropriate for the audience and purpose  
- Uses a mix of precise and general verbs  
- Uses familiar vocabulary and | The writing:  
- Is somewhat bland  
- Uses general word choice than may include occasional errors in word usage  
- Uses a few active verbs but most are imprecise or colorless (i.e., is, did, go)  
- Uses familiar vocabulary and | The writing:  
- Is bland  
- Uses inaccurate or repetitive word choice that is occasionally inappropriate for audience and purpose  
- Uses passive, colorless or imprecise verbs  
- Uses vague | The writing is illegible |
<table>
<thead>
<tr>
<th>Language Usage</th>
<th></th>
<th>Language Usage</th>
</tr>
</thead>
</table>
| * Is fluent, easy to read  
* Uses an effective variety of sentence beginnings, structures, and length  
* Is readable, neat, nearly error-free | phrases with some striking language  
Is generally fluent with occasional choppiness  
* Uses some variety of sentence beginnings, structures, and length  
* Is mostly readable | phrases  
* Uses a variety of sentence beginnings, structure, or length but has many rambling or choppy sentences  
Is readable but somewhat sloppy | language or frequent clichés  
Is incomplete or rambling  
Uses simple, repetitive sentence beginning, structures, and lengths OR many sentences combined |

<table>
<thead>
<tr>
<th>Planning</th>
<th></th>
<th>Evidence of planning</th>
<th>No evidence of planning</th>
</tr>
</thead>
</table>
|  | Language skills successfully support meaning; few, if any errors in the following:  
* Subject/verb and pronoun/antecedent agreement  
* Modifiers  
* Punctuation; end punctuation, commas, apostrophes, quotation marks, | Language skills support meaning; several errors in some or all of the following:  
* Subject/verb and pronoun/antecedent agreement  
* Modifiers  
* Punctuation; end punctuation, commas, apostrophes, | Language skills impede meaning; response is error-ridden |
Holistic Writing Rubric for the Short Constructed Response Task

This rubric is used to score students' responses to a writing prompt that requires a single paragraph. Each paragraph receives a single score of 0, 1, 2, 3 or 4 points.

**Score Point 4**

The response is clear, focused, and developed for the purpose specified in the prompt. Relevant details and/or anecdotes and word choice support and enrich the central idea, topic, or story line. Any errors in language usage, spelling, and mechanics, if present, do not impede meaning.

<table>
<thead>
<tr>
<th>Content and Organization</th>
<th>Style and Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Supporting details are relevant and provide important information about the topic.</td>
<td>• The writer selects words that are accurate, specific, and appropriate for the specified purpose.</td>
</tr>
<tr>
<td>• The writing has balance: the main idea stands out from the details.</td>
<td>• The writer may experiment with words and/or use figurative language and/or imagery.</td>
</tr>
<tr>
<td>• The writer seems in control and develops the topic in a logical, organized way.</td>
<td>• The writer uses a variety of sentence structures.</td>
</tr>
<tr>
<td>• The writing connects ideas to the specified purpose.</td>
<td>• The writing is readable, neat, and nearly error-free.</td>
</tr>
</tbody>
</table>
Holistic Writing Rubric for the Short Constructed Response Task

Score Point 3

The response is clear and focused. Ideas are related to the purpose specified in the prompt but may be sketchy or overly general. Relevant details and/or anecdotes and word choice support the topic, theme, or story line but may be limited. Any errors in language usage, spelling, and mechanics, if present, do not impede meaning. One or more of the following problems may be present.

<table>
<thead>
<tr>
<th>Content and Organization</th>
<th>Style and Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The writer has defined but not thoroughly developed the topic, idea, or story line.</td>
<td>• The writer mostly selects words that are accurate, specific, and appropriate for the purpose of the writing.</td>
</tr>
<tr>
<td>• Some supporting details are relevant but limited, or overly general, or less important.</td>
<td>• The writer uses age-appropriate words that are accurate but may lack precision.</td>
</tr>
<tr>
<td>• The writer makes general observations without using specific details or does not delineate the main idea from the details.</td>
<td>• The writer uses simple but accurate sentence structures.</td>
</tr>
<tr>
<td>• The writer attempts to develop the topic in an organized way, but may falter in either logic or organization.</td>
<td>• The writing is mostly readable and neat.</td>
</tr>
<tr>
<td>• The writer connects ideas with the specified topic implicitly rather than explicitly.</td>
<td>• Errors in language usage, spelling, and mechanics do not impede communication.</td>
</tr>
</tbody>
</table>
Holistic Writing Rubric for the Short Constructed Response Task

Score Point 2

The response does not maintain focus or organization throughout. Ideas are minimally related to the purpose specified in the prompt; the reader must make inferences based on sketchy details and inaccurate or nonspecific word choice. There may be some serious errors in language usage, spelling, or mechanics. One or more of the following problems is present.

<table>
<thead>
<tr>
<th>Content and Organization</th>
<th>Style and Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The writer has defined but not thoroughly developed the topic, idea, or story line;</td>
<td>• The writer sometimes selects words that are not accurate, specific, or</td>
</tr>
<tr>
<td>response may be unclear or sketchy or may read like a collection of thoughts from which</td>
<td>appropriate for the purpose of the writing.</td>
</tr>
<tr>
<td>no central idea emerges.</td>
<td>• Writing may be choppy or repetitive.</td>
</tr>
<tr>
<td>• Supporting details are minimal or irrelevant or no distinction is made between</td>
<td>• Portions of the writing are unreadable or messy; errors may impede</td>
</tr>
<tr>
<td>main ideas and details.</td>
<td>communication in some portions of the response.</td>
</tr>
<tr>
<td>• The writer does not develop the topic in an organized way; response may be a list</td>
<td></td>
</tr>
<tr>
<td>rather than a developed paragraph.</td>
<td></td>
</tr>
<tr>
<td>• Ideas are not connected to the specified purpose.</td>
<td></td>
</tr>
</tbody>
</table>

CDE Student Assessment Unit
Holistic Writing Rubric for the Short Constructed Response Task

Score Point 1

The response tends to be unfocused and disorganized; there may be severe problems with fluency and/or consistency. Ideas may not be related to the purpose specified in the prompt. Details and/or anecdotes may be irrelevant or too insufficient for the reader to construct meaning. Word choices may not support the topic, theme, or story line or may be repetitive or inaccurate. Errors in language usage, spelling, or mechanics may be severe. One or more of the following problems is present.

<table>
<thead>
<tr>
<th>Content and Organization</th>
<th>Style and Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The writer has not defined the topic, idea, or story line.</td>
<td>• Much of the writing is unreadable or messy.</td>
</tr>
<tr>
<td>• Supporting details are absent.</td>
<td>• Word choice is inaccurate or there are many repetitions.</td>
</tr>
<tr>
<td>• Organization is not evident; may be a brief list.</td>
<td>• Vocabulary is age-inappropriate.</td>
</tr>
<tr>
<td>• Ideas are fragmented and unconnected with the specified purpose.</td>
<td>• The writer uses simple, repetitive sentence structures or many sentence fragments.</td>
</tr>
<tr>
<td></td>
<td>• Errors severely impede communication.</td>
</tr>
</tbody>
</table>

Score Point 0

The response is off-topic or unreadable.
## Descriptive Writing: the "show me" essay

<table>
<thead>
<tr>
<th>PTS</th>
<th>ORGANIZATION</th>
<th>WORD CHOICE</th>
<th>FLUENCY</th>
<th>CONVENTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Topic is well defined. Details fit where placed. Inviting beginning, logical middle, satisfying conclusion.</td>
<td>Words are specific and accurate. Imagery is very powerful. Expression is fresh and appealing.</td>
<td>Sentences sound natural. Risks, such as run-ons and fragments are very effective. No sentence errors to detract.</td>
<td>Error-free writing. Clean, edited, polished. Shows mastery of a wide variety of conventions.</td>
</tr>
<tr>
<td>3</td>
<td>Topic defined and logical but not thoroughly developed. Beginning, middle, and end are there, but one or more may be weak.</td>
<td>Words are more general and less precise and descriptive. Images get lost in the &quot;telling&quot;. Doesn't capture the reader's imagination.</td>
<td>Sentences are controlled but lack a natural flow. Most sentences follow the same patterns. Run-ons and fragments may be distracting.</td>
<td>Few mistakes which don't detract from the reading of the written work. Text may be too short to reflect mastery.</td>
</tr>
<tr>
<td>2</td>
<td>Topic too general to be well defined or supported. Writing lacks logic and focus. Either a beginning or an ending is missing.</td>
<td>Little description, more telling. Words carry no visual meaning. Some words may be used inappropriately.</td>
<td>Sentences ramble or are strung together with commas. Writing is too wordy to flow.</td>
<td>Little evidence of editing or proofreading. Errors make the writing difficult to read.</td>
</tr>
<tr>
<td>1</td>
<td>No defined topic. Writing merely reflects a rambling train of thought.</td>
<td>Words carry little meaning. No imagery is present. Words and phrases are often repeated.</td>
<td>Many fragments and run-ons keep the writing from flowing.</td>
<td>No evidence of editing. Writing is very difficult to read. Too time-consuming for the reader.</td>
</tr>
</tbody>
</table>
### Compare/Contrast Essay

<table>
<thead>
<tr>
<th>PTS</th>
<th>ORGANIZATION</th>
<th>IDEAS/CONTENT</th>
<th>FLUENCY</th>
<th>CONVENTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Text uses correct compare/contrast method; Effective transitions used inviting beginning, logical middle, satisfying conclusion</td>
<td>Facts, details, examples are Accurate; All information is very well-developed; Text appeals to the reader</td>
<td>Sentences sound natural; Run-ons and fragments do not exist; The text flows smoothly for the reader</td>
<td>Error-free writing; Clean, edited, polished; Shows mastery of a wide variety of conventions</td>
</tr>
<tr>
<td>3</td>
<td>Text uses correct compare/contrast method, but not consistently; Beginning, middle, and end are there, but one or more may be weak; Transitions are attempted</td>
<td>Facts, details, examples are mostly accurate; Information is developed in a general way; Text is easy for the reader to follow</td>
<td>Sentences are controlled but lack a natural flow; Most sentences follow the same patterns; Run-ons and fragments may be distracting.</td>
<td>Few mistakes which don't detract from the reading of the written work; Text may be too short to reflect mastery</td>
</tr>
<tr>
<td>2</td>
<td>Text does not follow a correct compare/contrast method to organize; Writing lacks logic and focus Either a beginning or an ending is missing.</td>
<td>Facts, details, examples are mostly inaccurate; Information lacks enough development to be clear to the reader</td>
<td>Sentences ramble or are strung together with commas; Writing is too jumbled or wordy to flow</td>
<td>Little evidence of editing or proof-reading; Errors make the text difficult to read</td>
</tr>
<tr>
<td>1</td>
<td>No defined topic; Writing merely reflects a rambling train of thought</td>
<td>Facts, details, examples do not exist; Text is too short to demonstrate the writer's knowledge.</td>
<td>Many fragments and run-ons keep the writing from flowing.</td>
<td>No evidence of editing; Writing is very difficult to read; Too time-consuming for the reader</td>
</tr>
</tbody>
</table>
# Rubric: Writing to Learn in Math

<table>
<thead>
<tr>
<th>PTS</th>
<th>ORGANIZATION</th>
<th>IDEAS/CONTENT</th>
<th>CONVENTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Writing contains a topic sentence 3-4 well-developed specific examples, and a satisfying conclusion</td>
<td>Writing demonstrates a clear understanding of the connection between math and the topic</td>
<td>Writing contains few errors in spelling, punctuation, and capitalization which don't detract from the flow of the writing</td>
</tr>
<tr>
<td>3</td>
<td>Writing may or may not contain a topic sentence or a conclusion 3-4 concrete examples are given but not well-developed</td>
<td>Writing is able to give specific math examples that relate to the topic</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The writing is missing a topic sentence or conclusion and one or more specific examples</td>
<td>Writing merely mentions in general that math relates to the topic</td>
<td>Writing contains multiple errors that detract from the reading of the writing</td>
</tr>
<tr>
<td>1</td>
<td>Writing shows no sense of organizational structure and/or few, unrelated examples</td>
<td>Writing show no connection between math and the topic</td>
<td></td>
</tr>
<tr>
<td>Persuasive Essay Rubric</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>(Ideas)</strong></td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Writer uses factual evidence or accurate reasoning to provide documented support for all assertions made. Effective, strong persuasion.</td>
<td>Writer attempts factual evidence in support of the assertions but not all of it logical or accurate for the Arguments. Persuasive technique used.</td>
<td>Writer provides persuasive arguments, but most are supported by another opinion rather than factual Evidence. Persuasion is not effective.</td>
<td>Writer provides little persuasive support; Assertions aren't clear or most arguments are based on opinion only.</td>
</tr>
<tr>
<td><strong>(Organization)</strong></td>
<td>Introduction grabs reader &amp; establishes thesis; Effective use of transitions; Ideas are presented in logical order; Conclusion effectively summarizes essay.</td>
<td>Introduction establishes thesis; Some transitions are used; Logical order of ideas with a few inconsistencies; Conclusion ends essay.</td>
<td>Introduction is present, but weak; Thesis is not stated clearly; Paper may be a single paragraph only or no transitions exist; Conclusion is weak or non-existent.</td>
</tr>
<tr>
<td><strong>(Voice)</strong></td>
<td>Writer shows an awareness of audience and argues from a clear viewpoint; Persuasion reflects an interesting individuality.</td>
<td>Writer shows awareness of an audience, but the viewpoint from which he/she argues is not clear to the reader; The persuasion is not effective.</td>
<td>Writer is unaware of the audience; This work merely argues without a clear focus or viewpoint.</td>
</tr>
<tr>
<td><strong>(Word Choice)</strong></td>
<td>Writer powerfully manipulates words to affect the audience; Words are chosen for their impact.</td>
<td>Writer attempts to choose words that convey an impact; Some words are effective in the message.</td>
<td>Writer's language is correct but does not have an impact on the persuasive message.</td>
</tr>
<tr>
<td><strong>(Conventions)</strong></td>
<td>Writer shows mastery of basic skills; Proofreading/editing obvious through attached rough draft and graphic organizer.</td>
<td>Writing contains some error; Rough draft/graphic organizer show proofreading but little editing.</td>
<td>Multiple errors detract from writing; Either the rough draft or the graphic organizer is missing.</td>
</tr>
</tbody>
</table>
Earth Science/Language Arts Research Report
Rubric for Student Essay

Your assessment in the following traits:
organization________________fluency_________________voice_______________________
presentation____________________________

Organization:
4 - strong introduction with thesis clearly stated; middle developed
with specific examples; conclusion restates thesis and leaves reader
with something to remember
3 - introduction present but thesis isn't clear or introduction isn't
inviting to reader; middle developed logically but with mainly
general statements; conclusion present but uninviting
2 - either an introduction or a conclusion is missing; middle is very
weakly developed or provides only general statements
1 - report is too short or inadequately developed to give enough
information to the reader; introduction and conclusion are
merely part of the report itself

Sentence Fluency:
4 - sentences flow smoothly, making use of transitions between
paragraphs; no major sentence errors detract from the reading
3 - sentences are controlled but tend to follow the same pattern;
run-ons, fragments, and comma splices occur frequently
2 - either sentences are rambling or sentences are short and choppy;
there is no flow to the reading
1 - sentences are illogical or unreadable

Voice:
4 - essay sounds like an eighth grade student has written it
3 - essay has words of an eighth grade student but some passages
seem copied and not paraphrased or quoted correctly
2 - essay has many passages that seem copied and not paraphrased or quoted correctly
1 - essay sounds mainly copied from other sources

Presentation:
4 - essay is 3-5 pages typed or 5-7 pages handwritten;
parenthetical citations appear appropriately in correct form;
essay follows attached outline; essay has been edited and corrected at least once
3 - one of the above is incorrect
2 - two of the above are incorrect
1 - more than two of the above are incorrect
Rubric Score Conversion Formulas

Grading
A Formula for converting 6-Trait Scores

Most teachers who use the six-trait model for grading do not grade individual pieces of work. This is sound practice, for there is good reason to suppose that a grade based on a body of work is more valid than a grade based on one individual piece of work. In order to grade a whole body of work; however, teachers must keep track of points earned and points possible over a period of time. Using this information, it is possible to come up with a percentage that can be converted into a letter grade.

For purposes of this discussion, we'll assume that 90% or higher = an A, 80% or higher a grade of B, 70% a C, and so on. (These percentages are arbitrary, not fixed, and may vary according to teacher judgment). We will also assume that the number of traits scored on any given assignment will vary – from one to the full six – again, according to the nature of the assignment and what the teacher considers appropriate. The example that follows shows the accumulated scores for two students across a grading period involving six assignments. The top grid shows the possible scores. From this, we can easily extrapolate the number of traits assessed on each assignment — and for the period as a whole; e.g., 10 points possible must mean that two traits were assessed on a given assignment. The second grid shows scores for Pat; and the third grid shows scores for Chris.

<table>
<thead>
<tr>
<th>Total Points Possible</th>
<th>10</th>
<th>30</th>
<th>15</th>
<th>20</th>
<th>10</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pat</td>
<td>10</td>
<td>26</td>
<td>12</td>
<td>18</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>Chris</td>
<td>6</td>
<td>17</td>
<td>8</td>
<td>13</td>
<td>7</td>
<td>10</td>
</tr>
</tbody>
</table>

To convert these scores to a grade, we’ll use the following formula:

\[
\text{“Percent”} = \frac{100 \times (\text{total points earned}) + 45}{\text{number of traits assessed}}
\]

For instance, in the case of Pat, the total points earned for the period is 88 out of a possible 100. The number of traits assessed for the period is 20 (one trait per 5 points possible). On the first assignment, for example, Pat earned 10 out of 10 possible points; that 10 points represents 2 traits assessed on that assignment (5 points each). Thus, Pat’s percentage score is as follows:

\[
\text{Percent} = \frac{10(88)}{20} = \frac{880}{20} = 44 + 45 = 89
\]
This 89% may translate to a very high B+ or a low A-, at the teacher’s discretion. This is a personal decision. Either way, this student has earned 88 out of a possible 100 points – a very strong performance.

For Chris, the percentage score would be as follows:

\[
\text{Percent} = \frac{10 \times 61}{20} = \frac{610}{20} = 30.5 + 45 = 75.5
\]

A percentage of 75% translates into a middle C. This seems about right for a student who has earned 61 points. Remember, a 3 on this scale is a mid-point score! That’s about what Chris has gotten, on average, on each trait assessed. While an individual score of 3 does not translate to a C, many 3’s earned over a period of time for, translate to a middle C.

©1997 with thanks to Gwen Hyatt, math specialist, Northwest Regional Educational Laboratory, who developed the 6-trait formula
4 POINT RUBRIC

Name: ______________________________
LA: ______________________________
Date: ______________________________

Title of Piece: ______________________________
Writing Genre: ______________________________

<table>
<thead>
<tr>
<th>Six Trait Standard</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDEAS/CONTENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ORGANIZATION</td>
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<td></td>
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<td>WORD CHOICE</td>
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<td></td>
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<tr>
<td>VOICE/STYLE/TONE</td>
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</tr>
<tr>
<td>SENTENCE FLUENCY/SENTENCE STRUCTURE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONVENTIONS</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Grade Calculation:

1: TOTAL OF TRAITS ASSESSED

2: 
Formula (My total) x 10  
\[ \text{#of traits assessed} + 55 = \% \]
\[ (\_\_\_) x 10 \]
\[ \#\_\_\_ + 55 = \___\% \]

3: Total Points Possible: \_\_\_\_ x \%(.\_\_\_\_) = \_\_\_\_\_

4: Letter Grade: ____________

| 100-90 | A |
| 89-80  | B |
| 79-70  | C |
| 69-60  | D |
5 POINT RUBRIC

Name: __________________________
LA#: __________________________
Date: __________________________

Title of Piece:

Writing Genre: __________________________

<table>
<thead>
<tr>
<th>Six Trait Standard</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDEAS/CONTENT</td>
<td></td>
<td></td>
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<td></td>
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<td>VOICE/STYLE/TONE</td>
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<tr>
<td>CONVENTIONS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grade Calculation:
1: TOTAL OF TRAITS ASSESSED ________ YOUR TOTAL ________

2: Formula: (My Total) x 10
   # of traits assessed + 45 = %
   ( ) x 10
   # ______ + 55 = ______ %

3: Total Points Possible: ________ x % (.______) = ________

4: Letter Grade:
   100-90 A
   89-80  B
   79-70  C
   69-60  D

Form designed courtesy of Patti Wagner and staff at Broomfield Heights Middle School based on a formula from Gwen Hyatt, Northwest Regional Laboratory.
Middle Level Reading
LANGUAGE ARTS TERMINOLOGY

Writing Process: the process involved in composing any written work follows the same general guidelines:

- **prewriting** – this involves the gathering of ideas through webbing, clustering, brainstorming, researching or graphic organizers as well as determining the audience and purpose of the paper
- **drafting** – this involves developing the rough draft of the ideas gathered in the prewriting into an organized paragraph format
- **revising** – this involves making the necessary changes to turn a mediocre paper into a strong paper (adding variety, coherence, transitions, and detail while eliminating wordiness, irrelevance, and inconsistencies; in other words, applying the Six Traits to writing)
- **proofreading/editing** – this involves checking the paper for accuracy in mechanics, punctuation, grammar/usage, and spelling
- **publishing** – this involves showing the finished product to an audience in some pre-established format

**It is important to note that the writing process is a recursive process, which means that a writer can return to any stage in the process time and time again to polish the product.**

Writing Terms: certain terminology is used by all writers in their craft:

- **writing prompt** – a suggested topic for a piece of writing; a starting point to help the writer develop ideas for writing
- **audience** – the person or people who will read the piece of writing
- **purpose** – the reason for writing the paper; what you hope to accomplish as a writer (to entertain, to persuade, to explain, to retell, etc.)
- **genre** – a form or mode of writing such as exposition, description, persuasion and narration
- **paragraph** – a separate section of a written piece which deals with a particular point; it begins on a new line, is usually indented, and consists of multiple sentences focused on unity, coherence, and fluency
- **introduction** – the beginning part of a piece of writing; it catches the reader's attention and tells what the piece is about through a topic sentence (single paragraphs) or a thesis statement (multi-paragraphs)
  - **topic sentence** – the sentence that tells the main idea of a paragraph
  - **thesis statement** – a concise statement of a writer's opinion or point of view about a topic
- **body** – the section between the introduction and conclusion that explains the writer's main points; it contains the main idea(s)
  - **details** – the facts, observations, descriptions, and examples that explain and elaborate the main ideas in the body of the writing
  - **order** – the logical sequence of words, sentences, ideas, and paragraphs in a piece of writing; paragraphs in a multi-paragraph essay must follow the order set forth in the thesis
- **conclusion** – the ending part of a piece of writing; it summarizes the main ideas made in the piece of writing and leaves the reader with a memorable point (it never
introduces new ideas)

**Literary Elements:** certain terminology is used by all readers to analyze literature

- **antagonist**— character or force in conflict with the main character (protagonist)
- **character**— a person or an animal that takes part in the action of a literary work
  - *dynamic character*— one who changes or grows during the course of the work (can also be classified as a *round character*)
  - *static character*— one who does no changing (can also be classified as a *flat character*)
  - *round character*— one who is fully developed and exhibits many traits
  - *flat character*— one who is one-sided and often stereotypical
- **classical literature**— literary works which have survived the test of time as a work of art and contain the same three crucial elements: “Every man” characters, timeless themes, and universal conflicts
- **conflict**— the struggle between opposing forces, the protagonist and the antagonist; considered the most important element in a literary work because it causes the action
  - *external conflict*— a character struggles against some outside force (man vs. man, man vs. nature, man vs. society)
  - *internal conflict*— a struggle within a character's mind or soul (man vs. himself); usually seen with difficulty making a decision, taking an action, or overcoming a feeling
- **fiction**— prose writing that tells about imaginary characters and events (short stories, novels, plays)
- **flashback**— the author’s use of clues to hint at what might happen later in the story
- **foreshadow**— a scene within a story that interrupts the sequence of events to relate past events
- **non-fiction**— prose writing that presents and explains ideas or that tells about real people, places, objects, or events (autobiographies, biographies, essays, reports, letters, memos, and newspaper articles)
- **genre**— a division or type of literature; the three main ones are poetry, prose, and drama
  - each main genre may be subdivided into lesser genres
    - *poetry*— lyric, concrete, dramatic, narrative, epic, etc.
    - *prose*— historical fiction, autobiography, realistic fiction, etc.
    - *drama*— tragedy, comedy, melodrama, farce, etc.
- **irony**— the general term given to techniques that involve surprising, interesting, or amusing contradictions (specifically, verbal irony, situational irony, and dramatic irony)
- **mood**— also called atmosphere, this is the feeling created in the reader by a literary work or passage (serious, threatening, humorous, sad, etc.)
- **moral**— a lesson taught by a literary work, which is often suggested rather than directly stated, leaving the reader to draw it out (a moral is always thematic, yet a theme is not always a moral)
- **motive**— a reason that explains or partially explains a character's thoughts, feelings, actions, or speech
- **plot**— the sequence of events in which each event results from a previous one and causes the next; this involves both the characters and their conflicts
  - *exposition*— the beginning of the plot that introduces the characters, setting, and basic situation
  - *rising action*— the part of the plot that introduces the central conflict
  - *climax*— the part of the plot that is a turning point in the story where the protagonist must settle the conflict for the final time
  - *falling action (denouement)*— the part of the plot where events explore the consequences of the climactic decision
resolution – the part of the plot which signals the end of the literary work; the conflict is solved and the characters' motives are clear

- point of view – the perspective, or vantage point, from which a story is told
  - first person – one character's perspective shown by the use of the pronoun "I" and its other forms
  - limited third person – the inner thoughts and feelings of only one character are shared through the narrator's perspective (use of the pronouns "he" or "she")
  - omniscient third person – the narrator knows and tells about what each character feels and thinks (use of the pronouns "he" and "she")

- protagonist – the main character in a literary work in conflict with an antagonist
- suspense – a feeling of anxious uncertainty about the outcome of events
- theme – the central message, concern, or purpose in a literary work as communicated by the author through his/her characters; it can be expressed as a generalization about human beings or about life (not to be confused with the moral, the conflict, or the topic)
- tone – the writer’s attitude toward the readers and subject of a work

**Figurative Language:** writing or speech that is not meant to be taken literally
- simile – a figure of speech that uses like or as to make a direct comparison between two unlike ideas (pale as a ghost, clever as a fox)
- metaphor – a figure of speech in which something is described as though it were something else; like a simile, it points out similarities between two unlike things usually using a form of the verb to be and linking to a noun (His eyes are piercing lasers.)
- personification – a type of figurative language in which a non-human subject is given human characteristics (The wind lightly caressed her cheek.)
- symbolism – the use of symbols, common in everyday life, that stand for or represent something else (a dove with an olive branch to represent peace or the blindfolded woman holding a balance scale to represent justice)

**Writing Stylistic Device:** techniques to manipulate words for effect
- alliteration – the repetition of initial consonant sounds to draw attention to certain words or ideas, to imitate sounds, and to create musical effects (The round robin's robust rendition...)
- dialect – the form of a language spoken by people in a particular region or group (“Ain’t he a fine boy now!”)
- dialogue – a conversation between characters
- hyperbole – the use of exaggeration for effect usually to identify a character's abilities and qualities as in a tall tale (with hands as large as pancake griddles)
- idiom – an accepted phrase or expression having a meaning different from the literal ("shoot for the moon" to mean “set one's sights high”)
- imagery – use of words or phrases to appeal to one or more of the five senses (“...the last rains came gently, and they did not cut the scarred earth.”)
- onomatopoeia – the use of words that imitate sounds, which puts activity into a literary work (crash, buzz, screech, hiss, jingle, and cluck)

**Six + One Traits of Writing:** the list of attributes which all good writing possesses
- ideas/content – the details, development and focus
- organization – the internal structure
- voice – the tone, style, purpose and audience involved
- word choice – the precise language and phrasing
- sentence fluency – the correctness, rhythm and cadence
• **conventions** – the mechanical correctness, **PLUS**
  
  **presentation** – the handwriting, formatting, and layout

**Style Elements of Presentation:** these elements represent a suggested list to enhance the overall look of a written piece

- *blue or black ink pen or word processing only*
- *standard white notebook paper* (no spiral paper or colored paper)
- *double spacing* (this applies whether the work is handwritten or word processed: write on one side of the paper only)
- *standard margins*
- *indented paragraphs* (*normal tab of 5 spaces*)
- *correct heading in the upper right corner* (right justified if word processed)
- *a legible, 12 point font when word processed*
- *centered title that is short and meaningful* (capitalized, may be bold; no quotes or underline)

**Additional Language Arts Terminology:** the following terms are used in the art of language addressing writing, reading, and speaking

- **analyze** – to carefully examine and explore a subject with the objective of “breaking down” information in order to gain understanding
- **background information/prior knowledge** – information that students already possess that helps them understand, relate, and organize new information
- **bias** – a mental leaning, prejudice, inclination or bent
- **bibliography** – a formatted list of print sources used in research
- **cause/effect** – a relationship between two or more events in which one event (cause) brings about another (effect)
- **chronological order** – arrangement of details in the order in which they occurred
- **comparison** – noting similarities between two or more things
- **connotation** – the feelings and associations that a word evokes
- **contrast** – noting differences between two or more things
- **counter argument** – in debate, the negative side’s presentation of a solution that differs substantially from the affirmative side’s proposition
- **critical reading** – finding and evaluating the author’s main idea or message in a piece of literature by testing the evidence for reliability
- **debate** – formalized public speaking in which participants prepare and present speeches on opposite sides of an issue to determine which side has the stronger arguments
- **decoding** – breaking down a word into its separate “chunks” in order to sound out the word
- **denotation** – the literal meaning of a word
- **editorials** – essays or articles that give opinions about a timely or important topic
- **enunciation** – the distinctness of sounds a speaker makes
- **etymology** – the parts of a word including its roots and any affixes (prefixes, suffixes)
- **explicit information** – information that is clearly stated in the text; definite and provable fact – a statement that can be proven
- **formal speech** – a speech carefully prepared and given at an arranged time and place
- **graphic organizers** – charts, words, diagrams or other visuals that aid in both understanding a work of fiction or nonfiction or organizing one’s writing ideas
- **implicit information** – information suggested or to be understood though
not plainly expressed; implied

- **inference** – a reasonable prediction or conclusion based on logic or deduction from implicit and explicit evidence presented in the text (“reading between the lines”)
- **interpretative discussion** – oral communication involving higher level thinking strategies requiring student knowledge of implicit as well as explicit information
- **MLA/APA** – Modern Language Association and American Psychological Association; the two most common formatting guides for writing
- **mass media** – practical methods for communicating with a large group of people (newspapers, magazines, film, radio, billboards)
- **opinion** – a statement that reflects personal belief
- **paraphrase** – to use one’s own words to describe what has been seen, heard, or read
- **parenthetical documentation** – a citation in parentheses located directly after quoted or paraphrased material to give credit to the source of that (see MLA or APA style guide)
- **persuasive argument** – the attempt to convince others to do something or to change a belief of their own free will
- **pitch** – highness or lowness of sounds made
  - **inflection** – upward or downward glide of the pitch
- **plagiarism** – the presentation of another person’s words or ideas as one’s own
- **predicting** – using clues from a reading passage, as well as prior knowledge, to make a logical guess about what might happen next
- **primary source** – information provided from direct experience
- **research question** – a guiding question to ask before researching to stay focused on the topic
- **scaffolding** – in learning, the gradual withdrawal of adult (e.g., teacher) support, as through instruction, modeling, questioning, feedback, etc., for a child’s performance across successive engagements, thus transferring more and more autonomy to the child. *Note:* “Support activities are called scaffolding because they provide support for learning that can be taken down and removed as learners are able to demonstrate strategic behaviors in their own learning activities” (Herrmann, 1994). This concept is based on Vygotsky’s (1978) emphasis on the importance of learning assistance that is adjusted to the learner’s potential development.
- **secondary source** – information provided that originated with other people
- **stereotype** – a biased belief about a whole group of people based on insufficient or irrelevant evidence
- **summarize** – to present the main points of text in a shortened form using one’s own words
- **synthesize** – to reflect on a number of individual elements of a text and decide how they affect the selection or subject as a whole
- **tempo** – speed and rhythm of speech
- **tone** – a speaker’s attitude toward the subject and/or audience through the use of voice and language choice
- **visualizing/mental imagery** – transforming text into a mental image that is as personal and specific as possible
- **works cited** – a formatted list of sources used in research, both print and technology
<table>
<thead>
<tr>
<th>Focus/Genre</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentrated focus or In depth study area(s)</td>
<td>Investigating and examining a wide variety of literature</td>
<td>Multicultural/geographical focus tied to World Geography</td>
<td>American history, U.S. society tie-in</td>
</tr>
<tr>
<td>Biography/Auto-biography</td>
<td>Optional</td>
<td>Emphasis</td>
<td>Supplemental</td>
</tr>
<tr>
<td>Classics</td>
<td>*Infused throughout curriculum</td>
<td>*Infused throughout curriculum</td>
<td>*Infused throughout curriculum</td>
</tr>
<tr>
<td>Drama</td>
<td>Optional</td>
<td>Supplemental</td>
<td>Supplemental</td>
</tr>
<tr>
<td>Essays/Documents</td>
<td>Optional</td>
<td>Supplemental</td>
<td>Emphasis including founding documents and speeches</td>
</tr>
<tr>
<td>Historical Fiction</td>
<td>Optional</td>
<td>Optional with ties to World Cultures</td>
<td>Emphasis with U.S. Society</td>
</tr>
<tr>
<td>Multicultural</td>
<td>*Infused throughout curriculum</td>
<td>*Emphasis with ties to World Cultures</td>
<td>*Infused throughout curriculum</td>
</tr>
<tr>
<td>Mystery</td>
<td>Emphasis</td>
<td>Optional</td>
<td>Optional</td>
</tr>
<tr>
<td>Myths/Legends</td>
<td>Emphasis on Greek, Roman and Meso American</td>
<td>Optional with world cultural ties</td>
<td>Optional with ties to American tradition</td>
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<tr>
<td>Poetry</td>
<td>Emphasis on basic elements</td>
<td>Supplemental tie to World Geography</td>
<td>Emphasis on poetry analysis</td>
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<td>Realistic Fiction (i.e. survival, adventure, coming of age)</td>
<td>Emphasis on basic elements of poetry</td>
<td>Supplemental</td>
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<tr>
<td>Respect for individual differences</td>
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<td>*Infused throughout curriculum</td>
</tr>
<tr>
<td>Science Fiction/Fantasy</td>
<td>Emphasis</td>
<td>Supplemental</td>
<td>Optional</td>
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## Middle School Reading Matrix

<table>
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<td>--------------</td>
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<td>----------------------------------------</td>
<td>----------------------------------------</td>
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<tr>
<td>Short Stories</td>
<td>Optional</td>
<td>Strong emphasis with ties to World Geography</td>
<td>Supplemental readings tied to American History</td>
</tr>
<tr>
<td>Non fiction</td>
<td>Supplemental</td>
<td>Supplemental</td>
<td>Emphasis with ties to U.S. Society</td>
</tr>
</tbody>
</table>
Middle Level Suggested Titles

Sixth Grade

Mystery
The Ghost in the Tokaido Inn
The Westing Game
The View from the Cherry Tree
Holes
The House with a Clock in its Walls
And Then There Were None
The Egypt Game

Classics – Fables/Myths
Aesop’s Fables
The Tiger Who Would be King
The Emperor’s New Clothes
Narcissus
Icarus and Daedalus
The Fox and the Crow

Fantasy/Science Fiction
The Hobbit
A Wrinkle in Time
Ella Enchanted
Tuck Everlasting
The Green Book
The Golden Compass
Redwall
The Phantom Tollbooth
The Girl Who Owned a City

Multicultural Fiction
Sing Down the Moon
The Black Pearl
Streams to the River, River to the Sea
Roll of Thunder, Hear My Cry

Adventure
Freak the Mighty
True Confession of Charlotte Doyle
The Cay
Summer of the Monkeys
Island of the Blue Dolphins

Realistic Fiction
Walk Two Moons
Joey Pigza Swallowed the Key
Because of Winn Dixie
Seventh Grade

Multicultural
Shabanu
Haveli
Children of the River
The Pearl
The Year of Impossible Goodbyes
The Storyteller’s Beads
The House on Mango Street
Walkabout
A Girl Named Disaster
Chuju’s House
Kira-Kira

Short Stories
“Rikki-tikki-tavi”
“Rip Van Winkle”
“Seventh Grade”
“Ribbons”
“Two Kinds”
“Amigo Brothers”
“After Twenty Years”
“Heartache”
“All Summer in a Day”
“The Californian’s Tale”

Biography/Autobiography
Knots on my Yoyo String
Boy
Year of Impossible Goodbyes

Realistic Fiction
Changes in Latitude
Bloomability

Classics
Rikki-tikki-tavi
Rip Van Winkle
Eighth Grade

**Historical Fiction**
- Across Five Aprils
- Anne Frank: The Diary of a Young Girl
- April Morning
- Farewell to Manzanar
- Hiroshima
- Johnny Tremain
- Night
- No Promises in the Wind
- Sarah Bishop
- Shane
- To Kill a Mockingbird

**Nonfiction**
- “The American Dream”
- “Give Me Liberty or Give Me Death”
- Gettysburg Address
- “This We Know”
- Declaration of Independence
- Preamble to the Constitution
- “Emancipation from Lincoln: A Photobiography”

**Drama**
- “The Diary of Anne Frank”
- “Our Town”

**Multicultural**
- Black Elk Speaks
- Where the Lilies Bloom
- Farewell to Manzanar

**Classics**
- 1984
- Farenheit 451
- The Adventures of Tom Sawyer
- Little Women
- The Prince and the Pauper
- War of the Worlds
- A Christmas Carol
BACKGROUND

The Glossing Process as a Practical Approach to Grammar Instruction, an article written by Deborah Johansen and Nancy L. Shaw, teachers at Yarmouth High School in Maine, attempts to answer the dilemma addressed by English teachers at all levels concerning effective grammar instruction. It is widely recognized that grammar is an integral part of the language arts, yet many teachers feel that perhaps the job of instruction in grammar is often given secondary status because of time or confusion. At the same time, a demand exists from the public for more error-free writing. At higher levels, students are being held more accountable for the surface features of their compositions. Because of this feedback from the public, along with state standards and testing, grammar instruction must be effectively addressed. As one potential method of instruction, grammar glossing focuses its efforts on creating a “meaningful, practical system for teachers and students.” While the traditional teaching of grammar in isolation does not meet the needs of many teachers and students, and teaching grammar through student writing does not always adequately address the concrete instruction needed, grammar glossing attempts to blend methodology to give teachers a workable system and help students know why they make the mistakes they do and how to correct them.

GRAMMAR GLOSSING

Defined by Johansen and Shaw, grammar glossing is “a method whereby the student corrects an error identified by the teacher and then states the grammatical rule that applies. The objectives are for students to establish a common language of grammar rules, as well as to gain the ability to edit independently.” The name “glossing” seems to be derived from the dictionary definition of glossing as “to make smooth.” In grammar, that would imply that a student edits his work to smooth over the rough sections, which will allow him to more effectively communicate his message to his determined audience. Student writing can still be assessed using the 6+1 Traits rubric or an assigned teacher rubric as the Grammar Glossing component fits within the conventions portion of any rubric. The beauty of the glossing process, though, is that it allows teachers “to individualize instruction in grammar, since a teacher can choose more complex errors for more advanced students. Mini lessons in grammar can be developed based on the errors the students are making; therefore, the need for grammar instruction is determined by students’ writing.” While Johansen and Shaw recognize that glossing can be tedious at times for students and teachers, the benefits really do outweigh the drawbacks. “Students begin to possess a common language for grammar. They can achieve mastery of twenty rules of grammar over the course of (three) years and can articulate their progress toward reaching the standard of English conventions. Most importantly, they can become more independent in their editing process.”
THE GLOSSING PROCESS

Grammar glossing is a progressive process to be used throughout the year. It is a five-step process, which is designed to be informative rather than punitive. Consequently, it will need to be structured differently for sixth graders as opposed to eighth graders. The teacher may choose fewer, simpler errors that require glossing for sixth graders and more complex errors for eighth graders.

Step I: The teacher assesses a piece of student writing as usual and marks grammatical errors.

Step II: The teacher designates only those errors he or she wants the student to gloss. This designation may be through a number, letter, color system or something similar.

Step III: The student receives the composition back and makes all corrections on it.

Step IV: The student receives a “Glossing Sheet” and writes the grammatical rules for only the designated errors.

Step V: The student returns the “Glossing Sheet” and corrected composition to the teacher.

Students need to know why they are making the revisions in order to learn the concept of language usage. The repetition of actually writing the same rules many times will also allow students the opportunity to recall and avoid making the same mistakes.
ENGLISH CONVENTIONS RULE SHEET
TOP 20

For this process to work, students need access to grammar rules. Johansen and Shaw suggest identifying twenty rules of grammar that are the most problematic for middle school students. These are identified below, listed in order of importance in the instructional process. The rules marked with an * require the use of a classroom reference to find and write the specific rule before making the necessary correction.

1. **RUN-ON**: A run-on sentence is two or more sentences joined without adequate punctuation or a connecting word.

2. **FRAGMENT**: A fragment is a group of words used as a sentence that lacks a subject, verb, or some other essential.

3. **COMMA SPLICE**: A comma splice results when two independent clauses are connected ("spliced") with only a comma.

4. **END PUNCTUATION**: The end of a sentence is incorrectly punctuated as to its type or its use with quotation marks or parenthetical documentation. Use a reference to find the specific rule and correct the error.

5. **CAPITALIZATION**: Either a capital letter is omitted or it is incorrectly used. Use a reference to identify the specific rule and correct the error.

6. **SPELLING**: The spelling of a word or words is incorrect. Use a reference to find the correct spelling.

7. **PARAGRAPH FORMAT**: The beginning of a paragraph is indicated by indentation, typically five spaces. Also, in multi-paragraph writing, paragraphs may be differentiated by double spacing between paragraphs. Make sure you follow your teacher's rule.

8. **COMMA USAGE**: Either a comma is lacking or has been incorrectly used. The error is either one of separating or grouping. Use a reference to find the specific rule and correct the error.

9. **SUBJECT/VERB AGREEMENT**: Subjects and verbs must agree in number. If your subject is singular, your verb must be singular. If your subject is plural, your verb must be plural.

10. **VERB TENSE CONSISTENCY**: The tense of all verbs must remain consistent within a text. For example, if you begin in the present tense, you must stay in the present tense.
11. **APOSTROPHES**: Either an apostrophe is lacking or has been incorrectly used. This can be a contraction, plural, or possessive error. Use a reference to find the specific rule and correct the error.

12. **QUOTATION MARKS**: The sentence contains an error in the usage of quotation marks in direct quotations, titles, or special words. Use a reference to find the specific rule and correct the error.

13. **PROPER PUNCTUATION FOR TITLES**: Some titles are underlined/italicized; others are placed within quotations. Use a reference to find the specific rule and correct the error.

14. **PRONOUN/ANTECEDENT AGREEMENT**: Pronouns must agree in number, person, and gender with their antecedents. Use a reference to find the specific rule and correct the error.

15. **CORRECT PRONOUN USAGE**: A pronoun has been used incorrectly. The error may be one of case or class. Use a reference to find the specific rule and correct the error.

16. **COMPARATIVES/SUPERLATIVES**: The *comparative* form of a modifier (adjective/adverb) is the form that shows two things being compared. "You are taller than I am." The *superlative* form of a modifier (adjective/adverb) shows three or more things being compared. "You are the tallest student in the class."

17. **MISPLACED MODIFIER**: A modifier should be placed as close as possible to the word it modifies in order to make the meaning of the sentence clear.

18. **SEMICOLONS**: Use a semicolon to connect two closely related independent clauses that are not joined by a coordinating conjunction.

19. **COLONS**: A colon is used in a sentence after the salutation of a business letter, time indication, and introduction of a list at the end of a sentence.

20. **WRITING CARDINAL NUMBERS/ORDINAL NUMBERS AS WORDS**: In writing not classified as technical, some numbers are spelled out, and some are expressed as figures, referred to as numerals. Use a reference to find the specific rule and correct the error.
PRE/POST TEST SAMPLES

In order for a teacher to know whether glossing improves the use of English conventions, a common assessment must be administered to determine students’ understanding of the twenty problematic rules of grammar usage. This helps to reinforce the objectives of grammar glossing, as well as to inform instructional practices.

RUN-ONS:
1. John and Mary went to the store they bought a kitten.
2. I thought the ride would never end my eyes were crossed and my fingers were numb.

FRAGMENTS:
1. When Herbie ran into the room and everyone gasped.
2. Screaming at the sight of the monster.

COMMA SPLICES:
1. The concert goers waited in the hot sun for two hours, they began to shout.
2. The lunchroom was very crowded, after a few minutes the workers ran out of food.

END PUNCTUATION:
1. Mary Lou wondered whether or not it was raining outside?
2. Nathaniel Hawthorne describes the house as a “seven-gabled monstrosity”.

CAPITALIZATION:
1. Last Fall, mother invited president Bush to lunch at the Paris café.
2. My Uncle Phil shouted, “wave your american flag to celebrate independence day!”

SPELLING:
1. She brought there books because they had alot of stuff going on.
2. I’ll seperate the groceries we recieved last night before begining the dinner.

PARAGRAPH FORMAT:
1. State your teacher’s rule for paragraphing.

COMMA USAGE:
1. I brought to school pencils rulers paper pens and a calculator but I forgot my tissues.
2. Benson our enthusiastic Yorkshire terrier joined our family on my sister’s birthday.

SUBJECT/VERB AGREEMENT:
1. The man with the funny looking dogs want to go to the fair.
2. Either the cat or the dog wake me up each morning.

VERB TENSE CONSISTENCY:
1. The story of Madeline describes the adventures of a French schoolgirl. Madeline and her friends went to the Eiffel Tower for a school visit. When they arrived, Madeline complains of pains. She goes to the hospital to have her appendix out.
APOSTROPHES:
1. It's difficult for the dog to catch its tail.
2. He forgot all the Cs on the letter he sent to Johns house.

QUOTATION MARKS:
1. My mom asked my brother and me “if we would go to the store for her.”
2. The chorus will sing Hakuna Matata from The Lion King.

PROPER PUNCTUATION FOR TITLES:
In the following examples, write whether the title should be underlined/italicized or enclosed in quotation marks.
1. Holes
2. Star Spangled Banner
3. Denver Post

PRONOUN/ANTECEDENT AGREEMENT:
1. If my brother and his friend eat three burgers, he will be really stuffed.
2. If everyone wears a watch, they will be on time.

CORRECT PRONOUN USAGE:
1. Jim and her were asked to keep their opinions to theirselves.
2. Who are you taking to the dance this weekend?

COMPARATIVES/SUPERLATIVES:
Choose the correct form of comparison in the examples below:
1. Of the two track stars, Sara runs (fast, faster, fastest).
2. We live (farther, farthest) from school than our classmates.
3. Of all the students in art class, Daniel is the (more, most) artistic.

MISPLACED MODIFIER:
1. My dad couldn’t hear the phone singing in the shower.
2. His kite was caught in a tree with a long string.

SEMICOLONS:
1. My brother was an outstanding student in high school, he was accepted at Harvard.
2. My brother was an outstanding student in high school, however he was not able to get into Stanford.

COLONS:
1. My favorite foods are: pizza, ice cream, and Cheetos.
2. Our study is in these three areas short stories, poetry, essays.

CARDINAL NUMBERS/ORDINAL NUMBERS:
Underline the correctly written sentence:
1. The soda costs 70 cents. The soda costs seventy cents.
2. 51% constitutes a majority. Fifty-one percent constitutes a majority.
GRAMMAR GLOSSING SHEET

Assignment: ____________________________
# of errors to correct: _______________________
Due: ____________________________

1. Type of error: ____________________________ # of times made: _________
   My specific error: ___________________________________________________
   ____________________________________________________________
   Specific rule: ____________________________________________________
   ____________________________________________________________
   Corrections: ____________________________________________________
   ____________________________________________________________

2. Type of error: ____________________________ # of times made: _________
   My specific error: __________________________________________________
   ____________________________________________________________
   Specific rule: ____________________________________________________
   ____________________________________________________________
   Corrections: ____________________________________________________
   ____________________________________________________________

3. Type of error: ____________________________ # of times made: _________
   My specific error: __________________________________________________
   ____________________________________________________________
   Specific rule: ____________________________________________________
   ____________________________________________________________
   Corrections: ____________________________________________________
   ____________________________________________________________

66
4. Type of error: ______________________ # of times made: ______
   My specific error: ________________________________________
   _________________________________________________________
   Specific rule: _____________________________________________
   _________________________________________________________
   Corrections: ______________________________________________
   _________________________________________________________

5. Type of error: ______________________ # of times made: ______
   My specific error: ________________________________________
   _________________________________________________________
   Specific rule: _____________________________________________
   _________________________________________________________
   Corrections: ______________________________________________
   _________________________________________________________

6. Type of error: ______________________ # of times made: ______
   My specific error: ________________________________________
   _________________________________________________________
   Specific rule: _____________________________________________
   _________________________________________________________
   Corrections: ______________________________________________
   _________________________________________________________

7. Type of error: ______________________ # of times made: ______
   My specific error: ________________________________________
   _________________________________________________________
   Specific rule: _____________________________________________
   _________________________________________________________
   Corrections: ______________________________________________
   _________________________________________________________
## GRAMMAR GLOSSING SHEET

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<thead>
<tr>
<th>TYPE OF ERROR</th>
<th>#</th>
<th>SPECIFIC ERROR</th>
<th>RULE BROKEN</th>
<th>CORRECTION(S)</th>
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<tbody>
<tr>
<td>Comma Splice</td>
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<td>Many times I sue a pencil, my teacher prefers ink.</td>
<td>A comma splice results when two independent clauses are connected (&quot;spliced&quot;) with only a comma.</td>
<td>Many times I use a pencil; my teacher prefers ink.</td>
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</tbody>
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GRAMMAR GLOSSING SHEET (Blank Sample)

Assignment: __________________________      Name: __________________________
# of errors to correct: ___________________      Date: _______________ Period: ______
Due: ________________________________

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<tr>
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</table>
Mid Level Sample Curriculum Maps
<table>
<thead>
<tr>
<th>Essential Questions/Content Standards</th>
<th>Skills</th>
<th>Assessments</th>
<th>Content/Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the elements of a mystery?</td>
<td>*Name and describe the elements of a mystery: characters, plot (including suspense, rising action, climax), and motives.</td>
<td>-Guided class discussions</td>
<td>~mystery series such as Harry Potter, Sammy Keyes, Boxcar Children, Nate the Great</td>
</tr>
<tr>
<td>How does an author build suspense in a mystery?</td>
<td>*Identify and chart literary elements of setting, plot, theme, character development, point of view.</td>
<td>-Small group literary circles</td>
<td>~novel titles:</td>
</tr>
<tr>
<td>How is a mystery like all other fictional literature?</td>
<td>*Describe author’s use of literary devices such as flashback, foreshadow, tone, mood to affect the story.</td>
<td>-Notetaking during reading about clues, new vocabulary, characters</td>
<td>The Face on the Milk Carton</td>
</tr>
<tr>
<td>What vocabulary words are unique to mysteries?</td>
<td>*Complete a written analysis using guided questions to discuss plot, characters, and mystery style of author; justify reasoning by using text examples.</td>
<td>-Oral or written responses or summaries</td>
<td>Wolf Rider</td>
</tr>
<tr>
<td>BVSD Content Standards:</td>
<td>*Define and use words specific to mysteries: alibi, clue, deduction, evidence, red herring, sleuth, suspects, witness.</td>
<td>-Read alouds</td>
<td>The Egypt Game</td>
</tr>
<tr>
<td>6.1.1a, 6.1.1b</td>
<td>*Choose a mystery novel at an appropriate independent reading level and read independently.</td>
<td>-Story maps, charts, graphic organizers to guide thinking</td>
<td>From the Mixed Up Files of</td>
</tr>
<tr>
<td>6.1.2a</td>
<td>*Respond as directed by teacher to demonstrate understanding of choice novel.</td>
<td>-Analytical responses with text justification</td>
<td>Mrs. Basil E. Frankweiler</td>
</tr>
<tr>
<td>6.6.1a, 6.6.1b</td>
<td></td>
<td>-Vocabulary quizzes and class work on vocabulary</td>
<td>The Westing Game</td>
</tr>
<tr>
<td>6.6.2a</td>
<td></td>
<td>-Book reports following guided questions that analyze plot, characters, and author’s use of literary devices and techniques</td>
<td>The View from the Cherry Tree</td>
</tr>
<tr>
<td>6.6.3a, 6.6.3b</td>
<td></td>
<td>-Assigned reader responses to independent reading of choice novel</td>
<td>~read alouds:</td>
</tr>
<tr>
<td>6.6.4a</td>
<td></td>
<td></td>
<td>Bad Day at Riverbend by</td>
</tr>
<tr>
<td>6.6.5a, 6.6.5b</td>
<td></td>
<td></td>
<td>Chris Van Allsburg</td>
</tr>
<tr>
<td>6.6.6a, 6.6.6b, 6.6.6c</td>
<td></td>
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<td></td>
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</tbody>
</table>
### 7th Grade Sample Curriculum Map

#### Essential Questions/Content Standards

<table>
<thead>
<tr>
<th>Question</th>
<th>Skills</th>
<th>Assessments</th>
<th>Content/Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the elements of a short story?</td>
<td>* Summarize the who, what, when, where and why/how of a short story.</td>
<td>- Response journals</td>
<td>~ A variety of short stories from the classroom literature text</td>
</tr>
<tr>
<td>How do the details from the story support or refute the predictions I make?</td>
<td>* Identify the literary elements in a short story by plotting these on a story map (setting, plot, theme, character development, and point of view)</td>
<td>- Oral questioning</td>
<td>~ Short story collections such as Caroline Meyer’s Rio Grande Stories or Donald R. Gallo’s First Crossing: Stories about Teen Immigrants</td>
</tr>
<tr>
<td>How do I use the details in the story to answer questions I have during the reading?</td>
<td>* Describe the author’s use of setting, plot, theme, point of view to develop the story.</td>
<td>- Retelling</td>
<td></td>
</tr>
<tr>
<td>How do I use context clues to help me figure out the meanings of unknown words?</td>
<td>* Identify author’s purpose in terms of theme and cite examples from the text to support reasoning.</td>
<td>- Oral/written explanatory summaries</td>
<td></td>
</tr>
<tr>
<td>How does the author’s use of literary devices create a better story?</td>
<td>* Make logical predictions and justify reasoning by using supporting details.</td>
<td>- Story maps, plot pyramids, other graphic organizers</td>
<td></td>
</tr>
<tr>
<td>BVSD Content Standards: 7.1.4a, 7.1.4b, 7.1.4c, 7.1.4d, 7.1.4f, 7.6.1a, 7.6.2a, 7.6.2b, 7.6.3a, 7.6.3b, 7.6.4l, 7.6.5a, 7.6.5b, 7.6.6a, 7.6.6b</td>
<td>* Note questions in writing while reading and note sources in text for those questions.</td>
<td>- Literature discussion circles</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Use context clues to determine possible synonyms, antonyms, homonyms to help construct meaning.</td>
<td>- Student products: collage, book jacket, character sketch, book review, storyboard</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Locate and name specific literary devices (flashback, foreshadow, simile, metaphor) employed by the author.</td>
<td>- Written responses to explain use of literary elements or devices in story</td>
<td></td>
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<td>- Word webs</td>
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<td>- Definition maps</td>
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<td></td>
<td>- Transformation of a short story by changing an element such as character, setting, point of view, or ending</td>
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</table>
### 8th Grade Sample Curriculum Map

<table>
<thead>
<tr>
<th>Essential Questions/Content Standards</th>
<th>Skills</th>
<th>Assessments</th>
<th>Content/Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do I compose a formal essay using the writing process?</td>
<td>*Understand and use the steps in the writing process independently: planning, drafting, revising, proofreading, editing, publishing.</td>
<td>*Student work: prewriting lists, maps, clusters, outlines, graphic organizers</td>
<td>~teacher-produced graphic organizers</td>
</tr>
<tr>
<td>How do I organize my thoughts logically?</td>
<td>*Understand and apply the elements of composing: central idea, elaboration, unity, and organization.</td>
<td>*Original paragraphs or essays</td>
<td>~authentic student work to use as exemplars</td>
</tr>
<tr>
<td>How can I use transitions to help my writing flow smoothly?</td>
<td>*Use a variety of prewriting strategies: brainstorming, mapping, outlining, clustering, listing, or teacher-provided graphic organizers.</td>
<td>*Rough drafts that reflect revision and editing completed by student</td>
<td>~appropriate rubrics to guide student writing</td>
</tr>
<tr>
<td>How do I write for an audience and with a specific purpose?</td>
<td>*Write to explain and build a body of well-organized, understandable information.</td>
<td>*Practice work in peer assessment of written work</td>
<td>~class text to guide instruction in formatting essay</td>
</tr>
<tr>
<td>What are the specific format requirements in a comparison/contrast essay?</td>
<td>*Draft a comparison/contrast composition with attention to voice, tone, selected details, embedded phrases and clauses, vivid and precise vocabulary, sentence variety and transitional words and phrases.</td>
<td>*Final original essay demonstrating elements of C/C</td>
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<tr>
<td>How do I revise and edit my own work effectively?</td>
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**BVSD Content Standards:**
8.2.4a, 8.2.4b, 8.2.4c, 8.2.4d, 8.2.4e, 8.2.4f, 8.2.4g, 8.2.4h, 8.2.4i, 8.2.4j, 8.2.4k, 8.3.2a, 8.3.3b, 8.3.4a, 8.3.4b, 8.3.5a, 8.3.5b, 8.3.6b, 8.3.6d
<table>
<thead>
<tr>
<th>Essential Questions/Content Standards</th>
<th>Skills</th>
<th>Assessments</th>
<th>Content/Materials</th>
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<tbody>
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<td></td>
<td>*Use the point by point or block methods effectively to compare/contrast multiple elements.</td>
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<tr>
<td></td>
<td>*Apply revising procedures such as rereading, reflecting, rethinking, rewriting, including vivid vocabulary, sentence combining, and transitions between ideas and paragraphs.</td>
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<tr>
<td></td>
<td>*Punctuate sentences correctly to eliminate run-ons, fragments, and comma splices.</td>
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<tr>
<td></td>
<td>*Use multiple methods to check correct punctuation and spelling.</td>
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<td></td>
<td>*Create a final, formal essay using ink or word processing.</td>
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<tr>
<td>Sample Curriculum Map</td>
<td>Teacher:</td>
<td>Subject Grade:</td>
<td>Time Frame:</td>
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<tr>
<td>Unit:</td>
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<tr>
<td>Essential Questions/Content Standards</td>
<td>Skills</td>
<td>Assessments</td>
<td>Content/Materials</td>
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STUDENT EXEMPLARS IN MIDDLE SCHOOL READING AND WRITING

The following exemplars were taken from a source titled *Exemplars of Student Performance in Middle School Reading and Writing*, which was commissioned by the Denver Area School Superintendents’ Council in January of 2001.

Exemplars are samples of student work that illustrate proficiency at the middle school level. Exemplars represent a range of proficiency levels and illustrate a variety of reading and writing skills and content knowledge. Exemplars are not intended to be curriculum or assessments (Denver Area School Superintendents’ Council, 2001).
Journal: Is Tom a Bad Boy?

Task – General
- The student was asked to read Tom Sawyer and record his/her thoughts in a dialectical journal.

Standards Exemplified: 1, 2, 3, 4, 6

Annotations
  General
  Standard 1
  In this task, Journal: Is Tom a Bad Boy?, the student shows proficiency in Standard 1 by
  - Evaluating and interpreting information to support the essential question;
  - Making connections between prior knowledge and new information.

Standard 2
In this task, Journal: Is Tom a Bad Boy?, the student shows proficiency in Standard 2 by
  - Maintaining a clear and consistent purpose throughout;
  - Using elements of style that show commitment to the topic;
  - Providing sufficient details to support the topic.

Standard 3
In this task, Journal: Is Tom a Bad Boy?, the student shows proficiency in Standard 3 by
  - Using capitalization, punctuation, simple, compound, complex and compound/complex sentences conventional spelling, and direct quotations correctly.

Standard 4
In this task, Journal: Is Tom a Bad Boy?, the student shows proficiency in Standard 4 by
  - Using reading and writing skills to answer questions;
  - Expressing and defending a point of view;
  - Recognizing an author’s point of view;
  - Drawing conclusions about what is read.

Standard 6
In this task, Journal: Is Tom a Bad Boy?, the student shows proficiency in Standard 6 by
- Comparing the diverse voices of our national experience as he/she reads a variety of U. S. literature.

**Task – Specific**
- During the reading of *Tom Sawyer*, the student was asked to explore the question, "Was Tom as bad boy?" by citing quotations and explanations in a dialectical journal.

**Materials Needed**
- *Tom Sawyer*

**Annotations**
- **Specific**
  - Each entry maintains the clear and consistent purpose of exploring the question, "Was Tom a bad boy?"
  - Note the voice in each entry.
<table>
<thead>
<tr>
<th>JOURNAL: Is Tom a Bad Boy?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1) &quot;Oh, Tom, you poor thick headed thing, I'm not teasing you. I wouldn't do that. You must go and learn it again. Don't you be discouraged, Tom, you'll manage it — and if you do, I'll give you something ever so nice. There, now that's a good boy.&quot; said Mary. Pg. 23, Chapter 4</strong></td>
</tr>
<tr>
<td>Mary is trying to help and teach Tom. This makes Mary &quot;good.&quot; Tom is &quot;good&quot; for frying. However, Tom got to this by doing something &quot;bad,&quot; In this case, Tom is &quot;good&quot; and &quot;bad.&quot; Tom thought that Mary was teasing him because at times Tom is looked at as a &quot;bad&quot; boy. But Mary was looking at Tom as if he was a &quot;good&quot; boy. Mary was very nice by encouraging and offering Tom something nice if he manages through this. Even if Tom is a &quot;bad&quot; boy, Mary is trying to help him and change him into a &quot;good&quot; boy.</td>
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<tr>
<td><strong>2) &quot;At the end of half an hour they were wading through the tall grass of the graveyard.&quot; Pg. 63, Chapter 9</strong></td>
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<tr>
<td>This sounds a bit odd. If you think about it, it is a couple of young boys in a graveyard. Some people go to graveyards to mourn for the dead, whereas others, such as Tom and Huck, go looking for an adventure. A graveyard isn't really the place for adventures — but in their minds it is. Boys are always looking for fun, and they love doing things that they shouldn't do. Some, like Sid, are looked upon as &quot;good&quot; and they don't do the things that they're not supposed to do. But this doesn't make Tom &quot;bad&quot;, only adventurous.</td>
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<tr>
<td><strong>3) &quot;One of the reasons why Tom's mind had drifted away from its secret troubles was that it had found a new and weighty matter to interest itself about. Becky Thatcher had stopped coming to school...she was it&quot; Pg. 81, Chapter 12</strong></td>
</tr>
</tbody>
</table>
| This is something that makes Tom more of a "good" boy. Tom cares about Becky, and he is worried about her being M. Tom is disappointed that Becky is not coming to school. I think that Tom must really care about Becky because he is turning away from his "secret troubles" to worrying and caring about Becky. Tom wants to see Becky every day so he is stopping by her house. He is also stopping by her house to show he...
<p>| | |</p>
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<td>80</td>
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</table>

4) "He warn't bad, so to say — only mischeevous" — Aunt Polly. Pg. 103, Chapter 15

- Aunt Polly is saying that Tom wasn’t really a "bad" boy, he was mischievous. She said that at the time when she thought that he was dead. Meanwhile, Tom was alive and listening to this. You can think of Tom as bad to make everyone think that he is dead. Tom, before this, thought of himself as a hero. But now, listening to his Aunt, he feels bad. I agree with Aunt Polly. I think Tom is mischievous and adventurous. Tom doesn’t want to cause paid, he just wants to have fun.

5) "It would have been something if you'd cared enough to think of even if you didn't do it.‘ — Aunt Polly. Pg. 121, Chapter 18 •

- While Aunt Polly is questioning Tom’s ability for caring, Tom is saying that he didn’t mean any harm. Tom really does care for people; Aunt Polly just doesn’t realize it right now. Tom felt awful when he heard her say that he wasn’t a "bad" boy. Now Tom feels that Aunt Polly doesn’t think he cares. Tom has a heart and he feels guilty knowing how Aunt Polly feels. I would call Tom a "bad" boy for letting Aunt Polly feel that bad and believe that he was dead. But in a way, Tom is a "good" boy because he feels bad he cares, and he feels awful about what he has done. Tom has to learn somehow and the gat teaches him. "Good" and "bad" ae not the case — he knows he did something wrong, and that’s what counts.

6) After Becky Thatcher was questioned for ripping the book, "A thought shot like lightning through Tom’s brain. He sprang to his feet

- Tom took the blame for Becky. Sure Tom was invoked in the ripping of the book, I put when Becky was going to have to admit that she ripped the
<table>
<thead>
<tr>
<th>and shouted, I done it.&quot;&quot; Pg. 136, Chapter 20</th>
<th>book, Tom jumped up and said that he did it. Tom cares about Becky, and he didn't want Becky to get in trouble. Tom also feels bad that he played a part in ripping the book I think that this makes Tom a &quot;good&quot; boy. It's a &quot;good&quot; boy that will care enough to take the blame for someone else. It may have been &quot;bad&quot; for Tom and Becky to rip the book, and they are both very aware of that. Now, Tom was &quot;good&quot; by taking the blame for Becky.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7) &quot;&quot; – and as the doctor fetched the board around and Muff Potter fell, Injun Joe jumped with the knife and - &quot;&quot; – Tom. Pg 154, Chapter 23</td>
<td>• Tom is in court, and he is telling the judge the exact truth about Doctor Robinson's murder. Tom went to a lawyer and he told the truth. Tom could not live a lie, and he could not let Muff Potter be blamed for something that he didn't do. So now Tom's in court letting Muff Potter be seen as an innocent man. Tom was in the graveyard, and he witnessed the murder. Tom is very &quot;good&quot; for coming forward and telling the truth. Tom is also &quot;good&quot; because he went to a lawyer and he would not / could not live knowing the truth. I think that Tom's actions show him to be a &quot;good&quot; boy.</td>
</tr>
</tbody>
</table>
Reading in Social Studies

Task — General

- The student was asked to read content material (in this case social studies) and answer a series of questions that assess vocabulary knowledge.

Standard Exemplified: 1

Annotations

General

Standard 1

In this task, Reading in Social Studies, the student shows proficiency in Standard 1 by

- Identifying the meaning of unfamiliar words in context using word recognition skills and context clues;
- Comparing/contrasting a variety of text;
- Analyzing main idea and supporting details.

Task — Specific

- This was an in-class reading assessment that was done in one class period. After reading the background information, students were given questions to determine if they were able to use strategies to identify the meaning of content vocabulary that was possibly unfamiliar to them. The vocabulary words were in bold-faced type in the text.

Materials Needed

- Background information on the Feudal System, the Magna Carta, and the establishment of the British Parliament.

Annotations

Specific

- In order to answer each question, the student had to use strategies to interpret content vocabulary.
Directions: Now that you've finished reading the article, carefully answer the questions below. You may go back and look at the article as you work.

Label the pictures below using vocabulary found in the article:

1. Royalty
2. Nobility
3. Common People

4. How does this drawing illustrate the distribution of power in the feudal system?

The royalty had the most power so the illustrated king to the left is the largest. Next came the nobles; they had adequate power so they are middle-sized or average. Last, there were the common folk. They had little, if any, power so they are smaller than the rest.
5. What changes occurred in the distribution of power when the Magna Carta was signed?

The royalty was forced to give the nobles more power when the Magna Carta was signed. Unfortunately, King John learned that the hard way when the nobles rebelled after he tried to take their power away. Unfortunately, the common people still had very little power and few rights.

6. Who benefited most from the creation of Parliament?

The commoners or common folk benefited most from Parliament. Parliament allowed the commoners with land to have more power and rights than ever before.
Directions: Answer the following questions true or false:

1. F  The Magna Carta allows American soldiers to disobey an unfair President.
   nobles to overthrow an unjust or bad ruler.

2. T  The Magna Carta allowed nobles to get rid of a king that did not protect their rights.

3. T  Representative government had its beginnings in England in 1258.

4. T  The serfs in England were not free and could not leave the area in which they worked.

5. F  A country without nobility (like the United States) is called a monarchy.

   democracy

Directions: Go back and correct the statements that are false so they become true. You write your corrections under each sentence.
The Gift of the Magi

Task — General

- The student was asked to read a short story and use the text to complete short, constructed response questions.

Standards Exemplified: 1, 3, 4

Annotations

General

Standard 1
In this task, The Gift of the Magi, the student shows proficiency in Standard 1 by
- Comprehending a classic story;
- Citing phrases, identifying figures of speech, and identifying the theme with supporting details;
- Comparing and contrasting characters in The Gift of the Magi and The Necklace.

Standard 3
In this task, The Gift of the Magi, the student shows proficiency in Standard 3 by
- Writing using conventional grammar, usage, sentence structure, punctuation, and capitalization.

Standard 4
In this task, The Gift of the Magi, the student shows proficiency in Standard 4 by
- Analyzing a piece of literature.

Task — Specific

- The student was asked to read the story, The Gift of the Magi by O. Henry. The story was discussed in class the following day to clarify the story. In class prompts were completed that were created to replicate the style of CSAP.

Materials Needed

- The story The Gift of the Magi
- The story The Necklace
"THE GIFT OF THE MAGI"

1. List three phrases which the author uses to describe Della and Jim's social status and lifestyle.

   1) “shabby little couch”
   2) “Tomorrow would be Christmas day, and she had only $1.87 with which to buy Jim a present.”
   3) “$8 flat”

2. “There was clearly nothing to do but flop down on the shabby little couch and howl. So Della did it. Which instigates the moral reflection that life is made up of sobs, sniffs, and smiles, with sniffs predominating.” In this question, there is an example of:

   a. metaphor
   b. simile
   c. personification
   d. alliteration

3. What is the theme of the story?

   “The Gift of the Magi” has a theme of loving and caring about someone so much that a person would sacrifice their only item of value for them.

4. Give two examples which support that theme.

   Della gave up her beautiful hair so she could buy her husband a present, and her husband sold his watch to buy her a Christmas present.

5. Compare Della’s and Madame Loisel’s lifestyles and then contrast their attitudes. Support with examples.

   Della, from “The Gift of the Magi,” is very different from Madame Loisel, from “The Necklace,” in their attitudes toward material things. Della is very
generous and gave up her only item of value so she could get something nice for her husband for Christmas. Unlike Della, Madame Loisel is very greedy and always cries for everything she does not have. She vainly wants everything for herself and would not think of giving up an item of value for someone else. They are both very poor with a hard working husband and live in a small house or flat.
The Lessons of Family Bond

**Task – General**
- The student was asked to compare and contrast three pieces of literature with similar themes.

**Standards Exemplified:** 1, 2, 3, 4, 6

**Annotations**

**General**

**Standard 1**
In this task, *The Lessons of Family Bond*, the student shows proficiency in Standard 1 by
- Comparing and contrasting a variety of texts with similar themes and ideas.

**Standard 2**
In this task, *The Lessons of Family Bond*, the student shows proficiency in Standard 2 by
- Comparing and contrasting and applying skills in analysis and evaluation in a written example;
- Providing sufficient details to support the topic.

**Standard 3**
In this task, *The Lessons of Family Bond*, the student shows proficiency in Standard 3 by
- Demonstrating use of conventional spelling, punctuation, and capitalization in direct quotations;
- Showing paragraphing in writing.

**Standard 4**
In this task, *The Lessons of Family Bond*, the student shows proficiency in Standard 4 by
- Drawing conclusions and analyzing what was read.

**Standard 6**
In this task, *The Lessons of Family Bond*, the student shows proficiency in Standard 6 by
- Comparing the diverse voices of our national experience as he/she read a variety of U. S. literature.
Task – Specific

- The student was asked to compare and contrast the three pieces of literature listed below.

Materials Needed

- *The Treasure of Lemon Brown* by Walter Dean Myers
- *Legacy II* by Leroy V. Quintana
- *The Medicine Bag* by Virginia Driving Hawk Sneve

Annotations

Specific

- Note in each paragraph the great examples of supporting details cleverly woven together.
- The piece exemplifies high proficient writing.
The Lessons of Family Bond

The three stories, "The Treasure of Lemon Brown," by Walter Dean Myers, "Legacy II," by Leroy V. Quintana, and "The Medicine Bag," by Virginia Driving Hawk Sneve, all share one major thing, the theme of family bond. Through all of the small quarrels and shame, a link between all of the family members can be seen. This bond can be found to appear to be incredibly strong.

The poem, "Legacy II," is a fine example of family unity. For instance, in the introduction the grandson truly believes that because he is a college student he is more astute than his grandfather. As you can see, no unity is apparent. Later on in this short poem, the grandfather explains his knowledge of direction. He finds this to be one of a small number of things a man needs to know. "I was trying to find my way back to the center of the world where grandfather stood that day." (Quintana 109) This quote displays a turning point. This shows the grandson how intelligent his grandfather is, from a certain point of view. This shows a true family bond.

"The Medicine Bag," a short story, tells the tale of an Indian family. Near the introduction, Martin, the grandson, was truly estranged from Joe, his grandfather. Due to his lies that told of a great tall warrior, he felt ashamed of his short elderly grandfather. Shame grew as grandfather gives Martin the honor of the Medicine Bag, which was passed down generation to generation. As Martin observed it, he felt guilty as he did not want to wear it. This all changes when grandfather says, "No, you need not wear it," (Sneve 127) and that it will only be worn where it will be understood. This shows how the characters truly care for each other.

The last and final story is "The Treasure of Lemon Brown." It concerns a young boy named Greg Ridley who engages in a quarrel with his father about a grade in math. He decides to take a walk to give him a chance to cool off. He discovers a man by the name of Lemon Brown who teaches Greg the true meaning of family. For example, Lemon states, "If you know your pappy did something, you know you can do something too." (Myers 101) This concept sparks the idea that Greg's father does care, and neither of them knows if they'll have each other tomorrow. This is a true example of a strong family fuse.
Family bond is the most majestic value humans can own. Although often abused or forgotten, this bond is what forms a functional, happy family. Certainly, bond of the family is most important.
Task – General

- The student was asked to write a “Writer’s Memo” about his/her intentions, goals, and purpose for writing a personal narrative piece.

Standard Exemplified: 2

Annotations

General

- Standard 2

  In this task, Writer’s Memo and Personal Narrative, the student shows proficiency in Standard 2 by
  - Recognizing stylistic elements of voice, tone, and style;
  - Applying the writing process in composing the final product.

Task – Specific

- Using the writing process, the student was asked to write a personal narrative within a seven-day period.
- During and after the writing, the student was asked to analyze his/her thinking (metacognition) as he/she wrote.
- The student was prompted to answer the questions:
  - What were your intentions as a writer?
  - What helped you in the writing process?
  - What are your concerns?
  - What were your group dynamics as you peer reviewed?

Materials Needed

- Student’s own narrative piece.

Annotations

Specific

- Personal narrative is the final product of using the writing process.
- Note especially effective word choice.
- Note use of figurative language in line 16.
- Writer’s Memo demonstrates use of rubrics, six traits, and peer review.
Personal Narrative

1) That was a time when...

2) It was mid-November of 1998, sometime around Thanksgiving, when the
3) leaves were changing from different shades of green to bright oranges, yellows, and
4) reds. They would flutter off the trees and fall to the dry grasses when the frequent,
5) chilly winds would blow.

6) We had ten people out from Minnesota at our house, not including the five in
7) my family. My cousin, Whitney, and I had to get away from everyone for a while, so
8) we put on our sweaters, jeans, and hiking boots, yanked open the front door, and
9) inhaled the crisp air. The sky was still a deep black, and the stars were twinkling
10) above us.

11) We walked up our sloping driveway silently, listening to the gravel crunch
12) beneath our feet, enjoying every moment. We both knew exactly where to go; we
13) followed the dry, winding dirt road until we got to the top of the hill. Our eyes
14) widened and we both gasped when we saw the pinks, oranges, and blues of the
15) sunrise gleam above the city, where everyone was just waking up to greet the
16) beautiful morning. I felt as if my life was a train, rushing along at high speed every
17) day, never stopping or pausing to notice the little joys in life, but now it had stopped
18) and it was like everything and everyone else had stopped, too. It seemed that the
19) whole world had just froze, and only the crickets were alive, chirping away making
20) magnificent music, if you listened carefully enough.

21) After many minutes, when the sun had made its way over the hill and was
22) shining brightly upon us, we continued on our way, still not breaking the lovely
23) silence that surrounded us. We followed the path of flattened weeds stopping only
24) for the occasional mouse or bug that happened to cross in front of us.

25) Eventually, we started talking very quietly, as we didn’t want to break the
26) pleasant sounds of the birds chirping and the weeds swaying gently in the wind.

27) We followed the hill around the U-shape it made, then started our way down
28) the steep side of the hill that was near our house. We were now walking at a slower
29) pace silently, trying to enjoy the last little bits of our walk. A hawk swooped down
30) near us, and then flew back up, carrying its prey, a small, helpless mouse, in its
mouth. We paused for a moment to watch him, and then continued on our way
when he disappeared over the other side of the hill. We had just begun quietly
talking again, when Whitney spotted a doe and her two babies grazing about
seventy-five feet away from us. They hadn’t spotted us yet, so we crept over to two
rocks nearby and sat there, watching them, for at least a half-hour. They were so
fascinating; the two fawns would take turns chasing after each other, then graze for
a while, then play again.

Suddenly, I felt a tingling sensation in my nose, and thought to myself...oh
no! I’m going to sneeze...but I didn’t even have time to try to silence it...I let out a
loud “schoo!” and the three deer immediately took off running up the hill,
disappearing around the side. Whitney elbowed me and said, “nice going,” and we
both giggled.

Finally, we got up off the rocks and, once again, made our way down the hill.
We agreed that we had had a great time, but were ready to get back to the house
and have some of those delightful, steaming cinnamon rolls that we could already
smell baking. We also agreed that we would do this again tomorrow morning.
Eventually, the end of our walk came upon us. We took off our now muddy
boots while sitting on the front porch step. Listening to the many voices from inside,
I realized that life doesn’t get much better than this.
Vietnam

Task – General
- The student was asked to write a poem about war.

Standards Exemplified: 2, 3

Annotations
General
Standard 2
In this task, Vietnam, the student shows proficiency in Standard 2 by
- Using well chosen vocabulary and figures of speech to communicate clearly;
- Writing in a variety of genres – poem.

Standard 3
In this task, Vietnam, the student shows proficiency in Standard 3 by
- Applying correct punctuation, capitalization, and spelling to poetic format.

Task – Specific
- The student was asked to think about what he/she had learned in American
  history and compose a poem about war, considering word choice and voice.
- The student needed to use the writing process and complete in one period – 45
  minutes.

Annotations
Specific
- Note use of figurative language:
  - onomatopoeia in lines 8 and 13
  - alliteration in line 21
- Good use of repetition and rhythm.
LIE IN WAIT

1) Lie in wait,
2) Silent sitting,
3) Erie silence never fitting.

4) Lie in wait,
5) What's that sound?
6) Blue macaw coming round.

7) Lie in wait,
8) Snap, crackle, snap,
9) Jolt to feet, bust a cap!

10) Combat 5!
11) Your partner yells,
12) A sense of fear forever wells.

13) Pop! Pop! Pop!
14) One more falls,
15) Viet Cong, scream, urgent calls.

16) Once again,
17) Silence falls,
18) Lie in wait,
19) Wait for fate.
20) Lie in wait,
21) Silent sitting,
22) Erie silence now is fitting.
Solar System Problem

Task – General
- The student was asked to write a paper describing the process used to solve a science and math problem.

Standards Exemplified: 2, 4

Annotations
General
Standard 2
In this task, Solar System Problem, the student shows proficiency in Standard 2 by
- Writing within the content areas of science and math and incorporating technical vocabulary of the subjects accurately.

Standard 4
In this task, Solar System Problem, the student shows proficiency in Standard 4 by
- Using reading and writing skills to solve problems and answer questions

Task – Specific
- The student was given a word math problem involving exponents and was asked to compose a paper describing the process used to solve the problem and why he/she believed the solution was correct.

Materials Needed
- Math word problem

Annotations
Specific
- Solutions from two different students reflect accurate use of technical vocabulary in the content areas.
- This is an example of writing from an algebra class.
In the year 3065, travel in the solar system is common. If we take a summer vacation to the planet Xanadu, which is \(4.2 \times 10^6\) light years away, how far is it in miles? The speed of light is 186,000 miles per second, and a light year is the distance light travels in one year. Generalize this for any space travel.

Write a paper that describes your process used to solve the problem, the solution to the problem, and why you think your solution is correct.

Solar System Problem

The planet Xanadu is \(2.46359232 \times 10^{19}\) miles away. I achieved this solution by finding out how many miles are in a light year. To do this, I multiplied 186,000 miles – this is the speed of light in one second – by 60 to find the speed of light for a minute. I then multiplied the new solution by 60 to find out the speed of light for an hour. After that, I multiplied the new answer by 24 to find the speed of light for one day. Finally, I multiplied the new solution by 365 to find a light year because there are 365 days in one year. That answer was approximately \(5.865696 \times 10^{12}\). I then multiplied that number by 4,200,000 because that is how many light years away Xanadu is. The answer was \(2.46359232 \times 10^{19}\) miles away. A general rule for space travel would be to multiply how many miles are in a light year, \(5.865696 \times 10^{12}\), by \(x\) or how many light years away your destination is.

\[
5.865696 \times 10^{12} \cdot x = \text{miles to destination}
\]

Earth = \(5.86 \times 10^{12}\) miles per year \(\times 4,200,000\) Xanadu
In the year 3065, travel in the solar system is common. If we take a summer vacation to the planet Xanadu, which is $4.2 \times 10^6$ light years away, how far is it in miles? The speed of light is 186,000 miles per second, and a light year is the distance light travels in one year. Generalize this for any space travel.

Write a paper that describes your process used to solve the problem, the solution to the problem, and why you think your solution is correct.

**Solar System Problem**

Xanadu’s distance:

\[ 186,000 \cdot 60 \cdot 60 \cdot 24 \cdot 365 \]
\[ 5.87 \times 10^{12} \]
\[ 5.87 \times 10^{12} \cdot 4.2 \times 10^6 = d \]
\[ 2.4654 \times 10^9 = d \text{ in miles} \]

Generalization:

\[ n = \text{planet’s light years away} \]
\[ d = \text{distance from planet in miles} \]
\[ 5.87 \times 10^{12} n = d \]

Explanation:

In order to find Xanadu’s distance in miles, I first needed to find how many miles are in a light year. The problem says there are 186,000 miles in a light second, so I multiplied that number by 60 to find the number of miles in a light minute, 60 again to find a light hour, 24 to find a light day, and 365 to find a light year. My total was $5.87 \times 10^{12}$ miles in a light year. Then, I multiplied that number by the amount of light years Xanadu was from us, or $4.2 \times 10^6$. My final answer was $2.4654 \times 10^9$ miles away. In order to find this for any space distance, you need to multiply $5.87 \times 10^{12}$, or a light year, by the number of light years the planet is away.
Task – General

- The student was asked to write a descriptive piece.

Standard Exemplified: 2

Annotions

General

Standard 2

In this task, The Crawl Space, the student shows proficiency in Standard 2 by
- Writing with great detail, using varied figures of speech and vocabulary;
- Writing with specific style, voice, and tone.

Task – Specific

- The student was asked to write a descriptive piece based on personal experience.

Annotations

Specific

- Note the use of figurative language throughout.
Blackness is all I see when I look into my crawl space. Nothing but black.

Just looking into it gives you the willies. You are too scared to go in because you are afraid you will fall into a hole that lasts forever. It almost seems like it is looking at you with its hundreds of tiny eyes. It is waiting until you go inside so it can close its mouth and you will be trapped. Trapped forever in the belly of a creature. A creature so unimaginable it is too scary to think about.

Getting the courage to reach your hand in there to hit the light switch takes a lot of effort. Finally, you get the courage to step in. You are so disgusted by how the air tastes and smells; it is so stale, like this place has been lost for an eternity.

Looking for the light switch, you rub your hand across something with a stubby body and a long tail. Right then the willies hit you. What is it? Is it a monster?

Finally, you find the light switch. You flip it on and millions of those monsters run in fright. They are the vampires of the crawl space.
Middle School Success

Task – General
- The student was asked to write about qualities and abilities needed to succeed in middle school.

Standards Exemplified: 2, 4

Annotations
General
Standard 2
In this task, Middle School Success, the student shows proficiency in Standard 2 by
- Writing an expository essay with detail and supporting material.

Standard 4
In this task, Middle School Success, the student shows proficiency in Standard 4 by
- Expressing and defending a point of view.

Task – Specific
- The paper was the product of an in-class writing assessment. It was conducted over a two-day period, 50 minutes per session. Day 1 was for planning and drafting; day 2 for revising and editing, and then a final copy. The prompt said:
  Write a well-organized, multi-paragraph paper to give an elementary student advice on how to succeed in middle school. Use details and examples to explain the strategies, qualities, and/or abilities that are important for success in middle school.

Annotations
Specific
- Excellent use of transitions.
Because the transition from 5th grade to 6th grade can sometimes be confusing, it is important to know the qualities and abilities needed to succeed in middle school. Some of the most significant characteristics are being organized, having good study habits, and being responsible. All of these traits will help to ensure a successful middle school experience.

First, organization is a key to doing well. When you stay neat, it makes everything easier. Planners or assignment books are very useful. Writing down homework, long-term assignments, goals, and special dates or events keeps you on top of everything that you have to accomplish.

Another skill that is useful in middle school is good study habits. Using your time wisely in class allows you to get the most work done. Working well in a group, as well as individually, is also important. A cooperative personality helps to make group assignments more enjoyable. Budgeting your time after school is crucial as well. Between homework, clubs, sports, and other activities it’s important to be sure to leave enough time for each.

Finally, responsibility is probably the most important quality needed to succeed in middle school. More is expected of middle school students than of elementary school students. For instance, teachers do not “walk” their students to class. They are expected to get there on their own and on time. They have to take responsibility for their own actions and show respect for others. Middle school students are also expected to begin to make choices about the kind of person that they want to be, and some do not always make the right decisions. Those choices could affect them later on in life.

Obviously, middle school is very different from elementary school. Success is dependent upon the individual student, and it is not always guaranteed. However, organization, study skills, and responsibility will all help to influence the middle school experience for the better.
Poison Ivy

Task – General
- The student was asked to write a narrative myth to explain a natural phenomenon.

Standard Exemplified: 2

Annotations
General
Standard 2
In this task, Poison Ivy, the student shows proficiency in Standard 2 by
- Writing a narrative that illustrates the entire writing process, from planning through final copy.

Task – Specific
- The student was asked to write a Native American myth, describing something natural around him/her, i.e., celestial objects, animals, weather phenomenon, or human conditions.
- The student was then asked to follow the writing steps on the attached sheet (Student Handout) to facilitate their writing process.
- Included peer, parent/teacher editing, brainstorming, drafting, etc.
- All requirements are attached in Student Handout.
- Visual (not included) was to accompany the report.
- The student was given seven days in and out of class to complete.

Materials Needed
- Student Handout attached
- Variety of Native American myths

Annotations
Specific
- Poison Ivy shows that the student understood both the characteristics of a myth and used the writing process effectively.
Native American Narratives Journey Sheet

Goal: To write your best possible narrative.

We have two examples of Native American Myths. Now you are a Native American Elder and must write a myth to explain some phenomenon or object in your world. It is your turn to write a narrative as if you were passing down a story to your next generation. Here are some suggestions for topics:

1. Celestial objects (sun, moon, stars, planets, comets);
2. Animals (why a peacock has a beautiful plumage, why an elk bugles);
3. Weather phenomenon (snow, rain, sun, rainbow, change in seasons);
4. Human conditions (disease, gray hair, death).

Requirements for paper:

1. Paper must be typed.
2. Minimum length is two pages double-spaced at 12 pt. font.
3. Visual must be attached: Must be mounted/drawn on poster board or large sheet of paper.
4. All drafts along with journey sheet must be included with the final copy.

BE CREATIVE! BE PHENOMENAL! BE OUTSTANDING! BE AMAZING!

Step 1: Choose your subject (Brain Storm!)

Step 2: Narrow your topic. Use the ideas created in Step 1 to write the topic in which you feel appropriate for this assignment.

Step 3: Purpose and Audience
Purpose: Produce a Native American Myth to explain a phenomenon or object in your world.

Audience: Future generations of your tribe.

Steps 4 & 5: Gathering Information and Arranging Details
List events of your narrative in chronological order. Indicate where you found the information (i.e. self, name of friend(s), family, or media resource.

Step 6: Drafting
Read the draft to yourself and make revisions you decided to be necessary.

Plan a conference with a peer, teacher, parent, or other.
Write down your questions/concerns and suggestions.

Edit your paper by checking mechanics, i.e. punctuation, spelling, capitalization.

Rewrite

Final Copy
in the woods and hunt an elk. It would be a hard task, but if she succeeded, she was sure to be the next chief's wife!

She decided she would try it. Luck must have been on her side because the first day she was in the woods, an elk walked right in front of her. She thought it must have been blind because it didn't budge. She quickly whipped out her bow and arrow and shot it. "It wasn't supposed to be that simple!", she thought. Well, it wasn't that simple... the buck went wild and she was forced to fire again. She missed and missed again. Then on the fourth shot, she got him. She decided to stay out a couple of more days, just to cause concern. After three days, no one had come, so she headed home.

When she arrived back at the village, she learned that the chief had died. The new chief had been amazed with what the beautiful woman had done. The new chief had always liked her so he immediately wanted to marry her. She was so excited that her plan had worked! Once they were married, the beautiful and now powerful woman started taking advantage of her power. She would tease people and play her tricks. This bothered people but there was nothing they could do. Then a while into the marriage, she became very evil. She would force people to serve her and she would not allow people to eat at the same table with her. Then one day she realized that she was aging quickly. She decided to force the medicine man to put a spell on her to let her live eternally. The medicine man remembered his grudge and added a catch to the spell. The catch was that if she ever played another trick on him again, she would live eternally not as a human but as the ivy that she grew. Sure enough, one night she wanted to play a trick. So she decided to steal the medicine man's
dream catcher. That night, he had the worst nightmare. When he woke up, he found that he was missing his dream catcher. He knew right away who had taken it! He went to talk to the beautiful woman and told her what was going to happen. She didn’t believe him at first, but then he convinced her. She lashed out at him by saying, “If I do change into ivy, I will poison it with my anger and the entire village will get rashes all over their bodies.” Then she told him she wouldn’t even care and she would even enjoy being ivy! Right as she said that, her legs started to transform into vines. She started screaming with fear and the entire village came to see what was going on. By the time they got there, she was all vines and leaves. She had turned into Ivy...beautiful Ivy at that.

The next day, three young boys from the tribe came to the medicine man with a horrible rash and they were itching. The medicine man asked if the boys had been playing in the ivy. They all replied, “Yes!” The medicine man just looked out at the vines and said, “Poison Ivy!” Ever since then our people have avoided it.
The Media

Task – General
- The student was asked to write an essay analyzing the effects of media on his/her life.

Standards Exemplified: 2, 3, 4

Annotations
General
Standard 2
In this task, *The Media*, the student shows proficiency in Standard 2 by
- Supporting a main idea with details;
- Incorporating source material into the writing.

Standard 3
In this task, *The Media*, the student shows proficiency in Standard 3 by
- Showing proficient usage, conventions, and varied sentence structure.

Standard 4
In this task, *The Media*, the student shows proficiency in Standard 4 by
- Using listening and viewing skills to solve problems and answer questions;
- Making predictions, drawing conclusions, and analyzing materials;
- Defending a point of view;
- Supporting opinion with facts.

Task – Specific
- The student was asked to describe the positive and negative influences in the media, based on viewing television.

Materials Needed
- Student had a packet of media facts

Annotations
Specific
Standard 2
- Supports a main idea with details (lines 8-11).
- Incorporates source material into the writing (lines 8-11).
Standard 3
- Varied sentence structure (lines 11-15), shows simple, compound/complex sentences.
- Correct use of homonyms and homophones (lines 21, 22) (affects, affected).

Standard 4
- Expresses a point of view (lines 4-6) and defends a point of view (lines 8-11, 27-29).
- Makes predictions and draws conclusions (lines 12-15).
- Uses viewing skills to solve problems and answer questions throughout whole paper (lines 33-39).
The Media

1) When you turn on the TV, what do you see? Normally, you would see violence or “bad guys fighting good guys” on cartoons. You would also hear about all the murders, wars, car wrecks, and robberies on the news. Can television possibly be putting good things in our minds? The media makes people do, think, and say things they normally would not. It has a great influence on both children and adults.

7) Most children grow up having watched hundreds of cartoons. When you watch a cartoon, you will rarely see one without violence. In one hour, there are 26.4 violent acts on a children’s program. They usually have the “killing the bad guy” or “fighting the monster.” An average child watches over 100,000 violent acts by the time they are out of 5th grade. As a child watches that, they think it is cool, and then they want to imitate it. I see kids playing war or pretend fighting every day. What do you think they will do someday when a kid is making fun of them? They will do just what they have seen on cartoons; they will fight. Cartoons are teaching kids that fighting is OK.

16) Although cartoons teach children many violent things, they can also do good.

17) When a child sees that the bad guys always lose, it teaches them that being bad is not cool (though the fighting is still cool). Cartoons also broaden a child’s creativity.

19) Kids can make up games or stories based on their previous knowledge. They get a lot of this knowledge from the cartoons they watch.

21) Children are not the only ones affected by the media. When adults watch the news it affects them. The news is mostly made up of all the violent acts that take place. They watch all of the wars, shootings, fires, and much more. It puts the same ideas into their heads. Violence is normal, and in some ways it is OK. It is very sad to watch the news, because you see how many terrible things happen in the world. I know watching the news makes me feel bad about what the world is coming to.

27) Along with the bad, there is good on the news. They give a lot of good tips in case of emergencies. Once, I saw a segment about rattlesnakes. It said what to do if you got bitten and other good advice. Some channels give everyday hero awards.
They honor people who make a difference in the world, people who would usually not be recognized for their efforts. These things are very encouraging to watch after you just saw a bunch of violent news stories.

As I watch cartoons or the news, I wonder what our world is coming to. Children are fighting each other because of all the violent cartoons they watch. There are more and more adults killing and fighting. I do not think there would be anything wrong with making more nonviolent cartoons or taking out some of the violence on the news. People are starting to get new values and ideas about the world and how they should live. If we could only do this, we would have a much safer, better world.
Changes in Women's Roles

**Task – General**
- The student was asked to write a literary analysis based on theme.

**Standards Exemplified:** 1, 2, 3, 4, 6

**Annotations**

**General**

**Standard 1**
In this task, *Changes in Women’s Roles*, the student shows proficiency in Standard 1 by
- Extending his/her thinking as he/she reads about people from similar and different backgrounds.

**Standard 2**
In this task, *Changes in Women’s Roles*, the student shows proficiency in Standard 2 by
- Choosing vocabulary, quotations, and figures of speech that communicate clearly.

**Standard 3**
In this task, *Changes in Women’s Roles*, the student shows proficiency in Standard 3 by
- Using conventions of grammar, usage, and sentence structure proficiently (commas, compound/complex sentences, possessives).
- Expanding spelling skills to include more complex words;
- Punctuating and capitalizing titles and direct quotations, using possessives, and correct paragraphing in writing.

**Standard 4**
In this task, *Changes in Women’s Roles*, the student shows proficiency in Standard 4 by
- Recognizing, expressing, and defending a point of view;
- Recognizing author’s point of view;
- Separating fact from opinion;
- Analyzing and drawing conclusion.
Standard 6
In this task, Changes in Women’s Roles, the student shows proficiency in Standard 6 by
- Reading, responding to, and discussing literature that represents points of view from places, people, and events that are familiar and unfamiliar.

Task – Specific
- The student was asked to select a theme from The Adventures of Tom Sawyer by Mark Twain, and analyze the theme. (This student chose “Changes in Women’s Roles” as a theme, although others exist.)

Materials Needed
- The Adventures of Tom Sawyer by Mark Twain

Annotations
Specific
Standard 1
- Extended thinking as read about people from similar and different backgrounds (lines 12-16).

Standard 3
- Used direct quotes (lines 11-12, 25-27) and title (line 8).
- Compound word with suffix (line 22) (single-handedly).

Standard 4
- Recognized author’s point of view (lines 17-19, 22-24).

Standard 6
- The entire piece of writing compares women in our familiar time to women in our past, more unfamiliar time.

This exemplar borders on advanced in several standards.
Changes in Women’s Roles

Unlike many years ago, women now play multiple roles both inside and outside of the home. On the same day, today’s woman might be a mother, wife, professional, volunteer worker, and a great cook. Even though women in Tom Sawyer’s time filled some of these roles, there are three main differences between the roles of women in the 1830’s and the 1990’s in the areas of leadership, family responsibilities, and work.

First, in the 1830’s, women were not placed in leadership roles. For example, in The Adventures of Tom Sawyer, by Mark Twain, when Tom and Becky are lost in the cave, it is the men of the town, not the women, who organize and participate in the search. Instead of actively leading the search, Twain has Aunt Polly and Mrs. Harper simply waiting and weeping for the lost children. He writes, “Mrs. Thatcher swooned away; Aunt Polly fell to crying and wringing her hands.” In contrast, women of the 1990’s, such as Sandra Day O’Conor and Ruth Bader Ginsberg, the two female justices on the United States Supreme Court, have visible, active leadership roles in our society. Clearly, unlike in Tom Sawyer’s time, women now hold important leadership roles.

In addition, in the area of family responsibilities, unlike the women in Twain’s novel, women in today’s more liberal two-parent households are no longer solely responsible for their children. For instance, in my friend’s family, both her mother and father share such responsibilities as cooking, cleaning, driving the children between activities, and reading bedtime stories to the younger children. However, Mark Twain portrays women as single-handedly raising the children, making all of their clothes, and instilling values in them by reading and quoting from Scripture. Aunt Polly worries about being solely responsible for Tom’s upbringing when she reminds herself, “…Spare the rod and spoil the child, as the Good Book says…’I’ve got to do some of my duty by him, or I’ll be the ruination of the child.” Obviously, today’s women have greater opportunities to share their family roles and responsibilities.
Finally, in Tom Sawyer's day, it was assumed that a woman's role was to tend to family responsibilities and work in the home. Neither Aunt Polly, Mrs. Harper, Mrs. Thatcher, nor the widow Douglas, Twain's adult female characters, hold jobs in the workplace. Only men did so in Sawyer's time. Now, it is assumed that a woman's role is in the workplace. Many, if not the majority, of today's women work outside the home either part-time or full-time, and contribute money to the benefit of their families. Definitely, the role of women is no longer confined to the home.

While there are similarities in the roles of women in Tom Sawyer's time and those of women in today's society, there remain differences in three main areas. In the 1830's, women did not hold positions of leadership, nor were they able to share their roles and responsibilities within the family, as are women today. Also, women's roles are no longer restricted to the home as they were in the 1830's. Certainly, women's roles in society have changed since Sawyer's time.
Task – General

- The student was asked to write a personal narrative about a family member during a specific time period in history.

Standards Exemplified: 3, 4

Annotations

General

Standard 3

In this task, *A Man Full of Secrets*, the student shows proficiency in Standard 3 by
- Using proficient usage, sentence structure, and variety.

Standard 4

In this task, *A Man Full of Secrets*, the student shows proficiency in Standard 4 by
- Using speaking and listening skills (interview) to answer questions (oral history);
- Drawing conclusions and making inferences.

Task – Specific

- The student was to develop appropriate questions and interview an adult family member (or another adult). The focus was to be on a specific time period in history.

Annotations

Specific

Standard 4
- Draws conclusions and makes inferences (lines 51-56).
A Man Full of Secrets

1) "What I work on is top secret, and we don’t talk about it." This was the silent rule in my father’s family because my grandfather, Leo F. Grill, swore an oath of secrecy to the United States government and to his company. Once, the FBI asked around about him to find out if he had leaked any top-secret information. The two correct answers to give such questions were, “He is a chemist at Dow Chemical,” and “I do not know.” Although I never met my grandfather, I do know that he rose from near poverty, that he worked on and at Rocky Flats, and that he helped to stop and control some of the plutonium fires and leaks.

Even though Leo came from a poor family, because of his love of knowledge and curiosity, it led him to become a world-renowned nuclear chemist. First, he was drafted into World War II despite his contrary efforts. Leo did his best to try to flunk every army test possible. He became a medic in a tank corps, but one day he was badly injured when his jeep ran over a mine. After the army, he went to Colorado College on the GI (Government Issue) bill and graduated with his bachelor’s degree in chemistry. This was where he married his wife, Margaret Ann Keys, and later adopted her son, Franklin Richard Grill. Afterwards, Leo went to the University of Oregon where he received his Master’s degree in inorganic chemistry. Soon after, he was “snatched up” by the Dow Chemical Company to work at Rocky Flats as a chemist. Certainly, Mr. Grill worked his way from being poor to being valued and well respected.

When he began working at Rocky Flats he was only a chemist, but soon things did change. His first set up in leadership was becoming an Assistant Group Leader and then a Group Leader. Next, he became an Assistant Floor Director, Floor Director, and then followed by being named the Director of the Plutonium Building. Near his later years of working at Rocky Flats, he became the Project Director of the planning of New Buildings. This job entailed the building of four new buildings, three of which were underground, and the fourth one was an administrative building above ground. Whenever there were problems with the
operation in one of the four buildings, Leo was immediately called up, and he was,
at times, gone for several days. Leo worked his way up many levels from
his original position as a chemist.

Equally significant to his previous jobs, Leo helped stop several plutonium
fires and leaks. Many environmentalists did not like these fires and leaks at Rocky
Flats and pressured the government into shutting it down. Numerous fires have
occurred at the nuclear plant, over 200, and many of these fires involved plutonium.
Plutonium is one of the more toxic elements known to man, and it is often used in
nuclear devises as a trigger because it spontaneously ignites when it is exposed to
moist air. For this same reason, it makes it almost impossible and extremely
dangerous to fight a plutonium fire with water for fear of igniting more and causing
a chain reaction. Leo was skilled in dealing with these incidents, but the exact way
he dealt with these problems is secret except that authorities are supposed to use
carbon dioxide to snuff out fires. On the other hand, it is public knowledge of the
dangerous effects of plutonium. During 1967, an investigator discovered that soil
near the plant had higher levels than normal of cesium, which can only result from
nuclear fusion. In addition, during a fire at the plant in 1957, some filters leading
outside were damaged, and an unknown amount of plutonium suspended as smoke
was allowed to escape. Following this, those living in the northwest Denver suburbs
have had higher rates of birth defects and cancer since the event. Leo must
have been a great asset to his company when these things happened.

Overall, the grandfather I never met led an interesting but secretive life. He
was able to improve his position in society and job status to becoming a well-known
chemist, and was even named in the book, Who's Who in America. Also, Leo dealt
with the contamination problems that were the basis for concerned
environmentalists to help close down Rocky Flats. Clearly, Leo F. Grill was brilliant
and interesting, and it would not be fair to judge this man by his "cover."
Mossflower

Task – General

- The student was asked to analyze and evaluate the literary quality of a novel.

Standards Exemplified: 1, 2, 3, 4, 6

Annotations

General

Standard 1
In this task, Mossflower, the student shows proficiency in Standard 1 by
- Identifying the author’s purpose, summarizing, and determining the main idea.

Standard 2
In this task, Mossflower, the student shows proficiency in Standard 2 by
- Applying skills in analysis, evaluation, and exploration;
- Choosing vocabulary that communicates clearly understanding of dialect.

Standard 3
In this task, Mossflower, the student shows proficiency in Standard 3 by
- Demonstrating proficient command of punctuation;
- Using positive phrases and quotations.

Standard 4
In this task, Mossflower, the student shows proficiency in Standard 4 by
- Evaluating literary quality based upon character, setting and dialogue.

Standard 6
In this task, Mossflower, the student shows proficiency in Standard 6 by
- Using literary terminology accurately.

Task – Specific

- In a paper no longer than five handwritten pages, the student was asked to analyze and evaluate the literary quality of a novel. He/she was to use as criteria the author’s purpose, plus any three of the other elements listed on the Student Handout.

Materials Needed

- Student Handout
Annotations

Specific
Standard 1
- Identifies author's purpose (lines 31-36).
- Summarizes.
- Determines main idea.

Standard 2
- Applies skills in analysis, evaluation, and explanation
- Chooses vocabulary that communicates clearly understanding of dialect (lines 26-30).

Standard 3
- Uses direct quotes (lines 26-29).
- Uses sentence variety (line 36).

Standard 4
- Recognizes author's purpose (lines 31-36).
- Determines literary quality based on character development (lines 7-13, 23-30) and setting (lines 14-22).
- Expresses and defends point of view (lines 24-30).

Standard 6
- Shows understanding of required literary terminology from the Student Handout as demonstrated throughout the piece.
STUDENT HANDOUT

Use as criteria the author’s purpose, plus any three of the other elements listed below.

Author’s Purpose:
This section would best be presented in either the introduction or the conclusion. You should be able to determine the author’s purpose through how the author deals with the literary elements within the novel. Typically, the author’s purpose will be to teach a lesson, help the reader emotionally understand the protagonist’s circumstances, or understand some aspect of human nature or the time and place in which the novel is set.

Vocabulary/Realism of the Dialogue:
Probably vocabulary can be used as a proof for description of the setting or realistic dialogue. Vocabulary could also help set the mood, or atmosphere of a piece as well as be used in dialogue to evoke dialect, social status of a character, or humor.

Character Development:
Describe the principal characters in the book, emphasizing personality. Include physical description if it helps to understand the character. Identify characters as protagonist, antagonist foil, and main or secondary characters. Don’t forget to use examples from the novel to illustrate your views.

Plot Development:
Explain the action in terms of exposition, rising action, conflict, climax, denouement, and resolution. Describe the plot structure and point out any unusual sequences such as flashback, framing, or in medias res.

Description of the Setting:
Describe the setting and how it affects the plot and characters. Observe the use of multisensory descriptions and how space is organized within descriptive passages. Note if the setting changes and what that does to the plot and characters.

Literary Techniques (optional):
Include point of view, personification, and symbolism (this might be a proof for the author’s purpose); point out any techniques such as alliteration, assonance, consonance figurative language (personification, metaphor, or simile), mood, and irony.
Mossflower

1) **Mossflower** is a very well written book using many writing techniques.
2) The author did an outstanding job developing the characters and their surroundings.
3) The author, while developing the characters, also did a good job incorporating them to the setting. The way the characters talked as they traveled to other parts of the world also made the book seem more real. Plus it added to the setting, showing you how the moles, sparrows, or other characters’ lives were lived.
4) Martin was the main character in the story. He was a mouse born from a family of warriors. The author described him as big and strong. He had a very aggressive personality. “You should have killed me when you had the chance, because I vow that I will slay you one day.” On the other hand, he could also have a comic personality. He would have fun and laugh depending on the time and place.
5) Martin was the protagonist of the story. He killed the wild cat, Tsarmina, who was enslaving the creatures of Mossflower, after he went questing about the land.
6) As Martin traveled throughout the country, he encountered many different types of lands and settings. The first place Martin found himself in was the woodlands of Mossflower. This is where most of the major battles were fought.
7) Since the creatures were in the woods, Brian Jacques showed how the squirrels used the trees to fight. “Ducking arrows and spears, the squirrels took off through the trees.” Martin also found himself on an extremely large beach. Jacques did a good job showing what kind of trouble the young warrior was in. He explained how Martin could only see sand for miles in every direction. As Martin traveled, he ran into many different creatures.
8) The creatures Martin came in contact with were very different from each other. The author did a very good job showing their type of dialect. The otters and most of the creatures talked in an older English than the kind we speak today.
9) “Thankee kindly, marm. D’you mind keepin’ a weather eye clapped on ‘em while we push off?” On the other hand, some species of animals had their own separate dialect like the moles. “Let’s ‘ope ‘ee do, zurr. You’n scoff a few for us. ‘Spect
you'm passen fond of 'ee toaden.” Brian did a very good job of bringing the
characters alive.

Brian Jacques’s purpose of this book was to teach the lesson of corruption.
He wanted to teach the readers that if you think too highly of yourself, and you have
too many or too difficult ambitions, you would become corrupted. This is what
happened to Tsarmina. She wanted everyone to bow to her, and if they didn’t, they
died. Brian did a very good job developing the characters, their civilization, and the
setting of the story. This book felt almost real.
Task – General

• The student was asked to take two-column notes from an article chosen by the teacher in order to practice note taking and organization.

Standards Exemplified: 1, 5

Annotations

General
Standard 1
In this task, Note Taking and Organization, the student shows proficiency in Standard 1 by
• Reading for main idea and supporting details;
• Increasing content vocabulary.

Standard 5
In this task, Note Taking and Organization, the student shows proficiency in Standard 5 by
• Selecting relevant material for reading and writing purposes;
• Paraphrasing, summarizing, organizing, and synthesizing information.

Task – Specific

• The student was asked to read the short article and take notes on information he/she thought would be useful for a research paper.
• In the 1st article on giant water bugs (Heaven and Earth in Jest), the student was given guidance on topic/main ideas given. Also, the student was told to always include a miscellaneous topic for interesting facts that don’t fall under physical characteristics and eating habits.
• The 2nd article on sharks (Swimming with Sharks) was used as a follow-up practice to see how well the student could organize the information he/she found in specific expository texts without guidance.
• These two assignments could also be switched – independent used as a pre-assessment, and guided as a post-assessment.

Materials Needed
• Two articles
Annotations
Specific
Standard 5

- In *Heaven and Earth in Jest*, organizing and synthesizing information from expository texts in order to prepare to write a research paper. Shows organization of main ideas (lines 1, 5, 10) and details or facts (lines 1-10).

- In *Swimming with Sharks*, same as above. Main ideas (lines 1, 5, 7, 9, 11) and details or facts (lines 1-12).
Pretend you are writing a paper on giant water bugs and two of the body paragraphs required for your paper must be on physical characteristics and eating habits. After reading the following excerpt by Annie Dillard, what interesting and important facts would you write down in two-column notes for later use in your paper?

Heaven and Earth in Jest

I read about the giant water bug, but have never seen one. “Giant water bug” is really the name of the creature, which is an enormous, heavy-bodied brown beetle. It eats insects, tadpoles, fish, and frogs. Its’ grasping forelegs are mighty and hooked inward. It seizes a victim with these legs, hugs it tight, and paralyzes it with enzymes injected during a vicious bite. That one bite is the only bite it ever takes. Through the puncture shoot the poisons that dissolve the victim’s muscles and bones and organs — all but the skin — and through it the giant water bug sucks out the victim’s body, reduced to a juice. This event is quite common in warm fresh water. The frog I saw was being sucked by a giant water bug. I had been kneeling on the island grass; when the unrecognizable flap of frog skin settled on the creek bottom, swaying. I stood up and brushed the knees of my pants. I couldn’t catch my breath.

Adapted from “Heaven and Earth in Jest”

<table>
<thead>
<tr>
<th>Main Ideas</th>
<th>Detail Statements (Facts, Examples, Etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Physical characteristics</td>
<td>enormous</td>
</tr>
<tr>
<td>2</td>
<td>heavy bodied</td>
</tr>
<tr>
<td>3</td>
<td>brown beetle</td>
</tr>
<tr>
<td>4</td>
<td>forelegs hooked inward and mighty</td>
</tr>
<tr>
<td>5 Eating habits</td>
<td>eats insects, tadpoles, fish, and frogs</td>
</tr>
<tr>
<td>6</td>
<td>seizes victim with it’s legs, hugs it tight, and paralyzes it with the enzymes injected during a vicious bite</td>
</tr>
<tr>
<td>7</td>
<td>it only takes one bite</td>
</tr>
<tr>
<td>8</td>
<td>it injects poisons through the puncture that dissolves the victim’s muscles, bones, and organs — all but the skin</td>
</tr>
<tr>
<td>9</td>
<td>and, the giant water bug sucks out the victim’s body that is then reduced to a juice</td>
</tr>
<tr>
<td>10 Miscellaneous</td>
<td>Giant water bugs live in fresh, warm water</td>
</tr>
</tbody>
</table>
Pretend that you are writing a paper on fishing for blue sharks. After reading the following paragraphs, what interesting and important facts would you write down in two-column notes for later use in your paper?

**Swimming with Sharks**

...To attract the sharks, we laid out a chum line: plastic mesh boxes wired together and filled with frozen mackerel. Once dropped over the side, the boxes lay half in and half out of the water. As the mackerel thawed, a long, snaking line of blood and fish oil drifted out behind us. Ideally, a cruising shark crossing this chum line would turn and follow it to the boat.

Blue sharks have teeth that tear into flesh like hacksaws. Fast and slim-bodied with pointed snouts, the blues grow to twelve feet in length and are known to attack humans. Another interesting fact about sharks is that when a shark opens his mouth to feed off of fish, he is effectively blind. A kind of lower eyelid—a white membrane—covers the eye at the moment of munch. This protects the shark’s eyes from its prey.

*Adapted from Reader’s Digest*  
*October, 1990, pp. 74-75*

<table>
<thead>
<tr>
<th>Main Ideas (Topics for Body Paragraphs)</th>
<th>Detail Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Chum Line</td>
<td>Plastic mesh boxes wired together and filled with frozen mackerel</td>
</tr>
<tr>
<td>2</td>
<td>As mackerel thawed, a long snaking line of blood and fish oil drifted</td>
</tr>
<tr>
<td>3 Blue Sharks</td>
<td>Sharks crossing the chum line would follow the boat</td>
</tr>
<tr>
<td>4</td>
<td>They have teeth that tear into flesh like hacksaws</td>
</tr>
<tr>
<td>5 Teeth</td>
<td>Fast and slim-bodied, pointed snouts</td>
</tr>
<tr>
<td>6 Body</td>
<td>Grow to be twelve feet in length</td>
</tr>
<tr>
<td>7 Miscellaneous</td>
<td>When sharks open their mouth to eat fish, they are effectively blind</td>
</tr>
</tbody>
</table>
Similarities

Task – General
- The student was asked to compare characters from two American novels.

Standards Exemplified: 1, 2, 6

Annotations
General
Standard 1
In this task, Similarities, the student shows proficiency in Standard 1 by
- Using comprehension skills including comparing/contrasting and identifying
  the author’s purpose.

Standard 2
In this task, Similarities, the student shows proficiency in Standard 2 by
- Applying skills in analysis, evaluation, and explanation to writing.

Standard 6
In this task, Similarities, the student shows proficiency in Standard 6 by
- Comparing the diverse voices of our national experience while reading a
  variety of United States literature.

Task – Specific
- The student was asked to compare and contrast To Kill a Mockingbird’s Tom
  Robinson and T. J. Avery from Roll of Thunder, Hear My Cry.

Materials Needed
- To Kill a Mockingbird by Harper Lee
- Roll of Thunder, Hear My Cry by Mildred Taylor

Annotations
Specific
Standard 6
- The entire piece discusses the national experiences of racism and prejudice.
  One of the novels is written by an African-American, the other is not.
- In the fifth paragraph, the writer shows that the diverse voices of the authors
  have a common message.
Similarities of T.J. Avery and Tom Robinson

T.J. Avery, from the novel *Roll of Thunder, Hear My Cry* by Mildred Taylor, and Tom Robinson, from the novel *To Kill a Mockingbird* by Harper Lee, have much in common. T.J. is a young black boy who tried to have white friends. Two white boys, whom he thought were his friends, betrayed him. Tom was a twenty-five year old black man who felt sorry for a young white girl named Mayella Ewell. Tom was found guilty of raping Mayella.

T.J. and Tom were both used by white people. R.W. and Melvin used T.J. because he was black and they knew they could easily frame him. They used T.J. to break into Barnett’s Mercantile and steal some things they wanted. R.W. and Melvin wore black stockings and masks so they looked black. T.J. was the only one Mrs. Barnett could identify. He couldn’t say R.W. and Melvin killed Mr. Barnett because they were white and Mrs. Barnett says she saw three black boys. Besides, nobody would believe him because he was black. Mr. Bob Ewell and Mayella Ewell used Tom. Mayella always asked Tom to help her with chores so he thought nothing of it when she asked him the last time. When Mayella tried to make a move on Tom, he tried to resist her without hurting her. When Mr. Ewell saw them, Tom ran away and afterwards Mr. Ewell beat Mayella. The Ewells used the raping story to keep Mr. Ewell out of trouble and save Mayella from humiliation. Some members of the jury somewhat believed Tom but said he was guilty just because he was black.

During the 1930’s, it was tough for black men especially in the south. They were poor and lived in separate neighborhoods than the white folks. They were pushed around by the white guys. Tom and T.J. represent the hard times black people had during the Great Depression. Most of them sharecropped or worked extremely hard to keep their land and home if they owned them.

They also represented the racism of the 1930’s. Most white people hated black people. They pushed the black people around and didn’t care about them. Both Tom and T.J. were thought to be guilty mainly because of their color. A white man’s word always out ruled a black man’s word. The white folks quickly forgot about Tom and T.J. and thought the things they did were typical of a black man.
I think the author, Mildred Taylor, put T.J. in the novel to show what happened when a black person got into trouble. She wanted to tell a little about the chain gang. I think the author, Harper Lee, put Tom in the novel to show how a black person could easily be made to look like they are something they’re not. I think both authors wanted to show how a white man was always believed over a black man. They wanted to show how black people were used and pushed around. I believe both authors achieved what they set out to do. I learned a lot about the lives of black people compared to the lives of white people during the 1930’s.
**Reading Strategies**

**Task - General**
- The student was asked to complete a chart using before, during, and after reading strategies.

**Standards Exemplified:** 1, 4, 6

**Annotations**
- **General**
  - **Standard 1**
    - In this task, *Reading Strategies*, the student shows proficiency in Standard 1 by
      - Using a variety of strategies to comprehend text and specific vocabulary.
  - **Standard 4**
    - In this task, *Reading Strategies*, the student shows proficiency in Standard 4 by
      - Using reading to solve problems and answer questions;
      - Recognizing an author's purpose.
  - **Standard 6**
    - In this task, *Reading Strategies*, the student shows proficiency in Standard 6 by
      - Reading and responding to short stories;
      - Reading and responding to literature that represents points of view from places, people, and events that are familiar and unfamiliar.

**Task - Specific**
- Before reading a short story, the student used pre-reading strategies in order to predict what the story would tell. Then, after actively reading the text, the student wrote a summary making connections between him/herself, other texts, and the world.

**Materials Needed**
- Selected short story

**Annotations**
- **Specific**
  - The student completed a chart that has him/her predict, summarize, and connect the story to himself/herself, other texts, and to the world.
  - This is a great exemplar for Standards 1 and 4.
### GOOD READING STRATEGIES FOR FICTION

**TITLE:** Journey to Topaz  
**Author:** Yoshiko Uchida

---

#### BEFORE READING:

**THE SUBJECT IS:** This story will be about war and events that happened during this period.

**WHAT I ALREADY KNOW:** In a war, there are concentration camps and many people are treated unfairly.

**MY PREDICTION:** This story is about a girl living in times of a war. She is sent to a concentration camp and there she learns many things about life.

#### DURING READING:

**A QUESTION THAT I HAD:** It didn't seem as though the family was scared. Were they?

**A VOCABULARY WORD THAT I DIDN'T KNOW & MY GUESS ABOUT THE DEFINITION:** Contingents — some sort of transportation?

**A GET-STUCK STRATEGY THAT I USED:** Definitely re-read!

#### AFTER READING

**SUMMARY (MAIN CHARACTER + PROBLEM + SOLUTION):** This tale was about a girl named Yuki and she is on her way to a concentration camp. As they head there, they see all the terrible things they will face.

**TEXT → SELF**  
When I first came into middle school, everyone was complaining of tests, homework, and stress. This kind of scared me.

**TEXT → TEXT**  
This story is kind of like a book “Number the Stars.” It’s about a family in the war, hiding from soldiers in fear of being sent to a camp.

**TEXT → WORLD**  
Boot camps are similar to concentration camps, therefore their conditions may seem alike.
The Lottery's Theme

1) "The Lottery" is a story about a town where every year they hold a lottery and the
2) winner gets stoned to death. The main theme of "The Lottery" is that superstition based on
3) tradition (the superstition is that if you don't make a sacrifice the community won't do
4) well) is not always a good thing. In the text, people say that no one remembers the first
5) lottery. For example, on page 292 someone said that the second box that was used for the
6) drawing had been there since before the oldest man in town was born, and on page 293
7) old man Warner said, "There's always been a lottery," with always in italic. Also, on page
8) 301 the book says, "Even though parts of the ritual had been forgotten," and that sounds
9) like they have been doing the ritual/tradition for a long time. Since there is no other
10) explanation of the lottery, it seems to me that they only continue it because of tradition.
11) There are lots of good or harmless traditions, but this one leads them to kill one of their
12) friends. In conclusion, I think that the main theme of "The Lottery" is that superstition
13) based tradition, although it can be perfectly fine, isn't always a good thing.
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12) friends. In conclusion, I think that the main theme of "The Lottery" is that superstition
13) based tradition, although it can be perfectly fine, isn't always a good thing.
Classic Literature

Task – General
- The student was asked to look at the handout outlining the elements of literature that characterizes classic literature and decide if Art Spiegelman’s *Maus II* could be classified as a “classic.”

Standard Exemplified: 6

Annotations
General
- In this task, *Classic Literature*, the student shows proficiency in Standard 6 by
  - Distinguishing the elements that characterize and define a literary “classic.”

Task – Specific
- After brainstorming as a class and looking at definitions of elements which characterize a piece of literature as a classic, the student was asked to consider Art Spiegelman’s *Maus II* and decide if it could be considered a classic dependent upon the given criteria.

Materials Needed
- *Maus II* by Art Spiegelman

Annotations
Specific
- Universal themes – line 2 of response
- Characters – lines 4-5 of response
- Language – lines 6-8 of response
What makes a piece of literature “classic”?

Elements of literature that characterize a “classic”:

The work passes the test of time by having universal themes — regardless of the plot, setting, specific actions, the work sends a message that is as relevant today as it was when it was first written.

The characters are complex and a reflection of all types of people. They strike a responsive note to all people, no matter how unique their behaviors and appearances seem.

There is a richness of language. The words do not have to be beautiful or poetic, or even grammatical, but rather use vivid imagery and be an honest depiction of the characters.

Although the specifics of the conflict(s) don’t matter, the heart of the conflict reflects the human dilemma and records the human experience.
CSAP Writing Assessment Framework
# CSAP Writing Assessment Framework

## Grade 6

**Assessment Framework** – defines what will be assessed on the State paper and pencil, standardized, timed assessment (Colorado Student Assessment Program - CSAP). This document is organized as follows:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicates the broad knowledge and skills that all students should be acquiring in Colorado schools. Each standard is assessed every year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark</td>
<td>Tactical description of the knowledge and skills students should acquire within each grade level range (i.e., K-4, 5-8, or 9-12).</td>
</tr>
<tr>
<td>Assessment Objectives</td>
<td>Specific knowledge and skills measured by CSAP for each grade level. Assessment Objectives are assessed on a cyclical basis.</td>
</tr>
</tbody>
</table>

*Note: The appearance of an * behind a word or phrase indicates it appears in the glossary of the Colorado Model Content Standards for Writing.*

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Colorado State Board of Education April, 2006
<table>
<thead>
<tr>
<th>Standard 2</th>
<th>Students write and speak for a variety of purposes and audiences.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Benchmarks</strong></td>
<td>• Writing stories, letters, and reports with greater detail and supporting material; • Choosing vocabulary and figures of speech that communicate clearly; • Drafting, revising, editing, and proofreading for a legible final copy; • Applying skills in analysis, synthesis, evaluation, and explanation to their writing and speaking; • Incorporating source materials into their speaking and writing (for example, interview, news articles, encyclopedia information); • Writing and speaking in the content areas (for example, science, geography, history, literature), using the technical vocabulary of the subject accurately; and • Recognizing stylistic elements such as voice, tone, and style.</td>
</tr>
<tr>
<td><strong>Assessment Objectives</strong></td>
<td>a Write in a variety of modes such as narrative, expository or descriptive for various audiences and purposes (for example, to entertain, to inform or to persuade).</td>
</tr>
<tr>
<td></td>
<td>b Organize writing using a logical arrangement of ideas.</td>
</tr>
<tr>
<td></td>
<td>c Use language which supports and enriches the idea.</td>
</tr>
<tr>
<td></td>
<td>d Plan, draft, revise, and edit for a final copy.</td>
</tr>
<tr>
<td></td>
<td>e Use transitions to link ideas.</td>
</tr>
<tr>
<td></td>
<td>f Use a variety of sentence structures.</td>
</tr>
<tr>
<td></td>
<td>g Develop ideas and content with relevant details, supporting examples and/or reasons.</td>
</tr>
</tbody>
</table>

Colorado State Board of Education April, 2006
**Standard 3**  
Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

**Benchmarks**
- Identifying the parts of speech such as nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections;  
- Using correct pronoun case, regular and irregular noun and verb forms, and subject-verb agreement involving comparisons in writing and speaking;  
- Using modifiers, homonyms, and homophones in writing and speaking;  
- Using simple, compound, complex, and compound/complex sentences in writing and speaking;  
- Punctuating and capitalizing titles and direct quotations, using possessives, and correct paragraphing in writing;  
- Using prefixes, root words, and suffixes correctly in writing and speaking;  
- Expanding spelling skills to include more complex words;  
- Demonstrating us of conventional spelling in their published works; and  
- Using resources such as spell checkers, dictionaries, and charts to monitor their spelling accuracy.

<table>
<thead>
<tr>
<th>Assessment Objectives</th>
<th>a</th>
<th>Identify subject, verb, pronouns and adjectives.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b</td>
<td>Use subject/verb agreement, nouns, verbs, pronouns, adjectives, adverbs, homonyms, and homophones.</td>
</tr>
<tr>
<td></td>
<td>c</td>
<td>Write in complete sentences</td>
</tr>
<tr>
<td></td>
<td>d</td>
<td>Use conventions correctly (for example, apostrophes in contractions and singular possessives; quotations marks; end-marks; abbreviations; and commas used with conjunctions, in a series, and introductory phrases).</td>
</tr>
<tr>
<td></td>
<td>e</td>
<td>Identify and use conventional spelling.</td>
</tr>
</tbody>
</table>
**CSAP Writing Assessment Framework**

**Grade 7**

**ASSESSMENT FRAMEWORK** – defines what will be assessed on the State paper and pencil, standardized, timed assessment (Colorado Student Assessment Program - CSAP). This document is organized as follows:

<table>
<thead>
<tr>
<th><strong>Standard</strong></th>
<th>Indicates the broad knowledge and skills that all students should be acquiring in Colorado schools. Each standard is assessed every year.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Benchmark</strong></td>
<td>Tactical description of the knowledge and skills students should acquire within each grade level range (i.e., K-4, 5-8, or 9-12).</td>
</tr>
<tr>
<td><strong>Assessment Objectives</strong></td>
<td>Specific knowledge and skills measured by CSAP for each grade level. Assessment Objectives are assessed on a cyclical basis.</td>
</tr>
</tbody>
</table>

*Note: The appearance of an * behind a word or phrase indicates it appears in the glossary of the Colorado Model Content Standards for Writing.*
<table>
<thead>
<tr>
<th>Standard 2</th>
<th>Students write and speak for a variety of purposes and audiences.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Benchmarks</strong></td>
<td>• Writing stories, letters, and reports with greater detail and supporting material; • Choosing vocabulary and figures of speech that communicate clearly; • Drafting, revising, editing, and proofreading for a legible final copy; • Applying skills in analysis, synthesis, evaluation, and explanation to their writing and speaking; • Incorporating source materials into their speaking and writing (for example, interview, news articles, encyclopedia information); • Writing and speaking in the content areas (for example, science, geography, history, literature), using the technical vocabulary of the subject accurately; and • Recognizing stylistic elements such as voice, tone, and style.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Objectives</th>
<th>a</th>
<th>Write in a variety of modes such as narrative, expository or descriptive for various audiences and purposes (for example, to entertain, to inform or to persuade).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b</td>
<td>Develop ideas and content with significant details, examples, and/or reasons.</td>
</tr>
<tr>
<td></td>
<td>c</td>
<td>Organize ideas so that there is an inviting introduction, logical arrangement of ideas, and a satisfying conclusion.</td>
</tr>
<tr>
<td></td>
<td>d</td>
<td>Use transitions to link ideas.</td>
</tr>
<tr>
<td></td>
<td>e</td>
<td>Plan, draft, revise, and edit for a legible final copy.</td>
</tr>
<tr>
<td></td>
<td>f</td>
<td>Use a variety of sentence structures with varied length.</td>
</tr>
<tr>
<td></td>
<td>g</td>
<td>Write with a voice appropriate to purpose and audience.</td>
</tr>
<tr>
<td></td>
<td>h</td>
<td>Choose a range of words that are precise and vivid.</td>
</tr>
<tr>
<td><strong>Standard 3</strong></td>
<td>Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.</td>
<td></td>
</tr>
<tr>
<td><strong>Benchmarks</strong></td>
<td>• Identifying the parts of speech such as nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections; • Using correct pronoun case, regular and irregular noun and verb forms, and subject-verb agreement involving comparisons in writing and speaking; • Using modifiers, homonyms, and homophones in writing and speaking; • Using simple, compound, complex, and compound/complex sentences in writing and speaking; • Punctuating and capitalizing titles and direct quotations, using possessives, and correct paragraphing in writing; • Using prefixes, root words, and suffixes correctly in writing and speaking; • Expanding spelling skills to include more complex words; • Demonstrating use of conventional spelling in their published works; and • Using resources such as spell checkers, dictionaries, and charts to monitor their spelling accuracy.</td>
<td></td>
</tr>
</tbody>
</table>
| **Assessment Objectives** | a  Identify parts of speech, such as nouns, pronouns, verbs, and adjectives.  
  
  b  Use standard English usage in writing, including subject/verb agreement, pronoun referents, modifiers, homonyms, and homophones.  
  
  c  Write in complete sentences.  
  
  d  Use paragraphs correctly so that each paragraph is differentiated by indenting or blocking and includes one major but focused idea.  
  
  e  Use conventional spelling in published work.  
  
  f  Punctuate correctly (for example, apostrophes, quotation marks, end marks, and commas). |
CSAP Writing Assessment Framework

Grade 8

**ASSESSMENT FRAMEWORK** – defines what will be assessed on the State paper and pencil, standardized, timed assessment (Colorado Student Assessment Program - CSAP). This document is organized as follows:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicates the broad knowledge and skills that all students should be acquiring in Colorado schools. Each standard is assessed every year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark</td>
<td>Tactical description of the knowledge and skills students should acquire within each grade level range (i.e., K-4, 5-8, or 9-12).</td>
</tr>
<tr>
<td>Assessment Objectives</td>
<td>a Specific knowledge and skills measured by CSAP for each grade level. Assessment Objectives are assessed on a cyclical basis.</td>
</tr>
</tbody>
</table>

*Note: The appearance of an * behind a word or phrase indicates it appears in the glossary of the Colorado Model Content Standards for Writing.*

Colorado State Board of Education April, 2006
Grade 8  
Writing Assessment Frameworks

<table>
<thead>
<tr>
<th>Standard 2</th>
<th>Students write and speak for a variety of purposes and audiences.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Benchmarks</strong></td>
<td>• Writing stories, letters, and reports with greater detail and supporting material; • Choosing vocabulary and figures of speech that communicate clearly; • Drafting, revising, editing, and proofreading for a legible final copy; • Applying skills in analysis, synthesis, evaluation, and explanation to their writing and speaking; • Incorporating source materials into their speaking and writing (for example, interview, news articles, encyclopedia information); • Writing and speaking in the content areas (for example, science, geography, history, literature), using the technical vocabulary of the subject accurately; and • Recognizing stylistic elements such as voice, tone, and style.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Objectives</th>
<th>a</th>
<th>Write in a variety of genres such as editorials, personal narratives, essays, stories, and letters for specific purposes (for example, to analyze, to evaluate, to entertain, to persuade, to inform, or to explain).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b</td>
<td>Organize writing so that it has an inviting introduction, a logical progression of ideas, and a purposeful conclusion.</td>
</tr>
<tr>
<td></td>
<td>c</td>
<td>Use vivid and precise language appropriate to audience and purpose.</td>
</tr>
<tr>
<td></td>
<td>d</td>
<td>Plan, draft, revise, and edit for a legible final copy.</td>
</tr>
<tr>
<td></td>
<td>e</td>
<td>Write in format (for example, lab reports, summaries, formal letters, and memos) and voice appropriate to purpose and audience.</td>
</tr>
<tr>
<td></td>
<td>f</td>
<td>Vary sentence structure and length to enhance meaning and fluency.</td>
</tr>
<tr>
<td></td>
<td>g</td>
<td>Develop ideas and content with significant details, examples, and/or reasons to address a prompt.</td>
</tr>
</tbody>
</table>
### Standard 3

Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

### Benchmarks

- Identifying the parts of speech such as nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections;
- Using correct pronoun case, regular and irregular noun and verb forms, and subject-verb agreement involving comparisons in writing and speaking;
- Using modifiers, homonyms, and homophones in writing and speaking;
- Using simple, compound, complex, and compound/complex sentences in writing and speaking;
- Punctuating and capitalizing titles and direct quotations, using possessives, and correct paragraphing in writing;
- Using prefixes, root words, and suffixes correctly in writing and speaking;
- Expanding spelling skills to include more complex words;
- Demonstrating use of conventional spelling in their published works; and
- Using resources such as spell checkers, dictionaries, and charts to monitor their spelling accuracy.

### Assessment Objectives

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Identify parts of speech correctly, such as nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions, and interjections.</td>
</tr>
<tr>
<td>b</td>
<td>Use standard English in writing including pronoun/antecedent agreement, subject/verb agreement, regular/irregular verbs, and modifiers.</td>
</tr>
<tr>
<td>c</td>
<td>Write in complete sentences</td>
</tr>
<tr>
<td>d</td>
<td>Use conventions correctly (for example, all capitalization; apostrophes in contractions; quotation marks; underlining/italics; commas in a series, dates, addresses, direct address, letters; introductory words/phrases in dialogue and in complex and compound sentences).</td>
</tr>
<tr>
<td>e</td>
<td>Use conventional spelling.</td>
</tr>
<tr>
<td>f</td>
<td>Use paragraphing correctly, so that each paragraph is differentiated by indenting or blocking and includes one major, focused idea.</td>
</tr>
</tbody>
</table>

Colorado State Board of Education April, 2006
CSAP Reading Assessment Framework
CSAP Reading Assessment Framework

Grade 6

**ASSESSMENT FRAMEWORK** - defines what will be assessed on the State paper and pencil, standardized, timed assessment (Colorado Student Assessment Program - CSAP). This document is organized as follows:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicates the broad knowledge and skills that all students should be acquiring in Colorado schools. Each standard is assessed every year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark</td>
<td>Tactical description of the knowledge and skills students should acquire within each grade level range (i.e., K-4, 5-8, or 9-12).</td>
</tr>
<tr>
<td>Assessment Objectives</td>
<td>Specific knowledge and skills measured by CSAP for each grade level. Assessment Objectives are assessed on a cyclical basis.</td>
</tr>
</tbody>
</table>

*Note: The appearance of an * behind a word or phrase indicates it appears in the glossary of the Colorado Model Content Standards for Reading.*
<table>
<thead>
<tr>
<th><strong>Standard 1</strong></th>
<th>Students read and understand a variety of materials.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Benchmark</strong></td>
<td>Using a full range of strategies to comprehend technical writing, newspapers, magazines, poetry, short stories, plays, and novels in addition to the types of reading material mentioned above. Students extend their thinking and understanding as they read stories about people from similar and different backgrounds.</td>
</tr>
</tbody>
</table>
| **Assessment Objectives** | a. Compare and contrast a variety of texts with similar themes and ideas.  
  
b. Summarize and synthesize fiction and non-fiction (for example, stories, magazine articles, and informational text).  
  
c. Locate and paraphrase the key/main ideas and supporting details in fiction and non-fiction.  
  
d. Infer using information in a variety of texts and genre.  
  
e. Identify sequential order in fiction and non-fiction.  
  
f. Locate and recall information in text with different structures (for example, cause and effect, compare and contrast, and problem/solution).  
  
g. Identify the meaning or unfamiliar words in context using word recognition skills and context clues.  |
<p>| <strong>Standard 4</strong> | Students apply thinking skills to their reading, speaking, listening, and viewing. |
| <strong>Benchmarks</strong> | • Recognizing an author’s or speaker’s point of view and purpose, separating fact from opinion; • Using reading, writing, speaking, listening, and viewing skills to solve problems and answer questions; • Making predictions, drawing conclusions, and analyzing what they read, hear, and view; • Recognizing, expressing, and defending a point of view orally in an articulate manner and in writing; and • Determining literary quality based on elements such as the author’s use of vocabulary, character development, plot development, description of setting, and realism of dialogue. |</p>
<table>
<thead>
<tr>
<th>Assessment Objectives</th>
<th>a</th>
<th>Determine author’s purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b</td>
<td>Use reading to define and solve problems and answer questions.</td>
</tr>
<tr>
<td></td>
<td>c</td>
<td>Differentiate fact from opinion in a variety of texts.</td>
</tr>
<tr>
<td></td>
<td>d</td>
<td>Make predictions and draw conclusions from text in various genre.</td>
</tr>
<tr>
<td></td>
<td>e</td>
<td>Explain the text's main point and use relevant details to support the explanation.</td>
</tr>
</tbody>
</table>

**Standard 5**

Students read to locate, select, and make use of relevant information from a variety of media, references, and technological sources.

**Benchmarks**

- Using organizational features of printed text such as prefaces, afterwords, and appendices;
- Using organizational features of electronic information (for example, microfiche headings and numbering, headings for accessing nested information in hypertext media, electronic media, CD-ROM, laser disc), and library and interlibrary catalog databases;
- Locating and selecting relevant information;
- Using available technology to research and produce an end-product that is accurately documented; and
- Giving credit for borrowed information in a bibliography.

<table>
<thead>
<tr>
<th>Assessment Objectives</th>
<th>a</th>
<th>Use organizational features of printed text (for example, captions, chapter preview, summaries, prefaces, annotations, changes in print, and appendices) to locate information.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b</td>
<td>Use organizational features of electronic information (for example, keyword searches and icons) to locate information.</td>
</tr>
</tbody>
</table>
|                       | c  | Summarize and organize information about a topic in a variety of ways (for example, graphic organizer, Venn
<table>
<thead>
<tr>
<th></th>
<th>diagram, outline, time line) from references, technical sources, and media.</th>
</tr>
</thead>
<tbody>
<tr>
<td>d</td>
<td>Select information to support ideas and justify the selection.</td>
</tr>
<tr>
<td>e</td>
<td>Locate others’ ideas, images or information in bibliography, works cited page, or text features (for example, quotations, italics, parentheses, and footnotes).</td>
</tr>
<tr>
<td>f</td>
<td>Locate meanings and pronunciations of unfamiliar words using dictionaries, glossaries, and other sources.</td>
</tr>
<tr>
<td>g</td>
<td>Give credit for borrowed information by listing sources.</td>
</tr>
</tbody>
</table>

**Standard 6**

Students read and recognize literature as a record of human experience.

**Benchmarks**
- Reading, responding to, and discussing a variety of novels, poetry, short stories, non-fiction, content-area and technical material, and plays; 
- Reading, responding to, and discussing literature that represents points of view from places, people, and events that are familiar and unfamiliar; 
- Distinguishing the elements that characterize and define a literary “classic;” 
- Comparing the diverse voices of our national experience as they read a variety of United States literature; 
- Using literary terminology accurately, including setting, character, conflict, plot, resolution, theme, foreshadowing, and figurative language; and 
- Using new vocabulary from literature in other context.

**Assessment Objectives**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Read and respond to a variety of literature (for example, novels, poetry, short stories, non-fiction and plays) that represents perspectives from places, people, and events that are familiar and unfamiliar.</td>
</tr>
<tr>
<td>b</td>
<td>Identify characters, setting, problem/conflict, action/plot/events, resolution/solution, theme, and sequence in literature.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>c</td>
<td>Use knowledge of literary techniques and literary terminology (for example, dialogue, scene, flashback, and figurative language) to understand the text.</td>
</tr>
<tr>
<td>d</td>
<td>Read and respond to literature as a way to explore the similarities and differences among stories and the ways in which those stories reflect the ethnic background of the author and the culture in which they were written.</td>
</tr>
</tbody>
</table>
CSAP Reading Assessment Framework

Grade 7

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<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicates the broad knowledge and skills that all students should be acquiring in Colorado schools. Each standard is assessed every year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark</td>
<td>Tactical description of the knowledge and skills students should acquire within each grade level range (i.e., K-4, 5-8, or 9-12).</td>
</tr>
<tr>
<td>Assessment Objectives</td>
<td>specific knowledge and skills measured by CSAP for each grade level. Assessment Objectives are assessed on a cyclical basis.</td>
</tr>
</tbody>
</table>

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</thead>
<tbody>
<tr>
<td><strong>Benchmark</strong></td>
<td>Using a full range of strategies to comprehend technical writing, newspapers, magazines, poetry, short stories, plays, and novels in addition to the types of reading material mentioned above. Students extend their thinking and understanding as they read stories about people from similar and different backgrounds.</td>
</tr>
<tr>
<td><strong>Assessment Objectives</strong></td>
<td></td>
</tr>
<tr>
<td>a</td>
<td>Compare and contrast texts with similar characters, plots and/or themes.</td>
</tr>
<tr>
<td>b</td>
<td>Summarize text read (for example, newspaper and magazine articles, technical writing, stories, and poetry).</td>
</tr>
<tr>
<td>c</td>
<td>Determine the main idea or essential message in a text.</td>
</tr>
<tr>
<td>d</td>
<td>Make reasonable inferences from information that is implied but not directly stated.</td>
</tr>
<tr>
<td>e</td>
<td>Infer by making connections between separated sections of a text.</td>
</tr>
<tr>
<td>f</td>
<td>Find support in the text for main ideas.</td>
</tr>
<tr>
<td>g</td>
<td>Use word recognition skills (for example, roots, prefixes, and suffixes) to comprehend text.</td>
</tr>
<tr>
<td>h</td>
<td>Find the sequence of steps in a technical publication.</td>
</tr>
<tr>
<td>i</td>
<td>Use context clues to determine the meaning of unfamiliar words.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 4</th>
<th>Students apply thinking skills to their reading, speaking, listening, and viewing.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Benchmarks</strong></td>
<td></td>
</tr>
<tr>
<td>• Recognizing an author’s or speaker’s point of view and purpose, separating fact from opinion; • Using reading, writing, speaking, listening, and viewing skills to solve problems and answer questions;</td>
<td></td>
</tr>
<tr>
<td>Assessment Objectives</td>
<td>a Recognize an author's or speaker's point of view and purpose.</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>b Use reading to define and solve problems and answer questions.</td>
</tr>
<tr>
<td></td>
<td>c Distinguish between fact and opinion.</td>
</tr>
<tr>
<td></td>
<td>d Make predictions, draw conclusions, and analyze what they read, hear, and view.</td>
</tr>
<tr>
<td></td>
<td>e Explain text's main point and use relevant details to support the explanation.</td>
</tr>
</tbody>
</table>

**Standard 5**  
Students read to locate, select, and make use of relevant information from a variety of media, references, and technological sources.

| Benchmarks | • Using organizational features of printed text such as prefaces, afterwords, and appendices; • Using organizational features of electronic information (for example, microfiche headings and numbering, headings for accessing nested information in hypertext media, electronic media, CD-ROM, laser disc), and library and interlibrary catalog databases; • Locating and selecting relevant information; • Using available technology to research and produce an end-product that is accurately documented; and • Giving credit for borrowed information in a bibliography. |

<p>| Assessment Objectives | a Use organizational features of printed text (for example, chapter preview and summaries, prefaces, annotations, bold face print, or appendices) to locate information. |</p>
<table>
<thead>
<tr>
<th>Standard 6</th>
<th>Students read and recognize literature as a record of human experience.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Benchmarks</strong></td>
<td>• Reading, responding to, and discussing a variety of novels, poetry, short stories, non-fiction, content-area and technical material, and plays; • Reading, responding to, and discussing literature that represents points of view from places, people, and events that are familiar and unfamiliar; • Distinguishing the elements that characterize and define a literary “classic;” • Comparing the diverse voices of our national experience as they read a variety of United States literature; • Using literary terminology accurately, including setting, character, conflict, plot, resolution, theme, foreshadowing, and figurative language; and • Using new vocabulary from literature in other context.</td>
</tr>
</tbody>
</table>

<p>| Assessment | a | Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays. |</p>
<table>
<thead>
<tr>
<th>Standard 6</th>
<th><strong>Students read and recognize literature as a record of human experience.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Benchmarks</strong></td>
<td>• Reading, responding to, and discussing a variety of novels, poetry, short stories, non-fiction, content-area and technical material, and plays; • Reading, responding to, and discussing literature that represents points of view from places, people, and events that are familiar and unfamiliar; • Distinguishing the elements that characterize and define a literary &quot;classic;&quot; • Comparing the diverse voices of our national experience as they read a variety of United States literature; • Using literary terminology accurately, including setting, character, conflict, plot, resolution, theme, foreshadowing, and figurative language; and • Using new vocabulary from literature in other context.</td>
</tr>
</tbody>
</table>

<p>| Assessment | a | Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays. |</p>
<table>
<thead>
<tr>
<th>Objectives</th>
<th>b</th>
<th>Use literary terminology accurately (for example, setting, character, conflict, plot resolution, dialect, and point of view).</th>
</tr>
</thead>
<tbody>
<tr>
<td>c</td>
<td></td>
<td>Apply knowledge of literary techniques (for example, foreshadowing, metaphor, simile, personification, onomatopoeia, alliteration, and flashback) to understand text.</td>
</tr>
<tr>
<td>d</td>
<td></td>
<td>Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar.</td>
</tr>
</tbody>
</table>
CSAP Reading Assessment Framework

Grade 8

ASSESSMENT FRAMEWORK – defines what will be assessed on the State paper and pencil, standardized, timed assessment (Colorado Student Assessment Program - CSAP). This document is organized as follows:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicates the broad knowledge and skills that all students should be acquiring in Colorado schools. Each standard is assessed every year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark</td>
<td>Tactical description of the knowledge and skills students should acquire within each grade level range (i.e., K-4, 5-8, or 9-12).</td>
</tr>
<tr>
<td>Assessment Objectives</td>
<td>Specific knowledge and skills measured by CSAP for each grade level. Assessment Objectives are assessed on a cyclical basis.</td>
</tr>
</tbody>
</table>

Note: The appearance of an * behind a word or phrase indicates it appears in the glossary of the Colorado Model Content Standards for Reading.

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<table>
<thead>
<tr>
<th>Standard 1</th>
<th>Students read and understand a variety of materials.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Benchmark</strong></td>
<td>Using a full range of strategies to comprehend technical writing, newspapers, magazines, poetry, short stories, plays, and novels in addition to the types of reading material mentioned above. Students extend their thinking and understanding as they read stories about people from similar and different backgrounds.</td>
</tr>
<tr>
<td><strong>Assessment Objectives</strong></td>
<td></td>
</tr>
<tr>
<td>a</td>
<td>Compare and contrast a variety of texts with similar themes and ideas.</td>
</tr>
<tr>
<td>b</td>
<td>Summarize, synthesize, and evaluate information from a variety of text and genre (for example, Internet, technical text, letters, diaries, biographies, email, and lyrics).</td>
</tr>
<tr>
<td>c</td>
<td>Analyze main idea and supporting details in a variety of text and genre.</td>
</tr>
<tr>
<td>d</td>
<td>Infer using information from a variety of text and genre.</td>
</tr>
<tr>
<td>e</td>
<td>Sequence events and procedures.</td>
</tr>
<tr>
<td>f</td>
<td>Locate and recall information in different text structures (for example, cause and effect, problem/solution, compare/contrast).</td>
</tr>
<tr>
<td>g</td>
<td>Identify the meaning of unfamiliar words in context using word recognition skills and context clues.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 4</th>
<th>Students apply thinking skills to their reading, speaking, listening, and viewing.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Benchmarks</strong></td>
<td>• Recognizing an author's or speaker's point of view and purpose, separating fact from opinion; • Using reading, writing, speaking, listening, and viewing skills to solve problems and answer questions; • Making predictions, drawing conclusions, and analyzing what they read, hear, and view; • Recognizing, expressing, and defending a point of view orally in an articulate manner and in writing; and</td>
</tr>
</tbody>
</table>

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- Determining literary quality based on elements such as the author's use of vocabulary, character development, plot development, description of setting, and realism of dialogue.

### Assessment Objectives

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Identify an author's point of view and purpose.</td>
</tr>
<tr>
<td>b</td>
<td>Use reading and writing skills to identify problems, list possible solutions, and answer questions.</td>
</tr>
<tr>
<td>c</td>
<td>Differentiate fact from opinion in a variety of texts.</td>
</tr>
<tr>
<td>d</td>
<td>Analyze text to make predictions and draw conclusions.</td>
</tr>
<tr>
<td>e</td>
<td>Analyze the text's main idea and use relevant details to support the analysis.</td>
</tr>
</tbody>
</table>

### Standard 5

Students read to locate, select, and make use of relevant information from a variety of media, references, and technological sources.

### Benchmarks

- Using organizational features of printed text such as prefaces, afterwords, and appendices;
- Using organizational features of electronic information (for example, microfiche headings and numbering, headings for accessing nested information in hypertext media, electronic media, CD-ROM, laser disc), and library and interlibrary catalog databases;
- Locating and selecting relevant information;
- Using available technology to research and produce an end-product that is accurately documented; and
- Giving credit for borrowed information in a bibliography.

### Assessment Objectives

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<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>a</td>
<td>Use organizational features of printed text (for example, annotations, citations, and bibliographic references) to locate relevant information.</td>
</tr>
<tr>
<td>b</td>
<td>Use organizational features of electronic information (for example, keyword searches and email addresses) to locate relevant information.</td>
</tr>
<tr>
<td>c</td>
<td>Summarize and organize information about a topic in a variety of ways (for example, graphic organizer, Venn diagram, outline, timeline) from a variety of references, technical sources, and media.</td>
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<tr>
<td><strong>Standard 6</strong></td>
<td><strong>Students read and recognize literature as a record of human experience.</strong></td>
</tr>
<tr>
<td><strong>Benchmarks</strong></td>
<td>• Reading, responding to, and discussing a variety of novels, poetry, short stories, non-fiction, content-area and technical material, and plays; • Reading, responding to, and discussing literature that represents points of view from places, people, and events that are familiar and unfamiliar; • Distinguishing the elements that characterize and define a literary “classic;” • Comparing the diverse voices of our national experience as they read a variety of United States literature; • Using literary terminology accurately, including setting, character, conflict, plot, resolution, theme, foreshadowing, and figurative language; and • Using new vocabulary from literature in other context.</td>
</tr>
<tr>
<td><strong>Assessment Objectives</strong></td>
<td><strong>a</strong> Read and respond to a variety of literature (for example, novels, poetry, short stories, non-fiction and plays) that represents perspectives from places, people, and events that are familiar and unfamiliar.</td>
</tr>
<tr>
<td></td>
<td><strong>b</strong> Apply literary terminology and knowledge of literary techniques (including, but not limited to, setting, protagonist, antagonist, point of view, foreshadowing, personification, and flashback) to understand text.</td>
</tr>
<tr>
<td></td>
<td><strong>c</strong> Read a given text and identify the theme.</td>
</tr>
<tr>
<td></td>
<td><strong>d</strong> Understand how figurative language supports meaning in a given context.</td>
</tr>
</tbody>
</table>

Colorado State Board of Education April, 2006
CSAP Areas of Emphasis
Students will take the required Colorado Student Assessment Program tests in the 6th, 7th, and 8th grades. They will be tested on how well they meet state language arts standards in the areas of reading and writing. Students must know the expectations of the tests and be prepared to address the areas tested. By the end of February, students should have knowledge of the following elements that may be covered in the CSAP process. (Prompts will change from year to year resulting in a slight change of focus.)
CSAP AREAS OF EMPHASIS in 6th Grade Reading and Writing

**Reading**
- Locate and paraphrase key/main ideas and supporting details
- Read to make generalizations while defining the main ideas or problems raised within a nonfiction passage. Use details from the passage to support the answer.
- Identify the meaning of unfamiliar words in context using word recognition skills and context clues
- Summarize and organize information about a topic- for example, when using a timeline or other type of graphic organizer
- Determine author’s purpose/attitude for writing a nonfiction passage
- Differentiate fact from opinion
- Use organizational features of printed text to locate information: appendices, headings, captions, titles
- Use research skills including locating and using parts of a dictionary entry, keywords in an internet search, reading a bibliography
- Use keywords in an internet search
- Locate and recall information in text with different structures (narrative, recipe, and directions)
- Infer using information in a variety of texts and genre
- Use knowledge of literary techniques and terminology to understand the text
- Identify characters, setting, problem/conflict, action/plot/events, resolution/solution
- Use knowledge of literary techniques and terminology to understand the text. For example, dialogue, personification, onomatopoeia, alliteration, hyperbole, metaphor, simile, character feelings, setting
- Locate and paraphrase the key/main ideas and supporting details: describe adjectives for a character from a selection using supportive details
- Make predictions and draw conclusions from text in various genre

**Writing**
- Plan, draft, revise, and edit for a legible final copy
- Use transitions to link ideas
- Identify the subject, verb, pronouns, and adjectives in a sentence
- Write in complete sentences
- Use punctuation correctly
- Use correct subject verb agreement
- Use a variety of sentence structures
- Use language which supports and enriches the idea
- Organize writing using a logical arrangement of ideas
- Identify and use correct spelling
- Use correct capitalization
- Use correct punctuation in a quotation
- Construct single and multi-paragraph responses to a prompt
CSAP AREAS OF EMPHASIS in 7th grade reading and writing

**Reading**
- Reading for detail
- Rephrasing questions into answers
- Looking for the main idea in a reading passage
- Using symbols for meaning
- Inferring and interpreting
- Identifying figurative language — similes, metaphors, onomatopoeia, alliteration, personification
- Recognizing fact vs. opinion in reading
- Recognizing vocabulary through context (some difficult words are in each passage)
- Identifying topic sentence in a paragraph
- Predicting
- Employing character analysis
- Reading timelines
- Understanding factual readings (content area reading)
- Interpreting pictures and captions, charts and graphs
- Paraphrasing
- Identifying point of view
- Knowing the use of various resources
- Understanding informative literature (brochures, pamphlets)
- Identifying main idea and subordinate ideas
- Interpreting poetry
- Summarizing
- Identifying implied meanings

**Writing**
- Understanding the writing process
- Using various methods of prewriting through graphic organizers (not just webbing)
- Using introductory and concluding paragraphs
- Using persuasive, expository, and descriptive genres
• Knowing the difference between fact and opinion
• Using business and friendly letter forms
• Using complete sentences (no comma splices)
• Applying subject/verb agreement
• Using pronoun/antecedents correctly
• Using modifiers (comparatives, superlatives)
• Using proper spelling (homonyms, homophones)
• Understanding and using revision checklists in the writing process
  ❖ audience/purpose
  ❖ organization
  ❖ support for ideas/content
  ❖ fluency through sentence variety
  ❖ transitional expressions
  ❖ correct, precise word choice
  ❖ conventions (spelling, subject/verb agreement, capitalization, punctuation, modifiers, pronouns, paragraph indentation)
  ❖ legibility
• Using grammar conventions properly
• Using punctuation and capitalization conventions correctly
• Understanding expository paragraph development
• Punctuating items in an address
• Formatting a letter
• Using commas appropriately (esp., adjective clauses)
• Using apostrophes correctly (possessives and contractions)
CSAP Areas of Emphasis-8th Grade Reading & Writing

Reading
• Reading for detail
• Rephrasing questions into answers
• Looking for the main idea in a reading passage
• Using symbols for meaning
• Inferring and interpreting
• Identifying figurative language (similes, metaphors, personification) and stylistic devices (alliteration, onomatopoeia)
• Recognizing fact vs. opinion in reading
• Recognizing vocabulary through context (some difficult words are in the passage)
• Identifying topic sentence in paragraph
• Predicting
• Employing character analysis
• Reading timelines
• Understanding factual readings (content area readings)
• Interpreting pictures and captions, charts, and graphs
• Paraphrasing
• Identifying point of view
• Knowing the use of various resources and their component parts (the index, glossary, table of contents, etc.)
• Understanding informative literative (brochures, pamphlets)
• Identifying main idea and subordinate ideas
• Interpreting poetry and understanding its structure
• Summarizing
• Identifying implied messages
• determining the reliability of resources (magazines, atlases, encyclopedias, books, etc.)
• understanding bibliographic/Works Cited listings and dictionary entries
• understanding chronological order
• understanding graphic organizers
Writing

- Understanding the writing process
- Using various methods of prewriting through graphic organizers (not just webbing)
- Using introductory and concluding paragraphs
- Using persuasive and expository writing
- Using business and friendly letter forms
- Identifying topic sentences
- Developing paragraph support for a topic sentence
- Knowing the difference between fact and opinion in supporting details
- Eliminating unnecessary detail (sentences needing omission)
- Developing expository answers using detailed support from a passage
- Developing a response through comparison/contrast using detail from a passage
- Understanding expository paragraph development (facts, examples, reasons, incidents)
- Understanding the logical order of information
- Using complete sentences (no comma splices)
- Understanding and using phrases/clauses
- Using conjunctions correctly (coordinating and subordinating)
- Understanding and using revision checklists in the writing process
  - audience/purpose
  - organization
  - support for ideas/content
  - fluency through sentence variety
  - transitions
  - correct, precise word choice
  - conventions (spelling, subject/verb agreement, capitalization, punctuation, modifiers, pronouns, paragraph indentation)
  - legibility
- Applying subject/verb agreement
- Applying pronoun/antecedent agreement
- Using comparative and superlatives
- Using commas in adjective clauses and appositive phrases
- Using apostrophes in possessives and contractions
- Understanding and using correct verb tense
- Understanding multiple meanings for words
- Understanding contextual clues to determine meaning
Middle Level Language Arts Exit Skills
Language Arts Exit Skills

8th Grade
- Demonstrate multi-paragraph essay skills using a thesis statement, introduction, and conclusion with an awareness of audience and purpose in a variety of genres and structures.
- Craft well-developed paragraphs including topic sentences and concluding statements.
- Apply both strong writing process skills including use of a variety of graphic organizers, particularly outlining, and revising/editing skills with increasing independence.
- Recognize the eight parts of speech and self-edit for conventions, grammar, and usage errors such as run-ons, fragments, comma splices.
- Locate and use information from multiple sources to develop and support opinions, determine reliability and validity, and reference sources through parenthetical citations and a Works Cited page.
- Read, understand, and analyze an author’s use of literary elements in multiple genres to identify author’s intent and purpose using examples from text.
- Articulate and project in oral presentations.
- Adjust presentation style to purpose with an awareness of audience.
- Interact in classroom discussions by responding thoughtfully, encouraging others to respond and referencing text when appropriate.
- Apply critical thinking skills through complex inquiry, effective synthesis, analytical evaluation, and insightful responses using grade-appropriate materials.

7th Grade
- Demonstrate paragraph skills including topic sentences and concluding statements with an awareness of audience and purpose using a variety of genres and structures.
- Begin to tailor multi-paragraph essays to various genres using the appropriate introductions, conclusions, and thesis statements.
- Locate and use information from a variety of sources and document using note-cards, outlining, and a Works Cited page.
- Recognize the eight parts of speech and self-edit for conventions, grammar, and usage errors such as run-ons, fragments, comma splices.
- Identify literary elements and analyze an author’s use of these elements with more complex text.
- Articulate and project in oral presentations.
- Develop awareness of audience and begin to tailor presentations appropriately.
- Participate in classroom discussions by building on others’ ideas and referencing text for support.
- Demonstrate critical thinking skills through analysis and synthesis of grade-appropriate materials.
6th Grade

- Craft well-developed single paragraph responses including topic sentences, substantive detail and concluding sentences.
- Begin to develop multi-paragraph essay writing skills across a variety of genres with consideration of thesis statements, introductions, and conclusions.
- Locate and use information from a variety of sources and document using note-cards, outlining, and a Works Cited page.
- Recognize the eight parts of speech and begin to self-edit for conventions, grammar, and usage errors particularly run-on sentences, fragments, and comma splices.
- Identify literary elements and begin to analyze an author's use of these elements.
- Articulate and project in oral presentations.
- Participate in classroom discussions referencing text for support.
- Develop critical thinking skills through teacher-guided analysis and synthesis of grade-appropriate materials.
WORKS CITED

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