

**Florida Treasures**  
**Grade 3 Student Books**  
*Time for Kids Writing*  
**Anchor Papers: Student Writing Samples**

**Grade 3 Unit 1 Writing: Expository**

**Score Point 2**

**Cleer Wat Heer**  
by Pedro J.

Lusa come Cleer Wat in the last aprel far way.  
Her in thur grait. Her in clas. Her fron domcen ripluc. Her bruder nams  
Pedro and Susna and Calros.  
I bruder nams Calos. Cleer Wat veri mus.  
Veri mus Lusa. Her preti dre. Lik veri mus.

**Focus**—The topic is not properly introduced or presented.

**Organization**—The ideas are not organized in logical sequence and show little relation to each other.

**Support**—Words and phrases may be vague or inaccurate. The writer shows little or no involvement with the topic and does not address the reader. Sentences are fragmented, incomplete, or choppy.

**Conventions**—Significant errors in spelling, mechanics, and usage can be found in practically every line, impeding the reader’s ability to comprehend what the author attempts to express

## What Does a Score Point 1 Paper Look Like?

**Focus**—The writer shows little understanding of the topic. The writing consists of a fragmentary list of unrelated ideas, lacking a clear sense of mode, purpose, and audience.

**Organization**—The writing lacks a logical progression of ideas.

**Support**—The writer's choice of words is immature and unrelated to the topic. There are few, if any, details.

**Conventions**—Significant errors in mechanics, spelling, and usage impede comprehension of the response.

## Grade 3 Unit 1 Writing: Expository

### Score Point 4

#### Betty is my best friend

by Tosha K.

Betty and me made a club. We have a club in the back of her house. It is call the Explorers Club. Nobody else can be in the Explorers Club. Only Betty and Me. Betty is my best friend.

Peopel some times have very spechal frends. Betty is my spechal friend. Betty is my best friend. Betty and me are frends since first grade.

Explorers make maps. They make lot of maps. Bettys mom bakes cookies in her kichen. Betty and me make a map to the kichen. We follow our map to Bettys moms kichen. Her mom gives cookies to us. We are best friends. Betty is spechal. She is Explorer like me. Only Betty and me are in Explorers Club. Bettys mom makes good cookies.

**Focus**—The writer presents some relevant information in the explanation; she demonstrates occasional awareness of the audience but does not relate information effectively to readers.

**Organization**—Information is presented out of logical order.

**Support**—Word choice is weak and sometimes confusing; sentences are limited in pattern and length.

**Conventions**—Errors in spelling, mechanics, and usage hamper the reader’s enjoyment of the piece.

### What Does a Score Point 3 Paper Look Like?

**Focus**—The writing is only minimally focused on the topic, with many unrelated details. There is some sense of mode, purpose, and audience.

**Organization**—An attempt to organize is apparent but intermittent. There is limited use of transitions. The expository element of the paper is weak.

**Support**—The writer’s choice of words is limited and predictable. There are few, if any, details offered throughout the piece.

**Conventions**—Errors in mechanics, spelling, and usage generally do not impede comprehension of the response.

## Grade 3 Unit 1 Writing: Expository

### Score Point 5

#### Ling is Special

by Henry H.

One day I went to school. This is why Ling is special. I had a project I made with my dad in the basement of our house. It was made of wood. The first six blocks were not very heavy. After that, the wood got very, very, very heavy. I did not know what to do! I had my knapsack on my back. I had my project for school in my hands. It was hot on that day. And my sister did not wait. My sister was walking with her friends. I called but she did not hear me with the trafik. My project started to shake. There wasn't nowhere to put the project down. I almost droped my project right there.

Ling was their all of a sudden with his hand under the project. He smiled and he said looks like its heavy. Is it made of wood? I said yes. Then Ling took the project to look at it but he walked two blocks holding the project as he walked and asking me questions so I didn't feel dumb. Ling knew that I almost dropped the project on the side walk. I know he did. Ling only said he liked my project though.

After two blocks, he gave the project to me again and I carryed it the last block to school. Ling has been my friend sinse that day. I am happy when I can help him too!

**Focus**—The writer demonstrates a solid awareness of audience and purpose.

**Organization**—The writing maintains a logical progression of facts and details.

**Support**—The writing meets the criteria by including a main idea and supporting details. The writer uses transition words and descriptive words appropriate to topic. He includes a variety of simple and complex sentences.

**Conventions**—Some editing is required to correct occasional errors in spelling, mechanics, and usage.

## Grade 3 Unit 1 Writing: Expository

### Score Point 6

#### My Friend, Mike

by Billy O.

A person does not have to be special to be someone’s friend. With my friend, Mike, though, it is obvious to see just how special he is.

Mike is an outstanding athlete with the Special Olympics. He trains every week and still has taken time to be my coach. Mike has helped me with soccer, tennis, volleyball, and track. I never really liked sports before we became friends. I guess I was just lazy. Mike taught me to train by beating my own numbers. This has made playing sports a lot more fun for me, but I will never be an athlete.

My friend, Mike, is an athlete. When I watch him compete, I am so proud of him. All his hard work can be seen in his focus and his results. As of last week, though, it can also be seen in the fact that Mike has been picked to take part in the World Summer Games in Shanghai this October. This is the second time these games have been played outside the United States and the first time they will be held in Asia. Team USA—Florida is sending 22 athletes to these games, and Mike is one of those athletes.

I told Mike that we will be training hard this summer because we are in this together. After all, that is what best friends do!

**Focus**—The writer develops a clear and focused explanation of the topic. He demonstrates a strong awareness of the audience and a clear sense of purpose throughout the writing.

**Organization**— The writer maintains logical structure from a strong introduction to the final conclusion.

**Support**—The writer connects ideas effectively with transition words and chooses precise descriptive words throughout the piece. He varies the length and pattern of sentences to hold the reader’s interest.

**Conventions**—The writer demonstrates strong command of spelling, grammar, capitalization, and punctuation.

## Grade 3 Unit 2 Writing: Narrative

### Score Point 2

#### Ever Glad

by Lilliana W.

The Ever Gad. Is big and grass moving and moving. Is meny brd. This meny brd big legs and big neck. Is meny brd on watr and in lad. Bot lad is mad very mch wed. So is missy in Ever Gad. Is big bot theer. Ever Gad is big aligter. Is meny meny aligter. The eat brd very mch. And feshes. All so is big bogs Ever Gad big bogs lots and lots alloweres.

Firs go big bot.

Aligters is very mch big mowts and teeds.

**Focus**—The writer does not share a personal experience or shares an experience that is difficult for the reader to comprehend.

**Organization**—Events are told out of order, making the story confusing to read.

**Voice**—The narrative is not written in first person and reveals nothing of the writer’s feelings about the experience.

**Support**—The narrative is missing time-order words and first-person pronouns; sentences are fragmented or run together, making them very difficult to read.

**Conventions**—Significant errors in spelling, mechanics, and usage can be found in practically every line, impeding the reader’s ability to comprehend what the author attempts to express.

### What Does a Score Point 1 Paper Look Like?

**Focus**—The writer shows little understanding of the topic. The writing consists of a fragmentary list of unrelated ideas, lacking sense of mode, purpose, and audience.

**Organization**—The writing lacks a logical progression of ideas.

**Support**—The writer’s choice of words is immature and unrelated to the topic. There are few, if any, details.

**Conventions**—Significant errors in mechanics, spelling, and usage impede comprehension of the story.

## Grade 3 Unit 2 Writing: Narrative

### Score Point 4

#### The Seminoles

by Jorge M.

The seminole are a indian tribe. They live in Florida. My grand mother and my grand father live in New Jersey. They are far away. They can not viset very much. My grand mother is fun to be a round.

After lunch is when we left. It took two hours. It was far away. We went in my dad's suv. We picked up my grand mother and my grand father at the areport too. We went in my dad's suv. It was father to see the seminole. My grand mother was very happy. Us too.

My grand mother played lisen plates with us in the car. We laffed and laffed. She had candy in her poket book. We sang songs.

**Focus**—The writing relates a personal experience but lacks focus and detail.

**Organization**—Some events are told out of story order.

**Support**—The writing includes insufficient disclosure of thoughts and feelings, and few sentences written in the first person. It lacks first-person pronouns and time-order words to guide the reader through the piece. The writer uses simple sentences only.

**Conventions**—Errors in spelling, mechanics, and usage may hamper the reader's enjoyment of the story.

### What Does a Score Point 3 Paper Look Like?

**Focus**—The writing is only minimally focused on the topic, with many unrelated details. There is some sense of mode, purpose, and audience.

**Organization**—An attempt to organize is apparent but intermittent. There is limited use of transitions. Narrative elements of the paper are weak.

**Support**—The writer's choice of words is limited and predictable. There are few, if any, details or transitional devices included in the story.

**Conventions**—Frequent errors in mechanics, spelling, and usage generally do not impede comprehension of the response. They do, however, hamper the reader’s enjoyment of the narrative.

## Grade 3 Unit 2 Writing: Narrative

### Score Point 5

#### I Went Bouldering in Gainesville!

by Silvia G.

My sister Lourdes is four years older than me. My sister Lourdes is cool. I will never be as cool as my sister Lourdes. So Lourdes has a best friend named Tammy Jean Harris and Tammy Jean Harris has a little sister named Eva Marie.

One day Mrs. Harris was taking Tammy Jean and Eva Marie and my sister Lourdes to Gainesville to go climb a wall of rocks! And Mrs. Harris asked my sister Lourdes if she can bring a sister to play with Eva Marie. Well, Lourdes says come and it will be fun to walk on a wall of rocks. What she didn't say was that wall was extremely high!

Did I tell you how afraid I am of heights? Well, I am very afraid of heights.

Well, I went with my sister Lourdes and everybody to Gainesville because who wants for Lourdes to think I am a scared chicken?

And you know what? First, I saw that big wall. They call it a vertical territory. And kids were climbing all over it with belts, and harness, and long ropes, and helmets. Then I think I want to wait in Mrs. Harris car! OK? But then I saw there was another part. It was kind of like a cave. And nobody was wearing the belts and the harness, and using ropes. They called this kind of climbing bouldering. I like bouldering! Who knew? And Eva Marie Harris and I are best friends now.

**Focus**—The narrative relates a personal experience that includes some thoughts and feelings about the events.

**Organization**—The writer discusses the events in the order in which they occurred.

**Support**—The writer discusses events in the first person and expresses thoughts and feelings at logical points in the story. She uses a sufficient number of first-person pronouns and time-order words. The writing contains simple and complex sentences, which create a natural rhythm and flow.

**Conventions**—Some editing is required to correct occasional errors in spelling, mechanics, and usage.

## Grade 3 Unit 2 Writing: Expository

### Score Point 6

#### Bengan Bhurta

by A.J. R.

Some people will try anything. For them, the very fact that they have not tasted something is reason enough to stick out their forks and spear a piece of it. They do not have to think about it twice. They are ready and willing. Quite frankly, I have never been a person like this. My friend, Dilip, however, does things like that all the time.

Dilip has been over my house for dinner many times. My family is responsible for him discovering tuna fish casserole, kielbasa, mashed turnips, and baked sweet potatoes with melted marshmallows on top. Meanwhile, I had not accepted an invitation to go to dinner at his house, until last night when Dilip pointed this out right in front of his mother.

Dilip and I were doing homework together when Mrs. Padia asked whether I would like to stay for dinner. She said they were having eggplant. I have eaten eggplant my whole life, so I called mom to let her know I was having dinner at Dilip's house.

What Mrs. Padia scooped over my rice, though, was bengan bhurta. My first reaction was to run, but I smiled instead and tasted some of the rice around it. It was delicious rice, and I said so. Then I poked at the bengan bhurta. I spotted some onions and some peas. They were familiar. So, I scooped some up on my fork. I found out that they were in a tomato sauce that was rather tasty. So, I went for the eggplant part next and it wasn't bad at all. In fact, I actually liked the way it tasted.

I already told mom that I am trying korma tomorrow night!

**Focus**—The writer creates a clear, entertaining story drawn from personal experience and reveals thoughts and feelings about the event.

**Organization**—Details unfold in a logical, easy-to-follow sequence.

**Support**—The writer relates events in the first person and freely discusses thoughts and feelings. The writer consistently uses first-person pronouns and time-order words to make

the story enjoyable and easy-to-understand. The writer varies sentence types and sentence lengths to create a pleasant, natural rhythm to the story.

**Conventions**—The writer demonstrates a strong command of spelling, grammar, capitalization, and punctuation.

## Grade 3 Unit 3 Writing: Expository

### Score Point 2

#### New Babey

by Billy K.

It was specil cuz us has a new babey. He name Ty. he cry a lot he very litul my muther lets giv a botel. Ty is got brone eyes. Blak hair awredy like my. If you sit can hol him on my lap. Ver sof and litul. Us new he comin but not wich day. He name Ty afer my dady.

**Focus**—The topic is not adequately introduced or maintained. The introductory sentence fails to establish the main idea of the writing.

**Organization**—There is little evidence of an organizational pattern. Transitional devices are absent. The paper lacks a sense of wholeness.

**Support**—Supporting details are sparse. Sentences are fragmented, incomplete, and choppy.

**Conventions**—Significant errors in spelling, mechanics, and usage impede the reader’s ability to construct meaning from the response. Sentence fragments are numerous. The writer uses only simple constructions.

### What Does a Score Point 1 Paper Look Like?

**Focus**—The writing evidences little understanding of the topic and does not contain an introductory sentence such as “It was specil (special) cuz (because) us (we) has (have) a new babey (baby).” The response seems fragmented and unfocused.

**Organization**—There is no evidence of any organizational pattern. The response does not contain a logical progression of ideas. The paper is incomplete.

**Support**—The writer’s choice of words is immature and unrelated to the topic. There are few, if any, details, even those as sparse and grammatically erroneous as in the paper with a score of 2: “Ty is (has) got brone (brown) eyes. Blak (His black) hair awredy (is already) like my (mine.)”

**Conventions**—Significant errors in mechanics, spelling, and usage impede the reader’s comprehension of the response. Multiple errors in syntax are observed.

## Grade 3 Unit 3 Writing: Expository

### Score Point 4

#### A Special Visitor

by Luna G.

A day that was very special to me was when my Mom came to help my class. That was in Grade 2. She came to help us make costumes. For the school play. I was a bear, it was Goldilocks. It is special when a parent comes to visit.

It felt extra special to me since my mom sews real well. She makes all my dresses and even can make coats. Some school plays, the teacher just pins old clothes on us but this time we had real costumes. My mom brought the measuring tape, she had to get everyone's exact size. Grandma said she will help too.

Sheila and Joe was also bears. Karen was Goldilocks. Most kids wanted that part.

First, my mom took everyone's size and then we helped draw pictures of how we wanted the costumes to be. Our teacher Mr. Ames helped out too. When it was time to go, everyone thanked Mom. Everyone liked her. It made me feel really great. When the costumes were done, we all looked just like we should. It was my best school day. That year.

**Focus**—The response is generally focused on the topic, with some information loosely positioned in the text.

**Organization**—An organizational pattern is evident with some lapses. Transitions are used in some areas of the response. The paper demonstrates a sense of completeness.

**Support**—Word choice is limited and at times repetitious. Supporting details are used in some sections of the writing. The writer has made an attempt to elaborate on several points.

**Conventions**—Basic knowledge of the conventions of punctuation and capitalization is demonstrated. Commonly used words are spelled correctly in general. The writer occasionally attempts complex sentences, but most are simple constructions.

## What Does a Score Point 3 Paper Look Like?

**Focus**—The writing is more scattered in the score point 3 paper than in the paper with a score of 4, and ideas seem to be loosely strung together. There is less consistency of focus.

**Organization**—The organizational pattern is weaker than in the paper with a score of 4 points. There is limited use of transitional devices to show the relationship of ideas. The expository element of the paper is weak, and without a firm introduction and conclusion, the paper lacks of sense of completeness.

**Support**—The writer’s choice of words is vague and immature. Supporting details are spare as compared to the paper with a score of 4, which offers information such as “She makes all my dresses” and “get everyone’s ezact (exact) size.”

**Conventions**—Knowledge of the conventions of punctuation and capitalization is demonstrated. Words in common usage are usually spelled correctly, with some lapses. Most sentences are simple constructions, with errors such as fragments and run-ons occurring more frequently than in the paper with a score of 4 points.

## Grade 3 Unit 3 Writing: Expository

### Score Point 5

#### Floating

by Wendy G.

A very special day for me was the day I finally learned how to swim. I wanted to swim for as long as I can remember. My friends can swim and I felt left out when we went to the pool. Or beach.

My aunt Jean was the one who taught me. We were at the pool. I was sticking to the side, like always. My aunt says, "This is the day, Wendy! You're going to learn to float." But I didn't really think so.

But she told me to lie down on the water, she would held her arm under my back. "You won't sink because I'm holding you up," she promised.

So I took a deep breath and did it. I lay down on my back. I closed my eyes because the sun was so bright. It was like resting on a warm bed.

I opened my eyes. Aunt Jean was standing in the pool a few foot away from me. I was floating all by myself! After that, the rest was easy. I practiced swimming stroaks with my aunt for the next few weeks. Now I can swim pretty well. That was the best day.

**Focus**—The response demonstrates an awareness of the purpose for writing. Focus is consistently maintained throughout the exposition.

**Organization**—An organizational structure is evident, with few lapses. The writing exhibits a sense of completeness. Transitional devices are used to show movement within the text and to signal cause-and-effect relationships.

**Support**—The main idea is adequately supported with details. The writer elaborates on points throughout the response. Word choice is occasionally lacking in precision.

**Conventions**—Knowledge of the conventions of capitalization and punctuation is demonstrated. Occasional errors in noun usage and standard forms of verbs are minor. Commonly used words are correctly spelled. Both simple and complex sentence structures are incorporated.

## Grade 3 Unit 3 Writing: Expository

### Score Point 6

#### A Party for Grandpa

by Juan T.

Last Sunday was a very special day. We had a party for Grandpa Tomas because he was moving back to Puerto Rico. Grandpa lived in this country for over thirty years. Now he was going back home.

When I heard he was moving, I cried but my mother told me not to be sad. "This is what he wants," she explained. "He has a house there and always meant to go back. We can visit him in the fall."

So to cheer us all up, we threw a wonderful party. We cooked Grandpa's favorite foods—chicken with rice and beans, seafood, and flan. All of Grandpa's friends came. They brought more food and some even brought gifts. Mr. Garcia played the guitar and Mrs. Lopez sang. There was dancing and lots of laughter. Later in the day, a few people made speeches about the good luck of having Grandpa Tomas for a friend.

I will miss Grandpa Tomas, but I know I'll see him again. And I will always remember the fun-filled goodbye party.

**Focus**—The writer demonstrates a lively interest in writing the paper and maintains focus throughout the exposition.

**Organization**—A logical pattern of organization includes a clear introduction, body, and conclusion. No significant lapses are observed. Transitional devices are used to show movement within the text and signal cause-and-effect relationships. The paper has a sense of completeness.

**Support**—The main idea and supporting points are amply elaborated with well-chosen details. The writer develops these points throughout the response. Word choice is masterful and precise.

**Conventions**—Knowledge of the conventions of capitalization and punctuation is demonstrated. Verb and noun forms are generally correct. Commonly used words are

correctly spelled. Both simple and complex sentence structures are incorporated into the exposition.

## Grade 3 Unit 4 Writing: Narrative

### Score Point 2

#### Unusual Day

by Cal F.

Its unusul becuse the hurricane. Lik a big strom and windy. Watch the storm all day. Had to brang the chares and biks in to the hous. We wasnt gone to skool that day neether. Me and Hank plays game in doors them lites goed out. We wasnt skeered becuse Dad was ther. He work at the busses stashion. We tole storys and eated pnut budder krakers. The hurricane stop by nest day.

**Focus**—The writing is loosely related to the topic, with some irrelevant information included.

**Organization**—Organization is weak; ideas are poorly related to one another. Transitional devices are largely lacking. The paper does not demonstrate a sense of wholeness.

**Support**—The response demonstrates little evidence of an organizational pattern. Supporting details are sparse and not elaborated. Word choice is inadequate and immature.

**Conventions**—Significant errors in spelling, mechanics, and usage impede the reader’s ability to derive meaning from the response. Writer uses only simple constructions, and sentences may be incomplete or may evidence other kinds of syntactical errors.

### What Does a Score Point 1 Paper Look Like?

**Focus**—The response minimally addresses the topic. The uncertain focus is indicated by the lack of an introductory sentence such as is included in the paper with a score of 2 points: “It (was) unusul (unusual) becuse (because of) the hurricane (hurricane).” The response with a score of 1 consists of a fragmentary list of unrelated ideas or of random sentences that do not approximate an acceptable line of reasoning.

**Organization**—There is no evidence of an organizational structure. The response lacks a logical progression of ideas, as evidenced by the complete lack of transitional devices and meaningful division of points into distinct paragraphs.

**Support**—The writer’s vocabulary is immature and extremely vague. The sparse details are irrelevant or loosely connected to supporting ideas. Unlike the paper with a score of 2, the

paper with a score of 1 does not attempt to present supporting statements such as “brang the chares and biks in to the hous” or “Me and Hank plays game in doors them lites goed out.”

**Conventions**—Significant and numerous errors in mechanics, spelling, and usage impede the reader’s comprehension of the response. The sentences are simple constructions, with multiple errors, such as fragments and run-ons, occurring frequently.

## Grade 3 Unit 4 Writing: Narrative

### Score Point 4

#### My Unusual Day

by Celia D.

One ordinary day I was playing in front of my house. I live on a nice quiet block. Not hardly any cars so its safe to play. A lady with gray hair was carrying two heavy bags she looked tired. Me and my friends offer to help her carry them.

“Oh thank you” she said. She smiled at us. We didn’t know about the bike store. Not yet.

We carry them for a few more blocks. “Should we help put things away too?” we asked the lady.

“Yes and then I will give you some nice cold limonaid.”

So we helped some more and drank the limonaid. Really a nice lady.

The next day he came, this man and the same lady. “Yes there are the kind children” she told him.

“Thank you for helping my mom” he said. With a big smile. “I own a bike store. Come in and each of you can pick out a bike.”

We were so excited! We did pick out a bike. Mine is red with white streamers. That’s not why we helped but it was great to have a bike. We said thank you over and over. It was sure a different kind of day.

**Focus**—The narrative is mainly focused on the topic but includes some loosely related information. The introductory sentence is appropriate to the fictional mode and establishes the plot.

**Organization**—The organizational pattern is clear, with some lapses; details are occasionally presented out of chronological order, but the story demonstrates a sense of wholeness.

**Support**—Some areas of the response contain supporting details. Word choice is somewhat limited and repetitious.

**Conventions**—Knowledge of the conventions of punctuation and capitalization is demonstrated, with some lapses. Commonly used words are usually spelled correctly. Most sentences are simple constructions, with little variety.

## What Does a Score Point 3 Paper Look Like?

**Focus**—The writing is generally focused on the topic, with some extraneous details. There is some sense of mode, purpose, and audience.

**Organization**—The organizational pattern has more frequent lapses than are observed in the paper with a score of 4. There are few transitional devices to signal movement within the text. The paper lacks a sense of completeness. The response with a score of 3 would usually lack such introductory and concluding sentences as, “One ordinary (ordinary) day I was playing in front of my house” and “It was sure a different kind of day.”

**Support**—The writer’s choice of words may be vague and predictable. Sparse details are used to elaborate the events in the narrative, whereas the paper with a score of 4 contains details such as “a nice quiet day,” “a lady with gray hair” and “red with white streamers (streamers)”

**Conventions**—Errors in mechanics, spelling, and usage, though more numerous than in the paper with a score of 4, generally do not impede the reader’s comprehension. There has been some attempt to use a variety of sentence structures, although most are simple constructions.

## Grade 3 Unit 4 Writing: Narrative

### Score Point 5

#### One Unusual Day

by Miguel R.

The day started out just like other days. It was a hot summer morning. When I woke up the sky was bright blue with fluffy clouds. But after breakfast I saw the sky was getting more dark and gray.

"It is going to rain," Mami said. "Soon. If you are going outside to play do it now because later will be wet outside."

So I went to the yard and played on the swings a while. I did see that the sky was getting real dark now. I thought we would get some rain. Good for the flowers.

Just then something little and hard hit my arm. I looked around, maybe a squirrul dropped an haycorn. Then another thing fell on me. What was this stuff?

Mami came to the door. She calls "Miguel come inside, this is a hail storm!"

Now I knew what it was. We watched the hail come down, we watched from the kitchen window. Some of those hail stones were the size of gof balls! So you could say we had an unusual day.

**Focus**—The response demonstrates the writer’s comprehension of purpose and audience. Focus is consistently maintained throughout the narrative.

**Organization**—The organizational structure includes a beginning, middle, and conclusion with a logical progression of events and details. The narrative demonstrates a sense of wholeness. Transitional devices are used to show movement within the narrative.

**Support**—The narrative includes a controlling idea that unifies events and supporting ideas. The writer uses elaborative details in many areas of the response.

**Conventions**—Knowledge of the conventions of capitalization and punctuation is demonstrated. Errors in verb and noun forms do not impede communication. Commonly used words are correctly spelled. Both simple and complex sentence structures are incorporated.

## Grade 3 Unit 4 Writing: Narrative

### Score Point 6

#### By the Rocks

by Patsy K.

Jamie sat on her striped towel on the beach. She dug her toes in the warm sand. All around her, children were running and playing. Her sister Jill was building a sand castle. It was a perfect beach day with the hot sun and cool wind.

Jamie decided to go for a walk. On the way, she gathered tiny shells and colorful stones. She dropped them into her sand pail. The waves looked like white hair. Jamie thought the sea never looked so pretty before. She would walk all the way to the rocks, she thought.

But what was that in the waves? She saw a girl's head with long green hair like sea weed. The girl swam up to the rocks. She had a shiny blue tail. A mermaid! Jamie's mouth dropped open. Yes, it was really a mermaid.

Jamie said "hello" to the mermaid but she just shook her head sadly. She could not speak. So they looked at each other for a while. Then Patsy held out her pail and showed the mermaid her stones and shells. The mermaid touched each thing in the pail. Then she placed a sparkling necklace on the rock and pointed to Jamie. And dived back under the waves.

Jamie put on the necklace of shells and stones. She would never forget this unusual day.

**Focus**—The narrative develops a clear and focused chronology. The writer demonstrates a strong awareness of the audience and a clear sense of purpose throughout.

**Organization**—The response maintains a logical structure from the beginning to the conclusion. Transitional devices signal movement throughout the text. The narrative has a sense of completeness.

**Support**—The writing demonstrates a mature command of language. Word choice is precise. A number of details elaborate the events in the narrative.

**Conventions**—The writing demonstrates a strong command of spelling, grammar, capitalization, and punctuation. Sentences are complete except where fragments are used intentionally. A variety of sentence structures are used.

## Grade 3 Unit 5 Writing: Narrative

### Score Point 2

#### playen in the Play grownd

by Jody M.

I playen with my frens. We playen basketball. Are mother make samiches with ham. My bes fren Jrome. A good game. It hot there so we lef aftar a wile. I praxtizid til I maked the shot. Jrome and me goes to the sam skool. Its fun to skore. Wen skool out we go evry day. Aftar skool be hom work.

**Focus**—The writing is slightly related to the topic, with some irrelevant information included.

**Organization**—Organization is weak; ideas are poorly related to one another. Transitional devices are not included to show sequence or movement within the text. The paper does not demonstrate a sense of wholeness.

**Support**—There is scant evidence of an organizational structure to the narrative. Supporting details are sparse and are not elaborated. Word choice is inadequate and immature.

**Conventions**—Significant errors in spelling, mechanics, and usage are noted throughout the response. Writer uses only simple constructions, and sentences may be incomplete or may evidence other kinds of syntactical errors.

### What Does a Score Point 1 Paper Look Like?

**Focus**—The response only minimally addresses the topic; the paper lacks an introductory sentence, even one as rudimentary as that of the score 2 paper: “I playen (played) with my frens (friends).” The response with a score of 1 seems scattered and reveals uncertainty about the purpose for writing.

**Organization**—There is no evidence of an organizational pattern. The response lacks a beginning, middle, and ending. Transitional devices are wholly absent.

**Support**—The writer’s word choice is immature and vague. The sparse details are irrelevant or loosely connected to supporting ideas. In contrast to the paper with a score of 2, the paper with a score of 1 will not include such supporting statements as “I praxtizid (practiced) til

(until) I maked (made) the shot" or "Its (It's) fun to skore (score)."

**Conventions**—Frequent errors in mechanics, spelling, and usage seriously impede the readability and flow of the response. The sentences are simple constructions, with multiple errors such as fragments and run-ons occurring more frequently than in the paper with a score of 2.

## Grade 3 Unit 5 Writing: Narrative

### Score Point 4

#### Our School Picnic

by Yancy B.

In spring we always have the picnic. We have it at the park by school. We play games like soccer and softball. Everyone brings good things to eat. Families come too. I brought my little sister, she doesn't go to school yet. She will go in two more years.

This spring was an especially good picnic. Because they were giving a puppet show for children. After we ate and played for a while, we got to watch the show. The show was about some animals who acted like people do. It was really funny. My favorite puppet the alligator who did not have much manners. He always would be interrupting other animals when they talk. Everybody laughed when he was on the stage. I want to see some more of those shows.

After the puppet show we went to the playground until it was time to go. I mostly played on the monkey bars. With Jordan. I loved that whole day.

**Focus**—The narrative is mainly focused on the topic but includes some loosely related information. The introductory sentence is appropriate to the mode of a personal narrative and indicates the focus.

**Organization**—The organizational pattern is adequate, with some lapses; details are occasionally extraneous or may seem loosely related, but the narrative exhibits a sense of wholeness. Some transitional devices are used to show the sequence of events.

**Support**—Some areas of the response contain supporting details. Word choice is somewhat limited and repetitious.

**Conventions**—Knowledge of the conventions of punctuation and capitalization is demonstrated, with some lapses. Commonly used words are usually spelled correctly. Most sentences are simple constructions, with little variety. Sentences are generally complete.

## What Does a Score Point 3 Paper Look Like?

**Focus**—The writing is generally focused on the topic, with some extraneous details. There is some sense that the writer understands the mode, purpose, and audience of narrative writing.

**Organization**—Some organizational structure has been established, but with more frequent lapses than occur in the paper with a score of 4. Transitional devices to signal movement within the text are sparse. The paper lacks a sense of completeness. The response with a score of 3 will often lack such introductory and concluding sentences as “In spring we always have the picnic” and “I loved that whole day” or will not contain a clear beginning, middle, and conclusion.

**Support**—The writer’s choice of words may be vague and predictable. Few details are used to elaborate the events in the narrative, whereas the paper with a score of 4 contains several details such as “animals who acted like people do” and “aligator (alligator) . . . interrupting (interrupting) other animals when they talk (talked).”

**Conventions**—Errors in mechanics, spelling, and usage, though occurring more often than in the paper with a score of 4, are not serious enough to make the response unreadable. The writer has made some attempt to use a variety of sentence structures, although most are simple constructions.

## Grade 3 Unit 5 Writing: Narrative

### Score Point 5

#### The Wild Park

by Matthew C.

Everyone who lives in this state has seen alygators and turtles. That is because we live near the ocean. And also there are swamps. But here is what happened to my family one day.

We were at the park, Mom and Dad and my brothers and me. We were playing and having a cookout. Dad was cooking on one of the barbekew grills they have at the park. Right near the picnic tables.

We were throwing a ball around and getting really hungry, the meat on the grill smelling good. Then out of the bushes there came this huge cat. Only it wasn't a cat, not the house pet kind.

"Whoa!" Dad said. "That is no kitty cat! It's a panthur!"

It must have smelled the cooking meat. It began circling around the cookout area. It got so close we could see its green eyes. I don't know what we would have done if no one else was around. Luckily, one of those parks trucks came by just then. They caught the panthur. The man told me they would bring it back to the wild because it was a indangered spechies. That was some day at the park!

**Focus**—The writing is focused on the topic and adequately develops the narrative thread. Focus is maintained throughout the response.

**Organization**—The organizational structure includes a beginning, middle, and conclusion with a logical progression of events and details, although a few lapses may occur. The narrative exhibits a sense of wholeness. Transitional devices are used to show movement within the text.

**Support**—The narrative includes a story line that develops events with supporting details in many areas of the response.

**Conventions**—Knowledge of the conventions of capitalization and punctuation is demonstrated. Errors in verb and noun forms do not impede communication. Commonly

used words are correctly spelled in most cases. Both simple and complex sentence structures are incorporated.

## Grade 3 Unit 5 Writing: Narrative

### Score Point 6

#### At the Boat Pond

by Claire A.

My city park has a small pond where you can rent toy boats. I always wanted to try that. One day my older cousin Katie and I went to the boat pond and she rented a boat for us.

Our boat number was 89. It was painted blue with a white sail. They draw the numbers in black on the sail so you can spot your boat all the way across the pond, which is fairly large. There was a good breeze that day, and the sailboat zipped across the water with its fluttering sail.

Steering the boat was the challenge. When you rent the boat, you also get a remote control. You use these switches to steer the boat. That takes some practice. At first, my boat just kept turning in crazy circles, but then I mastered the remote. It was so much fun, we kept the boat for a whole hour.

While we were getting ready to return the boat, a mother duck and her flock of baby ducklings paddled up to us. I fed them some crumbs from my sandwich. As we were leaving, we saw them swimming around the pond, trying not to bump into the boats. I guess what looked like toys to us seemed like ocean liners to them.

**Focus**—The personal narrative exhibits a clear purpose for writing and a sense of audience. The focus of the response is controlled and well-maintained throughout.

**Organization**—The narrative has a logical structure that includes a solid beginning, middle, and conclusion. Transitional devices signal movement throughout the text and show a sequence of events. The narrative exhibits a sense of completeness.

**Support**—The writer has a mature command of language. Word choice is precise. A number of well-chosen details elaborate the events in the narrative.

**Conventions**—Demonstrates a strong command of spelling, grammar, capitalization, and punctuation. Sentences are complete although fragments may be used intentionally. A variety of sentence structures, from simple to complex, are used.

## Grade 3 Unit 6 Writing: Expository Writing

### Score Point 2

#### What a persun shud do

by Marla T.

A good cizen shud do good. To me be kine to you naybors. The olderlys needs care. wen us is old sumbody mite care of we. It good to care for uther. Evry budy do that the comunity a bedder plase. Like if its saf, no vilunce. A cidy were peepul good is a good plase to be

**Focus**—The writing is only slightly related to the topic. Focus is intermittently maintained.

**Organization**—There is little sense of structure in the response. Ideas are not organized in logical sequence and show only a loose relationship to one another. The writing lacks a sense of completeness.

**Support**—Language is vague or immature. Elaborative details are lacking throughout the response. Sentences are fragmented, incomplete, or choppy.

**Conventions**—Frequent errors in spelling, mechanics, and usage mar the writing and detract from meaning. Sentences are limited to simple constructions, with numerous sentence fragments and other syntactical errors noted.

### What Does a Score Point 1 Paper Look Like?

**Focus**—The writing only minimally addresses the topic. Unrelated ideas are loosely strung together. A controlling idea is absent, in contrast to the paper with a score of 2: “A good cizen (citizen) shud (should) do good.”

**Organization**—Writing related to the topic has no organizational pattern. The response lacks a logical progression of ideas, and the paper seems undeveloped and incomplete. Transitional devices are not present in the paper.

**Support**—The writer’s use of language is well below grade level. Word choice is vague and often irrelevant. There are few, if any, supporting details, compared with the paper with a score of 4, which offers details such as “The olderlys (elderly) needs (need) care” or “Like if its (it’s) saf, no vilunce (violence).”

**Conventions**—Significant errors in mechanics, spelling, and usage greatly impede comprehension of the response. Commonly used words are most often incorrectly spelled. Numerous syntactical errors seriously detract from the writing.

## Grade 3 Unit 6 Writing: Expository

### Score Point 4

#### What Makes a Good Citizen

by Joel W.

What makes a good citizen is following the laws. If you obey rules, it makes the world safer. Like, drivers need to stop at stop signs. Imagin what happens if everyone just drive as fast as they want. Well, it is the same with most other things. The laws are there to make it safer. The goverment makes the laws.

For another thing, good citizens also help other people. If you see someone hurt, you should help them. It might be that nobody else is around. So then you have to do it. Not wait for some one else. Don't put off what you can do for another day.

In school the teacher says let's be good citizens and help each other. I think what I said is mostly what she means. You have to think of other people not just what you want. That is the whole idea.

**Focus**—The paper is generally focused on the topic, with some loosely related information included.

**Organization**—An organizational pattern is evident with some lapses. Transitions are present in some areas of the response. The paper exhibits a sense of completeness.

**Support**—Word choice is limited and at times repetitious. Supporting details are present in some parts of the paper. A number of details may seem irrelevant to the central and supporting ideas.

**Conventions**—Basic knowledge of the conventions of punctuation and capitalization is demonstrated. Commonly used words are spelled correctly in most cases. The writer has made some effort to use a variety of sentence structures, but most are simple constructions.

## What Does a Score Point 3 Paper Look Like?

**Focus**—The writing is less consistently focused on the topic than is the paper with a score of 4, and contains a greater number of unrelated details. There is some sense of mode, purpose, and audience.

**Organization**—An attempt to organize ideas is apparent but intermittent. There is limited use of transitions. The expository element of the paper is weak, and the paper lacks of sense of completeness.

**Support**—The writer’s choice of words is limited and predictable. Few supporting details are included in the response. Elaboration and examples are markedly sparser than in the paper with a score of 4, which offers details including “Like, drivers need to stop at stop signs” or “If you see someone hurt, you should help them.”

**Conventions**—Knowledge of the conventions of punctuation and capitalization is demonstrated. Frequently used words are generally spelled correctly, with some lapses. Most sentences are simple constructions, with errors such as fragments and run-ons occurring more frequently than in the paper with a score of 4 points.

## Grade 3 Unit 6 Writing: Expository

### Score Point 5

#### Citizenship in the Community

by Sherry H.

It is true that communities are full of good citizens. Most people follow the laws so we have safe places to live. When you grow up you understand what laws mean and what they are for. Right now your mom and dad and teacher can explain them to you.

My Mom and Dad belong to the Neighborhood Watch. That is a group that watches over the streets to see if there is anybody doing wrong. Most of the neighbors know each other. They will know if there is any trouble. And call the police.

Some things a good citizen must also do are help other people and tell the truth. It is important to stand up for other's rights. Strong people should help the weaker ones. That is part of being a good citizen. We have to think not only of ourselves, but think about being part of the whole group. To me, that is what being a good citizen is.

**Focus**—The writing is focused on the topic and adequately develops the main idea of the exposition. Focus is maintained throughout the response.

**Organization**—An organizational structure is apparent and demonstrates a logical progression of ideas, although a few lapses may occur. The response exhibits a sense of wholeness. Transitional devices are often used where appropriate.

**Support**—The key ideas in the exposition are supported by elaboration and examples in many areas of the response. The writing has a sense of wholeness. Transitional words are used to show the relationship between points.

**Conventions**—Knowledge of the conventions of capitalization and punctuation is demonstrated. Errors in verb and noun forms do not impede communication. Commonly used words are correctly spelled in most cases. Both simple and complex sentence structures are incorporated.

## Grade 3 Unit 6 Writing: Expository

### Score Point 6

#### The Meaning of Citizenship

by Wilson J.

To me, citizenship is an important part of life. Being a good citizen means acting like a responsible person. To do that you have to follow the law and use good judgement. You must also help others whenever you can.

Responsible people feel that they belong to their community. They vote and learn about what is important for their community and their state. They try to follow rules unless doing that seems wrong to them. Then they try to change things for the better.

Helping other people is a big part of being a good citizen. Sometimes it's hard to know just how to help. That is where you must use your judgement. For example in my class one boy was always getting picked on by another boy. I wondered if I should tell the teacher. The teacher would make the other boy stop but then he might pick on me. I decided to tell because it was not fair to the boy who had the problem. In the end I think I used good judgement.

So being a good citizen can mean many different things. It is something we can all work on every day.

**Focus**—The writer develops a clear and focused explanation of the topic. Response demonstrates a strong awareness of the audience and a clear sense of purpose.

**Organization**—The clear organizational pattern includes an introduction, body, and conclusion. Transitional words and phrases signal movement within the text and introduce new points. A sense of completeness is evident.

**Support**—Ample supporting details and a developed example are used to elaborate on ideas and personal reactions. Details are well-chosen and appropriate.

**Conventions**—The response demonstrates a strong command of spelling, grammar, capitalization, and punctuation. Various sentence structures are employed, adding fluidity to the text.