

**Florida Treasures**  
**Grade 4 Student Book**  
*Time for Kids Writing*  
**Anchor Papers: Student Writing Samples**

**Grade 4 Unit 1 Writing: Expository**  
**Score Point 2**

**saber day tio car**  
by Hector K.

mama en papi en me. we go saber day. we go saber day tio car.  
go way of hous mornng. go fare on car tio.  
mama tacos an the empanas.  
veri mus gudd every.  
mama en papi en veri mus hapy.  
tio eet many mus empanas. is veri gudd.  
is veri mus gudd every.

**Focus**—The writer demonstrates poor understanding of the purpose for writing. The writing shows little or no involvement with the topic and does not address the reader.

**Organization**—The writing shows no evident organizational pattern.

**Support**—Words and phrases are vague or inaccurate. The writer fails to support his or her ideas with details.

**Conventions**—Sentences are fragmented, incomplete, or choppy. Significant errors in spelling, mechanics, and usage impede comprehension.

**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. The writing lacks details, even simple details such as “we go saber day [We went on Saturday].”

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

## Grade 4 Unit 1 Writing: Expository Score Point 4

### Everybody very tired by Leslie R.

What a good vacashun. We are all back in the house. We ride in the car from Texas to Florida agan. We are home. Everybody very tired now!

Where are my books for scool? I mus do my home work for tomorrow. Nobody know where are my books. No, I don't take the books with me to Brownsville, Texas. Why you think that?

Then I find the books under the close I don't take that I put on the bed when I pack. I am happy to find the books I need for scool tomorrow. I open the book and read direcshuns. I am glad I have a good vacashun. Uncle Pablo he look so happy to see our family. Aunt Marta she very happy too. What a good cook is Aunt Marta. I love to eat of her food. She cook. All the time she is in the kitchen cooking. My family is very very spechal. My family is very very important to me. Now everybody is home. Now everybody is very much tired.

I do my home work for the scool tomorrow. It is after the vacation. Tomorrow is scool.

**Focus**—Although the writer shows understanding of audience, the sense of purpose shifts focus throughout the response. The unifying point is presented but not maintained.

**Organization**—Information is presented out of logical order, skipping from the period following the vacation to remembrances from the vacation and back again.

**Support**—The writer occasionally supports his or her ideas with details. Word choice is weak and sometimes confusing.

**Conventions**—Errors in spelling, mechanics, and usage hamper enjoyment but not understanding. Sentences are limited in type and length. Syntax problems are evident.

### 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 a limited use of transitional devices, such as the words "Then," "Now," and "Tomorrow." 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 writing.

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

## Grade 4 Unit 1 Writing: Expository Score Point 5

### Our Trip to the Grand Caniyon by Kevin E.

One day I went to the Grand Caniyon with my family. We got into the car to take a car trip to the Grand Caniyon. We could not drive all the way because it was too far away to go to the Grand Caniyon in one day. We had to sleep in motels. The Grand Caniyon is very interesting. At sunset the rocks get very bright. I will never forget the Grand Caniyon.

Now we are home at last! Can we all have pizza for dinner? Mom says that is a very good idea. But it is not time for dinner yet. Maybe she will call in a hour. Right now she asks us to bring our dirty landry from the suitcases right now. Can we call our friends first to tell them that we are home at least? Mom says no. After we bring the dirty cloths to the landry room we can call our friends but not before. Oh, mom. Never you mind.

So first we bring the smelly landry all the way to the landry room and past the living room where dad is in the recliner watching t.v. Then we ask mom why is it that dad does not have to bring his dirty landry to the landry room? No. He drove the car and needs to rest. So mom gets his smelly landry for him and brings it to the landry room. Next we call our friends. And in a little while we are going to have pizza.

Tomorrow morning mom will get Peanut Butter, Jelly and Graham. That is our cocker spaniyal, our fat cat, and our ferit. They had to be boarded while we took the car trip to the Grand Caniyon.

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

**Organization**—The writer maintains a logical progression of main ideas and supporting details.

**Support**—Transition words and descriptive words appropriate to the topic support the main ideas throughout the response.

**Conventions**—The writer uses a variety of simple and complex sentences. There are occasional errors in spelling, mechanics, and usage, but not enough to impede communication.

## Grade 4 Unit 1 Writing: Expository Score Point 6

### The Vacation Is Definitely Over!

by Melanie N.

For a whole week, our family camped in an RV at Fort De Soto Park. We went to the beach every day. We rode our bicycles along bike trails and canoed along canoe trails. There was an actual fort there, so we visited it and a museum, too! But the best part was the sea turtles. Mom had signed us up to participate in a turtle release, and we helped a nest of baby sea turtles reach the sea.

But that was last week. All that exciting stuff has already happened, and the vacation is over. Today it's just another rainy day back home. And, despite the bad weather, I go back to taking Ms. Hernandez's Irish Setters for a walk at eleven o'clock and again at three. Shaunessy and O'Malley will be happy to see me, but I just know that all the way to the park I'll be wishing I were guiding much smaller animals with flippers across a beach and down to the ocean. Then I'll have to brush the dogs and dry them with towels. Wet Irish Setters are the worst! Next I'll have to wipe up the floor and give the dogs their snacks. Finally, I'll have to let myself out while they cry and jump up on me. But that's not all. After supper, I'll have to sort the glass bottles and aluminum cans for the recycling pick-up tomorrow.

No doubt about it. The vacation is definitely over!

**Focus**—The writer has developed a clear and focused explanation of the topic. There is a strong sense of audience and purpose.

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

**Support**—The writer connects ideas effectively with transition words and chooses precise descriptive words throughout the response.

**Conventions**—A strong command of spelling, grammar, capitalization, and punctuation is evident. The writer varies sentence length and type to hold the reader's interest.

## Grade 4 Unit 2 Writing: Narrative Score Point 2

### I an heer on Miami by Nelly B.

Kee wese is estreem final of the Florida. Can no mor go on the Florida than Kee wese. The end. Is veri soud. Miami is omos estreem of the Florida. More to the nort is Miami. Miami is by the osean Atlantic. I liv on Miami. It big and veri veri mus persons in all the parts. Evribodys liv on Miami I sink. Is my famly and many many otes famlys on Miami too. Miami is veri to liv heer. I com heer in las setembre 17.

**Focus**—There is not enough focus on the topic. Most of the writing describes the location of Miami rather than revealing the writer’s thoughts and feelings about a personal experience there. There is a limited sense of audience and purpose throughout the response.

**Organization**—The writing shows no organizational pattern.

**Support**—The writing lacks time-order words. Sentences are fragmented or run together, making them very difficult to read. Ideas are not supported or connected.

**Conventions**—Significant errors in spelling, mechanics, and usage impede 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 narrative.

## Grade 4 Unit 2 Writing: Narrative

### Score Point 4

#### The statu of Liberty by Jacques D.

The statu of Liberty use to be in france. The statu of Liberty is in the united states now. This statu was a gift from france to the united states many many years ago.

The statu of Liberty is in New York. The statu of Liberty is also in Florida. I have a statu of Liberty in my room. My uncle give me the statu of Liberty as a gift from him from New York. He went to New York two year ago. He went to china town and saw broadway what is a big street with many cars and lots and lots of lights all over it. My uncle went to many museum and the united nashuns and the empire state bilding. My uncle send me poscards from New York in the mail and then he broght me the statu of Liberty himself. It is not very big this statu. Not like the real one. You can go inside the real one becace it is also like a bilding.

My uncle took a ride in a big boat when he went to New York that goes around the statu of Liberty. It is on a island. That is how big it is.

My uncle went to Puerto Rico las year but he did not bring me anything back. Or maybe I forgot what my uncle broght me from Puerto Rico when he went. I do not think he broght me anything thogh.

**Focus**—The writing relates a personal experience but lacks focus and detail. There is insufficient disclosure of thoughts and feelings, and few sentences are written in the first person.

**Organization**—Some events are told out of story order, impeding the reader’s ability to enjoy the narrative.

**Support**—The writing lacks first-person pronouns and time-order words to guide the reader through the piece.

**Conventions**—Errors in spelling, mechanics, and usage significantly hamper comprehension.

### 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 transitional devices. The narrative elements of the paper are weak.

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

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

## Grade 4 Unit 2 Writing: Narrative Score Point 5

### The Ring of Gold

by Josie G.

I am Cuban American. My grandmother and my grandfather were both born in the island of Cuba. They left Cuba in a hurry when they left. They filled an applicashun. They could not take very much when they left. The government said do not take anything valuable to America. My grandmother and my grandfather had to give their house and their lands to the government of Cuba also.

My grandmother wanted very much to take a ring that her mother had given her from Cuba. Her grandmother had worn this ring in Spain.

So my grandmother thought and thought. She can wear only what she has on. Nothing else can she bring with her. Especially she can wear no jewelry. My grandmother naturally was very sad. Then she has a big idea. My grandmother has a wonderful idea. She sewed her mother's ring inside the bottom of her dress. When she left Cuba with my grandfather my clever grandmother had the precious ring of gold inside the hem of the dress she wore.

Now I have this ring. I look at it and I think of my grandmother, and of her mother in Cuba, and of her mother in Spain. And some day my daughter, she will have this ring from me.

**Focus**—The writer discusses events in the first person and expresses thoughts and feelings at logical points in the narrative. Throughout the response, the writer demonstrates a strong sense of audience and purpose.

**Organization**—The unifying point is maintained throughout, and events are discussed in the order in which they occurred.

**Support**—The writer uses a sufficient number of first-person pronouns and time-order words to make the writing both entertaining and comprehensible. Word choice is adequate but not precise.

**Conventions**—The writing contains simple and complex sentences which create a natural rhythm and flow. Occasional errors in spelling, mechanics, and usage hamper enjoyment but not comprehension.

## Grade 4 Unit 2 Writing: Narrative

### Score Point 6

#### My Prize Possession

by Lincoln Q.

Some people possess very valuable items, such as fancy sports cars, or diamond necklaces, or large screen high definition televisions. These possessions are very special to their owners. You might even say that such items were prize possessions.

I happen to have a prize possession, too, but you wouldn't know it to look at it. If you passed by it, you would probably just keep on going. You might even say, "That ratty, old cap should be thrown out!"

My baseball cap is not all that nice to look at. After all, it is over ten years old. Nevertheless, it is very special to me. It is not just any Marlins baseball cap. It is, in fact, the cap my father bought at the stadium when he went to see the seventh game of the World Series in 1997. That year the Marlins had made the play-offs and were competing against the Cleveland Indians. The game my father saw that day was decided in extra innings on an Edgar Rentería single, which gave the Marlins the Series! I wasn't there, of course. My dad told me all about it, though.

Because I knew how much that Marlin's cap meant to my dad, I always took note of it when he wore it. One day last fall, when dad was teaching me to pitch for Little League, he let me wear the cap. Over the next few weeks, we would practice at the park, and each time I would wear his Marlin's cap. Then, when Billy Johnson got hurt and couldn't pitch our games, Coach gave the position to me. That is when my dad gave me that cap to keep. It is, without a doubt, my prize possession.

**Focus**—The writer has written a clear, entertaining story, drawn from personal experience and revealing thoughts and feelings about the events. There is a strong sense of audience and purpose throughout the response.

**Organization**—With the aid of transitional devices, the events of the narrative unfold in a logical, easy-to-follow sequence, demonstrating a planned organizational pattern. From an engaging beginning to a conclusive end, the writer demonstrates a mature use of narrative conventions.

**Support**—The writer's word choice is precise, and ideas are amply supported with rich, descriptive detail.

**Conventions**—The writer varies sentence types and lengths to create a pleasant natural rhythm to the narrative. The writing demonstrates a firm command of conventions of mechanics, spelling, and usage.

## Grade 4 Unit 3 Writing: Expository Score Point 2

to sel a magazine  
by Jan P.

Who wil red it? you shud no it furst. what is it abowt. If anywon intrested, tells peepel abowt it. You lik spord magazine? If it for kids, culd sel it at scool. Or also go arownd the nayborhood and tel peepul my favrite magazine kids time. Cos won dolar.

I bys it sumtime. It is rel good magazine it has lots of pixtures and comix. why I red it

You cud all so put ad in magazines at the liberry to

**Focus**—The response indicates a vague understanding of the purpose for writing. Exposition demonstrates limited engagement with the topic and a weak sense of audience.

**Organization**—No discernible organizational structure can be found. The progression of ideas is illogical. The paper seems incomplete.

**Support**—Details are sparse and only loosely related to the writer’s points. Words and phrases are vague or imprecise. Vocabulary is significantly below grade level.

**Conventions**—Sentences are fragmented, incomplete, or choppy. Significant errors in spelling, mechanics, and usage impede comprehension.

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

**Focus**—The writer demonstrates little or no comprehension of the topic or purpose for writing. The response consists of a fragmentary list of unrelated ideas and lacks a sense of mode, purpose, and audience.

**Organization**—The progression of ideas is illogical. No organizational pattern is evident.

**Support**—The writer’s choice of words is immature and irrelevant to the prompt. The response lacks details, even simple details such as “If it for kids, culd sel it an scool [If it is for kids, you could sell it at school].”

**Conventions**—Significant errors in mechanics, spelling, and usage impede comprehension of the response. Only simple sentence structures have been attempted, with numerous syntactical errors making the response all but unreadable.

## Grade 4 Unit 3 Writing: Expository Score Point 4

### How to Increase Sales for a Magazine

by Gabriel M.

If you want to sell more magazines you really have to know about it, what it is about and who would maybe want to read it. So that is the first thing, read it yourself. Unless you wrote it then you obviously know. Once my sister and me, us wrote some things and drew cartoons and made a magazine, but it was just for fun.

The next thing is door to door, that's where you go around to houses and apartments, you sell it right to the people. That's probably the best way, you get to tell about it, the people will know you are an expert on what is in the magazine. If you're too shy you probably don't like door to door.

Also you can give free copies away. But then won't make any money.

The other thing is, to put an ad in the newspaper however this cost money and maybe it won't work. You could put the ad in the school newspaper though, that doesn't cost.

The last thing I could think of is get your friends to go around and hand it out. But make sure everyone pay or you will lose money.

So those are all ways to increase sales for your magazine.

**Focus**—The response includes some relevant information in the explanation; the writing is generally focused on the topic, although some loosely related information is included.

**Organization**—An organizational pattern is evident, although some information is presented out of logical order. The writer has included transitional devices in some areas of the response. The paper has a sense of wholeness.

**Support**—The word choice is adequate although sometimes vague. Sentences are limited in pattern and length and may lack details in some areas of the response.

**Conventions**—Knowledge of the conventions of punctuation and capitalization is demonstrated, and commonly used words are usually spelled correctly.

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

**Focus**—The writing is generally focused on the topic, but unrelated details appear more frequently than in the paper with a score of 4 points. There is some sense of mode, purpose, and audience.

**Organization**—An organizational structure has been attempted, with observable lapses. 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, as compared to the paper with a score of 4 [“The next thing is door to door...”; “You could put the ad in the school newspaper...”].

**Conventions**—Frequent errors in mechanics, spelling, and usage occur, but generally these do not impede comprehension of the response.

## Grade 4 Unit 3 Writing: Expository Score Point 5

### Getting Your Magazine Sold

by Carmen E.

There are a few different ways to get more copies of your magazine sold. They have to do with getting the word out about how good the magazine is. If people don't know about it how can they buy it.

So the first thing to do is advertize. That means different things depending on what you can pay, if you are in school you can't really pay, so think of another way to get the word out about what you're selling. Maybe make up some cool posters and put them up around school and also in the neighborhood. Some people put their ads on the bulletin board at the grocery store in town. That's a good way to find buyers.

You also could make flyers and hand them out to kids at school. Even teachers. On the flyers write the name of the magazine, what is costs, and what kind of things it included. Make your posters or flyers very colorful and clear. You want it to stand out.

If you work hard, you will surely get more buyers. People will tell other people about the magazine and soon you will have many more customers.

**Focus**—The writing demonstrates a solid awareness of audience and purpose. The focus of the exposition is maintained throughout.

**Organization**—An organizational pattern is in place, with few lapses. The writing generally demonstrates a logical progression of facts and details. Transitional devices are used in some areas of the response to introduce points.

**Support**—A number of supporting details elaborate on the controlling idea. The writer uses transition words and descriptive words and phrases appropriate to topic. The exposition includes a variety of simple and complex sentences.

**Conventions**—The conventions of punctuation, capitalization, and spelling are generally followed. Various sentence structures have been incorporated.

## Grade 4 Unit 3 Writing: Expository Score Point 6

### Increasing Magazine Sales

by Ramon H.

If you want to increase sales of your magazine, you have to understand your market or audience. That is the way to make sure the magazine gets to the readers who are really interested in what you have to offer.

So the way to begin is test out the magazine on a number of readers. You could give out free copies of one issue and in each copy, include a survey. The point of the survey is to get information about readers. For instance, you could ask them their age, their hobbies, and what kinds of books and other magazines they enjoy. Also, leave a space for them to write how they liked this issue of your magazine. You could ask them what kinds of stories and articles they would like to see more of.

Now that you know who is interested in your magazine, you need to figure out how to sell it to them. You might set up a table in the schoolyard or playground. That way you can sell the magazines right to your customers. You could also sell magazines by subscription but then you would have to deliver the copies to each customer. Try each way, and you will find out what works the best for you.

Once readers explore your exciting magazine, they will become regular customers. Then you just have to be sure to keep them interested from issue to issue!

**Focus**—The writer develops a clear and focused explanation of the topic. The paper demonstrates a strong awareness of the audience and a clear and lively sense of purpose. The focus is consistent.

**Organization**—There is a logical structure in place, from a strong introduction to the conclusion. Transitional devices are used to introduce new points and show movement within the text.

**Support**—The writer connects ideas effectively and elaborates with precise descriptive words throughout the exposition. Examples are included where necessary.

**Conventions**—The writing demonstrates a strong command of spelling, grammar, capitalization, and punctuation. Variation in the length and structure of sentences makes for a readable style.

## Grade 4 Unit 4 Writing: Narrative Score Point 2

### Car that fly by Haley S.

I wish a car that fly. Drive to.  
I make a car with wings. Flies over the oshun, all round the world.  
if I had it travul take us famly evrywere. My mom she come from a iland, us  
culd fly her there, see her mother.  
A long time ago just hors and waggen but a areplan fly fast. Travul today  
so easier. Some might could make a boat car to drive plus sale.  
Wish i had one? Thik evryone want it to. and my areplan car be easy to  
driv. Anyon culd do it even kids.

**Focus**—Focus on the topic is intermittent. The writing lacks elements appropriate to a narrative, such as an established setting and conflict, and there is a poor sense of audience and purpose throughout the response.

**Organization**—The writing shows little evidence of an organizational pattern. Transitional devices are lacking in most areas of the response. The paper seems incomplete.

**Support**—Sentences are fragmented or run together, making them very difficult to read. Ideas are seldom supported or connected to a controlling idea.

**Conventions**—Significant errors in spelling, mechanics, and usage impede the reader’s ability to comprehend meaning. Pronoun and verb errors occur frequently.

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

**Focus**—The response demonstrates little connection with the topic. There is no unifying statement such as “I wish [I had] a car that [could] fly.” 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. It is impossible to identify an organizational pattern. There is a lack of transitional devices to show movement in the text.

**Support**—The writer’s choice of words is immature and unrelated to the topic. There are few, if any, details, even those as sparse as in the score point 2 paper: “I make [would make] a car with wings. Flies [it would fly] over the oshun [ocean] [and] all [a]round the world.”

**Conventions**—Significant errors in mechanics, spelling, and usage impede comprehension of the narrative. Errors in subject-verb and subject-pronoun agreement occur more frequently than in the paper with a score of 2 points.

## Grade 4 Unit 4 Writing: Narrative

### Score Point 4

#### A Perfect Car by Morgan V.

I would design the perfect car for me. I told myself that one day in my lab. This would be my challenge. I work at it for months and even years. My car would have to be perfect in all ways.

I worked alone because I couldn't trust any one. They might steal my invention. A car you even could live in but more better than a trailer. Mine would be good because everything would get fold up when you wasn't using it. Like a eating table and chairs. The furniture just pop up when you hit the button.

I once saw a movie about people who live on the road, I think I'll like to do that to.

Finally my car was ready, I had finish it to the last details. The outside was shiny red and the inside pure white. It looked like a regular car but they would be surprise.

"Mom and Dad, here is your brand new car." I took a bow. They climb in.

"How nice it is" they told me! "It is a very large car too. Its a comfortable ride." In real life, our car is very old and needs lots of repairs.

"Wait until you see more I said. I pushed a button, a little table popped up. I pushed another and there was a small refrigerator. In a hidden cabinet, some glasses and dishes. I pushed a button for the television, we ate chicken and rice while watching tv.

"Where ever did you get this car, son" Dad asked me.

"It is my own invention," I proudly say.

**Focus**—The writing relates a purposeful fictional plot but occasionally loses focus. Some details are extraneous to the story line.

**Organization**—The narrative exhibits an organizational pattern, with several lapses during which the writer slips from the fictional mode into personal narrative. Some transitional words and phrases are used.

**Support**—The response contains supporting details in some areas. Word choice is adequate but at times imprecise. The paper demonstrates a sense of wholeness.

**Conventions**—Knowledge of the conventions of punctuation and capitalization is demonstrated; commonly used words are usually spelled correctly. Most sentences are simple constructions, some of which are fragments or run-ons.

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

**Focus**—The writing is more loosely focused on the topic than in the case of the score 4 paper. The writer demonstrates some sense of mode, purpose, and audience.

**Organization**—An attempt to organize details into a narrative pattern is apparent but intermittent. There is limited use of transitional devices between events and sentences. The narrative elements of the paper are weak.

**Support**—Word choice is limited and immature. Fewer relevant details are offered throughout the story, in contrast to the paper with a score of 4 points ["Mine would be good because everything would get fold (folded) up"; "I pushed another and there was a small refrigurator. In a hidden cabinat, some glasses and dishes." (...refrigerator. In a hidden cabinet, there were some glasses..."].

**Conventions**—Frequent errors in mechanics, spelling, and usage generally do not impede comprehension of the response. Some errors of agreement occur in the use of pronouns and verbs.

## Grade 4 Unit 4 Writing: Narrative

### Score Point 5

#### The Time Travel Car by Leanne R.

Dr. Go they call me. I am an inventor with many strange ideas. Maybe one of the strangest was the car that was really a time machine. Here is the story of my amazing vehicle.

I was in my work shop one day. I was thinking that it would be good to travel back to another time. A time when life was more simple and people were mostly farmers. No, I would go even further back! I wanted to see how the cave people were first living.

I spent months and months working on my invention, I had to read many old books of science and magic. In my first attempt, I ended up only back on the last Thursday. So I went back to work until I thought I had all the problems fixed.

One Saturday morning I climb in my time travel car and pushed the button. The room seemed spinning all around me. When it stopped, I was sitting in the car—but the car was in the middle of a forest. I looked around, I didn't see anything I reckernized. Then suddenly some people dressed in animal skins were coming toward me. They were waving around sticks and yelling. Then I saw they were running past me, they were chasing a big animal that looked like a bufalo.

I watched them hunting. They were not having good succes with their chase. So I climbed out of the car and looked around for some sticks and stones. I got out a tool kit and went to work. When I finished, I had a bow and arrow made. When a cave man trotted past me I waved to him. I pointed to the running bufalo, then pretended to shoot the arrow from the bow. The cave man looked mixed up, but then he smiled and clapped his hands.

I watched as the cave man aimed the arrow and got a hit. Now the tribe would have meat. I decided not to wait because I knew there were lots of other times, other people I would need to help. I got back in the car and pushed the button.

**Focus**—The writer correctly employs first-person narration and expresses thoughts and feelings at logical points in the narrative. Throughout the response, the writer

demonstrates a strong sense of audience and purpose and a commitment to telling an engaging story.

**Organization**—The unifying point is maintained throughout, and events are discussed in the order in which they occurred. Transitional devices allow events to be sequenced smoothly. A sense of wholeness is evident.

**Support**—The writer uses a sufficient number of first-person pronouns and time-order words to make the writing both entertaining and comprehensible. Word choice is adequate but may be imprecise. Some phrasings are repetitious.

**Conventions**—The writing contains simple and complex sentences which create a natural rhythm and flow. Occasional errors in spelling, mechanics, and usage are noted but do not impede the narrative flow. The writer generally forms agreement correctly when using verbs and pronouns.

## Grade 4 Unit 4 Writing: Narrative

### Score Point 6

#### A Dream Car by Sam T.

Sunday morning, I picked up my best friends Raj and Paul. I knew they'd be impressed by my new car—I'd invented it just a few weeks before and nobody but myself had ever even seen it before today.

At a glance, the car was attractive: a pale green, like the color of new spring leaves. Its shape was modern and graceful, and I'd built in a wide sun roof to catch the rays. But that was nothing, as Raj and Paul would soon discover. The magic of my dream car did not meet the eye.

They got a hint of my car's abilities when we found ourselves stuck for a minute or two in highway traffic.

"Now what!" Roger complained. "We'll never get to the beach if these cars don't get moving."

Maybe it was time for a demonstration.

"I hope your seat belts are on," I said. I flipped a switch and the green car glided up in the sky and flew like an eagle. After several miles, it gently came down on the road near the beach.

"Wow, incredible!" Roger said.

"Am I dreaming?" asked Paul.

"No, unless I am too!" I replied with a laugh.

We spent the next few hours enjoying the beach. The sun was warm and the sand sparkled. The water was just right for swimming. I could see dozens of people out in the waves, enjoying the surf.

All at once, I knew something was wrong. I saw a boy struggling in the deep water. Nobody else seemed to notice, but I could tell he was in trouble.

I dashed to my car and switched on the engine. A flip of the switch, and the car was sailing over the sand and the waves. I made sure I was directly over the struggling swimmer. I pushed a button and a rope ladder descended. The boy grabbed the rope and I pulled him up into the car. He was shivering, so I put a towel around his shoulders.

"Are you okay?"

"I am now," the boy said. "But I don't know whether I could have made it back to shore myself. I got a bad cramp in my leg." Then he seemed to realize he had just been saved by a flying car.

"Where on earth did you get this machine?" he gasped.

“Oh, I just made it in my spare time,” I said modestly. “Here, have a sandwich. My mom just invented a new kind...”

**Focus**—The writer has written a clear, entertaining story, using both fantasy and a first-person narrator with sense of humor. There is a strong awareness of audience and purpose throughout the response.

**Organization**—The story demonstrates a mature use of narrative conventions. An engaging story line presents events and details in chronological order with appropriate transitions. The story contains a setting, rising action, conflict, and resolution.

**Support**—The writer’s word choice is precise and ideas are amply supported with descriptive details. Figurative language is employed in several instances to enrich the style.

**Conventions**—The writer varies sentence types and lengths to create a smoothly flowing narrative. The story demonstrates a firm command of conventions of mechanics, spelling, and usage. The writer forms agreement correctly when using verbs and pronouns.

## Grade 4 Unit 5 Writing: Expository Score Point 2

### Columbis Explore by Manny E.

Columbis explore America he saled in three ships. he cam and saw new land. Not what he thinking wen he said, it was not India, others cam aftur him

To be an explore is a hard thing, its a hard trip akross seas and land. You has to be brave its not like travul today

Columbis a braev man. He look for spices root to India but find America

**Focus**—The writer demonstrates limited understanding of the purpose for writing. The writing shows little or no involvement with the topic, and the focus is intermittent.

**Organization**—The writing shows no evident organizational pattern. Transitional devices are lacking. The paper seems incomplete.

**Support**—Words choice is vague or inaccurate. The writer generally fails to support his or her ideas with relevant details.

**Conventions**—Sentences are fragmented, incomplete, or choppy. Significant errors in spelling, mechanics, and usage impede comprehension. Some adjectives are used, but these are repetitive.

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

**Focus**—The writer shows little or no understanding of the purpose for writing. The focus is not clearly established.

**Organization**—No organizational structure is evident. The writing lacks a logical progression of ideas. The paper seems markedly incomplete.

**Support**—The writer’s choice of words is immature and unrelated to the topic. The writing lacks details, even such basic details as “...its a hard trip akross seas and land [It’s a hard trip across sea and land]” or “He look for a spices root to India but find America [He looked for a spice route to India but found America].”

**Conventions**—Significant errors in mechanics, spelling, and usage impede comprehension of the response. Descriptive words such as adjectives are lacking. Syntactical and grammatical errors are numerous.

## Grade 4 Unit 5 Writing: Expository Score Point 4

### My Grandfather, Explorer by Corazon S.

You could say my grandfather is an explorer, he always likes to go new places, see new things. One thing he really likes is to take trips. He picks places most don't go.

Like this one year, he went to a jungle and lived with a tribe. Who don't follow modern ways. He got along with them very good. He started doing these trips when he stopped working at his office.

Then another time he went to a desert. Wanted to see how people survives there. He even learned to ride a camel!

Sometimes he send us funny letters and cards. I have one with him on the camel. My mom rides horses but she said, never a camel.

I always tell him "Grandpa, you should write a book about your explores." He says maybe one day when he really gets too old he will. Then he'll stay home and write his book. I think he should write about this one trip to an island where he learned to catch a fish with a pole and he lived mostly on fishes and fruits. That would make some story.

**Focus**—The response includes relevant information; the writing is generally focused on the topic, although some loosely related information is included.

**Organization**—An organizational pattern is demonstrated, although information is not always presented in logical order. Transitional devices are included in some areas of the response. The paper exhibits a sense of wholeness.

**Support**—The word choice is adequate although sometimes vague; adjectives are used in some sentences. Ideas are supported by details in some areas of the response but may be lacking elsewhere.

**Conventions**—Knowledge of the conventions of punctuation and capitalization is demonstrated, and commonly used words are usually spelled correctly. There is some attempt to incorporate a variety of sentence structures, but most are simple constructions.

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

**Focus**—The writing is mainly focused on the topic, but unrelated details distract from coherence more so than in the paper with a score of 4 points. There is some sense of mode, purpose, and audience.

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

**Support**—Vocabulary is predictable and repetitive. Adjectives are used sparsely. Few details are included, in comparison with the paper scored at 4 points: "...he went to a desert.... He even learned to ride a camal (camel)!"

**Conventions**—Errors in mechanics, spelling, and usage occur more frequently than in the paper with a score of 4 but generally do not impede comprehension.

## Grade 4 Unit 5 Writing: Expository Score Point 5

### Dan the Explorer by Mitchell G.

Of all my friends, Dan is the most adventurous. You would say he is even an explorer. There is nothing he does not want to see and find out about. Even if it is difficult to do it.

When Dan and me first met, we were both new kids at school. I was worried about getting lost in the huge building, but Dan thought it was fun, learning how to get around. He quickly found all the shortcuts to the various rooms. I followed him so I wouldn't get confused. Of course, I sometimes did anyway. His family always counts on him to read maps when they go on long car trips.

Dan's skills as an explorer came in handy on the scouts camping trip last summer. I've been a scout for two years. We were divided into small groups and given a compass and a simple map, we had to find our way back to base camp. At first the sun was shining brightly, but then it started to get cloudy. A heavy fog appeared within minutes.

The nervous group all looked at Dan. He wasn't in the least bit worried. Using his exact memory and helped by the compass, he led us to base camp. The troop leader was concerned about us. When he heard Dan's cheerful whistling, he laughed and said, "I guess I didn't have to worry about any group with you in it, Dan!"

It is not surprising that Dan wants to be an archeologist when he grows up. I bet he will make some amazing discoveries.

**Focus**—The writing demonstrates comprehension of audience and purpose. The focus of the exposition is maintained throughout.

**Organization**—The organizational structure has few lapses, and the writing generally demonstrates a logical progression of facts and details. Transitional devices are used in some areas of the response to signal movement within the exposition.

**Support**—Supporting details elaborate on the ideas and events throughout the response. The writer uses transition words and descriptive details in many areas of the response.

**Conventions**—The conventions of punctuation, capitalization, and spelling are generally followed. The exposition includes a variety of simple and complex sentences.

## Grade 4 Unit 5 Writing: Expository Score Point 6

### She Explored Outer Space

by Antonia S.

Mae Jemison is the kind of modern explorer that I admire. I've known about Jemison since second grade, when I read a biography about her. Jemison was the first African American woman in space. Most parts of our planet have already been explored. So adventurous people like Mae Jemison travel to the stars.

Jemison was a little girl growing up in the 1960s. She wanted to be a doctor, but she also wanted to be an astronaut. The 1960s were an important time in space exploration. Many children must have been eager to join spaceship crews.

She did become a doctor and used her skills in the Peace Corps. She went to West Africa to help the sick people. After that, she came back to America and worked as a doctor here.

Then Jemison got her chance to be an astronaut. She convinced NASA that she should be part of a crew. She trained for the flight for many months. At last she boarded the spaceship Endeavor for a week in outer space.

I think Jemison's story teaches us something important. If you are curious and daring, you can reach your goals. Jemison is an explorer of the universe.

**Focus**—The response provides a clear and focused explanation of the topic. The writer demonstrates a keen sense of purpose and audience. The focus is consistent.

**Organization**—There is logical structure in place, from introduction to conclusion. Transitional devices are used to introduce new points or show movement within the text. The paper has a sense of wholeness.

**Support**—The writer connects ideas effectively and elaborates with precise descriptive words throughout the exposition. Details are used to support key points.

**Conventions**—The writing demonstrates a strong command of spelling, grammar, capitalization, and punctuation. Variation in the length and structure of sentences makes for a fluid piece of writing.

## Grade 4 Unit 6 Writing: Story Score Point 2

### Camp by Jeremy R.

When I start camp I din't like it or do what the conslor say I want go home. They told my muther a bout the camp. Wood skeer me and missing my famly. My sistur she small and dont have go yet. I pritend I get sick and stayd in the bunk. I did that two days then one of the conslors he sayed Jeremy we are toasting marchmelows and you will like it. I do like marchmelows so I camed out. Befur I jus stayd home with my sisturs. It was fun. So I tryed more things. Like raft and hikeing. I like camp than. I will go next year. if I can

**Focus**—The response demonstrates an intermittent focus on the topic. The writer does share some thoughts and feelings about a personal experience but lapses into irrelevance at times.

**Organization**—The writing shows a weak organizational pattern and does not demonstrate a sense of wholeness. Transitional devices are generally lacking.

**Support**—Development of the supporting ideas is inadequate. Word choice is limited and uncertain. The writer offers little elaboration in most areas of the response.

**Conventions**—Significant errors in spelling, mechanics, and usage impede the reader's ability to comprehend the writer's intent.

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

**Focus**—The writer demonstrates a weak grasp of the topic. The response consists of a fragmentary list of unrelated ideas, indicating that a sense of purpose and audience is lacking.

**Organization**—The response does not show a logical progression of ideas and has no discernible organizational structure. The writer does not provide transitions between events and sentences.

**Support**—Word choice is immature and often unrelated to the topic. Details about events and feelings are sparse or nonexistent. It is difficult to distinguish fact from opinion. Even such sparse elaboration as "I do like marchmelows so I camed out [I do like marshmallows so I came out]" is lacking.

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

## Grade 4 Unit 6 Writing: Story

### Score Point 4

#### A Hard Climb

by Kimberly T.

A new experience I had was mountain climbing. I went with my friend's family, they already did it a lot of times before. We went to the Vermont mountains where they have a summer cabin. A very nice cabin with a little kitchen and cots. So they do a lot of climbing from there.

In the mountains its beautiful. But I never did climb before so I was scared. Laura's father told me it was not so hard and they would help me. So I guessed I would try it.

Mt. Mansfield is a high mountain, its about a little less than 5000 feet. You can get up it a lot of different ways. They're are easier and harder trails. We did the Long Trail. The first part of the hike was not so bad, but then the leges got pretty steep! Laura's mom and dad had to help Laura and I over some places.

We went up by Smuggler's Notch. They call it that because I think you can easily hide up there. The view once we got to the top was really pretty.

Laura's mom told me that so many people are hiking on the mountain it could actually be bad for the envirement. You have to be careful where you walk, you don't want to harm the plants or trees. They know what they are doing though.

When we got to the top of the peek it was beautiful. We ate our lunch up there and looked around. I won't menshun getting down because it was so hard you could slip and fall. But we did make it and I was pretty tired. But I would do it again.

**Focus**—The writing relates a personal experience but occasionally includes loosely related material. In general, focus is sustained throughout.

**Organization**—The narrative exhibits an organizational pattern, with several lapses in the presentation of events. Transitional words and phrases are used in some areas of the response.

**Support**—Supporting details are used in some areas of the narrative. Word choice is adequate but at times vague or repetitious. Facts and opinions are used to support the topic.

**Conventions**—Knowledge of the conventions of punctuation and capitalization is demonstrated; commonly used words are usually spelled correctly. Most sentences are simple constructions, with some syntactical errors noted.

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

**Focus**—The writing is more loosely focused on the topic than in the case of the score point 4 paper. The writer includes some irrelevant information.

**Organization**—The organizational pattern is sometimes interrupted. There is limited use of transitional devices between events and sentences. A sense of completeness is not demonstrated.

**Support**—Word choice is limited and immature. The writer does not provide many details, in contrast to the paper with a score of 4 points: “Mt. Mansfield is a high mountain, its [mountain; it’s about a little less than 5000 feet”; “...it could actually be bad for the envirmint (environment)”; “When we got to the top of the peek [peak] it was beautiful.”

**Conventions**—Frequent errors in mechanics, spelling, and usage generally do not impede comprehension of the response. However, errors are more numerous in the paper with a score of 4 points.

## Grade 4 Unit 6 Writing: Story

### Score Point 5

#### Living on the Water

by Ronnie P.

Last summer I visited my cousin in California. They live on a houseboat in Sausalito. That's a little town just across the bay from San Francisco. It was a really interesting experience.

"Come aboard!" my cousin John called out. Uncle Jay helped with the bags. I stepped off the dock and onto their "driveway," that was a wood walkway to the front door.

"Come on in," said my Aunt Sue, and gave me a hug. "What do you think? Does our house look like yours?"

Actually it did in a way. It had a kitchen, a living area, a bathroom, and bedrooms. There were the kinds of chairs and sofas just like anywhere.

But in other ways it seemed odd to me, for example there was no backyard to play catch in. I said so to my cousin. He said, "Oh yeah but you can catch a fish instead!"

That was sure true. A lot of fishing goes on in that community. Some people just drop a line over the dock, when they get hungry for fish.

"We can always go to the park if you want to play ball," John told me.

I wondered why they lived on the water in the first place. Uncle Jay said it's because they like to think they could travel when they want to. Just pick up the anchor and off they go. Another reason is they always loved boats, they knew that one day they would try to live on one. I guess their neighbors feel the same way.

After a few days I got used to the slight rocking feeling that happened sometimes. There was something kind of safe and cozy about being on the water but not in it.

The thing I'll never forget is looking out the bedroom window one day. Floating right under my window was more birds than you can believe—ducks, egrets, and pelicans.

"That's something you don't see from your bedroom window back home!" my cousin laughed.

**Focus**—The writer recounts events in the first person as appropriate to the narrative form. Throughout the response, the writer demonstrates a sense of audience and purpose and maintains focus.

**Organization**—The organizational pattern is sound, and events are discussed in the order in which they occurred. Transitional devices are present to signal movement in the text. The narrative has a sense of wholeness.

**Support**—Word choice is adequate but may sometimes lack precision. Some repetition occurs. The writer offers factual information and personal reactions at various points in the story and provides details to elaborate upon events and observations.

**Conventions**—The writing contains simple and complex sentences to create a natural rhythm and flow. Occasional errors in spelling, mechanics, and usage are noted, but do not impede the narrative flow. The writer generally forms agreement correctly when using verbs and pronouns.

## Grade 4 Unit 6 Writing: Story

### Score Point 6

#### Grandmother Nell

by Paul W.

The first time I visited my grandmother, I had just turned seven. It was a warm July morning when I followed my father along a quiet lane to a small house with white shutters.

“She’ll be outdoors at this time of day,” my father guessed.

He was right—there was Grandmother Nell in jeans and a blue shirt, kneeling in the soft grass, poking around in some weeds climbing up the side of her house. Her white hair was short and she wore big hoop earrings.

She smiled to see us and stood up slowly. We’d traveled for hours to get here. Grandmother lived hundreds of miles from us, in the place where Dad grew up. Now he was home for visit, bringing me with him. I didn’t know exactly what to expect. Dad always said his mother was not the usual sort of mom. She had never baked cookies or knitted sweaters.

The house was a surprise. The walls of the downstairs were covered with wooden masks and woven rugs. On the floor stood tall carvings of people and animals. Where most people kept their fancy dishes, Grandmother kept her thousands of books. Some looked a little dusty. I went over to examine a wooden spear with a sharp stone tip and feathers on the other end.

“That’s a very old object, Paul,” Grandmother told me. “It was made in southern Africa, hundreds of years ago—careful, it’s still sharp.”

She told me about some of the other rare and precious things in her collection. I knew she had traveled around the world, that she was some kind of scientist. Now I understood just how much she knew, and I loved listening. She told me about the people who lived on Fiji and about the Masai, mighty African warriors. Dad smiled and dusted the books on the top row of one shelf.

“You must miss traveling around to all these places,” I said.

“Well, in fact, I’ll be going to Borneo next month,” Grandmother Nell said. “You and your dad are welcome to join me.”

I looked with amazement at my dad’s unusual mom. She didn’t bake cookies or knit sweaters. I couldn’t believe how lucky I was to have her as my grandmother.

**Focus**—The writer presents a lively first-person narrative and shows a firm understanding of purpose and audience. Focus is consistently maintained throughout the story.

**Organization**—The organizational pattern is sound, and events are discussed in the order in which they occurred. Transitional devices signal movement in the text. The narrative has a sense of wholeness.

**Support**—Word choice is precise and sophisticated. The writer weaves factual information into the narrative and provides details to elaborate upon events and observations.

**Conventions**—The writing contains simple and complex sentences which create a natural rhythm and flow. The writer demonstrates mastery of all conventions.