

Grade 3 Second Prompt

Narrative Writing a First Hand Biography

English/Language Arts Content Standards:

- 1.0 Writing Strategies
- 2.0 Writing Applications (Genres and Their Characteristics)
- 2.1 Write Narratives
 - a. Provide a context within which an action takes place.
 - b. Include well-chosen details to develop the plot.
 - c. Provide insight into why the selected incident is memorable.
- 2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.

Writing Situation:

There are many kinds of heroes. A hero might be someone who shows bravery or courage and faces great danger. Another kind of hero might be someone who we think of as rather "ordinary" but who shows strength of character and goes about his or her everyday life doing a little bit extra for others. Watching these people can teach us all lessons about life. (Allow an opportunity for discussion.)

Directions for Writing:

Select an "ordinary" person that you consider to be a hero. Write an essay in which you show your readers what this person does that makes him or her a hero to you. Help your readers to know and understand why you think of this person as a hero and why he or she is important.

Writing and Convention Standards:

For this writing task, students will:

- a. provide a context that addresses the topic.
- b. include well-chosen details in the development of the writing.
- c. help the reader see why the selected topic is memorable.
- d. use fluid and legible cursive or joined italic.
- e. demonstrate grade level appropriate sentence structure, grammar, punctuation, capitalization, and spelling.

Resources

Reading/Language Arts Framework for California Public Schools, pp. 93-94

Write On Track: Lesson Plans and Assessments, pp. 10-13

Write On Track Handbook, pp. 96-99

Write On Track Program Guide, pp. 33-38

Grade 3 Second Prompt Rubric

Narrative Writing a First Hand Biography

4	<ul style="list-style-type: none">▪ Fully addresses the prompt.▪ Is clearly organized in a logical sequence that provides insight into why the writer considers this person to be a hero.▪ Is a single paragraph with a topic sentence, sentences that support a central idea with interesting facts and details, and a concluding sentence.▪ Has complete, coherent sentences that use a variety of patterns and lengths.▪ Has effectiveness and variety of word choice.▪ Has descriptive language with well-chosen sensory details.▪ Has grade-level appropriate spelling, capitalization, and punctuation; contains few, if any, errors that do not interfere with understanding the writing.▪ Has legible handwriting using cursive or joined italic.
3	<ul style="list-style-type: none">▪ Responds to the prompt.▪ Is organized in a logical sequence that provides insight into why the writer considers this person to be a hero.▪ Is a single paragraph with a topic sentence, simple supporting facts and details, and a concluding sentence.▪ Has mainly complete sentences that use more than one pattern.▪ Has some variety in word choice.▪ Has some descriptive language and sensory details.▪ Has mainly grade-level appropriate spelling, grammar, capitalization, and punctuation; contains some errors that do not interfere with understanding the writing.▪ Has legible handwriting with appropriate spacing and most letters formed correctly.
2	<ul style="list-style-type: none">▪ Attempts to respond to the prompt.▪ May lack organization.▪ May lack proper paragraphing and/or details.▪ May have incomplete or incoherent sentences that may use only one pattern.▪ May have little or no variety in word choice.▪ Contains little descriptive language or few details.▪ May contain random errors in spelling, grammar, capitalization, and/or punctuation that may interfere with understanding the writing.▪ Has handwriting that is mostly legible with errors that may interfere with meaning.

1	<ul style="list-style-type: none">▪ May not respond to the prompt. (May be off topic.)▪ Lacks organization.▪ Lacks paragraphing, a central idea, and/or does not include details.▪ Has mainly incomplete or incoherent sentences.▪ Contains mainly basic sight words with no descriptive language.▪ May contain frequent and numerous errors in spelling, grammar, capitalization, or punctuation that interfere with the understanding of the writing.▪ Handwriting may be mostly illegible.
BP	<ul style="list-style-type: none">▪ Blank Paper

Grade 3

Second Prompt – Student Page

Narrative

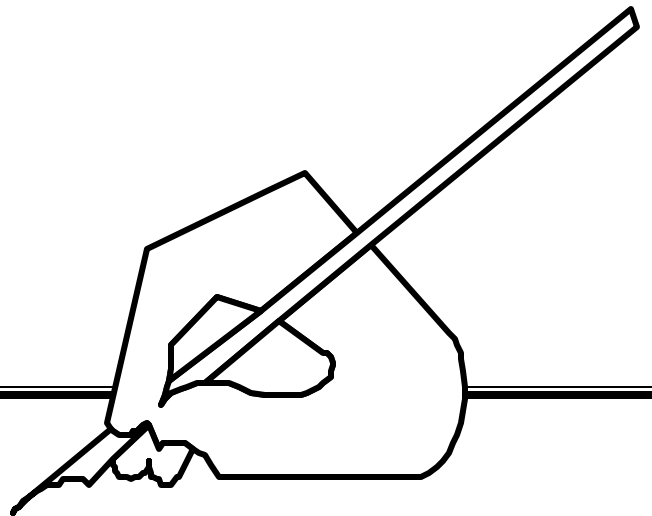
Writing a First Hand Biography

Writing Situation:

There are many kinds of heroes. A hero might be someone who shows bravery or courage and faces great danger. Another kind of hero might be someone who we think of as rather "ordinary" but who shows strength of character and goes about his or her everyday life doing a little bit extra for others. Watching these people can teach us all lessons about life.

Directions for Writing:

Select an "ordinary" person that you consider to be a hero. Write an essay in which you show your readers what this person does that makes him or her a hero to you. Help your readers to know and understand why you think of this person as a hero and why he or she is important.



Writing and Convention Standards:

For this writing task, you will:

- a. provide a context that addresses the topic.
- b. include well-chosen details in the development of the writing.
- c. help the reader see why the selected topic is memorable.
- d. use fluid and legible cursive or joined italic.
- e. demonstrate grade level appropriate sentence structure, grammar, punctuation, capitalization, and spelling.

District Writing Sample Scoring Rationale

Second Prompt, Grade 3

Narrative

Writing a First Hand Biography

Rubric Score Point: 4 high

Characteristics that make the paper a high 4:

- a. Fully addresses the prompt.
- b. Has complete, coherent sentences with a variety of sentence patterns.
- c. Has grade-level appropriate grammar, spelling, capitalization, and punctuation.
- d. Includes good variety in word choice.
- e. Contains supporting details that show why the writer considers this person to be a hero.
- f. Has descriptive language with well-chosen sensory details.
- g. Has legible writing using cursive.
- h. Requires work on developing the conclusion.

Additional instructional steps for the writer's growth would include:

- a. Demonstrating for the student how to develop a summarizing conclusion.

Teacher Notes:

I think that my second cousin is a hero to my dog and me! His name is Alan. He saved me when it was about to drown because one of my mom's friends accidentally pushed me into the 12 feet deep side of the pool. Nobody noticed me until a few seconds later because I was only 4 years old. Then Alan jumped in and got me. He saved my dog when my dog was being kicked around in a parking lot at the age of 4 weeks. Then Alan brought him home to mom, Nikki, and me, and we named him G. because Alan's full name is Alan Brian Cole. Alan has brown hair and blue eyes. He is 19½ years old.

District Writing Sample Scoring Rationale

Second Prompt, Grade 3

Narrative

Writing a First Hand Biography

Rubric Score Point: 4 anchor

Characteristics that make the paper an anchor 4:

- a. Has multiple paragraphs with complete, coherent sentences and supporting details.
- b. Includes a variety of sentence patterns and word choice.
- c. Contains descriptive language with some sensory details.
- d. Responds rather than focuses on the prompt.
- e. Contains a concluding sentence but lacks a strong topic sentence.

Additional instructional steps for the writer's growth would include:

- a. Modeling how to write a topic sentence with supporting details that focuses on the prompt.

Teacher Notes:

My Friend Bobbie

My friend Bobbie is a friendly person. Once when I found a dog, it looked like it was hurt by something strong. I took it to Bobbie. She took it to the vet. The dog was stabbed 40 times! Bobbie kept the cute dog.

One time, Bobbie was walking down the lane. She was always looking at animals. While she was walking, she saw a little animal that was hurt. She took the animal and took good care of it.

Sometimes, when she goes to the dog park, she sees lots of poor animals. Bobbie saw a harmful animal. She was sad. So, she always wanted to visit the animal everyday. Now you know why Bobbie is a hero to me.

District Writing Sample Scoring Rationale

Second Prompt, Grade 3

Narrative

Writing a First Hand Biography

Rubric Score Point: 4 low

Characteristics that make the paper a low 4:

- a. Focuses on the prompt.
- b. Has complete, coherent sentences.
- c. Has legible cursive.
- d. Has some descriptive language.
- e. Lacks variety of sentence patterns.
- f. Lacks proper use of commas.
- g. Lacks proper paragraphing.

Additional instructional steps for the writer's growth would include:

- a. Modeling how to improve descriptive language.
- b. Reviewing the comma rules for introducing phrases.
- c. Instructing the student on the elements and structure of a paragraph.

Teacher Notes:

My Mom

My mom is my mom. She takes good care of me since I was born.

When I'm hungry in the mornings she makes me breakfast.

When it is my birthday she makes me so happy. My mom

is a nice woman. When I'm sick

she gives me medicine. When I go to bed she gives me a good

night kiss. My mom helps me with my homework everyday.

She is the nice mom to have.

I always go to the store with ⁴⁷

District Writing Sample Scoring Rationale

Second Prompt, Grade 3

Narrative

Writing a First Hand Biography

Rubric Score Point: 3 high

Characteristics that make the paper a high 3:

- a. Focuses on the prompt.
- b. Has more than one sentence pattern.
- c. Contains mainly grade level appropriate grammar, capitalization, and punctuation.
- d. Needs more variety in word choice.
- e. Contains many errors in spelling.
- f. Needs assistance with organization.

Additional instructional steps for the writer's growth would include:

- a. Teaching the student some techniques for proofreading especially identifying spelling errors.
- b. Teaching the student some prewriting techniques and structures.
- c. Modeling how to improve word choice variety.

Teacher Notes:

I think doctors are heroes. They help us when we are sick. They tell our parents what kind of medicine to get, and where to get it. I know that doctors are great. They always try to make us feel better. Doctors are nice, when they give us a shot they try to do something to make it feel less scary. They also try to make us feel really proud when we don't cry. Doctors are about the nicest heroes I've ever met.

Sometimes when we are
brave they give us a toy.
Doctors are always there
when you need them most.
The first time I went
to the doctor I was
scared and afraid but
he made me feel like if
I were at home. Doctors
are heroes you can
always count on when
you're sick. Doctors are
excellent at taking care
of people. I think doctors
are cool and awesome.
You can never have a better
friend like them.

District Writing Sample Scoring Rationale

Second Prompt, Grade 3

Narrative

Writing a First Hand Biography

Rubric Score Point: 3 anchor

Characteristics that make the paper an anchor 3:

- a. Responds to the prompt.
- b. Has mainly complete sentences.
- c. Has more than one sentence pattern.
- d. Has legible writing with appropriate spacing.
- e. Contains some misspelled words.
- f. Needs more variety in word choice.

Additional instructional steps for the writer's growth would include:

- a. Teaching the student basic spelling rules and patterns to increase his/her personal dictionary.
- b. Modeling how to improve word choice variety.

Teacher Notes:

District Writing Sample Scoring Rationale

Second Prompt, Grade 3

Narrative

Writing a First Hand Biography

Rubric Score Point: 3 low

Characteristics that make the paper a low 3:

- a. Focuses on the prompt.
- b. Has more than one sentence pattern.
- c. Has legible writing with appropriate spacing.
- d. Contains some descriptive language.
- e. Has run-on sentences.
- f. Lacks consistency in verb tense.

Additional instructional steps for the writer's growth would include:

- a. Teaching the student to stay in the same verb tense throughout the entire essay.
- b. Instructing the student on the elements and structure of a complete sentence.

Teacher Notes:

My Hero

I have a hero and he is a crossguard. His name is Curtis. He help people cross the street. One day when I was walking home my mom said hurry up because I had to go to the doctor. I was running and I was almost there and then I fell and skin my knee. The crossguard put a bandage on me and help me to the other side.

District Writing Sample Scoring Rationale

Second Prompt, Grade 3

Narrative

Writing a First Hand Biography

Rubric Score Point: 2 high

Characteristics that make the paper a high 2:

- a. Attempts to respond to the prompt.
- b. Has handwriting that is mostly legible.
- c. Contains little descriptive language with few details.
- d. Includes mainly grade-level appropriate grammar, capitalization, and punctuation.
- e. Has mainly complete sentences.
- f. Needs assistance with formation of contractions.

Additional instructional steps for the writer's growth would include:

- a. Conferencing with the student to discover details about the hero and then showing how to include those details in his/her writing.
- b. Instructing the student on the correct use of apostrophes and the formation of contractions.

Teacher Notes:

My heroes are my parents. They take care of me. My dad will fix my stuff if it breaks. My mom will make dinner for me. They will always be there for me. They both love me. If I get hurt they take care of me.

My dad will help me with my homework. They both make sure I'm healthy.

District Writing Sample Scoring Rationale

Second Prompt, Grade 3

Narrative

Writing a First Hand Biography

Rubric Score Point: 2 anchor

Characteristics that make the paper an anchor 2:

- a. Attempts to respond to the prompt.
- b. Has mainly grade-level appropriate punctuation.
- c. Writing is mostly legible.
- d. Has little descriptive language.
- e. Lacks proper capitalization.
- f. Includes many spelling errors.
- g. Lacks a variety of sentence patterns.

Additional instructional steps for the writer's growth would include:

- a. Reviewing the rules for capitalization and practicing how to look for errors in his/her writing.
- b. Teaching the student basic spelling rules and patterns to increase his/her personal dictionary.
- c. Modeling a variety of ways to begin sentences.

Teacher Notes:

My mother works hard and she
helps me clean my room, also she
gives me clothes, my mother
makes me food. My mother is
my hero because she always
helps me do my homework. She
goes to work at night.

District Writing Sample Scoring Rationale

Second Prompt, Grade 3

Narrative

Writing a First Hand Biography

Rubric Score Point: 2 low

Characteristics that make the paper a low 2:

- a. Strays from the topic.
- b. Contains incomplete sentences.
- c. Lacks descriptive language.
- d. Has one sentence pattern.
- e. Consists of irregular margins.

Additional instructional steps for the writer's growth would include:

- a. Modeling for the student how to write using proper margins.
- b. Instructing the student to not start sentences with a conjunction.
- c. Modeling a variety of ways to begin sentences.

Teacher Notes:

My hero

My hero is my mom because I fell on my bike, and my friend told my mom. And she took me to the house. And then my mom cleaned my knee and my elbow. Then I stayed in side and then I fell asleep, and I woke up and went to play, but this time I walked. And played with my friend Ashlyn, she is nice so is her mom and dad.

She is home school.

but she still has homework I bet it is fun being home school, but she still get math. she gets art to. she gets to play to. but then she gets to go in. Then she gets back to her math or something else like art or something and I have other friends too. it is fun playing with her. but I like real school.

District Writing Sample Scoring Rationale

Second Prompt, Grade 3

Narrative

Writing a First Hand Biography

Rubric Score Point: 1 high

Characteristics that make the paper a high 1:

- a. Responds to the prompt: stays on topic.
- b. Contains random punctuation.
- c. Has incomplete sentences.
- d. Includes misspelled words.
- e. Lacks proper paragraphing.

Additional instructional steps for the writer's growth would include:

- a. Reviewing the rules for capitalization and practicing how to look for errors in his/her writing.
- b. Instructing the student on the rules for using a period and then modeling how to apply those rules when writing.
- c. Instructing the student on the elements and structure of a paragraph.

Teacher Notes:

Dec. 11, 2000
My hero

Eric is my hero because we can trust each other. If I tell him something, or he tell me something we won't say it to anyone else.

Eric and I have been freind for 2 years. each other. he is my best freind.

District Writing Sample Scoring Rationale

Second Prompt, Grade 3

Narrative

Writing a First Hand Biography

Rubric Score Point: 1 anchor

Characteristics that make the paper an anchor 1:

- a. Attempts to respond to the prompt.
- b. Has some paragraph organization.
- c. Has mainly incomplete/incoherent sentences.
- d. Contains mainly basic sight words with no descriptive language.
- e. Contains mainly misspelled words.
- f. Contains random punctuation.

Additional instructional steps for the writer's growth would include:

- a. Reviewing the rules for capitalization and practicing how to look for errors in his/her writing.
- b. Teaching the student basic spelling rules and patterns to increase his/her personal dictionary.
- c. Teaching the student some techniques for proofreading.

Teacher Notes:

My everyday is are caspiano help p
and child and he is helpful. He like
and they will get run over by a car
he against a soft surface. John is a broken
soft the came the and the car was contini
te dy. and he soft the car was a so
Brian Polopy.

District Writing Sample Scoring Rationale

Second Prompt, Grade 3

Narrative

Writing a First Hand Biography

Rubric Score Point: 1 low

Characteristics that make the paper a low 1:

- a. Although the writer responded to the prompt, this paper lacks paragraphing and does not include details.
- b. Contains mainly basic sight words with little descriptive language.
- c. Contains mainly incomplete, incoherent sentences.
- d. Contains many misspelled words and grammar errors.
- e. Has writing that is mostly illegible.
- f. Lacks organization.

Additional instructional steps for the writer's growth would include:

- a. Instructing the student on the elements and structure of a complete sentence.
- b. Teaching strategies to increase vocabulary in order to improve word choice.
- c. Practicing letter formation in both cursive and manuscript.

Teacher Notes:

my mom is a HIKER

Because H. Woodman, C. R. D.

and MRS. BRET'S

and HOPKINS HOMER

SISMA REDE HOMER