



Using Lesson Writing Samples

For each lesson, we have provided two exemplar writing samples that address the assignment and that reflect scores based on the rubric on page 89f. The samples are not meant to be examples of grade-level student writing. Instead, our intent is to provide you with useful exemplar writing samples to help you plan, teach, and assess each writing lesson successfully.

Because the samples were written to focus on the lesson assignments, they can serve many purposes. For instance, consider using the samples to help you do the following:

- Understand the overall goal of the writing assignment.
- Identify the types of details that a good response might include and instances of text that needs improvement.
- Provide students with specific models of strong (4-point) and weak (2-point) texts in order to demonstrate how to draft and revise responses.
- Evaluate the amount and quality of details that students include in their work.

As you study a writing sample, you'll note the annotations that correspond to details in the text. These have been included to draw attention to the strengths of a written piece as well as details that need to be improved.

Each sample is presented in two formats: one that resembles a handwritten piece and one that resembles a typed and printed piece. You can select the format that best matches your students' work.

1 The beginning of the story introduces the setting, the main characters, and the problem.

2 Dialogue helps move events along and shows character relationships.

3 Transitional words help establish sequence of events.

4 Sensory details help readers visualize the scene and the character's actions.

The Legend of Inga and the King's Crown

1 Long ago in the land of Norway, lived a clever young woman named Inga, who was well known for solving problems. She served as a palace guard for King Edvard, who was not known for being clever. One morning, Inga heard the King yelling, "Thief! Villain! My crown! Alf has stolen it, I know! But how?"

Alf was a neighboring king and Edvard's enemy. The king was furious and determined to get his crown back. He sent for Inga, of course. He promised her a palace of her own if only she would rescue his crown. Inga promised to do her best.

At once, she went to her friend Peeps. Though Peeps looked like any other crow, he was Inga's secret weapon. Peeps understood what animals and people said. Even more important, Peeps could talk. To get the facts, Inga went to Peeps.

2 "Peeps, what have you heard about King Edvard's crown?" she asked.

2 "Binney the cook let Alf into the castle," Peeps reported. "Alf ran to Edvard's room, grabbed the crown, and raced out of the castle through the kitchen. As he left, I heard Alf say he'd keep the crown in his castle's vault."

Inga saw two problems to solve, but first things first. She looked around to be sure she was alone; then she put on her secret shoes. When she wore them, Inga could climb up walls easily and even walk on ceilings. She set off for Alf's castle, with Peeps flying overhead.

3 Later that day, the pair arrived at Alf's castle. It was protected by a moat filled with sharp metal traps that snapped shut when touched. How could Inga get over the moat? Inga threw a rock at one trap. It hit the side, and the trap closed, becoming a stepping-stone. To make each trap a stepping-stone, Inga just had to tap on its side. Inga dashed over the moat with a tap-step, tap-step!

Grade 5 Lesson 3 Writing a Narrative: Legend

4-point Writing Sample

5 Sensory details and concrete language convey the action.

6 The conclusion shows the resolution of the problem.

Soon Inga was running up the castle walls. ³Meanwhile, Peeps flew through a high open window to have a look around. As Inga dropped lightly to the stone floor, Peeps lit on her shoulder.

The loyal bird informed her, "I heard the nobles gossiping. The vault is in Alf's bedroom. He wears the key around his neck. He's napping now in his throne room."

5 Inga puzzled for a minute and then asked Peeps to bring her some long grasses from the field. After giving Inga the grasses, Peeps went to locate the vault. At the same time, Inga hid behind Alf's throne and quickly wove the grasses into the chain around Alf's neck.

5 Alf awoke and scratched at his neck. The itching was awful! He tore off the chain and ran to splash cold water on the itch.

Quick as a flash, Inga had the key. She ran to the vault and opened it. There lay the crown, glowing in the dark! She grabbed it, climbed out the window, and ran down the castle wall. Then she hurried tap-step, tap-step back across the moat.

6 ³By the time Alf realized the crown was gone, Inga had placed it into King Edvard's eager hands.

"By the way, sire," Inga confided, "I believe you need a new cook."

The whole kingdom was buzzing about the palace guard who rescued the king's crown. The king kept his word. Inga and Peeps enjoyed their castle very much, though they were often called back to Edvard's castle to solve more problems.

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- 1 The beginning identifies the characters and the problem but does not establish the time or place of the setting.
- 2 Events are reported but language is general. Characters are not fully developed.
- 3 This is one of the few transitional words or phrases used throughout the text.
- 4 The writer uses sentence fragments.
- 5 The writer has used a run-on sentence.
- 6 The writer has misspelled the words *blankets* and *thief*.
- 7 These words are a rare example of vivid sensory language.
- 8 Dialogue is used here, but generally dialogue is lacking.
- 9 The writer has used the present tense rather than the past tense.
- 10 The story is missing a clear conclusion.

Winston and the Troll

1 Once upon a time, a boy named Winston became a palace guard. He was smart. The king's crown was stolen by a troll named Ganzil. Winston asked the king if he could try to get it back.

2 The king said okay, so Winston looked for clues. He saw muddy footprints going in and out of the castle. He found out that Ganzil lived under a bridge. He also found out Ganzil had magic power. The troll took away strength from anyone he touched.

Winston walked and walked. At last 3 he got to the bridge. He looked under it and saw Ganzil snoozing away the afternoon in his tiny house. Trolls sleep all day and make trouble at night.

Winston went to the house. He tried the door, but it was locked. So he went to a window instead. Seeing 4 it was rusty. Took a small can out of his pocket and oiled it. It went up as quietly as can be.

Winston went into the troll's house. He looked around at first, he didn't see the crown then he saw it! It was stuck between some blankets 6 in the corner. There were many stolen things in the pile.

7 He tiptoed over and took the crown out of the pile. Some gold chains tinkled and jewels fell to the floor. Ganzil woke up and screamed, "Theif! 6 That is my treasure!"

8 "Oh no, it's not!" cried Winston. "You are the thief! 6 You stole the crown!"

Ganzil tried to tackle Winston. Winston was too quick. The boy leapt over the troll and grabbed the crown. He ran for the window. Ganzil saw the boy was getting away. He moan and cry. 9 He pretends his leg is broken. He wanted Winston to come close. If he could grab the boy, he could get the crown back.

Winston laughed. He was not fooled. Winston knew the troll was lying. The boy ran as fast as his legs would take him.

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Grade 5 Lesson 3 Writing a Narrative: Legend

2-point Writing Sample

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