

When I was 5 on April 15th, 2005, I went to my cousin's house. She lives in San Diego. Her name is Anna. Her house was huge.

After awhile we went bike riding around a hill. And then we rode our motor scooters around the block.

Then we went inside. We also had breakfast when we got inside. We ate until our stomachs hurt.

And then we went up to Anna's room to play. We played checkers and I won.

And then we to my mom, and then my mom said, "We are going to Water Land." After that me and Anna screamed because we were excited. We couldn't wait.

So we got dressed really, really fast and hopped in the van waiting for my mom and Anna's mom. And then they finally came.

We stopped at a hotel because it was getting late. We were tired. And Water Land was far away. So we went up to the room and got some sleep.

Then we woke up. We started to get ready to leave again. So when we were ready we started heading off to Water Land.

We finally arrived at Water Land. Then we got tickets to almost everything there. First we went on almost all the water rides. My favorite one was called, The Windy Water. And then we went to 3 water shows. It was so interesting. I got splashed.

After that we were exhausted so we went home really exhausted.

“Water Land” / 3rd Grade / Narrative / Six Trait, 6-Point Rubric

Prompt: Think of a friend you have, in or out of school.

Tell one story that you remember whenever you think of this friend.

<i>Ideas and Content</i> 5/4	In a narrative we look for rising action that builds to <i>something</i> —Readers may at first glance expect the climactic moment in the story to be the arrival at Water Land and ensuing events thereon. Water Land itself receives short shrift—in this case, the events <i>preceding</i> Mom's announcement, and the happy events <i>following</i> that announcement consume the writer's attention. Still, the paper transcends the monotony of a “bed-to-bed” narrative (so-called because every random event from morning to night is recounted in painstaking detail). Specific, well chosen details show readers a slice of life from the eyes of a third grader enjoying a great time with a friend.
<i>Organization</i> 4/5	The introduction is functional, setting up the time and place for the action, although a few more words to engage the reader would be helpful. A functional conclusion is present, (not just <i>The End</i>). Transitions between paragraphs are slightly varied (<i>after a while, we finally</i>) but the unfortunate repetition of <i>and then</i> bogs down the pace in places. Sequencing follows a clear chronology.
<i>Voice</i> 5/4	The voice goes in and out in this piece, beginning with “just the facts” somewhat stonily delivered, and building in places to “screaming” fun. Energy is generated in moments such as <i>we ate until our stomachs hurt and screamed because we were excited and we got dressed really, really fast</i> . The author's care for detail, precision and accuracy leave an individual imprint that is both charming and engaging.
<i>Word Choice</i> 5/4	Word choice is a trait that includes more than just the range of the writer's vocabulary, but noted here are words such as <i>exhausted</i> and <i>interesting</i> (used correctly). Many words are specific, rather than generic: Instead of <i>we played</i> we get <i>we went bike riding, rode our motor scooters, played checkers, hoped in the van</i> .
<i>Sentence Fluency</i> 4/4	<i>We were tired. And Water Land was far away.</i> The sentences are another mixed bag of short and choppy in places, fluid and varied for effect in other places. The writer is clearly in control of basic sentence construction, and is beginning to include variety. Too many sentences begin with “So...”
<i>Conventions</i> 6/6	The overwhelming strength in this piece are the conventions which demonstrate complexity and accuracy that exceeds grade level expectations. Very little editing is needed prior to publication. Use of quotation marks for dialogue, paragraph indentation, accurate spelling, capitalization, punctuation of a date, are all skills to be applauded in the writing of one so young.

“Water Land” / 3rd Grade / Narrative / Common Core Proficiency Check

Prompt: Think of a friend you have, in or out of school.

Tell one story that you remember whenever you think of this friend.

Key: ☒ Proficient ☐ Not Proficient • Not Evident

<input checked="" type="checkbox"/>	W.3.3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
<input checked="" type="checkbox"/>	W.3.3b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
<input checked="" type="checkbox"/>	W.3.3c	Use temporal words and phrases to signal event order.
<input checked="" type="checkbox"/>	W.3.3d	Provide a sense of closure.
•	L.3.1b	Form and use regular and irregular plural nouns.
<input checked="" type="checkbox"/>	L.3.1c	Use abstract nouns (e.g., childhood).
<input checked="" type="checkbox"/>	L.3.1d	Form and use regular and irregular verbs.
<input checked="" type="checkbox"/>	L.3.1e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
<input checked="" type="checkbox"/>	L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.
•	L.3.1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
<input checked="" type="checkbox"/>	L.3.1h	Use coordinating and subordinating conjunctions.
<input checked="" type="checkbox"/>	L.3.1i	Produce simple, compound, and complex sentences.
<input checked="" type="checkbox"/>	L.3.2a	Capitalize appropriate words in titles.
•	L.3.2b	Use commas in addresses.
<input checked="" type="checkbox"/>	L.3.2c	Use commas and quotation marks in dialogue.
<input checked="" type="checkbox"/>	L.3.2d	Form and use possessives.
<input type="checkbox"/> *	L.3.2e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
•	L.3.2f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

* “adding suffixes to base words” - *stoped*, *hoped*

Student Report

Smith, Sarah

Sarah's Elementary School



Teacher: Sample Instructor

Grade: 3

T2 – 2013/2014 – May 7, 2014

Six Trait Evaluation

Ideas	Organization	Voice	Word Choice	Sentence Fluency	Conventions
4.5	4.5	4.5	4.5	4	6

Comments

"Waterland" avoids the monotony of a "bed-to-bed" narrative (so-called because every random event from morning to night is recounted in painstaking detail). Specific, well chosen details show readers a slice of life from the eyes of a third grader enjoying a great time with a friend.

The introduction is functional, setting up the time and place for the action. Transitions between paragraphs are slightly varied ("after a while," "we finally") but the unfortunate repetition of "and then" bogs down the pace in places. Sequencing follows a clear chronology.

The voice goes in and out in this piece, beginning with "just the facts" somewhat stonily delivered, and building in places to "screaming" fun. The author leaves an individual imprint that is both charming and engaging.

Words such as "exhausted" and "interesting" (used correctly) reflect a growing vocabulary.

"We were tired. And Water Land was far away," shows an ear for fluency. However, the sentences are another mixed bag of short and choppy in places, fluid and varied for effect, in other places. Too many sentences begin with "So..."

The overwhelming strength in this piece are the conventions, which demonstrate complexity and accuracy that exceeds grade level expectations. Very little editing is needed prior to publication. Use of quotation marks for dialogue, paragraph indentation, accurate spelling, capitalization, punctuation of a date, are all skills to be applauded in the writing of one so young.

Common Core Proficiency Check

Standard		Evaluation or Grade
W.3.3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Proficient
W.3.3b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	Proficient
W.3.3c	Use temporal words and phrases to signal event order.	Proficient
W.3.3d	Provide a sense of closure.	Proficient
L.3.1c	Use abstract nouns (e.g., childhood).	Proficient
L.3.1d	Form and use regular and irregular verbs.	Proficient
L.3.1e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	Proficient
L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.	Proficient

L.3.1h	Use coordinating and subordinating conjunctions.	Proficient
L.3.1i	Produce simple, compound, and complex sentences.	Proficient
L.3.2a	Capitalize appropriate words in titles.	Proficient
L.3.2c	Use commas and quotation marks in dialogue.	Proficient
L.3.2d	Form and use possessives.	Proficient
L.3.2e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	Not Proficient