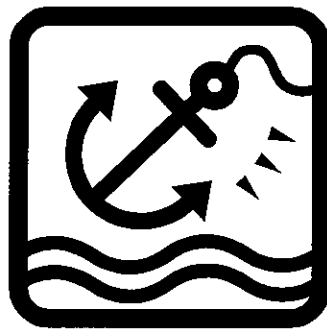


# Oakland Unified School District Writing Proficiency Project



## Process Writing Assessment

### 3<sup>rd</sup> Grade Annotated Anchor Papers Winter Prompt: Narrative Fiction “What If....?”

Note: Please do not use the anchor papers with students prior to the administration of the Process Writing Assessment

# 3<sup>rd</sup> Grade PWA: Narrative Fiction Winter Anchor Paper—What If...?

Score Level: 4

Title:

The Magic Harp

Once, long, long ago, there was a place called Mantaga. And Mantaga had one thing more valuable than gold: harps.

"Harps for sale! Harps for sale! \$2.00 a harp!" hollared young Amala as she hurried among the streets of Namah, Mantaga's capital.

Simultaneously, Amala bumped an old man. Her hand fell into his coat and closed around his wallet. As the man hurried off, Amala opened the wallet to count her money. Then she felt two ice-cold, clammy hands on her neck. The hands spun her around and she looked up into a weathered, gray face: the face of King Arad's ghost.

Immediate 'hook' to capture readers' attention.

Dialogue incorporated naturally into story to introduce character and provide good pacing.

Rare misspellings are typical first-draft errors.

Dialogue correctly punctuated.

Names, descriptions and details convey strong sense of setting.

Well-chosen details develop plot.

Sophisticated punctuation.

Story organized into natural paragraphs even though they are seldom indented.

Word choice, pacing, varied sentence structure and dialogue all work together to create a deliberate tone.

The ghost's whole body looked as if he belonged in a black-and-white movie. He looked like any very, very old man except his color and his eyes: instead of eyes he had deep, black, sockets. And then, in a voice like thunder, the old ghost said his first sentence in one thousand years.

"COME WITH ME."

The next thing Amala knew, she was flying through the air. Then, as they passed over the Great Yeti Range, the ghost shot down into Spooker Prison Cave.

As soon as Amala and the ghost went in the cave, the air became heavy. A damp, musty, smell filled the air. When the ghost flew through the roof, Amala fell to the soft, slime-covered, and mossy ground.

Story unfolds in an elegant, suspenseful and satisfying way.

Lively word choices and vivid sensory details support unified impression of people, places, things and experiences.

## **Third Grade PWA: Narrative Fiction Annotated Anchor Paper**

### **Winter—What If...?**

#### **Score Level 4**

*“The Magic Harp”*

#### **What makes it a 4?**

This multiple-page story begins with a compelling hook: “Martaga had one thing more valuable than gold: harps.” The author introduces two richly conceived characters through their actions, descriptions and dialogue. Creative place names and lively, interesting descriptive language convey a strong sense of time and place. Sentences are deliberately and effectively varied, with dialogue producing a nice pace. With the meeting of Amala and the ghost of King Arad, the story immediately hints at an engaging conflict. Although the author does not have time to complete the story, the reader is left with complete confidence that expectations for plot complications and resolution will be fulfilled in a satisfying way.

The language in this piece is particularly outstanding. Vivid verbs (hollered, bumped, spun), sophisticated adjectives (clammy, weathered, damp, musty, slime-covered, mossy) and precise nouns (sockets, thunder) create strong images without slowing the pace.

The failings in conventions of print can be attributed to first draft errors. Penmanship and spacing are somewhat imprecise, but the writing is still perfectly legible. The author correctly punctuates dialogue on the first page, uses commas correctly in a series, properly employs sophisticated punctuation such as colons, and often indents paragraphs. Spelling errors are rare, and the circled word gives evidence of the author’s intent and capacity to edit.

The preponderance of evidence indicates a score of 4.

# 3<sup>rd</sup> Grade PWA: Narrative Fiction Winter Anchor Paper—What If...?

Score Level: 3

Title: The Bazar House On Maple Street

I have these neighbors named the Reaper <sup>Family</sup> on Maple street who call their selfs wizards that have a powerful and bazar house. No one <sup>is</sup> beliefed them not even me. <sup>any way well</sup> Hi my name is Julia, Julia Toshi, I'm ten years old in fifth grade going to sixth. The Reaper family live one house away from my house. <sup>and then</sup> One mysereus day nobody not even one <sup>sp</sup> crumb on a cookie came out. This was wrong every day they come out of their <sup>so call it bazar</sup> house. Mrs. Toshi my mom tried to call them but nobody not even the <sup>sp</sup> anserina <sup>sp</sup> mishien said nothing. Mom told me to go to their house and check if their okay. So I go and wholck ~~but~~ before I leave I bring a bag of snacks, binoculars, walk that had some power they say, and a mood ring. I don't know why I'd bring a mood ring and <sup>but before</sup> anyway I go to the Reaper's house. <sup>sp</sup> Mom says, "wait bring your cellphone in case

Information revealed shows awareness of audience—author anticipates and answers readers' questions.

Details about character and setting provide context for narrative.

Begins to use a variety of transitions.

Preliminary editing shows that author has a good sense of grade-level spelling and that most orthographic errors are first draft in nature.

Some confusion of tense disrupts narrative flow.

Well-chosen details create sense of foreshadowing.

Correctly spells compound word.

if you get ~~kidnaped~~ <sup>shiny</sup> "Okay" I say. So I run back and get my black phone and run to the Reapers house and knock on the door. "tat, tat" goes the knock and the door didn't open. I said, "Hello!" So I pushed the door and the door opened. "Pam" went the fall that I made when I pushed the door. Then I hear a little <sup>like</sup> explosion. If you put two experiments together <sup>skush</sup> ~~Ben~~ went the explosion. "Look what you did Sophie, you made the room all gushy," said Tony the the oldest son of the Reaper family. I ~~reacted~~ out and started walking on my tippy-toes and peeked at the bathroom that turned into a experiment lab. and saw Tony and Sophie the third oldest all gushy. "Sophie your a beginner wizard, not a exelent one like me," said Tony. "Your not the exelent one," said Sophie. "Your the good one." "Heu," said Tony as if his face is about to turn red. Then I fell on my tippy-toes and Tony and Sophie heard it. they walk out of the experiment lab slash bathroom and looked in the living room and then nobody found me and they went to

Sentence structure varies.

Concrete sensory detail.

Dialogue develops characters.

Dialogue correctly punctuated, although not indented.

Printing neat and legible with appropriate spacing and use of margins.

## **Third Grade PWA: Narrative Fiction Annotated Anchor Paper**

### **Winter—What If...?**

#### **Score Level 3**

*“The Bizarre House on Maple Street”*

#### **What makes it a 3?**

Multiple pages of writing expand on an engaging narrative with some well-chosen details, such as what the protagonist packs to take with her to the Reaper’s house and the brief interchange between the protagonist and her mother. Dialogue serves to develop character and also provides welcome sentence variety from the strong narrative voice. Concrete sensory details such as the onomatopoeia on page two and the description of the cell phone help ground the reader in the unfolding action. The author is beginning to experiment with variety in her transitions; she relies most heavily on “So...” but also uses “And then one day...” and “but before I go...” on page one. The author also shows an awareness of her audience through the information she chooses to include, anticipating her readers’ questions about character and setting (e.g. the sentences, “Anyway, well hi my name is Julia, Julia Toshi,” and “The Reaper family live one house away from my house...”).

Spelling, although somewhat inconsistent, demonstrates a grade-level grasp of orthographic patterns when initial editing is taken into account. Printing is legible with good margins and spacing. Almost without exception, a variety of sentences are correctly punctuated; errors are first-draft in nature. Some grammatical errors result from the colloquial tone of the writing, but overall, the preponderance of evidence indicates a score of 3.

3<sup>rd</sup> Grade PWA: Narrative Fiction  
Winter Anchor Paper—What If...?

Score Level: 2

The Mad Clouds

Misspelled  
homophone.

Missing and misspelled words occasionally interfere with understanding.

Incorporates dialogue effectively.

Indentation of paragraphs at appropriate places.

One sunny morning, there was only one child in his family and his name was Jacky. He was a baseball player, he even was a kind person. But suddenly 3 clouds came along cause they found that there was baseball so they came to wreck the place and they made the stadium turn into a lake, even there were people in there, they could get out as fast as they can, but some died. At first he said "Stop that, Stop that right now!"

After he told everyone to run away but didn't work, he tried to hit the cloud, but it was too high. Next he made a lot of light but the clouds drained the power, so everyone felt sad and Jacky came and him and his team made the strongest umbrella but it didn't work cause it was too weak. Finally he got an idea "I got it, we will have to do hard work to make one strong shield," he whispered.

And so it did and the clouds all disappeared forever.  
The End.

Missing details create confusion for the reader—author's sense of audience underdeveloped.

Dialogue correctly punctuated, with the exception of the missing comma after "said."

Misspelled homophone.



# **Third Grade PWA: Narrative Fiction Annotated Anchor Paper**

## **Winter—What If...?**

### **Score Level 2**

*“The Mad Clouds”*

#### **What makes it a 2?**

The author tells a story in a full page of writing, using many complex sentences and including dialogue. The author employs a variety of transitions, such as “But suddenly...” and “At first...” A few descriptive or specific words are scattered throughout the piece (such as “sunny,” “kind,” “wreck,” and “drained”) but they are sparse and not particularly evocative. Most words are spelled conventionally, including regular and high-frequency words, but a number of misspellings are below grade level, including “their/there,” “alot” and “to/too.” These might be attributed to first draft errors; however, there is little evidence of attentive editing. Penmanship is legible and margins are adequate. There are a few run-on sentences which might also be attributed to first draft errors, especially as they occur in the second paragraph when the author might have been feeling rushed for time.

In order to score a 3, this author would have to expand significantly on her story with some well-chosen details. She would also need to fill in missing information to create a more seamless narrative for her audience. Attention to grammar and spelling, the elimination of run-on sentences, as well as the addition of more concrete sensory details to better describe setting and character would propel this piece to a score of 3.

The preponderance of evidence indicates a score of 2.

# 3<sup>rd</sup> Grade PWA: Narrative Fiction Winter Anchor Paper—What If...?

Score Level: 1

Title: The people and the rock

The problem was  
that a rock that roll and  
comes back. The rock was special.  
Sam came throwing the rock  
and it ripes going back. Sam threw  
it 27 times and it always comes back.  
The main characters are Ashaly;  
Max, Sam, Mary-kate. The minor  
characters was, the person now, was  
living. the rock comes back up and his  
name is the quiet person howes under  
the water. This story is happening at the  
lake. I should read this book because  
it is fun.

Subject and verb do not agree.  
Misspellings interfere with understanding.

Ideas wander—  
narrative voice does not exist.

Narrative reads like a story outline.  
Grade level sight word misspelled.

Sentences are simple and repetitive.

# **Third Grade PWA: Narrative Fiction Annotated Anchor Paper**

## **Winter—What If...?**

### **Score Level 1**

*“The People and the Rock”*

#### **What makes it a 1?**

Although the author produces more than half a page of writing, the ideas are pretty unclear. The author writes as though he is describing the outline of an existing story rather than inventing his own. Sentence structure is simple and repetitive: “The problem was...” “The rock was...” “The main characters are...” etc. Ideas are disordered, with the revelation of the setting—crucial to understanding how the (skipped) rock keeps coming back—occurring almost as an afterthought at the end of the piece. Spelling errors are common and interfere with the reader’s understanding (i.e. “camet” and “cipes”). The author’s sense of phonics rules are still underdeveloped for this grade level. Sentences are capitalized and punctuated correctly, with no run-on sentences. Penmanship is legible with acceptable spacing and margins.

The preponderance of evidence indicates a score of 1.