

Module 3
Participant Guide

Supporting All Students in
Writing and Research

Activity 3

Connecticut Core Standards for
English Language Arts and
Literacy



Grades K–5

Systems of Professional Learning

Connecticut Core Standards Systems of Professional Learning

The material in this guide was developed by Public Consulting Group in collaboration with staff from the Connecticut State Department of Education and the RESC Alliance. The development team would like to specifically thank Ellen Cohn, Charlene Tate Nichols, and Jennifer Webb from the Connecticut State Department of Education; Leslie Abbatiello from ACES; and Robb Geier, Elizabeth O’Toole, and Cheryl Liebling from Public Consulting Group.

The Systems of Professional Learning project includes a series of professional learning experiences for Connecticut Core Standards District Coaches in English Language Arts, Mathematics, Humanities, Science, Technology, Engineering, Mathematics (STEM), and Student/Educator Support Staff (SESS).

Participants will have continued support for the implementation of the new standards through virtual networking opportunities and online resources to support the training of educators throughout the state of Connecticut.

Instrumental in the design and development of the Systems of Professional Learning materials from PCG were: Sharon DeCarlo, Debra Berlin, Jennifer McGregor, Judy Buck, Michelle Wade, Nora Kelley, Diane Stump, and Melissa Pierce.

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Activity 3: Examining the Grade Level Expectations of the Writing Types and Texts

DESCRIPTION

Participants examine differences in grade level expectations of the CCS Writing Standards for Opinion/Argument, Informative/Explanatory, or Narrative Writing by looking at a progression of “On-Demand” student writing from the *In Common: Effective Writing for All Students* collection. Participants will annotate student writing using the language of the standards.

DIRECTIONS

1. Using *In Common: Effective Writing for All Students*, choose one set of K–5 sample student writing: Opinion/Argument, Informative/Explanatory, or Narrative (separate handouts).
2. Begin with the unannotated set of papers at the beginning of the packet. Annotate writing samples using the language of the applicable grade level standard: W.1, W.2, or W.3 (found on pages 14-16 of this guide). For example, if you are reviewing the packet of Narrative samples, use W.3 for each of the grade levels K–5.
3. Compare your annotations with those of the annotated version of the same sample which follows in the second half of the packet.
4. Discuss first with a partner who reviewed the same type of writing, and then with your table, using the guiding questions on the following page.

Guiding Questions for *In Common***With your partner:**

What do you notice about the progression of student writing from grade level to grade level?

Are these good examples of student writing for the grade level and type of writing? Why or why not?

With your table:

What are the similarities in student writing at the same grade level across types of writing?

Are the CCS realistic in terms of their expectations for student writing?

With the whole group:

How might you use the *In Common: Effective Writing for All Students* collection with teachers? With students?

NOTEPAD

After the closing discussion about this activity, use the *Notepad* section on page 61 titled *Activity 3: Examining the Grade Level Expectations of the Writing Types and Texts* to jot down notes about anything you think was significant from this activity that can be applied to CT Core Standards work in your school or district.

RESOURCES

- Learning by Example – PD Activity from Achieve the Core. Retrieved from <http://achievethecore.org/page/507/in-common-effective-writing-for-all-students>
- Vertical Progression of the CCS-ELA & Literacy Writing Standards (located on the following pages)
- Student writing samples from *In Common* from Achieve the Core (separate handouts). Retrieved from <http://achievethecore.org/page/507/in-common-ee-writing-for-all-students>

Vertical Progression of the CCS-ELA & Literacy Writing Standards

Strand: K-5 Writing Standards (W)	
Cluster 1: Text Types and Purposes	
CCR Anchor Standard for Writing 1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.5.1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
W.5.1b	Provide logically ordered reasons that are supported by facts and details.
W.5.1c	Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).
W.5.1d	Provide a concluding statement or section related to the opinion presented.
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.4.1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
W.4.1b	Provide reasons that are supported by facts and details.
W.4.1c	Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).
W.4.1d	Provide a concluding statement or section related to the opinion presented.
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
W.3.1a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
W.3.1b	Provide reasons that support the opinion.
W.3.1c	Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.
W.3.1d	Provide a concluding statement or section
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).

Strand: Writing Standards (W)	
Cluster 1: Text Types and Purposes	
CCR Anchor Standard for Writing 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.2a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
W.5.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.5.2c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).
W.5.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.5.2e	Provide a concluding statement or section related to the information or explanation presented.
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.4.2a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
W.4.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.4.2c	Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).
W.4.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.4.2e	Provide a concluding statement or section related to the information or explanation presented.
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
W.3.2b	Develop the topic with facts, definitions, and details.
W.3.2c	Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.
W.3.2d	Provide a concluding statement or section.
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Strand: Writing Standards (W)	
Cluster 1. Text Types and Purposes	
CCR Anchor Standard for Writing 3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.5.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.5.3b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
W.5.3c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
W.5.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.5.3e	Provide a conclusion that follows from the narrated experiences or events.
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.4.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.4.3b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
W.4.3c	Use a variety of transitional words and phrases to manage the sequence of events.
W.4.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.4.3e	Provide a conclusion that follows from the narrated experiences or events.
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.3.3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
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.
W.3.3c	Use temporal words and phrases to signal event order.
W.3.3d	Provide a sense of closure.
W.2.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

In Common: Effective Writing for All Students
Collection of All Student Work Samples, K-12

By The Vermont Writing Collaborative, with Student Achievement Partners and CCSSO

K–5

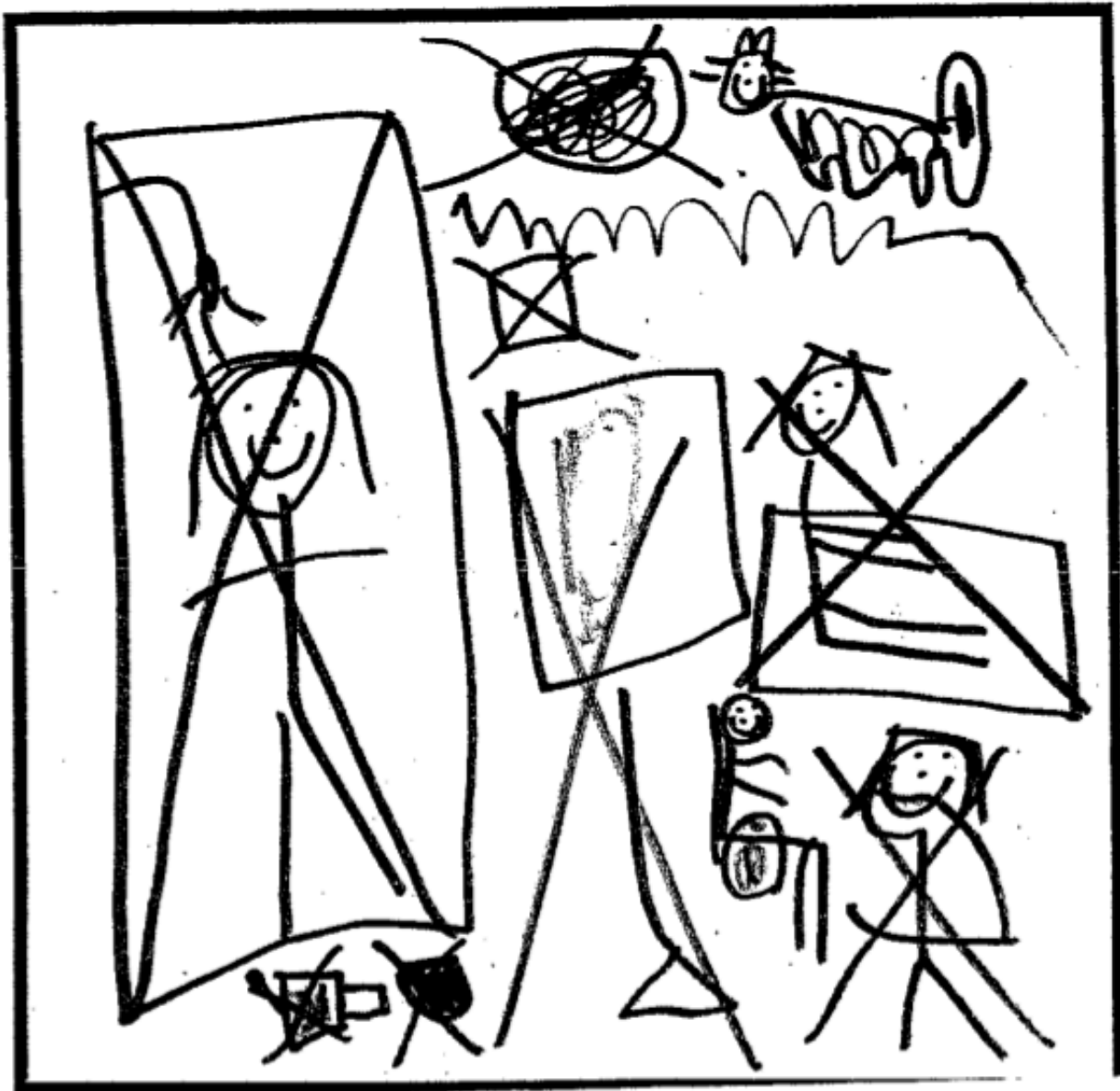
On-Demand, Informative/Explanatory Samples

K-5
On-Demand, Informative/Explanatory Samples

These pieces were written in response to a uniform text-based prompt (video and Readers' Theater). The text changes at different grades, but the task and prompt remain essentially the same.

- K-5 Prompt: *What can you do to Save Water?*

WVOT US AS WODR MUC
WODR



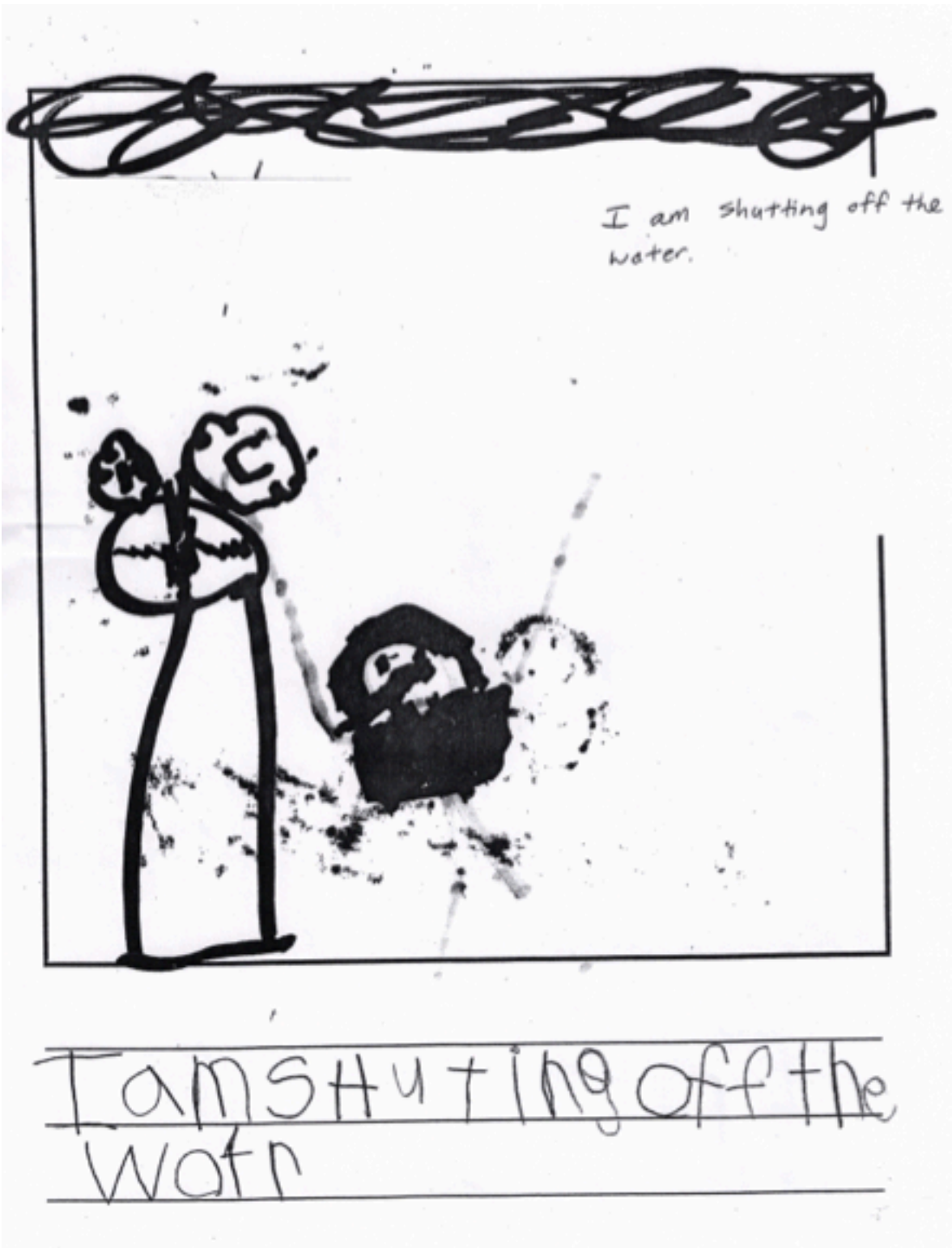
Kindergarten, Spring

What can you do to save water?

I am taking a
bath not all full.



I am taking a
bat not ALL full.





File Name: I1P Saving Water

Informational/Explanatory

Grade 1

On Demand Writing- Uniform Prompt

Saving Water

What can you do to save water?

we need to save water! To save water do not fill up the tub all the way. if your fawsit is leking turn it of. if we didnt save water we woldent have any.

File Name: I2P Water is Important

Informative/Explanatory

Grade 2

On Demand Writing- Uniform Prompt

Water is Important

Water is important You should help save water. And I am going to tell you how. 1 way is TuRN OFF The SINK AFTER YOu BRuSH Your TEETH! Another way is ONLY FILL YOuR BATHTuB UP HALF WAY! Also water is important so you should TAKE A SHORT SHOWer. Also WHEN YOU WASH YOUR HANDS DON'T LEAVE THE WATER RUNNING! These are the ways why you should help save water

File Name: I3P Water Use

Informational/Explanatory

Grade 3

On Demand Writing- Uniform Prompt

Water Use

What can I do to save water? Lots of people waste gallons of water a day. Some people don't even have 5-2 gallons of water a day. We need water to drink, wash clothes, bath, and much more so we need to save water. One good way to save water is leave buckets outside to fill up with rain. Take quick showers. Bathes take at least 37 gallons of water. Remind people to turn off the water when not in use. Lots of people wait for the water from their sink to get hot and cold. If you put a bucket in your sink when the bucket is full you can use that water for lots of things. When it's winter take buckets of snow and melt it then you have buckets of water to use. When it's summer if you have a squirt gun use water from a toy that has water in it. If there's anything leaking water make sure to get it fixed right away. Don't buy water in a plastic container because plastic pollutes the earth. Please Save Water.

Informational/Explanatory**Grade 4****On Demand Writing- Uniform Prompt****Conserving Water**

Conserving water is a great way to help the earth. Without our water, plants, humans, and animals, would not be able to live. We need to save water because we will eventually run out of it. Then we will have to use and drink saltwater. It is extremely expensive to filter salt water. This why we need save water. What can you do to save water?

One way you can save water is by getting a rain barrel. Rain barrels collect water so that you can water your plants with recycled water. Recycled water is better for plants because it is more naturail. Recycled water also have good nutrients.

Another way you can save water is by getting an airrating facet and shower head. These items use less water but make it feels the same because of more pressure. One more way you can save water is when you go in the sprinkelers in the summer, make sure it is in a spot where it is watering the lawn.

One ways my family saves water is by turning off the water when you brush your teeth. Water is the most important natural resorce of all with out water, we would die. If we ran out of water, as I said, we would die. So if you think dieing is bad, try to conserve water as best you can.

Grade 5, Prompt for Informative/Explanatory Writing

File Name: ISP Saving Water

Informative/Explanatory

Grade 5

On Demand Writing- Uniform Prompt

Saving Water

Did you know that you can save your homes water by just by doing things each day? You can put a bucket outside to catch rainwater or use wipes to wash tables instead of water. There are many ways to save water, you can do things outside and inside to help save water. Here are some ideas.

There are many things to do inside your house to help save water. You can change your toilet, facet, and shower head to low flow. Also, you can take small, short showers instead of baths. you can turn off the facet when brushing your teeth and when lathering soap in your hands. When waiting for water to warm up save the water and reuse. over all there are alot of things you can do inside to save your homes water.

There are many things to do outside your house to help save water. First you can go to an automated carwash or use a waterless car wash. When you do a car wash at home you waste more water. Also you can dump out your water bottle on plants and grass insted of dumping it down the drain. Reuse water outside as much as possible. You can also put a bucket of water outside to catch rainwater and use for watering plants or grass. Over all there are alot of ways to save water outside of your house.

There are many ways to save your homes water outside and inside. Kids and adults can make a big difference to save water. Imagine if everyone in the cantry

turned of the facet when brushing thier teeth, we could save enogh water to refill a lake! Over all it is important to save water inside and outside your house.

File Name: IKFP Water

Informative/Explanatory

Kindergarten, Fall

On-Demand Writing, Uniform Prompt

Water

I WOT US AS WODR MUC WODR

**Names what he/she is
writing about**

In this Kindergarten piece, written in the fall, the student uses a combination of drawing and writing to inform the reader about a topic explored through a Reader’s Theatre presentation and a short video. The topic of the student piece (*“I WOT US AS WODR MUC WODR”*) is stated in writing. The repeated word (*“WODR”*) is not an unusual error at this grade level and could be revised if the piece went through the full writing process. **The drawing** that accompanies the original text **supplies** detailed **information** on how to save water. The illustrations show the student saving water in many ways, such as taking shorter showers and saving excess water for pets and plants. Kindergarteners may use phonetic spelling, drawing, and dictation to express their thoughts in writing. This student’s piece clearly draws on the sources provided to inform the reader about the topic. This developmentally appropriate “combination writing” provides a valuable foundation for the thought process that underlies this text type and can be built upon in later years.

File Name: IKSP Saving Water

Informative/Explanatory

Kindergarten, Spring

On-Demand Writing, Uniform Prompt

Saving Water

What can you do to save water?

I am taking a baf Not all faLL.

I amsHuting off the wotr

I am filing the bucit up Not too Hiy

Although this piece would have been stronger had the student named the topic herself, the question posed clearly introduces the topic.

**Supplies some information
about the topic**

In this Kindergarten piece, written in the spring, the topic (*What can you do to save water?*) is made clear by the question the teacher has posed, and the student uses words and pictures to supply some information about the topic. Although the information is personalized ("*I am...*"), the student has clearly drawn three specific details from the sources provided to inform the reader about how she will save water. Both words and illustrations show a solid understanding of the content

File Name: I1P Saving Water

Informative/Explanatory

Grade 1

On-Demand Writing, Uniform Prompt

Saving Water

What can you do to save water?

we need to save water! To save water do not fill up the tub all the way. if your fawsit

is leking turn it of. if we didnt save water we woldent have any.

**Names a
topic**

**Provides some
sense of closure**

**Supplies some facts
about the topic**

In this first-grade on-demand informative/explanatory piece, the student clearly states a topic (“*we need to save water!*”) and supplies two facts about the topic drawn from the Reader’s Theatre on water conservation that the students read together. The piece ends with a reflective concluding sentence about why it is important to save water, information given in the short video that accompanies the prompt.

File Name: I2P Water is Important

Informative/Explanatory

Grade 2

On-Demand Writing, Uniform Prompt

Water is Important

Water is important You should help save water. And I am going to tell you how. 1 way is TuRN OFF The SINK AFTER YOu BRuSH Your TEETH! Another way is ONLY FILL YOuR BATHTuB UP HALF WAY! Also water is important so you should TAKE A SHORT SHOWer. Also WHEN YOU WASH YOUR HANDS DON'T LEAVE THE WATER RUNNING! These are the ways why you should help save water

Introduces the topic and states a focus for the piece

Uses facts to develop points

Uses linking words and phrases to connect ideas

Provides a concluding statement that restates the focus

This second-grade informative/explanatory paragraph begins with an introductory sentence and then states the focus of the piece (*"You should help save water. And I am going to tell you how."*). Four facts, from provided sources, develop the piece and are linked to each other and to the main idea by transitional words and phrases (*"1 way", "Another way", "also"*). The piece concludes by restating the focus (*"These are the ways why you should help save water"*). At this grade level, sentences may be a bit "clunky," particularly as students experiment with unfamiliar academic constructions. If this were an instructional piece, *"These are the ways why..."* could be revised during the writing process.

File Name: I3P Water Use

Informative/Explanatory

Grade 3

On-Demand Writing, Uniform Prompt

Water Use

What can I do to save water? Lots of people waste gallons of water a day. Some people don't even have 5-2 gallons of water a day. We need water to drink, wash clothes, bath, and much more so we need to save water. One good way to save is to leave buckets outside to fill up with rain. Take quick showers. Bathes take at least 5 gallons of water. Remind people to turn off the water when not in use. Lots of people wait for the water from the sink to get hot and cold. If you put a bucket in your bathtub when the bucket is full you can use that water for lots of things. When it's winter you have buckets of snow and melt it then you have buckets of water to use. When it's summer you have a squirt gun use water from a toy that has water in it. If there's anything leaking water make sure to get it fixed right away. Don't buy water in a plastic container because plastic pollutes the earth. Please Save Water.

Introduces the topic with a question and some context about why it might be important to save water

Develops the topic with facts and details

Uses linking words and phrases to connect ideas

Organizes related information into paragraphs, related information is grouped together and organized into an introduction, body, and conclusion.

Provides a concluding statement

This third-grade piece introduces the topic with a question and some context, explaining why we need to save water. Although still a bit “list-y,” the piece uses facts from the source (“*bathes take at least 37 gallons of water*”) and conveys ideas and information clearly, sometimes adding context or elaboration to clarify or to develop points. For example, rather than just instructing the reader to put a bucket in the sink, the writer explains that people often waste water waiting for it to get hot or cold and that, if saved, this water could be used “*for lots of things.*” Linking words and phrases (“*so*”, “*one good way*”, “*if*”, “*when*”) connect ideas within the piece. The conclusion, in the form of a request for action, is appropriate to purpose and audience. The slight digression toward the end (“*Don’t buy water in a plastic container*”) could be addressed through revision if this piece were taken to a final draft.

Although both the introduction and conclusion urge us to save water, this is an informative/explanatory piece. The purpose of the writing is to explain how we can save water, not to try to convince us to do so. This topic is developed with facts and details about things we can do to save water, rather than with the reasons why we should do so. Effective pieces often combine elements from more than one genre.

File Name: I4P Conserving Water

Informative/Explanatory

Grade 4

On-Demand Writing, Uniform Prompt

Conserving Water

Conserving water is a great way to help the earth. Without our water, plants, humans, and animals, would not be able to live. We need to save water because we will eventually run out of it. Then we will have to use and drink saltwater. It is extremely expensive to filter salt water. This why we need save water. What can you do to save water?

Introduces the topic by clearly explaining

the importance of water and posing a focusing question

One way you can save water is by getting a rain barrel. Rain barrels collect water so that you can water your plants with recycled water. Recycled water is better for plants because it is more natural. Recycled water also have good nutrients.

Links ideas within categories of information using words and phrases

Another way you can save water is by getting an airrating facet and shower head. These items use less water but make it feels the same because of more pressure. One more way you can save water is when you go in the sprinklers in the summer, make sure it is in a spot where it is watering the lawn.

Develops the topic with facts, definitions, concrete details, and examples related to the topic

One ways my family saves water is by turning off the water when you brush your teeth. Water is the most important natural resource of all with out water, we would die. If we ran out of water, as I said, we would die. So if you think dieing is bad, try to conserve water as best you can.

Uses precise language and domain-specific vocabulary to explain the topic

Provides a concluding section related to the explanation presented

This fourth-grade piece begins with an introduction that provides important context by explaining the importance of water to living things and the danger of running out. The focus of the piece is clearly established with a question: *"What can you do to save water?"*

Related information is organized into well-developed paragraphs. The second paragraph, for example, is about the benefits of collecting water in rain barrels. This idea is elaborated upon with concrete details from the source (*"you can water your plants"*) and explanation (*"recycled water is better for plants because it is more natural"*). Linking words and phrases (*"one way"*, *"so"*, *"because"*, *"also"*) knit together the related ideas in this paragraph.

Throughout the piece, precise words (*"eventually"*, *"extremely"*, *"pressure"*) and domain-specific vocabulary (*"nutrients"*, *"airrating"*, *"conserve"*, *"natural resource"*) convey ideas effectively.

Although worded a bit clumsily, the conclusion presents a logical and connected sequence of thought that leads the reader back to the focus of the piece (water is important; without it we would die; therefore, you should *"try to conserve water as best you can"*).

File Name: ISP Saving Water

Informative/Explanatory

Grade 5

On-Demand Writing, Uniform Prompt

Saving Water

Did you know that you can save your homes water by just by doing things each day? You can put a bucket outside to cath rainwater or use wipes to wash tables instead of water. There are many ways to save water, you can do things outside and inside to help save water. Here are some ideas.

Introduces the topic clearly

Provides a general observation and focus

There are many things to do inside your house to help save water. You can change your toilet, facet, and shower head to low flow. Also, you can take small, short showers instead of baths. you can turn off the facet when brushing your teeth and when lathering soap in your hands. When waiting for water to warm up save the water and reuse. over all there are alot of things you can do inside to save your homes water.

Uses precise language and domain-specific vocabulary to explain the topic

There are many things to do outside your house to help save water. First you can go to an automated carwash or use a waterless car wash. When you do a car wash at home you waste more water. Also you can dump out your water bottle on plants and grass insted of dumping it down the drain. Reuse water outside as much as possible. You can also put a bucket of water outside to catch rainwater and use for watering plants or grass. Over all there are alot of ways to save water outside of your house.

Develops the topic with facts, concrete details, and other

information and examples related to the topic

Links ideas within categories of information using words and phrases

There are many ways to save your homes water outside and inside. Kids and adults can make a big difference to save water. Imagine if everyone in the cantry

Provides a concluding section related

to the explanation presented

turned of the facet when brushing thier teeth, we could save enogh water to refill a lake! Over all it is important to save water inside and outside your house.

This fifth-grade piece introduces the topic clearly by providing a general observation and focus. The writer shows a developing awareness of purpose and audience, beginning with a question (*“Did you know...?”*) and concluding with a precise and striking image (*“we could save enogh water to refill a lake!”*) that serves to encourage the reader to take action. The clear sentence structure and familiar vocabulary is appropriate for a general audience.

The piece is well-organized. Facts and concrete details from the source have been regrouped logically into two broad categories: things you can do inside to save water and things you can do outside. Linking words and phrases (*“also”, “instead of”, “when”, “first”, “overall”*) show the relationship between ideas and allow the writer to smoothly elaborate using examples and concrete details. The structure of the essay (introduction, body, conclusion), as well as the structure within each paragraph (topic sentence, details, concluding sentence), create cohesion and make the thinking in the piece easy to follow.

In Common: Effective Writing for All Students
Collection of All Student Work Samples, K-12

By The Vermont Writing Collaborative, with Student Achievement Partners and CCSSO

K–5 On-Demand, Narrative Samples

K-5
On-Demand, Narrative Samples

These pieces were written in response to a photograph. The text changes at different grades, but the task and prompt remain essentially the same.

- K prompt: *Write a story about this picture. Then add your own picture to tell more about what happened.*
- 1-5 prompt: *Write a story to go with this picture. Your story may be realistic or imaginative.*

Kindergarten Narrative Prompt



Write a story about this picture.
Then add your own picture to tell
more about what happened.

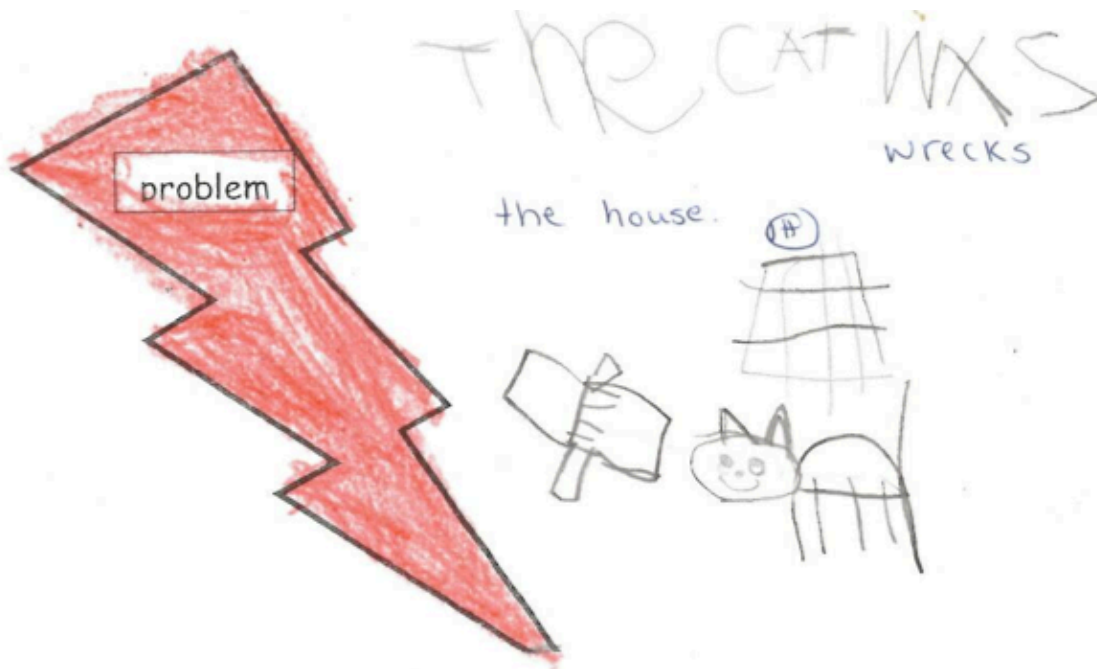
Kindergarten, Fall

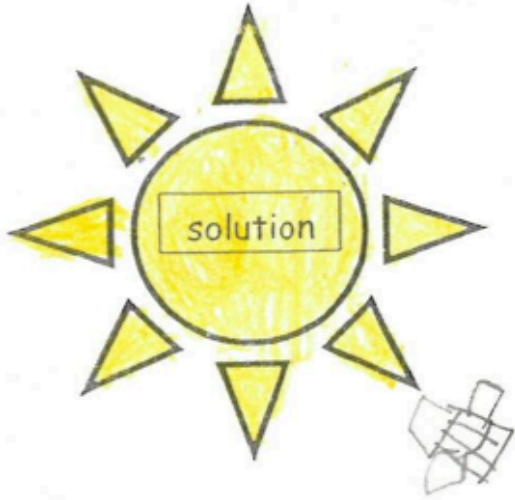
In a house. (H)





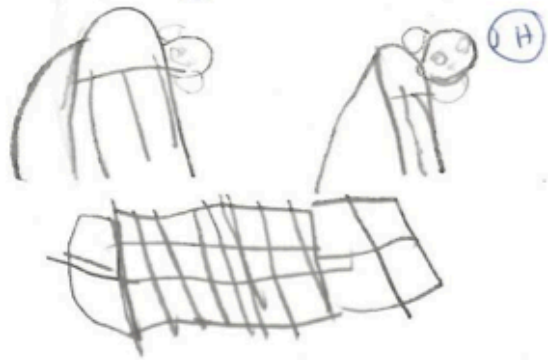
The dogs want
the cat. ⊕

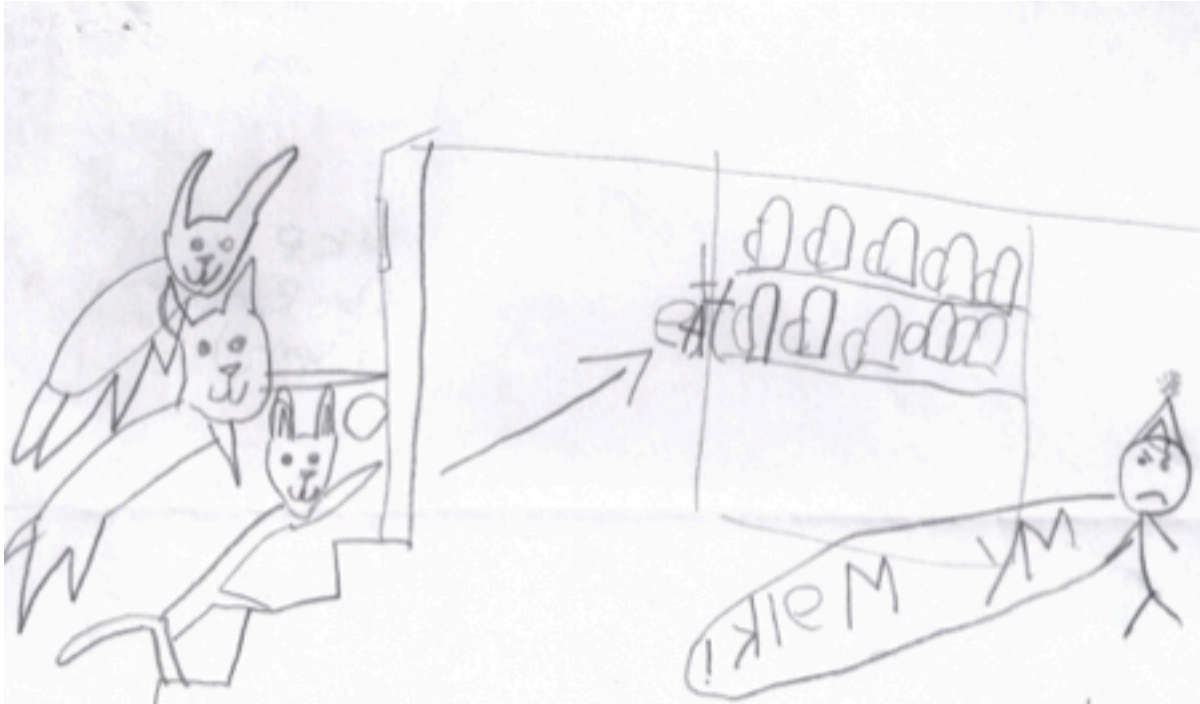




Dogs

The dogs clean it up.





A cat was trying to get in to
trying

A stor becuse star war
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came help soon opened

the cat Aet all the melk.
ate all milk.

File Name: N1P The London Castle

Narrative

Grade 1

On-Demand Writing - Uniform Prompt

The London Castle

once there Lived A cat and three Dogs. they LivD in a caseL in New yorK. and one Day they Find the King of New YorK. and there was a carc in the Door. and they jumPD out the Door. and raNaway to a caseL in London and they LiKeD it there it was very nis. there the king of London Feed them ever daY. and wased them ever week. and the Qunne cLeaND the cats Litter Box everweek. and one Day they FionD a Rat in the wall and the cat chast the rat all aFtoNooN. and that Day 22 Fox came to attK. But they DiDnt becasue the 3 Dog capt them out. the cat was vere haPPy JumPt uP and Down and that Day they haD a Graet Day. But they meet 4 more Dogs. one was Named Reese one was NameD txox one was Named bob jr one was Named bob and they all Lovet to Play and sing and ResoL the END.

File Name: N2P Kiana's First Day of School

Narrative

Grade 2

On-Demand Writing - Uniform Prompt

Kiana's First Day of School

ones upon a time there was a new student the student's name was Kiana Kiana was nice and she was a panda all the other kids were super excited but Kiana was shy she walked in the classroom ms. moore said everyone say hello to Kiana Kiana was not shy anymore she realized they were all friendly too Dogs were helping her cause this was her first Day of school the Dogs were really nice one Dog's name was Tito and the other Dog's name was MaiJ they became Best friends and then they went home

File Name: N3P The Barn Cat

Narrative

Grade 3

On Demand Writing- Uniform Prompt

The Barn Cat

"We should get a barn cat" Mrs. Thurlow told Mr. Thurlow. Bandit, Sonya and Sam's ears popped up. Bandit, Sonya and Sam were their barn dogs. "Yes! A cat to chase!" Bandit yelled. Then Mr. Thurlow said, "Sure, but what are we going to name her?" Sam thought for a moment. Then Sam walked up to Mr. Thurlow and started to bark. This is what Bandit and Sonya heard Sam say, "Whatever you do don't name her Samantha, don't name her Samantha, DON'T name her Samantha!" Mrs. Thurlow said "How about Baby?" Mr. and Mrs Thurlow thought for awhile. After much thought, Mr. Thurlow Announced "A splendid idea! Let's get her tomorrow!" Then the two farmer's fed the dogs, ate dinner, did the chores, then went to bed. The next morning at 6:00 they did the morning chores. They were ready to pick up Baby at 8:15 a.m. When they got to The Pet Shop in Woodstock they were in and out. Mr. and Mrs. Thurlow gave Baby a callor when they got home. Also Bandit, Sonya and Sam gave Baby a tour of everything they own. When they got to the barn Bandit started to chase Baby an he said "I can't resist!" Sam and Sonya tried to stop Bandit, but Bandit was too fast! Baby ran to the barn across the street. "We're not supposed to be here!" Sam and Sonya yelled to Baby, so she ran back home and the dogs followed. Baby jumped up in a foot rest. Then calm down. Bandit agreed to never chase Baby again.

File Name: N4P The Haunted House

Narrative

Grade 4

On Demand Writing- Uniform Prompt

The Huanted House

There once was a dog who roamed an alley with another dog. That dog's name was Max. The other dog's name was Rocky. Max and Rockey were brother and sister, although they look nothing alike. In another alley not far from Max and Rocky's there was a dog and a cat who lived together in that alley. The dog's name was Surgar and the cat's name was Shantell. One day they all met behind a trashcan and became best buds.

One day while all the friends were out walking in the street and then Shantell(the cat) spotted a ghost flying around in a house and took off running to go see the ghost. Then all the dogs took off after her. When the dogs finally caught up to Shantell they were all deep in the haunted house. Max and Surgar started to shake. Rocky and Shantell started to quake. Then a loud Boom came from the floor above them. After, Max got a brilliant idea. They should sneak up on the monsters and attack them.

Finally all four animals were ready to put their maniac plan into action. Shantell tip-toed up the mantel while Max and Surgar went up the back stairs. Which left Rocky creeping up the front stairs. When they all were ready to attack the monsters they heard music. They went a lot like this "Shake, Shake shake dem bones now!" The

friends were confused but quickly got back on track. Shantell gave the ready signal and they all jumped up.

They were surprized to see what they saw. They saw about a dozen monsters doing the monster mash. One of the vampires said "Come in dogs and cats. Why don't you dance with us. So Max, Rocky, Surgar and Shantell danced with the monsters."

File Name: N5P Queen and The Three Dogs

Narrative

Grade 5

On Demand Writing- Uniform Prompt

Queen and The Three Dogs

"It's too bad that Mr. Griff is closing the shop," Queen thought to her self. Queen and three dogs had been pets of Mr. Griff the owner, but now the shop was going out of business and Mr. Griff put all the furniture outside his shop so people could look at them. Queen had to hold a meeting with the dogs. They loved the shop but they would probably have to go to the pound because Mr. Griff wouldn't be able to feed them with what little money he had. Queen meowed a couple of times and the dogs came bounding over. First Charlie then Skip and then Spot. Queen climbed up to the top of the velvet chair and got right down to the point. "You guys are going to have to leave here or go to the pound. What do you want to do?" "We wouldn't go to the pound for anything," they chorused, "So I guess you're leaving," Queen said. Queen *** trying to hold tears back. She loved the dogs but she wouldn't be able to come with them. She had a bad leg and whenever she tried to run pain shoot up her leg like a lightning bolt electricuting someone. Queen would have to go to the pound or be a street cat which she disliked. Do you boys have all your toys with you? Yes we do. Are you sure you will be ok without me? We think so. Queen followed the boys in the shop so she could hear their barks of goodbye to Mr. Griff. But he was talking to a man. After what seemed like an eternity the man left with a grin on his face. Mr. Griff also had a grin on his face. My wonderful

pets we will be able to stay in the upstairs apartment because that wonderful man bought the shop from us but he is letting us stay upstairs still! The dogs jumped for joy and even though Queen couldn't jump she started to purr.

**** words unclear on copy*

Kindergarten Narrative Prompt



Write a story about this picture.
Then add your own picture to tell
more about what happened.

File Name: NKFP Cats and Dogs**Narrative****Kindergarten, Fall****On-Demand Writing - Uniform Prompt****Cats and Dogs**

hou

CAT

Narrates*In a house, the dogs want the cat. ****several loosely
linked events in
the order in
which they
occurred**

The CAT WXS

The cat wrecks the house.

Dogs

*The dogs clean it up.***Provides a reaction to what happened****dictation in italics*

Produced through a combination of drawing, dictating, and writing, this Kindergarten narrative relays a short series of events in chronological order. This piece was originally written as a small stapled booklet, with one event on each page. For Kindergarteners, written language is a very new medium of expression, and much of the story is expressed orally (recorded as dictation) and in the pictures. Combining more familiar modes of communication with written language helps solidify a young child's understanding that spoken words can be written down and is an important step in the developmental process.

File Name: NKSP Cat Burglar

Narrative

Kindergarten, Spring

On-Demand Writing - Uniform Prompt

A cat was triing to git into a stor becuse star war guGs fo muki. tow Dogs kam to hep. sone It opinD. the cat aet oll the melk.

**Narrates
several loosely
linked events in
the order in
which they
occurred**

This Kindergarten narrative, written in the spring, relays a short series of loosely linked events in the order in which they occurred. The story begins with a problem (*A cat was triing to git into a stor*), which is resolved at the end of the piece (*It opinD. the cat aet oll the melk.*). Some of this story is told through the illustrations. The writer **provides a reaction** to what is happening **by drawing** a clearly angry store keeper, complete with a speech bubble containing the words, “*My melk!*”. The motivation of the cat is also clarified in the illustrations with an arrow labeled with the word, “*eat*” drawn between the cat and the milk. As specified by the standard, Kindergarten writing is often supported by drawing and labeling.

File Name: N1P The London Castle

Narrative

Grade 1

On-Demand Writing - Uniform Prompt

The London Castle

once there Lived A cat and three Dogs. they LivD in a caseL in New yorK. and one Day they Find the King of New YorK. and there was a carc in the Door. and they jumPD out the Door. and raNaway to a caseL in London and they LiKeD it there it was very nis. there the king of London Feed them ever daY. and wased them ever week. and the Qunne cLeaND the cats Litter Box everweek. and one Day they FionD a Rat in the wall and the cat chast the rat all aFtoNooN. and that Day 22 Fox came to attK. But they DiDnt becasue the 3 Dog capt them out. the cat was vere haPPy JumPt uP and Down and that Day they haD a Graet Day. But they meet 4 more Dogs. one was Named Reese one was Named txox one was Named bob jr one was Named bob and they all Lovet to Play and sing and ResoL the END.

Uses temporal words to signal event order

Recounts two or more appropriately sequenced events

Includes some details regarding what happened

Provides some sense of closure

In this first-grade narrative, we hear about the adventures of a cat and three dogs. Temporal words (“once”, “one Day”, “ever daY”, “ever week”, “that Day”, “all aFtoNooN”) are used to signal order, and some details are provided (“they LiKeD it there it was very nis”). First experiments with telling stories, such as this one, may ramble a bit and lack a central focus; this writer does, however, show a firm understanding of the importance of establishing a basic chronology and including detail when recounting events.

File Name: N2P Kiana's First Day of School**Narrative****Grade 2****On-Demand Writing - Uniform Prompt****Kiana's First Day of School**

ones upon a time there was a new student the student's name was Kiana Kiana was nice and she was a panda all the other kids were super excited but Kiana was shy she waited in the classroom ms. moore said everyone say hello to Kiana Kiana was not shy anymore she realized they were all friendly too Dogs were helping her cause this was her first Day of school the Dogs were really nice one Dog's name was Tito and the other Dog's name was Mimi they became Best friends and then they went home

Includes details to describe feelings

Includes details to describe actions

Includes details to describe thoughts

Provides a sense of closure

The short sequence of events in this second-grade narrative is well elaborated with details that describe feelings (*"all the other kids were super excited"*), actions (*"ms. moore said everyone say hello to Kiana"*), and thoughts (*"she realized they were all friendly"*). Temporal words (*"first"*, *"waited"*) establish the sequence of events. This narrative revolves around a central problem, Kiana's shyness on her first day of school, which is resolved at the end of the story when Kiana overcomes her shyness and makes friends.

File Name: N3P The Barn Cat

Narrative

Grade 3

On-Demand Writing, Uniform Prompt

The Barn Cat

“We should get a barn cat” Mrs. Thurlow told Mr. Thurlow. Bandit, Sonya and Sam’s ears popped up. Bandit, Sonya and Sam were their barn dogs. “Yes! A cat to chase!”

Bandit yelled. Then Mr. Thurlow said, “Sure, but what are we going to name her?” Sam thought for a moment. Then Sam walked up to Mr. Thurlow and started to bark. This is what Bandit and Sonya heard Sam say, “Whatever you do don’t name her Samantha, don’t name her Samantha, DON’T name her Samantha!” Mrs. Thurlow said “How about

Baby?” Mr. and Mrs Thurlow thought for awhile. After much thought, Mr. Thurlow Announced “A splendid idea! Let’s get her tomorrow!” Then the two farmer’s fed the dogs, ate dinner, did the chores, then went to bed. The next morning at 6:00 they did the morning chores. They were ready to pick up Baby at 8:15 a.m. When they got to The Pet Shop in Woodstock they were in and out. Mr. and Mrs. Thurlow gave Baby a callor

when they got home. Also Bandit, Sonya and Sam gave Baby a tour of everything they own. When they got to the barn Bandit started to chase Baby an he said “I can’t resist!” Sam and Sonya tried to stop Bandit, but Bandit was too fast! Baby ran to the barn across the street. “We’re not supposed to be here!” Sam and Sonya yelled to Baby, so she ran

back home and the dogs followed. Baby jumped up in a foot rest. Then calm down. Bandit agreed to never chase Baby again.

Establishes a situation and introduces characters

Uses descriptions of actions and thoughts to develop events and show the response of characters to situations

Uses dialogue to develop events and show the response of characters to situations

Uses temporal words and phrases to signal event order

Uses effective technique and descriptive details

Provides a sense of closure

This third-grade narrative relays a connected sequence of events that focuses on Baby's arrival at the barn. The writer uses dialogue to set up the action ("*We should get a barn cat*"), advance the plot ("*A splendid idea! Let's get her tomorrow!*"), and show the characters' thoughts and reactions ("*I can't resist*"). The writer uses other narrative techniques, as well. For example, we learn subtly of Sam's worry about losing her place in the family when she barks, "*Whatever you do, don't name her Samantha.*"

The writer organizes an event sequence that unfolds naturally. Temporal words and phrases ("*the next morning*", "*in and out*") help manage the flow of time in the piece and keep the reader oriented. Although a little abrupt, the ending shows the writer's awareness of the need to wrap up the action, and the last line ("*Bandit agreed to never chase Baby again*") provides a sense of closure.

File Name: N4P The Haunted House

Narrative

Grade 4

On-Demand Writing- Uniform Prompt

The Huanted House

There once was a dog who roamed an alley with another dog. That dog's name was Max. The other dog's name was Rocky. Max and Rockey were brother and sister, although the look nothing alike. In another alley not far from Max and Rocky's there was a dog and a cat who lived together in that alley. The dog's name was Surgar and the cat's name was shantell. One day they all met behind a trachcan and became best buds.

Introduces main characters

One day while all the friends were out walking in the street and then Shantell(the cat) spotted a ghost flying around in a house and took off running to go see the ghost. Then all the dogs took off afterer her. When the dogs finaly cought up to Shantell they were all deep in the huanted house. Max and Surgar started to shake. Rocky and Shantell started to quake. Then a loud Boom came from the floor above them. After, Max got a brillent idea. They should sneak up on the monsters and attack them.

Orients the reader by establishing a situation

Uses a variety of transitional words and phrases to manage the sequence of events

Finally all four animals were ready to put their maniecle plan into action. Shantell tip-toed up the mantel while Max and Surgar went up the back stairs. Which left Rockey creeping up the front stairs. When they all were ready to attack the monsters they heard music. The went alot like this "Shake, Shake shake dem bones now!" The

Uses concrete words and phrases and sensory details to convey events precisely

Uses dialogue and description of actions, thoughts, and feelings to develop events and show the response of characters to situations

friends were confused but quickly got back on track. Shantell gave the ready signal and they all jumped up.

They were surprized to see what they saw. They saw about a dozen monsters doing the monster mash. One of the vampires said “Come in dogs and cats. Why don’t you dance with us. So Max, Rocky, Surgar and Shantell danced with the monsters.”

Provides a conclusion that follows from the narrated events

The first paragraph of this fourth-grade narrative introduces the four main characters and the relationship between them. In the second paragraph, the writer sets up the story, establishing an event (the ghost chase) that brings the characters into the haunted house, where most of the story takes place. The sequence of events unfolds naturally and the writer develops these events with concrete, sensory details (*“they heard music. The went alot like this”*), dialogue (*“Why don’t you dance with us”*), and descriptions of thoughts, actions, and feelings (*“they were surprized”*). Transitional words (*“one day”, “then”, “after”, “finally”*) manage the sequence of events. The story comes to a satisfying conclusion, which is developed over the course of the last paragraph.

File Name: N5P Queen and The Three Dogs**Narrative****Grade 5****On-Demand Writing- Uniform Prompt****Queen and The Three Dogs**

“It’s too bad that Mr. Griff is closing the shop,” Queen thought to her self. Queen and three dogs had been pets of Mr. Griff the owner, but now the shop was going out of business and Mr. Griff put all the furniture outside his shop so people could look at them. Queen had to hold a meeting with the dogs. They loved the shop but they would probably have to go to the pound because Mr. Griff wouldn’t be able to feed them with what little money he had. Queen meowed a couple of times and the dogs came bounding over. First Charlie then Skip and then Spot. Queen climbed up to the top of the velvet chair and got right down to the point. “You guys are going to have to leave here or go to the pound. What do you want to do?” “We wouldn’t go to the pound for anything,” they chorused, “So I guess you’re leaving,” Queen said. Queen *** trying to hold tears back. She loved the dogs but she wouldn’t be able to come with them. She had a bad leg and whenever she tried to run pain shoot up her leg like a lightning bolt electrifying someone. Queen would have to go to the pound or be a street cat which she disliked. Do you boys have all your toys with you? Yes we do. Are you sure you will be ok without me? We think so. Queen followed the boys in the shop so she could hear their barks of goodbye to Mr. Griff. But he was talking to a man. After what seemed like an eternity the man left with a grin on his face. Mr. Griff also had a grin on his face. My wonderful

Orients the reader by establishing a situation and introducing

characters

Uses a variety of transitional words and phrases to manage the sequence of events

Uses dialogue and description to develop experiences

Uses concrete words and phrases and sensory details to convey experiences precisely

pets we will be able to stay in the upstairs apartment because that wonderful man bought the shop from us but he is letting us stay upstairs still! The dogs jumped for joy and even though Queen couldn't jump she started to purr.

develop events and show the responses of characters to situations

Provides a conclusion that follows from the narrated events

This fifth-grade narrative is focused on a single problem (finding a new place to live) and its solution (being given permission to live in the apartment upstairs). The sequence of events unfolds naturally, and a variety of transitional words and phrases (*“first”, “then”, “After what seemed like an eternity”*) manage the sequence of events. This writer shows considerable control of narrative techniques. The problem is introduced in the first line using dialogue; events are often developed subtly through a character’s response to a situation (*“the men left with a grin on his face”*); concrete details are used throughout (*“pain shoot up her leg like a lightning bolt electricuting someone”*). The satisfying conclusion shows how characters are feeling using actions, as well as words (*“The dogs jumped for joy and even though Queen couldn’t jump she started to purr.”*). There are few events and little action in this story. Instead, the writer has taken a single experience and fully developed it using narrative techniques such as dialogue and rich description.

In Common: Effective Writing for All Students
Collection of All Student Work Samples, K-12

By The Vermont Writing Collaborative, with Student Achievement Partners and CCSSO

K–5 On-Demand, Argument/Opinion Samples

K–5

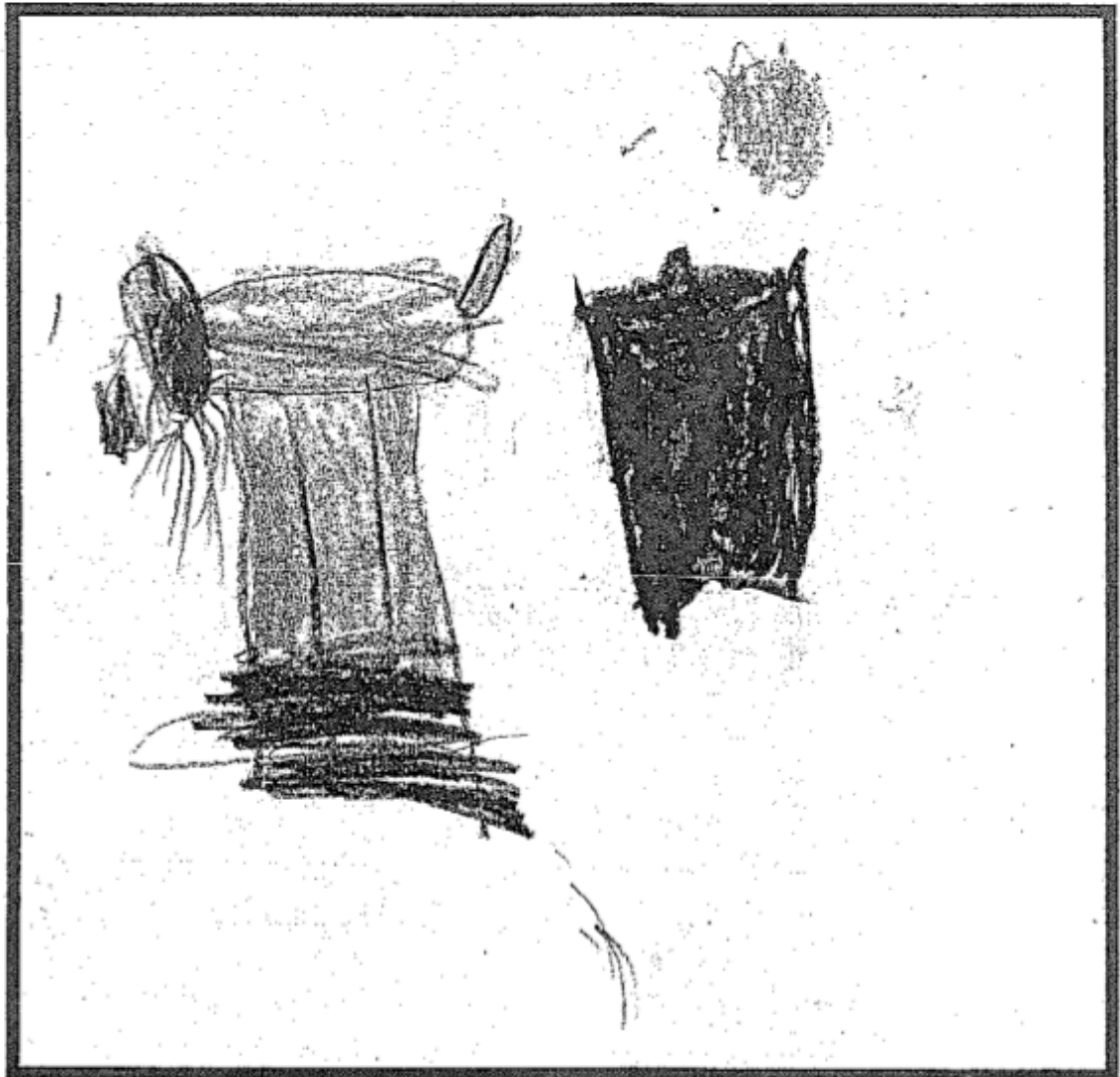
On-Demand, Argument/Opinion Samples

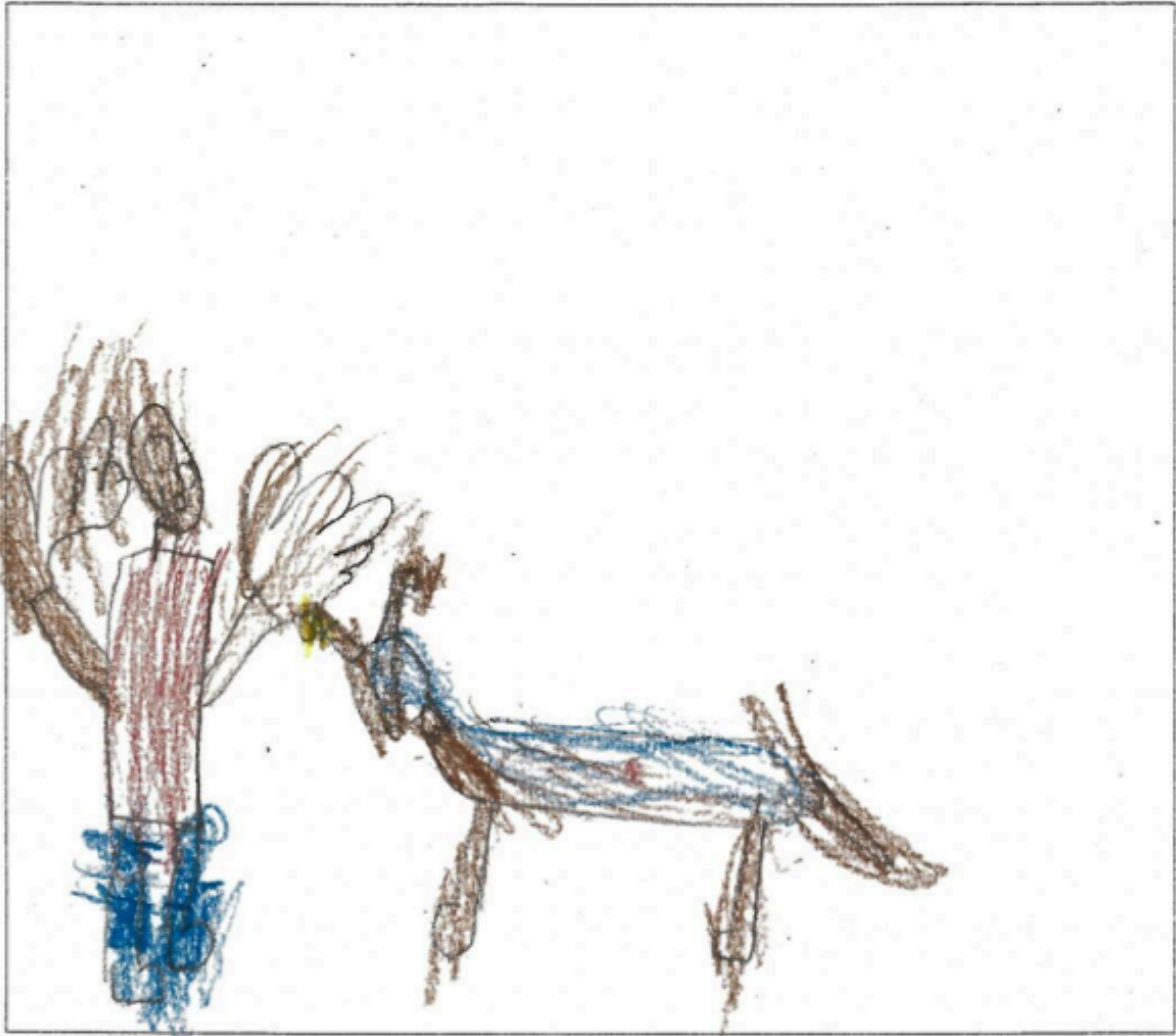
These pieces were written in response to a uniform text-based prompt. The text changes at grade 3 to two pieces of text, but the task and prompt remain essentially the same.

- K prompt: *What do you think? Which pet is best—a cat or a dog?*
- 1–5 prompt: *Which kind of pet is best, a cat or a dog?*

MKTECKK DPLD

"I like my cat because they are better
than clogs."





Dog is the BEST BECS
Zhed PURD.

Dog is the best because they bark

File Name: O1P A Dog is Best

Opinion/Argument

Grade 1

On Demand Writing- Uniform Prompt

The Best Pet

Which kind of pet is best, a cat or a dog?

I used to have a dog and I think a dog is best.

A dog becas its cute and it likes to Play and its snuggly and it likes to choo bones.

A dog is best because of these reasons.

File Name: O2P Dogs Rule

Opinion/Argument

Grade 2

On-Demand Writing- Uniform Prompt

Dogs rule

What pet is best for you cat or dog? I like dogs because they exercise a lot. Also they play fetch with you. They are fun to play with. That's why I like dogs best.

File Name: 03P The Best Pet

Opinion/Argument

Grade 3

On Demand Writing- Uniform Prompt

The Best Pet

Are you looking for a new Pet? I'd recommend a cat. For one thing they aren't that expensive you could find one on your porch and adopt it. Cats usually bathe themselves. Cats will sleep with you and can help you calm down when you're upset or mad. Cats also don't need training and you can't leave cats home for the day. Cats don't need much exercise. So if you are looking for a pet maybe see some cats and you might find yourself a great pet!

File Name: O4P Which is Better

Opinion/Argument

Grade 4

On Demand Writing- Uniform Prompt

Which is Better?

Many people have a dog for a pet. Some people have cats. Which is better? I say dog. Maybe you say cat. I just might be able to persuade you in the following.

Dogs are great companions for lonely people. They can go for a rousing walk in the park, or a good long nap. Playing games of catch or fetch every day makes good fun. Even a jog on the hottest day could even be enjoyable too. Dogs don't just provide fun though. They can also provide protection.

Dogs are very intelligent. They can be trained to find people or save them. Some don't even need to be trained. For instance, if someone is trying to break in, your dog might bark and scare them off. Dogs are great for many different reasons.

Overall, dogs are awesome pets to have. Have I convinced you though? If you are, then great! If you're not then that's okay. It's really up to you. So which one is it going to be?

File Name: O5P Dogs are Best

Opinion/Argument

Grade 5

On Demand Writing- Uniform Prompt

Dogs are Best

Cats and dogs can be very entertaining. But when it comes down to the best pet, I would say the dog.

One reason why I think a dog is the best pet to have, is because you can talk to them. And they listen to you. You can tell them secrets, and how you feel. Kind of like a personal journal, except they actually hear what your saying.

Another reason why I think a dog is the best pet to have, is because dogs can warn you of danger. And sometimes that danger might be life threatening. So with a dog its like you have your own danger alarm.

Also another reason why I think dogs are the best pets to have is because they keep you company. They are perfect pets to have if you love company. And with a dog, its almost like you are having your best friends over. And better yet, if you own the dog, and it's a weekday, its like your friends are spending the night on a school night.

Another reason why I think a dog is the best pet to have is because they need to get excersise. You will have to walk your dog every day. So even if

File Name: OKFP The Best Pet

Opinion/Argument

Kindergarten, Fall

On-Demand Writing- Uniform Prompt

The Best Pet

MKIECYKDBbD

*I like my cat because they are better than dogs.**

**dictated response*

Tells the reader the topic he or she is writing about and states an opinion or preference about the topic

In this Kindergarten opinion piece, done in the early fall, the student shows a basic awareness that what we say can be written down. Early in the Kindergarten year, specific letter/sound association has typically not yet developed, yet the above type of experimentation with writing plays a crucial role in the development of written language

File Name: OKSP The Best Pet

Opinion/Argument

Kindergarten, Spring

On Demand Writing- Uniform Prompt

Dog is the Bst Becs thea BuRc.

Tells the reader the topic he or she is writing about and states an opinion or preference about the topic

In this Kindergarten piece, done in the spring, the student shows a growing understanding of the sounds in words and the letters that represent those sounds. The writer names a topic and clearly expresses an opinion. Although not required by the standards, this writer also gives a reason for the opinion (*Becs thea BuRc*), laying the foundation for the more complex opinion pieces he will write in first grade.

File Name: O1P A Dog is Best

Opinion/Argument

Grade 1

On-Demand Writing- Uniform Prompt

A Dog is Best

**Introduces the topic he
or she is writing about**

Which kind of pet is best, a cat or a dog?

I used to have a dog and I think a dog is best.

States an opinion

A dog becas its cute and it likes to Play and its snuggly and it likes to choo bones.

**Supplies a
reason for the
opinion**

A dog is best because of theese reasons.

Provides some sense of closure

This first-grade opinion piece offers a brief introduction (*"I used to have a dog"*) and then states an opinion (*"I think a dog is best"*). The writer supplies several reasons for the opinion. However, at this grade level, one reason would have been sufficient. A simple concluding statement provides a sense of closure.

File Name: O2P Dogs Rule

Opinion/Argument

Grade 2

On-Demand Writing- Uniform Prompt

Dogs rule **States an opinion**

What pet is best for you cat or dog? I like dogs because they exercise a lot. All dogs play fetch with you. They are fun to play with. That's why I like dogs best.

Uses linking words to connect opinion and reason

Introduces the topic he or she is writing about

Provides a concluding statement

Supplies reasons that support the opinion

This second-grade opinion piece introduces the topic with a question (*"What pet is best for you cat or dog?"*) and states an opinion (*"I like dogs"*). Linking words (*"because"*, *"Also"*) connect the opinion with several reasons. A concluding statement restates the main idea of the piece (*"That's why I like dogs best"*).

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File Name: 03P The Best Pet

Opinion/Argument

Grade 3

On-Demand Writing- Uniform Prompt

**Introduces
the topic**
by posing a
question

States an opinion

The Best Pet

Are you looking for a new Pet? I'd rekoment a cat. For one thing they aren't that egspensev you could find one on your porch and aboped it. Cat's yushely baeth them sellf. Cat's will sleep with you and can help you cawlm down when you'r upset or mad. Cat's allso don't need training and you can's leave cats home for the day. Cat's don't need much exercise. So if you are looking for a pet maebv see some cat's and you mite find your self a great pet!

**Provides reasons
that support the
opinion**

**Uses linking words
and phrases to
connect opinion and
reasons**

**Provides a concluding
statement**

In this third-grade opinion piece, the writer begins with a question, which introduces the topic and provides some context for the reader. The stated opinion ("*I'd rekoment a cat.*") provides a clear focus, which is developed with reasons from the source that accompanies the prompt. The reasons given are additive and do not build upon one another; they could be presented in any order. Linking words ("*and*", "*allso*", "*so*") connect opinion to reasons and help create cohesion. The writer creates an organizational structure that states an opinion, lists reasons, and concludes. Both the introduction and conclusion are designed to engage the reader, and each shows a beginning awareness of purpose and audience.

File Name: O4P Which is Better

Opinion/Argument

Grade 4

On-Demand Writing- Uniform Prompt

Which is Better?

Introduces a topic clearly

Many people have a dog for a pet. Some people have cats. Which is better? I say dog. Maybe you say cat. I just might be able to persuade you in the following.

States an opinion

Dogs are great companions for lonely people. They can go for a rousing walk in the park, or a good long nap. Playing games of catch or fetch every day makes good fun. Even a jog on the hottest day could even be enjoyable too. Dogs don't just provide fun though. They can also provide protection.

Provides reasons that are supported by facts and details

Dogs are very intelligent. They can be trained to find people or save them. Some don't even need to be trained. For instance, if someone is trying to break in, your dog might bark and scare them off. Dogs are great for many different reasons.

Links opinion and reasons using words and phrases

Overall, dogs are awesome pets to have. Have I convinced you though? If you are, then great! If your not then thats okay. It's really up to you. So which one is it going to be?

Creates an organizational structure in which related ideas are grouped to support the writer's purpose

Provides a concluding section related to the opinion presented

This fourth-grade opinion piece has a well-developed introduction that establishes some context (*"Many people have a dog for a pet. Some people have cats."*) and states an opinion (*"Which is better? I say dog."*). The purpose of the piece, to convince the reader that dogs are better as pets than cats, is clearly stated in the last line of the introduction. Although the paragraphs are incorrectly indented, related ideas are grouped together; the writer presents two main reasons that dogs are better: they are great companions, and they can provide protection. Each reason is well-elaborated using supporting facts and details drawn from the source included in the prompt. Transitional sentences (*"Dogs don't just provide fun though."*) and linking words and phrases (*"even", "also", "for instance"*) connect ideas in the piece and provide cohesion. The last paragraph shows the writer's confidence in her reasoning by acknowledging that readers must form their own opinions after considering the opinion she presents.

File Name: OSP Dogs are Best

Opinion/Argument

Grade 5

On-Demand Writing - Uniform Prompt

Dogs are Best

**Introduces
a topic or
text clearly**

Cats and dogs can be very entertaining. But when it comes down to the best pet, I would say the dog.

States an opinion

One reason why I think a dog is the best pet to have, is because you can talk to them. And they listen to you. You can tell them secrets, and how you feel. Kind of like a personal journal, except they actually hear what your saying.

Links opinion and reasons using words, phrases, and clauses

Another reason why I think a dog is the best pet to have, is because dogs can warn you of danger. And sometimes that danger might be life threatening. So with a dog its like you have your own danger alarm.

Provides logically ordered reasons that are supported by facts and details

Also another reason why I think dogs are the best pets to have is because they keep you company. They are perfect pets to have if you love company. And with a dog, its almost like you are having your best friends over. And better yet, if you own the dog, and it's a weekday, its like your friends are spending the night on a school night.

from the sources and personal experience

Another reason why I think a dog is the best pet to have is because they need to get excersise. You will have to walk your dog every day. So even if

you don't like to walk, your dog and you will be getting automatic exercise.

Which will make you and your dog healthier.

Cats and dogs are very unique in their own fascinating way. But to choose between the both of them, I would go for the dog. Even though dogs require lots of responsibilities, and need maintenance and training, they are still worth the effort. But most importantly, they are like a best friend.

Provides a concluding section related to the opinion presented

This fifth-grade opinion piece provides some context (*"Cats and dogs can be very entertaining"*) and then clearly states an opinion. The writer creates an organizational structure in which ideas are logically grouped in paragraphs to support the writer's purpose. Each paragraph presents a reason and then explains or elaborates on that reason. Transitions used within and between paragraphs (*"but when it comes down to", "one reason", "so", "better yet", "even if", "which will"*) provide cohesion. A range of general academic vocabulary (*"automatic", "fascinating", "maintenance"*) conveys ideas precisely. The well-developed conclusion restates the context and the opinion, briefly acknowledges possible counterarguments, and reflects on the importance of the information presented.