

**GRADE 6 WRITING: Additional Tasks/Samples (second installment)**

**Personal/Impromptu Writing tasks**

**Note: one additional sample for Personal/impromptu writing was previously submitted in March; thus, this sample is sample “2”**

**Grade 6 Personal/impromptu Writing: Additional Sample 2**  
**Response to *My Name is Paula Popowich***

*Context*

The teacher read the novel, *My Name is Paula Popowich* to the students over several weeks. After each section, students discussed the events, and reacted to the decisions that the characters made.

*Process*

After reading a section where the main character ran away from home, the teacher posed the following questions:

- Is running away from home a good idea?
- What would you do, if you had Paula’s problem?

Students wrote independently for 10 minutes; they did not revise or edit their writing.

## Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### Teacher's Observations

The student provides some explanation for his response to the situation. The writing shows little control of sentence structure.

- offers some opinions and reactions related to a main idea
- information and ideas are relatively simple
- some explanation, details, and examples
- sentences are poorly constructed
- generally sticks to the topic and is easy to follow
- ending is weak or abrupt
- most familiar words are spelled correctly
- some run-on sentences and fragments

Runaway

I don't think running away was a good idea because if no one found she would have died of starvation. Also because anyone could just kidnap her and no one would ever find out what happened to her and she was pretty lucky because she could have been grounded aswell she could have lost all her friends.

## ***Fully Meets Expectations***

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

## **Teacher's Observations**

- offers relevant personal reactions and ideas with some sense of individuality
- ideas and information are generally straightforward and direct
- includes some relevant explanations, details and examples to develop ideas
- variety of sentence lengths; may vary sentence beginnings, use subordinate clauses (result may be awkward in places)
- few errors; these do not interfere with meaning
- most familiar words are spelled correctly
- frequent punctuation errors; often inconsistent in use of capital letters
- many sentences are run-on or fragments

## Hot Write

running away from home is a stupid idea and Paula finds that out for herself. if I wanted to run away instead of running away I would talk to my mom and tell her what's going on in my mind. Paula didn't actually think about what she was doing, she just decided that if she ran away all her problems would go away and she could live with her best friend in Toronto Liza. But she gets brought home and in the end she is glad she's home and now she can fix things with Cindy and her mom.

## **Grade 6 Personal/impromptu Writing: Additional Sample 3**

### **Response to *Aché Brazil***

#### *Context*

Students in this class frequently write in response to their experiences—reading, listening, viewing performances. They had previously reviewed construction of paragraphs.

#### *Process*

The class watched a performance of Brazilian music, dance, and martial arts (capoeira) called *Aché Brazil*. They brainstormed and discussed the skills, attitudes, abilities required of the performers. The teacher asked them to write two related paragraphs:

- the skills, attitudes, and abilities required to be an *Aché Brazil* performer
- what they liked or admired about the performers and the performance

The teacher instructed students to check their work carefully and fix any errors they noted; however, students did not engage in a formal editing or publishing process.

## ***Meets Expectations (Minimal Level)***

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### **Teacher's Observations**

The student offers relevant personal opinions and reactions, with some explanation.

- offers some opinions and reactions related to a main idea
- information and ideas are relatively simple
- some explanation, details, and examples
- language tends to be simple and often vague
- introduces the topic and purpose at the beginning
- sticks to the topic, with related ideas grouped together; sequence is easy to follow
- ending is effective
- most basic words are spelled correctly; includes some errors
- basic sentence punctuation is usually correct; uses commas and capital letters inconsistently
- some run-on sentences and fragments
- includes some errors in grammar and word choice

## Aché Brazil

- ① My opinion on this great show is that it was a really cool performance. I think it was a cool dance because of all the flips and twists that they do. If there was a 10 scale, it would definitely be  $\frac{10}{10}$ . This is the best dance show I have ever seen. I really hope that Aché Brazil will come back to the school next year.
- ② I think it takes a lot of practice to be an Aché Brazil master. He said he started when he was just a little boy, it probably also takes confidence and physical strength, gymnastic skills. And you just have to know Aché Brazil music.



once again I think that this  
is the best dance I have ever  
seen and I will recommend it to many  
other people.

## Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

## Teacher's Observations

The student offers and supports relevant ideas and reactions. Some careless errors (e.g., missing words) detract from the overall quality of the piece.

- offers relevant personal reactions and ideas with some sense of individuality
- ideas and information are generally straightforward and direct
- includes some relevant explanations, details and examples to develop ideas
- language is clear with some variety and description
- sentence length may be varied; tends to rely on a few basic patterns
- introduces the topic and purpose at the beginning; attempts to provide some context
- sticks to the topic, with related ideas grouped together; sequence is easy to follow
- ending is logical but abrupt
- over-uses a few connecting words (e.g., *also*)
- most familiar words are spelled correctly
- most sentences are complete and correct; may include occasional run-on sentences or fragments
- follows basic rules of grammar; may include occasional errors

November 22

## The Cricket in Times Times Square

1. Mario found a small cricket in a pile of dirt covered with shreds of news papers. Mario got a match box, put a kleenex in it and put the cricket on the kleenex.

When Mario's mom came she was disgusted. Mario begged to keep it but his mother said only if he kept it at the news stand.

2. I remember when I was little I was terrified of spiders, and bugs. The only ones I liked was caterpillars, lady bugs, and grasshoppers. The boys on my street would always catch spiders and scare me with them. My opinion is different than the mothers, even though I was sort of like her with my connection. Crickets are like grasshoppers, harmless.

If I was the mother I would let him (Mario) keep Chester (Cricket).

I ~~felt~~ felt like the mother when the spiders in my face but with a cricket I would not care.

## **Grade 6 Personal/impromptu Writing: Additional Sample 4**

### **School Today vs. School in the Future**

#### *Context*

Students in this classroom are frequently ask to write about their opinions or personal connections to what they read, view, and hear. These impromptu compositions were written during a science fiction unit. The students had read, listened to, and viewed a variety of science fiction literature and videos.

#### *Process*

After reading and discussing a story set in 2157, students were to decide whether they would rather attend schools of today, or the type of school portrayed in the story. Students were encouraged to develop and support their ideas. They had time to proofread their work, but did not revise or edit to create good copies. These are their first drafts.

## ***Meets Expectations (Minimal Level)***

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### **Teacher's Observations**

The student provides a variety of reasons and examples to support his opinion; however, poorly constructed sentences detract from the quality of the work.

- offers some opinions and reactions related to a main idea
- information and ideas are relatively simple
- some explanation, details, and examples
- language tends to be simple and often vague
- sentences are often short and repetitive and/or poorly constructed
- generally sticks to the topic and is easy to follow
- ending is abrupt
- over-uses a few connecting words (e.g., *and*)
- many sentences are run-on or fragments



Now-a-days

2000-11-03

I would like to go to school now-a-days  
because in 2157 sounds pretty boring  
I would like to go to school these days  
because we get lots of kids in the  
class rooms and we get humans for teachers  
and we learn the same things.  
and when we do our home work  
we don't punch holes in a paper  
and I like now-a-days because we have stories  
in books no on the T.V. plus I don't  
like different things I like learning  
the same things as the class  
mates and I don't like the  
~~the~~ teachers as robots I like  
them human.

## Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

## Teacher's Observations

The student has offered a conversational reaction to the topic. Although the writing is described, overall, as fully meeting expectations because of the content, there are many weaknesses in style, particularly in terms of tone. It appears that errors in conventions (e.g., *kinda*, fragments) are caused by the student attempting to create a personal style, rather than by not knowing the correct form. This is a piece of writing that could be substantially improved by editing.

- offers relevant personal reactions and ideas with some sense of individuality
- ideas and information are generally straightforward and direct
- includes some relevant explanations, details and examples to develop ideas
- language tends to be simple and often vague
- sentence length may be varied; tends to rely on a few basic patterns
- introduces the topic and purpose at the beginning
- sticks to the topic, with related ideas grouped together; sequence is easy to follow
- over-uses a few connecting words (e.g., *and*)
- most familiar words are spelled correctly



## Now & THE FUTURE

I would rather be in the schools that are in the year 2000, because at school is the time I spend with my friends and I like to talk to them. If we had that then I would never talk to them, well maybe not never, but not as much as you can when your at school with them for six hours. And I don't like the idea of teachers being robots because it would be hard if you could never see your teacher. And I also like to talk to my teachers face to face. The one thing I do like about the future is that they all learn different things, so you can work at your own speed. Although we kinda already to that. And another thing I kinda like is that school was in your house, but then again I wouldn't have enough room in my house for all my friends. It would also be kind wierd if stories were on T.V. instead of in books. Well that's how I feel. ☺ Bye!

## **Grade 6 Personal/impromptu Writing: Additional Sample 5** **Response to *Cricket in Times Square***

### *Context*

Students in this classroom frequently write response journal entries where they offer their ideas and reactions to material they are reading, or activities their class engages in. They have discussed criteria for an effective response, and the importance of thinking about the effectiveness of their writing as well as offering ideas about their reading.

### *Process*

As part of a novel study of *The Cricket in Times Square*, students were asked to select an event from the story that was personally meaningful to them, and describe their opinions, feelings, reactions, and personal connections. Students were reminded to provide reasons and examples to support their ideas, and to organize their ideas in a logical way.

## ***Meets Expectations (Minimal Level)***

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### **Teacher's Observations**

The student provides a clear basic description of the situation, and offers a personal connection.  
The writing contains few errors.

- offers some opinions and reactions related to a main idea
- information and ideas are relatively simple
- some explanation, details, and examples
- language tends to be simple and often vague
- sticks to the topic, with related ideas grouped together; sequence is easy to follow
- ending is weak or abrupt
- most words are spelled correctly
- punctuation is correct, including commas
- sentences are complete and correct

Nov 22

The Cricket in  
Times Square

Mario finds a cricket by his newspaper stand. He brings it home that night. When he goes to show his mom and dad they say that he can't keep the cricket in his house.

If I was Mario I would be mad because I couldn't keep him. I think that if I was his mother I would let him keep the cricket in a fish tank. It was like when my brother found a garden

snake and he wanted to  
keep it. Of course my mom  
and dad said no.

## ***Fully Meets Expectations***

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

## **Teacher's Observations**

The writing is clear and easy-to-follow, and the student has developed a logical personal connection.

- offers relevant personal reactions and ideas with some sense of individuality
- ideas and information are generally straightforward and direct
- gives logical explanations. details and examples to develop and clarify the main ideas
- language is clear with some variety and description
- variety of sentence lengths; may vary sentence beginnings, use subordinate clauses (result may be awkward in places)
- sticks to the topic, with related ideas grouped together; sequence is easy to follow
- ending is logical but abrupt
- few errors; these do not interfere with meaning
- sentences are complete and correct

November 22

## The Cricket in Times Square

1. Mario found a small cricket in a pile of dirt covered with shreds of news papers. Mario got a match box, put a kleenex in it and put the cricket on the kleenex.

When Mario's mom came she was disgusted. Mario begged to keep it but his mother said only if he kept it at the news stand.

2. I remember when I was little I was terrified of spiders, and bugs. The only ones I liked was caterpillars, lady bugs, and grasshoppers. The boys on my street would always catch spiders and scare me with them. My opinion is different then the mothers, even though I was sort of like her with my connection. Crickets are like grasshoppers, harmless.

If I was the mother I would let him (Mario) keep Chester (Cricket).

I ~~felt~~ felt like the mother when the spiders in my face but with a cricket I would not care.