

ARCHDIOCESE OF CINCINNATI
WRITING SAMPLE -- GRADE 5 --- WINTER, 2010

GENERAL INSTRUCTIONS-PLEASE READ BEFOREHAND

READ AND PREPARE PRIOR TO WRITING DATE (February 8 - 12, 2010)

1. Once students begin drafting their work, teachers may only answer questions that clarify the directions. They may not help students write, revise, or edit. Teachers may not correct drafts.
2. Use regular loose leaf paper for the final copy. Write on one side only. Please - no spiral bound paper. **Students are encouraged to write more than one side of loose leaf with a maximum of four sides.** Shorter papers frequently lack the development necessary for scoring, but longer papers can just get "wordy" without adding quality to the paper. Teachers don't want to read a lot - they want to read GOOD content!
3. Have students use a black or blue ink pen for the final copy. Students may print or use cursive, but writing must be legible (large and dark enough, without "curlicues" that make handwriting hard to read!).
4. Students' names and school names should not appear on the final copy.
5. Your school will receive a packet of adhesive labels, precoded for each student's paper. Use these on the final copies.
 - * the first three numbers are the school code - **be aware this may have changed**

labels:

 - * the next three numbers are the student code
 - * the last two numbers are the grade level

Place **one** label on the **top right-hand corner** of each student's first page. Don't worry if it covers part of the title. **Copy the identification code onto the upper right-hand corner of any additional pages.** (Papers do get separated at times.) Keep a listing of names and identification codes (form provided) so that you can identify papers when the results come in. **Do not** send this sheet to the scoring.

6. Staple together all pages of the student's final copy. Please staple the upper **left-hand** corner only.
7. Illustrations should not be included.
8. Because this is a testing situation, all work must be done individually. Students may not draft, revise, or edit in groups or **with teacher help**. All written work should be completed at school, not at home. **Collect student work each day.**
9. Your school's scorer(s) should bring all papers to the local scoring site on the appointed day. **If your school is not sending a scorer to the session, it is vital that the papers be mailed or delivered to the site for scoring on the appointed day. Be sure to submit the COVER SHEET with the samples.**
10. Student papers will be returned with the scores. **You must keep a record of student names and numbers in order to file papers and scores.** (see #5 above) **The form for this is at the end of this file.**
11. Teachers need to know the prompt as soon as possible. They may read stories to the class before the writing date in order to refer to them in prewriting work. Students, however, are **not** to be given the prompt before February 11, nor should any of the prewriting activities be done before that date.

ARCHDIOCESE OF CINCINNATI
WRITING SAMPLE -- GRADE 5

READ AND PREPARE PRIOR TO WRITING DATES
(February 8 - 12, 2010)

TEACHER DIRECTIONS

The writing sample prompt for 2010:

Choose someone you know personally who is important to you. Tell why this person is important to you.

Teachers familiar with your grade level will be reading your papers. (They are your audience!)

NOTE TO TEACHERS:

The "important person" can be living or deceased. It must be someone with whom the student has had an on-going relationship so that they "know" this person, not someone just met once or twice, not a famous person who shook the student's hand once, etc.

N.B. The prompt asks students to write an original composition. You may put the prompt on the board or reproduce it for your students. Teachers **MAY NOT** write sample beginning sentences, even student generated ones, on the board for students to use. They may not list what students could/should write to develop the topic, or list sample closing sentences, or indicate to students what comes next in their composition. **The whole idea of a writing sample is to see if the student can organize the piece on his/her own**, and develop it appropriately. Teacher input is limited to prewriting activities and discussion only, but we do encourage teachers to do as many prewriting activities as they can to help students clarify the topic and get ideas for the development of their own writing.

The writing sample incorporates the writing process. Therefore, students will need to prewrite, draft, revise, edit, and prepare a final draft. Teachers are encouraged to talk about the scoring rubric with the students **before** introducing the actual prompt.

TIME IS NOT A FACTOR. Students should probably work for 30-45 minutes during each of the days allotted. Use the time as you need it. Be sure to allow students sufficient time to **COMPLETE** re-copying.

DAY ONE - PREWRITE

Following are several prewriting techniques that may be helpful. Choose the ones that you feel will be the most helpful to your students. Do not feel you must do all of these activities, but it is preferable to do more than one.

1. Discuss with students: Who are some of the important people in your lives? These might be family members, friends, coaches, teachers, group leaders, neighbors, janitor, cafeteria worker - anyone whom the student might see or meet on an on-going basis. Why might that person be important to you? Discuss what makes a person important in someone's life -- their example, acceptance, caring, generosity, friendship, wisdom, helpfulness, love, etc.

2. Encourage students to give examples of how their person was important to them (what did the person do to be important in their lives?)
3. You might consider sharing about a person who was important in your life.
4. Books may be read ahead of time as long as the prompt is not revealed to the students. These selections are generally available from public libraries, but you may need to request them in advance. Some suggestions are:
 - *Song and Dance Man*, Karen Ackerman
 - *Fly Away Home*, Eve Bunting
 - *Grandfather Counts*, Andrea Cheng
 - *Mister George Baker*, Amy Hest
 - *My Great-aunt Arizona*, Gloria Houston
 - *Thank You, Mr. Falkner*, Patricia Polacco
 - *Grandfather's Journey*, Allen Say

You may want to discuss with students what made the person important in a character's life, what impact the person might have or had on the character, how the experience affected the character.

4. Review some stories previously read (by individuals, as class read-alouds, or as text selections). Who were the important people for the characters involved? What made the some persons more important in a character's life than others?
5. Brainstorm who might be important in someone's life, and why that person might be important.
6. Have students web, map, or cluster their ideas.

DAY TWO - DRAFT

1. Review the prompt with students. Put the prompt on the board or overhead.
2. From the prewriting experience(s), students should begin to write.
3. Day two is for drafting the piece of writing. Tell students this is **not** the paper they will turn in. The important thing is to get thoughts and ideas on paper.

COLLECT ALL PAPERS AT THE END OF EACH WRITING SESSION

DAYS THREE, FOUR, AND FIVE

REVISE

1. Return the students' drafts.
2. Ask students: (Use overhead or board)
 - a. Is your piece on topic?
 - b. What details can you add to help the reader understand and enjoy your paper?
 - c. Do you need to rearrange any ideas or details?
 - d. Do you need to take out any information or details that may confuse the reader?

3. Allow time to revise.
4. Please share with students the criteria on which the papers will be scored (our rubric).

EDIT

1. Give students a copy of the included editing checklist or put it on a transparency. You may go over it orally if that would be helpful.
2. Ask students to look over their papers for those items and to **make any necessary corrections**.
3. Reference materials such as dictionaries, thesauruses, and grammar books may be used.

EDITING CHECKLIST

- _____ 1. Conveys the message of the prompt.
- _____ 2. Includes supporting ideas, details, or examples.
- _____ 3. Follows logical order.
- _____ 4. Has word choice appropriate to the audience, purpose, and topic.
- _____ 5. Has proper punctuation, capitalization, and grammar.
- _____ 6. Contains correct spelling.
- _____ 7. Is legible.

PUBLISH

1. Have students prepare a final copy to turn in for scoring. Remind them to use their best handwriting or printing. Be sure to allow students sufficient time to **complete** re-copying.
2. Remind them **not** to put their name or school on or in the paper.

Students will need differing amounts of time to revise and edit. This is why three days are allotted to those tasks. Use your own best judgment about pacing the work, but **allow all students time to finish the final copy**.

**PLEASE MAKE SURE THE FINAL PAPERS ARE CODED AND
THAT THE IDENTIFICATION CODE IS COPIED ONTO THE UPPER RIGHT-HAND CORNER
OF ANY ADDITIONAL PAGES. STAPLE ALL PAGES TOGETHER.**

Print the following page and send it with the writing samples. All samples from one school should be submitted together.

Student Identification List form follows the cover page. Keep the Student ID List for your own use.

ARCHDIOCESE OF CINCINNATI

WRITING SAMPLE - **GRADE 5**

**RETURN THIS COVER SHEET WITH
FIFTH GRADE PAPERS**

School _____

Address _____

Phone # _____

School Writing Sample Code # _____

List **first** code number used: _____

List **last** code number used: _____

Please list any numbers **in between** that are NOT included with these samples:

(person completing form or contact person)

