

Benchmark Essay Booklet for Grades K-5

This booklet contains:

Writing & Language Standards
Instructional Information for K-2 (only)
Rubrics - all genres
Suggested Writing Prompts - all genres

Student Writing Exemplars & Annotations:

K informative/explanatory, narrative & opinion

1st informative/ explanatory, narrative

2nd opinion, narrative

3rd informative/explanatory, narrative

5th informative/explanatory, narrative

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What are the writing text types?

The Common Core State Curriculum categorizes writing into three general text types: **narrative**, **informative/explanatory**, and **argument**. Elementary students learn to write opinion pieces as a precursor to argumentative writing.

The writing standards which include and address these text types prepare students for success in college and career. In the elementary grades, the three text types enjoy equal importance.

Grade Level	Argument (Opinion)	Informative/Explanatory	Narrative
Elementary	30%	35%	35%
Middle	35%	35%	30%
High	40%	40%	20%

What are the characteristics of a narrative text type?

Narrative writing uses time as its deep structure. This writing conveys experience - real or imagined. Genres that exemplify narrative writing include the autobiography, the memoir and fictional stories. The purpose of a narrative may be to entertain, instruct, inform, or entertain.

What are the characteristics of the informative/explanatory text type?

Informative/explanatory writing conveys information accurately. Writings that exemplify this text type include summaries and instructions. The purpose of informative/ explanatory writing is to increase knowledge, explain a procedure, or explore a concept in depth.

What are the characteristics of the argument text type?

Argument is an especially important text type since it requires the writer to provide reasoned, logical proof for a claim or assertion. The purpose of argument is to change the reader's thinking, move the reader to action, or convince the reader to accept the writer's explanation of a problem or concept. The complexities of this type of logical reasoning exceed the cognitive ability of most elementary students. Therefore, as a precursor to argument, elementary students are taught to express opinions that are well supported by facts and evidence.

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Writing Standards - Grade K	Language Standards - Grade K
<p>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.</p> <p>e.g.. My favorite book is...</p> <p><i>Example topic -</i></p> <ul style="list-style-type: none"> ● My favorite book is & what is it about & why is it better than other books? ● Which kind of pet is best, a cat or a dog? ● What is your favorite snack? Why is it better than other snacks? 	<ol style="list-style-type: none"> a. Print many upper & lowercase letters b. Use frequently occurring nouns & verbs c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities.
<p>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.</p> <p><i>Example topic -</i></p> <ul style="list-style-type: none"> ● What can you do to save water? ● Tell about an interesting animal. Where does it live? What does it eat? What does it look like? ● What is rain? What does it look like? Have you ever been in a rainstorm? How do people act in a rainstorm? 	<ol style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun "I". b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
<p>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.</p> <p><i>Example topic -</i></p> <ul style="list-style-type: none"> ● What makes me laugh? I laugh when....I laugh because...Laughing makes me feel... ● Write about a helpful person, who is the person, how & when does the person help you. ● Kitty the cat is stuck on the roof. How will you get her down? With pictures & words tell what happens next. 	<ol style="list-style-type: none"> a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb for duck). b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
<p>With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing when needed.</p>	<ol style="list-style-type: none"> a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
<p>With guidance and support from adults, explore a variety of digital tools to produce and publish writing including a collaboration with peers</p>	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

Student Sample: K, Argument (Opinion)

This opinion piece about a work of literature was produced in class.



Text: My fabit book is do you want to be my FRIEND. The mas as the hos if you will by my FRIEND the hos said No. the mas fid a FRIEND the mos as the lutr mas if you will be my FRIEND the latr mas said Yes they Dig a hol in the gah my fait pot is the hos

Annotation

The writer of this piece

- **Tells the reader the name of the book (in the title of the paper).**
 - My fabit (favorite) Book is do you Want to be my FRIEND
- **States on opinion or preference about the book.**
 - ... my favit (favorite) pot (part) is the hos (horse)

Student Sample: K. Informative/Explanatory

This informative report was produced in class, and the writer received support from the teacher.

Figure 1:

Frogs

Today befor We had riyda groos Mrs. John red us a storry a baouwts frogs. We haf a tadpol in the Sciens Sentr. It has 2 bac

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Figure 2:

ligs and wen it has 2 frunt ligs its tal disupirs and it can not eat wen its moot is chajn. Then the scknn gets to little and the frags pol off thrr scknn an

Figure 3:

thaa eyt it. Saum of the frogs bloo baubools. Frogs lad eggs that look like jele and the fish eyt some but some hach to tadpoos. It gros bigr and bigr and bigr.

Annotation

The writer of this piece

- **establishes the topic in a title and goes beyond the title to create a context for writing about frogs.**
 - To day befor (before) We had rryda (writing) groos (groups) Mrs. ____ red (read) us a strorry (story) a baowt (about) frogs.
- **supplies some information about the topic.**
 - It has 2 bac (back) ligs (legs) and wen (when) it has 2 frunt (front) ligs (legs) its tal (tail) disupirs (disappears)... Then the scknn (skin) gets to (too) little and the frags pol (pull) off thrr (their) scknn (skin)...
 - Frogs lad (laid) eggs that look like jele (jelly)...
- **uses additive (adversative and temporal) linking words.**
 - ... and wen (when) ... Then... but
- **provides a sense of closure.**
 - It gos (grows) bigr (bigger) and bigr and bigr.
- **Demonstrates command of some of the conventions of standard written English.**
 - As a kindergartener, the writer demonstrates remarkable control of the conventions of standard written English. As this was a process piece, it is reasonable to assume that the writer received feedback to correct possible errors with capital letters and periods.

Student Sample: K, Narrative

This narrative is a process piece that was produced in class.

Figure 1:

Suzanne

January 30, 2002

I went to Disnand went went.

Frow the deser.

I had a funan vacshne.

At Disnand. I see Lots of rids.

I went on the mader hon.

I went on fer wel.

I went on a meere go rowrgd

I went in a poL.

I went my house.

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Annotation

The writer of this piece

- **establishes a situation by naming a place.**
 - Disnand (Disneyland)
- **recounts several loosely linked events and the order in which they occurred.**
 - I had a fun on vacshne (vacation)... I see lot (lots) of rids (rides). I went on the mader hon (Matterhorn)... I went my house.
- **provides a reaction to what happened.**
 - I had a fun on vacshne (vacation).
- **offers a sense of closure.**
 - I went my house.
- **demonstrates command of some of the conventions of standard written English.**
 - This piece illustrates consistent control of beginning-of-sentence capitalization and end-of-sentence punctuation. The writer also us capital letters appropriately in the title of the piece.

Gr. K Developmental Stages of Writing

Characteristics	Instructional Focus
<p>Emergent Writers:</p> <ul style="list-style-type: none"> ● understands writing communicates ideas ● uses pictures to communicate ideas ● scribbles, letter-like symbols, or random letters adding writing to pictures ● does not connect letters and sounds ● pretends to read the text ● does not understanding writing is permanent in meaning 	<ul style="list-style-type: none"> ● oral language development: vocabulary and storytelling ● telling stories with pictures and words ● letter and sounds ● knowing and using the language of writers
<p>Early Writers:</p> <ul style="list-style-type: none"> ● writes more than one detail on a topic ● chooses topics that are generally related to experience ● has many concepts about print (e.g., directionality) ● may not understand spaces around words ● connects letters to sounds ● has a small repertoire of high-frequency words 	<ul style="list-style-type: none"> ● generating several details on a topic ● readable phonetic spellings representing every sound in a word ● conventional spelling of high-frequency words ● concept of “word boundaries” ● revision by “adding on” ● should be moved from writing words to sentences to groups of sentences
<p>Developing Writers:</p> <ul style="list-style-type: none"> ● writes many details on a topic ● can write about topic beyond personal experience ● begins to experiment with description and word choice ● uses mostly simple and complex sentences ● spells many words conventionally or uses phonetic spelling ● uses punctuation 	<ul style="list-style-type: none"> ● organizing information and details ● planning-beginning middle, end ● expanding descriptive language ● writing with personality and voice ● spelling patterns and strategies ● sentence combining

Writing Standards - Grade 1	Language Standards - Grade 1
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<p>Write opinion pieces in which they introduce the topic or name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>Example topic -</p> <ul style="list-style-type: none"> • My Favorite book is & tell what it is about & why it is better than others. • Which kind of pet is best, a cat or a dog? • Would you rather be a bird or a fish? I would rather be...I choose this because... I also choose this because.... 	<ul style="list-style-type: none"> a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal (subject, object), possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). CA e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
<p>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>Example topic -</p> <ul style="list-style-type: none"> • What can you do to save water? • Tell about an interesting animal. Where does it live, what does it look like, what does it eat? • What is your favorite food? When do you eat it? Why do you like it? 	<ul style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
<p>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.</p> <p>Example topic -</p> <ul style="list-style-type: none"> • Who is your best friend? What do you do together? • A magic genie has come to your home. You may ask him three wishes. He will give you what you ask for, my first wish is, my second wish is, my third wish is... • Pretend you found a treasure chest full of gold. What would you buy first, next, and the with the rest of it? 	<ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
<p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>
<ul style="list-style-type: none"> • Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). • With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 	

Student Sample: Grade 1, Informative/Explanatory

This informative report was produced in class.

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Figure 1:

Cover with 1-28-02 " My Big Book About Spain" with a little picture of Spain's Map

Figure 2:



Text: Spain is in Europe. Spain is loacted in the south western tip of Europe. Europe is a far away place from here. Spain has alot of fiestas. In some of the fiestas they make mask and make special food too. Spian has bull fights and I would want to see one. I think Spian looks like a upside down hat. In

Figure 3:



Text: some of the fiestas the people are loud. Some of the fiestas are even beautiful and colorful. Spain has alot of diffrent people. In the bull fights they make the bulls tired and make them fall out. Spain is very colorful even if you go there you will see I'm right. Spain has 5 neighbors

Figure 4:



Text: Spain's neighbors are France, Andorra, Algeria, Portugal and Moracco. One day when I am a resercher I am going to go to Spain and write about it!

Annotation

The writer of this piece

- **names the topic (in the topic).**
 - My Big Book About Spain
- **supplies some facts about the topic.**
 - Spain is loacted (located) in the south western tip of Europe.
 - Spain has alot of fiestas.
 - Spain...has bull fights...
 - Spain's neighbors are France, Andorra, Algeria, Portugal and Morocco.
- **provides some sense of closure.**
 - One day when I am a researcher I am going to go to Spain and write about it!
- **demonstrates command of some of the conventions or standard written English**
 - This piece illustrates the writer's awareness off beginning-of-sentence capitalization and end-of-sentence punctuation as well as the use of capital letters for proper nouns.

Student Sample: Grade 1, Narrative

This narrative is a process piece that was produced in class.

Figure 1:



Text: I went to biye a hamster I was so excited I woted to run. All the way there but I did't wont to get run over I got a. Very nerves hamster but we bot her then at nite when my. Dad came home he sedi was is that Noys it is my hamster I sedi my mom. Sedi poboley the pepl ho bot this. Hamster was poble men to her. I did't wont to ratern her. Becaus she was so soft and cuddley. She felt lik a little cotton ball.

Annotation

The writer of this piece

- **establishes the situation with the opening sentence.**
 - I went to biye (buy) a hamster...
- **recounts two or more appropriately sequenced events.**
 - I got a. Very nerves (nervous) hamster...Then at nite (night) when my. Dad came home
- **includes some detail regarding when happened.**
 - I was so excited I woted (wanted) to run. All the way (way) there...
- **uses temporal words to signal event order (though the writer does not consistently include them).**
 - **then** at nite (night) **when** my. Dad came home he sedi (said) was (what) is that. Noys (noise)...

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- **provides some sense of closure.**
 - I Did't (didn't) wont (want) to ratern (return) her. Becaus she was so soft and cuddley (cuddly). She felt lik (like) a little cotton ball.
- **Demonstrates growing command of the conventions of standard written English.**
 - There is some evidence in this piece that the writer understands various uses of capital letters; frequently sentences begin with a capital letter, and the pronoun I is consistently capitalized. (However, with the exception of the pronoun I, there are no capital letters in the title.)Periods end some sentences but not all and are sometimes introduced in unconventional places.

Gr. 1 Developmental Stages of Writing

Characteristics	Instructional Focus
<p>Early Writers:</p> <ul style="list-style-type: none"> ● writes more than one detail on a topic ● chooses topics that are generally related to experience ● has many concepts about print (e.g., directionality) ● may not understand spaces around words ● connects letters to sounds ● has a small repertoire of high-frequency words 	<ul style="list-style-type: none"> ● generating several details on a topic ● readable phonetic spellings representing every sound in a word ● conventional spelling of high-frequency words ● concept of "word boundaries" ● revision by "adding on" ● should be moved from writing words to sentences to groups of sentences
<p>Developing Writers:</p> <ul style="list-style-type: none"> ● writes many details on a topic ● can write about topic beyond personal experience ● begins to experiment with description and word choice ● uses mostly simple and complex sentences ● spells many words conventionally or uses phonetic spelling ● uses punctuation 	<ul style="list-style-type: none"> ● organizing information and details ● planning-beginning, middle, end ● expanding descriptive language ● writing with personality and voice ● spelling patterns and strategies ● Sentence combining
<p>Fluent Writers:</p> <ul style="list-style-type: none"> ● creates writing that has a flow and sounds fluent ● writes about imaginative ideas beyond personal experience ● prewrites using a variety of organizational and planning tools ● accesses a variety of text forms for different purposes ● uses descriptive language and complex sentences ● demonstrates a writer's voice appropriate to purpose and audience ● has age appropriate mastery of conventions 	<ul style="list-style-type: none"> ● increasing control of conventions ● increasing sophistication of vocabulary and sentences ● precise word choice energized by powerful verbs ● figurative language ● variety in text forms, audience, perspective ● independent revision and editing ● Attention to writer's craft

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Writing Standards - Grade 2	Language Standards - Grade 2
<p>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., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>a. use collective nouns (e.g., group) b. form and use frequently occurring irregular plural nouns (e.g, feet, children, teeth, mice,fish). c. use reflexive pronouns (e.g, myself, ourselves). d. form and use the past tense of frequently occurring irregular verbs (e.g, sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. produce , expand, and rearrange complete simple and compound sentences (e.g, The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). g. create readable documents with legible print</p>
<p>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>a. capitalize holidays, product names, and geographic names. b. use commas in greetings and closings of letters. c. use an apostrophe to form contractions and frequently occurring possessives. d. generalize learned spelling patterns when writing words (e.g, cage ◊ badge; boy ◊ boil). e. consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
<p>Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English</p>
<p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>a. use sentence-level context as a clue to the meaning of a word or phrase. b. determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. use a known root word as a clue to the meaning of an unknown word with the same root (e.g, addition, additional). d. use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas.</p>
<p>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>a. identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b. distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>
<p>With guidance and support from adults, use a variety of digital tool to produce and publish writing, including in collaboration with peers.</p>	<p>use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>

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- Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). Recall information from experience or gather information from provided sources to answer a question.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Student Sample: Grade 2, Argument (Opinion)

This opinion piece about a work of literature was produced in class.

Figure 1:

Owl Moon

When you go owling
you don't need words, or worm
or anything, but hope. This
is the book of Owl Moon.

This book is written by
Jane Yolen. I like that
phrase Because The boy
was happy becaus he got
to go owling and hes been
wonted to go owling for a
long time and he finally
got to go.

When other Kids are
happy that maKes me
happy. I like it Because
it maKes me feel good
Because you don't haf't
to have words to go owling
but you haf't to have
hope to see an owl.

Annotation

The writer of this piece

- **introduces the topic (with some words from the book) and the title.**
 - When you go owling you don't needs words, work (warm) or any thing. But hope. This is (from) the book of Owl Moon.
- **states an opinion about the book and supplies reasons to support the opinion.**
 - I like that phrase Because The boy was happy becaus (because) he got to go owling and hes (he's) been wonted (wanting) to go owling for a long time and he finally got to go. When other kids are happy that makes me happy.
-

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uses linking words to connect opinion and reasons

- I like it **Because** it makes me feel good **Because** you don't haf't (have) to have words to go owling **but** you haf't to have hope to see an owl.
- **provides a concluding statement.**
 - I like it **Because** it makes me feel good **Because** you don't haf't (have) to have words to go owling **but** you haf't to have hope to see an owl.
- **Demonstrates growing command of the conventions of standard written English**
 - This piece illustrates the writer's understanding that capital letters are used in a title, that the pronoun/should be capitalised, and that sentences should begin with a capital letter. The title of the book is underlined, and most words are spelled correctly. The use of the comma and the apostrophe is not consistent, but all sentences end with periods.

Student Sample: Grade 2, Narrative

This narrative was produced in class, and the writer likely received support from the teacher.

Figure 1:

My First tooth is gone

I recall one winter night. I was four. My sister and I were running down the hall and something happened. It was my sister and I had run right into each other. Boy! Did we cry. But not only did I cry, my tooth was bleeding. Then it felt funny. Then plop! There it was lying in my hand. So that night I put it under my pillow and in the morning I found something. It was not my tooth it was two dollars. So I ran down the hall, like I wasn't supposed to, and showed my mom and dad. They were surprised because when they lost teeth the only thing they got is 50¢.

Annotation

The writer of this piece

- **establishes a situation in time and place appropriate for what is to come.**
 - I recall one winter night. I was four. My sister and I were running down the hall and something happened.
- **recounts a well-elaborated sequence of events using temporal words to signal event order.**
 - My sister and I were running down the hall **and** something happened... **But** not only did I cry... **Then** it felt funny. **Then** plop! There it was lying in my hand.
- **includes details to describe actions, thoughts, and feelings.**
 - Boy! Did we cry.
 - Then it felt funny.
 - So I ran down the hall, like I wasn't supposed to, and showed my mom and dad.
- **provides a sense of closure.**
 - They were surprised because when they lost teeth the only thing they got is 50¢.
- **demonstrates growing command of the conventions of standard written English.**
 - This piece illustrates the writer's largely consistent use of beginning-of-sentence capitalization and end-of-sentence punctuation (both periods and exclamation points). The pronoun **I** is also capitalized consistently, and almost all of the words are spelled correctly. The writer sets off a parenthetical element with commas and uses an apostrophe correctly.

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Gr. 2 Developmental Stages of Writing

Characteristics	Instructional Focus
<p>Developing Writers:</p> <ul style="list-style-type: none">● writes many details on a topic● can write about topic beyond personal experience● begins to experiment with description and word choice● uses mostly simple and complex sentences● spells many words conventionally or uses phonetic spelling● uses punctuation	<ul style="list-style-type: none">● organizing information and details● planning - beginning, middle, end● expanding descriptive language● writing with personality and voice● spelling patterns and strategies● sentence combining
<p>Fluent Writers:</p> <ul style="list-style-type: none">● creates writing that has a flow and sounds fluent● writes about imaginative ideas beyond and personal experience● prewrites using a variety of organizational and planning tools● accesses a variety of text forms for different purposes● uses descriptive language and complex sentences● demonstrates a writer's voice appropriate to purpose and audience● has age appropriate mastery of conventions	<ul style="list-style-type: none">● increasing control of conventions● increasing sophistication of vocabulary and sentences● precise word choice energized by powerful verbs● figurative language● variety in text forms, audience, perspective● independent revision and editing● Attention to writer's craft

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Writing Standards - Grade 3	Language Standards - Grade 3
<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. provide reasons that support the opinion.</p> <p>c. use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. provide a concluding statement or section</p>	<p>a. explain the function of noun, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. form and use regular and irregular plural nouns.</p> <p>c. use abstract nouns (e.g., childhood).</p> <p>d. form and use regular and irregular verbs.</p> <p>e. form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>f. ensure subject-verb and pronoun-antecedent agreement.</p> <p>g. form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. use coordinating and subordinating conjunctions.</p> <p>i. produce simple, compound, and complex sentences.</p> <p>j. Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence.</p> <p>k. use reciprocal pronouns correctly.</p>
<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. develop the topic with facts, definitions, and details.</p> <p>c. use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	<p>a. capitalize appropriate words in titles.</p> <p>b. use commas in addresses.</p> <p>c. use commas and quotation marks in dialogue.</p> <p>d. form and use possessives.</p> <p>e. use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiles, cries, happiness).</p> <p>f. use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear events sequences.</p> <p>a. establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. use temporal words and phrases to signal event order.</p> <p>d. provide a sense of closure.</p>	<p>a. choose words and phrases for effect.</p> <p>b. recognize and observe differences between the conventions of spoken and written standard English.</p>
<p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>a. use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>c. use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>d. use glossaries or beginning dictionaries, both print and</p>

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	digital, to determine or clarify the precise meaning of key words and phrases in all content areas. CA
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)	<p>a. distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>c. distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>
With guidance and support from adults, use technology to produce and publish writing (using keyboard skills) as well as to interact and collaborate with others.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

- Conduct short research projects that build knowledge about a topic.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Student Sample: Grade 3, Informative/Explanatory

This informative report is a process piece that was produced in class.

Figure 1:



Horses

by Gwen

Why I Chose This Animal

I chose horses because I like to ride them. I also like to pet them. At the camp I go to everybody gets to have horses back riding lessons. Horses are so beautiful and Fun to ride.

Horse Families

A mother or female horse is called a mare. A father or male horse is called a stallion. A foal is a baby horse.

Markings

A star is a little white diamond on the forelock. The forelock is a horses forehead. A race is a white line down the middle of the horses face. A blaze is kind of like a race but wider. If the white line on it face spreads out to its eyes it is called a white face. A small Amount of white on its muzzle is called a snip. A muzzle is a horses mouth.

Breeds and Color Coats

_____Icelandic and Shetland ponies are very small when they are full grown. Chestnuts are red-brown and Roans have white hairs on their brown coat. Cream is a rare color. Rare means you don't see the color cream very much. Brown horses are brown all over. Blacks

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are black all over. Piebalds have black and white spots. Skewbalds are brown and white. Duns are a sandy brown with black manes and tails. Palominos have a yellowish coat and a shiny mane and tail. Grays have black and white hairs that make the color gray. Bays are brown with black manes, tails, and legs. Whites are white all over.

Breeds I Like

_____ I like thoroughbreds because they are such a pretty brown. I like Arabians because their different coats are very beautiful and they're one of the oldest horses. I like Morgans because they have a beautiful reddish-brown coat. I like Lipizzaners because their white coats are so very pretty. I like Icelandic and Shetland ponies because they are so very cute, pretty and small.

Horses from Different Countries

Hocaidos are from Japan, Sumbas are from Indonesia, and Pintos are from America.

Horse Movement

A horse can walk, trot, canter, and gallop. A trot is kind of like a skip. A canter is like a fast skip. And a gallop is like running.

Friendly Horses

_____ Horses can be great friends. Some horses can be dangerous. Most horses are are very lovable.

Foals

_____ Baby horses are called foals. When a foal is ready to be born, the mare (the mother horse) lies down. As soon as the foal is born it struggles to break out of the membrane sack. When the foal breaks out of the sack it breathes on it's own. In about less than a minute the foal tries to get up and walk on it's own. Foals are born with their hooves first and head last. They drink their mother's milk until they're nine to ten months old.

How Long a Horse Lives

_____ They live about 12 to 14 years.

Horses Habitat

_____ You usually find horses in a barn. Some horses are wild. You can find horses on ranches too.

What Horses Eat

_____ Horses eat hay, grass, barley and oats. The best food for a tired horse is oatmeal. Don't give a young horse too much oatmeal, it makes them too hyper. Horse love carrots, apples, molasses and sugar cubes. A block of salt gives the horse important minerals and makes them thirsty so they will drink enough water.

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The Most Dangerous Horse

_____ The most dangerous horse is the Percheron. Some people cannot pronounce that so they call them war horses. It is only dangerous if it is a wild horse. If it is wild it can kill you in 7 to 8 minutes. If it is trained it is nice like any other horse.

The Fastest Horse

_____ The fastest horse is the wild stallion. If you thought, like I did that the Wild stallion was really dangerous you were wrong. A wild stallion can kill you but it could take up to one hour.

The First Horses

_____ The first horses were no bigger than a fox and looked like a donkey. They had short tails and small ears. These horses lived millions of years ago, but now they are extinct. The only way we knew of there were horses like that was because the first humans (our ancestors) painted these horses on ancient cave walls. These horses lived in North America and over the years they changed into the horses we know now.

Horse Survival

Most horses live on farms or ranches, but some horses are wild. Wild horses can survive hard weather and they graze on hills, marshes and grasslands. These days wild horses are very rare. People work to keep these wild horses free.

My Description of a Horse

_____ A horse is a mammal because it has fur, drinks milk and their babies are born alive. They have four legs and hooves. They have beautiful long manes and tails.

I like horses and I know a lot about them. I like to ride them and they're so beautiful. Their coats are beautiful, I wish I had a horse of my own!

Annotation

The writer of this piece

- **introduces a topic.**
 - I chose horses because I like to ride them...Horses are so beautiful and fun to ride.
- **creates an organizational structure (using headers) that groups related information together.**
 - Horse Families; Markings; Breeds and Color Coats; Horses from Different Countries
- **develops the topic with facts and details.**
 - Hobbies are from Japan, Sumbas are from Indonesia, and Pintos are from America.
 - A horse can walk, trot, canter, and gallop.
 - They [horses] live about 12 to 14 years.
 - The most dangerous horse is the Percheron.
- **uses linking words and phrases to connect ideas within categories of information.**
 - I like Morgans **because** they have a beautiful reddish-brown coat.
 - **When** a foal is ready to be born, the mare (the mother horse) lies down.
 - The first horses were no bigger than a fox **and** looked like a donkey
 - Most horses live on farms or ranches, **but** some horses are wild.

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- **provides a concluding section.**
 - I like horses and I know a lot about them. I like to ride them and they're so beautiful! Their coats are beautiful, I wish I had a horse of my own!
- **demonstrates growing command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message).**

Student Sample: Grade 3, Narrative

This narrative was produced in class, and the writer likely received support from the teacher.

Figure 1:

When my Puppys Ranaway ONE night when the air was warm, my puppys were sleeping on the back porch. Me and my sisters were getting ready for bed.

When I was in bed. I read a chapter from my Nancy Drew book.

When I finished the chapter I turned out my lamp. I wuldn't go to sleep.

I went into the living room. I saw my mom geting ready to walk out the door. I asked "where are you going"? "Just for a drive" she replied. She had a worried exspression on her face.

I knew somthing was wrong.

I thought maybe if I went outside and played with my puppys. I would forget my moms worried exspression and go to sleep.

When I opened The back door I expected my puppys Maggie and Tucker to jump up on me. They didn't come at all. I called, they still didn't come.

Now I knew somthing was wrong.

I went and woke up my dad, he said moms got it under control

I thought mom had taken them to the vet because somthing was really wrong. Dad wouldn't tell me anything else. I went to my room and cried. Thats all I rembered about that night because I fell asleep. The next day I still worried. I worried all through school. When I got home from me and my mom made a snack for sisters.

I asked my mom "so were are the puppys"? Her eyes started to fill with tears as she answered my question with 3 words, "I don't know", she burst into tears. So did I. She hugged me. "If we never find them I am sure they will have a good home.

I went outside and sat in moms rocking chair. I cried some more. Mom came out I got up. She sat down and motioned me by waving her hand to come and sit on her lap. I went over and cried on her shoulder.

After dinner that night we went looking for them, we couldn't find them at all.

My dad after work each day went to the pound to see if they had picked them up. They didn't at all.

I've got over them leaving because mom says we can get 2 new puppys very soon.

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Annotation

The writer of this piece

- **establishes a situation and introduces the narrator.**
 - ONE night when the air was warm, my puppys were sleeping on the back porch... I turned out my lamp. I wuldn't go to sleep... I saw my mom geting ready to walk out the door...She had a worried exspression on her face. I knew somthing was wrong.
- **organizes an event sequence that unfolds naturally and uses temporal words and phrases to signal event order.**
 - **When** I opened The back door I expected my puppys Maggie and Tucker to jump up on me. They didn't come at all. I called. They **still** didn't come. **Now** I knew something was wrong.
- **uses dialogue and description of characters' actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.**
 - I asked "where are you going?" "Just for a drive" she replied. She had a worried exspression on her face.
 - I knew somthing was wrong.
 - I went to my room and cried.
 - The next day I still worried. I worried all through school.
 - Her eyes started to fill with tears as she answered my question with 3 words, "I don't know." she burst into tears. So did I. She hugged me.
 - I went outside and sat in moms rocking chair. I cried some more.
 - I've got over them leaving because mom says we can get 2 new puppys very soon.
- **provides a sense of closure.**
 - I've got over them leaving because mom says we can get 2 new puppys very soon.
- **demonstrates growing comand of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message).**

Writing Standards - Grade 4	Language Standards - Grade 4
<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p>a. Introduce a topic or text clearly, state and opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>a. Use interrogative, relative pronouns (who, whose, whome, which, that) and relative adverbs (where, when, why). CA</p> <p>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).*</p> <p>h. Write fluidly and legibly in cursive or joined italics. CA</p>
<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. 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.</p> <p>b. Develop the topic with facts, definitions, concrete</p>	<p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>

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<p>details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	
<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>a. Choose words and phrases to convey ideas precisely.*</p> <p>b. Choose punctuation for effect.*</p> <p>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>
<p>Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas.</p>
<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)</p>	<p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)</p>
<p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>
<ul style="list-style-type: none"> • Conduct short research projects that build knowledge through investigation of different aspects of a topic. • Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources. 	
<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story 	

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or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].”).

- Apply grade 4 Reading standards to informational texts (e.g., “Explain how an actor uses reasons and evidence to support particular points in a text”).

Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Student Sample: Grade 4, Argument (Opinion)

This argument was produced in class, and the writer likely received feedback from her teacher and peers.

Figure 1:

Zoo Field Trip

Dear Mr. _____ and Mrs. _____,

We have a problem. The wildlife here in _____ is very limited. There is not a lot of opportunity to learn about conservation and wildlife preservation. If we took a field trip to _____ our problem would be solved. _____, _____, _____ and I would like to take our class for a great learning experience. In addition, we will provide a study guide to _____ to identify the animals and provide information about the conservation of endangered wildlife.

If we went on a field trip, we will learn about the wildlife from around the world and how _____ provides a natural habitat for them to live and breed. This information would help us to understand the importance of science in our day to day life. We would use math to make a budget and figure out a way to earn money. These skills will be very useful again and again. We will learn how to make a schedule with target dates. This will provide us with a plan that covers the entire project from start to finish. The preparation of the study guide will require lots of research and organization of information.

The first thing to do is research, research, research! Next, we will choose a fund raiser (with your approval, of course). This will earn money for the field trip. The parents will hopefully chip in their time and money, if we don't get enough. We will prepare a plan schedule. This will provide the dates that team members will need to accomplish the steps toward our goal. My competent adult model is the Unofficial Guide to Walt Disney World. It shows us step by step how to plan a trip and what to see.

Now, you are asking why should I approve a trip to _____? How does this help _____ and the students? Besides the fact that the project planning, fund raising, budgeting and reporting will provide an excellent learning opportunity, it will provide education. It will also provide awareness of wildlife and the importance of conservation. This project will be evaluated by its successful planning and its ability to involve our class in wildlife conservation, The trip will be evaluated by the student participation on the trip and a plan of conservation that identifies what we can all do to protect and respect wildlife so they will still be around when we have children.

Sincerely,

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Annotation

The writer of this piece

- **introduces a topic clearly, states an opinion, and creates an organizational structure in which related ideas are grouped to support the writer's purpose.**
 - We have a problem. The wildlife here is _____ is very limited. There is not a lot of opportunity to learn about conservation and wildlife preservation. If we took a field trip to _____ our problem would be solved. _____, _____, _____ and I would like to take our class for a great learning experience.
- **provides reasons that are supported by facts and details.**
 - If we went on a field trip, we will learning about the wildlife from around the world and how _____ provides a natural habitat for them to live and breed. This information would help us to understand the importance of science in our day to day life. We would use math to make a budget and figure out a way to earn money... We will learn how to make a schedule with target dates... The preparation of the study will require lots of research and organization of information.
- **links opinion and reasons using words and phrases.**
 - The first thing to do... Next... Now, you are asking... Besides the fact...
- **provides a concluding section related to the opinion presented.**
 - The final paragraph details possible objections to the field trip and argues against each one:

Now, you are asking why should I approve a trip to _____?... Besides the fact that the project planning, fund raising, budgeting and reporting will provide an excellent learning opportunity, it will provide education. It will also provide awareness of wildlife and the importance of conservation.
- **demonstrates exemplary command of the conventions of standard written English.**
 - **This piece has been edited by student response groups as well as by adults, so it is nearly flawless in terms of observing the conventions of standard written English..**

Student Sample: Grade 4, Narrative

This narrative was produced for an on-demand assessment. Students were asked to respond to the following prompt: "One morning you wake up and find a strange pair of shoes next to your bed. The shoes are glowing. In several paragraphs, write a story telling what happens."

Figure 1:

Glowing Shoes

One quiet, Tuesday morning, I woke up to a pair of bright, dazzling shoes, lying right in front of my bedroom door. The shoes were a nice shade of violet and smelled like catnip. I found that out because my cats, Tigger and Max, were rubbing on my legs, which tickled.

When I started out the door, I noticed the Tigger and Max were following me to school. Other cats joined in as well. They didn't even stop when we reached Main Street!

"Don't you guys have somewhere to be?" I quizzed the cats.

"Meeeeeoowwww!" the crowd of cats replied.

As I walked on, I observed many more cats joining the stalking crowd. I moved more swiftly. The crowd of cats' walk turned into a prance. I sped up. I felt like a rollercoaster zooming past the crowded line that was waiting for their turn

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as I darted down the sidewalk with dashing cats on my tail.

When I reached the school building... SLAM! WHACK! "Meeyow!" The door closed and every single cat flew and hit the door.

Whew! Glad that's over! I thought.

I walked upstairs and took my seat in the classroom.

"Mrs. Miller! Something smells like catnip! Could you open the windows so the smell will go away? Pleeeeease?" Zane whined.

"Oh, sure! We could use some fresh air right now during class!" Mrs. Miller thoughtfully responded.

"Noooooooo!" I screamed.

When the teacher opened the windows, the cats pounced into the building.

"It's a cat attack!" Meisha screamed.

Everyone scrambled on top of their desks. Well, everyone except Cade, who was absolutely obsessed with cats.

"Awww! Look at all the fuzzy kitties! They're sooo cute! Mrs. Miller, can I pet them?" Cade asked, adorably.

"Why not! Pet whichever one you want!" she answered.

"Thanks! Okay, kitties, which one of you wants to be petted by Cade Dahlin?" he asked the cats. None of them answered. They were all staring at me.

"Uh, hi?" I stammered.

Rrrriiiiiing! The recess bell rang. Everyone, including Mrs. Miller, darted out the door.

Out at recess, Lissa and I played on the swings.

"Hey! Look over there!" Lissa shouted. Formed as an ocean wave, the cats ran toward me.

Luckily, Zane's cat, Buddy, was prancing along with the aroma of catnip surrounding his fur. He ran up to me and rubbed on my legs. The shoes fell off. Why didn't I think of this before? I noticed.

"Hey Cade! Catch!"

Cade grabbed the shoes and slipped them on.

The cats changed directions and headed for Cade.

"I'm in heaven!" he shrieked.

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Annotation

The writer of this piece

- **orients the reader by establishing a situation and introducing the narrator and characters.**
 - One quiet, Tuesday morning, I woke up to a pair of bright, dazzling shoes., lying right in front of my bedroom door.
- **organizes an event sequence that unfolds naturally.**
 - The teacher opens the window; cats come into the classroom; at recess the cats surge toward the narrator; her shoes fall off; another student (one who loves cats) picks up the narrator's shoes; the cats move toward him; he is delighted.
 -Tigger and Max were following me to school. Other cats joined in as well... When I reached the school building... SLAM! WHACK! "Meeyow!" The door closed and every single cat flew and hit the door.
- **uses dialogue and description to develop experiences and events or show the responses of characters to situations.**
 - I felt like a rollercoaster zooming past the crowded line that was waiting for their turn...
 - Whew! Glad that's over! I thought.
 - "Awww! Look at all the fuzzy kitties! They are sooo cute! Mrs. Miller, can I pet them? Cade asked, adorably.
- **uses a variety of transitional words and phrases to manage the sequence of events.**
 - When I started out the door... As I walked on... When I reached the school building...
- **uses concrete words and phrases and sensory details to convey experiences and events precisely.**
 - The shoes were a nice shade of violet and smelled like catnip. I found that out because my cats, Tigger and Max, were rubbing on my legs, which tickled.
 - "Awww! Look at all the fuzzy kitties! They're sooo cute!..."
- **provides a conclusion that follows from the narrated experiences or events.**
 - The narrator describes Cade earlier in the piece as a student obsessed with cats. The story concludes logically because such a character would likely be pleased with the effects of wearing catnip-scented shoes.
- **demonstrates exemplary command of the conventions of standard written English.**

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Writing Standards - Grade 5	Language Standards - Grade 5
<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. 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.</p> <p>b. Provide logically ordered reasons that are supported by facts and details. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>c. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>d. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <p>e. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specially).</p> <p>f. Provide a concluding statement or section related to the opinion presented.</p>	<p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.*</p> <p>e. Use correlative conjunctions (e.g., either/or, neither/nor).</p>
<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. 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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>a. Use punctuation to separate items in a series.*</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?) and to indicate direct address (e.g., Is that you, Steve?).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>
<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses o characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>
<p>Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p>

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	C.consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas.
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or typing a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)	<p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>
With some guidance and support from adults, use technology , including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
<ul style="list-style-type: none"> • Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. • Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. 	
<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details on the text [e.g., how characters interact]”). • Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	

Student Sample: Grade 5, Informative/Explanatory

The informative writing that follows was produced in class.

Figure 1:

Author Response: Roald Dahl

By:

Roald Dahl is a very interesting author to me. That's because he knows what a kid wants to hear. He has a "kid's mind". He is the only author that I know that makes up interesting words like Inkland, fizz wizard,

and gobblefunking. All his stories are the same type. I don't mean the same story

written again and again. What I mean is that they all have imagination, made up words, and disgusting thoughts. Some of his stories that have those things are Charlie and the

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Chocolate Factory, Matilda, The Witches, and Danny the Champion of the World. The

Witches is a book that I am reading right now, and it is like The BFG, another book that is by Roald Dahl. They are alike because in The BFG, Sophie and the BFG, (the big friendly giant), are trying to stop other giants from eating human beings. The Witches has the same problem. The Boy, (he has no name), is trying to stop the witches from turning children into small mice, and then killing the mice by stepping on them. Both stories have to stop evil people from doing something horrible. Roald Dahl uses a lot of similes. Some similes that he used that I like are: Up he shot again like a bullet in the barrel of a gun. And my favorite is: They were like a chorus of dentists' drills all grinding away together. In all of Roald Dahl's books, I have noticed that the plot or the main problem of the story is either someone killing someone else, or a kid having a bad life. But it is always about something terrible. All the characters that Roald Dahl ever made were probably fake characters. A few things that the main characters have in common are that they all are poor. None of them are rich. Another thing that they all have in common is that

they either have to save the world, someone else, or themselves.

Annotation

The writer of this piece

- **introduces the topic clearly, provides a general observation and focus, and groups related information logically.**
 - Roald Dahl is a very interesting author to me. That's because he knows what a kid wants to hear.
- **develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.**
 - He is the only author that I know that makes up interesting words like Inkland, fizz wizard, and gobblefunking.
 - Roald Dahl uses a lot of similes. Some similes that he used that I like are: Up he shot again like a bullet in the barrel of a gun. And my favorite is: They were like a chorus of dentists' drill all grinding away together.
 - In all of Roald Dahl's books, I have noticed that the plot or the main problem of the story is either someone killing someone else, or a kid having a bad life.
- **links ideas within and across categories of information using words, phrases, and clauses.**
 - The Witches is a book that I am reading now, and it is like The BFG, another book that is by Roald Dahl. They are alike because...

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- **uses precise language and domain-specific vocabulary to inform about or explain the topic.**
 - Roald Dahl uses a lot of similes.
 - I have noticed that the plot or the main problem of the story...
 - All the characters...
- **demonstrates good command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message).**

Student Sample: Grade 5, Narrative

This narrative was produced in class, and the writer likely received feedback from her teacher and peers.

Figure 1:

Cover "Getting Shot and Living Through It by (name blackened out)

Figure 2:

We were in the darkness filled, mountain-top cold, waiting room. We were preparing for the shots of our lives. Getting shots for malaria and more.

There were many benches all shoved to the right. It was hard to see the color in the murky dark but it seemed to be some sort of faded brown. The room was big, no, huge which gave it all the more reason to be terror bringing. Who knew what would be lurking in the corner! Rats, monsters, anything! There were also doors. Three doors, which were brown and also faded. One was the way in. Not the way out unfortunately. Another was the way to the other evil places. With the evil hallway and evil office. The last door was the most evil, The Shot Room.

The rest of the room was filled with families. Including my family of five. My five year old self, my three year old brother, and my one year old sister. Then there was my mom and dad. Some of the other children was screeching or crying or not knowing what would happen to them. So they would just be playing. I was in the middle of both. I was playing with fear, playing, knowing what would happen, knowing that the worst moment of my life was coming ever closer. It was like knowing you would be put to sleep, sent to the dementors, waiting to take a ride in the Electric Chair.

I had had shots before. They were not you best friend. After a long while a nurse said, "Alyssa, Trevor, and Taryn, your turn." It was out turn. I got half dragged and I half walked. The door creaked open. It was the room of no return. The door slammed shut. There was no way out. Grown-ups guarding every outryway, making sure we couldn't escape. Seeing there was no way out we gave up and went for it.

Trevor went first. Before the shot was even touching him he was already howling. When it did hit him he was yelling loud enough to deafen you. He was done. It was my turn! He was still crying so a nurse tried to calm him down.

I was paralyzed with fear, I was death-defyed, I was scared. My mom and dad told me to "just be brave." "Just be brave?!" How could I "just be brave?!" But I had no time to think. It was coming. Just waiting to pounce, just waiting to penetrate my skin! I aw why trevor had screamed so loud. I couldn't hear anything, I could just see it coming, closer closer!

It touched, entered my flesh, and fulfilled its job. I started with a whimper then, BOOM! Full blast cry.

When Taryn had her turn she didn't even notice! Ugh! She was supposed to cry the most! Worse than Trevor!

But then I remembered it was over. We opened the door and the sparkling sun blinded out eyes. It was over. All over.

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Finally.

Annotation

The writer of this piece

- **orients the reader by establishing a situation and introducing the narrator.**
 - We were in the darkness filled, mountain-top cold, waiting room. We were preparing for the shots of our lives.
- **organizes an event sequence that unfolds naturally and uses a variety of transitional words, phrases, and clauses to manage the sequence of events.**
 - Trevor went first... It was my turn... When Taryn had her turn...
- **uses narrative techniques to develop experiences and events or show the responses of characters to situations.**
 - Humor through exaggeration: Before the shot was even touching him he was already howling. When it did hit him he was yelling loud enough to deafen you.
 - Reporting a character's thoughts: I was paralyzed with fear, I was death-defyed, I was scared.
 - Pacing: It touched, entered my flesh, and fulfilled it's job. I started with a whimper the, BOOM! Full blast cry.
- **uses concrete words and phrases and sensory details to convey experiences and events precisely.**
 - We were in the darkness filled, mountain-top cold, waiting room. We were preparing for the shots of our lives.
 - There were also doors. Three doors, which were also brown and also faded. One was the way in. Not the way out unfortunately.
 - The rest of the room was filled with families. Including my family of five. My five year old self, my three year old brother, and my one year old sister.
- **provides a conclusion that follows from the narrated experiences or events (emphasizing closure by the use of sentence fragments)**
 - We opened the door and the sparkling sun blinded our eyes. It was over. All over. Finally.
- **demonstrates good command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message).**

Suggested Writing Prompts for Grades 3-5

Or, you can help your students choose to write text-based essays.

I wish my teachers knew that.... (informative/explanatory)

What's the most beautiful person, place, or thing you've ever seen? Share what makes that person, place, or thing so special. (narrative)

Which is better, giant muscles or incredible speed? Why? (opinion)

What is the most difficult subject in school? Why is it difficult? What can you do to get better at that subject? (narrative)

Rewrite "Hansel and Gretel" from the witch's perspective. (narrative)

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Describe a scary situation that you've experienced. (narrative)

What is your first memory? Describe it. (narrative)

You wake up tomorrow with a silly superpower that makes you famous. What is that silly power? How does it lead to your becoming an international superstar? (narrative)

Are you a good loser? Explain. (opinion)

What are examples of things you want verses things you need? (informative/explanatory)

Last Friday, you were given one wish by a magical panda. You tried so hard to make a wish positive, but after the whacked-out events that unfolded over the weekend, you regret meeting that tricky panda. What did you ask for, and what happened? (narrative)

I wish my friends... (informative/explanatory)

Describe a routine that you often or always do (in the morning, when you get home, Friday nights, before a game, etc.). (narrative)

What things do all kids know that adults do not? (opinion)

What TV or movie characters do you wish were real? Why? (informative/explanatory)