

People like horror stories because they like the plot of the story, the feeling of getting scared, and the suspense.

First of all, the plot of the story is pretty interesting. What gets interesting in the plot is the rising action when things start to get intense, like killing an old man. For example it was mentioned in the story how he cuts the old man's body and hides the corpse in the ground.

People like the feeling of getting scared because of how it feels and how you can't move when you are scared. For example in the story it mentions how the old man got scared when he heard a noise. He jumped up and he asked "who is there". I can relate to this because once I heard a noise and I jumped and woke up my sister.

Lastly some people might like suspense in their life that is why they like scary stories. They like suspense because they are excited to see what is going to happen. For example in the story it said "the beating grew louder and louder". The old man did not know what was going to happen at night. That means that after the repetition something strong is going to happen next. I can relate to that because every time I watch a tv show I want to know what is going to happen next.

Grade 8 ELD Informative Essay, Example D

This informative essay (or opinion piece) received an overall score of 2 on the district rubric. The writing clearly has a beginning and middle, although his/her transitions could be improved. At first glance, there appears to be a conclusion since one of the paragraph starts with “Lastly,” but that is actually just the final reason why people like horror stories and not a conclusion for the essay. The author’s use of quotes from scary stories further develops his/her own explanations. There are a significant number of errors in conventions (mostly in spelling and punctuation).



Common Core All-Subject Writing Rubric

GRADE 8

Writing Type(circle one):    Argumentative    Informative/Explanatory    Narrative (ELA only)

<p><b>CONTENT</b> X4</p>	<p>The writing has a sharp focus and clarity of purpose. The ideas are developed with examples and specific details including textual evidence and are thoroughly elaborated. All elements of the prompt are addressed.</p>	<p>The writing has a clear central idea and a clear focus. Ideas are developed with textual evidence, even though the development may be uneven. Information is relevant. Most elements of the prompt are addressed.</p>	<p>The writing has a vague central idea; there are shifts in focus or digressions. Ideas are listed, information may be incomplete or irrelevant, textual evidence may be lacking, and there is little development. Some elements of the prompt are <u>not</u> addressed.</p>	<p>The writing has unclear or confusing ideas. The ideas are missing relevant information, there is not enough information, or there is little or no development, and little textual evidence. Significant elements of the prompt are <u>not</u> addressed.</p>	<p>X4</p>
<p><b>ORGANIZATION</b></p>	<p>There is a beginning, middle, and end in the writing with strong transitions between ideas. Ideas are presented in a logical order and there is a sense of completion about the writing.</p>	<p>There is a beginning, middle, and end in the writing with simple transitions between ideas. Ideas are presented in a logical order and the writing may have a weak ending.</p>	<p>There is a weak beginning, middle, and end with gaps in ideas. Ideas are presented in random order, there may be significant repetition, and the writing may have no ending.</p>	<p>There is no beginning or end with severe gaps in ideas. Ideas are presented in a random or repetitive order. There may be too little information to demonstrate organization.</p>	
<p><b>SPELLING &amp; GRAMMAR (Conventions)</b></p>	<p>The writing exhibits superior control over grammar, spelling, punctuation, and capitalization. If there are errors present, they do not appear to be part of a pattern of errors.</p>	<p>The writing exhibits proper control over grammar, spelling, punctuation, and capitalization. If there are errors present, they do not appear to be a part of a pattern of errors.</p>	<p>The writing exhibits weak control over grammar, spelling, punctuation, and capitalization. The errors minimally affect the meaning of the writing.</p>	<p>The writing exhibits little to no control over grammar, spelling, punctuation, and capitalization. The errors greatly affect the meaning of the writing.</p>	
<p>Teacher Feedback: <span style="font-size: 2em; vertical-align: middle;">2</span>      {{Student Reflection on Back}}</p>			<p><b>Total Points Earned</b></p>		
			<p><b>Score</b></p>		