



## Horror story Opinion

There are a lot of reasons why people like horror stories, but I will give you three reasons why.

One reason is that they like to get goosebumps, When your spine starts to tingle. And the tingle goes up to your head. One experience that I have is I was watching a movie, and I was terrified, I was watching closely. I was cold and I was Getting goosebumps. Then the jumpscare happened.

The second reason is the feeling of excitement. Maybe you don't want your favorite character to "go through that door" because they might be in trouble, but while it's happening you feel kinda chilly and maybe you gasp or look away. An experience is when I was thinking of there was going to be something dangerous behind the door, so I felt excited and I couldn't wait.

Then the last reason, horrifying music. This kind of music makes you nervous because it's getting even more intense while you proceed throughout the movie, and it gets too intense when the character you like is about to be killed. Then the music stops for a few seconds, Then the jumpscare happens. The last experience that I had was when I was watching the movie and then the music started to play, so I began to get nervous, In fact so nervous that I looked away. Then the music stopped so I look back then the jumpscare got me.

And these are the three reasons why people like scary stories, everyone can feel a lot more different about them.

Grade 8 ELD Informative Essay, Example E

This informative essay (or opinion piece) received an overall score of 3 on the district rubric. The author did an excellent job with proofreading, and there are very few errors in conventions (spelling, grammar, capitalization, and punctuation). The writing has a clear focus, and the information is relevant. Although there is a beginning, middle, and end, the author could improve on transitions and avoiding repetition. For example, each paragraph begins with a reference to “reasons.” One weakness is that the author frequently jumps from first person (I) to second person (you), but this paper still earns a 3 because of the detailed examples provided.

Common Core All-Subject Writing Rubric

GRADE 8

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

<b>CONTENT</b> X4	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.	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.	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.	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.	X4
<b>ORGANIZATION</b>	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.	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.	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.	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.	
<b>SPELLING &amp; GRAMMAR (Conventions)</b>	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.	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.	The writing exhibits weak control over grammar, spelling, punctuation, and capitalization. The errors minimally affect the meaning of the writing.	The writing exhibits little to no control over grammar, spelling, punctuation, and capitalization. The errors greatly affect the meaning of the writing.	
Teacher Feedback:			3		Total Points Earned <hr/> Score
			{(Student Reflection on Back)}		