Student Sample: Grade 5, Informative/Explanatory

The informative writing that follows was produced in class.

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

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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.

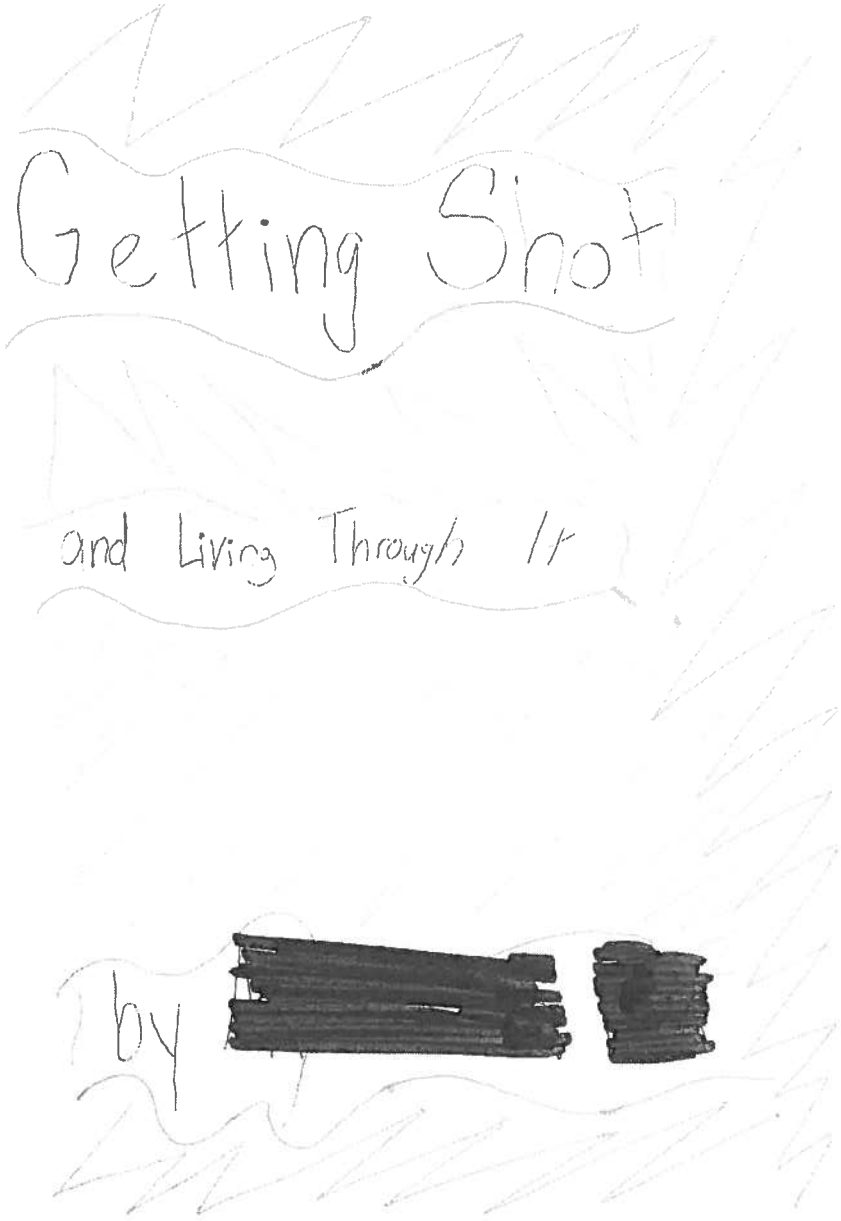
Annotation

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 gobble funking.*
    - *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.*
- **links ideas within and across categories of information using words, phrases, and clauses.**
    - *The Witches is the book that I am reading right now, and it is like The BFG, another book that is by Roald Dahl. They are alike because . . .*
- **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

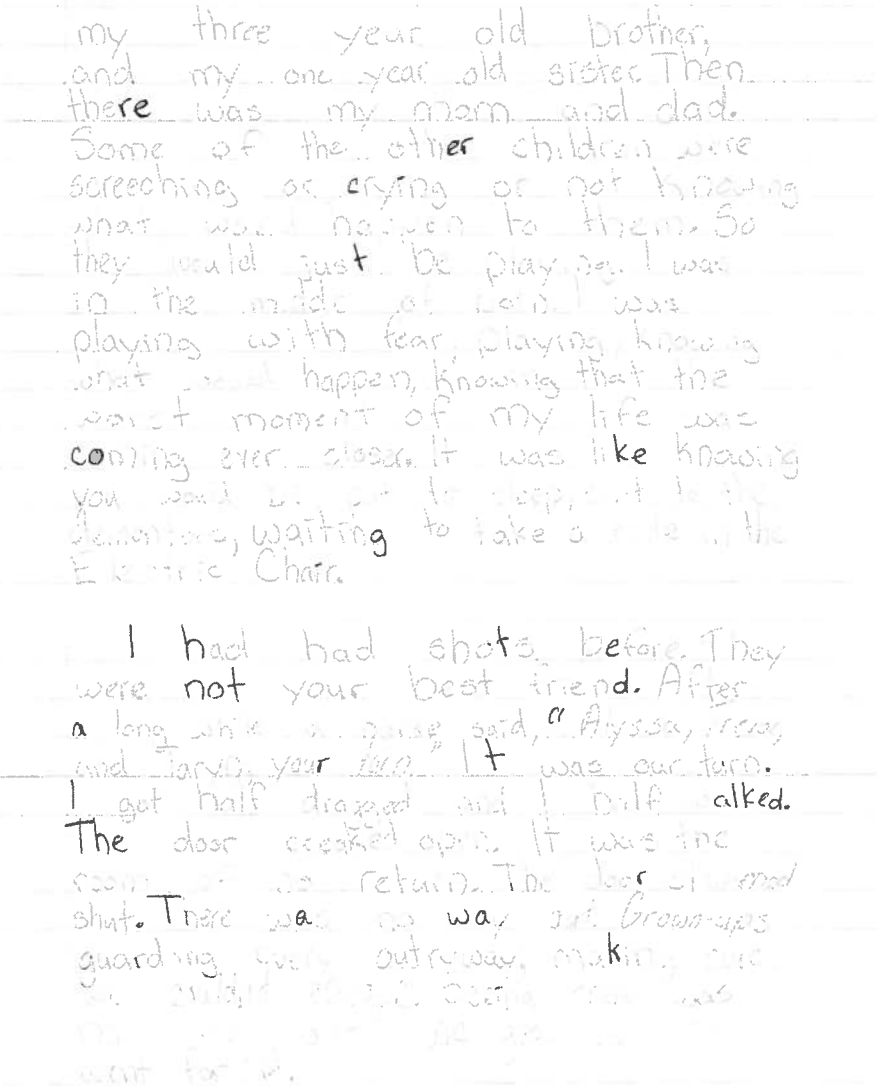
This narrative was produced in class, and the writer likely received feedback from her teacher and peers.



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.

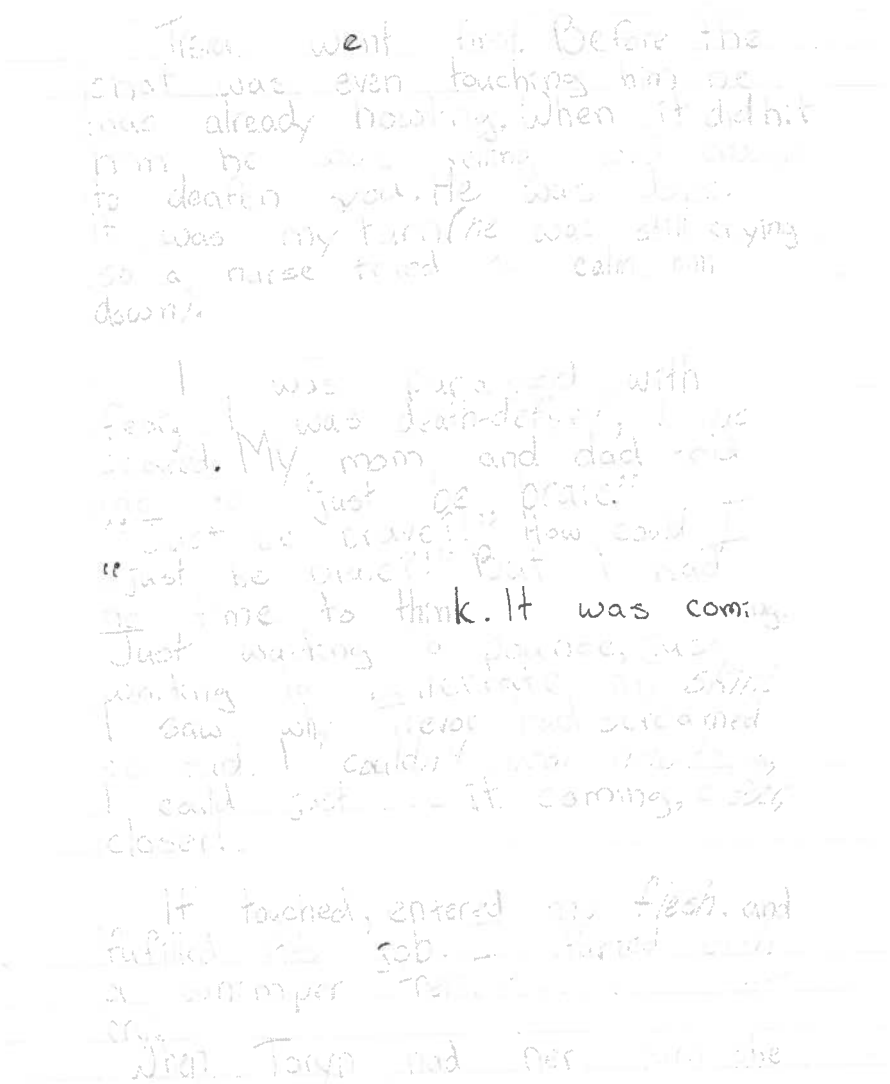
There were many [illegible] all moved to the [illegible]. It was hard to see the [illegible] in the [illegible] dark but it seemed to be some sort of faded brown. The room was big, no huge which gave it [illegible] the more reason to be [illegible] bringing. W[illegible] knew what [illegible] in the corner [illegible], anything. There were also doors. Three doors, which were also brown and also faded. One was the way in. Not the way out unfortunately. Another was the way to the other [illegible] places. With the evil hallway and the evil office. The last door was the most evil, The Shot Room.

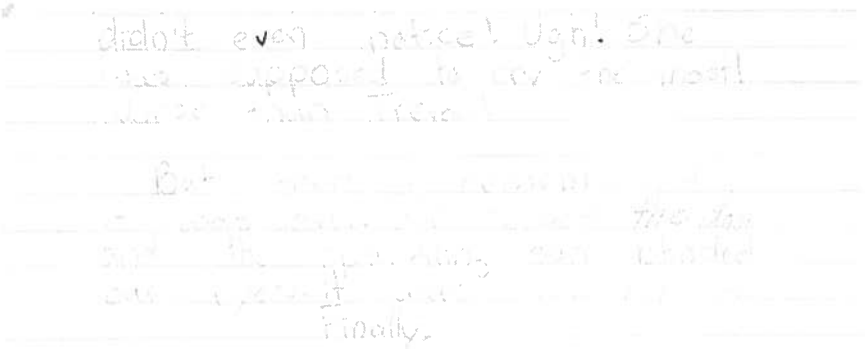
The rest of the room was filled with families. Including my family of five. My five year old self.



my three year old brother, and my one year old sister. Then there was my mom and dad. Some of the other children were screeching or crying or not knowing what would happen to them. So they would just be playing. I was in the middle of [illegible] 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, [illegible] the dementors, waiting to take a [illegible] the Electric Chair.

I had had shots before. They were not your best friend. After a long while [illegible] said, "Alyssa, Trevor, and Taryn, your turn." It was our 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 [illegible] [illegible] escape [illegible] was [illegible] went for it.





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 fufilled 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 bother, 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).**