



Writing Annotations

Grade: **8**

Year: 2001

Scoring: 4-Strand by 4-Levels

Modes:

Persuasive

Pages:

3-14



Writing Annotations

Directions:

The following annotations are **organized** by mode and from low to higher skilled papers within the mode.

Use these annotations when reading/rating your papers to rate each strand called for on the scoring guide. It's usually thought best to rate holistic traits first, i.e., Organization and Style, and then the more detail-oriented traits, i.e., Content and Conventions. Each set of papers includes a basic-below paper, two at-standard papers (low-at-standard and high-at-standard), and an above paper.

When **recording** your students' scores include the student's name (and ID, if required), four scores, and the prompt ID. Class averages are optional.

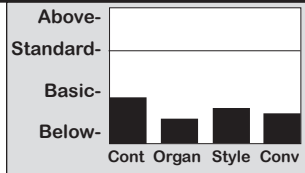
Scores for School and classroom level summaries will be reported in whole numbers only. Individual student scores may be reported as whole numbers and whole numbers with pluses and minuses; e.g. 3+, 3, or 3-.

Writing Annotations

Grade: 8 Year: 2001

Paper: 010828

Mode: Persuasive



Prompt: You have been selected to be part of an exchange trip program to another part of the United States of America. Each selected student is to bring something special to give to his/her exchange-trip family. The special thing should represent your hometown culture and be approved by the host organization.

What thing do you think you should bring?

Write a letter to the host organization convincing them that your choice is appropriate and representative of your hometown culture. (EPS 2001)

Annotation:

The writer consistently showed an insufficient ability to write a persuasive letter.

A general but wandering **focus** was present in this letter. It had no main idea (**topic**) but rather a list of ideas. The author has yet to develop general **reasons** and **evidence** to account for or explain and convince why he/she should bring the items to Austria: "I would breeg... and "I would breeg..." The writers' **message** reflected a simplistic list of thoughts. No introduction or conclusion was present. Items mentioned were hardly patterned in the body of the text until the last two incomplete "sentences" (**middle**) suggested a connection. Only the conjunction "and" was evidence of any **transitions**. As a result the text did very little to be a letter organized toward persuasion. There was no variety of **sentence** structures and while oral reading was not difficult, awkwardness in the sentences did exist. **Word choice** showed a fleeting moment of awareness "...To sow them how we live..." but the writer's **voice** remained consistently flat and lacking in feeling or commitment. Standard English **usage** was inconsistently applied; for example there were problems with homophones and sentence structure. **Conventions** skills were best likened to the 1-3 GLEs. **Paragraphs** were not clearly presented although there may have been indentation in the first and fourth lines of text to suggest idea chunking (although inappropriately). **Spelling** was mostly reliant on phonetic interpretation of words. **Capitalization** or letter case was often incorrect. **Punctuation** was limited to end marks and the greatest need for improvement.

This paper has yet to meet the district's performance standard.

1 I Woud breeg a T.V to AuStraia.
2 And i woud breeg Sum Candy like a
3 Candy bar. And i woud breeg Sum Pihers.
4 And i woud breega liter. To Sow them how
5 we live.

Page 1 of 1

SCORING

1+

Content

- ☒ A. **Topic wanders; focus lost** (1+)
- ☒ B. **Reasons do not support thesis; missing** (1)
- ☒ C. **Evidence does not support reasons; missing** (1+)
- ☒ D. **Message missing or random thoughts** (1)

1

Organization

- ☒ A. **Introduction missing; no direction** (1)
- ☒ B. **Middle randomly or illogically ordered** (1+)
- ☒ C. **Transitions incorrectly used, omitted, or repetitive** (1)
- ☒ D. **Conclusion missing; restates topic; text abruptly ends** (1)

1+

Style

- ☒ A. **Sentences are similar in beginnings, length, and/or structure; no/minimal "sentence sense"; does not invite reading aloud** (1+)
- ☒ B. **Word Choice limited; does not enhance; thesaurus overload, passive verbs** (2)
- ☒ C. **Voice lacking; inadequate commitment; boredom; audience/purpose not addressed** (1+)

1

Conventions

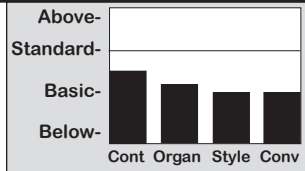
- ☒ Level 1: Below Basic
- Inconsistently** applies usage, spelling, capitalization, punctuation and paragraphs; **errors interfere** with meaning and/or readability. (1)

Writing Annotations

Grade: 8 Year: 2001

Paper: 010827

Mode: Persuasive



Prompt: You have been selected to be part of an exchange trip program to another part of the United States of America. Each selected student is to bring something special to give to his/her exchange-trip family. The special thing should represent your hometown culture and be approved by the host organization.

What thing do you think you should bring?

Write a letter to the host organization convincing them that your choice is appropriate and representative of your hometown culture. (EPS 2001)

Annotation:

The writer inconsistently demonstrated an adequate ability to write a persuasive letter.

The writer **focused** the topic in this letter in a broad manner. The **message** drew from the writer's personal observation but it did not provide sufficient evidence: "...it would be a rowedenum...because every other house has one in there front yard..." A to-the-point, weak **introduction** provided the reader with some direction. But this letter's **middle** showed a response to the prompt as if it were the answer to the question: "What would you bring to a host family?" The writer needed to direct the topic more precisely. The **details** did not sort themselves into what was important (or not). This left the reader to wonder which sentences were the main idea, and which were supporting details. Connecting **transitions**, i.e., because, so, also, helped in a minimal way for idea sequencing, but a **conclusion** was missing. The writer seemed reasonably sincere; however, the tone of the writing was flat and risk free. The word choice was functional and rather passive. Chosen **word choice** did not strengthen the writing. It lacked specificity and often was redundant. **Sentence** beginnings, structure, and length rarely varied but sentences generally flowed smoothly, as the writers' purpose was addressed. **Conventions** were generally intact for the GLEs in the 3-5 grade level range. **Punctuation** and **capitalization** were nearly always correct, but no **paragraphs** were evident to help clarify meaning. This letter would need moderate editing in Standard English **usage** and **spelling**.

This paper has yet to meet the district's performance standard.

Page 1 of 1

2+

Content

- ☒ A. Topic **generally** focused throughout (2+)
- ☒ B. Reasons connected; does **not support the thesis** (2)
- ☒ C. Evidence connected; does **not support the reasons; implied** (2)
- ☒ D. Message **present**; simplistic; flawed; needs interpretation (2)

2

Organization

- ☒ A. Introduction **restates** title or prompt, unclear, or only a **little sense** of direction (2-)
- ☒ B. Middle **loosely patterned**; outline-like (2)
- ☒ C. Transitions **telling/sequencing connections** (2)
- ☒ D. Conclusion **missing**; restates topic; text **abruptly** ends (1)

2-

Style

- ☒ A. Sentences have **some** variety in beginnings, length, and/or structure; **awkward**; **troublesome** to read aloud (2-)
- ☒ B. Word Choice **limited**; does **not enhance**; thesaurus overload, **passive** verbs (2+)
- ☒ C. Voice **distracted** commitment; tone **inconsistent**; yet to be invited-in; audience/purpose is weak (2-)

2-

Conventions

- ☒ Level 2: Basic
- Consistently** applies usage, spelling, capitalization, punctuation and paragraphs; **minimal errors do not interfere** with meaning and/or readability. (2-)

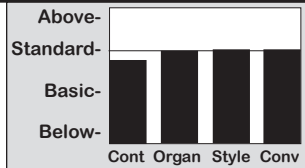
SCORING

Writing Annotations

Grade: 8 Year: 2001

Paper: 010817

Mode: Persuasive



Prompt: You have been selected to be part of an exchange trip program to another part of the United States of America. Each selected student is to bring something special to give to his/her exchange-trip family. The special thing should represent your hometown culture and be approved by the host organization.

What thing do you think you should bring?

Write a letter to the host organization convincing them that your choice is appropriate and representative of your hometown culture. (EPS 2001)

Annotation:

The writer consistently demonstrated an adequate ability to write a persuasive letter.

The **topic** in this formatted letter was presented in a narrowing manner. From the get-go the reader was aware of the letter's purpose and the writer's intent. The somewhat long **introduction** drew the reader in to trying to guess what the writer was going to describe: "What is something that is long, flat, ...I'm talking about snow skis!" With this the **message** drew from the writer's observations about skiing in Washington and how it was similar to surfing in Hawaii as "perfect thing to bring..." and represent the author's culture. **Reasons** offered had some support for the proposal, but **evidence** to support these reasons was not always strong: "...People here go up to the mountains every chance they get. It is kinda like over in Hawaii, everybody surfs..." Nonetheless, reasons and examples were logically presented (**middle**), and the few **transitions** used served for sequencing thoughts, i.e., because, also. The **conclusion** did not summarize but it did ask the reader for specific action. Appropriate **word choice** did strengthen the writing: "...come up with something really cool... fastened to boots to enable a person... take my offer into great consideration..." Variations in **sentence** beginnings and length supported the writing to flow smoothly. The writing **voice** was committed but not always risk taking. **Conventions** were mostly intact for the GLEs in the 6-8 grade level range. **Punctuation**, except for some internal commas, and **capitalization** were usually correct, and **paragraphing** helped clarify meaning. Standard English **usage**, as well as **spelling**, are mostly correct.

This paper has met the district's performance standard.

1 Dear Hawaii host organization,
2
3 I am replying back to you on behalf of the letter you sent
4 me, the letter explaining how we needed to bring something special with
5 us to give to our exchange-trip family. Well I have come up
6 with something really cool.
7
8 What is something that is long, flat, and can be made out of
9 wood, plastic, or metal? Need another clue? It can be fastened to
10 boots to enable a person to glide across the snow. Well? Do you
11 give up? Well if you don't know by now I am talking about snow skis!
12
13 I think snow skis would be the perfect thing to bring with me
14 for many different reasons. You see here in Washington we Washingtonians
15 like to ski alot in the winter. People here go up to the mountains
16 every chance they get. It is kinda like over in Hawaii, everybody
17 surfs. I have been thinking long and hard about this and I think it
18 would be perfect because in Hawaii they don't get snow, so they can't
19 ski. It just never gets that cold in Hawaii for it to snow. I think
20 they would like the skis because whenever they come over to the
21 mainland where they can ski they will have them. It is also pretty
22 easy to learn, for most people. I think the people would really
23 enjoy the skis also because it is something new and different.
24
25 So please take my offer into great consideration. I would greatly
26 appreciate it!
27
28 Sincerely,
29 Madeline K. [redacted]

Page 1 of 1

SCORING

- 3- Content**
- ☒ A. **Topic** narrowly maintained (3)
 - ☒ B. **Reasons** significant, **relevant** to support thesis (3)
 - ☒ C. **Evidence** significant, **relevant & elaborated**, supports reasons (3-)
 - ☒ D. **Message** interesting, **important**; may be obvious (3-)

- 3 Organization**
- ☒ A. **Introduction** presents thesis in some **context**; provides reader with **direction** (3)
 - ☒ B. **Middle** prepared in a **logical pattern** to show thesis (3)
 - ☒ C. **Transitions** show, signal, or maintain basic and sequencing connections (3-)
 - ☒ D. **Conclusion** ties up loose ends with **consequences**, connection to the broader, or **call for action** (3)

- 3 Style**
- ☒ A. **Sentences** vary in beginnings, length, and/or structure, **usually** flow smoothly, easily read aloud (3)
 - ☒ B. **Word Choice** specific; **strengthens** writing; **shows** use of **active** verbs (3)
 - ☒ C. **Voice** shows **commitment**; reader-writer interaction; tone attracts reader; audience/purpose addressed (3)

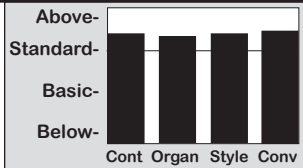
- 3 Conventions**
- ☒ Level 3: Proficient (According to grade level expectations)
Competent use of conventions; **mostly** and **consistently** applies correctly usage, spelling, and punctuation; does not interfere with meaning and/or readability. (3)

Writing Annotations

Grade: 8 Year: 2001

Paper: 010806

Mode: Persuasive



Prompt: You have been selected to be part of an exchange trip program to another part of the United States of America. Each selected student is to bring something special to give to his/her exchange-trip family. The special thing should represent your hometown culture and be approved by the host organization.

What thing do you think you should bring?

Write a letter to the host organization convincing them that your choice is appropriate and representative of your hometown culture. (EPS 2001)

1 Dear folks,
 2 As I am riding along in the car I gaze at the snow
 3 covered Cascade Mountains. A mammoth Boeing jet passes
 4 over while I'm staring at the intimidating U.S. Navy ships
 5 parked in Port Gardner Bay. While we continue on, a ferry
 6 boat pleasantly crosses the Puget Sound. That is a normal
 7 car ride through Everett, Washington.
 8 If I could bring one special thing with me on an
 9 exchange trip program to another part of the United
 10 States that would represent my hometown it would be a
 11 collage of pictures. The pictures would show the important
 12 and unique things of Everett.
 13 One picture would be of the peaceful, white Cascade
 14 Mountains at dawn so there is a pink glow to them.
 15 Another picture would be of a huge Boeing 747 jet taking off
 16 from Boeing with the Boeing building in the background.
 17 The next picture would be of the U.S. Navy battleships and
 18 aircraft carrier parked in Port Gardner Bay. And the last
 19 picture would be of a vast double decker ferry boat
 20 crossing the Puget Sound.
 21 I think you will love this collage of pictures from
 22 my hometown. It will represent Everett well.
 23 Sincerely,
 24 [Signature]
 25 [Signature]

Page 1 of 1

Annotation:

The writer demonstrated an ample ability to consistently write a persuasive letter.

This "folksy" little letter provided much color and imagery on its journey of supporting reasons for the writer's choice of a cultural gift for his/her host family. The writer **focused** the this letter in a narrow manner. From a sweeping **introduction** of sights around Everett, Washington the writer tells but did not explain how these venues represented Everett. The reader was left to assume this. This was the major weakness of this otherwise strong letter to persuade. The **message** implicitly tried to convince the reader with appropriate imagery but did not do so explicitly from the writer's personal opinion or experience: "...it would be a collage of pictures. The pictures would show the important and unique things of Everett." **Reasons** were supportive and relevant. The body of evidence was clearly and logically presented (**middle**), with many and varied **transitions** serving to both sequence and relate, i.e., "while, Another, next, And the last". The **conclusion** tended to summarize and link the reader to the proposal but it did not call for action. **Word choice** markedly strengthen the writing, at least at the beginning: "gaze at the snow covered..., A mammoth Boeing jet passes over...staring at the intimidating U.S. Navy ships parked in Port Gardner Bay...on a ferry boat pleasantly crosses the Puget Sound. The variations in **sentence** beginnings, structure, and length allowed the writing to flow smoothly. The writing **voice** was committed and noticeably aware of the reader. **Conventions** were mostly intact for the GLEs in 6-8 grade level range. **Paragraphs** helped clarify meaning.

This paper has met the district's performance standard.

SCORING

6

- 3+ Content**
- ☒ A. **Topic** narrowly maintained (3+)
 - ☒ B. **Reasons** significant, **relevant** to support thesis (3+)
 - ☒ C. **Evidence** significant, **relevant** & **elaborated**, supports reasons (3)
 - ☒ D. **Message** **interesting**, **important**; may be obvious (3+)

- 3+ Organization**
- ☒ A. **Introduction** **creatively** presents thesis in context; draws reader in with **strong** sense of direction (4)
 - ☒ B. **Middle** prepared in a **logical pattern** to show thesis (3)
 - ☒ C. **Transitions** **show**, **signal**, or **maintain** basic and sequencing connections (3)
 - ☒ D. **Conclusion** **ties up** loose ends with **consequences**, connection to the broader, or **call for action** (3)

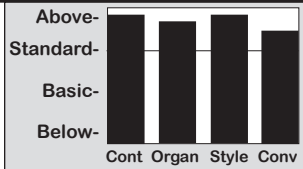
- 3+ Style**
- ☒ A. **Sentences** **vary** in beginnings, length, and/or structure, **usually** flow smoothly, easily read aloud (3+)
 - ☒ B. **Word Choice** **vivid**, **precise**, apt, **natural** & never overdone; **various** **active** verbs (4-)
 - ☒ C. **Voice** shows **commitment**; reader-writer interaction; tone attracts reader; audience/purpose **addressed** (3+)

- 3+ Conventions**
- ☒ Level 3: Proficient (According to grade level expectations)
Competent use of conventions; **mostly** and **consistently** applies correctly usage, spelling, and punctuation; does not interfere with meaning and/or readability. (3+)

Writing Annotations

Grade: 8 Year: 2001

Paper: 010837a
Mode: Persuasive



Prompt: You have been selected to be part of an exchange trip program to another part of the United States of America. Each selected student is to bring something special to give to his/her exchange-trip family. The special thing should represent your hometown culture and be approved by the host organization.

What thing do you think you should bring?

Write a letter to the host organization convincing them that your choice is appropriate and representative of your hometown culture. (EPS 2001)

Annotation:

The writer showed throughout a commanding ability to write a persuasive letter.

With the verve of an ad writer this author consistently narrowed the **focus** on what was to be seen, tasted, and chosen as an example of a cultural gift a host family might be given to represent the author's home town. The **reasons** and **evidence** were strong and relevant: "...apples grown at my grandparents... make scrumptious desserts... delicious drinks... have so much more to offer than those store bought ones... yummy apples that they really would show part of my home town culture." The writers' **message** reflected clarifying and purposefully organized thoughts. The **introduction** linked the writer to the reader and provided clear direction: "You have selected me as one of your exchange students. I am writing you to tell you about the special item I have chosen." The offered reasons and examples were purposefully and logically patterned in the body of the letter (**middle**). Within and across paragraph **transitions** were plentiful and appropriate to both relate and sequence the text, e.g., *also*, *One reason*, *Another*, "I said this before..." The **conclusion** attached itself to a broader context and a call for action. There was much variety of **sentence** structures and oral reading was easy with a good cadence. **Word choice** showed moments of enhancement and imagery: "...so much juicier and a lot crunchier... you can sink your teeth into a plain apple and it is just as delectable..." The writer's **voice** was consistently full of commitment and feeling. **Conventions** skills were consistently applied and are best likened to the 9-12 GLEs. **Paragraphs** were clarifying and purposeful.

This paper has met the district's performance standard.

1 January 17, 2001
2
3 Dear Host Organization,
4
5 You have selected me as one of your exchange
6 students. I am writing to tell you about the
7 special item I have chosen. I also wish to ask
8 you for permission to bring it.
9
10 The item, or items, I should probably say,
11 are apples. I wish to bring my host family a
12 basket full of homegrown apples. If you grant
13 me permission, I will bring them red apples grown
14 at my grandparents' mixed with green apples
15 grown in my own backyard. These apples are
16 something I truly believe represent my hometown
17 culture.
18
19 One reason for this belief is the things we
20 make out of apples are favorites almost anywhere
21 you go around here. Apples make scrumptious
22 desserts, such as apple pie, apple cobbler, and my
23 personal favorite, caramel covered apples. Plus,
24 you can sink your teeth into a plain apple and it is
25 just as delectable. We also make delicious drinks
26 with apples that are also all around favorites.
27 Apple juice and apple cider, cold or hot, are just

Page 1 of 2

SCORING

4 Content

- ☒ A. **Topic** purposeful throughout (4)
- ☒ B. **Reasons** purposeful, fully support thesis/position (4)
- ☒ C. **Evidence** purposeful, relevant, elaborated to fully support reasons, **clarifies** (4)
- ☒ D. **Message** interesting, important; may be obvious (3+)

4- Organization

- ☒ A. **Introduction** creatively presents thesis in context; draws reader in with **strong** sense of direction (4-)
- ☒ B. **Middle** purposefully arranged in a **logical** pattern; clearly fit together (4)
- ☒ C. **Transitions** clearly provide **cohesion** that covers the bulk of the text; intentionally signals/implies relationship connections (4-)
- ☒ D. **Conclusion** ties up loose ends with **consequences**, connection to the broader, or **call for action** (3+)

4 Style

- ☒ A. **Sentences** vary widely in beginnings, length, and/or structure, flow **easily**; **cadence**, invites reading aloud (4-)
- ☒ B. **Word Choice** vivid, precise, apt, **natural** & never overdone; **various** active verbs (4-)
- ☒ C. **Voice** engaging, confident, commitment, **takes a risk**; hooks reader; audience/purpose **strongly** addressed (4)

3+ Conventions

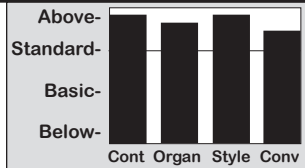
- ☒ Level 3: Proficient (According to grade level expectations)
Competent use of conventions; **mostly** and **consistently** applies correctly usage, spelling, and punctuation; does not interfere with meaning and/or readability. (3+)

Writing Annotations

Grade: 8 Year: 2001

Paper: 010837b

Mode: Persuasive



Prompt: You have been selected to be part of an exchange trip program to another part of the United States of America. Each selected student is to bring something special to give to his/her exchange-trip family. The special thing should represent your hometown culture and be approved by the host organization.

What thing do you think you should bring?

Write a letter to the host organization convincing them that your choice is appropriate and representative of your hometown culture. (EPS 2001)

Annotation:

The writer showed throughout a commanding ability to write a persuasive letter.

With the verve of an ad writer this author consistently narrowed the **focus** on what was to be seen, tasted, and chosen as an example of a cultural gift a host family might be given to represent the author's home town. The **reasons** and **evidence** were strong and relevant: "...apples grown at my grandparents... make scrumptious desserts... delicious drinks... have so much more to offer than those store bought ones... yummy apples that they really would show part of my home town culture." The writers' **message** reflected clarifying and purposefully organized thoughts. The **introduction** linked the writer to the reader and provided clear direction: "You have selected me as one of your exchange students. I am writing you to tell you about the special item I have chosen." The offered reasons and examples were purposefully and logically patterned in the body of the letter (**middle**). Within and across paragraph **transitions** were plentiful and appropriate to both relate and sequence the text, e.g., *also*, *One reason*, *Another*, "I said this before..." The **conclusion** attached itself to a broader context and a call for action. There was much variety of **sentence** structures and oral reading was easy with a good cadence. **Word choice** showed moments of enhancement and imagery: "...so much juicier and a lot crunchier... you can sink your teeth into a plain apple and it is just as delectable..." The writer's **voice** was consistently full of commitment and feeling. **Conventions** skills were consistently applied and are best likened to the 9-12 GLEs. **Paragraphs** were clarifying and purposeful.

This paper has met the district's performance standard.

28 *two of them.* 37B

29

30 *Another reason I believe I should take these*

31 *apples is that they have so much more to offer*

32 *than those store bought ones. Home grown*

33 *apples have so much more flavor. Not to*

34 *mention they are so much juicier, and they*

35 *are a lot crunchier, too. So many people*

36 *around here grow these yummy apples that*

37 *they really would show part of my home town*

38 *culture.*

39

40 *I said this before and I'll say it again,*

41 *so many people around here grow their own*

42 *apples that this gift would truly represent my*

43 *hometown's way of life. Many people in and*

44 *around my neighborhood have their own apple*

45 *trees. Leaving you to think about my proposition,*

46 *which I hope you accept, have a nice day.*

47

48

49 *Sincerely,*

50

51 *Karla*

52

Page 2 of 2

SCORING

8

4 Content

- ☒ A. **Topic** purposeful throughout (4)
- ☒ B. **Reasons** purposeful, fully support thesis/position (4)
- ☒ C. **Evidence** purposeful, relevant, elaborated to fully support reasons, **clarifies** (4)
- ☒ D. **Message** interesting, important; may be obvious (3+)

4 Organization

- ☒ A. **Introduction** creatively presents thesis in context; draws reader in with **strong** sense of direction (4-)
- ☒ B. **Middle** purposefully arranged in a **logical** pattern; clearly fit together (4)
- ☒ C. **Transitions** clearly provide **cohesion** that covers the bulk of the text; intentionally signals/**implies relationship** connections (4-)
- ☒ D. **Conclusion** ties up loose ends with **consequences**, connection to the broader, or **call for action** (3+)

4 Style

- ☒ A. **Sentences** vary **widely** in beginnings, length, and/or structure, flow **easily**; **cadence**, invites reading aloud (4-)
- ☒ B. **Word Choice** **vivid**, **precise**, apt, **natural** & never overdone; **various active** verbs (4-)
- ☒ C. **Voice** **engaging**, **confident**, commitment, **takes a risk**; hooks reader; audience/purpose **strongly** addressed (4)

3+ Conventions

- ☒ Level 3: Proficient (According to grade level expectations)
- Competent** use of conventions; **mostly** and **consistently** applies correctly usage, spelling, and punctuation; does not interfere with meaning and/or readability. (3+)

Writing Sample

010828

Grade 8 Year 2001

Content

☐

Organization

☐

Style

☐

Conventions

☐

- 1 I Woud bregg a TV to AUStraia.
- 2 And i woud bregg Sum Candy like a
- 3 Cabdy par. And i woud bregg Sum Phncrs.
- 4 And i woud bregg a litter. To saw them how
- 5 we live.

Writing Sample

010827

Grade 8 Year 2001

Content

☐

Organization

☐

Style

☐

Conventions

☐

1 If I could pick only one thing it
2 would be a rowedenum. Our state flower is
3 the rowedenum. It represents our town because
4 every other house has one in there front
5 yard. They grow in any wether so they can
6 enjoy it for a long time. They are easy to
7 keep, so they won't have to worry about it, just
8 water every so often. It also represents our
9 state as our state flower. Rowedenums smell
10 good and look good, so it won't look bad if
11 they plant it in there yard.

Writing Sample

010817

Grade 8 Year 2001

Content

☐

Organization

☐

Style

☐

Conventions

☐

1 Dear Hawaii host organization,

2

3 I am replying back to you on behalf of the letter you sent
4 me, the letter explaining how we needed to bring something special with
5 us to give to our exchange-trip family. Well I have come up
6 with something really cool.

7

8 What is something that is long, flat, and can be made out of
9 wood, plastic, or metal? Need another clue? It can be fastened to
10 boots to enable a person to glide across the snow. Well? Do you
11 give up? Well if you don't know by now I am talking about snow skis!

12

13 I think snow skis would be the perfect thing to bring with me
14 for many different reasons. You see here in Washington we Washingtonians
15 like to ski alot in the winter. People have go up to the mountains
16 every chance they get. It is kinda like over in Hawaii, everybody
17 surfs. I have been thinking long and hard about this and I think it
18 would be perfect because in Hawaii they don't get snow, so they can't
19 ski. It just never gets that cold in Hawaii for it to snow. I think
20 they would like the skis because whenever they come over to the
21 mainland were they can ski they will love them. It is also pretty
22 easy to learn, for most people. I think the people would really
23 enjoy the skis also because it is something new and different.

24

25 So please take my offer into great consideration. I would greatly
26 appreciate it!

28 Sincerely,

29 Madeline K.

Writing Sample

010806

Grade 8 Year 2001

Content

☐

Organization

☐

Style

☐

Conventions

☐

1 Dear folks,

2 As I am riding along in the car I gaze at the snow
3 covered Cascade Mountains. A mammoth Boeing jet passes
4 over while I'm staring at the intimidating U.S. Navy ships
5 parked in Port Gardner Bay. While we continue on, a ferry
6 boat pleasantly crosses the Puget Sound. That is a normal
7 car ride through Everett, Washington.

8 If I could bring one special thing with me on an
9 exchange trip program to another part of the United
10 States that would represent my hometown it would be a
11 collage of pictures. The pictures would show the important
12 and unique things of Everett.

13 One picture would be of the peaceful, white Cascade
14 Mountains at dawn so there is a pink glow to them.
15 Another picture would be of a huge Boeing 747 jet taking off
16 from Boeing with the Boeing building in the background.
17 The next picture would be of the U.S. Navy battleships and
18 aircraft carrier parked in Port Gardner Bay. And the last
19 picture would be of a vast double decker ferry boat
20 crossing the Puget Sound.

21 I think you will love this collage of pictures from
22 my hometown. It will represent Everett well.

23 Sincerely,

24 T

25 y

Writing Sample

010837a

Grade 8 Year 2001

Content

☐

Organization

☐

Style

☐

Conventions

☐

1

January 17, 2001

2

3 Dear Host Organization,

4

5 You have selected me as one of your exchange
6 students. I am writing to tell you about the
7 special item I have chosen. I also wish to ask
8 you for permission to bring it.

9

10 The item, as items, I should probably say,
11 are apples. I wish to bring my best family a
12 basket full of home-grown apples. If you grant
13 me permission, I will bring them and apples grown
14 at my grandparents' mixed with green apples
15 grown in my own backyards. These apples are
16 something I truly believe represent my hometown
17 culture.

18

19 One reason for this belief is the fact we
20 make out of apples are favorites almost anywhere
21 you go around here. Apples make delicious
22 desserts, such as apple pie, apple cobbles, and my
23 personal favorite, caramel covered apples. Plus,
24 you can sink your teeth into a plain apple and it is
25 just as delectable. We also make delicious drinks
26 with apples that are also all around favorites.
27 Apple juice and apple cider, cold or hot, are just

Writing Sample

010837b

Grade 8 Year 2001

Content

☐

Organization

☐

Style

☐

Conventions

☐

28 two of them.

37B

29

30 Another reason I believe I should take these
31 apples is that they have so much more to offer
32 than those store-bought ones. Home-grown
33 apples have so much more flavor. Not to
34 mention they are so much juicier, and they
35 are a lot crunchier, too. So many people
36 around here grow these yummy apples that
37 they really would grow part of my home town
38 culture.

39

40 I said this before and I'll say it again,
41 so many people around here grow their own
42 apples that this gift would truly represent my
43 home town's way of life. Many people in and
44 around my neighborhood have their own apple
45 trees. Leaving you to think about my proposition,
46 which I hope you accept, have a nice day.

47

48

Sincerely,

49

50

Karla

51

52