On-Demand Writing
Sample Released Writing Prompts with Student Responses and Multiple Choice Items

Grades 5 and 8
This document contains released writing tasks from the Kentucky Core Content Test. These tasks are presented in the new test format that will be used for the 2007 KCCT. The Writing Reference Sheet is presented before the writing tasks. Students will be writing their final copy in their student response booklet.

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# Kentucky Writing Scoring Rubric

## CONTENT

### Purpose and Audience; Idea Development and Support

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<thead>
<tr>
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<tr>
<td>□ Lacks purpose</td>
<td>□ Attempts to establish a general purpose; lacks focus</td>
<td>□ Attempts to establish and maintain a narrowed purpose; some lapses in focus</td>
<td>□ Establishes and maintains an authentic focused purpose throughout</td>
<td>□ Establishes and maintains an authentic and insightful focused purpose throughout</td>
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<tr>
<td>□ Lacks awareness of audience</td>
<td>□ Indicates limited awareness of audience’s needs</td>
<td>□ Indicates some awareness of audience’s needs; makes some attempt to communicate with an audience; may demonstrate some voice and/or tone</td>
<td>□ Indicates an awareness of audience’s needs; communicates adequately with audience; conveys voice and/or appropriate tone</td>
<td>□ Establishes and maintains an authentic and insightful focused purpose throughout</td>
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<tr>
<td>□ Lacks idea development; may provide random details</td>
<td>□ Demonstrates limited idea development with few details and/or weak support; may attempt to apply some characteristics of the genre</td>
<td>□ Demonstrates some idea development with details/support; support may be unelaborated, irrelevant and/or repetitious; may apply some characteristics of the genre</td>
<td>□ Demonstrates depth of idea development with specific, sufficient details/support; applies characteristics of the genre</td>
<td>□ Demonstrates reflective, analytical and/or insightful idea development; provides specific, thorough support; skillfully applies characteristics of the genre</td>
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## STRUCTURE

### Organization: unity and coherence; Sentences: structure and length

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<tr>
<td>□ Demonstrates random organization</td>
<td>□ Demonstrates ineffective or weak organization</td>
<td>□ Demonstrates logical organization with lapses in coherence</td>
<td>□ Demonstrates logical, coherent organization</td>
<td>□ Demonstrates careful and/or subtle organization that enhances the purpose</td>
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<tr>
<td>□ Lacks transitional elements</td>
<td>□ Demonstrates limited and/or ineffective transitional elements</td>
<td>□ Demonstrates some effective transitional elements</td>
<td>□ Demonstrates logical, effective transitional elements throughout</td>
<td>□ Demonstrates varied and subtle transitional elements throughout</td>
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<tr>
<td>□ Demonstrates incorrect sentence structure throughout</td>
<td>□ Demonstrates some ineffective or incorrect sentence structure</td>
<td>□ Demonstrates simple sentences; may attempt more complex sentences but lacks control of sentence structure</td>
<td>□ Demonstrates control and variety in sentence structure</td>
<td>□ Demonstrates control, variety and complexity in sentence structure to enhance meaning</td>
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## CONVENTIONS

### Language: grammar and usage, word choice; Correctness: spelling, punctuation, capitalization, abbreviation and documentation

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<tr>
<td>□ Demonstrates lack of control in grammar and usage</td>
<td>□ Demonstrates some control of grammar and usage with some errors that do not interfere with communication</td>
<td>□ Demonstrates some control of correctness relatively to length and complexity</td>
<td>□ Demonstrates control of grammar and usage relative to length and complexity</td>
<td>□ Demonstrates control of grammar and usage to enhance meaning</td>
</tr>
<tr>
<td>□ Demonstrates incorrect or ineffective word choice</td>
<td>□ Demonstrates simplistic and/or imprecise word choice</td>
<td>□ Demonstrates acceptable word choice appropriate for audience and purpose</td>
<td>□ Demonstrates control of correctness relative to length and complexity</td>
<td>□ Demonstrates accurate, rich and/or precise word choice appropriate for audience and purpose</td>
</tr>
<tr>
<td>□ Demonstrates lack of control in correctness</td>
<td>□ Demonstrates control of correctness with some errors that do not interfere with communication</td>
<td></td>
<td></td>
<td>□ Demonstrates control of correctness to enhance communication</td>
</tr>
</tbody>
</table>
Writing Task Directions

This part of the test contains two writing tasks. Read the two writing tasks carefully. Choose ONE of the writing tasks to complete. You will have 60 minutes to complete this task. You may not work or conference with anyone.

- Think about what you want to write.
- Use your Writer’s Reference Sheet to guide you in planning, revising, and editing your response.
- Use a prewriting/planning activity such as making notes, outlining, webbing, mapping, clustering, or brainstorming on paper provided by your teacher.
- Review the scoring criteria on the following page. These criteria will be used to score your work.
- Write a draft on paper provided by your teacher.
- Revise and edit your draft. You may use a dictionary and/or thesaurus.
- Write the FINAL copy in the space provided in your Student Response Booklet (Writing – Part B).

REMEMBER: The prewriting/planning activities will NOT be scored. Only your final copy in your Student Response Booklet will be scored. DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET. WHEN YOU FINISH, DO NOT WORK ON ANY OTHER PART OF THE TEST.
Writer’s Reference Sheet

Follow the steps below to help you successfully write your response.

Focusing

✓ Read the task to identify your purpose and audience and the form of writing you should use.
✓ Think about information you may have (personal experiences, current issues, and your knowledge about this topic) that will help you fulfill the purpose in your response to the task and meet the needs of the audience.

Prewriting

✓ After reading the task and focusing your thinking, begin to plan what you will write.
  • Select and narrow your topic.
  • Focus on your purpose by identifying a central/controlling idea.
  • Identify your audience’s needs.
  • Generate and organize your ideas and support. (You may use graphic organizers).

Drafting

✓ Write a first draft of your response to the task on paper provided by your teacher.

Revising

✓ Be sure to review your writing for the following:
  • Focus and attention to purpose and audience
  • Development of ideas, details, and support
  • Clear organization, with transitions as necessary
  • Variety of sentence structures

Editing

✓ Review your writing and correct any errors in sentence structure, word choice, punctuation, capitalization, and spelling.

Publishing

✓ The final draft of your response must be written in your Student Response Booklet.

As you revise, ask yourself these important questions.

When I organized my writing, did I

• include an attention-getting lead (such as a quote, a question, or a statement)?
• develop the body (with supporting details, transitions, and paragraphs)?
• conclude effectively (by referring back to the lead, asking the audience to take action, leaving the audience something to think about, etc.)?

If it is a letter, have I

• used the correct letter form (business or friendly)?
• supported my purpose with details?
• answered my audience’s anticipated questions?

If it is an editorial, have I

• given my opinion?
• supported my opinion with reasons?
• given examples, statistics, stories, etc., to support each reason?

If it is an article, have I

• focused on an interesting angle of the topic?
• supported my purpose with relevant idea development?
• used text features effectively (sections with headings, bulleted lists, etc.)?

If it is a speech, have I

• met the needs of my audience?
• supported my purpose with details that will engage the audience?

Remember to print or write neatly.
Grade 5 On-demand and Multiple Choice Overview

Grade 5 On-Demand Writing Information

The on-demand writing tasks are designed to assess students’ abilities to use appropriate forms, conventions, and styles to communicate ideas and information given a specific audience, purpose, and form for the piece of writing. Common purposes include persuading, narrating an event for a transactive purpose, and informing. Small amounts of text, graphics and charts may be incorporated into the prompt. Common forms of written responses at grade 5 include letters and articles.

Narrate an Event for a Transactive Purpose

Students will use narration (a story or an account) in order to support an idea, opinion, conclusion, interpretation, request, etc. The storyline, which could be based on the student’s experience, is a way of developing the writing in order to accomplish a realistic, transactive purpose.

All writing for the on-demand writing test is transactive in nature, so when students develop their writing by using narration, their purpose is not to complete, for example, a personal narrative. The story is a means of helping students inform/persuade readers to accept their ideas, opinions, conclusions, etc. The story is one form of support and idea development available to the writer in accomplishing his or her purpose.

Some ways to indicate this purpose:
• “Tell about a time . . .”
• “Refer to your own experience and . . . “
• “From your own experience, relate an incident that . . . ”

Persuade

Students will write in order to convince the reader to take some action or to accept the writer’s idea, request, opinion, conclusion, interpretation, plan, recommendation, etc. Providing readers with appropriate information may well be a part of a persuasive writing, but student writers also should remember that their purpose is to convince the reader to agree with the writer’s ideas or to take the action the writer advocates.

Students should show awareness of their audience in developing a persuasive writing. They should develop the writing in ways to convince the reader. Some ways to indicate this purpose:
• “Convince readers to . . .”
• “Write to help others accept your opinion about . . .”
• “Urge readers to . . .”
Inform

Students will write in order to present information and provide explanation that can help readers understand something relevant to students’ lives and experiences (e.g., issue, problem, need, event) or to accomplish a task/procedure, achieve a goal, solve a problem, etc.

Students should be reminded that merely providing information is not enough for writing such as that called for in the on-demand writing test. Explanation (idea development) is needed. In writing to inform, students should reveal their thinking and their ability to communicate effectively with readers. Writing to inform, then, will provide explanation, information, and other support to accomplish a realistic purpose. In developing the writing, students should show their ability to communicate effectively with readers, not merely repeat information they have learned, as in writing to demonstrate learning to the teacher.

Some ways to indicate this purpose:
• “Help readers understand that . . . “
• “Share your knowledge. . . ”
• “Provide information that will . . .”

Multiple Choice Writing Assessment Information

The multiple choice assessment is comprised of 12 items that address the Revising and Editing components of the Writing Process subdomain of the Writing Core Content for Assessment 4.1.
Grade 5 Prompt with Student Responses
Narrate an Event for a Transactive Purpose: Article

Sample Writing Task

Situation:
A “Special Memories” booklet is being published at your school to hand out to all students. Think about an interesting event or a special time to include in the booklet.

Writing Task:
Write an article for the “Special Memories” booklet telling about an interesting event or a special time. Be sure to include details that help the students understand why you chose this time or event.

Academic Expectations: 1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

Core Content Code:
WR-E-1.1.0
Purpose/Audience: Students will establish and maintain a focused purpose to communicate with an authentic audience by
• Narrowing the topic to create a specific purpose for writing
• Establishing a controlling idea, theme, or conclusion about the topic
• Choosing a perspective authentic to the writer
• Analyzing and addressing the needs of the intended audience
• Adhering to the characteristics of the form
• Applying a suitable tone
• Allowing voice to emerge when appropriate
See Core Content Code WR-05-1.1.3 for specific indicators dealing with transactive writing.

WR-E-1.2.0
Idea Development/Support: Students will support main ideas and deepen the audience’s understanding of purpose by
• Developing logical, justified and suitable explanations
• Providing relevant elaboration
• Explaining related connections or reflections
• Applying idea development strategies appropriate for the form
See Core Content Code WR-05-1.2.3 for specific indicators dealing with transactive writing.

WR-E-2.3.0
Organization: Students will create unity and coherence to accomplish the focused purpose by
• Engaging the audience
• Establishing a context for reading when appropriate
• Communicating ideas and support in a meaningful order
• Applying transitions and transitional elements to guide the reader through the piece
• Developing effective closure
See Core Content Code WR-05-2.3.3 for specific indicators dealing with transactive writing.
WR-E-2.4.0
Sentence Structure: Students will create effective sentences by
• Applying a variety of structures and lengths
• Developing complete and correct sentences unless using unconventional structures for an intentional effect when appropriate
See Core Content Code 05-2.4.3 for specific indicators dealing with transactive writing.

WR-E-3.5.0
Language: Students will exemplify effective language choices by
• Applying correct grammar and usage
• Applying concise use of language
• Incorporating strong verbs, precise nouns, concrete details and sensory details
• Applying language appropriate to the content, purpose and audience
See Core Content Code 05-3.5.3 for specific indicators dealing with transactive writing.

WR-E-3.6.0
Correctness: Students will communicate clearly by
• Applying correct spelling
• Applying correct punctuation
• Applying correct capitalization
• Incorporating acceptable departure from standard correctness to enhance meaning when appropriate
• Incorporating appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources)
Famous in a Moment

I remember the incident, and I was drawn towards the day perfectly. Every detail and reaction, and how flabbergasted I had been when that moment occurred—it changed my life forever.

Perched on a stool, with my elbows propping my head up, glass window set on the table before me, I sat into the door. Mrs. face peering in though the rectangular hanging in the corner of the room. Around me I heard her in the continuous sound of mouths. She was smiling, her eye gleamed in her eye. "I have just..."

Elementary School’s art room, attending the come back from Academic Team party. We all had a principal meeting, been watching the dozen, while eating pizza and chips, and drinking soda for some time, when the silence in the room was broken by two curt knocks on the door. I looked at our attention immediately was..."
to me, and cast a surprised but I can tell you that
look. my stomach did some type

I was bursting to tell over and over. Immediately
someone, but by the time I was crowded by people
got back, school was congratulating me, and
dismissed. Then I remembered hugging me and shaking
that there was a classroom my hand. It was all in
of students still here.” In my sort of a daze.

mind personally I thought for when I was finally
her to hurry up and say it, able to raise my hand
so we could go back to watching above the crowd
our movie, but I was in a. I inquired Mrs.

way interested. when it was going

“I have just learned which to get my book
5th grade student one the back, for some
State Young Authors Award.” Unapparent reason
I stared at her wide-eyed. I hadn’t everyone
heard from my book for several began to laugh
weeks, I was in fifth grade, and I didn’t

Mrs. was so thrilled, it must think it was
of been from our school! It’s funny. My book
my lip and clasped my had been away
hands together anxiously, waiting from me for
for to announced the winner. such a while, it

“I’m glad to announce, that felt as if a
has won part of me was
State Young Authors in what my gone— and I
faced looked like. I had no idea. wanted it back!”
When my mom finally came to retrieve me, I was bubbling to inform her what had happened. I rushed through the garage steps and countered slowly into the dining room, where on the table light fall of rain to our car. I dumped my backpack on the floor, buckled my seat belt, with a flurry, and was about to thank my parents, say my announcement, when she interrupted me. “How does it feel to a winner?” I stared at her aghast, my mouth hanging open slightly in astonishment. Before I could ask her she said, “Ah, yes, the Journal had phoned and emailed my family to let them know. Everybody else knew before me. Even though I

As our car pulled into our driveway, my mom said...
doe, my picture appeared in
the paper twice, both times
with a semi-long article.
Several of the places I
grew during those two weeks.
people knew my name, and
had read my book online.
Overall, and completely, that
moment that I learned that
I had won State Young
Authors, was truly a
special moment in my life,
and I will remember it
forever.

NOTE: It is not necessary for a student to write in columns when writing an article.
The 9/11 terrorist attack is an important memory for our country. It is an event where many people lost their lives and we should honor them. September 11’s events aren’t a good memory, but they will always be there.

No one really expected it. On September 11, 2001, United Flight 93’s plane crashed into one of the Twin Towers. Many people from both the plane and people in the buildings lost their lives. For a lot of people that saw the crash, it was a big shock to see an airplane hit the top of a skyscraper. Many people were walking near the site at the time. Some stared in alarm, some tried to contact others. I don’t think anyone should be able to look back at that day and really be happy about it, especially a true American that cares about their country.

When most of the trauma was over, the country was full of sorrow and stress. People who lost loved ones were of great quantity. As Americans, we should be thankful for our freedom. Thankful that the most powerful people in our country such as the President aren’t cruel like the terrorists that caused 9/11. They want to help us stay safe. Some countries’ rulers are out to hurt the people in their country. Also as Americans, we should continue to
Remember that terrible day and its events, even if it makes us sad, but at the same time think about the people who died for being Americans and being on that airplane or in one of the twin towers. We need to remember 9/11 because it will always be with America.
When my baby brother was born, my whole family all started to teach him how to walk. But I knew that it would take a long time before I could be successful. Sometimes I would giggle when he tries to stand up, but falls down on his back. A few years went by, and now my parents were very eager to get him to walk. So one night our whole family huddled into our parents room, we sat in a big circle, and put him in the middle. Then we all took turns teaching how to walk. Finally it was my turn. I stood up until he was balanced, then I moved across the room, sat down and held out my hands. Next I said, "Come over here! You can do it!" He looked kind of confused, but then he looked at his feet, held out his tiny hands, and lifted his leg and took one step! But then he fell down, "Shoot!" I exclaimed, "I almost..."
It was late now and I needed to go to bed, so I jumped in bed and fell fast asleep. Suddenly I woke up from a big hurry from my family. I ran over to my parents door, I knocked, and guess who answered the door, I actually could walk! I walked over to me and gave me a sweet and gentle hug.

My brother had finally taken his first steps!
When I went to Washington DC, it was my favorite special event. Because we saw all kinds of cool stuff like an IMAX 3-D movie and giant statues and monuments of Presidents and soldiers who died in wars. But one of the coolest things there was the ever-burning flame of John F. Kennedy's grave at Arlington Cemetery, and also from up there you can see the capitol building straight ahead. But there's more, we and my friends all found somebody with our last name at the Vietnam memorial. We also saw the White House, the Library of Congress, the Capitol building, the air and space museum, the Museum of Natural History, and the Korean War Memorial, and we went inside all of them. By the time I got back I had learned a lot more than I ever have on a field trip.
A Special Memory at School

The special memory I have concerne is the time a furzer came to our school. If you should 15 items or more from the catalog you would get to go to a inflated party. If your friends were there you could hang out and go on different rides. The different rides that was there were inflated slides, obsticoool cores and a maze. My favorite was the obsticoool core because it wasn't that far off the ground and I like obsticoool cores.
When I was a little girl, I went to my aunt’s birthday party. When she turned sixteen, everybody was wearing blue rapping paper on their heads. I wanted to also wanted to wear blue rapping paper on my head too.
This Page Left Blank Intentionally
The Great Jackie Robinson

1. Jackie Robinson was born on January 31, 1919, in Georgia. Life was very difficult for African Americans in Georgia in those days. His mother moved the family to Pasadena, California, when Jackie was just a baby.

2. Jackie grew up playing many different sports. Every time he played, he tried very hard to win. Jackie had a large family. In college, Jackie was a star. He competed in baseball, basketball, football, and track.

3. Jackie served in the army during WW II. In 1945, he played baseball for the Kansas City Monarchs. He played so well that he moved up to the International League in 1946 and played for the Montreal Royals. Jackie then led them to the Little World Series championship.

4. April 15, 1947, was Robinson’s first major-league baseball game. It was a huge moment in our country’s history, because it was the first time an African American had played in major-league baseball. He scored the winning run in that game, and he went on to win the Rookie of the Year.

5. Ten years of playing professional baseball, Jackie Robinson retired. He became a businessman, working as hard in business as he did on the field.

6. Jackie Robinson is an American hero. He taught us that all people should be treated equally, on and off the field.
Mark your answer choices for multiple-choice questions 1 through 4 on page 3 of your Student Response Booklet.

1. Choose the correct way to spell the underlined word in this sentence from lines 1 and 2.
   Life was very difficult for African Americans in Georgia in those day.
   A. day’s
   B. dayes
   C. days
   D. No change is needed.

2. Choose the sentence that does NOT belong in the paragraph that begins with line 4.
   A. Every time he played, he tried very hard to win.
   B. Jackie had a large family.
   C. In college, Jackie was a star.
   D. He competed in baseball, basketball, football, and track.

3. Choose the correct way to capitalize the underlined part of this sentence from lines 8 and 9.
   He played so well that he moved up to the International League in 1946 and played for the montreal royals.
   A. Montreal royals
   B. Montreal Royals
   C. montréal Royals
   D. No change is needed.

4. Choose the BEST word to begin this sentence from line 13.
   ten years of playing professional baseball, Jackie Robinson retired.
   A. After
   B. Later
   C. Until
   D. Except
Grade 8 On-demand and Multiple Choice Overview

Grade 8 On-Demand Writing Information

The on-demand writing tasks are designed to assess students’ abilities to use appropriate forms, conventions, and styles to communicate ideas and information given a specific audience, purpose, and form for the piece of writing. Common purposes include persuading, narrating an event for a transactive purpose, and informing. Small amounts of text, graphics and charts may be incorporated into the prompt. Common forms of written responses at grade 8 include letters, articles, editorials and speeches.

Narrate an Event for a Transactive Purpose

Students will use narration (a story or an account) in order to support an idea, opinion, conclusion, interpretation, request, etc. The storyline, which could be based on the student’s experience, is a way of developing the writing in order to accomplish a realistic, transactive purpose.

All writing for the on-demand writing test is transactive in nature, so when students develop their writing by using narration, their purpose is not to complete, for example, a personal narrative. The story is a means of helping students inform/persuade readers to accept their ideas, opinions, conclusions, etc. The story is one form of support and idea development available to the writer in accomplishing his or her purpose.

Some ways to indicate this purpose:
• “Tell about a time . . .”
• “Refer to your own experience and . . .”
• “From your own experience, relate an incident that . . .”

Persuade

Students will write in order to convince the reader to take some action or to accept the writer’s idea, request, opinion, conclusion, interpretation, plan, recommendation, etc. Providing readers with appropriate information may well be a part of a persuasive writing, but student writers also should remember that their purpose is to convince the reader to agree with the writer’s ideas or to take the action the writer advocates.

Students should show awareness of their audience in developing a persuasive writing. They should develop the writing in ways to convince the reader. Some ways to indicate this purpose:
• “Convince readers to . . .”
• “Write to help others accept your opinion about . . .”
• “Urge readers to . . .”
Inform

Students will write in order to present information and provide explanation that can help readers understand something relevant to students’ lives and experiences (e.g., issue, problem, need, event) or to accomplish a task/procedure, achieve a goal, solve a problem, etc.

Students should be reminded that merely providing information is not enough for writing such as that called for in the on-demand writing test. Explanation (idea development) is needed. In writing to inform, students should reveal their thinking and their ability to communicate effectively with readers. Writing to inform, then, will provide explanation, information, and other support to accomplish a realistic purpose. In developing the writing, students should show their ability to communicate effectively with readers, not merely repeat information they have learned, as in writing to demonstrate learning to the teacher.

Some ways to indicate this purpose:
• “Help readers understand that . . . “
• “Share your knowledge. . . ”
• “Provide information that will . . . ”

Multiple Choice Writing Assessment

The multiple choice assessment is comprised of 12 items that address the Revising and Editing components of the Writing Process subdomain of the Writing Core Content for Assessment 4.1.
Grade 8 Prompt with Student Responses
Inform: Speech

Sample Writing Task

Situation:
Read the following quotation:
“In spite of everything, I still believe that people are really good at heart.”—Anne Frank

Writing Task:
Write a speech to present to your peers informing them of the qualities exhibited by people who are “good at heart.” Support your response with details or examples.

Academic Expectations: 1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

Core Content Code:
WR-M-1.1.0
Purpose/Audience: Students will establish and maintain a focused purpose to communicate with an authentic audience by
- Narrowing the topic to create a specific purpose for writing
- Establishing a controlling idea, theme or conclusion about the topic
- Choosing a perspective authentic to the writer
- Analyzing and addressing the needs of the intended audience
- Adhering to the characteristics of the form
- Applying a suitable tone
- Allowing voice to emerge when appropriate
See Core Content Code 08-1.1.3 for specific indicators dealing with transactive writing.

WR-M-1.2.0
Idea Development/Support: Students will support main ideas and deepen the audience’s understanding of purpose by
- Developing logical, justified and suitable explanations
- Providing relevant elaboration
- Explaining related connections or reflections
- Applying idea development strategies appropriate to the form
See Core Content Code 08-1.2.3 for specific indicators dealing with transactive writing.

WR-M-2.3.0
Organization: Students will create unity and coherence to accomplish the focused purpose by
- Engaging the audience
- Establishing a context for reading when appropriate
- Communicating ideas and support in a meaningful order
- Applying transitions and transitional elements to guide the reader through the piece
- Developing effective closure
See Core Content Code 08-2.3.3 for specific indicators dealing with transactive writing.
WR-M-2.4.0
Sentence Structure: Students will create effective sentences by
• Applying a variety of structures and lengths
• Developing complete and correct sentences unless using unconventional structures for an intentional effect when appropriate
See Core Content Code 08-2.4.3 for specific indicators dealing with transactive writing.

WR-M-3.5.0
Language: Students will exemplify effective language choices by
• Applying correct grammar and usage
• Applying concise use of language
• Incorporating strong verbs, precise nouns, concrete details and sensory details
• Applying language appropriate to the content, purpose and audience
See Core Content Code 08-3.5.3 for specific indicators dealing with transactive writing.

WR-M-3.6.0
Correctness: Students will communicate clearly by
• Applying correct spelling
• Applying correct punctuation
• Applying correct capitalization
• Incorporating acceptable departure from standard correctness to enhance meaning when appropriate
• Incorporating appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources)
“In spite of everything, I still believe that people are really good at heart.” At a time when millions of Jews were shipped off to concentration camps, forever separated from beloved friends and family, Anne Frank wrote these powerful and inspiring words. Yet, we cannot even begin to fathom what life was like for Jews. Gas chambers, harsh Nazis, and living lives of secret desperation. How can someone whose life is our worst nightmare believe others to be “good at heart”? What did Anne mean by these words? I believe being good at heart is characterised by being trustworthy, respectful to yourself and others, being unselfish, and standing up for what you believe in. Nazis displayed these characteristics to the smallest extent, yet according to Anne, everyone is good at heart.

Trust is a quality that will take you far in life. It is defined as: firm reliance in the honesty, dependability, strength, or character of someone or something. It is a safe bet to tell your secrets to someone who is good at heart, because they are also trustworthy. If someone is trustworthy, you know you can believe what they tell you. Trust is a fragile quality. It can take years to build up, and only one day to break. Being good at heart, is being a person who others can rely on to tell the truth when it’s honest and not expose other’s secrets.

Secondly, a person who is good at heart not only respects themselves, but respects others. They will not tell you that your views and opinions are
stupid. They will value your ideas and status as a fellow human being. Someone who is good at heart does not treat their parents or teachers with a bad attitude. They have a mannerism that lets others know that they are respected. Others want to be around a good-hearted person because the respect they receive makes them feel valued. A person with a good heart is not selfish. They put others before themselves in everything that they do. For example, if a good-hearted person was shopping and saw an elderly person unsuccessfully reaching for a loaf of bread, they would not glance away and move on. One with a good heart would take the time to assist someone else, even if it means taking time out of your own day.

Lastly, having a good heart is standing up for your beliefs. You do not let others get in the way of doing the right thing. If you saw a fellow classmate being bullied, you would not keep walking. One who is good at heart would stand up for the victim to tell the bully that what they are doing is wrong. This can be hard for many people to do, because they are afraid of looking foolish themselves, but having a good heart is standing up for your beliefs anyways.

Despite all of the hardship Anne Frank suffered
though, she still wrote “In spite of everything, I still believe that people are really good at heart.” Having a good heart is being a trustworthy person, respecting yourself & others, being unselfish, and standing up for what you know is right. She must have seen a small trace of these qualities in even the Nazis. It is our responsibility to dive within our selves and make these characteristics more evident to ourselves & everyone around us.
“In spite of everything, I still believe that people are really good at heart.” – Anne Frank

Keep in mind, my friends, that this is the young girl who was sent to a horrible death. Keep in mind that she was good at heart herself. Also keep in mind that the "people" she was speaking of were the monsters who sent her to her death.

People in the Holocaust had no real reason to be good at heart, but they remained the same as they had always been. This just shows that anything can occur at anytime, and despite how painful or how irritating the situation becomes, the people involved should do their best to remain good at heart.

You may ask, “How do I know someone is good at heart? Who is good at heart?”

Well many things can describe someone who is good at heart - they are responsible, caring, loving, kind, considerate, compassionate, the list goes on and on. Not only do words describe these people, actions can as well.

For example, you come home from a stressful day at school. You begin to complain to a stressed parent. Then, after you have let off all your steam, you feel a pair of arms embrace you tightly with a hug. Oh the joy of parents! They have GOT to be good at heart - they put up with crazy teenagers for 18+ years! They love you no matter how silly you act or how angry you get, and that is one heck of a good-at-heart type of person.
Not only is family good at heart, you can find SOME-ONE everyday anywhere you go. Football players! When some huge, psycho guy knocks the wind out of you then sticks out his hand to help you up, that’s good at heart.

You rebellious kids! Some crazy teacher gives you a death stare in class then gets up on their soapbox to give the longest lecture known to man. Isn’t he or she right down from that box, helping you through that deadly homework assignment? That’s good at heart.

I just wanted to share with you that people take this for granted all the time. EVERYONE has someone that is good at heart who gives a shoulder to cry on, a laugh to share, and plenty of great advice. But you have to give to receive. Be the Anne Frank, the psycho football player, the evil teacher of your peers. You never know when it might change someone’s life forever.
Anne Frank once said, "In spite of everything, I still believe that people are good at heart. I agree with her, people are mean and hateful, but most of the time, they don't mean to cause that much damage, or they feel bad about it later. People that are good at heart portray many qualities that are sometimes not visible, but we all know that they are there. I'm not saying that we can't see if people care and respect others, because for some people it is very visible. Many of you look like you have those qualities. For others though, it is not so visible. For example, school bullies, many of them may be the scariest people you ever know, but many of them are good at heart. We all know that they pick on or make fun of their peers, and take people's lunch money, but after the day is over, they go home and they feel bad because they don't have any friends and they feel bad for what they do uncontrollably. Maybe if others knew how they felt, they would forgive them, and would try to be friends with them.

People who have visible qualities do so. They help others and try to be friends with everyone. If there weren't so many hateful people in the world, we probably wouldn't be in war right now, and the tragedy on September 11, 2001 might have not happened. Qualities that people who are "good at heart" have are that they respect others and their decisions.
If you respect others, they will most likely respect you back. Also, they don't judge others by their appearance, race, or religion. Just because someone wears all black and doesn't go to church, that doesn't give someone the right to call them "goth" or a "devil worshiper". Good people are good at heart, even if it isn't visible.

Thank you.
Anne Frank once said, "In spite of everything, I still believe that people are really good at heart."

I think that some of the qualities exhibited by a person that is good at heart are: 1. care, 2. love, 3. respect, 4. kindness. I think that a person with a good heart is caring because they don’t give things they have and don’t need anymore to people that do need them. They also care for people physically. For example, they may have a volunteer job at a nursing home.

I also think that a person with a good heart is loving. I think this because they love everybody including their enemies.

Another quality exhibited by a person with a good heart is respect. For example, they treat people the way that they want to be treated. They would never lie or kill someone and they would probably never lie.

One more quality exhibited by a person with a good heart is kindness. For example, they are not rude when they talk to you and if you ever needed help they would probably help you.
These are just some of the qualities exhibited by a person with a good heart.
I hope you have a good heart. Thanks for listening to my speech.
I am going to present a speech about people that are good at heart. People that are good at heart is the people you can tell just by speaking with them. When you see someone with a good heart or speak to them they will act like they have known you you forever. They are good people that care's for everyone, and can always help you with anything and if they can't then they will try to do it or they will help you with something they can. A good person is someone who holds doors open for people and their the people shaking everyone's hand and you've never met them before. A good person is like an angel on earth with no wings with a big enough heart to take up for the wings.
I ask you what does good at heart mean? Does it mean your heart is in good shape? No it means that you are good to others, you act mean but your really nice on the inside and you treat others the way you want to be treated.
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Grade 8 Multiple Choice

The selection below is a rough draft of a student assignment. Read it carefully and choose the best answer for each question. Mark your answers for each multiple-choice question on page 3 of your Student Response Booklet. Mark only one answer for each question and fill in the circle completely.

Eric is writing a letter to his principal to support a longer lunch period. He has written a rough draft. Now he needs help revising and editing it. Read Eric’s draft and answer the questions that follow.

1 Dear Mr. Johnson,

2 My name is Eric Hague, and I am an eighth grader here at Woodson Middle School. My brother Jason is a sophomore in high school. I am writing to ask you to consider lengthening the lunch period. This would greatly help the student body.

3 Right now, lunch officially lasts from 11:45 to 12:15. But most students must stop at their lockers at least once during that time. For me to go from my fourth-hour class to my locker and then to the cafeteria takes about 5 minutes. I then have to wait in the lunch line, get and pay for my lunch, and find a seat. That takes another 10 minutes. It is usually noon by the time I actually take my first bite; and, if I am to be in my fifth-hour class by 12:15, I must begin leaving by 12:10. That is not enough time.

4 Mr. Johnson, I cannot eat my lunch that fast. I cannot visit with my friends. The lunch break is more of a rush than a break.

5 I am asking you to please consider adding 15 minutes to the lunch period. The students will greatly thank you.

6 Sincerely,

7 Eric Hague
1. Choose the sentence that does not belong in the paragraph that begins on line 2.
   A. My name is Eric Hague, and I am an eighth grader here at Woodsen Middle School.
   B. My brother Jason is a sophomore in high school.
   C. I am writing to ask you to consider lengthening the lunch period.
   D. No change is needed.

2. Choose the correct way to write the underlined part of line 9.
   It is usually noon by the time I actually take my first bite; and, if I am to be in my fifth-hour class by 12:15, I must begin leaving by 12:10.
   A. must began
   B. have begun
   C. begun
   D. No change is needed.

3. Choose the best way to combine the ideas of these sentences in lines 11 and 12.
   I cannot visit with my friends. The lunch break is more of a rush than a break.
   A. The lunch break is more of a rush than a break like I cannot visit with my friends.
   B. The lunch break is more of a rush than a break while I cannot visit with my friends.
   C. I cannot visit with my friends because the lunch break is more of a rush than a break.
   D. I cannot visit with my friends although the lunch break is more of a rush than a break.

4. Which word should be added to the beginning of this sentence in line 13?
   ______ I am asking you to please consider adding 15 minutes to the lunch period.
   A. Then,
   B. However,
   C. Therefore,
   D. Nevertheless,