



PAWS
Writing
Grade 5
Released Items
With Data

2009



Grade 5
Expressive



Response to Literature
Annotated Anchor Set
“Making a New Friend”



Grade 5

Released Writing Prompt

Making a New Friend

Read this paragraph from a story titled “The New Boy in Town.”

David was shocked by his new friend Carl’s suggestion. Try out for the play? David had always enjoyed singing and acting- but only in the privacy of his room. Unlike David, Carl sang on the bus, in the cafeteria line, and almost everywhere else he had an audience. David, on the other hand, didn’t like to be the center of attention. He preferred to blend in with the crowd. According to Carl, however, David didn’t have to try out for one of the lead roles in the play. More importantly, David knew that Carl would continue to bother him about trying out until he agreed. Carl thought being in the play would help David meet more people and make new friends. David just hoped he wouldn’t embarrass himself by forgetting his lines or tripping on the steps leading up to the stage. That was not the way he wanted the kids at his new school to get to know him.

Imagine David goes to your school. Think about David’s problem. Write about what you would tell David he should do.

Idea Development

Expressive

Response to Literature

My name is I'm the one kids go to they need advice at school. About a month ago, a boy by the name of David came to me and said, "Is this counselor's office, because I need advice."

"Yes," I told him, "Have a seat and tell me what's up."

"Well my name is David and I'm new here. My friend Carl told me to try-out for the play, because he says I good. I want to but I'm afraid that I might trip or forget my lines."

"Oh, you're David, Carl was talking about you the other day," I told him. "He say that

you're the best actor in the world, even better than himself."

"First to keep from tripping, all you do is watch what you're doing and where you're going.

Second Studies show that if you practices things such as line for a play before going to bed, you're more likely to remember it the next day. Last when you're performing don't look at the audience, so you're less likely to forget."

"Thank, now I have the confidence to fry-out," He said proudly as he left.

Now a month later here I am watching the play, "Romeo and Juliet", and gess whoose

playing Romeo... David. Thanks to Carl's
idea and my advice David can show his
talant.

Idea Development	29420005710 Making a New Friend	3	The student develops a clear and focused main idea in response to the topic (David should be confident and try out for the play). Descriptive details on page two enrich idea development (. . <i>to keep from tripping all you do is whatch what you're doing and where you're going. . . if you practices things such as line for a play before going to bed, you're more likly to remember it. . . don't look at the audience).</i>
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The New Boy in Town

David was a new kid in town. He didn't know what things were like our were thing were at.

One day David went to school and a boy named Carl's came up to him and said that he should try out for a play. David liked singing and acting but he didn't know what to do so he went home and thought about it.

Then he went back it was his second day of school so he is kind of use to things. Then he saw Carl's and said he would because Carl's would beg him until he agreed so he said yes.

But he said there was one problem he was afraid of tripping over the step or forgetting a line. Carl's said we are going to practice David so you won't forget a line. But then what if I trip over the step going up to the stage. Carl's said David, you won't trip over the step so don't worry you will do fine.

All in all David was excited to perform and told his mom that he wanted to do it again. because it was so fun. And Carl's said you didn't have to worry because I told you good tips and you never fell.

<p>Idea Development</p>	<p>29528009090 Making a New Friend</p>	<p>2</p>	<p>A main idea is presented (David should try out for the play because he likes singing and acting and Carl is going to help him prepare for the play). Details from the story are relevant and support the main idea (Carl's said we are going to practice David so you won't forget a line).</p>
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"Hey David" I said, "I'm ".

"Hi" He said, "are you in my class"?

"Yeah", I said "I wanted to know do you want to do a school activity"?

"Well, kind of, but I don't know what to do"?

"Well you could do track, the school play, soccer, basket ball - swimming, geography, Spelling bee or chess club", I said.

Well, my friend Carl

wants me to do the school play
but I don't want to. He stated
"Well thats all up to you," I
said

"I do like to run", he said
"I think I'll try track."
"Well I'll see you later"
I said.

After a couple of
days I saw him and he
said "I'm doing track I'll be
in the 500 and the hurdles
in the track meet on Monday."
"Thats great", I said "good luck"

=Thanks for helping me find something to do. He said

In the next couple years he won 12 metals and 2 huge trophies (the most anyone his age has ever won) he also became the youngest person to ever be in the olympics at the age of 11.

Idea Development	31849021940 Making a New Friend	1	There is an attempt to present a main idea in response to the topic (David can participate in other activities at school). The student attempts to develop ideas and advice through dialogue, but there are limited relevant details. The advice is a list of activities that lacks details (<i>track, the school play, soccer, basket ball, swimming, geography, spelling bee or chessclub</i>). While the conclusion offers some details that can be connected to David choosing track, the majority of the response does not support the main idea.
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It was 6:52 in the morning I didnt want
 to wake up I was all tired and grumpy but
 I took a bath ate breakfast and I was off on
 my skatebrode I was neary to the bus stop when
 I saw a gloomy kid waiting there I didnt
 know who he was so I asked him "Whats your
 name?" He didnt answer until I hear a
 small grunt and he said David.
 Then Mac arrive at the bus stop
 an I told him that I
 would help him pratice.

Idea Development	30959005730 Making a New Friend	0	The student does not present or develop a main idea in response to the prompt. The prompt asks students to "write about what you would tell David he should do." The student only states that he "would help him practice." Details are consistently irrelevant (I took a bath ate breakfast and I was off on my skatebrode; Then Mac arrive at the bus stop).
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Organization

Expressive
Response to Literature

If David went to my school I would certainly try to help him the best I could. This is a story of what I would do:

"Hey, David!" I yelled, "I heard you are trying to decide whether to join the play or not."

"Yeah," David replied full of grief. "I don't know whether I should join or not."

"Is there anything you would like me to do?" I asked.

"Well, could you give me some advice?"

"Sure!"

"Okay, thanks," he replied with a faint smile. "Here's the problem. Carl, my best friend, really wants me to join, but I don't like to sing or act in public very often. I also don't want to hurt Carl's feelings by declining. What should I do?"

"Well," I began, "here's what I think. If you really don't want to do it, or think you will forget your lines or something, then you don't have to do it. Don't let someone pressure you to do something you don't feel you want to do. If you feel like you can't be in the play, don't let

anyone force you to. Make your own decisions."

"Wow," David exclaimed, "thanks a whole lot! I really appreciate it. I think I'll try that."

"No problem," I stated. "Just glad I could help."

So if David went to my school, that is what I would tell him. He should be able to make his own choice so he will feel good.

Organization

30224026140
Making A New
Friend

3

The student develops an effective beginning, middle and ending by setting up the scenario, conveying the advice through dialogue, and summarizing in the conclusion. In addition, the student smoothly transitions between paragraphs (*This is a story of what I would do. . . . "What should I do?" "Well", I began "here's what I think. . . ."*). . The student effectively organizes similar ideas, varies sentences throughout, and consistently begins a new paragraph each time the speaker changes.

The New Boy in Town

David moved and came to my school and really wanted to try-out for the play but, thought he was too shy, this is what advice I would give to him,

I would suggest that he could take a Public Speaking class, this might help his shyness so he wouldn't panic when David got on stage or talked in large crowds.

The second thing I would advise of him to do is don't focus on the crowd if it would make you nervous because when you're nervous it's easier to forget your lines.

Third I would tell David to

practice with his family members or friends. That might make it so you have memorized your lines then it's easier to concentrate on what to say next.

And if none of those strategies worked I would suggest to take nice long deep breaths to help calm you down.

These are some suggestions I would give to help David get over his shyness.

	Organization	31132008080 Making A New Friend	2	The student presents a beginning, middle, and ending. Additionally, the student uses simple transitions between paragraphs (<i>The second thing, Third, And</i>), uses some topic sentences, groups similar ideas together, and indicates paragraphs by indenting. Most sentences are varied and correct.

What I would tell David. I would tell David not to be nervous if he joins the play. I would tell him this because I've been in a lot of plays and all you have to do is remember your lines and try your hardest.

Some other tips. Don't be nervous about tripping on the stairs because all you have to do is pay attention to what your doing. Some other ways to practice singing in front of crowds is to sing with Carl a lot. If you do trip on the stairs or mess up on your lines, just forget about it and start over like it never happened.

Some more tips, if kids laugh at you for messing up just tell them that everybody makes mistakes. You don't even have to join the play, just tell Carl that you don't want to. To make friends you could ask Carl to introduce you to some people that could be your friends.

That's what I would tell David.

Organization	29475000570 Making A New Friend	1	Similar ideas are not grouped together (Don't be nervous about tripping..., ways to practice singing..., If you do trip...), and indentation is not used appropriately. The response lacks topic sentences, and while there is an attempt to use transitions between paragraphs, the transitions are repetitive and fragmented (<i>What I would tell David. Some other tips. Some more tips.</i>).
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If David went to my school
I would let him do what he
wants to but I would try to
convince him because It would be
fun, you would be congratulated,
you might get popular, you would
meet new people, people would
clap for you, and you might get
to keep the costume.

Organization	30888004320 Making A New Friend	0	The response is comprised of a single run- on sentence and has no identifiable beginning or ending.
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Voice

Expressive
Response to Literature

"Come on David, you're a great actor. You should totally try out for the play," Carl said truthfully. "I don't know. I mean I can think of millions of things that could go wrong," David said picturing him tripping or forgetting all of his lines. "If he had any," "Help, I'll make you a deal," David said slyly. "If you get a part in the play I'll take you out for ice cream to celebrate. And if you don't, I'll pay you ten dollars. Deal?" David thought about this for a moment then reluctantly shook Carl's out-stretched hand and mumbled, "Okay, I guess."

At auditions David stood backstage with sweaty palms and head, while Carl

set in the front row smiling. The play to be performed was Cinderella one of David's favorite fairy tales. He was trying out for the part of the king, who only had a few lines, unlike the prince, which had many lines. Finally, it was time for David. His legs felt like jello. David went on stage and managed to remember all his lines, and made no mistakes.

The next day at school David and Carl went to look at the the results of the audition. When he looked who was playing the king, it's his surprise and disappointment, the name Austin M. was in the slot. Slowly,

he started walking away when all
 of the sudden Carl called out in
 surprise. "You're playing the Prince!"
 What seemed like too soon, to
 David anyway, the night of the
 play arrived. He was going out to ice
 cream after the play with Carl.
 When he walked on stage for his
 first line he his heart beat faster.
 More than an audience of 100 sat out
 there. To his surprise the play went
 smoothly and everyone loved him.
 I would have acted like
 Carl and encouraged my friend.
 So that he could make new friends & show his talent.

Voice	29528012160 Making a New Friend	3	The response consistently reveals voice that is appropriate to the audience and purpose (Hey, I'll make you a deal, His legs felt like jello, to his surprise and disappointment). A variety of descriptive words and phrases are used to enhance meaning and keep the reader engaged (out-stretched hand, mumbled, reluctantly shook, sweaty palms and head, encouraged).
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If David went to my school I'd tell him, or at least try to tell him to be in the play because everyone would be in it. Plus if he would want more friends than he had he ~~already has~~ to audition for the play. Most kids join school plays. So if he doesn't want to be the outcast to join the play. Even if he's just a tree, a caldron, or he is the lead role it would still be nice to be in the play instead of the audience watching all of his friends. David should really try this, he could find out if acting is or isn't his thing to do.

On the other hand I'd probably tell him to do whatever he wants to. Not what

all the populars, his friends, or anyone else tells him to. Yes, Carl and his other friends would bother him or even make fun of him. But who really cares it's not like they'll remember this forever, I hope. Carl may not understand why David doesn't want to try-out but I do so I could tell him, "David's new give him a break. He probably doesn't feel comfortable acting, singing, dancing, or anything like that yet!" Everybody is a David just some people show it more than others. Some are more Carl-ish, and that's O.K. But whatever you choose you may be able to change. Personally I'd hate to be a Carl or a David. If your wondering why I'll tell you, I want

to be me. Whether it's shy or expressive. Although I'm not. At sports I'm very expressive, but in front of crowds I'm more shy.

So, what I'm trying to say is that if David went to my school I'd tell him to do anything he wanted to. Whether it was a role, stage hand, or a person in the audience

Voice	29420002790 Making a New Friend	2	The response reveals voice appropriate to the intended audience by engaging the reader (<i>I'd tell him, or at least try to tell him to be in the play, If your wondering why I'll tell you, So what I'm trying to say is</i>). The student uses descriptive and original words and phrases (<i>caldron, outcast, Carlsh, give him a break</i>).
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If I was David's friend I would help him with his singing and not be in a privacy room. Help him practice so he will not forget his lines. Help David practice walking and doing his lines so he will learn not to trip while he is doing his lines.

If I was to tell him what I would do is to practice in front of an audience. If you do that you will not get stage fright. On the day of the play you will be ready to do your acting and singing. That could be a way he will want the kids at his school to get to know him, and you know practice makes perfect.

Voice	29715014570 Making a New Friend	1	The response reveals limited voice appropriate to the intended audience. Voice is most evident in the last sentence (...and you know practice makes perfect). Word choice is simplistic, and there is little variation (his lines).
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Tell you don't like doing plays. It's your choice you can do whatever you want. If you really don't want to do it then you don't have to.

If you say you don't want to will understand. He probably won't force you to do something you don't want to do. You can tell you will watch him in the play.

Voice

30108002590
Making a New
Friend

0

The response contains an extremely limited range of words and phrases that are repeated throughout the writing (You don't want to, If you, You will). Voice is extremely limited.

Conventions

Expressive
Response to Literature

Dear David,

If you like acting and singing and you want to try out for the play, go for it. No one's stopping you. You might make friends, you might not. Take a chance. If you mess up, it probably won't go on a permanent record.

I think you should try out for a big role. If you do pretty well, kids might admire you and want to be your friend. If you get a small part, it's not a big deal, there might be other plays you can try out for.

You're afraid you might forget your lines,

right? One way to solve that problem is to practice, practice, practice. Have Carl or a family member help you out. If you have stairs at home, practice walking up and down them so you won't trip. Just have fun and don't think too hard.

If Carl keeps pressuring you, ask him to stop and tell him you'll think about it. You don't have to do anything I'm telling you either. It's your decision. Good luck!

Conventions	31212002400 Making A New Friend	3	Overall, the student uses grade-appropriate spelling (<i>probably, friend, decision</i>) and shows consistent control of capitalization (<i>Dear David, Carl</i>). The student consistently demonstrates correct grammar, usage, and punctuation (<i>it's, you'll, don't</i>).
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"David come be in the play" Carl promoted, as we were walking in the hall to Speech class. "Oh, that is something I really want to do, But when I tryed to give a speech in our speech class I couldn't do it and there were only twenty of us, and at the play there will be hundreds. David responded back. As we walked into class I talked to Mr. Smith our Speech Teacher about David and the play and how he really wanted to be in it. All Mr. Smith could suggest was to help him build courage.

* * *

That night as time went by I asked David to perform a song or a acting part

to me. As David tried his cheeks turned plum red and he was hardly able to talk. Since it was a Friday night I decided to stay over for the night. Over and Over I tried to build David's courage, and by the end of the night I had pretty much had his courage Full blast.

* * *

The next day I decided to tell David to try out for the play and by now he thought he was ready, and oh, BOY! He was ready. He got up and said his lines in front of all the kids trying out and maybe some of their friends too!

As time past and David was ready and had his lines memorized. For the play the day had come! As the curtains opened, David started shouting out his lines like he had the script write in his hands. From that day on David had courage in anything he did!

The End

Conventions

31132007610
Making A New
Friend

2

Most spelling is correct. The student also uses grade-appropriate capitalization at the beginning of sentences and proper nouns (*Mr. Smith, Friday*). However, there are some errors in punctuation as well as a few usage errors (*there, write*).

First I would be his friend. I would increass him. I would tell him you will make it in the play. You will not forgetting your lines and you will not tripe on the steps going on to the stage. You will do good.

Conventions	29528002260 Making A New Friend	1	The response contains spelling errors (<i>increass</i> , <i>tripe</i>). The student demonstrates limited control over grade-appropriate grammar and usage (<i>You will not forgetting your lines. You will do good</i>). Overall, capitalization and punctuation are correct.
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I think David should face his fears and try to sing in front of other people, to practice he should sing in front of his parents to get a feeling of how it's going to be like.

Conventions

31885019010
Making A New
Friend

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The student misspells common words (*frount, practcie, parnets, felling*). The response includes a usage error (*how it's going to be like*) and a punctuation error (*. try to sing in frount of other people, to practice he should sing*).