



PAWS
Writing
Grade 7
Released Items
With Data

2009



Grade 7
Expressive
Personal Narrative
Annotated Anchor Set
“Second Chance”



Grade 7

Released Writing Prompt

Second Chance

There are often times when we wish we had a second chance to do something. Think about a time when you wished you had a second chance. Describe that time or event, what happened, and what you might do differently if you had a second chance.

Idea Development

Expressive

Personal Narrative

I have recently experienced a hard emotional time, where I wished I could have a second chance. To change the path of a previous accident. It was the day my cat [] was run over by our neighbors car.

On March 5, 2009 it was about 8:30 pm when I was told by my mom to let our two cats outside. I argued with her begging to let [] and [] inside. She told me if I didn't do so I would be grounded. I picked up [] and [] and gave them a hug, and opened the door when [] left I shut the door and held [] a bit longer. I was scared and wanted them in with us. We always let them out, but I was worried. That night, I opened the door and gave [] a quick squeeze. That was the last time I saw [] again.

The next morning I got dressed and ran to

the door to let [] and [] inside. When I called their names only [] came, meowing rapidly, trying to tell me something. I called for [] but I didn't see him run at the side of the road excitedly as he usually did. I called for him once more before I closed the door. I walked in the kitchen where my mom was.

"[] isn't coming." I said nervously. My mom replied, "We'll see him later he's probably playing." I walked out of the room and towards the front door and called for [] before I scanned the yard and road. At the right side of the road I saw a black figure laying on the road.

"Mom [] dead!" I finally yelled. "What?" My mom came, running towards the door. I cried so hard it hurts to feel the tears run down my face. I couldn't see straight, I couldn't breathe. All I could do is say "He's dead."

over and over again. I then ran to my brother to tell him about [redacted] I then ran out with my brother to my sister's room and told her also. We all then started crying and asking ourselves, "Why couldn't it be another cat?" But it couldn't happen. We all went to school thinking about the misery and pain.

I still sleep at night and ask myself questions and answering them. I miss [redacted] much. He will always be in my heart.

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|------------------|------------------------------|---|--|
| Idea Development | 11068900073 Second Chance | 3 | In response to the topic, this student develops a clear and focused main idea (<i>I wished I could have a second chance To change the path of a previous accident. It was the day my cat was run over by our neighbors car</i>). The student enriches the message with descriptive details that are relevant to the main idea (<i>I was told by my mom to let our two cats outside. I argued... She told me if I didn't do it I would be grounded; I called their names only ___ came, I saw a black figure laying on the road, I cried so hard it hurts</i>). |
|------------------|------------------------------|---|--|

If I could have a second chance at something it would be choosing my cell phone. I got an Envy 2 but my parents would have let me get a touch screen. I didn't see any until my mom already paid and stuff and we were walking out the door.

If I could redo choosing my phone I would know where the touchscreens are and I'd be able to get one. My phone would be like my dad's and it would be fun to text. At about 3:00 pm that day I would have texted about 15 replies to my friends. On the way home when I got

my Envy 2 I took a picture of the mountains. I probably wouldn't have it if I would have gotten a touch screen.

Getting an Envy 2 did make me happy and it saved my parents \$100. I would get a touchscreen phone if I could but maybe it's good I got what I got. This cell phone is fast, fun and I think I like my life with this phone.

Idea Development

11084300240
Second Chance

2

This student presents a main idea (*If I could have a second chance at something it would be choosing my cell phone*). The student develops the main idea with specific, relevant details (*I got an Envy 2 but my parents would have let me get a touch screen. . . . My phone would be like my dad's and it would be fun to text. At about 3:00 pm that day I would have texted about 15 replies to my friends,*). Some details in the second half of the response, however, are not as clearly relevant to selecting the touch screen phone (*. . . when I got my Envy 2 I took a picture of the mountains. I probably wouldn't have it if I had gotten a touch screen*) and fail to enrich idea development.

Calling Names

have you ever called someone a name? I have and every time I do I wish I had a second chance. First I call my brother a name that is not very nice, like Fattie. Then I get in trouble by my mom and usually when she does that I keep calling them names. Finally I end up in my room. That's when I think about how I should stop on the first yell. Now how many of you get in trouble for calling your brother or sister a name?

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| Idea Development | 11098500508 Second Chance | 1 | The student presents a main idea in response to the topic (<i>have you ever called someone a name? I have and every time I do I wish I had a second chance</i>). Relevant details supporting that main idea, however, are few (<i>First I call my brother a name, I get in trouble by my mom, I end up in my room</i>). |
|------------------|------------------------------|---|---|

IF I had a second chance,
I'd make up for that district
tournament in a heart-beat.

| | | | |
|-------------------------|------------------------------|----------|--|
| Idea Development | 11090800970 Second Chance | 0 | In this one-sentence response, the student attempts to respond to the topic by identifying an opportunity for a second chance (<i>I'd make up for that district tournament in a heart-beat</i>). The student does not, however, provide any details about the event or the reason for wanting a second chance. |
|-------------------------|------------------------------|----------|--|

Organization

Expressive

Personal Narrative

I have recently experienced a hard emotional time where I wished I could have a second chance. To change the path of a previous accident. It was the day my cat [] was run over by our neighbors car.

On March 5, 2009 it was about 8:30 pm when I was told by my mom to let our two cats outside. I argued with her begging to let [] and [] inside. She told me if I didn't do so I would be grounded. I picked up [] and [] and gave them a hug, and opened the door when [] left I shut the door and held [] a bit longer. I was scared and wanted them in with us. We always let them out, but I was worried that night. I opened the door and gave [] a quick squeeze. That was the last time I saw [] again.

The next morning I got dressed and ran to

the door to let [] and [] inside. When I called their names only [] came, moving rapidly, trying to tell me something. I called for [] but I didn't see him run at the side of the road excitedly as he usually did. I called for him once more before I closed the door. I walked in the kitchen where my mom was. "[] isn't coming." I said nervously. My mom replied, "We'll see him later he's probably playing." I walked out of the room and towards the front door and called for [] before I scanned the yard and road. At the right side of the road I saw a black figure laying on the road. "Mom [] dead!" I finally yelled. "What?" My mom came, running towards the door. I cried so hard it hurts to feel the tears run down my face. I couldn't see straight, I couldn't breathe. All I could do is say "He's dead."

over and over again. I then ran to my brother to tell him about [redacted] I then ran out with my brother to my sister's room and told her also. We all then started crying and asking ourselves, "Why couldn't it be another cat?" But it couldn't happen. We all went to school thinking about the misery and pain.

I still sleep at night and ask myself questions and answering them. I miss [redacted] much. He will always be in my heart.

Organization

11068900073
Second Chance

3

This student develops an effective beginning, middle and ending. The student further supports the purpose and effectiveness of the writing by using topic sentences, as well as a variety of transitions both between and within paragraphs (*The next morning, When I called their names, At the right side of the road*). Similar ideas are organized logically within and across paragraphs, and all paragraphs are indented appropriately. Additionally, the student consistently uses varied and correct sentences.

There have been many times when I wished I had a second chance. The one I am going to talk about is my bike accident.

What happened was, I was riding my bike down the side of the road. I wasn't wearing a helmet. I started riding my bike with no hands. I hit something and fell hit my head on the handlebars, then fell and hit my head on the ground. I walked my bike the rest of the way home. When I got in the house my mom freaked because there was blood coming out of my ear. My parents rushed me to the Greybull Hospital. Next is what they did there.

When we got to the hospital they had to send me to the hospital. When I got there they did a cat scan. They found out that I had cracked my skull. They put me in my own room.

I had four cat scans in three days. Then when I wasn't dizzy anymore they sent me home. Next is why I wish I could have a second chance.

Having a second chance would have helped. I would not have freaked my mom out. I wouldn't still get dizzy sometimes. I wouldn't be as scared to ride my bike. Things would be alot different if I hadn't fallen off my bike and cracked my skull. My family wouldn't call me crack my skull. It would have changed my life if I was wearing a helmet. Life would be better.

As you can tell life would have been better if I was wearing a helmet. Ever since then I have been scared to ride my bike. I will never ride my bike no matter how long.

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| Organization | 11068900072 Second Chance | 2 | The student presents a clear beginning (<i>The one I am going to talk about is my bike accident</i>), middle, and ending (<i>I will never ride my bike with no helmet never again</i>). Topic sentences are present, and transitions are correct and consistently used, though repetitive (<i>Next is what they did there, Next is why I wish I could have a second chance</i>). Similar ideas are generally grouped together by paragraph, and paragraphs are spaced appropriately. Sentences are mostly correct and demonstrate some variety (<i>I had four cat scans in three days. Then when I wasn't dizzy anymore they sent me home</i>). |
|--------------|------------------------------|---|---|

I wished I had a second chance. First, the time I wish I had a second chance was when I was 11. It was a sunny day and I took the little fourwheeler for a spin. Second, the fourwheeler was doen about 40 miles an hour. That was as fast as it would go. Then, it reck because a peice of the wheel came off. That peice made the wheel drop. Then the fender. Last, I should checked the fourwheeler thuroly. So that would not happen.

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|---------------------|--------------------------------------|----------|--|
| <p>Organization</p> | <p>11086701179 Second Chance</p> | <p>1</p> | <p>This response contains a weak beginning and ending. Topic sentences are not used consistently, and transitions are not always applied appropriately to the sequencing of events (<i>First, the time I wish I had a second chance was when I was 11. . . . I took the little fourwheeler for a spin. Second, the fourwheeler was doen about 40 miles an hour</i>). Further, indenting or spacing of paragraphs is not present to indicate grouping of similar ideas. Sentences, though mostly correct, lack variety.</p> |
|---------------------|--------------------------------------|----------|--|

I would do something different like if I had to do my dishes like if I had a second wish I would do something awesome for my mom. I would make a dinner for my mom I would buy her some pretty stuff for my mom. And I would do her chores for her and the chores outside too. I would do this if she was sick I would give her medicine to her I would give her a wash rag to cool her down and I would take really good care of her.

Organization

11005300614
Second Chance

0

The response lacks a clear beginning and ending. Ideas are presented as a list, without appropriate spacing or indentation. Topic sentences and transitions are missing and several sentences are incorrect (I would do something different like if I had to do my dishes so if I had...; I would Buy her some pretty stuff for my mom)

Voice

Expressive

Personal Narrative

If Only There were Second Chances

In an ideal world, we could go back in time to do things differently. Some of the things I commonly regret are the things that are small. For example, in industrial arts class, I messed up one of the holes you drill. This kind of thing eats me, because I fear that it will ruin my project. However, these are the kinds of things that can be changed. It's bigger things that can't.

It was about February when I took my first real pheasant hunting trip. It was about 15 miles from my uncle's house near . The hunting business actually lets out the number of birds that you payed for onto a good sized

hunting farm. We showed up after a couple hours of driving. My uncle was there about a half of an hour later. The rancher's (and business owner's) house was white with a green roof. There was another house and a barn with the same paint scheme. The hunting farm was about two-hundred yards north, with a small mountainside in the distance. It was a large bluff dotted with trees. It stretched west as far as the eye could see. After the birds were released, we were huntin'.

It was a beautiful morning. It was cold, but slowly warming up. Only a light breeze was upon us. Before long, the dogs had flushed three birds. We weren't fast enough. We crossed the river, and by mid-morning, we were walking the fence line on the

far side of the ranch.

At this point, like anyone would be, I was not alert. My finger wasn't on the safety. Without the help of the dogs, I would not have been ready. Sage, the older brittney, stopped and locked. I hurried up to her, now ready, and then, whooom! The bird, a small hen, exploded up. I don't know if it happed slow, or fast, but it seemed so quick. I struggled to find the safety, and after a lifetime, I did. I pulled up the gun, seeing the pheasant on the bead, and boom! At the same moment, all three of us, my dad, my uncle, and me, fired. The bird dropped like a World War two fighter, shot down.

My first pheasant hunt was one I won't forget, but if I could, I do it again, I would have been ready.

Voice

11084300047
Second Chance

3

The writer communicates to the audience in a very personal and engaging manner (*It was a beautiful morning. It was cold, but slowly warming up. Only a light breeze was upon us. Before long, the dogs had flushed three birds. We weren't fast enough*). Throughout the response, the writer uses a variety of descriptive words and phrases (*It was a large bluff dotted with trees. It stretched west as far as the eye could see*) and figurative language, including a simile (*The bird dropped like a World War two fighter, shot down*).

if I had a chance to go back for a second chance it would be to my younger years in horse competition. I had a huge accident I fell off my horse full speed. Before I hit the dirt I let go of the reins kicked my feet out of the stirrups and lost my balance. I tipped to the left and fell in a hurry. When I opened my eyes my mom was there and we were in the camper. Now if I could have that second chance I would have held on and not let go.

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| Voice | 11086701074 Second Chance | 2 | This student demonstrates personal voice and style, as he describes his desire for a second chance. For example, the student concludes the response with the observation, "Now if I could have that second chance I would have held on and not let go." Furthermore, the writing contains descriptive and original words and phrases (Before I hit the dirt I let go of the reins kicked my feet out of the stirrups and lost my balance. I tipped to the left and fell in a hurry). |
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I have had a lot of problems when I wanted a second chance. one of them hard to do with my friend [] and another girl that pretended to be my friend, []. [] and [] are cousins but they don't act like it sometimes. one day [] came over to my house and I was tking [] [] was mad at her that day but I was still talking to her. later that day [] started talking about [] and made up things that weren't true. she was saying that [] was talking about me and I was getting mad about it; so when [] tted me back I started yelling at her and at school I would talk about

her. I didnt know that she would get upset cause I wasnt thinking. When school was over and [] got home she was crying because of me and [] so she told her sister and she txted [] and was yelling at her. I felt really bad, when I told [] about it she said she never said anything and I felt really dumb for listening to []. I wished that I could of had a second chance and never listened to [] till that day. [] had always tried to get us mad at each other but we dont trust her anymore.

Voice

11084300025
Second Chance

1

The narrative reveals limited personal voice or style (*I felt really bad, I felt really dumb*). Moreover, the writer demonstrates little variation in word choice by repeating simple words and phrases (*mad, bad, dumb, was saying, was talking, was getting*).

times when I wish that I had a second chance. There are many times that I wished I had a second chance.

The time that I really wished that I had a second chance was when I was bitten by a pit-bull.

I wish that I had a second chance when I was bitten by a pit-bull. Because the pit-bull bit my side and almost punched my lung.

When I was bitten by the pit-bull I was over playing with some new friends. We were playing basket-ball at his house.

If I had a second chance, to change what the outcome was

I would most likely not go over there.
Instead I would invite them over, or
I would just go inside.

All in all I have told you about
if I had a second chance that it
would be to stop from getting bitten,
I have told what I would do to
change the outcome, and what I
was doing when I was bitten.

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| Voice | 11090801029 Second Chance | 0 | The response is flat and lifeless. The student uses an extremely limited range of words and phrases. The last paragraph demonstrates language that is inappropriate to the purpose of the response (I have told you; I have told what I would do..., and what I was doing). |
|-------|---------------------------------|---|---|

Conventions

Expressive

Personal Narrative

There are a whole lot of things I wish I'd done differently or had a second chance at, but the one that really comes to mind happened last year, in the sixth grade.

I went to school in , Oregon last year, and 6th graders were placed in the middle school. My third class of the day was World Music, a class every student had to take, but nobody really liked.

Our teacher divided us into groups, and I ended up in a group with my friends in that class which I was pretty happy about. However it turned out to be a mistake to put us together.

We were sent out in the hall along with other groups and told to stay

in one place and not disturb anyone. The place where we were to work was right next to the cafeteria. We were supposed to be making a tribal song, but instead we goofed around and wandered through the halls. The teacher caught us and told us to stay in our place or we would have a detention. My friend and I ignored her warning and snuck into the cafeteria. We were caught again and our teacher gave us a detention. Neither of us came. Our grades were lowered to zeros, and the teacher called our parents.

Looking back now I really wish that I had a second chance. I wouldn't have gone out into the cafeteria and tried to

hide when the teacher came looking for us. I wouldn't have said that it was stupid that we had to follow her everywhere so she could keep an eye on us; and I definitely would have gone to the detention.

I said I was sorry, and that I would make up the detention, but she didn't want me to. I wish I had a second chance to fix what I did, but what I wish for even more was that I hadn't done it in the first place.

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| Conventions | 11084300098 Second Chance | 3 | Except for the misspelling of <i>cafeteria</i> , the response consistently provides correct spelling. Additionally, the student uses grade-appropriate punctuation, such as apostrophes and commas, throughout the paper (<i>I said I was sorry, and that I would make up the detention, but she didn't want me to</i>). Verb tense is also consistent (<i>I wouldn't have gone out into the cafeteria and tried to hide when the teacher came looking for us</i>). |
|-------------|------------------------------|---|---|

Second-Chance's

There was a time I wish I had a second chance. I wish I could change what I did. I was about 9 or 10 years old and I was bit on the face by my dog. I was with my dad helping build a deck for some one. I was eating lunch in the back of the truck and I was messing with my dog and then he bit me.

I had to get stitches in two places. My dad got rid of the dog. I wish I never would have tessed the dog so that I did not have to get stitches and my dad was mad at me for teseing the dog. I thient I had stitches for a bout two months or so.

My mom was worid because my dad just told her to get in the trucks and she did not know what was going on. It took a while to get to town because I live 18 miles out of town. It was not fun at all.

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|-------------|------------------------------|---|--|
| Conventions | 11084300036 Second Chance | 2 | Although there is an occasional missing comma in this essay, the student has good control over capitalization and punctuation. In addition, pronoun agreement and verb tense are correct. However, several grade appropriate words are misspelled (<i>biuld, stiches, tessed</i>). |
|-------------|------------------------------|---|--|

There is a time that I wish I could have a second chance. And do it all over again. That time was when I was at my grandma's and grandpa's house in Montana. A lot of my family was there that I really got to see. Well my dad showed up from being at my uncle's house working on it. Well he came over in to the back yard where everyone was playing around, and having a good time together. My dad came over where I was and found me, when I was wrestling with my cousin. He asked me if I wanted to go with him, my grandpa, my uncle, and my brothers, camping and fishing for a few days. I really wanted to go because

That is one of my most favorite things to do. But yet again I wanted to stay at the house where every meals were at. My desition was hard! But I picked to stay at the house and see my cousins for longer. Now I wish I had a second chance to go back so I could spend time with the boys.

Now you know how hard it was for me to make up my mind. Because I wanted two different thing. If you are ever in a situation like this choose the one that means the most to you.

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|-------------|------------------------------|---|--|
| Conventions | 11001300113 Second Chance | 1 | Throughout this response, the student spells common words correctly but other grade-appropriate words incorrectly (<i>Ther, rarly, were, wrestleing, desition</i>). The student also demonstrates limited control of grade-appropriate capitalization (<i>Because, i</i>), punctuation, and grammar and usage (<i>everyone was play around, were everyone's was at, I wanted two different thing</i>). |
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One day when I had a test is
Science and I got a lot of my answers
wrong. I wished I had a Second Chance
to review.

and if I had a second chance I would
study for one week or more.

So when the teacher gave the
test again maybe would get them
right for the second time and I
would do it different to the second
time

to get better grade and the answer
right, and when you had a test and
may be you get it right for the next
time. or ~~study~~ more

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|-------------|------------------------------|---|--|
| Conventions | 11091200225 Second Chance | 0 | Throughout this response, the student misspells many common words (<i>rong</i> , <i>agamg</i> , <i>maybe</i> , <i>veter</i>) and demonstrates incorrect use of grade-appropriate capitalization, punctuation, grammar and usage. |
|-------------|------------------------------|---|--|