



**PAWS  
Writing  
Grade 3**

**Released Items  
With Data**

**2010**

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Portions of this work were previously published.

Printed in the United States of America.



Grade 3

Expressive



Personal Narrative

Annotated Anchor Set

“Animal as Your Pet”



# Grade 3

## Released Writing Prompt

### **Animal As Your Pet**

People have different kinds of animals as pets. Think about an animal you would like to have for a pet. Write about the fun things you would do with that animal.

Each paper you will score today was written to the prompt above.

# **Idea Development**

Expressive  
Personal Narrative

A ~~cat~~ is a animal covered with fur.  
cats live up to 9 years but some  
cats live a little longer. cats  
have to eat and drink like  
you and me. cats ~~eat~~ eat cat food  
and they will eat the food that  
we eat but it's not good for cats.  
and they will eat mice and birds.  
cats drink water and milk they  
will pop but shouldn't give them  
pop. IF you see a dog running after  
a cat they may just be playing  
and they may not be. Most cats  
don't like water but some don't mind it.  
cats are different colors (color) but some

<p>Cats are the same color (colors)</p>
<p><b>Idea Development score point 0</b></p>
<ul style="list-style-type: none"> <li>Although the student focuses on an animal (<i>cat</i>), there is no clear response to the topic. As a result, details are consistently irrelevant.</li> </ul>

My Pet Dog.

I would play with  
her. We would  
throw the stick.  
I would chase her  
a lot. I would  
like it a lot.

**Idea Development score point 1**

The student attempts to present a main idea in response to the topic (*My Pet Dog*). The use of relevant details is limited (*play with her, throw the stick, chase her*).



I will play tug a war with him  
We will play cat fight and I know who will  
win, the cat will hold him so when I ride my  
bike he is safe and won't get scared when I  
go too fast. And after that we will play attack the  
plastic men and we will be on a team and we  
will kill them and they will say help me and  
we will walk away and everybody will call us  
heroes and we will save the day. We will play pop the  
balloons and see who can get the most balloons and  
they will be an even number and that number will  
be eighteen. And I will read books and play fetch at  
the same time. And I will fill my swimming pool  
up and teach him how to swim in summers. And I  
will teach him tricks from the circus I watched.

and he will do better than the circus cats  
that do back flips he will be the best cat  
in the world.

**Idea Development score point 2**

Although implied, the response includes a main idea in response to the topic (a cat for a pet). The student uses relevant details (*play attack the plastic men, play pop the balloons, teach him tricks from the circus*). Some details presented are limited and lack description (*. . . read books and play fetch . . . . teach him how to swim in the summers*).

I think that it would be a blast  
to have a snake,

I would get a cage for it.

It would mean to me like a person  
in my family.

I could scare my sister with him  
and put it on top of my mom's

sheets when she is sleeping. I would

let it slither around my dog Jesse and

see what he would do. My cats Suzie  
and Spot would kill him with their sharp

claws.

I could put him in my toy cattle  
truck and drive around like a crazy

person, only then he might even bite me!

I would not want that would you.

I could even take him for show  
and tell.

It would be awesome to put a  
mouse in his cage and watch the mouse  
get eaten. Though my sister would toss  
her cookies. I would be cool to see  
all of the blood.

I would be splended to have  
a snake would you?

### Idea Development score point 3

The student develops a clear and focused main idea in response to the topic (*it would be a blast to have a snake*). The student uses descriptive details to enrich idea development (*I could Scare my Sister . . . I would let it slither around my dog . . . my cats Suzie and Spot would kill him with there sharp claws. . . I could even take him for show and tell. . . It would be awesome to put a mouse in his cage*).

# **Organization**

Expressive  
Personal Narrative

Play a round. Go to the zoo.  
We would play. Talk a walk. Run  
a round. Have friends over. Gril  
all day. They are nice to us.  
We will be friends. The best  
friends ever.

**Organization score point 0**

The beginning and ending of this response are unidentifiable. There is no evidence of a topic sentence and similar ideas are not grouped together (*Play a round. Go to the zoo. We would play*). The response contains several sentence fragments (*Have friends over*).

I would like to have a bird  
to take to and to teach  
it to take to me after school  
and go out of the house with  
it and ride my bike with it  
all time with my bird and  
go to school with out time  
flying out of the school door's  
at school or ~~all the~~ people  
will late at me all day  
I came to school and will not  
fill go to me after school  
because being late at don't  
fill go to people all the time  
to people.

**Organization score point 1**

The student presents a beginning (*I would like to have a bird*). Similar ideas are grouped together (*I would like to have a bird to take to and to teach it . . . ride my bike with . . . go to school*). The response consists of only one run-on sentence.

Hi! My name is \_\_\_\_\_ . Do you  
have a favorite pet? I do and I  
would like to tell you. My favorite  
pet is an Australian frilled lizard.  
One reason I would want an Australia  
frilled lizard is because I would  
enjoy watching him puff out his  
frill. Also, I want an Australian frilled  
lizard because I could feel his rough  
bumpy skin. Lastly, I would want  
an Australian frilled lizard so I could  
hold him when ever I wanted. As  
you can see, I love Australian  
frilled lizards especily as a pet!

**Organization score point 2**

The student presents a beginning, middle, and ending. The student uses a topic sentence (*My favorite pet is an Australian frilled lizard*) and similar ideas are grouped together. The student attempts varied sentences (*Do you have a favorite pet? I do and I would like to tell you. As you can see, I love Australian frilled lizards especily as a pet!*), although several sentences contain repetitive phrasing (*want an Australian frilled lizard*). Sentences are mostly correct.



for a pet. I want a big beautiful brown and white paint horse. I would name it \_\_\_\_\_ The horse would be a girl. I would feed her an apple in the morning, a carrot at noon, and a banana before I went to bed. I would also give her a treat when she did something well.

Every morning I would wake up at 4:00 am and ride \_\_\_\_\_ and brush her. I would check if she

had enough food and water.  
I also would clean of her  
hooves every day. I would  
learn how to be a barrel racer  
and enter \_\_\_\_\_ and I in  
barrel racing competitions.  
I would practice barrel racing  
at home.

When I would go to my  
aunt \_\_\_\_\_ ranch in Idaho I  
would bring \_\_\_\_\_. My aunt \_\_\_\_\_  
might even let me breed her  
with one of her horses. If she  
got pregnant and had a

baby, no matter if it was a  
boy or a girl I would name  
it . . . would follow in  
his or her Mother's footsteps  
and become a barrel racing  
horse. That's what I would  
do if I had a horse.

The End.

**Organization score point 3**

The student develops an effective beginning, middle, and ending. The student uses a topic sentence (*For a pet I want . . . brown and white paint horse*) and effectively organizes similar ideas (*Every morning I would, When I would go*). The student consistently uses varied and mostly correct sentences (*The horse would be a girl. I would feed her an apple in the morning, a carrot at noon, and a banana before I went to bed. I would also give her a treat when she did something well*).

# **Voice**

Expressive  
Personal Narrative

I like LINS.

I like DAFS.

I like MOKES.

I like to snakes.

I like to FAFS.

I like to lins.

Ta ur eit  
Ta ur plaing  
Ta ur siep

**Voice score point 0**

The student uses an extremely limited range of words and phrases (*I like mokes* [monkeys]. *Ta* [They] *ur*[are] *plaing* [playing]).

It has 4 legs. It has 2 big teeth. One big  
tail. It hoptes. It has sharp claws. It  
runs very fast. It can go under things.  
It hoppers off of things. It skrakes you.  
It bits you.

**Voice score point 1**

Personal voice is limited. The student demonstrates a repetitious use of simple words and phrases (*It has 4 legs. It has 2 big teeth. . . . It hoppers off of things. . . . It bit's you*).



I wish I had a little kitten. But my dad hates cats. All the pets I have can not be held. So a little kitten would be fun to have. And it would be so much fun to play with. I used to have 6 pets. Now I only have 2. I have no idea what I would name the little kitten. We are all begging my dad to get a little kitten but he says "no." I wish I had

a little kitten, it would  
be so much fun!

**Voice score point 2**

The student reveals personal voice (*I wish I had a little kitten. But my dad hates cats. . . . We are all begging my dad to get a little kitten but he says "no."*). The student uses some descriptive words and phrases (*little kitten, pets I have can not be held, I have no idea, begging*).

I would like to have a ferite  
they are cuddley and silkey.  
Their very friendly, silly and  
adorble! ~~Ever~~ will take he or she  
for a walk around the house. I  
would let it eat out of my  
hand I would fell it nibble my  
fingers while it ate, I will comfort  
the little ferite, I would let the  
ferite sleep in my room.

Last time I went to a  
pet store I saw a poster that  
said to aborbil baby ferite fo sale!  
I got to hold one

it was so soft. And if you are  
wondring aorse I asked! My  
dad said another time  
I said YES! I jumpet  
up and down. My brother  
said thats another way of  
saying not today!

### Voice score point 3

The student uses personal voice consistently throughout the response (*I will comfert the little farite. I would let the farite sleep in my room. . . . And if you are wondring aorse I asked. . . . I said YES! I jumpet up and down*), along with a variety of descriptive words and phrases (*friendly, silly, adorble, nibble my fingers, if you are wondring, aorse, thats another way of saying not today!*)

# **Conventions**

Expressive  
Personal Narrative

play with a frisbee and a ball and  
feed it and let it drink water, and eat  
good stuff, and not chocolate or some  
candy, give it both and let it sleep  
with me, when it takes baths and I will  
take it outside, with me and my friends  
and family.

**Conventions score point 0**

The student misspells common words (*lete* [let], *stuf*, *wene* [when], *whith*), and also demonstrates incorrect use of grade-appropriate capitalization and punctuation (*wene it takes baths and I will take it outside. whith me and my friends and family*).

I have a wholf. He is pirewhite  
His name is ~~Me~~ and him  
we are going hiking we will have  
lots of fun will looke for a bever  
and spuruls and if we are loutex  
we will see a deer and a acorn and  
we will see a water fall we  
mit go kanping and we mit  
go fishing shadow chasis the  
fish. He is the one how gets  
them he gits loot of. samin  
and we mite see a bowld Eagle.

**Conventions score point 1**

The student spells common words correctly (*have, will, name*), but other grade-appropriate words incorrectly (*mit [might], looke, woter*). The student uses limited grade-appropriate capitalization and punctuation (*We mit go kanping and we mit go fishing shadow chasis the fish. He is the one how [who] gets them he gits loot [a lot] of. samin*). Grammar and usage are grade-appropriate.

## I Want a Rabbit

I want a rabbit I'd  
feed it carrots, and  
cauliflower. I'd play with  
it every day it would  
have some toys like a ball,  
a stuffed bunny, and a little  
tramp. I'd build him a  
house not like a kennel  
he would have his own  
bed and carpet his house  
would be big enough for  
my dad to fit in so  
he can hop around in.



He'd have his own room  
with a window that had  
red velvet curtains. We  
would play together all day  
except for school days. When  
friends come over will  
play with them but I  
don't have a rabbit.

**Conventions score point 2**

The student uses grade-appropriate spelling (*every, would, school*). Also, the student demonstrates control of grade-appropriate capitalization and punctuation with some inconsistencies, mainly missing periods.

My name is \_\_\_\_\_ All my friends pets  
are dogs, cat's that kind of thing. But the  
thing I want is cornical and I think it  
will be contented. I will retain it until it  
dies. Well it is a snake I will name it  
\_\_\_\_\_ because it can go through rocks very  
quickly. He will eat nice big mice.  
My sister hates snakes. She says if I see  
a snake I should blow its head off. So  
one day we went to get the snake. We  
got the biggest one they had. The next  
day my friends were gelious. I had an  
enormous snake. But one night the snake  
got out of his huge cage and went  
in my moms room for the night.

When she woke up, she was yelling, Snake!  
Snake! Snake! and she wouldn't stop saying  
it. Why don't you go play with that nasty  
thing. So I did but I kind of attracted  
some attention. My friends found me and  
started following me. So I took him home  
because I attracted a lot of attention.  
When I got home the first thing she said  
was put that thing in its cage. Mom  
It's just a python it won't hurt  
you. "I know", she said I'm going to bed

**Conventions score point 3**

Despite minor errors, the student consistently uses grade-appropriate spelling (*quickly, night, friends, biggest, following, attention*), capitalization, punctuation (*It's, mom's, don't*), and grammar.