



**PAWS  
Writing  
Grade 8**

**Released Items  
With Data**

**2010**

Copyright © **2011** by the Wyoming Department of Education.

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing from the Wyoming Department of Education.

*Pearson* and the *Pearson* logo are trademarks, in the U.S. and/or other countries, of Pearson Education, Inc. or its affiliate(s).

Portions of this work were previously published.

Printed in the United States of America.



Grade 8

Expressive



Fictional Narrative

Annotated Anchor Set

“Encouragement”



# Grade 8

# Released Writing Prompt

## Encouragement

People are often encouraged in various ways. Write a story about someone who wants to give up on a goal but is encouraged to achieve it.

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

# **Idea Development**

Expressive  
Fictional Narrative

Some one who want's to give up  
on there goal there are some  
people who want give up there  
goal but I would it give up  
on my goal some people  
who want to be but in  
letter life they probley do there  
goal to some other people might  
want to do there goal they  
will work really hard to  
riche that goal and if they  
do then they will be really  
praday of them sler some  
of them keep on trying  
to riche it.

**Idea Development score point 0**

Although the response is on topic, the student chooses to write about the word 'goal' rather than about encouragement. The student demonstrates little understanding of how to use story elements. Details are consistently irrelevant (*some uther people might want to do there goal*).

always wanted to become a firefighter. All during his childhood he would pretend to be one. But when he got older he didn't think he wanted to be one any more. His parents told him he should because that's all he ever wanted to be. Then he said I'll try but if I'm not accepted I will do something else. So the next day he went and tried out and everyone was impressed. So he took the job and became a firefighter.

**Idea Development score point 1**

The response provides an idea (*Shea always wanted to become a firefighter*). Though the use of ideas and of story elements is limited, a few relevant details do develop a limited message (*Then he said I'll try but if I'm not accepted I will do something else*).

\_\_\_\_\_ was preparing for her dream of becoming a cheerleader. It seemed to her that she had been looking forward to this her whole life. Before \_\_\_\_\_ had even started school she and her friend \_\_\_\_\_ would run around the house shouting cheers and inventing stunts. \_\_\_\_\_ and \_\_\_\_\_ were next door neighbors and had been friends since they could remember. There was no doubt they would make the squad together.

At the very first practice for tryouts \_\_\_\_\_ and \_\_\_\_\_ showed up together. During one of the dances they were learning \_\_\_\_\_ fell and caused the people around her to fall in a pile on the floor. \_\_\_\_\_ was so embarrassed she didn't think



She could come back. She had no confidence in herself anymore.

Her teammates told her it was fine and that they'd probably all make the same mistakes. She was still off about it. Reluctantly she and talked about what happened and realized that by not giving it another try she wouldn't just be letting herself down, but her friends too. When the final list was posted and were at the top.

**Idea Development score point 2**

The student expresses a clear idea (*Kari was preparing for her dream of becoming a cheerleader*). In addition, the student demonstrates use of story elements to develop the writing (*Kari and Courtni were next door neighbors and had been friends since they could remember*). The response contains relevant details (*Courtni fell and caused the people around her to fall on a pile in the floor*)

" A Boy Wrote "

It was June 1<sup>st</sup> 2004, a [redacted] had just been out of school for a week. She was a smart, funny, beautiful girl with a goal, a BIG goal too, her goal was to graduate with a Victoria U. Honors [redacted] was in the summer before her freshman year, and she knew she had to be prepared. But, [redacted] wouldn't have very good luck this report card. Oh, she had the usual, A in history, A in algebra, B in science (directing was sick) but not the usual A in english, oh no, this report card she had a C. How could this happen to her, she was daughter of [redacted] who were both heroes at [redacted] High School where [redacted] attended for they had both been valid victorian in their days. Since [redacted] father had died thanks to a drunk driver driving on the wrong side of the road, she had always wanted to become valid victorian to honor him. I can't do it now, how could she get her confidence back, who would help her. The next three days she layed in bed, just laying there staring at her report card as if she hoped the ink would fall away revealing her usual A. What would

she do now, what if she ever got another A in her life in any  
 class. Suddenly, there was a knock on her door so she got up and  
 answered the door. It was closed, her best friend and  
 neighbor since they were in diapers. had long cancer, and  
 was dying but that never stopped him for being there for.  
 "What's wrong?" asked.  
 So, showed her the report card and told him the whole story  
 and her goal. And she began to cry.  
 "You could still be third highest," said smiling. "All  
 you need is a push."  
 "Yeah, but my teacher next year is Mrs. and you know how  
 she is about grades."  
 "I have an idea," said "Write a story for her, she loves stories."  
 So, listened to him and wrote a story about believing in  
 yourself and what it meant to listen. 's school life. went  
 easier as she wrote more and more. entered this and  
 every summer she was given an idea by to write about  
 But, sadly, direct of wrong failure the summer before is

Senior year. She was devastated and decided to write a book  
called "The pain I needed" about how \_\_\_\_\_ had helped her in  
more ways than me. For the rest of that year \_\_\_\_\_ worked  
the hardest she had ever worked and it paid off, she was  
named Miss Victorian. SHE DID IT! On graduation day, they  
put \_\_\_\_\_ name on a thin sheet of metal and put it  
next to her parent's brass. \_\_\_\_\_ had never been so happy  
ever.

"What quote or saying do you want under your name \_\_\_\_\_"  
asked \_\_\_\_\_ her principal.

\_\_\_\_\_ thought about it for a second and finally answered  
"I want you to put thanks to a boy named \_\_\_\_\_"  
So, the school had it engraved in, and there it will stay  
to honor not only \_\_\_\_\_ but her pushing force done,  
forever.

### Idea Development score point 3

A clear idea emerges in response to the topic (. . . her goal was to graduate Valid Victorian). The student builds the fictional narrative with effective use of story elements (She was a smart, funny beautiful girl with a goal). Many details enrich idea development (. . . as if she hoped the ink would fall away revealing her usual A).

# **Organization**

Expressive  
Fictional Narrative

Some one who want's to give up  
on there goal there are some  
people who want give up there  
goal but I would it give up  
on my goal some people  
who want to be but in  
letter life they prabley do there  
goal Some uther people might  
want to do there goal they  
will work really hard to  
riche that goal and if they  
do then they will be really  
praday of them sler some  
of them keep on trying  
to riche it.

**Organization score point 0**

The beginning of the story is unidentifiable. The narrative has no topic sentences. Sentences are not correct and lack variety (... some people who want to be but in letter life they prabley do there goal some uther people might want to do there goal they will work really hard to riche that goal and if they do then).

My friend once had a problem, she was about to give up on one of her goals so I took her to a homeless shelter to show her what happened to people who gave up on their goals & she hated it.

After lunch I took her to Graceland to show her what happened to people who didn't give up on their goals & she loved it.

**Organization score point 1**

The student presents a beginning. Each paragraph in this response is one sentence long. Therefore there are no topic sentences, although there is a transition between the paragraphs (*After lunch I took her to Graceland*).

was a very talented athlete. He could run, jump, tackle and do just about any sport, but what he really wanted was to play for the NFL Patriots football team. This was the only thing he had wanted his whole life, up until now. He was 19 years old and he had played football ever since the little leagues, and now he was going to graduate in one week then he would be on his own.

As I walked in the house I noticed two people sitting on our couch, after looking for a minute I realized that it was looking at the head coach and assistant coach of the Patriots football team. The head coach said that their Quarterback was retiring after this season and they need a new one lined up and ready to play next season. They both said they love the way I play and they would like to hire me as the new Quarterback. After thinking about it for some time



I said I don't know and would let them know in a week or two.

I thought about it for a week and had made up my mind, I wasn't going to do it. My dad now I had always wanted this opportunity and that the only reason I wasn't taking it was because of his health. Then my dad encouraged me to take the job and not to worry about him and he'd be fine, so I changed my mind and became famous.

**Organization score point 2**

The response has a beginning, middle and ending (*Robert was a very talented athlete. . . . They both said they loved the way I play and they would like to hire me . . . . I changed my mind and became famous*). The writing is appropriately paragraphed, and the student uses transitions between paragraphs which help build the structure of the writing (*As I walked into the house, I thought about it for a week*).

always wanted to be an Olympian  
wrestler, Champion of the wrestling world. Ever  
Since he could remember he pictured himself  
standing in front of the world having a huge  
gold medal hung around his neck. And being  
handed a bundle of roses. knew

he wanted to be an Olympian, but sometimes  
wanting just isn't enough.

As a junior in school begin  
realizing that being an Olympian wrestler may  
not be all it is made out to be. He was  
more focused on education, keeping his grades  
up for scholarships and colleges for in a couple of  
years. Wrestling season was around the corner,  
but the sport he loved didn't seem as  
glorious as it was when he was six.

As challenged himself up the stairs to

the wrestling room he didn't seem ready to wrestle at all, inside, he wasn't. As he reached the top of the stairs he looked around, his best friend was in a corner putting his shoes on. The coaches were observing possible stars of the season. Seeing men, along with the smell were things he'd remembered, but there was one person he didn't expect to see, .

eyes lit on fire when he saw her. He knew right away he would be staying in wrestling now, no matter how much homework he had.

was in great shape. Running six, up to 10 miles a day, jumping rope for a half hour, and weight lifting all contributed to getting her into shape. was dedicated, delightful and always had a smile on, that's what.

loved about her. knew; even  
though he didn't plan on talking to that  
was the one who would help him to  
succeed, he could feel it.

As the first day of practice turned into  
half way through the season, found  
himself working twice as hard, challenging  
from across the gym. Who could run  
faster in the ladders? Who could jump higher  
in the training? Who could pull the quickest  
moves on their opponent the smoothest?

with her dedication, and gender, helped  
the whole wrestling team that season, and  
herself. The boys would try their hardest, instead  
of half heartedly to win, simply because they  
were afraid to lose to a girl. That fear led  
all of them to achieve goals they may have  
never conquered without a challenge.

### Organization score point 3

The beginning, middle and end of the story are effective (*Charlie always wanted to be an Olympian wrestler, Champion of the wrestling world. . . . Lucy, with her dedication*). Varied transitions appear between and within paragraphs (*As a junior in school, As the first day of practice turned*). The response also contains a variety of sentence structures (*Lucy, with her dedication and gender, helped the whole wrestling team that season, and herself. The boys would try their hardest, instead if half heartedly to win, simply because they were afraid to lose to a girl*).

# **Voice**

Expressive  
Fictional Narrative

I wanted to give up in school. But I was encouraged to go to school by the teacher and student and the principal and parents. I'm encouraged to try to go to school by my teacher.

**Voice score point 0**

The response is flat and lifeless. The writer uses an extremely limited range of words (*school, teacher, student*).

Once my friend and me decided that after we graduated from two years of college that we were going to pack-up and move to the caribbean, and then we would finish off the last two years of college. Then we would open up a video game corporation. When he moved, the dream or goal kind of started to fade out and now he's thinking about going to college at hartford. I respect that and all but I'm still going to do it. I'm going to finish it and I hope he changes his mind and comes with me and helps me finish that dream.

**Voice score point 1**

The narrative reveals limited style (... after we graduated ... we were going to pick-up and move ... then we would finish ... then we would open up). The response consists of simple words and phrases (kind of, respect that and all).

There are many people I know who have wanted to give up on their goals but are so encouraged to achieve it. My big brother is one of those people. His life-long goal is to become a rapper. He is super close to achieving it also.

His name is

(AKA ) and he has come very close to giving up on two occasions. The first time was when he moved from a big city to a little city. This was such a big change because he lost all of his friends and became depressed. Also because he didn't have very much recording time. My dad helped him out by finding him new friends and he bought him new studio.



equipment.

The second time he almost gave up was when my dad passed away. He dropped out of school and put the whole rapping thing to the side. My grandma helped him by letting him live with her until he got his act straightened out.

Today he is working on getting signed with a big company and does concerts every once in a while. He is really close to making it so if he tries to give up again, I will be there to encourage him not to.

**Voice score point 2**

The narrative reveals personal voice appropriate to the purpose (*He is really close to making it so if he tries to give up again, I will be there encouraging him not to*). Although the voice is appropriate, the language is sometimes repetitive (*super close, very close, really close*). The response provides some descriptive language (*life-long goal, act straightened out, lost all of his friends and became depressed*).

I kicked off my cozy tennis shoes and shoved my feet into my tight sprinting spikes. As I was tugging at the laces I noticed the long-distance track coach approaching me.

"Hey, what events are you doing in the next meet?" asked [redacted].

"Well, so far I'm planning to run the 100 meter, 200 meter and 4x1 sprints." I quickly answered in a rush to go warm up.

"Since you have me more opening, and I need another runner for the 800 meter dash, would you be interested in running it this meet?" He continued to question.

"Actually, I'm not much of a long-distance runner, but thanks anyway," and as soon as I answered, I was gone.

So much for not being a long-distance runner. Somehow I had been roped into it.

and now every night for the past week, I was running my 800 meters after I worked on sprints. Still five minutes after I was done, I was gasping for air. "How could I be this out of shape?" I asked myself. But after I was committed, Mr. [redacted] would never let me quit.

The next day all of the eighth grade 800 meter runners were instructed to meet on the far end of the track with [redacted].

"Okay everyone, I'm going to time you, and have you run off like this is a meet. I just want to see how you do," explained [redacted], as though it was no big deal.

Last week last, I ran it with a time of three minutes and twenty-two seconds. I'm too slow to run this at a meet! Obviously when I confronted [redacted] about it, he gave me the guilt speech about how I was fine,

and couldn't let the team down. So I walked slowly over to my bag, with my head down, until someone called my name.

It turned out to be a sophomore track star, who was an expert at running long distances. She must have been observing, because she kindly told me I did pretty well, but noticed some things that might help me. Eager to improve before the meet, I listened intently. She said it was all about rhythm, and that I needed to lock up and swing my arms straight back and forth.

The very next day was our track meet. With cheering me on, on the sidelines, and encouraging me I was able to do it! I got third out of eight girls, and beat my personal record by fourteen seconds. It was so amazing, that with a little help and encouragement, I was able to do it!

### Voice score point 3

The writer's personal voice is consistently revealed (*Somehow I had been roped into it; last, dead last; eager to improve before the meet, I listened intently*). The style is appropriate to the purpose. The student employs a variety of descriptive and original phrases (*cozy tennis shoes, tight sprinting spikes, the guilt speech*).

# **Conventions**

Expressive  
Fictional Narrative

Some one who want's to give up  
on there goal there are some  
people who want give up there  
goal but I would it give up  
on my goal some people  
who want to be but in  
letter life they probley do there  
goal Some other people might  
want to do there goal they  
will work really hard to  
riche that goal and if they  
do then they will be really  
prodoy of them sler some  
of them keep on trying  
to riche it.

**Conventions score point 0**

The response contains many misspelled common words (*probley*, *uther*, *riche*). The student does not demonstrate grade-appropriate capitalization or punctuation (. . . *some people who want to be but in letter life they probley do there goal*). Usage errors are evident throughout the response (. . . *I would it give up . . . . uther people might want to do there goal*).

if I wanted to be successful I am going to get all of my homework done

when I want to be successful what I mean for successful is getting all of your homework done in school and out of school then you will get a better grade than the rest of the kid but you need to get all of your homework done before you do anything else and that means you need to get all of your homework done so you can have fun with your friends and do stuff with them and your family so all of you can have fun when you are done you can go over to your friend's house or he can come over to your house and if you get all of your homework done your mom or dad may let go and stay

the night his house and you can stay  
up all night playing game  
but if you are not done you can not  
go out of stay the night at your friend  
house or he cannot stay the night at  
your house but if you are not done  
you can make your mom very mad  
and you can be grounded for few  
weeks and that may not be cool  
then you may not have fun with  
your friends or your girlfriends  
but if you are not good in school  
you got to go to iss and then  
you are in trouble.

**Conventions score point 1**

The student spells most words correctly (*successful, grounded*). Only one period is used, and the response lacks examples of correct capitalization. The writer demonstrates limited control of grammar and usage (*then you will get a better grade then the rest of the kid*).



This is a true story. This story is about a girl named  
- In the sixth grade - got her name on a special  
board for setting the record in the mile.

Today is in the 7th grade and she is a very  
athletic girl. is in track and she runs the mile.

But now she is pushed over the limits to beat her  
mile time from last year. This is her story.

At the beginning of the track season started  
getting pressured by the coaches to beat her time, so  
she tried hard. Then her mom got involved and  
pressured her to.

one day at track practice was working  
on the mile with some of the coaches. They kept  
pushing and pushing her. Once she got home she was  
walking around the track crying. I went over  
there to see what was wrong. She said that  
everyone was pressuring her to beat her time.

she said she didn't want to let down her mom, but she

Felt so pressured. I asked her if she wanted to beat her time. She said she would love to, but she didn't know if she could this year. I told her, "Track is ment to be fun, yes you do have to be pushed, but they pushed you to hard. You still have a whole other year ahead of you, so you have plenty of time to beat your time." She thought about it and said, "That is true. I still have a whole year to." she felt better about this.

To this day she is still trying to beat her record. She is still in 7th grade but she is getting very close to beating her time. She doesn't let the word of those who are pushing her to get to her head, but she still works hard at trying to beat her record time.

The End

By: /

### Conventions score point 2

The student demonstrates grade-appropriate spelling with only a few errors (*ment*, *nother*). The punctuation includes some correct use of quotation marks ("That is true. I still have a whole year to!"). Grammar and usage are grade-appropriate.

This is a story about encouragement. People are encouraged in many different ways. This particular story is about a boy named . He is 15 years old and in tenth grade. Him and his best friend, joined bowling together. Their goal was to turn pro. Along the way he faced second thoughts.

One night after bowling was very tired. He realized there was a big test coming up soon, and he had to study. The bad thing is bowling goes three times a week. had to figure out something. decided to talk with his mom, and his dad. He was considering whether or not he should quit bowling. He said, "Mom I'm thinking about

quitting bowling." she replied, "honey,  
you shouldn't quit. You're so good at it."

Last week she was talking to his  
coach, and heard he was the best in the  
league. So he didn't get much help from his  
parents, except that he was good. He decided to  
talk to about it.

"What? You can't quit, we have to stay together!"  
said. He continued, "You're so good, you can get  
a scholarship for college."

said, "well, what about the money? I've  
borrowed money from my parents the last two  
weeks. My allowance isn't working."

"You could get a job and work at  
Pizza Hut with me. My boss says I only have  
to work the days I don't have to bowl,  
and the pay is great."

\_\_\_\_\_ was beginning to make his decision. After school he decided to talk with his coach, and she made a great point that \_\_\_\_\_ really enjoys bowling. After he thought for a moment he realized he wouldn't enjoy his life as much without it.

\_\_\_\_\_ gave the news to everyone who helped him out. He even took \_\_\_\_\_ advice and got a job. \_\_\_\_\_ realized he would have a rougher time without his friends and family.

A few years later \_\_\_\_\_ and \_\_\_\_\_ achieved their dreams of becoming pros. They were both very thrilled to have done so. Each was given a medal.

So no matter what you're doing, if you get a little encouragement from others you can end up just as happy.

### Conventions score point 3

The writer consistently uses grade-appropriate spelling (*encouragement, considering, scholarship*). The response also illustrates correct use of capitalization and punctuation ("You're so good, you can get a scholarship for college."). The student demonstrates grade-appropriate grammar and usage throughout the response (*A few years later Marcus and Arlan achieved their dreams of becoming pro*).