

## THREE REASONS WHY I WANT TO BE...

### Performance Standard 3A.E

Write a multi-paragraph expository paper accordingly:

- *Focusing the paper:* Set purpose of paper through thematic introduction, specific preview, or inductively through the paper; maintain position/logic throughout; includes an effective closing.
- *Supporting major points:* Support all major points with specific detail; show development of depth; enhance specificity through word choice.
- *Organizing the paper:* Use a clear structure; paragraph major points appropriately; demonstrate coherence and cohesion with effective devices (e.g., transitions, pronouns, parallel structure); produce cohesion through varied sentence structure.
- *Using conventions:* Demonstrate mastery of sentence construction, basic subject/verb agreement, and basic punctuation and capitalization; use few invented spellings of uncommon words; evidence few major errors in proportion to amount written.
- *Developing a well-integrated paper:* Develop written work fully for grade level; apply a clear and purposeful focus and in-depth/balanced support; identify and develop lines of reasoning coherently and cohesively throughout the written work.

### Procedures

1. ***In order to use correct grammar, spelling, punctuation, capitalization and structure (3A)***, students should experience sufficient learning opportunities to develop the following:
  - Write paragraphs that include a variety of sentence types (i.e., declarative, interrogative, exclamatory, imperative).
  - Develop multi-paragraph compositions that include an introduction, first and second level support, and a conclusion.
  - Use a variety of sentence structures (e.g., simple, compound).
  - Use basic transition words to connect ideas.
  - Use correct spelling, capitalization and punctuation.
  - Demonstrate appropriate use of various parts of speech.
  - Proofread one's own work and the work of others and revise accordingly.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Have students read several selections and discuss various characters from literature, American history, etc. Involve students in an appropriate pre-writing activity which requires them to think about strengths and weaknesses of several characters and make comparisons among them.  
Note: This assessment should be used in a formative mode. Approximately 4 days will be allotted for this process writing activity. Give students the following prompt:

“Many young people often imagine being someone else whom they admire. Sometimes young people want to be a famous sports figure or movie star. They usually can tell you why they would like to be that other person. For this assignment, you are to choose a character from \_\_\_\_\_ whom you would like to be and explain in detail, three reasons why you want to be that person.”

4. Evaluate each student's performance using the ISAT expository writing rubric for grade 5. Add each student's scores to determine the performance level.

Reminder: Integration score is doubled.

### Examples of Student Work

- [Meets](#)
- [Exceeds](#)

### Resources

- Chart, chalkboard or overhead transparency for pre-writing activity
- ISAT Expository Writing Rubric for Grade 5

### Time Requirements

- Three class periods (not including writing process steps)

**THREE REASONS WHY I WANT TO BE ...**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

- Exceeds 28 - 32 points
- Meets 21 - 27 points
- Approaches 14 - 20 points
- Begins 6 - 13 points

**NOTE: Use the state’s writing rubric for grade 5 in appendix A for this assessment.**

	<b>Focus</b>	<b>Support</b>	<b>Organization</b>	<b>Conventions</b>	<b>Integration</b>
<b>6</b>					
<b>5</b>					
<b>4</b>					
<b>3</b>					
<b>2</b>					
<b>1</b>					

**MAJOR AND MINOR ERRORS**

**SENTENCE CONSTRUCTION**

**Major Errors**

- Incorrect subject/verb agreement
- Run-on
- Fragment
- Omitted words that interfere
- Incorrect usage
- Incorrect use of common words
- Incorrect pronoun reference
- Confusing tense shifts

**Minor Errors**

- Incorrect use of connectors between clauses
- Omitted words that do not interfere

**USAGE**

**Minor Errors**

- Commas in a series, for opening or clauses
- Awkward or odd use of words/phrases, but meaning still clear
- Homonyms (its/it’s, there/their/they’re, to/two/too)

**SPELLING**

**Major Errors**

Misspelled common words (same misspelled word considered once)

**Minor Errors**

Inventive spellings for unusual or less frequently used words

**PARAGRAPH FORMAT**

**Major Errors**

Using titles to delineate paragraphs  
Numbering paragraphs

**Minor Errors**

Inconsistent separation of paragraphs

**PUNCTUATION/  
CAPITALIZATION**

**Major Errors**

Omission of initial caps  
Common proper nouns  
Missing/incorrect end punctuation  
Missing or misplaced apostrophes

**Minor Errors**

Periods for abbreviations