

**Grade 5 Prompt:**

**What is one item you would like to have? Write to describe the item and explain why you want it.**

Mini fridge

✓ Is there something you would like to have? well what I really want is a mini fridge and this is why.

- You clearly stated your subject, that you wanted a “mini fridge”.
- It is best to not begin with a rhetorical question for this essay. Instead begin with a strong topic sentence.
- It is best to not start a sentence with “well”, just make the statement directly.
- Before launching into the reasons you want a “mini fridge” take the time to describe one. Never assume your audience knows what you are writing about without providing them with descriptive details.

✓ First, I want my own mini fridge in my room.

- This sentence and the one that follows it begin a series of lists (i.e., “First, I want...; Second, I want...; Last, I want...”). Listing in this manner affects the flow of the piece.
- How could you adjust the placement of the time-order word (e.g., second) within each transitional sentence to add variety to these sentences?

✓ Because I would like to have my own food and drinks to my self. Like candy, lunch

✓ meat, soda, and koolaid. Second, I want a mini fridge because it is mini it fits in my room.

- Could you add additional details about the reasons you would like to have your own food and drinks to yourself?
- Can you add elaboration to these details in such a way as they work together to form a connected message?
- The use of the word “mini” here is not a good choice of words. Rather than repeat “mini” in the description, is there a synonym you could use? What reference source might be helpful to use?
- You mentioned how the “mini fridge” will fit in your room. Can you provide details to elaborate upon the size of your room? It is best not to assume the reader knows what your room looks like or how small it is.

✓ And i can get food and drinks when i'm playing video games or watching T.V.

- It is best to not begin a sentence with “And”.
- Can you provide additional information about why it would be especially helpful to have a “mini fridge” while playing video games or watching T.V. ? For example, is your bedroom upstairs, making for a long walk to the refrigerator?

✓ Third, I really would be happy if my stuff was separated from my brothers Dan and Nate because

✓ when i have food or drinks they all was take it.

- It is best to not use “stuff” when you can be more specific and descriptive. What words could you use in place of “stuff”?
- In this sentence, you provided a strong reason for why you should have your own “mini fridge”. Can you add one or more sentences immediately after this to provide additional details? For example, can you describe an incident when you discovered some of your food missing because one of your brothers helped themselves to it?

✓ Last, I want a mini fridge so I can have food and drinks in my room. and i can separated my stuff my brothers Dan and Nate.

- Doesn't this sentence sound too familiar? That is because it is basically your first and third reasons combined. Can you provide another reason why you want a "mini fridge"? If not, could you eliminate this sentence and spend time elaborating upon your other reasons?

✓ Now you know that i want a mini fridge.

- Although you made an attempt at providing a closure to your piece, as a general rule, it is best not to say "Now you know...".
- Can you provide a more complete conclusion that reiterates your topic while bringing closure to your piece?

Overall, your central idea has remained consistently focused on the reasons you want a "mini fridge". You mentioned that you would like to have one to do a variety of activities. Can you add some additional information that tells about these activities in such a way that the reader can understand why having your own "mini fridge" would be ideal? Did you spend sufficient time planning before you began to write?

# Grade 5 Instruction Writing Checklist

<b>COMPOSING/WRITTEN EXPRESSION</b>				
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>CENTRAL IDEA</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Clear, consistent focus on a central idea</li> <li><input type="checkbox"/> Clear awareness of intended audience</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reasonably consistent focus on central idea</li> <li><input type="checkbox"/> Awareness of intended audience</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Inconsistent focus on central idea</li> <li style="background-color: yellow;"><input type="checkbox"/> Limited awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Little or no focus on a central idea</li> <li><input type="checkbox"/> No awareness of audience</li> </ul>
<b>ORGANIZATION AND UNITY</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Follows a logical organizational plan</li> <li><input type="checkbox"/> Stays consistently on topic with few digressions</li> <li><input type="checkbox"/> Strong beginning, middle, and end</li> <li><input type="checkbox"/> Each paragraph has a strong topic sentence focusing on the main idea</li> <li><input type="checkbox"/> Effectively uses transitional words and/or phrases to connect thoughts</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence of an organizational plan</li> <li style="background-color: lightgreen;"><input type="checkbox"/> Stays mainly on topic and may have a few digressions</li> <li><input type="checkbox"/> Has a beginning, middle, and end</li> <li><input type="checkbox"/> Each paragraph has a topic sentence somewhat focused on the main idea</li> <li><input type="checkbox"/> Uses transitional words and/or phrases to connect thoughts</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Inconsistent organizational plan</li> <li><input type="checkbox"/> Strays from the main topic and has many digressions</li> <li style="background-color: lightgreen;"><input type="checkbox"/> Some evidence or an attempt at a beginning, middle, and end</li> <li style="background-color: lightgreen;"><input type="checkbox"/> Each paragraph has an inconsistent or weak topic sentence</li> <li style="background-color: lightgreen;"><input type="checkbox"/> Inconsistent use of transitional words and/or phrases to connect thoughts</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Little or no organization plan</li> <li><input type="checkbox"/> Main topic not evident</li> <li><input type="checkbox"/> No clear beginning, middle, and end</li> <li><input type="checkbox"/> Each paragraph does not have a topic sentence with little or no indication of the main idea</li> <li><input type="checkbox"/> Little or no evidence of transitional words and/or phrases to connect thoughts</li> </ul>
<b>ELABORATION AND DETAILS</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Fully elaborated using facts, definitions, opinions, quotations, details, and/or other examples to support the central idea</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Somewhat elaborated with sufficient use of facts, definitions, opinions, quotations, details, and/or other examples to support the central idea</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Contains limited use of facts, definitions, opinions, quotations, details, and/or other examples to support the central idea</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Contains little or no elaboration, lack of details and/or examples</li> </ul>
<b>SENTENCE FORMATION AND STRUCTURE</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Includes a variety of sentence lengths and beginnings</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Includes some sentence variety in lengths and beginnings</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Includes little or no sentence variety in lengths and beginnings</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No sentences of various lengths or beginnings</li> </ul>
<b>FLOW</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Rhythmic flow resulting from purposeful sentence variety, clauses, and transitions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some rhythmic flow and sentence variety with some effective clauses and transitions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uneven rhythmic flow, limited sentence variety, repetitive sentence patterns, little use of clauses and transitions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No rhythmic flow or sentence variety, no use of clauses or transitions</li> </ul>
<b>WORD CHOICE</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Contains highly specific word choice, descriptive language, and selected information</li> <li><input type="checkbox"/> Appropriate, purposeful tone</li> <li><input type="checkbox"/> Evidence of writer's voice</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Contains specific word choice, descriptive language, and selected information</li> <li><input type="checkbox"/> Evidence of tone</li> <li><input type="checkbox"/> Some evidence of writer's voice</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Limited word choice, descriptive language and selected information</li> <li><input type="checkbox"/> Inconsistent tone</li> <li style="background-color: orange;"><input type="checkbox"/> Limited evidence of writer's voice</li> </ul>	<ul style="list-style-type: none"> <li style="background-color: orange;"><input type="checkbox"/> Little or no specific word choice, descriptive language, and selected information</li> <li style="background-color: orange;"><input type="checkbox"/> Little or no tone</li> <li><input type="checkbox"/> No evidence of writer's voice</li> </ul>