

Grade 8 Prompt:

Civil rights leader Mahatma Gandhi wrote, “Be the change you want to see in the world.” What is one way you would like to change the world, and how can you help to bring about this change? Use specific details and examples in your response.

✓ The thing i would like to change in the world wood be to world hunger. World

hunger is a big problem in all countries in the world. They have citizens die

✓ everyday.

- Clear position, but how can you be more specific than saying world hunger is a big problem? Why is it a problem?
- A stronger introduction should include your plan for your paper. What are some ways you believe you can bring about change in world hunger?
- Who are you referring to when you say “they” in sentence #3?

Millions die every year from hunger and lack of water. Some of the people in

✓ other countries cant afford food. When people cant afford food they go to places to

✓ get free food but those places cant feed every person that comes to get free food.

- The first sentence in this paragraph repeats what you have already said. What transition can you use to connect the ideas to the first paragraph?
- You have a good idea started. Can you give some specific details on the types of places people can go to get food and why the places can’t feed everyone?
- In paragraph #3 you have started talking about a solution. You could combine paragraphs #2 and #3 and add details to support your position.

I help by donating cans to the food drive at our local schools and giving money

✓ to the non profit organizations. Who just collect stuff just for hunger. So next time

✓ when you see one of these stands to donate give money on give some non

perishable food to the drive.

- Your focus shifts from how you can change world hunger to telling others what to do. How could you rewrite the last sentence in the paragraph to reflect what *you* can do?
- The wording in this paragraph is vague. What specific words can you use to strengthen your ideas?

✓ You don't have to just donate to one thing if you think there is a better cause

✓ out there go for it. If you want the world to change you are who it starts with you.

✓ You can start a project by yourself for a cause and when you do get your friends and family involved.

- This paragraph shifts away from the purpose and focus of your paper. Is there another way that *you* can help change the problem of world hunger?

✓ So next time you see something to donate do it it will help and change starts

with you. If we can get family and friends to donate we will have more than enough food to go around.

- You have attempted a conclusion for your paper. A stronger way to close is to summarize (but not restate) your ideas for solving world hunger and not starting with the word "so".
- This paragraph has too much repetition of what you have already said. Look at your wording and try to find more specific words to make your concluding points.

Grade 8 Instruction Writing Checklist

COMPOSING/Written EXPRESSION				
	4	3	2	1
CENTRAL IDEA	<input type="checkbox"/> Clear, consistent focus on a central idea <input type="checkbox"/> Clear awareness of intended audience	<input type="checkbox"/> Reasonably consistent focus on central idea <input type="checkbox"/> Some awareness of intended audience	<input type="checkbox"/> Inconsistent focus on central idea <input type="checkbox"/> Limited awareness of audience	<input type="checkbox"/> Little or no focus on a central idea <input type="checkbox"/> No awareness of audience
ORGANIZATION AND UNITY	<input type="checkbox"/> Strong introduction with an effective thesis statement <input type="checkbox"/> Follows a logical organizational plan <input type="checkbox"/> Ideas are unified with few digressions <input type="checkbox"/> Maintains a consistent point of view <input type="checkbox"/> Uses transitions to connect ideas within and across paragraphs	<input type="checkbox"/> Skillful introduction with evidence of a thesis statement <input type="checkbox"/> Evidence of an organizational plan <input type="checkbox"/> Few minor digressions <input type="checkbox"/> Point of view may shift occasionally <input type="checkbox"/> Uses transitions effectively within and across paragraphs	<input type="checkbox"/> Weak introduction with a statement of intent or weak thesis statement <input type="checkbox"/> Inconsistent organizational plan <input type="checkbox"/> Lack of unity due to major digressions <input type="checkbox"/> Shifts in point of view <input type="checkbox"/> Limited or inconsistent use of transitions within and across paragraphs	<input type="checkbox"/> No introduction with no purposeful thesis statement <input type="checkbox"/> Little or no organization of ideas <input type="checkbox"/> Lacks unity due to major digressions <input type="checkbox"/> Shifts in point of view <input type="checkbox"/> Absence of transitions connecting ideas
EVIDENCE AND DETAILS	<input type="checkbox"/> Fully elaborated containing precise, relevant examples, illustrations, reasons, events, and/or details which support purpose and audience <input type="checkbox"/> Details clarify the writer's purpose and clearly elaborate ideas	<input type="checkbox"/> May contain minor lapses elaboration, relevant examples, illustrations, reasons, events, and/or details <input type="checkbox"/> Some details clarify the writer's purpose	<input type="checkbox"/> Contains limited elaboration, examples, illustrations, reasons, events, and/or details <input type="checkbox"/> Few details clarify the writer's purpose <input type="checkbox"/> Ideas may be a list of general, underdeveloped statements	<input type="checkbox"/> Contains little or no evidence (examples, illustrations, reasons, events, and/or details) <input type="checkbox"/> Little or no elaboration <input type="checkbox"/> List of general unrelated statements <input type="checkbox"/> Length is inadequate for development
CONCLUSION	<input type="checkbox"/> Strong, effective conclusion	<input type="checkbox"/> Good conclusion	<input type="checkbox"/> Weak or ineffective conclusion	<input type="checkbox"/> Very limited or no conclusion
FLOW	<input type="checkbox"/> Rhythmic flow resulting from purposeful sentence variety <input type="checkbox"/> Sentences incorporate subordination of ideas, and/or effective embedding of modifiers	<input type="checkbox"/> Some rhythmic flow and sentence variety <input type="checkbox"/> Some sentences use subordination of ideas, and/or embedding modifiers	<input type="checkbox"/> Uneven rhythmic flow, limited sentence variety, repetitive sentence patterns <input type="checkbox"/> Little subordination of ideas	<input type="checkbox"/> No rhythmic flow or sentence variety, a tedious presentation <input type="checkbox"/> No subordination or embedding modifiers
WORD CHOICE	<input type="checkbox"/> Contains specific word choice, descriptive language, and selected information <input type="checkbox"/> Appropriate, purposeful tone <input type="checkbox"/> Strong evidence of writer's voice	<input type="checkbox"/> Contains some specific word choice, descriptive language, and selected information <input type="checkbox"/> Evidence of tone <input type="checkbox"/> Some evidence of writer's voice	<input type="checkbox"/> Limited word choice, descriptive language and or selected information <input type="checkbox"/> Inconsistent tone <input type="checkbox"/> Occasional use of writer's voice	<input type="checkbox"/> Lacks tone and voice, little or no specific word choice, descriptive language, and/or selected information <input type="checkbox"/> Little or no evidence of writer's voice