

Grade 4 ECR

A kangaroo can hop as fast as a slow-moving car. Imagine you can hop like a kangaroo for one day. Write a story to tell **what** happens, **how** you feel, and **how** you return to normal.

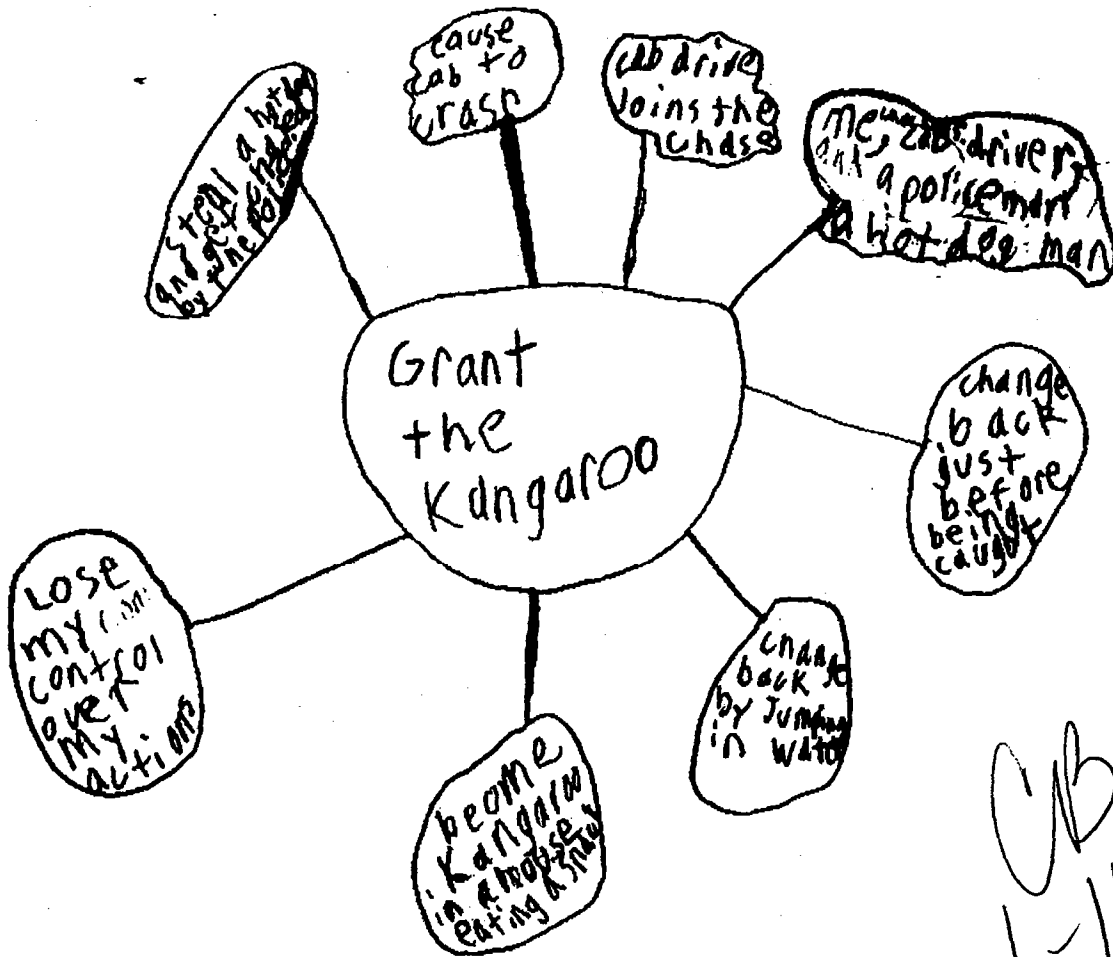
Remember to include:

- characters
- details
- a beginning, a middle, and an end

PLANNING

Use this page to plan your writing. You might consider using an outline, a web, cluster, list, story map, or any other way to help you organize your writing.

You will receive credit for planning your writing.



Now write your first draft

CSAP
Grade 4 Writing
Score Pt: 1
ANCHOR
Shows evidence of planning

FINAL COPY

3

After you have read your draft and thought about these questions, write the final copy on the lines below.

Use as many lines as you need.

Being a kangaroo isn't what it's cracked up to be. I'm about to tell you how I became a kangaroo and how much trouble I got in. It started on a almost regular Friday morning. I woke up with much larger feet than I remembered. I barely ever look in the mirror, so I had trouble understanding why everyone was staring at me on the school bus. Nobody was talking to me either. Later during class, I could say I started to get jumpy, but that would be a bit of an understatement. I couldn't stop moving! My teacher, Mr. Duarte, finally said "Maggie, I can't teach a kangaroo. I'm sorry, but you have to leave." So that's why nobody would speak to me.

I exited out near the playground. There, I saw some first graders jumping rope. I instantly remembered what animal I was and hopped in the game. I jumped for so long, I was told off by a recess teacher for not letting anyone else play, so I decided to see a movie instead. What a bad decision that was! "Crocodile Hunter" was playing and I couldn't wait. In fact I got so excited I started to jump for joy. The theatre usher looked like he thought I didn't belong in the movies, so he was happy to "usher" me out. By that time, it was dark. At home, my own mother wouldn't let me in the

house because of my dirty feet.
While I lay down on the cold grass,
I saw a shimmery light dance through
the sky. As I made a wish, my
fuzzy kangaroo fur seemed to melt away.
I looked down. I was human
again! As I ran inside my house,
I decided kangaroos didn't have such
an easy life as a human like me.

CSAP

Grade 4 Writing

Item 3

Score Point: 4/4/2

ANCHOR

CO 4: The response meets all requirements of the prompt by telling an exciting story of being a kangaroo for the day. It stays fully focused on topic that begins with an inviting introduction that pulls the reader in, "Being a kangaroo isn't what it's cracked up to be." Many ideas are logically presented with specific details and descriptions, "instantly remembered, jump for joy, shimmering light, fuzzy kangaroo fur." Paragraphing is weak, but there is obvious order.

SF 4: The writing is engaging throughout and offers specific vocabulary, "understatement, fuzzy". Effective use of imagery is used from beginning to end, "fur started to melt away". Paper is fluent and easy to read and sentence structure is varied.

LU 2: Language skills successfully support meaning and few errors are noted.

CB
4-11-07

FINAL COPY

3

After you have read your draft and thought about these questions, write the final copy on the lines below.

Use as many lines as you need.

One Sunday night the night before a boring school day. I wished on the first star I saw that I could have kangaroo powers. I thought that would be the coolest thing ever aside from the Stanley Cup.

So when the next morning came I found out that I had kangaroo powers! I went and showed my mom. She freaked and then fainted before she called the doctor. So I just went to school to try my powers out. At recess everyone fought over me to be on their basketball teams because I could do slam dunks and allyoops. But I did too many slam dunks and allyoops that I could not stop jumping!

And when I came home from school I avoided everyone until bedtime. And when I saw the first star

in the sky I wished I could have fish powers and
not kangaroo powers. I thought fish powers would
be even cooler. But when I woke up the next mor-
ning I had gills.

CSAP 2007
Grade 4 Writing
Item 3
Score Point 3/3/2
ANCHOR

CB
4-11-07

CO 3: This response meets most of the requirements of the task and is somewhat focused. Some ideas have a few details although they tend to be general. The paper provides some connections between ideas with few transitions.

SF 3: Writing is generally fluent and appropriate to task. Word choice is general and familiar vocabulary is used. Some active verbs such as "avoided and fought" are noted, but most are common like "went." Uses some variety of sentence structures.

LU 2: Language skills successfully support meaning.

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After you have read your draft and thought about these questions, write the final copy on the lines below.

Use as many lines as you need.

If I were a kangaroo I would eat grass first thing in the morning. Then go off with my friends. After that I would explore the plain and then eat lunch. Then I would go help my parent feed my sister who is three years old. Then continue hopping along with my friends. Then I would play with my older brother.

Later on I would invite my brother and friend in a game of tag. Then play peek-a-boo with sister. Then share a story with my family and take a little rest. Then I would get a snack. Then I

put my sister to sleep.

Race with my brother. After that I would hop along the plain. The sun got dimmer and is becoming night. I would go home and eat dinner and then go to sleep.

CSAP 2007
Grade 4 Writing
Item 3
Score Point 2/2/2
ANCHOR

CO 2: Addresses a broad topic of being a kangaroo for a day and gives list-like rendition of the day. Some sense of order with a brief introduction and conclusion but with little order in between - just a list of ideas.

SF 2: Writing is somewhat bland with little sense of audience. General word choice and colorless verbs are used "take, get". Choppy sentences with the overuse of I would throughout the writing. Uses familiar vocabulary.

LU 2: A few errors are noted.

CB
4-11-07

FINAL COPY

3

After you have read your draft and thought about these questions, write the final copy on the lines below.

Use as many lines as you need.

what i'd to be a kangaroo
one day at school what
to be a kangaroo because
they jump high and
that they run like
a rabbit like little dogs.
when school was over
i went home to go to
sleep because we had
to do csap the hole day
so i went sleep on table
an hour. when i
work up and i was a
kangaroo so i jump

CB
4-11-07

CSAP 2007 - Grade 4 Writing - Item 3 - Score Point 1/1/1

ANCHOR

CO 1: Meets few of the prompt's requirements. Student lists several confusing ideas and ends abruptly.

SF 1: Writing is bland and hard to follow in places. It has some unreadable portions.

LU 1: Several errors in punctuation, spelling, word usage, and capitalization.