Evaluating and Improving Student Writing

Using Description to Develop Characters, Events, and Experiences in Grades 6-8
Module Objectives

• Identify student expectations for using description in narrative writing according to the standards
• Explain why and how to effectively use description in narrative writing
• Explore the use of description in authentic mentor texts and student exemplars
# Use of Description in Narrative Writing

**Georgia Standards of Excellence, Grades 6-8**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>6</th>
<th>7</th>
<th>8</th>
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</thead>
<tbody>
<tr>
<td>ELAGSEW3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</td>
<td>b. Use narrative techniques, such as dialogue, pacing, and <strong>description</strong>, to develop experiences, events, and/or characters.</td>
<td>b. Use narrative techniques, such as dialogue, pacing, and <strong>description</strong>, to develop experiences, events, and/or characters.</td>
<td>b. Use narrative techniques, such as dialogue, pacing, <strong>description</strong>, and reflection, to develop experiences, events, and/or characters.</td>
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## Use of Sensory Language in Narrative Writing

Georgia Standards of Excellence, Grades 6-8

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<td><strong>ELAGSEW3:</strong> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</td>
<td>d. Use precise words and phrases, relevant descriptive details, and <strong>sensory language</strong> to convey experiences and events.</td>
<td>d. Use precise words and phrases, relevant descriptive details, and <strong>sensory language</strong> to capture the action and convey experiences and events.</td>
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Skill of Focus
Use of Description

In narratives, good writers use description to help the reader imagine the characters, settings, and events.

Good writers also use description within dialogue, which heightens the effectiveness of this technique. Using description requires the writer to use the five senses.
Ineffective use of description:

*The kids at my new school were friendly.*

Effective use description:

*I stepped into the classroom. I worried that I would not make new friends in my class. After the teacher introduced me, she asked me to tell the class where I was from. “I moved to Georgia from India,” I said. “This is my first time in the United States.” Everyone in the class smiled at me with shining eyes. “Welcome to our class,” a girl in the front row said. “Would you like to sit with me at lunch today?”*
**Skill of Focus**

**Use of Description**

Think...Who are the characters? What is the setting? What is the main event? ....that you need the reader to know.

Describe the characters, setting, and event so readers can create a picture in their mind.

Create unique experiences and events using the five senses.
### Four-Point Holistic Rubric, Grade 8

<table>
<thead>
<tr>
<th>Points</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>4</td>
<td>The student’s response is a well-developed narrative that fully develops a real or imagined experience based on text as a stimulus.</td>
</tr>
<tr>
<td></td>
<td>- Effectively establishes a situation and a point of view and introduces a narrator and/or characters</td>
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<tr>
<td></td>
<td>- Organizes an event sequence that unfolds naturally and logically</td>
</tr>
<tr>
<td></td>
<td>- Effectively uses narrative techniques, such as dialogue, description, pacing, and reflection, to develop rich, interesting experiences, events, and/or characters</td>
</tr>
<tr>
<td></td>
<td>- Uses a variety of words and phrases consistently and effectively to convey the sequence of events, signal shifts from one time frame or setting to another, and show the relationships among experiences and events</td>
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<tr>
<td></td>
<td>- Uses precise words, phrases, and sensory language to convey experiences and events and capture the action</td>
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<td></td>
<td>- Provides a conclusion that follows from the narrated experiences or events</td>
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<td></td>
<td>- Integrates ideas and details from source material effectively</td>
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<td></td>
<td>- Has very few or no errors in usage and/or conventions that interfere with meaning*</td>
</tr>
</tbody>
</table>
## Four-Point Holistic Rubric, Grades 6-8

<table>
<thead>
<tr>
<th>TRAIT</th>
<th>POINTS</th>
<th>GRADE 6 CRITERIA</th>
<th>GRADE 7 CRITERIA</th>
<th>GRADE 8 CRITERIA</th>
</tr>
</thead>
</table>
| This trait examines the writer's ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read. | 4 | • Effectively uses narrative techniques, such as dialogue, description, and pacing, to develop rich, interesting experiences, events, and/or characters  
• Uses precise words, phrases, and sensory language consistently to convey experiences and events | • Effectively uses narrative techniques, such as dialogue, description, and pacing, to develop rich, interesting experiences, events, and/or characters  
• Uses precise words, phrases, and sensory language consistently and effectively to convey experiences or events and capture the action | • Effectively uses narrative techniques, such as dialogue, description, pacing, and reflection, to develop rich, interesting experiences, events, and/or characters  
• Uses precise words, phrases, and sensory language to convey experiences and events and capture the action |
Mentor Text

Analyzing Author’s Use of Description
Mentor Text
All Summer in a Day (Ray Bradbury)

- Author introduces two main characters (Margot and William) and supporting characters (9 year-old classmates and an absent teacher) to develop the story.
- Author creates a setting in a harsh place with no sun; a depressing mood – life on Venus, a stark contrast to Earth’s lush environment.
- Anticipation of 7-year event – the appearance of the sun for only a two-hour segment of time within a day. Anxious school children await the event and become enraged by a classmate’s memory of the sun.
- As the story progresses, the author reveals the classmates’ united jealousy of Margot’s memories. In the end, the classmates realize their cruelty toward Margot and display deep remorse as they glance at each other, guilty and chastened, for they had withheld summer from Margot...an event, they will never forget.
The author effectively uses...

<table>
<thead>
<tr>
<th>Use of Description</th>
<th>Use of Sensory Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>“She was an old photograph, dusted from an album, whitened away, and if she spoke at all her voice would be a ghost.”</td>
<td>“The children pressed to each other like so many roses, so many weeds, intermixed, peering out for a look at the hidden sun.”</td>
</tr>
<tr>
<td>“They turned on themselves, like a feverish wheel, all tumbling spokes.”</td>
<td>“Then, wildly, like animals escaped from their caves, they ran and ran in shouting circles.”</td>
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<tr>
<td>“she remembered the sun and the way the sun was and the sky was when she was four in Ohio”</td>
<td>“A few cold drops fell on their noses and their cheeks and their mouths. The sun faded behind a stir of mist. A wind blew cold around them.”</td>
</tr>
<tr>
<td>“The door slid back and the smell of the silent, waiting world came into them.”</td>
<td></td>
</tr>
</tbody>
</table>

Use of Description

Description…to develop rich, interesting experiences, events, and/or characters

Sensory language to convey experiences and events and capture the action
Milestones Exemplars
Focus on Student Use of Description
Narrative Item and Scoring Samplers

Georgia Milestones
Assessment System

Grade 8
English Language Arts
Item and Scoring Sampler:
Extended Constructed-Response
Narrative Item
2019

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Excerpt from, “A Geological Calendar”

A Geological Calendar

GLOSSARY
blue hole—a submerged vertical cave or sinkhole found in or near coastal areas
limestone—a sedimentary rock consisting mostly of calcium carbonate
mixing zone—an area of fresh water and salt water
stalactite—a rock formation that hangs downward in a cave
stalagmite—a rock formation that juts upward
subterranean—underground, below the earth

With all the unique, unlikely places on land that scientists and explorers have stumbled across, it makes a person wonder what sort of mysteries lurk unexplored far beneath the rolling waves of the ocean. Blue holes are named for their deep sapphire color that can be seen from above. They are actually subterranean underwater caves that appear from overhead like giant holes in the ocean. They can extend farther than 600 feet below sea level. Blue holes are fascinating because they contain both fresh water and salt water, often with a film-like layer of fresh water floating atop the salt water. Inside lies a strange world of fossils, scientific mysteries, and cave walls that read like a geological calendar.
Summary of, “A Geological Calendar”

• Provides background about the existence of Blue holes laying just beneath the ocean’s surface. These holes are subterranean underwater caves. Inside lies a strange world of fossils, scientific mysteries, and cave walls that read like a geological calendar.

• Only experienced swimmers and divers can explore these caves. Divers have discovered live species of animals not previously discovered as well as how the caves may have formed thousands of years ago!

• Scientists believe there is still so much more in these blue holes yet to be discovered. Considering that Earth’s atmosphere continues to evolve, perhaps understanding more about Earth’s history will help science to better preserve and prepare for the future.
Think about what a blue hole dive must be like. Write a journal entry as an experienced diver who has just completed a deep blue hole dive for the first time. Focus on the things you saw and how you felt while on the dive.

Be sure to use information about blue holes from the article when writing your journal entry.
Grade 8 Narrative Item and Scoring Sampler

Narrative Writer’s Checklist

Be sure to:

• Write a narrative response that develops a real or imagined experience.
• Establish a context for the experience and a point of view.
• Introduce a narrator and/or characters.
• Organize events in a natural and logical order.
  o Use a variety of transitions to sequence the events, to indicate shifts from one time frame or setting to another, and to show the relationships between the events.
• Use dialogue, description, pacing, and/or reflection to:
  o develop events.
  o develop characters.
  o develop experiences.
• Use precise words and phrases, relevant descriptive details, and sensory language to communicate the action and to describe the events.
• Include a conclusion that reflects on the experience in your narrative.
• Use ideas and/or details from the passage(s).
• Check your work for correct usage, grammar, spelling, capitalization, and punctuation.
I woke up this morning with a churning feeling in my stomach. Today was the day that I was finally going to make the exhilarating dive into a blue hole. I headed out to the dock to meet my friend Hernan who would be driving the boat and waiting for my return. We boarded and began voyage. As we sped across the water, I looked into the distance. I saw it. A beautiful tropical area and in the middle, the hole. It was even bigger than I imagined and looked like it could swallow anything it wanted. I put on my gear, felt the sunshine on my face, took one last breath of fresh air, and jumped into the abyss. As I swam into the hole, I was surprised to find that it did not go straight down. There was a network of twisty tunnels and caves that appeared to be lined with limestone. I headed downward until I found a tunnel that I wanted to explore. At first, I fit very well in the tunnel. However, as it went on it seemed to contract in towards me. It got to one point where I had to take some of my scuba gear off to fit through. All of the sudden I felt the current change and I knew I had to figure out how to turn myself around. I frantically kicked and scraped. Eventually the limestone on the walls collapsed a little bit so that I could turn around. I kicked as hard and fast as I could to escape the tunnel before it swallowed me whole. As I broke free, I saw something magnificent. I couldn’t fully recognize what it was at first, so I grabbed it so I could get a better look back on the boat. It took what seemed like for forever to get back to the surface. When I got there, I waved to Hernan and he slowly drove the boat towards me. I took off my goggles and I couldn’t believe my eyes. It was a sea turtle shell! I knew that with the lack of oxygen and light in the tunnels it was a good place for fossils, but I didn’t know that they would be this big. We brought the gigantic shell back to my house. It sits on my desk as a reminder of the blue hole dive I will neer forget.

• Use of description and/or sensory language is highlighted in blue.
The student effectively uses...

Use of Description

“Today was the day that I was finally going to make the exciting dive into a blue hole.”
“I headed downward until I found a tunnel that I wanted to explore.”
“As I broke free, I saw something magnificent. I couldn’t fully recognize what it was at first.”
“It sits on my desk as a reminder of the blue hole dive I will never forget.”

Use of Sensory Language

“I put on my gear, felt the sunshine on my face, took one last breath of fresh air, and jumped into the abyss.”
“There was a network of twisty tunnels and caves that appeared to be lined with limestone.”
“It seemed to contract in towards me”
“It was even bigger than I imagined and looked like it could swallow anything it wanted.”
I have completed a lifetime goal of mine, while it was risky I am here to tell the tale. Blue Holes are amazing underwater caves that never cease to impress viewers. This dive was quite overwhelming at times, but as a diver know to keep my breathing rate down. One of the first things I did was take my tank off so I could fit through the narrow cave. I saw many signs on the walls of where the water line was a point in time. There were also many fossils of creatures that have been extinct for a long time. It has been an experience that I will never forget.

- Use of description and/or sensory language is highlighted in blue.
## Writing Analysis

### Student Response

The student attempts to use...

<table>
<thead>
<tr>
<th>Description… to develop rich, interesting experiences, events, and/or characters</th>
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<tbody>
<tr>
<td>Words or phrases…to convey experiences, and events, and capture the action</td>
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</table>

### Use of Description

- “I saw many signs on the walls of where the water line was a point in time”
- “quite overwhelming at times”

### Use of Sensory Language

- “the narrow cave”
- “keep my breathing rate down”
Grade 7 Narrative Item and Scoring Sampler

Stimulus Paired Passage Set

Excerpt from, “Froggy Weather”

Froggy Weather

Many years ago, Puerto Rico was a much bigger island, and all the animals were ruled by the Queen Spider Wasp. There were large lakes scattered all across the land. The coquíes were native frogs beloved by residents for their curious call, “ko-kee,” and were at that time mostly your average frogs. They had bulging eyes and a throat like a balloon; they had webbed fingers and toes and would swim and lounge among the reeds, eating snails, flies, and spiders just like any old amphibian. It was a successful species, numbering in the many, many millions.

Unfortunately for the coquíes, predators found them absolutely delicious. Their musical “ko-kee” sound was irresistible in particular to Merlin, the pigeon hawk, and Jardin, the snake. Merlin would hunt coquíes from above all day long, stuffing himself from sunrise to sunset. Then as darkness drew over the island like a blanket, Jardin would stalk coquíes on the ground throughout the night. For a long time the predators’ unquenchable appetite for the coquíes was of little concern, as there were plenty of them to go around.

That is until one day, when there were only six coquíes left!

Excerpt from, “A Letter Home”

A Letter Home

Dear Papá,

I am having a wonderful time at Tía Luisa’s house here in Puerto Rico. In the mornings before it gets too hot, I go for a walk in the El Yunque rainforest. From my room I can see the proud peaks of the Luquillo Mountains in the distance, which look like they are covered in dark green velvet.

There is so much delicious food to eat. Tía makes me fish soup with surullitos—her fried cornmeal pieces—every week. Please don’t tell Mamá I said so, but it might be the best thing I have ever eaten!

I did not sleep well the first few weeks I was here, though it had nothing to do with any lack of comfort in Tía’s warm and tidy little house. Remember the tree frogs you used to tell me about when I was little? It was the sound of the coquíes calling to each other all night long that kept me awake. At home, our ordinary bullfrog with its indifferent “ribbit” is easy to tune out. But the coquíes! Have you ever noticed, Papá, how the tone of their call, “ko-kee,” goes up at the end, as though they are asking a question? All night long I hear “Ko-kee? Ko-kee? Ko-kee?” as if they mean to keep me mindful of all that is uncertain in my young life. “Who are you, Juanita? What will you be? Ko-kee? Ko-kee? Ko-kee?”
Grade 7 Narrative Item and Scoring Sampler
Summary of Stimulus Paired Passages

Froggy Weather
• Takes place in the island of Puerto Rico.
• The animals of Puerto Rico were ruled by the Queen Spider Wasp.
• There was a large population of coquies, the native frog, despite the fact the frogs were hunted from above by day and from the ground at night.
• But, the coquies had a friend, the Queen Spider Wasp, who shrank the size and took away their webbed feet and provided the frogs with sticky pads.
• Now, the defenseless ground dwellers became tree frogs. The tale of the coquies is still passed down today.

A Letter Home
• Juanita writes a letter home to Papa while visiting Tia Louisa in Puerto Rico.
• She writes about the great food and the sound of the tree frogs at night, the coquies.
• She compares the ribbit sound of the bullfrog to the Ko-kee sound of the coquies and remarks that the tone of the coquie seems as if they are asking a question.
• Even though Juanita originally had a hard time sleeping because of the coquies, she now believes that she will miss their nightly song.
Grade 7 Narrative Item and Scoring Sampler
Extended Constructed-Response Writing Prompt

Based on the description of the coquíes in both passages, write a story from the snake Jardin’s point of view. Begin your story where “Froggy Weather” ends.

Use details, dialogue, and description to develop your story.
Grade 7 Narrative Item and Scoring Sampler

Narrative Writer’s Checklist

Be sure to:

- Write a narrative response that develops a real or imagined experience.
- Establish a context for the experience and a point of view.
- Introduce a narrator and/or characters.
- Organize events in a natural and logical order.
  - Use a variety of transitions to sequence the events and to indicate shifts from one time frame or setting to another.
- Use dialogue, description, and/or pacing to:
  - develop events.
  - develop characters.
  - develop experiences.
- Use precise words and phrases, relevant descriptive details, and sensory language to communicate the action and to describe the events.
- Include a conclusion that reflects on the experience in your narrative.
- Use ideas and/or details from the passage(s).
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.
Grade 7 Narrative Item and Scoring Sampler

Student Response

The natives of Puerto Rico speak often of the strange weather in the El Yunque rainforest, where it is known to rain frogs! I thought about seeing this for myself, as I wanted a little snack. "I'll get you one day!" I called out to the coquies as I chased them endlessly through the rainforest. Merlin would come out during the day in search for the tasty snack, and I would come in the darkness in the night hoping one would be laying on the ground, helpless and ready for me to eat it, but unfortunately, I had no such luck. Merlin would hope for the same thing day in and day out, but, as usual, all the coquies were up in the tree tops taunting either Merlin or I as we came by. "Why did that Queen Spider Wasp have to help the coquies and make them be able to climb trees?" Yelled Merlin in frustration.

"I don't know but they sure do put up a fight." I calmly said back.

"Jardin! You startled me! I didn't know you were out here. Actually, what ARE you doing out here? It's the middle of the day." Merlin said with obvious panic in his voice.

"Don't worry I'm just out looking for a little snack." I assured him. I was hoping that he would mention the coquies, so I wouldn't have to bring them up, but he did not.

"A snack? What kind of snack?" He questioned me as he looked straight into my eyes with disbelief.

"The coquies." I said with slight discouragement, but Merlin didn't seem to notice that.

"You can't get to the coquies. No one can!" He yelled at me as he started to fly away.

"Wait! I know a way we can both get to them." I said in a wooden voice.

"How?"

"We can work together." I said in a wooden voice.

"Okay, but I'm trusting you on this. Don't let me down."

Me and Merlin set off to find the coquies. Once we did, Merlin swooped down and made them all fall to the ground where I was waiting. I ate all the coquies and left none for Merlin. "I guess I really am a snake huh?" I said back to him as I slithered off back into the rainforest with the snack eaten.

• Use of description and/or sensory language is highlighted in blue.
**Use of Description**

“Merlin would hope for the same thing day in and day out”
“I was hoping that he would mention the coquies, so I wouldn’t have to bring them up, but he did not.”
“He questioned me as he looked straight into my eyes with disbelief.”
“Okay, but I’m trusting you on this. Don’t let me down.”

**Use of Sensory Language**

“I would come in the darkness in the night hoping one would be laying on the ground, helpless and ready for me to eat it”
“Merlin swooped down and made them all fall to the ground where I was waiting”
“as I slithered off back into the rainforest with the snack eaten”

The student effectively uses description to develop rich, interesting experiences, events, and/or characters. Sensory language is used to convey experiences or events and capture the action.
It literally is raining frogs here in Puerto Rico. Normally from me. Right now I’m sneaking up the tree into the canopy hunting for coquies. There they are I slither over there quietly. "snap!" goes the stick "oh-no! They are all jumping down" I slither quickly back down the tree and try to catch one before it’s too late. There one is, I got it. It tastes so good. After that I head back to my cave and hang there till tomorrow.
Writing Analysis
Student Response

The student attempts to use...

Use of Description ★
“try to catch one before it’s too late”

Use of Sensory Language ★
“snap!” goes the stick
“slither over there quietly”
“slither quickly back down”

Description... to develop experiences, events, and/or characters
Some words or phrases... to convey experiences, and events, and capture the action
$$$ Saving for Your Future $$$$

Let Banister Bank help you start saving today for a bright and secure future.

Saving today will help you prepare for tomorrow. Nobody is too young to begin learning about the importance of spending and saving money wisely. At Banister Bank, we believe that every kid should have a savings account. A savings account will teach you to be responsible with your money. All you have to do is follow these simple steps:

- Call around and compare interest rates on “passbook” savings accounts. You want to find the bank that offers you the most for your money. We guarantee that Banister Bank will offer the best deal in town.
- Decide on a goal for your savings account. Are you hoping to purchase a new bicycle? Are you putting money aside for college?
- Come in with your parent or guardian to open your account. Make your initial deposit and sign a signature card.
- Find ways to earn money so you can add to your account on a regular basis.
Summary of, “Saving for your Future”

• The advertisement, Saving for your Future, was written to encourage young people to start saving money.

• Bannister Bank, the owner of the advertisement, encourages people to shop around and compare interest rates and guarantees to provide the best deal in town.

• The advertisement includes an example investment table to encourage the reader to create and use one that helps them keep track of their personal saving and spending habits.

• To conclude, the advertisement provides reasons why the reader should choose Bannister Bank such as: they require no minimal amount, offer higher interest rates, and provide friendly service.
Grade 6 Narrative Item and Scoring Sampler
Extended Constructed-Response Writing Prompt

A 6th grader has decided to ask his/her parents for help opening an account at Banister Bank. Write an original story about the events leading up to the 6th grader having a new account at the bank.

Be sure to include ideas from the advertisement in your narrative.
Grade 6 Narrative Item and Scoring Sampler

**Narrative Writer’s Checklist**

Be sure to:

- Write a narrative response that develops a real or imagined experience.
- Establish a situation and introduce a narrator and/or characters.
- Organize events in a clear and logical order.
  - Use a variety of transitions to sequence the events and to indicate shifts from one time frame or setting to another.
- Use dialogue, description, and/or pacing to:
  - develop events.
  - develop characters.
- Use precise words and phrases, relevant descriptive details, and sensory language to describe the events.
- Include a conclusion.
- Use ideas and/or details from the passage(s).
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.
Grade 6 Narrative Item and Scoring Sampler

Student Response

“What are you doing selling candy on school grounds?!” shouted Mrs. Shamburg. “Nu-nothing,” I cried as I hurried to put the candy back in my bag. “Give me that!” Mrs. Shamburg demanded as she stared her evil witch glare at me, I handed over my candy supply as well as the money I made. “Where did you get all this money?” Trembling from the fear of telling my mother, I told her everything. “I am very disappointed in you young man, I expected better from you,” “We are going to have to confiscate this and tell your mom,” she said. “Noooo, Please don’t tell her, she will cancel our trip to the water park this weekend” I pleaded. “How much money is in here anyway?” She asked. “About $300.” “Here is what I’ll do, I won’t tell your mom, instead I want you to put this in your savings account.” “I don’t have one,” I explained. “Well open one at Banister Bank,” she told me “Okay fine” I said. “This is the last time I want this to happen, or you know what I will do,” she explained. “Understand?” Mrs. Shamburg asked, “Yes ma’am,” I mumbled. Maybe she isn’t a total witch after all.

Later that day, I asked my mom if she could help me open a saving account at Banister. Surprisingly, she said yes without asking why or where I got the money from. She drove us to the bank; opening a savings account was really easy. Mom told me that it was a reslly resonsoble thing for me to do, because Banister bank offers the best deal in town. I still sell candy, but not on school property. I take what I make to the bank each week and always deposit more than I withdraw. Everything works out, I’m glad Mrs. Shamburg suggested the idea, or I would have spent all of my money instead of saving for a new bike.

- Use of description and/or sensory language is highlighted in blue.
Writing Analysis
Student Response

The student effectively uses...

Use of Description

Description...to develop rich, interesting experiences, events, and/or characters

Sensory language...to convey experiences and events

Use of Sensory Language

“We are going to have to confiscate this”
“Maybe she isn’t a total witch after all.”
“Surprisingly, she said yes without asking why or where I got the money from”
“opening a savings account was really easy”

“Nu-nothing,” I cried as I hurried to put the candy back in my bag.
“Mrs. Shamburg demanded as she stared her evil witch glare at me”
“Trembling from the fear of telling my mother”
“Yes ma’am,” I mumbled.”
A 6th grader named Maya saw a poster for Bannister Bank and asked her parents if she could open her savings account. Her parents thought it would be a great idea for her to do that because it could help her save for college and many other things in the future. They went to Bannister Bank, the first thing they did was to see if she had any goals for the account. Then she made her initial deposit and signed a signature card. She earned more money to deposit by cutting grass and walking dogs. She also tracks her account on a regular basis. Maya and her parents are glad she made a savings account.
Writing Analysis
Student Response

The student attempts to use...

Use of Description ★★★
Description… to develop experiences, events, and/or characters
Words or phrases… to convey experiences and events

"it would be a great idea"
"on a regular basis"

Use of Sensory Language ★★★
Conclusion

• Standards W3b and W3d specify that students use description and sensory language to develop experiences, events, and characters.

• The primary purpose of using description in narratives is to help the reader imagine the characters, settings, and events within a story.

• In narratives, good writers use description and sensory details to answer three important questions: who are the characters, what is the setting, and what is the main event?

• Use of description and sensory details, or sensory language, are both criteria evident in the Georgia Milestones narrative writing rubric across grade levels and courses.
Additional Support
Resources & Professional Learning
Georgia Milestones Assessment System Resources

• Assessment Guides
• Study Guides
  ➢ Comprehensive Writing Unit inclusive of Narrative Writing
• Item & Scoring Samplers
  ➢ Stand-alone Narrative Sampler
• Writing Rubrics
• Writer’s Checklists
  ➢ Narrative Genre
English Language Arts Curriculum & Instruction Resource

Narrative Writing Professional Learning

Participants will explore resources for both interpreting and teaching the narrative writing standard.

Presenters: English Language Arts Team, Georgia Department of Education - Curriculum and Instruction

The learning can be accessed at GeorgiaStandards.org.