

**Grade 3**  
**Animal Rescue Adventure**

**Directions for Teacher and Writing Prompt**

**READ all** of these instructions at least one day before giving this test in order to make the necessary preparations.

**THIRD GRADE WRITING ASSESSMENT DIRECTIONS**

Listed below are the directions for administering the third grade *On-Demand Writing* sample.

Collect the necessary materials:

**Suggested Titles:**

“A Thousand Pails of Water” by Ronald Roy (in *Never a Worm This Long* from the older Heath Literature adoption)

*The Great Kapok Tree* by Lynn Cherry

*Dear Children of the Earth* by Schim Schimmel

*The Lorax* by Dr. Suess

“Just A Dream” by Chris Van Allsburg (Theme 5, *Taking Care of the Earth*)

“The Woman Who Outshone the Sun” by Alejandro Cruz Martinez (Theme 5, *Taking Care of the Earth*, 3<sup>rd</sup> Grade Literature series)

“Oil Spill!” by Melvin Berger (Theme 5, *Taking Care of the Earth*)

Any other selection that deals with endangered species or taking care of creatures of the Earth

Familiar lined paper

Pencils

Although the test is not rigidly timed, allow approximately 1-1/2 hours of uninterrupted time to get through all the activities.

Students may use dictionaries at the teacher’s discretion. However, electronic spellers are not allowed.

(Remember: This assessment is to provide information about individual performance. There is to be no additional help from the teacher prior to, during, or after the assessment.)

This is a three-part test:

**SECTION ONE**      Listening and Individual Response

**SECTION TWO**     Partner or Small Group Discussion

**SECTION THREE**   Independent Writing

## **SCRIPTS AND NOTES FOR THIRD GRADE WRITING ASSESSMENT**

### **SECTION ONE - Listening and Individual Response**

Read one or more of the books or stories suggested above. After the story, lead a discussion with the class about endangered species and/or helping creatures of the Earth. Brainstorm possible settings for the students' stories (e.g., the desert, a rain forest, the ocean, the Arctic, etc.).

Allow 5-10 minutes for discussion drawing on prior knowledge from such sources as the "Living Things" science unit (Unit One of the third grade social studies text), and the "Taking Care of the Earth" theme in the third grade literature series. In your discussion, be sure to clarify the terms *extinction* and *endangered*. Then discuss their ramifications with your students.

### **SECTION TWO - Partner or Small Group Discussion**

Teachers should decide before the assessment whether to have the discussion as partners or small groups.

#### **SAY:**

*"Imagine that you wake up one morning. You are living anywhere in the world you want. You discover that, in this new place, some of your favorite animals are now endangered because what humans are doing. Write a story describing your adventure as you try to save **one** of your favorite creatures from extinction."*

*"Before you begin writing, I want you to take a few minutes to share your ideas with your group or partner. Think of 3 or 4 things that might happen. What place were you in? What did it look like? Who were you with? What kind of an animal were you trying to save? What did this animal look like? Why is this animal endangered? What kind of adventures did you have trying to save it?" (Allow 5-7 minutes)*

Encourage your students to draw on what they have learned in science and reading as a background to their stories. Remind them that since the stories are fiction, they have the freedom to be as imaginative and inventive as they wish to be.

### **SECTION THREE - Independent Writing**

**SAY:**

*“Using all the writing strategies you have learned this year, you may now write your story about saving your creature from extinction.”*

Teachers may repeat the full text (first paragraph of *Say* under Section Two) of what they are to write about. Teachers may also encourage students to think about a story using logical sequence with a recognizable beginning, middle, and end containing characters, setting, and plot. Their stories may also contain dialogue.

Have the students clear their desks except for the prompt sheet, a pencil, and a book to read if they finish early.

Direct students to write their names, teacher’s name, and school name on the back top right corner of the paper.

Before your students begin, inform them that they will be allowed 45 minutes for independent writing. Explain to them that teachers cannot assist in anyway.

It is recommended that students be given a recess break after finishing their writing draft; then have them come back for a fifteen minute time block to revise and edit this draft. They are NOT to write a second draft.

# Story Planning Sheet

**Characters:**

**Setting:**

**What you did with your friend:**

**How you felt being with your friend:**

**Ending:**

## **POWAY UNIFIED SCHOOL DISTRICT**

### **Third Grade Writing Prompt**

#### **SECTION ONE: Listening and Individual Response**

Your teacher will read you a story about endangered animals or taking care of the creatures of our Earth. Please listen carefully.

After your teacher has read the story, think about an animal you would save if it became endangered. Use the Story Planning Sheet to record the details of your animal rescue adventure. You may also draw a quick sketch of the animal. Fill out the Story Planning Sheet paying careful attention to where, when, what happened, and how you felt during your adventure.

#### **SECTION TWO: Small Group Discussion**

Your group will have a discussion and share your Story Planning Sheet. It is important that everyone in the group has a chance to participate. You may want to add more ideas to your sheet after you have heard everyone in your group share his or her ideas.

1. Take turns telling about your creature you saved and where you were. Explain how your creature became endangered.
2. Ask your group if they have any questions.
3. As you listen to your group member's stories, you may write down more ideas on your Story Planning Sheet.

#### **SECTION THREE: Independent Writing**

Use your Story Planning Sheet as a guide, and remember your discussion when you write your story. Write about your animal rescue adventure. Make sure your story has a beginning, middle, and an end. Use descriptive words so that your reader will be able to see everything that happened during this time. Be sure to tell how you felt during this animal rescue. When you are finished writing, go back and check your work. You may use a dictionary to check your spelling and you may revise and edit your story. Do not write a second draft.

**Be sure you use:**

- Complete sentences**
- Correct punctuation and capitalization**
- Correct spelling**
- Clear handwriting or printing**