

Project 2: "Looks Funny to Me:" Storyline

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Passing the 8th Grade Middle Grades Writing Assessment

Day 1

On the 8th wing grade at Bear Spring Middle School, the halls were cleared and students were preparing to for the mock writing assessment. The students dragged themselves into the classroom as they dreaded another assessment. Instead of greeted by the traditional dry good morning. Ms. Johnson came to life and greeted the students with flare.

"Good Morning! Today you will be taking the mock 8th Grades Middle Grades Writing Assessment. You will have 100 minutes to complete the assignment. Are there any questions?" Ms. Johnson asked.

Jaime remarked to Ashley, "Why is Ms. Johnson so happy?"

"I have no idea but how can I be happy about something I know I am going to fail," stressed Ashley.

Day 2 – Two Weeks Later

Two weeks have passed and the students were anxiously awaiting their scores from the mock writing assessment. Ms. Johnson had reviewed the scores and knew she was in a tough place.

Today, I will be handing out your scores for the mock writing assessment. Don't panic this was only an assessment to understand what we need to improve on.

Ashley affirmed, "Yep, I did just as bad as I thought. What is the use I will never be a good writer."

Ms. Johnson interrupted, "Ashley, you have the foundation to be a good writer. Don't get down on yourself." Ms. Johnson's pointed out some of the positive aspects of Ashley's paper.

Ashley whispered, "What can I do to improve?"

Day 3- FATP

"Ashley, that is a great question," Ms. Johnson proclaimed. "This is a great way to lead into the first lesson."

"AAhh!" exclaimed Ashley and her peers.

"Just liked you dissected that owl pellet in science class last year, you need to learn how to dissect the writing prompt to ensure that you are on the right track to write."

"We don't have the tools for that in ELA," screamed Michael.

Davion yelled, "Right!"

Ms. Johnson, "Yeah you do. Our tool is called FATP. Before you write you have to determine what you writing (the form), who you are writing to, what you are writing about, and why you are writing? If you know that then you will be fine.."

Justin raises his hand, " We were suppose to write a letter."

"A letter to the principal about changing the dress code to uniforms," exclaimed Ashley.

Greg shouted, "And we have to persuade him to change the dress code."

"Yes that is right!" acknowledged Ms. Johnson, "But that is only the beginning."

Ashley wondered what did Ms. Johnson mean by that.

Day 4: MEETS

The students were eager to figure out the next steps to this writing task. Ms. Johnson had written "Money, Education, Effort, Time, and Safety" on the white board.

The students remarked to each other, "I wonder what those words are about."

"Knowing these five words, we help you develop your ideas and organize them prior to writing?" Once you finish using MEETS and an outline or web, you need to compose your rough draft.

Students completed the rough draft and turned them to the teacher.

Ms. Johnson handed out the papers with disappointment on her face. She said, "These papers are okay but none of you cleaned up your MESS and I didn't have enough red ink to fix all the mistakes."

Day 5: MESS

The students were saddened by Ms. Johnson's remarks. Each of them felt like they did everything correctly.

"No fears! You have an opportunity to clean up your MESS. You need to move your sentences around, expand on some of your ideas, replace (slot) boring words with vivid vocabulary, and use sentence combining. This is just another version of revising and editing. "

Ashley timidly raised her hand, "Why are you giving us a chance to improve."

Ms. Johnson stated, "Because when you make changes, it sets you up for success. If you do this before composing your final draft on the writing test you will succeed."

Ashley, "Will I?"

Day 6:

The day has finally arrived, the students and staff of Bear Spring has trained for the big match. The students were prepared.

“Good Morning! Today you will be taking the mock 8th Grades Middle Grades Writing Assessment. You will have 100 minutes to complete the assignment. Are there any questions?” Ms. Johnson remarked.

Ashley and her peers were ready for the writing test.

Ashley as she read the prompt silently she thought... “I must FAT-P.”

“Don’t forget about using MEETS to help with my ideas.”

Armed with her web and jot list, Ashley vigorously worked on her rough draft.

She remember Ms. Johnson allowing her to clean up her paper... “TIME TO CLEAN UP THE MESS,” she screamed in her head.

As she wrote her final draft, Ashley was ecstatic because she knew she followed the process and did her best.

All the students smiled, as they turned in their MGWA assessment.

March 2014:

Ms. Johnson handed out the scores with glee.

Ashley screamed, “I passed the writing test.”