

## Informational, Level E<sub>3</sub>, Proficient for End of Second Grade and Beginning of Third Grade

5 Weeks ago I got diabetes. That's why your pancreas stops making insulin. Insulin is the flood

to be used.




that also your food which is turned into sugar. Sugar is the food supply for your cells without insulin your cells are hungry so your cells say "I'm hungry I'm hanging" so you eat more than you need\* so you need three snacks a day 😊! I have trouble with sugar a week. I two shots a day two urn I have tests a day two or three finger prick a day if my blood sugar is 20 or 60 it's Low if my blood sugar is 180 or 120 it's just fine.

If I'm shaky or sweaty I have low blood sugar and need a little sugar. But if my blood sugar is 288-290 it's too high and I feel Low energy! That's a new 30 unit syringe thing! When your blood sugar is above 240 you have to have a urine test! When your blood sugar is above 240 I felt "Boy wait are they talking about!" Your Ketones are chemicals that show up in the urine when you don't have enough insulin! But now that I rely do no wait that's tucking about my body feels GOOD!"

\*you eat more than you need to make up for that. But your pancreas doesn't have any insulin.

😊 You need protein snack a day! Some are...cheese and crackers or Life cereal with plain rice crisp crackers and peanut butter cracker or trail mix.

*Note: The author conducted his own research on his disease and wrote the above piece for his classmates. This was his 2<sup>nd</sup> draft. He had not done any editing. It was typed here exactly as it was written. His handwriting detracted so much from the piece as to make it almost illegible.*

The symbols   and  are to note insertions, the later two inserts are at the bottom of his page. These were added during his 2<sup>nd</sup> draft.

## Sample Scoring

### Ideas/Content: (Level F)

- Writes with purpose and a controlling idea, relying on background information and some researched content.
- Includes some specific and relevant details such as the symptoms of low or high blood sugar.
- Draws on his personal knowledge of diabetes throughout the piece adding details and terms from his growing medical knowledge of his disease. Synthesized all of the information from his doctors and now puts it in his own words.

### Structure/Organization: (Level E)

- Introduces topic, uses facts and definitions to develop main ideas; provides a conclusion.
- Uses cause/effect connecting words: If I'm saky , if my Blod srugr is 288-290 ,
- No hook at the beginning but can provide some sense of closure: "But now that I rely do no wat thav tucking abut my boty feels GOOD!"
- Doesn't use headings, but information is organized with enough detail for the reader to follow, including the inserts signified with "\*" and "😊."
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### Voice/Point of View:

- Shows sense of audience by adding examples to clarify meaning: "You need proten snak a day! Some are...chees and cracrs or Lite cremchees with plan ry crisp cracrs and peenut batr," "if my blad surgr is 20 or 60 it's Low if my blod surgr is 180 or 120 it's jast fine..."
- Author adds phrases that are intentionally added for audience: "so your cels say "I'm hagry I'm hanger."
- Shows personal commitment to a topic and writes from a somewhat knowledgeable perspective.
- Can write in 3<sup>rd</sup> person as well as 1<sup>st</sup> person: "Win your Blad srger is abov 240 you have to have a urun test! Win I frst got diabtes I felt "Boy wate are they toking abut!"

### Word Choice/Description:

- Uses precise nouns: "your pacreas dasent have any insulin.... Your Keytons are cemascols that shoh up in the urun win you don't have enuf insuln!"
- Takes risk in adding new words from reading: (see above)
- Adds transition words to connect ideas: "If I'm saky or swty ... But if my Blod srugr is 288-290 .... Win your Blad srger is abov 240 ,,, Win your Blad srger is abov 240 ...

**Sentence Fluency/Structure:**

1. Has 3 sentence structures: Subject/LV/predicate: "Srugr is the food supli...;"  
Introductory clause: "If I'm saky or swty I have low blod sugr...;" and Dialogue: "...so your cels say "I'm hagry I'm hangre."
2. Writes in present tense, past tense, and present perfect tenses
3. Uses declarative, interrogative, imperative and exclamatory sentences.

**Please Note: When scoring a paper, begin with the middle column, the Proficient level for the month and grade level. As you look at the bullets for Ideas and Content (for example), if the paper seems to fit the description in the Continuum, then decide if it is Proficient at 1 (minimally developed), 2 (adequately developed) or 3 (thoroughly developed). If you find yourself debating over two levels, choose the lower level.**

**Read the bullets holistically. It is impossible for any instrument to match bullet by bullet for each paper a student might write. If the Proficient column is more advanced, move to the left to the Basic or even Below Basic levels for Ideas and Content. If the Proficient level isn't adequate, then move to the right to the Advanced or Advanced+ levels.**

**We have only scored 4-5 features as a demonstration. You will likely choose to score different features on different papers according the genre, purpose for writing, or the draft (1<sup>st</sup>, continuing or final).**