PRENTICE HALL
WRITING COACH

Texas Test Support Handbook

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First set of literary writing models, consisting of four models with scores of 1 to 4. The scores of all writing models in the Handbook are based on the Texas writing rubric. The score for each model is shown in the Answer Key found in the Writing Coach Online Teacher’s Digital Resource Library.

Second set of literary writing models, consisting of four models with scores of 1 to 4.

EXPOSITORY WRITING

• Expository Writing Rubric ................................................... 24

• Expository Writing Evaluation Chart .................................... 28

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First set of expository writing models, consisting of four models with scores of 1 to 4.

Second set of expository writing models, consisting of four models with scores of 1 to 4.

Second of two prompts for an expository essay.

First of two prompts for an expository essay.

Evaluation and scoring criteria for an expository essay, organized on a four-point scale.

One-page chart for use in evaluating and scoring an expository composition.
The Texas Writing Test

Starting in the 2011–2012 school year, the Texas Education Agency (TEA) will implement new end-of-year student assessment tests. The new tests will be more rigorous and more closely aligned to college and career readiness than the tests they are replacing. The *Writing Coach Texas Test Support Handbook* is designed to help students prepare for the new test for writing.

Like the earlier tests, the new tests will be based on the Texas Essential Knowledge and Skills (TEKS), the state standards that inform instruction and prepare students for college and careers. However, the new tests will emphasize Readiness Standards, those TEKS that are crucial for success in a student’s current grade or subject and important for the student’s readiness for the grade or subject that follows. The remaining TEKS for a grade, called Supporting Standards, will be assessed but not emphasized. Supporting Standards identify more narrowly defined ideas that are less central in the next grade or subject.

The new Texas writing test will assess the writing of students in selected grades and will require that students write two compositions. The chart below identifies the grades at which writing will be tested and the writing genres of the two compositions required for each grade.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>WRITING GENRES</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Personal Narrative</td>
</tr>
<tr>
<td>9</td>
<td>Literary Fiction</td>
</tr>
<tr>
<td>10</td>
<td>Persuasive</td>
</tr>
<tr>
<td>11 (exit level test)</td>
<td>Persuasive</td>
</tr>
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<td>12 (exit level retest)</td>
<td>Persuasive</td>
</tr>
</tbody>
</table>

Additionally, the new Texas writing test will use new writing rubrics to evaluate student writing. These rubrics will replace the Texas traits rubrics. Like the earlier Texas traits rubrics, the new rubrics will be based on scores of 1 to 4, with 4 being the highest score.

*Texas Writing Coach* provides in-depth and targeted instruction for every Readiness Standard and every Supporting Standard for writing. The materials in this Handbook supplement that instruction.

Pages 7–38 of the Handbook are intended for use by students. These pages can be downloaded and printed or used with an overhead projector or on a whiteboard screen. The rubrics in the Handbook will help students become familiar with the new Texas scoring criteria for written compositions. The model compositions will help students understand the quality that is characteristic of a satisfactory or accomplished writing performance. Used as a supplement to *Texas Writing Coach*, these rubrics and compositions and other materials in the *Texas Test Support Handbook* will help students succeed on the new Texas writing test.
Texas Test Support Mastery Activities

*Texas Writing Coach* provides in-depth instruction on writing for assessment in Chapters 5–12 of the Student Edition. However, you can use the *Texas Test Support Handbook* to supplement the test preparation provided in the Student Edition. The materials in the Handbook and the Texas Test Support Mastery Activities described below will help improve students’ ability to write effective compositions on demand. You can have students work individually or in groups to complete any of these activities.

**ANALYZE A PROMPT** Use the ABCDs strategy to analyze a literary or expository prompt and plan a written response.

**MATCH MODELS TO A RUBRIC** Match each of the four writing models in a set to each score point in the four-point rubric. Then justify the score given to each model by referring to the matching prompt and the rubric or evaluation chart.

**SCORE A SET OF MODELS** Score a set of four writing models from 1 to 4, without reference to the four-point rubric. Then check the scores by referring to the matching prompt and rubric (or the evaluation chart) and rescore the models as necessary.

**SCORE INDIVIDUAL MODELS** Score each writing model individually by referring to the matching prompt and four-point rubric or evaluation chart.

**EVALUATE A MODEL** Use the prompt and four-point rubric (or evaluation chart) to identify the weaknesses and strengths of a writing model. Identify text that needs improvement by circling or underlining weak sentences, phrases, and words, as well as spelling, punctuation, capitalization, and grammatical errors. Add margin notes to explain the evaluation of specific parts of the model. As an alternative, write short summary evaluations of each model.

**RESPOND TO A PROMPT** Write a response to one of the four prompts in the Handbook. Score or have a partner score the response using the matching four-point rubric or evaluation chart.

**REVISE AND EDIT A MODEL** Use the rubric for a score of 4, the Revision RADaR strategy, and the Editing Checklist to revise and edit individual writing models. Add margin notes to explain specific revisions.
Texas Test Support Whiteboard Activities

Texas Test Support Whiteboard Activities help students learn how to evaluate the strengths and weaknesses of written compositions and how to revise them to make them better. These activities are compatible with any whiteboard program and can also be used from a computer attached to a projector. The Whiteboard Activities are powerful aids for reaching all levels of learners in the classroom.

The Texas Test Support Whiteboard Activities direct students to use the Reader’s Eye and Writer’s Eye strategies, developed by Writing Coach authors Jeff Anderson and Kelly Gallagher, to read and evaluate the literary and expository writing models in the Handbook. Using the whiteboard tools, students can place symbols on the models to show whether they include the characteristics of particular forms of writing. For example, students can look for and show the presence of a clear thesis statement in an expository essay or well-developed characters in a short story.

To become familiar with the whiteboard tools, click on the question mark on the right side of the tool bar to open a tool menu. Clicking on each tool icon on the left side of the menu will provide an animated demonstration of the use of the tool.

Using the whiteboard tools, students can evaluate and improve the literary and expository models in a variety of creative ways. For example, students can:

- Compare a writing model displayed on the whiteboard to a copy of the related four-point rubric.
- Compare a writing model to a copy of the corresponding writing prompt to determine if the model responds to the requirements of the prompt.
- Highlight elements (ideas, words, phrases, sentences, grammatical errors, etc.) of a writing model. Students can use different highlighting colors for different elements of a model—for example, blue for transitions, yellow for effective details, and so on.
- Add notes to explain how particular elements of a writing model either strengthen or weaken the composition.
- Write a summary statement that evaluates a writing model and predicts its score.
- Show a revision of part or all of a writing model by copying it into a blank screen.
The ABCDs of On-Demand Writing

The ABCDs of On-Demand Writing is an effective strategy for responding to a test prompt. The few minutes you spend applying the ABCDs will help ensure that your written compositions are focused and well organized.

Before you start writing your draft:

A. ATTACK THE PROMPT. (1 MINUTE)
   - Read the prompt carefully. Circle or highlight important verbs in the prompt. Draw a line from each verb to its subject.
   - Rewrite the prompt in your own words.

B. RAINSTORM POSSIBLE ANSWERS. (4 MINUTES)
   - Think about your ideas.
   - Create a graphic organizer to generate ideas.
   - Use one graphic organizer for each part of the prompt, if necessary.

C. CHOOSE THE ORDER OF YOUR RESPONSE. (1 MINUTE)
   - Think about the best way to organize your ideas.
   - Number your ideas in the order you will write about them. Cross out any ideas you will not be using.
   - Write your response.

After you write your draft:

D. DETECT ERRORS BEFORE SUBMITTING YOUR COMPOSITION. (1 MINUTE)
   - Carefully reread your draft.
   - Review your writing to be sure your response makes sense and is complete.
   - Proofread carefully to ensure that your composition is free of spelling, punctuation, and grammar errors.
The Revision RADaR Strategy

Before submitting a composition written in response to a test prompt, use the Revision RADaR strategy to conduct a focused revision of your draft. The Revision RADaR strategy is an effective tool for improving a draft and achieving better test results.

The letters R, A, D, and R will help you remember to:

- **R**eplace
- **A**dd
- **D**elete and
- **R**eorder

The chart shows specific ways you can strengthen a composition by replacing, adding, deleting, and reordering text.

<table>
<thead>
<tr>
<th>Replace ...</th>
<th>Add ...</th>
<th>Delete ...</th>
<th>Reorder ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Words that are not specific</td>
<td>- New details</td>
<td>- Unrelated ideas</td>
<td>- So that your ideas are ordered effectively</td>
</tr>
<tr>
<td>- Words that are overused</td>
<td>- Descriptive adjectives and adverbs</td>
<td>- Repeated ideas</td>
<td>- So that the logical flow of your ideas is improved</td>
</tr>
<tr>
<td>- Sentences that are unclear</td>
<td>- Rhetorical and literary devices</td>
<td>- Unnecessary ideas</td>
<td>- So that details are connected to related main ideas</td>
</tr>
</tbody>
</table>

Editing Checklist

When you have finished revising your work, be sure to look for and correct the following common errors:

- Misspelled words, misused words, and missing words
- Run-on sentences and fragments
- Missing end punctuation, missing commas after introductory elements, unnecessary commas, and punctuation errors in quotations
- Capitalization errors at the beginning of sentences and in proper nouns and adjectives
- Faulty parallel structure
- Vague pronoun references

For more information on common grammatical errors and how to fix them, see pages 272–292 of the Texas Writing Coach Student Edition.
Score Point 1

The story represents a very limited writing performance.

Organization/Progression

☐ The form or structure of the story is inappropriate to the purpose or the specific demands of the prompt. The writer uses narrative strategies or literary devices that are only marginally suited to the literary task, or they are inappropriate or not evident at all. The writer presents the story in a random or illogical way, causing it to lack clarity and direction.

☐ Many of the details do not contribute to the story. The writer’s lack of focus on a specific character, event, or idea weakens the unity and coherence of the story.

☐ The writer’s progression of the story is weak. Repetition or wordiness sometimes causes serious disruptions in the story line. At other times the lack of meaningful transitions and sentence-to-sentence connections makes one or more parts of the story unclear or difficult to follow.

Development of Ideas

☐ The development of the story is weak because the details are inappropriate, vague, or insufficient. They do not contribute to key literary elements such as character development, conflict, and point of view.

☐ The story is insubstantial because the writer’s response to the prompt may be vague or confused. In some cases, the story as a whole is only weakly linked to the prompt. In other cases, the writer develops the story in a manner that demonstrates a lack of understanding of the literary writing task.

Use of Language/Conventions

☐ The writer’s word choice may be vague or limited. It reflects little or no awareness of the literary purpose. The word choice may impede the quality and clarity of the story.

☐ Sentences may be simplistic, awkward, or uncontrolled, weakening the effectiveness of the story.

☐ The writer has little or no command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Serious and persistent errors create disruptions in the fluency of the writing and sometimes interfere with meaning.
Score Point 2
The story represents a basic writing performance.

Organization/Progression
☐ The form or structure of the story is evident but may not always be appropriate to the purpose or responsive to the specific demands of the prompt. The writer uses narrative strategies or literary devices that are only somewhat suited to the literary task. The writer is able to convey some sense of the story.

☐ Some of the details do not contribute to the story. The writer may focus on a specific character, event, or idea but may not sustain that focus, limiting the unity and coherence of the story.

☐ The writer’s presentation of the story is inconsistent. Sometimes repetition or wordiness causes minor disruptions in the story line. At other times transitions and sentence-to-sentence connections are too perfunctory or weak to support the logical movement of the story.

Development of Ideas
☐ The development of the story is minimal and remains at a surface level because there are few details, they are not always appropriate, or they are too general. For the most part, the details contribute only marginally to key literary elements such as character development, conflict, and point of view.

☐ The story reflects little or no thoughtfulness. The writer’s response to the prompt is sometimes formulaic. The writer develops the story in a manner that demonstrates only a limited understanding of the literary writing task.

Use of Language/Conventions
☐ The writer’s word choice may be general or imprecise. It reflects a basic awareness of the literary purpose. The word choice may limit the quality and clarity of the story.

☐ Sentences may be awkward or only somewhat controlled, limiting the effectiveness of the story.

☐ The writer demonstrates a partial command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Some distracting errors may be evident, at times creating minor disruptions in the fluency or meaning of the writing.
Score Point 3

The story represents a satisfactory writing performance.

Organization/Progression

☐ The form or structure of the story is, for the most part, appropriate to the purpose and responsive to the specific demands of the prompt. The writer uses narrative strategies or literary devices that are adequately suited to the literary task. The writer is able to clearly convey the story.

☐ Most details contribute to the effectiveness of the story. The writer focuses on a specific character, event, or idea and generally sustains that focus. The story is coherent, though it may not always be unified due to minor lapses in focus.

☐ The writer's presentation of the story is adequately controlled. For the most part, transitions are meaningful, and sentence-to-sentence connections are sufficient to support the logical movement of the story.

Development of Ideas

☐ Specific details add some substance to the story. For the most part, these details contribute to key literary elements such as character development, conflict, and point of view.

☐ The story reflects some thoughtfulness. The writer's response to the prompt is original rather than formulaic. The writer develops the story in a manner that demonstrates a good understanding of the literary writing task.

Use of Language/Conventions

☐ The writer's word choice is, for the most part, specific and concrete. It reflects an awareness of the literary purpose. The word choice usually contributes to the quality and clarity of the story.

☐ Sentences are varied and adequately controlled, for the most part contributing to the effectiveness of the story.

☐ The writer demonstrates an adequate command of sentence boundaries and spelling, capitalization, punctuation, grammar and usage conventions. Although some errors may be evident, they create few (if any) disruptions in the fluency of the writing, and they do not affect the clarity of the story.
Score Point 4
The story represents an accomplished writing performance.

Organization/Progression

☐ The form or structure of the story is appropriate to the purpose and responsive to the specific demands of the prompt. The writer uses narrative strategies or literary devices that are particularly well suited to the literary task. The writer is able to skillfully convey the story.

☐ All details contribute to the effectiveness of the story. The writer focuses on a specific character, event, or idea and sustains that focus, strengthening the unity and coherence of the story.

☐ The writer’s presentation of the story is well controlled. Meaningful transitions and strong sentence-to-sentence connections enhance the logical movement of the story.

Development of Ideas

☐ Specific, well-chosen details add substance to the story. These details contribute significantly to key literary elements such as character development, conflict, and point of view.

☐ The story is thoughtful and engaging. The writer may respond to the prompt from an unusual perspective, may use his/her unique experiences or view of the world as a basis for writing, or may connect ideas in interesting ways. The writer develops the story in a manner that demonstrates a thorough understanding of the literary writing task.

Use of Language/Conventions

☐ The writer’s word choice is vivid and expressive. It reflects a keen awareness of the literary purpose. The word choice strongly contributes to the quality and clarity of the story.

☐ Sentences are purposeful, varied, and well controlled, enhancing the effectiveness of the story.

☐ The writer demonstrates a consistent command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Although minor errors may be evident, they do not detract from the fluency of the writing or the clarity of the story. The overall strength of the conventions contributes to the effectiveness of the story.
**LITERARY WRITING EVALUATION CHART**

<table>
<thead>
<tr>
<th>Organization/Progression</th>
<th>POOR</th>
<th>2</th>
<th>3</th>
<th>EXCELLENT</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How well does the story’s form or structure support its purpose and respond to the demands of the prompt? How effectively do narrative strategies and literary devices enhance the story’s effectiveness?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>• How well do details in the story contribute to its effectiveness? How well does the writer establish and sustain focus on character, event, or idea?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>• How coherent and well-controlled is the progression of ideas? How well does the writer use transitions and sentence connections to show how ideas are related?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Overall Organization/Progression Score</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

| Development of Ideas | | | | | |
|----------------------| | | | | |
| • To what extent do details add substance to the story? How well do details contribute to key literary elements such as character, conflict, and point of view? | 1 | 2 | 3 | 4 |
| • How thoughtful and engaging is the story? How clearly does the writer show a deep understanding of the literary writing task? | 1 | 2 | 3 | 4 |
| **Overall Development of Ideas Score** | 1 | 2 | 3 | 4 |

| Use of Language/Conventions | | | | | |
|-----------------------------| | | | | |
| • To what extent does word choice support the form, purpose, and tone of the story? How effective is word choice in contributing to the clarity, impact, and meaning of the story? | 1 | 2 | 3 | 4 |
| • How purposeful, varied, and well-controlled are the sentences? How well do sentences enhance the effectiveness of the story? | 1 | 2 | 3 | 4 |
| • How minor are errors in spelling, capitalization, punctuation, grammar, usage, and sentence boundaries? To what extent are the fluency of the writing and clarity of the story unaffected by errors? | 1 | 2 | 3 | 4 |
| **Overall Use of Language/Conventions Score** | 1 | 2 | 3 | 4 |

**OVERALL LITERARY WRITING SCORE**

| 1 | 2 | 3 | 4 |
LITERARY WRITING PROMPT 1

Look at the picture below.

A message on a cell phone reads: 

Where R U? 
UR L8!!

A misunderstanding can cause problems in a relationship. Write a story about the conflict that results from a misunderstanding between two friends. Use vivid details to describe the characters involved and the events that lead up to the conflict. In the story’s conclusion, be sure to explain how the conflict is resolved.

ABCDs
OF ON-DEMAND WRITING

Before and after responding to the literary writing prompt on this page, use the ABCDs of on-demand writing. The ABCDs direct you to:

A ttack the prompt. Read the prompt carefully and identify what it is asking you to do.

B rainstorm possible answers. Think about the ideas you will use in your writing.

C hoose the order of your response. Organize your ideas, and then write your response, choosing your words carefully.

D etect errors after writing your response. Be sure your response makes sense and is free of spelling, punctuation, and grammar errors.
It’s All About the Shoes

“Ana! Check out the Lightning 2000s,” I said, pointing some high-tec silver and neon green running shoes at the sports shop. “This is the fastest shoe ever.”

“Wow,” Ana said. “Awesome.”

The shoes were amazing. They were gorgeous and light as a feather. Unfortunately, they were way too expensive.

As our next track meet drew closer, all I could think of was those shoes. I wished I had the money for them. I was obsessing over how to afford them as I waited for Ana at practice one day.

Then I saw her jogging over. “Sorry I’m late,” she said.

A silver and green blur caught my eye. She was wearing the Lightning 2000s. What?

Ana quickly said, “Oh, the shoes. My mom—.”

“Nevermind,” I said, cutting her off. “Let’s go.”

I said practically nothing during practice. In fact, I hardly talked to Ana the rest of the week. I was so jealous. I just could not believe she had “my” shoes.

On the morning of the meet, we were boarding the team bus. I took a seat. When Ana walked up, I pretended to look out the window.

“This seat taken?” she asked about the open space next to me.

“No,” I said, sort of coldly.

Ana sat down. Then stuck her feet in the air. “Like my shoes?” she asked.

“Oh, Ana, why—,” and then I stopped. She was wearing her old shoes!

“I never asked for the new shoes,” she told me. “You never let me tell you the whole story. My mom got them for me as an early birthday present. My sister told her I liked them, so Mom got them without even asking me.”

“But I would rather have your friendship than fancy shoes,” Ana said. “I brought them to have a spare pair, but I’ll run in what I’m wearing.”

I was so embarrassed. How could I have been so petty? I was also grateful for such a good friend. I was lucky that Ana hadn’t held a grudge.

“Thanks, Ana, I’m really sorry,” I said. Wear the shoes that will make you run fastest. Lace up those Lightning 2000s!”

Feeling better, were ready to run.
It’s All About the Shoes

This is a story about girls on a track team. There are girls on a track team and they need good shoes to help them run better. The newest shoes are Lightning 2000s they both see them. Evryone loves the Lightning 2000s They are the nicest. Evryone knows that.

The new shoes cost so much. One girl wishes she culd buy them but no way. Ana was luckier because her mom was going to buy them.

Yes Ana showed up wearing those shoes at practise.

There are two girls on a track team and they are friends. Then they will have a fight about shoes.

Those new awsome shoes one girl wishes she had. The other girl is the lucky one who gets them.

Later they are going to a race and the lucky girl named Ana doesnt even wear the new shoes.

The reason is she felt bad that her friend was mad.

But she couldnt help it she got the shoes for a present. It was not her falt. Racing around the trak the new shoes will help. Both girls can be friends again. They want to win the race now. One girl has nicer shoes but they arent mad now.
It’s All About the Shoes

“Look, Ana! Those are the Lightning 2000s,” I exclaimed, pointing to a sleek pair of running shoes at the sports shop. “These are fastest shoes ever.”

“They are fabulous,” Ana admitted. “We’d dominate at every track meet in those.”

The shoes were impressive. They were silver with neon green stripes down the side, and they were light as a feather. Unfortunately, they were also extremely expensive.

As our next track meet drew closer, all I could think of was those shoes. Although I had been doing extra chores, I still didn’t have the money to buy them. I was pondering my financial options as I waited for Ana at practice one day. I finally saw her jogging over. “Sorry I’m late,” she said.

A silver and green blur caught my eye as she ran, and then I stared in amazement at her feet. She was wearing the new running shoes. I was speechless.

Ana noticed my silence and said, “Oh, the shoes. My mom—.”

“No big deal,” I said, cutting her off. “Let’s go.”

I said little during practice. In fact, I said little to Ana the rest of the week. I battled alternating waves of disappointment and envy, not wanting to believe she had “my” shoes.

On the morning of the meet, we arrived at school to board the team bus. I was already seated when Ana walked up, but I pretended to look out the window.

“This seat taken?” she asked about the open space next to me.

“No,” I said, not too generously.

Ana sat down—then stuck her feet in the air. “Like my shoes?” she asked with a giggle.

“Oh, Ana, why—,” and then I stopped, confused. She was wearing her old shoes.

“I never asked for the new shoes,” she explained. “You never let me tell you the whole story. My mom got them for me as an early birthday present. My sister had told her they were the latest, greatest thing, so Mom got them without even asking me.”

“I would rather have your friendship than a pair of shoes,” Ana said. “I brought them to have a spare pair, but I’ll run in what I’m wearing.”

I felt both embarrassed and grateful. How could I have been so petty? I was lucky that Ana hadn’t sprinted far away from me.

“Thanks, Ana, I’m really sorry,” I said. “Wear the shoes that will make you run fastest.”

With our old shoes and renewed friendship, we were ready to run.

score ____
It’s All About the Shoes

Ana and I saw some awesome running shoes in the mall. They were the Lightning 2000s, the fastest lightest shoe yet.

They cost so much money I could never afford them. No matter how much I babysitted or walked dogs. I had the feeling like I was hungry for something in the pit of my stomach. That is how much I wanted those shoes that we saw.

It was almost stupid but all I could think of was those shoes. I wished I had the money for them. I could maybe borrow from my cousin but she is a pain about money. I could not ask my mother she would laugh at how much.

But the problem was that Ana showed up wearing those shoes at practise. I decided I wasnt talking to her. That was going behind my back and that was not fare.

So I did not talk to her for about a week.

She should have told me. I should take those shoes and throw them off the bus but not really they are too good to waste.

On the morning of the next meet, we are boarding the team bus. I took a seat. Ana walks up and I just look out the window. No way.

“This seat taken?” she asked.

I said no but I wished I could say yes. But she would know. Anyway, Ana sat down then stuck her feet in the air. Ana! Why are you wearing your old shoes?

She said because you never let me tell you the whole story. My mom got them for me as an early birthday present. So don’t be mad, forget the shoes I won’t even wear them.OK?

I felt horrible. I was a jerk. Oh, man, Ana, I am sorry! Wear those great shoes and win the race!
LITERARY WRITING PROMPT 2

Look at the picture below.

It has been said that every picture tells a story. Think about a painting or photograph you have seen and write a story about the people in the picture. Base your story on a conflict that arose and be sure to explain in detail how the conflict was resolved. Include vivid descriptions of the characters and setting to make your story engaging.

ABCDs OF ON-DEMAND WRITING

Before and after responding to the literary writing prompt on this page, use the ABCDs of on-demand writing. The ABCDs direct you to:

A ttack the prompt. Read the prompt carefully and identify what it is asking you to do.

B rainstorm possible answers. Think about the ideas you will use in your writing.

C hoose the order of your response. Organize your ideas, and then write your response, choosing your words carefully.

D etect errors after writing your response. Be sure your response makes sense and is free of spelling, punctuation, and grammar errors.
Dancers at Work

I like this painting called “Dancers, Pink and Green.” It is a dancing picture. Because I also like to dance, I like this picture. The story behind it is one I have made up.

There are five ballerinas who look like there waiting for their turn. There wearing costumes. In my story these five dancers are in trouble because their teacher yelled at them for making misteaks and not paying enough attention and bad teknique. He said he’d definately fire them. So they are nervus that they wont have jobs.

I made up names for all of them. One is Marie. She is fixing her hair. One is Lise. She is looking at her shoulder. Then theres Monique whose the one leaning on the wall. Madeleine is the one with her hands on her hips. Anne is the other one.

In the story I made up, she is the best dancer. The other ones will all follow her. There is Marie, lise, Monique, and Madeleine, not paying that much attenton. Waiting for Anne to jump and go. They will all follow her in the end. She doesn’t mind if they follow her because she is nice. Other dancers are mean. Anne is one that is pretty and nice and a very good dancer. They will all do okay after all. Anne is my favorite but you can only see her back.
Dancers at Work

Hanging in the library is a copy of an Edgar Degas painting titled “Dancers, Pink and Green,” and though something about it feels unfinished, it is full of life. It is a candid scene of a day in the life of the ballet. Because I take ballet classes almost every day, I feel a connection to this picture and I love to imagine the story it might tell.

There are five ballerinas waiting backstage in blue-green knee-length tulle skirts and dark pink fitted bodices. Their hair is pinned up and their shoulders and backs are pale. They do not look exactly beautiful even though the costumes are glamorous—instead, they look like they are getting ready to work.

This is the story that I imagine: These five, who are only in the corps de ballet, are in trouble. The ballet master reprimanded them yesterday for sloppy work. He has threatened to expel them, and to find other dancers to take their places. There is no shortage of ballerinas in Paris, he told them. The stakes are high. All of Paris will come to the opening night tomorrow. They have to show that they can dance perfectly tonight!

Knowing that they must perform better than they ever have before, they all wait and worry, each in her own world. Marie pins up a loose strand of hair, thinking how much she hates the ballet master. Lise notices that her costume has a small tear and is slipping off her shoulder. She hopes it does not slide down while she is onstage. Monique is feeling sick to her stomach, she is so nervous. She is leaning against a wall, rehearsing the steps in her mind. Madeleine has her hands on her hips and is stretching her calf muscle. She injured it in rehearsal yesterday. She is worried that she will hurt it again today.

Only one dancer, Anne, stands at the ready, poised on the edge of the wing. The other girls depend on her to be their leader. She is the most accomplished ballerina in the group. In fact, the ballet master secretly knows she will be a star. Next season, she will have her own dressing room and a maid. No one knows this yet. Right now, all five girls wait for the music to cue them, and then they will spring onto the stage in perfect harmony, like five dancers with one mind. The ballet master will be pleased and the opening night will be a triumph.
Dancers at Work

I often look at an Edgar Degas painting called “Dancers, Pink and Green.” It shows a lifelike scene of a day in the life of the ballet. Because I take ballet classes almost every day, I feel a connection to this picture. I love to imagine the story it might tell.

The painting shows five ballerinas waiting backstage in costume. They are wearing aqua skirts and dark pink fitted tops. Their hair is up and their backs and shoulders are bare. The costumes are glamorous but the dancers seem to be ignoring the beauty of it all. They look like they are getting ready to work.

I imagine that these five, who are not stars but in the corps de ballet, are in trouble. The ballet master scolded them yesterday for sloppy work. He even threatened to fire them. He told them that there are plenty of hungry ballerinas in Paris who would love to take these jobs. It is the dress rehearsal now, the day before the grand opening. There is little time.

Knowing that they must perform better than they ever have before, they all wait and worry, each in her own world. Marie fixes hair, thinking how much she hates the ballet master. Lise notices that her costume is torn and hopes it does not slide down while she is onstage. That would be a disaster. Monique is feeling sick because she is so nervous. She leans against a wall, going over the steps in her mind. Madeleine has her hands on her hips and is stretching her calf muscle. She hurt it yesterday. She is worried that she will hurt it again today.

Only one dancer, Anne, stands at the ready, waiting to go. The other girls depend on her to be their leader. She is the best ballerina in the group. She is also a good dancer to follow. She wants them all to look perfect. All five girls wait for the music to cue them, and then they will spring onto the stage and surprise themselves with how well they do. The ballet master will be pleased and the opening night will be a triumph.
Dancers at Work

I like this Edgar Degas painting called “Dancers, Pink and Green.” It is a regular moment in the world of ballet. I take ballet classes all the time, so I know just what it is talking about. I bet I could tell you just what the backstory is here.

There are five ballerinas waiting backstage. They are wearing costumes with puffy greenish blue skirts and dark pink tops. They have up-dos, and their backs and shoulders are bare. The costumes are so pretty but the dancers don’t care because this is their regular work.

In my story, these five dancers are in trouble. The ballet master scolded them yesterday for making mistakes and not paying enough attention and bad technique. He said he’d definitely fire them. So they are nervous and worried that they won’t have jobs. Jobs dancing are not so easy to get, even in Paris a long time ago. What we are looking at is the dress rehearsal which is the day before the grand opening.

So they have to do better than ever, and they know that. Every one of them is nervous. Marie is the one fixing her hair and she is just annoyed. Lise is the one who is looking at her shoulder. Her costume is torn maybe and that is a problem for her. Monique is the one who leans against the wall, she thinks she might throw up. Madeleine is the one with her hands on her hips. Her leg hurts. What if she gets an injury now?

Anne is the other one. She is ready to go. She is the best dancer. The other ones will all follow her. She knows all the combinations the best, they always follow her. There is always one really good one that we all follow. Anne is really nice and not stuck up about being so good. They are waiting for their cue and NOW! They will do much better than they think that is my prediction. The ballet master wouldn’t not fire them in the end. They are always so cranky. He might be Russian or French.
Score Point 1
The essay represents a very limited writing performance.

Organization/Progression

☐ The organizing structure of the essay is inappropriate to the purpose or the specific demands of the prompt. The writer uses organizational strategies that are only marginally suited to the explanatory task, or they are inappropriate or not evident at all. The absence of a functional organizational structure causes the essay to lack clarity and direction.

☐ Most ideas are generally related to the topic specified in the prompt, but the thesis statement is missing, unclear, or illogical. The writer may fail to maintain focus on the topic, may include extraneous information, or may shift abruptly from idea to idea, weakening the coherence of the essay.

☐ The writer’s progression of ideas is weak. Repetition or wordiness sometimes causes serious disruptions in the flow of the essay. At other times the lack of transitions and sentence-to-sentence connections causes the writer to present ideas in a random or illogical way, making one or more parts of the essay unclear or difficult to follow.

Development of Ideas

☐ The development of ideas is weak. The essay is ineffective because the writer uses details and examples that are inappropriate, vague, or insufficient.

☐ The essay is insubstantial because the writer’s response to the prompt is vague or confused. In some cases, the essay as a whole is only weakly linked to the prompt. In other cases, the writer develops the essay in a manner that demonstrates a lack of understanding of the expository writing task.

Use of Language/Conventions

☐ The writer’s word choice may be vague or limited. It reflects little or no awareness of the expository purpose and does not establish a tone appropriate to the task. The word choice may impede the quality and clarity of the essay.

☐ Sentences are simplistic, awkward, or uncontrolled, significantly limiting the effectiveness of the essay.

☐ The writer has little or no command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Serious and persistent errors create disruptions in the fluency of the writing and sometimes interfere with meaning.
**Score Point 2**

The essay represents a basic writing performance.

### Organization/Progression

- The organizing structure of the essay is evident but may not always be appropriate to the purpose or the specific demands of the prompt. The essay is not always clear because the writer uses organizational strategies that are only somewhat suited to the expository task.

- Most ideas are generally related to the topic specified in the prompt, but the writer’s thesis statement is weak or somewhat unclear. The lack of an effective thesis or the writer’s inclusion of irrelevant information interferes with the focus and coherence of the essay.

- The writer’s progression of ideas is not always logical and controlled. Sometimes repetition or wordiness causes minor disruptions in the flow of the essay. At other times transitions and sentence-to-sentence connections are too perfunctory or weak to support the flow of the essay or show the relationships among ideas.

### Development of Ideas

- The development of ideas is minimal. The essay is superficial because the writer uses details and examples that are not always appropriate or are too briefly or partially presented.

- The essay reflects little or no thoughtfulness. The writer’s response to the prompt is sometimes formulaic. The writer develops the essay in a manner that demonstrates only a limited understanding of the expository writing task.

### Use of Language/Conventions

- The writer’s word choice may be general or imprecise. It reflects a basic awareness of the expository purpose but does little to establish a tone appropriate to the task. The word choice may not contribute to the quality and clarity of the essay.

- Sentences are awkward or only somewhat controlled, weakening the effectiveness of the essay.

- The writer demonstrates a partial command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Some distracting errors may be evident, at times creating minor disruptions in the fluency or meaning of the writing.
SCORE POINT 3
The essay represents a satisfactory writing performance.

Organization/Progression

☐ The organizing structure of the essay is, for the most part, appropriate to the purpose and responsive to the specific demands of the prompt. The essay is clear because the writer uses organizational strategies that are adequately suited to the expository task.

☐ The writer establishes a clear thesis statement. Most ideas are related to the thesis and are focused on the topic specified in the prompt. The essay is coherent, though it may not always be unified due to minor lapses in focus.

☐ The writer's progression of ideas is generally logical and controlled. For the most part, transitions are meaningful, and sentence-to-sentence connections are sufficient to support the flow of the essay and show the relationships among ideas.

Development of Ideas

☐ The development of ideas is sufficient because the writer uses details and examples that are specific and appropriate, adding some substance to the essay.

☐ The essay reflects some thoughtfulness. The writer's response to the prompt is original rather than formulaic. The writer develops the essay in a manner that demonstrates a good understanding of the expository writing task.

Use of Language/Conventions

☐ The writer's word choice is, for the most part, clear and specific. It reflects an awareness of the expository purpose and establishes a tone appropriate to the task. The word choice usually contributes to the quality and clarity of the essay.

☐ Sentences are varied and adequately controlled, for the most part contributing to the effectiveness of the essay.

☐ The writer demonstrates an adequate command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Although some errors may be evident, they create few (if any) disruptions in the fluency of the writing, and they do not affect the clarity of the essay.
Score Point 4
The essay represents an accomplished writing performance.

Organization/Progression

☐ The organizing structure of the essay is clearly appropriate to the purpose and responsive to the specific demands of the prompt. The essay is skillfully crafted because the writer uses organizational strategies that are particularly well suited to the expository task.

☐ The writer establishes a clear thesis statement. All ideas are strongly related to the thesis and are focused on the topic specified in the prompt. By sustaining this focus, the writer is able to create an essay that is unified and coherent.

☐ The writer’s progression of ideas is logical and well controlled. Meaningful transitions and strong sentence-to-sentence connections enhance the flow of the essay by clearly showing the relationships among ideas, making the writer’s train of thought easy to follow.

Development of Ideas

☐ The development of ideas is effective because the writer uses details and examples that are specific and well chosen, adding substance to the essay.

☐ The essay is thoughtful and engaging. The writer may choose to use his/her unique experiences or view of the world as a basis for writing or to connect ideas in interesting ways. The writer develops the essay in a manner that demonstrates a thorough understanding of the expository writing task.

Use of Language/Conventions

☐ The writer’s word choice is purposeful and precise. It reflects a keen awareness of the expository purpose and maintains a tone appropriate to the task. The word choice strongly contributes to the quality and clarity of the essay.

☐ Sentences are purposeful, varied, and well controlled, enhancing the effectiveness of the essay.

☐ The writer demonstrates a consistent command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Although minor errors may be evident, they do not detract from the fluency of the writing or the clarity of the essay. The overall strength of the conventions contributes to the effectiveness of the essay.
# Expository Writing Evaluation Chart

<table>
<thead>
<tr>
<th>EXPOSITORY WRITING EVALUATION CHART</th>
<th>POOR</th>
<th>2</th>
<th>3</th>
<th>EXCELLENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization/Progression</strong></td>
<td></td>
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<tr>
<td>• How well does the essay’s organizing structure support its purpose and respond to the demands of the prompt?</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<tr>
<td>• How completely do the ideas relate to the thesis statement and focus on the topic?</td>
<td>1</td>
<td>2</td>
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<tr>
<td>• How logical and well-controlled is the progression of ideas? How well does the writer use transitions and sentence connections to show how ideas are related?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>Overall Organization/Progression Score</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>Development of Ideas</strong></td>
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<tr>
<td>• How effectively are ideas developed? How specific and well-chosen are the details and examples? To what extent do details and examples add substance to the essay?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>• How thoughtful and engaging is the essay? How clearly does the writer show a deep understanding of the expository writing task?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>Overall Development of Ideas Score</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>Use of Language/Conventions</strong></td>
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<tr>
<td>• How effective is word choice in contributing to the clarity of the essay? To what extent does word choice show the writer’s awareness of the essay’s purpose and tone?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>• How purposeful, varied, and well-controlled are the sentences? To what extent do the writer’s sentences enhance the effectiveness of the essay?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>• How minor are errors in spelling, capitalization, punctuation, grammar, usage, and sentence boundaries? To what extent are the fluency of the writing and effectiveness of the essay unaffected by errors?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>Overall Use of Language/Conventions Score</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
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</tr>
<tr>
<td><strong>Overall Expository Writing Score</strong></td>
<td>1</td>
<td>2</td>
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<td>4</td>
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</tbody>
</table>
EXPOSITORY WRITING PROMPT 1

Read the information in the box below.

The Top-Ten Summer Movies of All Time
1. Star Wars (1977)
2. E.T. the Extraterrestrial (1982)
4. Empire Strikes Back (1980)
5. Return of the Jedi (1983)
7. Jurassic Park (1993)
10. The Lion King (1994)

Think carefully about this statement: The summer is one time of year when movie studios release films that they hope will become blockbuster hits.

Write an essay in which you explain why summer is a good time for movie studios to release their big-budget films.
Take Me Out to the Movies

Summer brings the smell of sunscreen and the sizzle of hot dogs on the grill. Summer also brings the appearance of new movies in theaters. During the summer, movie studios release films they hope will become blockbuster hits. Releasing the biggest films in the summertime is a smart business move for the movie studios for a variety of reasons.

First, kids are out of school for several months in the summer. Studios clearly know they have a ready-made audience for movies during those months. In the summer, kids have much free time to fill. The movie executives in charge of releasing films are banking on kids filling at least some of that free time at movie theaters. Even if a young person does not regularly see movies during the school year, chances are good that he or she will view a film at least once or twice during the summer.

Kids are not the only ones with more free time in the summer. Adults also take time off from work during the summer months, which makes them part of the potential movie-going audience sought by movie studios. Although many summer films are made to appeal to children, many are also interesting to adults who might see a movie with or without taking a child.

The weather is another reason that movie studios schedule influential movie releases during the summer. Some parts of the country are very hot during the summer, and people are looking for ways to spend time indoors out of the blistering heat. Movie studios are wise to provide exciting movie choices to people, children and adults alike, looking for cool things to do.

Finally, one look at the calendar shows that the summer months fall far from many major holidays. Memorial Day, the Fourth of July, and Labor Day all occur during the summer, but these are not big gift giving or travel holidays. People spend less money in the summer on holiday decorations and celebrations, which leaves more money to spend on entertainment such as movies.

Movie studios have figured out that the summer is the ideal time to release movies that have the potential to become huge hits. Because children and adults have more free time, they are more likely to go see one or more movies. Hot weather sends people searching for indoor activities. The absence of major holidays during the summer leaves people with more disposable income, which studio executives no doubt hope will be spent watching the next blockbuster movie release.
EXPOSITORY WRITING

PROMPT 1: MODEL B

Take Me Out to the Movies

The best thing about summer is the big new movies that come out. Every year, we can count on a lot of great movies coming out during the summer. The movie studios do this on purpose, and they are smart to do it. Most of the time, there are great special effects in the most popular movies. You will find the state of the art animations and special effects at this time.

First, kids are out of school and have free time. Some kids go to camps for the whole summer. Some kids work during the summer but then they will have extra money to go to the movies.

The most expensive thing about going to the movies is not the ticket but the snack bar. The popcorn is something like seven dollars. Drinks are three or four dollars. Some theaters give a good deal for the afternoon show which works out great if it is hot outside.

It is true that some children are not allowed to see many movies. Any movie with a PG rating should be okay.

Being in a comfortable air-conditioned multiplex is better than mowing the lawn or trying to ride a bike when it is over one hundred degrees outside.

A reason that movie studios save their best movies until summer is that it is hot outside in lots of places. So people like to cool off in the movies. Also they don’t have to spend so much money on holiday gifts or big holiday parties because there are not a lot of expensive holidays in the summertime. People can spend money at the movies instead.

Movie studios have figured out that the summer is a good time for movies. Kids can stay up late and everyone loves the new movies that they’ve been waiting for all year.
Take Me Out to the Movies

Summer makes us think of sunscreen and barbecues and also big blockbuster movies. During the summer, movie studios release films they hope will become their biggest hits of the year. This is a smart business move for the movie studios for a variety of reasons.

First, kids are out of school during the summer. Studios know there is a ready-made audience for movies then. A lot of kids have free time to fill, though some kids are at camp. Movie executives are banking on kids filling at least some of that free time at movie theaters. Even if somebody does not see a lot of movies during the school year, they'll probably see one or two movies during the summer.

Kids are not the only ones with more free time in the summer. Adults do, too. Lots of summer films are made to appeal to children, but many are also interesting to adults who might see a movie with or without taking a child. Most of all, summer movies are fun and often have great special effects.

The weather is another reason. Some parts of the country are very hot during the summer, and people are looking for ways to spend time indoors. Movie studios are wise to provide exciting movie choices to all those folks looking for cool things to do.

Finally, have you ever noticed that there are no real major holidays during the summer? Sure, Memorial Day, the Fourth of July, and Labor Day all occur during the summer, but these are not big gift giving or travel holidays. Because people are not buying presents or expensive holiday decorations, they have more money to spend during the summer.

So, movie studios have figured out that the summer is the ideal time to release their biggest, most exciting movies. Because children and adults have more free time, they are more likely to go see one or more movies. Hot weather sends people into the air conditioning. People have more disposable income. All together, these facts make are the perfect formula for movie studio profits.
EXPOSITORY WRITING

PROMPT 1: MODEL D

Take Me Out to the Movies

In the winter there are new movies. But in the summer there are more new movies. In the winter kids like to see movies at the mall or at a multiplex. In summer they also go and their parents or camp counselors take them. Whether it is winter or summer, there are many good new movies that come out all year round.

Some kids go to camps in the summer and some kids have nothing much to do. In the winter, most kids are at school but they can watch movies on the weekends.

You can stream movies on your television and so that can be less money than going to the movies. Even special effects are good at home. They are better in the movies unless you have a big TV.

But some children are not allowed to see many movies. Any movie with a PG rating should be okay.

Did you ever try to walk outside in the middle of the summer in a heat wave? No fun. Movies are a great place to beat that heat.

In summer people don’t have to buy a lot of presents unless all their kids’ birthdays are in the summer. The winter has expensive present holidays and even buying turkeys is expensive for many people. Often we go to movies after Thanksgiving. Those are big movies.

Summer and winter are both good times for movies. Every year some new special effect comes out. 3D is one. CG is one. Computer graphics. What will be next? We will know in the winter and then in the summer.
EXPOSITORY WRITING PROMPT 2

Read the quotation in the box below.

There is no “I” in team, but there is in win.

—Michael Jordan

Think carefully about this statement: Although many sports are meant to be played by groups or teams, other sports can be played individually.

Write an essay in which you compare and contrast a team sport with an individual sport. Be sure to describe specific ways in which the two sports are similar to and different from one another.
Soccer and Swimming

There are differences between a team sport like soccer and an individual sport such as swimming, but there are also similarities. For example, all sports build strength and discipline. All sports also look good on a student’s record. Some sports focus more on the team and others focus more on the individual.

Soccer is a team sport. That team must practice together so that players can learn their positions on the field. Each girl must understand how to react to teammates. In time, the team will work as unit, not as a group of individuals. When players work together as a team, they bond and improve.

Although swimming is an individual sport, it also has a team component. Most competitive swimmers are part of a team that organizes practices, coaching, and competitions. The athletes compete and win or lose on their own. They also track their personal bests. But at swim meets, those individual results add up to a team score.

Whether you play a team or individual sport, it is important to do your absolute best. Slacking off will probably affect you differently in soccer and swimming. If a soccer player loafs at practice or a game, the whole team pays. On the other hand, if a swimmer does a half-hearted job, it is their own record that is hurt.

Soccer players and swimmers have different pressures when they perform. While each soccer player is responsible for her play on the field, the performance of the team is what matters most. Players help each other. The spotlight is not on one person. An individual swimmer, though, dives off the blocks alone. Her results are the product of her own ability. In an individual sport, you can't escape the spotlight.

So it makes sense that there are different sorts of motivation for team vs individual athletes. In soccer, teammates are always around to give support and cheer each other on. Swimmers must supply their own inspiration in training and competition. During the last grueling laps, swimmers’ pep talks have to come from themselves.

The differences between swimming and soccer are not as important as their similarities. They both require hard work and commitment. They both help students be well-rounded.
Soccer and Swimming

There are team sports and sports that are more about the individual. Soccer is a team sport, for one. Swimming is more like an individual sport even tho there is a swim team. A team like a soccer team has to practice together all seson to get good. From practice they get better all the time. They learn more all the time and by the end of the seson they will be very good. Swimming takes a lot of practice too and the team goes to practice but each swimmer is on her own.

At swim meets, the individual races are really part of a team score in the end. It is not as different as you might think after all.

Whether you play a team or individual sport, you just have to do your best. Your team will be angry if you goof off or stay up too late the night before a meet or a game. The whole team loses if you make them lose. Not a pretty sight.

Playing on a team is good because people help each other out. Soccer players help other soccer players. Swimmers feel alone sometimes, or they probably do. Lap after lap and there is no one to pass the ball to. Just swimming for however many meters you need to go. That is a big difference.

It might be that one sort of sport is more fun than the other, but that is up to each person to decide. In soccer, teammates are always around cheer each other on. Lacrosse and field hockey, same thing. Swimmers are more on their own. Gymnastics, same thing. They are more intense.

There are differences between swimming and soccer but they both need a lot of hard work and commitment. They both look good on your school record and help you stay in shape and make friends. Once you are varsity, you are really good.
Soccer and Swimming

Soccer v swimming. One team sport one more solo and more your own skills. Both have teams tho. Soccer is mostly in the fall seson but there are also travel teams. A team like a soccer team practizes together all seson to get good. They get better if there coach gives them good workouts. Some coaches are really good. By the end of the seson they get awesome. If they are lucky! Always lissen to your coach.

Swim meets are all day long. They are usully in other towns or even other states. If you got to the Olympics, that is in another country. Yes there is a team and yes it is a individual sport. Both are true. Remember this to always try your hardest. Okay is not good enough. Good is not good enough. It is the best, that is what we need in team sports like feld hockey.

Team players shuld work together no matter what. Some days there are disregeaments. For example, I could not help it if I was sick one game. I try to help everyone even if they got sick for one game. Soccer players help other soccer players. Swimmers probly feel more alone than that.

Are there more injurys in soccer? You dont hear so much about swimming injurys.

It might be that one sort of sport is more fun than the other, but that is up to each person. If you dont like chloreen then dont be a swimmer. Mud gets you in soccer.

There are differences between swimming and soccer and probly even feld hockey if you think about it. Any sport can help get you stronger and make friends.
Soccer and Swimming

Ten girls on a soccer team pass balls at practice. A swimmer, the only person in her lane, dives into the pool and swims lap after lap. There are differences between a team sport like soccer and an individual sport such as swimming, but there are also similarities.

Soccer is obviously a sport that requires a group of players. The team must practice together so that players can learn their positions on the field. Each girl must understand how to react to teammates. The team should function as a unit instead of individuals each doing her own thing. When players work together as a team, they build trust and develop an all-for-one attitude that is necessary for success.

Although swimming is an individual sport, it also has a team component. It is rare for any athlete to practice entirely alone, and most competitive swimmers are part of a team that organizes practices, coaching, and competitions. The athletes compete in individual races and win or lose on their own. But at swim meets, those individual results add up to a team score.

Whether you play a team or individual sport, a commitment to doing your best is always required. The effects of not trying hard, however, can differ greatly in soccer and swimming. If a soccer player loaf at practice or a game, the whole team pays for that lack of effort. On the other hand, if a swimmer doesn’t train seriously or do her best, she personally suffers the greatest consequences.

Players on a soccer team and individual swimmers perform under different circumstances. While each soccer player is responsible for her play on the field, the performance of the team is what matters most. Players count on each other for help. The spotlight is not on one person but on the group’s effort. An individual swimmer, though, dives off the blocks with no one to help her. Her results, for better or worse, are the product of her own ability. An individual sport like swimming offers nowhere to hide.

Similarly, motivation differs in team and individual sports. In soccer, teammates are always nearby to slap a high five or shout words of encouragement. Swimmers, however, must supply their own inspiration in training and competition. During the last grueling laps of practice, swimmers must give themselves a pep talk.

The differences between soccer and swimming are easy to see, but these sports do have similar elements. One thing is certain: all sports require hard work and commitment.
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