

GRADE 3 NARRATIVE PERFORMANCE TASK FULL WRITE  
SCORING PACKET





### Grade 3 Narrative Performance Task Full Writes

The following third grade narrative rubrics and baseline set are used to anchor the scoring of student responses to narrative tasks at grade 3. Each student response is scored for three traits: organization/purpose (4 points possible), development/elaboration (4 points possible), and conventions (2 points possible).

		Organization/Purpose Grade 3 Narrative Description
<b>Organization/Purpose</b>	<b>4</b>	<p><b>The organization of the narrative, real or imagined, is fully sustained and the focus is clear and maintained throughout:</b></p> <ul style="list-style-type: none"> <li>• an effective plot helps to create a sense of unity and completeness</li> <li>• effectively establishes a setting, narrator/characters, and/or point of view*</li> <li>• consistent use of a variety of transitional strategies to clarify the relationships between and among ideas; strong connection between and among ideas</li> <li>• natural, logical sequence of events from beginning to end</li> <li>• effective opening and closure for audience and purpose</li> </ul>
	<b>3</b>	<p><b>The organization of the narrative, real or imagined, is adequately sustained, and the focus is adequate and generally maintained:</b></p> <ul style="list-style-type: none"> <li>• an evident plot helps to create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected</li> <li>• adequately establishes a setting, narrator/characters, and/or point of view*</li> <li>• adequate use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>• adequate sequence of events from beginning to end</li> <li>• adequate opening and closure for audience and purpose</li> </ul>
	<b>2</b>	<p><b>The organization of the narrative, real or imagined, is somewhat sustained and may have an uneven focus:</b></p> <ul style="list-style-type: none"> <li>• there may be an inconsistent plot, and/or flaws may be evident</li> <li>• unevenly or minimally establishes a setting, narrator/characters, and/or point of view*</li> <li>• uneven use of appropriate transitional strategies and/or little variety</li> <li>• weak or uneven sequence of events</li> <li>• opening and closure, if present, are weak</li> </ul>
	<b>1</b>	<p><b>The organization of the narrative, real or imagined, may be maintained but may provide little or no focus:</b></p> <ul style="list-style-type: none"> <li>• there is little or no discernible plot or there may just be a series of events</li> <li>• may be brief or there is little to no attempt to establish a setting, narrator/characters, and/or point of view*</li> <li>• few or no appropriate transitional strategies may be evident and may cause confusion</li> <li>• little or no organization of an event sequence; frequent extraneous ideas and/or a major drift may be evident</li> <li>• opening and/or closure may be missing or unsatisfactory</li> </ul>
	<b>NS</b>	<ul style="list-style-type: none"> <li>• Insufficient (includes copied text)</li> <li>• In a language other than English</li> <li>• Off-topic</li> <li>• Off-purpose</li> </ul>

\*point of view begins at grade 7



		Development/Elaboration Grade 3 Narrative Description
Development/Elaboration	4	<p><b>The narrative, real or imagined, provides thorough, effective elaboration using relevant details, dialogue, and/or description:</b></p> <ul style="list-style-type: none"> <li>• experiences, characters, setting and/or events are clearly developed</li> <li>• connections to source materials may enhance the narrative</li> <li>• effective use of a variety of narrative techniques that advance the story or illustrate the experience</li> <li>• effective use of sensory, concrete, and figurative language that clearly advances the purpose</li> <li>• effective, appropriate style enhances the narration</li> </ul>
	3	<p><b>The narrative, real or imagined, provides adequate elaboration using details, dialogue, and/or description:</b></p> <ul style="list-style-type: none"> <li>• experiences, characters, setting, and/or events are adequately developed</li> <li>• connections to source materials may contribute to the narrative</li> <li>• adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience</li> <li>• adequate use of sensory, concrete, and figurative language that generally advances the purpose</li> <li>• generally appropriate style is evident</li> </ul>
	2	<p><b>The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue, and/or description:</b></p> <ul style="list-style-type: none"> <li>• experiences, characters, setting, and/or events are unevenly developed</li> <li>• connections to source materials may be ineffective, awkward, or vague but do not interfere with the narrative</li> <li>• narrative techniques are uneven and inconsistent</li> <li>• partial or weak use of sensory, concrete, and figurative language that may not advance the purpose</li> <li>• inconsistent or weak attempt to create appropriate style</li> </ul>
	1	<p><b>The narrative, real or imagined, provides minimal elaboration using few or no details, dialogue, and/or description:</b></p> <ul style="list-style-type: none"> <li>• experiences, characters, setting, and/or events may be vague, lack clarity, or confusing</li> <li>• connections to source materials, if evident, may detract from the narrative</li> <li>• use of narrative techniques may be minimal, absent, incorrect, or irrelevant</li> <li>• may have little or no use of sensory, concrete, or figurative language; language does not advance and may interfere with the purpose</li> <li>• little or no evidence of appropriate style</li> </ul>
	NS	<ul style="list-style-type: none"> <li>• Insufficient (includes copied text)</li> <li>• In a language other than English</li> <li>• Off-topic</li> <li>• Off-purpose</li> </ul>

		Conventions Grade 3 Narrative Description
Score		
<b>Conventions</b>	<b>2</b>	<p><b>The response demonstrates an adequate command of conventions:</b></p> <ul style="list-style-type: none"> <li>adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>
	<b>1</b>	<p><b>The response demonstrates a partial command of conventions:</b></p> <ul style="list-style-type: none"> <li>limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>
	<b>0</b>	<p><b>The response demonstrates little or no command of conventions:</b></p> <ul style="list-style-type: none"> <li>infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>
	<b>NS</b>	<ul style="list-style-type: none"> <li>Insufficient (includes copied text)</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Off-purpose</li> </ul>

Conventions are scored holistically per grade-level CCSS expectations considering the following guidelines:

- **Variety:** A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

Appendix A provides the grade-level convention charts used during scoring.

## Conventions Chart

### Grade 3

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completeness
Correctly spell - <ul style="list-style-type: none"> <li>plurals (e.g., cat to cats, glass to glasses, carry to carries).</li> <li>words at grade level and below (adding suffixes to bases, using spelling patterns and generalizations)</li> </ul>	Capitalize - <ul style="list-style-type: none"> <li>person's title (e.g., President Smith vs. the president)</li> <li>titles of books</li> </ul>	Commas: <ul style="list-style-type: none"> <li>in complete address (e.g., 12345 67th Ave., Spokane, WA).</li> <li>Use commas and quotation marks in dialogue</li> </ul> Apostrophes: <ul style="list-style-type: none"> <li>in possessive nouns (e.g., the dog's house, the dogs' houses).</li> </ul>	<b>Nouns:</b> <ul style="list-style-type: none"> <li>Correctly use regular and irregular plural nouns.</li> <li>Correctly use abstract nouns (e.g., childhood)</li> </ul> <b>Verbs:</b> <ul style="list-style-type: none"> <li>Correctly use regular and irregular verbs</li> <li>Correctly use simple verb tenses (e.g., I walked, I work, I will work)</li> </ul> <b>Adjectives/Adverbs:</b> <ul style="list-style-type: none"> <li>Correctly use comparative and superlative adjectives and adverbs</li> </ul> <b>Agreement:</b> <ul style="list-style-type: none"> <li>Correctly use pronouns that match a [clause] antecedent* (The boy walked his dog)</li> <li>Correctly use subject verb agreement* (He has.... They have....)</li> </ul> <b>Conjunctions:</b> <ul style="list-style-type: none"> <li>Correctly use coordinate (e.g., and, but) and subordinate conjunctions (e.g., because)</li> </ul>	<ul style="list-style-type: none"> <li>Avoid "fused" (e.g., run together, comma splices) sentences (e.g., They went to the store they bought groceries.)*</li> </ul>

\* as appropriate for grade level

Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.





**GRADE 3 NARRATIVE PERFORMANCE TASK FULL WRITE**

**ORGANIZATION/PURPOSE**



Grade 3  
Narrative - Organization and Purpose

## Baseline Anchor Response 11

Pilgrims

Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response** Jack Skeen started his long, boaring but merackules jerney to the new world in sixteen twenty.He got on the bot complaning to his mom that he was hungry and needed to yous th bathroom,his mom told him that he would be able to eat at dinner,and for the bathroom, he would need to ask the captan that.Jack walked away mumbeling to himself "Oh great, i'm stuck in a ship, have to ask the capten were the bathroom is and can't eat anything for like 3 hours, just great".CREEK! CREEK!"mmp!"They should realy fix this floor!"Uh,hi Mr.capten sir,uh I was woundering were the bathroom would be?"Down the stairs past a corner and to your left".(He said with a loud booming voice)."Uh,thankyou,thank you very much".Shreeked Jack a litle scared.CREEK!,CREEK!"Grrr"!Ah,ha,here we are.SSSS!,ah,that feels alot beter.Three hours later,"WHAAT"!!!!ONLY SOME CRACKERS AND SOME BAKEN BITS"!!!Sereasly, thats the only thing we can eat" ? Asked Jack."Yes".said his mother."But mom"! "now stop complaning and eat your dinner"! "O,ok".

"Actually,that was pretty good"Said jack."See"Said his mother. "But I'm still hungry". "Oh, come on"Complaned his mother.

This went on for the rest of the trip,except the food got wet,moldy and went bad,also, some times they ate the food that went bad except the passengers could not taste it because the men ho coocked and handed the food out put spices on them to cover it up.

Two months after the passengers left thiere hometown Inland,they reeched the new world ,nowadays known as Plymith Masichusets.

"B,brrr,m,m,mom its co,cold".Wimpered Jack. "Oh hony,have my jacket". "Th,thanks mom.

Two months later, Jack and the other pilgrims were able to eat more than biscuits because of their new friends, the native Americans. They taught Jack and the other pilgrims how to grow corn, barley and peas. The Native Americans also taught the pilgrims how to hunt for like birds and deer. The pilgrims found berries and fruits, and learned how to fish as well. By the time fall came around, the pilgrims realized they had much to be thankful for. They did not have pumpkin pie on the first Thanksgiving but there was fresh food. There was even enough food for the long, cold winter ahead of them. And there was lots and lots to be thankful for.

So, long story short. AND THEY LIVED HAPPILY EVER AFTER,

THE  
END!!!

Paper # \_\_\_\_\_ Score Point: \_\_\_\_\_

Rationale:

**Baseline Anchor Response 1**

Pilgrims

Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**    ounce it was a little pilgrim he was makeing his journey on the maflower butit was not easy going across the sea and learning how to live finding food was hard he thout traveing across the sea souned fun but it was not getting to his new home wasn` t easy traveling in a ship may not seem hard pepole today are adle to travl quickly

Paper # \_\_\_\_\_ Score Point: \_\_\_\_\_

Rationale:



**Baseline Anchor Response 2**

Pilgrims  
Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**            **The Child Who Wanted To Git On The Mayflower**

The child watched the Mayflower as it wander by. But one of the Pilgrims went to git food in the new world. He came back and he sow the Mayflower was gone. He went to my house and asked me wear the Mayflower went. He ask me if wonted to go with him. and I said yes I will go with you. and the Mayflower came back because they wore hungry.

Paper # \_\_\_\_\_ Score Point: \_\_\_\_\_

Rationale:





**Baseline Anchor Response 3**

Furry Heroes

Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response** Superdog

A normal dog was sleeping named Blue until something bit him he was strong and he saved people when in danger. Till the next someone was in danger Blue wanted to help so he went to the beach were the danger was at. Blue called the cops and took the rober to jail then everyone was happy. THE END

Paper # \_\_\_\_\_ Score Point: \_\_\_\_\_

Rationale:



**Baseline Anchor Response 4**

Pilgrims

Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response** This is a story about a child that was cured. His name was Conrad. Then he heard about the Mayflower, and his uncle was going on it so he asked if he could go and his parents said yes. So in a month he boarded the ship. On his journey he saw new animals and other cool stuff and that was good. But there were also bad things like the food went bad, he didn't get to eat the normal amount of food. But in 6 months they came to the new world.

Paper # \_\_\_\_\_ Score Point: \_\_\_\_\_

Rationale:



Furry Heroes

Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response** Me and my pet trtal silver like to save sea creachers. One day we were swimming then... **BOOM!!!!!!!!!!!!** We went to see what happend. A Squid and a Shark was fihting! We tried to calm them down but they wouldent stop. So I picked up my phon then I waiter and waited. Then when I looked out the window I sawe them coming. Its the sea patrol. we all gave them some medason to calm them down. Then when we got home, a mearical hapened silver laed some eggs! I named them spick,fang, and sheller. That was some advencher.

Paper # \_\_\_\_\_ Score Point: \_\_\_\_\_

Rationale:



Pilgrims

Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response** They were on there way to the new world. There was like no space on the Mayflower.It was nice day out so Dave went out on deck and helped out by moping the deck he went near the eag of the deck he was moping **and** he almost fell over in to.But he cot his blnce.so when he was done he went down under the deck to play with one of the animal they brought with them. when he was done he went back up on deck and play with his friend named Greg they played cards, read books,and board games.In-tell it was time for dinner they had biscuits and dried vegetables they drank bear.When dinner was over it was time for bed the end.

Paper # \_\_\_\_\_ Score Point: \_\_\_\_\_

Rationale:





Pilgrims

Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response** Once there was a boy named Chris he and his family decided to take a long trip on the Mayflower. It was not an easy ride on the Mayflower they packed and packed their supplies and finally they arrived on the Mayflower. There were big storms and most of the food went bad or moldy. Life wasn't even close to easy on the Mayflower, but the Pilgrims' and Chrises family put seasoning on their food to make it taste better. There wasn't very much space with the food, the families, and the clothes most people thought the Mayflower was a big ship, not when it was full like this. Anyway they sailed and sailed and so on they sailed it has only been one month, and the weather has not been fabulous at all, and it needed to be so they could cook or roast their food. On rough days' like these some food will have to be eaten cold.

Paper # \_\_\_\_\_ Score Point: \_\_\_\_\_

Rationale:



Furry Heroes

Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

This story is about a guinie pig that saved his owners.This is his story . One late summer afternoon a fire broke out in the swenson house.Everyone was trapped.Luciley

harry was not .He ran over to the corner and he picked up his owner's phone and he put it in his mouth. Then he ran over to his owner but he got burn't.

But harry would not stop now .He ran through several flames . He got hurt very bad. He finally arrived where his owner was and he droped his phone. Then his owner picked up the phone and called 911.

Thanks to harry they were saved.Then harry was famous of his bravery.Then he was known as a life saver.

Paper # \_\_\_\_\_ Score Point: \_\_\_\_\_

Rationale:



Pilgrims

Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response** A child pelgrim was on the Mayflour was sitting on a barrel thinking what to do. He knew that pilgrims are hungry on the Mayflour. The pilgrims actully do get hungry. So he got worried if he was one of them.

" I know that pilgrims hardly have any food to eat," he said. so he got up and went to the front of the large ship. "It's thundering," he said. A tiny raindrop went on his shirt and it started raining too. so he went inside again.

While he was inside he thought about the long trip. He also thought about where him and the other pilgrams would land. So he just stared at the floor.

He fell asleep and he dreamed that he was starving on the ship like other pilgrims do. He woke up fast. He was awake for a long time, so he was scared. He said, I don't like this trip.

When he was getting tired he got hungry he looked to see if no other pilgrims were over by the flour. So he got the flour and made hard crackers. He had a hard time eating them.

He got so hungry he went on the floor. He got up and forgot about being hungry. He had to go to the bathroom and change his clothes. But there wasn't a bathroom and he didn't have anymore clothes. So he got sad.

But the ship stopped and it was spring. Him and the others is thankful because Native americans helped them have fresh food, more *Clothes and happiness.*

Paper # \_\_\_\_\_ Score Point: \_\_\_\_\_

Rationale:



Furry Heroes  
Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response** Avery

Avery was a stray horse when she was very young a girl named Abby found her and decided to take care of her. Abby and Avery went outside to ride in the fields but one day Avery jumped over the fence and raced to the end of the street and stuck her head in a box full of glass she pulled out a kitten. The kitten was scratched on her leg and could not walk. Abby decided to keep the kitten and name it Spots because of its black and white spots. She also decided to put the story in the newspaper. The next day hundreds of people came to visit Avery and Spots. They stared in amazement at the two brave animals. They left at last then Avery and Abby went out on a ride. You can not believe what happened next Avery found another stray kitten stuck in a tree. Abby adopted the kitten and named it pumpkin because it was the color orange and was very plump. Avery took care of the kittens and slept with them in the barn stalls.

The next day they found Lucy and Mark they were found in an abandoned house. Lucy and Mark were brother and sister they also took care of each other. Now Avery got several awards for finding stray kittens and taking care of them. They also made a fund raiser to save stray kittens. The fund raiser was called Brave Cats they raised more than a hundred dollars each week.

Paper # \_\_\_\_\_ Score Point: \_\_\_\_\_

Rationale:





**GRADE 3 NARRATIVE PERFORMANCE TASK FULL WRITE**

**CONVENTIONS**



**Baseline Anchor Response 9**

Pilgrims

Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

A pilgrim child's journey started when they were very young like twelve years old and up. One day a pilgrim child was getting ready for her journey across the ocean. She was walking along their trail to the pilgrims houses. They left a trail so no one could get lost heading back home. She thought traveling across the ocean to a new land maybe sound fun but, the other kids did not think it was fun because they had to leave all of their stuff behind. The girl named rose did not like it either but she liked to try new things that she has not done before. The other kids did not like to try new things they just liked to work and help their families. When they sailed across the ship they didn't like it because this trip wasn't a vacation that they had planned for. The ship had no private rooms, no dinning rooms, no nice bathrooms. The food went bad as they got older they started to be more hungrier because they didn't get a lot of food when they were younger.

Paper # \_\_\_\_\_ Score Point: \_\_\_\_\_

Rationale:



**Baseline Anchor Response 1**

Bats

Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response** Bat help farmers with the bugs eat the cope so at nigt when the bugs come they go and hunt in the crops and eat the bugs and then they sherech over and over intle there done. The next day can eat another bach of inses and thy munch on 250/125 per night and they also they drink cow and they hunt very good and when they hunt they have a sence of smell and bats can lisiin really fare and then bat make a eco to get the other bat to hear were there at.Bats canlive over 12 ole in texas.

Paper # \_\_\_\_\_ Score Point: \_\_\_\_\_

Rationale:



**Baseline Anchor Response 2**

Pilgrims

Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response** The pligerms eat nasty food and thay chravled in the maflaer for 2montes fand ther new home. And the pilgrims and the natoamarecens dint get olong. but on thank giving thay shaer food and get olong and eat.treky ane pork and iots of stof

Paper # \_\_\_\_\_ Score Point: \_\_\_\_\_

Rationale:





Pilgrims

Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**    ounce it was a little pilgrim he was makeing his journey on the maflower butit was not easy going across the sea and learning how to live finding food was hard he thout traveing across the sea souned fun but it was not getting to his new home wasn` t easy traveling in a ship may not seem hard pepole today are adle to travl quickly

Paper # \_\_\_\_\_ Score Point: \_\_\_\_\_

Rationale:



**Baseline Anchor Response 4**

Pilgrims

Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response** When the pilgrims began there joirny on the Mayflour a lot of the kids had to sleep on the floor. The parents got to sleep in the beds. They had to go in a chamberpot.They had on room to move arond. The were dieing when they got of the shipit was sad.THEN the pilgrims meet Squanto and he even helped them plant food.

Paper # \_\_\_\_\_ Score Point: \_\_\_\_\_

Rationale:



**Baseline Anchor Response 5**

Furry Heroes

Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**

My dog is a rescu dog.Last year I was waking my dog he startyed to run fast when sudenly we saw a bulding burning.I let go of the liesh my dog ran as fast he could and went in side the bulding.He came out of the bulding and in his moth he was holding a kitten.

Then  
the next day I saw the kitten that my dog rescud was out side my windo.The cat started to mew.I let cat in.My dog started to play with the cat.He would never play with a cat like that.So when the cat left my dog Max was sad.The next weak I saw Max out side with the same cat he played with.

This year he has alot of cat frends that Max rescus and now he is a firfiter dog.But Max vists me.Now he rescus animal and humen in need.He still see the first cat or animal he rescud.

Paper # \_\_\_\_\_ Score Point: \_\_\_\_\_

Rationale:



**Baseline Anchor Response 6**

Pilgrims

Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response**      the pilgrims

In the life of a pilgrim was pretty rough . Alot of them had to face new things , like moving somewere diffrant and living there friends behind . When they got on the boat there wasnt alot of food to eat . All of there food was dry and and it probly would have had mold on it , but they still ate it . It was the only thing they had . They couldn't throw it away like us they just put spices on it for the bad taste to go away . Alot of people would get sick from the water they dranked so they stoped drinking that water . Finally they arrived were they were going , but they arrived in winter . Since it was winter it was hard for them to plant food , or find some food . After winter was over they met some native americans and they helped them plant and fish for food . So they all lived better then they did befour .

Paper # \_\_\_\_\_ Score Point: \_\_\_\_\_

Rationale:





**Baseline Anchor Response 7**

Inventions

Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response** I think the Mars Rover is the most important invention because it helped scientists find what it is like on Mars. The 1st Mars rover was made by Donna Shirley. She worked with a group of scientists.

Now I will tell you about the 1st Mars rover. It was the size of a microwave oven. It had two pairs of three wheels.

Paper # \_\_\_\_\_ Score Point: \_\_\_\_\_

Rationale:



**Baseline Anchor Response 8**

Astronauts

Grade 3 ELA Full-Write Response from 2013 Smarter Balanced Pilot Test

**Response** First, I would like to be astronaut when I grow up. But it would take a long time to be an astronaut. It would awesome to go on the moon. I would not want to go in space because I do not want to get sick. I wonder how hard is training? I wounder how long astronauts have to stay in space? I wounder if jars come open easily in space? I wounder what astronauts eat before they take off. I wounder if it is safe in space? I wounder how many people work as an astronaut?

Next, you would have to have lots of training to be an astronaut. Probably a year for just classes. I would be scared to go in space the first time. You would have to eat right. I wounder how long you have to excise for every day.

Middle, I would excise for a hour to go in space. I would eat fruits and veggies if I was an astronaut. I would be healthy and strong. I would not go up in space. It would, be fun to be underwater astronaut. I would not like to get sick in space. I can not believe that you are wait less in space. I wounder how long you can stay in space? I wish i can live in space forever. That would be cool.

End, I would love to be astronaut but it looks to hard. I would like to see the moon. It would be fun to be astronaut. I hope my friends will join me. I could see lots of different planets in a video.

Paper # \_\_\_\_\_ Score Point: \_\_\_\_\_

Rationale:

