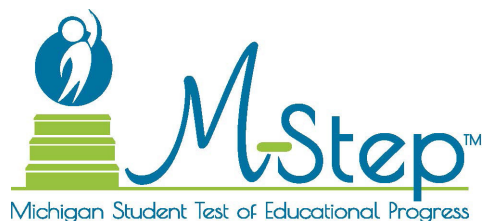




# English Language Arts

Sample Passage-Based Writing (PBW) Prompts  
with Sample Scored Student Essays

**Grade 5**



PASSAGE

Read the following drama about curiosity. Then answer question xx.

# The Crane Wife

adapted from a Japanese tale  
by Kathleen Hollenbeck

## Characters

Narrator

Man

Fisherman

Woman

Emperor

Crane

**Narrator:** There once lived a man who earned his living making charcoal for people to burn in their stoves. He worked hard, but he earned little money and was poor.

**Man:** I have labored my entire life and saved what little I could all these years. Finally, I have enough money to buy a sleeping mattress. No longer will I sleep on the bare floor!

**Narrator:** The next day, the man set out for the market. He walked down the long, dusty road toward town.

*(He comes upon a fisherman who has trapped a crane in his fishing net.)*

**Fisherman:** Ha! Ha! Ha! Look at that gawky crane, struggling to free herself from my sturdy net! She'll never break loose! Ha! Ha! Ha!

**Man:** Young man! Let that bird free!

**Fisherman:** *(laughing)* It's just a bird. What do you care?

**Man:** That bird has done nothing to you. *(He reaches into his pocket.)* Look; here is the money I have saved to buy myself a mattress. I will give you this money in exchange for the crane's freedom. Take my money and release her.

*(The fisherman takes the money and sets the crane free. The crane immediately soars to the sky and flies away.)*

**Man:** *(to himself as he walks back home)* All my savings are gone. I have worked hard, and yet I have nothing to show for it. *(He smiles.)* The crane is free, though! What a beautiful, glorious bird!

**Narrator:** That night, the man heard a knock at his door. When he opened the door, there stood a stunning young woman.

**Man:** May I help you?

**Woman:** I wish to be your wife.

**Man:** Why would you want to marry me?

**Woman:** I have seen that you are kind and gentle. I know you have worked hard, and it's time someone cared for you. I want to do that.

**Man:** I would be honored to call you my wife.

**Narrator:** For years, the man and his wife lived in happiness together. She became a loving wife and cared for him. He wished only that he had more money so he could buy her beautiful clothes and provide a more comfortable home.

**Man:** *(sitting by the fireplace)* I wish I had more money to provide for you.

**Woman:** Perhaps I can help you, my dear husband. I must go into that little room and close the door. I will be in there for hours, and you must promise me not to open the door.

**Man:** Whatever you wish, I will do.

**Narrator:** Hours passed, and his wife finally came out of the room. In her arms she carried the finest white fabric ever made.

**Woman:** Take this fine cloth to the Emperor. He will pay you handsomely for it.

**Narrator:** The man met with the Emperor the next day.

**Emperor:** *(He admires the cloth.)* This is the most beautiful cloth I've ever seen! Here, take this money in exchange. *(He pays the man.)*

**Narrator:** Several years pass.

**Man:** *(sitting by the fire again)* With the money we got for the cloth, we built a fine home, enjoyed plenty of food and bought nice clothes. But now the money has run out, and I have no way to replace it.

**Woman:** Once again, I will go into that little room and close the door. I will be in there for several hours, but remember . . . you must promise me not to open the door.

**Narrator:** Again, hours passed and the wife came out with fine cloth. Again, the man took it to the Emperor and came home with a sack full of coins. The man and his wife lived on this money for quite some time. Eventually, the money again ran out, and the man felt despair.

**Woman:** If it will please you, I will make some more cloth.

*(She goes into the little room and closes the door.)*

**Man:** I am curious to know how my wife makes that beautiful cloth. What can she possibly use to spin such exquisite fabric? Surely one little peek will not hurt.

**Narrator:** The man cracked open the door, and to his surprise, there stood the beautiful white crane he had saved so long ago.

**Crane:** *(sadly)* Yes, it is I, the crane you once saved. I became your wife that night to thank you for saving my life. Now that you have discovered my secret, I can no longer stay here.

*(She flies out an open window. The man rushes outside, calling after her.)*

## **Passage-based Writing Prompt Student Responses**

**In the drama, the Fisherman and the Emperor are minor characters. Write an essay analyzing how the Fisherman and the Emperor are important to the development of a theme of the drama. Use evidence from the drama to support your response.**

You may reference the passage as often as you need.

Remember, a well-written essay:

- shows understanding of the text
- uses details from the text for support
- is organized with an introduction and conclusion
- uses transitions and clear language
- follows rules of spelling, punctuation, and grammar

STUDENT RESPONSE

Response Score: 4 points

- xx. In the drama, the Fisherman and the Emperor are minor characters. Write an essay analyzing how the Fisherman and the Emperor are important to the development of a theme of the drama. Use evidence from the drama to support your response.

In the drama "The Crane Wife," written by Kathleen Hallenback, there are two minor characters: the cruel Fisherman and the thoughtful and kind Emperor. Even though the Fisherman and the Emperor are minor characters, they still are very important in the development of the theme "those who are kind and likely to receive kindness in return!"

The first minor character was the Fisherman whom was very mean and disrespectful to the stunning and beautiful crane. When the Man was walking into town to buy a mattress with his hard-earned money, he came across the Fisherman that was holding a fishing net with a crane helplessly struggling to escape. The Fisherman laughed "Ha! Ha! Ha!" this Fisherman was not being courteous to the crane, so the Fisherman got nothing in return for being mean to the innocent crane. Secondly, the Fisherman also exclaimed: "look at this gawkey crane, struggling to free herself from my sturdy net! She'll never break loose! Ha! Ha! Ha!" This shows me that since the crane did not do anything to the Fisherman to make him produce such an action; the Fisherman was not being kind, so he got nothing nice nor kindness back from the crane. Lastly, the second time the Fisherman speaks he is responding to the statement spoken by the Man, "Young man! Let that bird free!" The Fisherman's reaction to this command was, "It's just a bird. What do you care?" Since this Fisherman is being mean to the crane he will again not get anything back because he was

discourteous. Even though the Fisherman did receive money from the Man, he did not deserve the Man's hard-earned money, for letting the bird free. In conclusion, the Fisherman is a minor role in the drama "The Crane Wife" but plays a huge role in developing the theme "those who are kind are likely to receive kindness in return."

Secondly, the next individual that is also a minor character is the wealthy Emperor. The first way he is a big part to <sup>the</sup> developing of the theme is the Emperor always gives the poor man money for the "exquisite fabric." I know this because in the drama Kathleen states "Again the man took it to the Emperor and came home with a sack of coins." So, since the Emperor was kind, he got the remarkable silk back in return and he deserved it. Secondly, the Emperor complements the man's silk hat that his "beloved crane wife" produced. The Emperor exclaims, "This is the most beautiful cloth I've ever seen!" This is an action of kindness so again the Emperor got kindness and silk in return. Finally, the Emperor gives the poor man and his wife a big amount of money in return. In the play Kathleen also states "With the money we got for the cloth, we built a fine home, enjoyed plenty of food, and bought nice clothes." I'm inferring that if the overjoyed couple could afford a brand-spanking-new house, ubiquitous food, and bought new clothes, the Emperor must have given the couple an "arm and a leg!" To sum it up, the Emperor was also played a big part in developing the theme of this drama.

Lastly, the Emperor and Fisherman very differently contributed to the developing of the theme. For example, the Emperor was kind and nothing



but courteous in this play; so he received the silk from the man. In the play, the Emperor suggests "Here, take this in exchange." right now the Emperor is offering money for the silk, you can notice that this was not forced, in other words, the offering was not forced to happen. Secondly, unlike the Emperor the Fisherman is mean, for that reason he only received money; and this was forced because the poor man had to force or bribe the Fisherman to let the crane go. I found this when the man offers "Look: here is the money I have saved to buy myself a mattress. I will give you this money in exchange for the crane's freedom. Take my money and release her." The man was not seeking to give up the money, unlike the emperor. In conclusion, the Fisherman and the Emperor had different ways to pitch in with developing the theme of the drama.

To sum it up, in the interesting drama "The Crane's Wife" there are many characters. But, there are two minor individuals in the drama, but at the end of the day important to the development to the theme. They are the Fisherman and the Emperor, they both differ a lot from each other, but still help to form the theme. There are many different ways they help the theme: to complimenting, to being rude and discourteous. In the end, the Emperor and the Fisherman both play a huge part in shaping the theme of the play "The Crane's Wife."



In this response, the student effectively addresses all parts of the task demonstrating an in-depth analytic understanding of the text. A strong organizational structure supports the student's main idea (*"they still are very important in the development of the theme 'those who are kind and likely to receive kindness in return!'"*). There is thorough analysis of explicit and implicit meanings from the text that also effectively support the student's main idea (*"the Fisherman was not being kind, so he got nothing nice nor kindness back from the crane," "he will again not get anything back because he was discourteous," "since the Emperor was kind, he got the remarkable silk back in return and he deserved it," "if the overjoyed couple could afford a brand-spanking-new house, ubiquitous food, and bought new clothes, the Emperor must have given the couple 'an arm and a leg,' " and "unlike the Emperor, the Fisherman is mean, for that reason he only received money; and this was forced"*). Substantial, accurate reference is made to the relevant, key details of the passage (*"the Man was walking into town to buy a mattress with his hard-earned money," "the Emperor always gives the poor man money for the 'exquisite fabric,' " and "the Emperor complements the man's silk that his 'beloved crane wife' produced"*). Precise language is used effectively throughout the response. Transitions are employed sometimes skillfully (*"This shows me that"*), sometimes appropriately (*"Lastly"*). The smattering of errors present do not interfere with meaning.



STUDENT RESPONSE

Response Score: 4 points



- xx. In the drama, the Fisherman and the Emperor are minor characters. Write an essay analyzing how the Fisherman and the Emperor are important to the development of a theme of the drama. Use evidence from the drama to support your response.

The Fisherman and Emperor are vital to the development of the theme in the drama. For example, because the Fisherman abused the crane, it caused the man to save the crane through kindness. Because the man was so kind to the crane, she served him in return through loving and supporting him. The reason that the Fisherman contributed to the theme through this is because he was an example of cruelty that triggered the theme – kindness will always be rewarded. In this case, one of the rewards the man got through taking the woman to wife is that she made a fabric that he sold to the Emperor for a large amount of money.

However, the Emperor contributed to a different, yet main theme in the story. Because the man received so much money through the woman's cloth, he became curious about how she made it. But, he said he would not look in the room while she made this fabric. "Man: I wish I had more money to provide for you. Woman: Perhaps I can help you, dear husband. I must go into that little room and close the door. I will be there for hours, and you must promise me not to open the door. Man: Whatever you wish, I will do." Yet finally, after she had made this fabric a couple of times, and was doing it again to help him, he lost hold of his curiosity and peeked in. He regretted doing it and learned his lesson – don't break your promises.

When the man looked into the room, instead of seeing his wife, he saw the crane. He had broken his promise, and it had costed him his wife. So even though the Fisherman and Emperor are minor characters, they are absolutely essential to the themes. In fact, I'd say that the man learned that kindness will be returned because of the Fisherman and crane. I would also say that he learned never to break your promise because of the Emperor and the crane.

These are the ways that the Fisherman and Emperor are important to the development of the theme of the drama.

In this response, the student effectively addresses all parts of the task demonstrating an in-depth analytic understanding of the text. A strong organizational structure supports the student's main idea (*"the theme—kindness will always be rewarded"*). There is thorough analysis of explicit and implicit meanings from the text that also effectively supports the student's main idea (*"because the Fisherman abused the crane, it caused the man to save the crane through kindness," "He regretted doing it and learned his lesson—don't break your promises," and "He had broken his promise, and it had costed him his wife"*). Substantial, accurate reference is made to the relevant, key details of the passage (*"she made a fabric that he sold to the Emperor," "he became curious about how she made it. But, he said he would not look in the room"* [supported by precise language from the text], *"he lost hold of his curiosity and peeked in. He regretted doing it"*). There are a few usage issues and areas of questionable sentence control; however, the few errors present do not interfere with meaning.

# STUDENT RESPONSE

Response Score: 3 points



- xx. In the drama, the Fisherman and the Emperor are minor characters. Write an essay analyzing how the Fisherman and the Emperor are important to the development of a theme of the drama. Use evidence from the drama to support your response.

The Fisherman and the Emperor are both important to the development of themes. The character of the Fisherman helps to show that others come first. The character of the Emperor helps to show that if you are kind, kindness will come back to you. Those are two important themes caused by the Fisherman and the Emperor.

The character of the Fisherman is important to the development of the theme that others come first. In the passage, the man gave up all his money to the Fisherman for the freedom of the crane. Instead of using the money for himself, he gave it up for the freedom of a trapped animal. This shows that he cares a lot about others. The man was happier knowing that he had saved an animal than leaving it trapped. That's how the character of the Fisherman is important to the development of the theme that others come first.

The Emperor is important to the development of the theme that if you are kind, kindness will return to you. I know this because after the man helped the crane, she came back as his wife. Anyway, she made him cloth to sell. As soon as he recieved the cloth, he went to the Emperor. There, the man got a whole sack of coins. Since he was kind enough to help release the crane, kindness came back to him when the Emperor gave him possession of a sack full of coins. That's how I know that the Emperor is important to the development of the theme that when you are kind, kindness will return to you.

That's how I know that the Fisherman and the Emperor are important to the development of the themes that others come first, and if you are kind, kindness will return to you. I hope you choose to let others come first, and always be kind.

This response adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text. There is an appropriate organizational structure and transitions link ideas. The response offers clear analysis of explicit and implicit meanings from the text (*"The man was happier knowing that he had saved an animal than leaving it trapped," "Since he was kind enough to help release the crane, kindness came back to him when the Emperor gave him possession of a sack full of coins"*) to support the student's themes that *"others come first"* and *"if you are kind, kindness will come back to you."* Sufficient reference is made to main ideas and details of the text which support the writer's purpose (*"the man gave up all his money . . . for the freedom of the crane," "she made him cloth to sell. As soon as he recieved the cloth, he went to the Emperor,"* and *"the man got a whole sack of coins"*). The response is relatively free of convention errors, and those present seldom interfere with meaning.

## STUDENT RESPONSE

Response Score: 3 points

- xx. In the drama, the Fisherman and the Emperor are minor characters. Write an essay analyzing how the Fisherman and the Emperor are important to the development of a theme of the drama. Use evidence from the drama to support your response.

Even though the Fisherman and the Emperor  
a minor characters, they both play big parts  
in the story. The Fisherman caught the crane,  
and the Man bought it from him. The crane  
eventually turned into a woman. The Emperor gave  
money to the Man, because he gave the  
Emperor the woman's cloth. The little parts  
eventually played big parts in the story

Since the Man bought the crane  
from the Fisherman, he was known as being kind.  
The Crane, who turned into the Woman, gave  
the man perfect cloth that cost a lot, after  
marrying him. The Man went to The Emperor,  
and the Emperor gave him riches. They built  
a nice house, got food, and got clothes, when  
suddenly they were poor again. That flow kept on  
happening, until the Man found out how the  
Woman made the cloth. The Man saw the  
crane inside, and she said, that she can't  
belong

there any more.

The Fisherman and the Emperor both connected to the theme. The theme was, "Kindness is everything." The Man bought the Crane from the Fisherman, and that was kind. Then, the Emperor bought the Crane's cloth. Even though the Fisherman and the Emperor played minor parts, they still were big in the story.

In this response, the student adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text. There is a clear introduction, development, and conclusion, all of which support the controlling idea ("The little parts eventually played big parts") in developing the theme that "kindness is everything." The organizational structure adequately supports the focus. There is clear analysis of explicit and implicit meanings from the text to support the student's ideas and inferences ("Since the Man bought the crane from the Fisherman, he was known as being kind," "That flow kept on happening, until the Man found out how the Woman made the cloth," and "The Man bought the Crane from the Fisherman, and that was kind. Then, the Emperor bought the Crane's cloth"). There is sufficient, accurate, and direct reference to the text using examples and facts from the passage ("... turned into the Woman, gave the man perfect cloth... and the Emperor gave him riches," "The Man saw the crane inside, and she said, that she can't belong there any more"). Some errors are present in punctuation, though these seldom interfere with meaning.

STUDENT RESPONSE

Response Score: 2 points

- xx. In the drama, the Fisherman and the Emperor are minor characters. Write an essay analyzing how the Fisherman and the Emperor are important to the development of a theme of the drama. Use evidence from the drama to support your response.

Even though the fisherman and the emperor are minor characters, they teach us a lesson. The fisherman teaches us that we shouldn't be mean to people like he was to the man saying it's just a bird what do you care. If you are being mean to someone and you didn't mean it you should say your sorry. The emperor teaches us that you don't need to waste your money on something so beautiful or something that you like. Like he was buying all the beautiful cloth from the man and the emperor saying this is the most beautiful cloth i've ever seen. What they are both trying to teach us is not every thing you do is right and you always will make a mistake. Even though your being mean to someone or your buying all this beautiful cloth you might make a mistake.

In this response, the student inconsistently addresses the task demonstrating partial analytic understanding of the text. There is some inconsistent analysis of the text that goes beyond a strictly literal interpretation ("they are both trying to teach us is not every thing you do is right and you always will make a mistake"). The development of ideas is weak and references to the text are generally vague ("saying it's just a bird what do you care" and "he was buying all the beautiful cloth from the man"). The response is relatively free of convention errors with the exception of minor spelling and punctuation errors as well as some awkward sentence formation.

# STUDENT RESPONSE

Response Score: 2 points



- xx. In the drama, the Fisherman and the Emperor are minor characters. Write an essay analyzing how the Fisherman and the Emperor are important to the development of a theme of the drama. Use evidence from the drama to support your response.

In the story "The Crane Wife" the fisherman and the emperor had a big part in the theme. Here is why. If the fisherman wouldn't have been in the story, the man couldn't have saved the crane. Then the crane never would have married the man. The man wouldn't be happy, and wealthy if the fisherman hadn't been in the story. Also the emperor traded money for the man's wife's fine cloth. If the emperor hadn't been in this story the man wouldn't have known about the crane. If the man hadn't met or saved the crane then it really wouldn't be that story. The fisherman and the emperor really made and developed this story. The story really matched the title. The theme is very important, and the fisherman and the emperor really completed this story. They really were a huge part in this story. That is why the fisherman and emperor were such a big part in the story.

In this response, the student inconsistently addresses the task demonstrating partial analytic understanding of the text by addressing the characters' impact on the plot more than addressing their impact on the theme. There is some inconsistent analysis of explicit and implicit meanings from the text in the form of weak inferences (*"The man wouldn't be happy, and wealthy," "the man wouldn't have known about the crane,"* and *"If the man hadn't met or saved the crane then it really wouldn't be that story"*) that go beyond a strictly literal interpretation of the text. References to the main ideas and relevant details of the text are also weak (*"saved the crane"* and *"the emperor traded money for the man's wife's fine cloth"*). The organizational structure of this response is inconsistent; the last one-third of the response is a random list of vague observations capped with a simplistic conclusion (*"That is why the fisherman and emperor"*).

## STUDENT RESPONSE

## Response Score: 1 point

- xx. In the drama, the Fisherman and the Emperor are minor characters. Write an essay analyzing how the Fisherman and the Emperor are important to the development of a theme of the drama. Use evidence from the drama to support your response.

they are important because the fisherman cached the crane. The Empieror is important because he gave the man the money. If the fisher man bid not catch the crane what would be the point of the story. I don't even know what would happen if the Emperor did not buy the coth. I conclusion this is why they are important

In this response, the student minimally addresses part of the task demonstrating inadequate analytic understanding of the text. The attempt at analyzing how the Fisherman and the Emperor are important to the development of a theme of the drama ("If the fisher man bid not catch the crane what would be the point of the story" and "I don't even know what would happen if the Emperor did not buy the coth") is simplistic. There is minimal evidence of an organizational structure and only minimal reference to the main ideas and relevant details of the text ("the fisherman cached the crane" and "the Empieror... gave the man the money"). The response exhibits minor errors in spelling and punctuation.



## STUDENT RESPONSE

Response Score: 1 point



- xx. In the drama, the Fisherman and the Emperor are minor characters. Write an essay analyzing how the Fisherman and the Emperor are important to the development of a theme of the drama. Use evidence from the drama to support your response.

The evidence I have that will show how important the fisherman and the Emperor are is while the Man was walking down the road if the fisherman was'ent there the man would'ent of ben able to make the fisherman free the crane. Also the Emperor is important because when the woman came to the man and wanted to be his wife and started making cloth that was perfect the Emperor bought it but if the Emperor was'ent there he woulent buy it

In this response, the student minimally addresses part of the task demonstrating inadequate analytic understanding of the text. The student fails to analyze how the Fisherman and the Emperor are important to the development of a theme of the drama. Instead, the student provides a literal interpretation of the text speculating that were the two characters not in the story, the ensuing events could not take place (*"if the fisherman was'ent there the man would'ent of ben able to make the fisherman free the crane"*). There is minimal evidence of an organizational structure and only minimal reference to the main ideas and relevant details of the text. The response includes some errors in sentence formation, usage, spelling, and punctuation which, at times, interfere with meaning.

## Acknowledgments

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