**Required Writing Sample for**
**Prospective Critical Reading Instructors**

As part of the application process, we want you to provide a sample of the weekly feedback. Please read Expectations for Feedback, then follow the Directions. Attach the resulting Feedback to your online application with a cover letter and resume.

**EXPECTATIONS FOR FEEDBACK CRITIQUES:**

- Your feedback should bear evidence that you have read and thought about the student’s work for that lesson.
- You may comment on such matters as the student’s comprehension, insight, persuasiveness, use of text to support a position, clarity of response, use of imagination, understanding of literary devices and author’s inferences, critical thinking skills, accurate spelling and grammar, respect for other students, and the quality of the student’s response to a classmate’s discussion post.
- Your feedback must refer explicitly to the student’s work for that week, using exact quotes.
- Your feedback should always include some acknowledgement of a student’s success during the lesson, before moving on to suggestions for improvements.
- Always include some suggestion for improvement; explain how to remedy faults and how to maintain successes.
- Do show students how to back up their claims [i.e., “When you write that Meggie would be able to handle the truth, Suzie Student, be sure to explain your reasoning—that is, why or how you came to this conclusion.”]
- Do not rely on bromides such as “Try to think more deeply” or “Be more courageous in your writing.”
- If you see an improvement since the prior lesson or since the beginning of the course (such as evidence that a student followed some specific advice you have given), be sure to comment on that so that students can track their progress during the course before final evaluations.
- Recognizing that the students in these courses are all elementary school students, the instructor’s tone should always be upbeat, friendly, and helpful.
**Required Writing Sample for Application**

**Directions:** Please review the following assignments and the student’s responses. Then compose a 400+ word assessment to be posted for the student and parents giving your feedback about her two Blogs and her Responses to the two Discussion Questions. [Hint: The goal is for the instructor to find something to praise, make suggestions for improvement, and provide tactful guidance when a student’s writing is insensitive to the feelings of others.]

**BLOG ASSIGNMENT A:**

Matilda made up the following limerick* about her teacher Miss Honey in Roald Dahl’s *Matilda:

The thing we all ask about Jenny
Is, “Surely there cannot be many
Young girls in the place
With so lovely a face?
The answer to that is, “Not any!”

Why should Matilda have all the fun? Using the explanation of a *Limerick* found in the *Glossary,* write 3 of your own 5-line limericks describing various characters in *Matilda.*

**Susie Student’s Response to Assignment A:**

**Limerick #1**

Ms. Trunchbull is very mean.
You couldn't say she was lean.
She's got no brains at all.
But she's having a ball,
Telling children they must be clean.

**Limerick #2**

Ms. Honey is very nice.
She has a heart full of warmth, not ice.
She has no children.
But she wishes a million,
That she had a child so nice.

**Limerick #3**

Mr. Wormwood is a liar.
He's a seller not a buyer.
He sells cars that don't work,
And then with a smirk,
He says, "I don't care I'm a liar."
* Note that students are provided with a Glossary that provides the following explanation of a Limerick:

**Limerick**: five line poem with an AABBA rhyme scheme. This means the ending of the 1st, 2nd and 5th lines should rhyme together and the ending of the 3rd and 4th lines should rhyme together. Also, the 1\textsuperscript{st}, 2\textsuperscript{nd}, and 5\textsuperscript{th} lines should have a similar number of syllables, while the 3\textsuperscript{rd} and 4\textsuperscript{th} lines should be shorter.

[There once was a school boy named Harry Whose life of being picked on didn’t vary Till he joined Hogwart’s wizards And could turn foes into lizards Now his tormentors must learn to be wary]

**BLOG ASSIGNMENT B:**

Pretend the author had not written pages 428-435 of *Harry Potter and the Prisoner of Azkaban*. Now use your imagination and write your own 100-250 word different ending to this Harry Potter book. Does Harry have to return to live with the Dursleys? Be sure to write in the 3\textsuperscript{rd} person Point of View (as an observer, not a participant).

**Susie Student’s response to Assignment B:**

**A New Ending to Harry Potter**

As Harry was on the train home with Ron and Hermione, Harry heard a tiny squeak come from Ron's pocket as he sat down.
"Ron, what's in your pocket?" Harry questioned.
"Nothing!" replied Ron, surprised that Harry had asked such a strange question. However, when Harry asked to look, he found Peter Pettigrew, pretending to be "Scabbers" again!
"You vile, little furball!" Harry and Ron yelled in unison. Hermione immediately swooped in and put "Scabbers" in a glass jar, with an unbreakable charm on it.
"I'll let Crookshanks eat him later," she explained.
"Good," muttered Ron, under his breath. The rest of the way home, nothing else exciting happened, except when Ron lost a point while playing Gobstones with Harry; he became covered in muck.
When Harry got back to Privet Drive that night, he found he was actually looking forward to a summer where he didn't have to worry about You-Know-Who coming back.

**DISCUSSION QUESTION C**

**Orphan:** In *A Single Shard*, the protagonist, Tree-ear, is an orphan. Why do you think orphans are considered bad luck in his society? Do you think that they are considered bad luck in your culture?

**Susie Student’s response to Discussion Question C**
I think orphans are bad luck because they have lost such important people like their father and teacher, and they could have lost them because of bad luck so people would want to stay away from them. There is not much money in other countries, and if there are orphans on the streets nobody wants to take care of them.

**DISCUSSION QUESTION D**

**Similes/Metaphors:** Do you like the combination Simile/Metaphor on page 65 that "All went about their work with their faces tighter, as if the news of the emissary's impending visit had pulled the string of village life taut" Would you prefer the simpler statement, "Before the emissary's visit, the villagers became more tense"? Why or why not?

**Susie Student’s Response to Discussion Question D**

I think the second example is better because it's easier to understand. It says that the villagers are tense. The first example says that they work with their faces tighter and you have to figure out what the author is trying to say. It is kind of hard to understand what is meant by "as if the news of the emissary's impending visit had pulled the string of village life taut" but the second one gets right to the point and you know what it means. I think that metaphors and similes just complicate things.