



Developing | Exemplar Essay

## Question Everything

### Just Ask



#### Plot and Ideas

A plausible, engaging context is established in the exposition (“I think asking questions helps people to understand better”). Some description helps to situate a conflict (“It was in 7th grade and my question was a simple question”) but more description could clarify the storyline. The plot and ideas attempt to fulfill the purpose (“I regretted not asking the questions”) and address the demands of the task, but the essay does not stay consistently focused on one narrative.



#### Development and Elaboration

The narrative attempts to establish a time and setting, but it jumps around and is not completely clear (“It was in 7th grade” and “This happened in 4th grade”). The use of some dialogue helps to develop the narrator (“I asked my teacher ‘Do brown cows give chocolate milk and white cows give regular milk?’”), but additional, meaningful description would move the story forward.



#### Organization and Sequencing

Transitions are used to signal shifts in time and setting (“Sometimes,” “But another time,” and “In conclusion”), but they could be refined to better develop the pacing of the story. The writer attempts to create a resolution (“In the long run you will be happy that you asked. You are never going to know the answer for something if you don’t ask”).



#### Language and Style

There are some descriptive words that create imagery throughout the narrative (“embarrassed,” “understanding,” and “regretted”). The writing attempts to build a voice for the narrator (“I felt good that I asked a question that everyone was thinking about”), but it is not wholly effective. First person point of view is established (“I think”) but is at times inconsistent (“You are never going to know the answer”).



### Using Exemplars in Your Lessons

Exemplar essays are tools to take abstract descriptions and make them more concrete for students. One way to use them is to print the clean copies of the essays and allow students to use the rubric to make notes or even find examples of important elements of an essay - thesis statements, introductions, evidence, conclusions, transitions, etc. Teachers can also use exemplars to illustrate what each score point within a trait ‘looks like’ in an authentic student essay. For additional ideas, please see “25 Ways to Use Exemplar Essays” by visiting the Curriculum Resources page in Help.

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### Notes

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Is there such thing as a stupid question? I think asking questions helps people to understand better. It also may help one another because most students don't like asking questions. Let's say you have a question but you think it's stupid. It was in 7th grade and my question was a simple question. I forgot 9 times 6 and I thought that I would remember, but I didn't. When I asked that question everyone started agreeing with me and I didn't feel embarrassed. I felt good that I asked a question that everyone was thinking about. But another time in geometry I had missed a day of school and when I came back I was confused and I wanted to ask a question. I didn't ask because I would look dumb for not understanding when everyone else understood. When the test came on that unit I failed and I regretted not asking the questions. I got a bad grade on my test when I could have asked, understood it and gotten a better grade.

Sometimes, a question feels stupid because its silly. This happened in 4th grade when I asked my teacher "Do brown cows give chocolate milk and white cows give regular milk?" My friends looked at me and starting laughing. And I felt embarrassed that I asked that question but my teacher said that it is okay to ask silly questions, because you never know what will happen. In conclusion, I will try to get myself to just ask. Basically when I am comfortable I will ask question and when I'm not that comfortable I really don't ask questions I try to figure my questions out myself. In the long run you will be happy that you asked. You are never going to know the answer for something if you don't ask.