

Peace River Virtual Excursion Teacher's Guide Grades 6–8

Before Reading

1. Introduce the word *excursion* to the students. Elicit student responses about what they think the word *excursion* means. Explain to them that an excursion is a *short trip or outing to some place, usually for a special purpose*. As a class, brainstorm synonyms to the word *excursion* and write them on a sheet of chart paper. Some student responses may include: journey, tour, field trip, trek, walk, drive, crusade, safari, etc. Discuss how an excursion conjures up images of an adventure. Inform students that they will be taking a “virtual” excursion, which means they won’t be leaving the school building, but they will be taking a trip using the computer.

Explain to the students that they will be taking a special excursion along the Peace River watershed. Ask students if they know what a watershed is. A watershed is defined as *an area of land that water flows across as it moves toward a common body of water, such as a stream, river, lake or coast*. Impress upon students that a watershed is a collection site for all the water in an area. Not only do watersheds collect and drain water, but they also collect solids, sediments and dissolved materials and drain them toward a water body in that area. Ask students if they live in a watershed. How do they know if they live in a watershed? Guide students to think of a watershed as if it were a neighborhood or community. Everyone lives in a neighborhood, much like everyone lives in a watershed. It doesn’t matter where people live — suburbs, farms, ranches or even big cities. People can live far from a river, lake or stream and still live in a watershed. Watersheds come in all shapes and sizes. They can be very large or very small. Watersheds can have hills or mountains or they can be nearly flat. While Florida is a fairly flat state, it still contains a lot of watersheds. Inform students that it is up to them to maintain the health of their watershed. That means they need to be mindful of their actions. Remind students that as water moves through the watershed, it can pick up pollutants, which are *materials that can cause something to become unclean or impure*.

Most water pollution is caused by the activities of humans. All pollutants are harmful, but some can actually be life-threatening. Have the students brainstorm some common water pollutants. Some student responses may include oil and grease from leaking cars, kitchen waste and raw sewage backups; heavy metal dust brake and tire wear; nutrients (fertilizers); toxic chemicals (from urban runoff and energy production, pesticides and detergents); excess herbicides and insecticides from gardens and residential areas; mud and sediment from landscape and construction activities; litter (cigarettes, food packaging, fliers, and newspapers); coliform bacteria (from animal and human waste).

During the rainy season, the storm water carries many of these pollutants down the storm drain and into local rivers and lakes. Throughout the drier months, excess water from sprinklers, garden hoses and industrial operations also wash pollutants into the storm drain system. Remind students that as water moves through the watershed (over streets, parking lots and yards), these pollutants are eventually carried into the rivers, lakes or streams.

Water pollution is often described according to its source. *Pollution that flows from pipes or comes from specific points such as when individuals pour pollutants directly into storm drains* is called point-source pollution. *Pollution that does not come from a discharge at a specific point, but is caused from land runoff, drainage or seepage after a rainfall* is called nonpoint-source pollution because it is difficult to locate its exact source. Polluted water can cause a watershed to become unhealthy. Inform students that all residents are affected by pollution in the

watershed, regardless of its source. Brainstorm ways students can prevent pollution (Some sample responses may include: adopting good habits such as not throwing litter on the ground; reminding adults to keep motor vehicles free of leaks; using, storing and disposing of home and garden products properly; sweeping driveways instead of hosing them, etc.). One of the best ways to protect the safety and health of our watershed is to avoid polluting it.

Benchmarks: LA.A.1.3.1, LA.A.1.3.2; SC.D.2.3.2, SC.G.2.3.1, SC.G.2.3.2

2. Vocabulary Activity: Before taking their excursion, students should become familiar with vocabulary words they will encounter along the way. To accomplish this, tell the students that they will be going on a vocabulary scavenger hunt to help them prepare for their trip. Prior to this lesson, gather several poster boards and some environmental magazines and/or photos. Using the magazines and/or photos, assemble various pictures that best represent the following vocabulary words, keeping in mind that the pictures should illustrate each vocabulary word in some way. Be sure to number the pictures for identification.

Create a list of questions about the pictures using the vocabulary words. For example: Which picture best illustrates an example of a watershed? The students must look the words up in the dictionary, find the definition and then identify the corresponding pictures.

Afterwards, review each of the definitions with the students and allow them to identify which picture best represents each vocabulary word. The pictures will help the students remember the vocabulary when they see the words used in context.

Aquifer: a spongelike underground layer of rocks that can hold and release water

Bluff: a cliff, headland, or hill with a broad, steep face

Conquistador: a Spanish explorer who sailed to the Americas in search of gold, silver and other treasures

Estuary: a body of water where fresh water mixes with salt water

Ground water: water beneath the earth's surface

Habitat: the area or environment where an organism or ecological community normally lives or occurs

Hydrologic cycle: the endless cycle of water moving through the environment

Mangroves: tropical trees that grow along flooded coastal banks

Phosphate: a nonrenewable resource formed when skeletal remains of animals, organic matter and dissolved phosphorus in seawater solidified and settled at the ocean's bottom, ultimately becoming sedimentary layers of rock

Pollutants: materials that can cause something to become unclean or impure

Spring: a place where ground water that is under pressure discharges through a natural opening in the earth's surface

Surface water: water that stays on top of the earth's surface

Tributary: a stream that flows into a larger stream or other body of water

Watershed: an area of land that water flows across as it moves toward a common body of water, such as a stream, river, lake or coast

Wetland: an area of land that is wet at least part of the year

Benchmarks: LA.A.1.3.2, LA.A.1.3.3

3. Journal Writing Activity: Journal writing is a valuable instructional tool, useful across the entire curriculum. While used in this section as a startup activity, students will also utilize their journals for subsequent sections.

Have students create blank writing journals. This will be accomplished by using several sheets of construction paper and/or paper notebook on which students can write. You may decide to allow the students to decorate their journals with a watershed theme using markers and/or crayons.

Students will use their journals to do a "focused free write." First, have the students preview the Peace River watershed virtual excursion text. Then, allow them to choose a few phrases based on what interests them and free write about those phrases for five minutes. They may choose to record any thoughts or questions they have either about the text, its title or any other features they immediately notice. This will encourage the students to think on paper.

Students should keep their journals with them on their excursion for "text" observation purposes.

Benchmarks: LA.A.1.3.4; LA.B.2.3.1

During Reading

4. Read and Share Activity: Tell the students that it is time to take their excursion along the Peace River watershed. Explain to them that they will need to choose a partner to accompany them on their journey. Inform students that they will encounter many facts and photos in the course of their "reading adventure" and that they should keep their writing journals with them so they can record their own personal observations, which may include summaries, questions, confirmation of predictions, word definitions, key ideas, interesting language or anything else that peaks their interest.

With their partners, the students will silently read each passage of text. Afterwards, they will share what they read/wrote with their partners. Discussions may include a short summary, a shared experience related to the text or an application of a concept. This activity will guide students toward actively constructing meaning of texts.

Benchmarks: LA.A.2.3.7; LA.B.2.3.1, LA.B.2.3.3; SS.A.2.3.4, SS.A.6.3.1, SS.A.6.3.2, SS.A.6.3.3, SS.A.6.3.4, SS.A.6.3.5; SS.B.2.3.4, SS.B.2.3.6, SS.B.2.3.9

5. Cause and Effect Activity: Explain to the students that cause and effect shows the *relationship between two things when one thing makes the other thing happen*. If they can put the two things into a sentence using "if... then...." then they have the requirements for cause and effect. For example: If you throw a ball up, then it will fall back down. In this case, throwing the ball up is the cause for it to fall down, which is the effect. "If" and "then" are called connectors of result, *linking words or phrases that join the causes and effects*. Inform the students that when we write cause-and-effect statements, we often use connectors of result.

Have students use the virtual excursion text to create as many cause-and-effect relationships as they can. You may want to list the following connector words for students to use. These can be displayed on the board, a chart or on an overhead:

Some sample connector words are provided.

so, thus, therefore, consequently, as a result, for this (these) reason(s),
because of this ..., due to ...

Expressions like these can also be used:

resulting in (+noun), leading to (+noun), causing ..., with the result that
..., the outcome was that ..., the result was that..., this had the effect of
(+ ____ing ...)

Examples:

- She saved her money for more than one year, so now she is planning to travel abroad.
- Last year, MIC students in England ate too much greasy food. As a result, they gained weight.
- He studied medicine; therefore, he became a doctor.

Benchmarks: LA.B.1.3.1, LA.B.2.3.1; MA.D.1.3.2; SC.D.1.3.2, SC.D.1.3.3, SC.D.1.3.4, SC.D.2.3.2; SC.G.1.3.4, SC.G.2.3.4; SS.A.1.3.1; SS.B.2.3.6, SS.B.2.3.9

6. Author's Purpose Activity: Impress upon students that every time an author writes, he or she has a purpose in mind. Author's purpose is *the reason or reasons an author has for writing a selection*. Authors usually write to explain (inform), persuade or to entertain. If readers enjoyed what they read, one of the author's purposes may have been to entertain. If they learned while they were reading, one of the author's purposes may have been to inform. If readers changed the way they thought about a topic or issue, one of the author's purposes may have been to persuade. Authors may have more than one purpose for writing. Make the students aware that the author's purpose can be stated openly or, as readers, they may need to infer the author's intent. Understanding an author's purpose helps readers interpret the information they read. It also may give clues to readers on how to pace their reading.

Reflective readers are able to analyze information more thoughtfully when they know an author's purpose. Informational articles may require a reader to slow down in order to fully understand the ideas presented. Students constantly need to adjust their reading rate for various text selections.

Using any of the three subsequent responses, students should be able to determine the author's purpose. Whether it is to inform, persuade or entertain. You may want to list the

following excerpts for the students either on the board, a chart or on an overhead. This activity can also be performed as a class.

The Peace River watershed encompasses over 2,300 square miles.

What is the author's purpose? _____

It's morning on the Peace River. This is when the river earns its name. Wrapped in a blanket of mist, it's a study in serenity and stillness.

What is the author's purpose? _____

Choose a red mangrove propagule that seems viable and stick it point-first into the mud. Think of it as casting a vote for the health and productivity of the estuary. It may seem like a small gesture, but as we all know, every vote counts.

What is the author's purpose? _____

You won't find a more tranquil and relaxing setting, or a better way to spend an afternoon, than on the Peace River.

What is the author's purpose? _____

Here you may find the elemental freedom to breathe deep of unpoisoned air, to experiment with solitude and stillness...

What is the author's purpose? _____

Fresh water drains into Charlotte Harbor, creating the second largest estuary in Florida.

What is the author's purpose? _____

Nowhere is a canoe more at home than on the smooth, sheltered surface of the Peace River.

What is the author's purpose? _____

Like mourners at a Viking funeral, they congregate on the beach, waiting patiently (as only vultures can) for something to happen.

What is the author's purpose? _____

Benchmarks: LA.A.2.3.2, LA.A.2.3.3, LA.A.2.3.8

7. Main Idea Activity: Impress upon the students the importance of finding the main idea. Understanding the main idea or “gist” of a piece of text is a sophisticated reading task. Textbook chapters, articles, paragraphs or passages all have topics, main ideas and supporting details.

The topic is *the broad, general theme, message or what some call the subject*. The main idea of a paragraph *is the central thought or key concept being expressed*. Details, whether they are major or minor, *support the main idea by telling how, what, when, where, why, how much or how many*.

Locating the topic, main idea, and supporting details helps readers understand the point or points the author is attempting to express. Comprehension is also increased when a student can identify the relationship between topics, main ideas, and details.

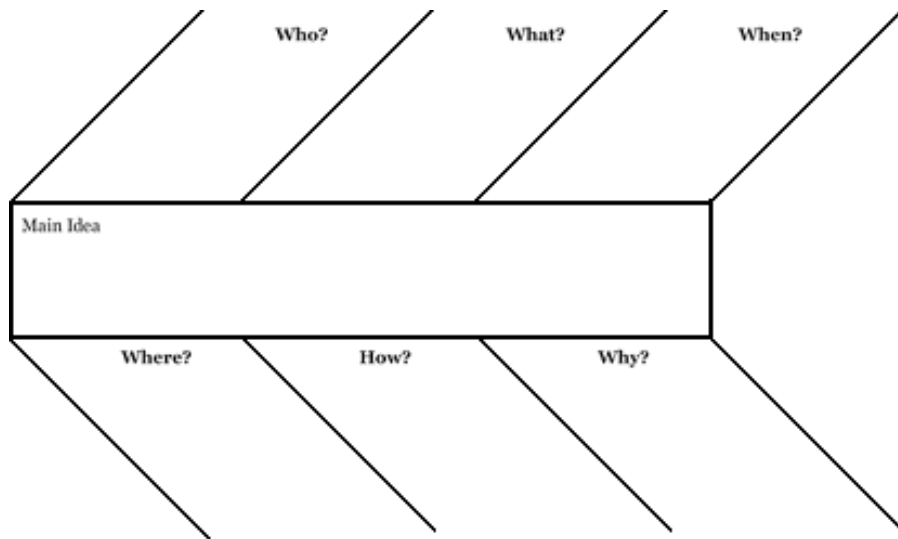
When students read, they should look for the main idea. Almost every paragraph in informational text has a key concept or main idea. It is the most important piece of information the author wants the reader to know. Sometimes the author will state the main idea explicitly somewhere in the paragraph either at the beginning of the paragraph, in the middle or at the end. The sentence in which the main idea is stated is the topic sentence of that paragraph. Some paragraphs have topic sentences that express the main idea, while others don't. An author may decide not to state his/her main idea directly, but rather imply it. This does not mean that there is no main idea in the paragraph. It just means the supporting details “suggest” the main idea, which means that the reader has to figure it out or infer what the author intended.

Inform the students that they will be rereading a specific passage from the text. To help them determine the main idea, they will be using a Herringbone Pattern, *a template that allows readers to organize details of the text by answering six questions: how, what, when, where, why, how much or how many*.

Visual organizers such as this provide students with a framework for making decisions about main ideas and identifying important supporting details in material that they are reading. The pattern of the herringbone allows students to take notes and sort information. When modeling, you should remind the students to look for and identify the answers to the six questions. After all six questions have been answered, the information can be used to create a main idea sentence.

You will want to display the Herringbone Pattern (below) for the students either on the board, a chart or on an overhead for them to copy into their journals.

Instruct the students to reread the passage titled *Natural history*. After students have read the text, have them complete the Herringbone Pattern. They will write phrases answering the questions on the diagonal lines designated by each question. After they have answered all six questions, they can then use the information to create a main idea sentence and write it in the center of the Herringbone Pattern. Remind students that when they check their work, the responses to each question should refer back to the main idea.



Some sample questions may include:

- Who and/or what is the text about?
- What are the important details from the reading?
- When did take place?
- Why is this important?
- What has happened?
- Where does this come from or go?
- How has this made an impact?
- What is the main idea?

(Students should keep their journals with them for the web quest.)

Benchmarks: LA.A.2.3.1, LA.A.2.3.7; LA.B.1.3.1; SC.D.1.3.2, SC.D.1.3.3, SC.D.1.3.4; SC.G.1.3.4

8. Web Quest Activity - Introduction: Explain to the students that the Southwest Florida Water Management District, one of five water management districts in Florida, has approximately 4 million residents, with hundreds more arriving daily. In the District alone, we withdraw on average 1.3 billion gallons of fresh water each day to meet our needs. Almost 90 percent of that comes from the aquifer or ground water. Public water supply and agriculture account for more than 80 percent of the water used in the District. Our overreliance on ground water has created problems. Along the ridge that stretches through Polk County to Highlands County, lake levels have been lowered. At times, the upper Peace River fails to flow at all. The District is working with other agencies to develop alternatives to ground water. These alternatives include surface water from rivers and reservoirs, desalinated seawater, reclaimed or recycled water and water conservation.

Tasks: The ultimate objective for the District is to increase available water supplies to meet existing and future needs while reducing dependence on ground water. The students' task is to choose one of the following three alternatives to research:

- Desalination
- Reclaimed or recycled water
- Water conservation

Process: There are seven steps for the students to follow:

A. Allow them to choose a partner to work with.

B. With their partners, they must select one of the three alternatives to research.

C. Using their journals, instruct the students to brainstorm with their partners what they already know about the alternative they've chosen.

D. Provide them with Internet resources to learn more about their alternative.

They must:

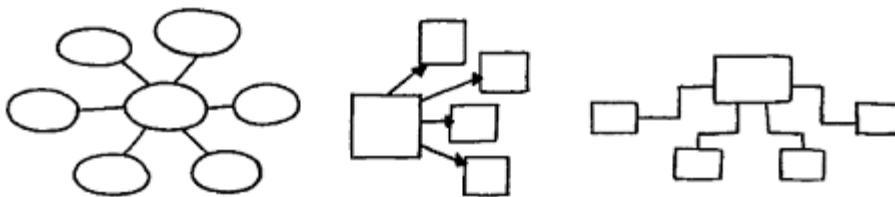
- Visit at least three of the web sites provided.
- Search for interesting facts, tips and pieces of information.
- Record at least three important pieces of information from each site.
- Identify the benefits and barriers to the alternative they selected.
- Record all findings in their journals.

E. Direct the students to find another team who selected the same alternative as they did and share their brainstorms and notes.

They should:

- Compare their findings with the other team.
- Exchange ideas.
- Add any necessary information to their notes.

F. Instruct the students to create concept maps. Concept maps *graphically illustrate relationships between information*. There are a variety of such maps. For the purposes of this project, the students will use a spider concept map. The spider concept map is organized by placing the central theme, which in this case would be the alternative, in the center of the map. Outwardly radiating subthemes and information surround the center of the map, which the students will fill in. The students will display the relationship between humans, water and the alternative they selected. See examples below.



G. Using information from their concept maps, direct the students to make posters promoting the alternative they selected. It must have an important message or helpful tip. They may use colored pencils, markers and/or crayons.

Resources: Remind students that they must:

- Visit at least three of the web sites provided.
- Search for interesting facts, tips and pieces of information.

- Record at least three important pieces of information from each site.
- Identify the benefits and barriers to the alternative they selected.
- Record all findings in their journals.

Here are the Internet resources the students may use, depending on the alternative they selected:

Reclaimed or recycled water:

SWFWMD Currents: Alternative Water Sources

http://www.swfwmd.state.fl.us/publications/files/currents_alternative.pdf

SWFWMD WaterWeb: Conservation and Water Supply Issue

http://www.swfwmd.state.fl.us/publications/files/waterweb_conservation.pdf

SWFWMD Reclaimed Water brochure

<http://www.swfwmd.state.fl.us/publications/files/reclaimedwater.pdf>

SWFWMD Water Supply: Developing Sustainable Water Supplies

<http://www.swfwmd.state.fl.us/publications/files/watersupply.pdf>

St. Johns River Water Management District Using Reclaimed Water

http://www.sjrwmd.com/programs/outreach/pubs/order/pdfs/br_reclaimed.pdf

U. S. Geological Survey (USGS) Water Science for Schools: Reclaimed wastewater

<http://ga.water.usgs.gov/edu/wwreclaimed.html>

Desalination:

SWFWMD Currents: Alternative Water Sources Issue

http://www.swfwmd.state.fl.us/publications/files/currents_alternative.pdf

SWFWMD Splash! Water Resources Education Packet: Desal World

http://www.swfwmd.state.fl.us/education/splash/desal_world.html

SWFWMD WaterWeb: Conservation and Water Supply Issue

http://www.swfwmd.state.fl.us/publications/files/waterweb_conservation.pdf

SWFWMD Water Supply: Developing Sustainable Water Supplies

<http://www.swfwmd.state.fl.us/publications/files/watersupply.pdf>

U. S. Geological Survey (USGS) Water Science for Schools: Saline Water

<http://ga.water.usgs.gov/edu/salinetopics.html>

ThinkQuest Water for the Future: Desalination

<http://library.thinkquest.org/C0131200/>

Water conservation:

SWFWMD WaterWeb: Conservation and Water Supply Issue

http://www.swfwmd.state.fl.us/publications/files/waterweb_conservation.pdf

SWFWMD WaterWeb: Sustainability Issue

http://www.swfwmd.state.fl.us/publications/files/waterweb_sustainability.pdf

SWFWMD WaterWeb: Water-Conserving Gardens Issue

http://www.swfwmd.state.fl.us/publications/files/waterweb_gardens.pdf

SWFWMD Water Supply: Developing Sustainable Water Supplies

<http://www.swfwmd.state.fl.us/publications/files/watersupply.pdf>

The Groundwater Foundation Kids Corner: Easy Ways to Conserve Water

<http://www.groundwater.org/kc/kidsconserve.html>

The City of Winter Haven: Water Conservation

http://www.mywinterhaven.com/us/water_conservation.htm

Evaluation: This activity will allow the students to indicate their understanding of the alternative they selected through means of a collaborative sharing of knowledge.

- Have each of the teams share their concept maps and posters with the rest of the class.
- Allow individual students to ask questions.
- As a class, discuss the barriers and benefits to each of the alternatives.
- You may elect to use both the concept map and poster as assessment tools.

Conclusion: Remind the students that while alternative sources will help to provide additional water, it is up to all of us to try and balance our demands for water while protecting the environment. That means being responsible stewards of our water resources.

Benchmarks: LA.A.1.3.4, LA.A.2.3.5, LA.A.2.3.7; LA.B.1.3.1, LA.B.2.3.4; LA.C.1.3.4, LA.C.3.3.2, LA.C.3.3.3; SC.D.1.3.3; SC.G.2.3.1, SC.G.2.3.2; SC.H.3.3.1; SS.B.1.3.2; SS.D.1.3.1, SS.D.1.3.3

After Reading

9. A structured reading activity similar to the one that follows requires the students to "look back" and think about the details in the text. They will be expected to respond to the following Observation Inquiries in their journals.

You will want to list the inquiries for the students either on the board, a chart or on an overhead:

Observation Inquiries

Inquiry: Identify five examples of wildlife that make their home on the Peace River.

Inquiry: Where does the Peace River begin?

Inquiry: We are told that Florida has three types of rivers. Explain which type the Peace River is.

Inquiry: Why does the author say that the Peace River is “ecologically diverse”?

Inquiry: Who was Osceola?

Inquiry: The term “bone valley” is used to describe this region. Why do you think that is?

Inquiry: Over the past 150 years, there have been substantial changes to the Peace River watershed. Explain.

Inquiry: The Peace River is fed by several tributaries. What are the five most important?

Inquiry: Why are mangroves important to the health of the Charlotte Harbor estuary?

Inquiry: How have hurricanes affected the area near the Peace River?

Benchmarks: LA.A.1.3.4, LA.A.2.3.7; LA.B.2.3.1, LA.B.2.3.3; SS.A.2.3.4, SS.A.6.3.1, SS.A.6.3.2, SS.A.6.3.3, SS.A.6.3.4, SS.A.6.3.5; SS.B.2.3.4, SS.B.2.3.6, SS.B.2.3.9

10. Persuasive Writing Activity: Explain to the students that the purpose of persuasive writing is to promote a product, service, idea, issue or change, that the intended reader may be hesitant to accept or may know little about. For the purposes of this assignment, the students will write a persuasive letter to members of the community describing the Peace River watershed and how they can become more involved in protecting it.

To write an effective persuasive letter, the students should answer the following questions carefully. Because their readers might be reluctant to respond favorably to the students' recommendations, encourage students to establish a bond with their audience before specifically stating their purpose. The questions below will assist them with that task. Students may record their responses in their journals.

You will want to list the questions for the students either on the board, a chart or on an overhead:

- What topic/purpose are you promoting?
- Are you offering any recommendations?
- Who is your intended audience (the readers of your letter)?
- What are your readers' beliefs, problems and/or preferences?
- How do you view the readers regarding your purpose — agreeable, in opposition to or neutral?
- What possible objections may prevent your readers from responding favorably to the ideas and/or behavior changes you are promoting?
- What are some questions these readers may have?
- What benefits will the readers gain from accepting your recommendations? How can you best demonstrate these benefits?
- What specific action do you want the readers to take and when do you want the readers to take it?
- How can you convince your readers that the information you are presenting is reliable?

Benchmarks: LA.A.2.3.5; LA.B.1.3.1, LA.B.2.3.1, LA.B.2.3.5; SC.D.2.3.2; SC.G.2.3.4; SS.B.2.3.6; SS.D.1.3.3

11. Sequencing Activity: Explain to students that sequencing refers to *putting events or actions in order*. An example is the ordering of steps to carry out a task, such as instructions, recipes and manuals. Another is chronological order, *a method of arranging things in relation to when they happen in time*, as is common with historical events. For the purpose of this activity, students will be focusing on the latter.

One specific *tool used to represent key historical events according to a measurable span of time* is called a time line. Time lines can either be linear or comparative. Students will be using linear time lines for this activity.

Linear time lines show a sequence of related events in the order in which they occurred within a certain period of time. These events are displayed along a line (usually drawn from left to right or top to bottom). Students will be using the example below.



Tell the students that they will be chronicling the history of the Peace River watershed. Instruct the students to reread the passage titled *Human history*, along with the subsections, *The discovery of phosphates* and *Southern Water Use Caution Area*. Encourage them to make note of important facts and years in their journals, as they read.

After the students have read the text, have them draw a time line (similar to the one above) in their journals, making sure that they have 13 possible time line points. They may need to draw the time line over the length of two pages, leaving themselves room to write underneath the time line points. Explain that they will arrange the facts and years they found in chronological order and record them on the time line.

At the beginning of their time lines, they should mark the starting year and what happened in that year. Next, they should go to the end of the time line and mark the ending year and what happened. In between is where they will mark the other important years and what happened. When they are finished, the students should have 13 different years displayed on their time lines with an event listed for every year. Their responses should also be in complete sentences and their writing should be legible.

Have students share their time lines with the class.

You may elect to use the time line as an assessment tool. If so, a simple 4-point scoring rubric follows. You will want to share the rubric with the students beforehand so they are aware of how their work will be graded.

Benchmarks: MA.E.1.3.1; SS.A.1.3.1, SS.A.1.3.3

TIME LINE RUBRIC

| Categories | 4 Points | 3 Points | 2 Points | 1 Point | Unscoreable |
|---------------------------|---|--|---|--|---|
| Content | Includes accurate information for all 13 of the years listed; written in complete sentences | Includes accurate information for at least 10 of the years listed; written in complete sentences | Includes accurate information for at least seven of the years listed; written in complete sentences | Includes very little accurate information or fewer than five years are listed; some sentences are not complete | Includes little or no accurate information; sentences are not complete |
| Sequencing | Years are listed in numerical order; all information is correct, factual and complete | Most years are listed in numerical order; most of the information is correct, factual and complete | Some years are listed in numerical order; more than half the information is correct, factual and complete | Most years are not listed in numerical order; less than half of the required information is correct, factual or complete | None of the years are in numerical order; very little of the required information is correct, factual or complete |
| Visual Enhancement | No errors occur in mechanics, usage and spelling; responses are completely legible | Few errors occur in mechanics, usage and spelling; responses are completely legible | Few errors occur in mechanics, usage and spelling; responses for the most part are legible | Several errors occur in mechanics, usage and spelling; some responses are legible | Many errors occur in mechanics, usage and spelling; almost all responses are illegible |