Personal Narrative: Simple and Compound Sentences

Teaching Point(s):

- Recognize and use simple and compound sentences in writing

Standard(s):

CC147Q, D212

Materials:

- Language Network Pupil Edition pages 189-191
- Grammar, Usage, and Mechanics Workbook 151-153
- Pupil's Edition p. 610

Connection:

"We can use both simple and complex sentences in our writing to add sentence variety, for dramatic effect, or to fix short, choppy sentences."

Modeling (I do):

- Read page 189 in Language Network as a class.
- Read page 190 Why It Matters
- Read sentences in Practice and Apply as a group and have each small group decide whether it is a simple sentence or compound. Discuss as a class.
- Read page 191 directions for B. Revising: Combining sentences
- Model the first 3 sentences for the students.

Guided Practice (We do):

- Have students rewrite numbers 4-10 on page 191 Revising: Combining sentences
- Review as a class and discuss

Independent Practice (You do):

Grammar, Usage and Mechanics Workbook 151 and 152 Identifying each sentence as simple and compound.

Closure:

Review as a group, discuss as a class.

Assessment

Pupil's Edition p. 610

Reflection:

1 Here's the Idea

Simple Sentences

A simple sentence contains one independent clause and no dependent clauses. Remember that even a simple sentence can be quite elaborate. Each of the following sentences has only a single independent clause.

Shawn tutors.
INDEPENDENT CLAUSE

Benita teaches young children acrobatics after school.

Compound Sentences

A compound sentence contains two or more independent clauses and no dependent clauses. The clauses in a compound sentence must be closely related in thought.

Shawn tutors, and he helps students learn math.
INDEPENDENT CLAUSE INDEPENDENT CLAUSE

Independent clauses can be joined by a comma and a coordinating conjunction or by a semicolon.

Some children have no books, and volunteers can hold book drives for them.

Some children have no toys; volunteers can collect donated toys for them.

Coordinating Conjunctions
for and nor or but so yet

on't mistake a simple sentence with a compound edicate for a compound sentence. punctuation should separate the rts of a compound predicate.

The Newcomers' Club wrote a clever script and then filmed it.

A. CONCEPT CHECK

Self-Check For a self-check of simple and compound sentences, direct students to p. 610 in the Pupil's Edition for the answers to the items circled in yellow.

3 Practice and Apply

A. CONCEPT CHECK: Simple and Compound Sentences

Identify each sentence as simple or compound.

Help for a Little Girl

1. The vice-principal of Alex Moore's school had a 16-month-old daughter with leukemia. SS
2. Alex wanted to help; he started making arrangements for a benefit auction to raise money for the girl's treatment. CD
3. Alex's younger brother, Cameron, and two other friends also became interested in the benefit. SS
4. They would charge people for a dinner and hold the auction at the dinner. SS
5. The group continued planning the benefit, but not many people would buy the $25 tickets for the dinner. CD
6. Cameron, a fifth grader, had an idea. SS
7. They should get Mark Eaton of the Utah Jazz basketball team at the dinner. SS
8. Mark Eaton lived in their hometown—Park City, Utah—and he was happy to help them out. CD
9. The boys called 80 sponsors, and all contributed goods. CD

B. REVISING: Combining Sentences Answers in column.

Combine each pair of sentences to form a compound sentence, using one of the coordinating conjunctions *and, but, for, or, nor, so,* and *yet.* Remember to use a comma before the coordinating conjunction.

Helping Out During a Hurricane

1. Tropical storms often hit Florida. People from this state know how to prepare.
2. Windows are easily broken by fierce winds. The people cover them with plywood.
3. Not only do they board up windows in their own homes. They volunteer to help their neighbors board up too.
4. Volunteers also put sandbags around buildings near the shore. The bags help prevent damage from high waves.
5. Schools are shut down. County and state offices are closed.
6. People on low-lying islands near the shore may need to evacuate. They can go to emergency shelters.
7. Volunteers at the shelters help prepare food. They organize games and other activities for children.
8. After a hurricane there may be a lot of damage to homes. Fallen trees and other debris may be scattered about.
9. Volunteers repair buildings. They also clean up.
10. A hurricane is a great trial for a community. It can awaken the community's volunteer spirit.

Working Portfolio Reread what you wrote for the **Write Away** on page 189. Check to see if any short sentences can be combined to form compound sentences.

B. REVISING

Answers will vary. Possible responses are given. Added conjunctions are printed in boldface type.

1. Tropical storms often hit Florida, **but** people from this state know how to prepare.
2. Windows are easily broken by fierce winds, **so** the people cover them with plywood.
3. Not only do they board up windows in their own homes, **but** they volunteer to help their neighbors board up too.
4. Volunteers also put sandbags around buildings near the shore, **for** the bags help prevent damage from high waves.
5. Schools are shut down, **and** county and state offices are closed.
6. People on low-lying islands near the shore may need to evacuate, **but** they can go to emergency shelters.
7. Volunteers at the shelters help prepare food, **and** they organize games and other activities for children.
8. After a hurricane there may be a lot of damage to homes, **and** fallen trees and other debris may be scattered about.
9. Volunteers repair buildings, **and** they also clean up.
10. A hurricane is a great trial for a community, **yet** it can awaken the community's volunteer spirit.

Name _____ Date _____

Lesson 2

Simple and Compound Sentences

Reteaching

A **simple sentence** has one independent clause and no dependent clauses. Even a simple sentence can be elaborate, and it may have compound parts.

The squirrel found and buried the nut. (compound verb)

A **compound sentence** has two or more independent clauses joined together, but no dependent clauses. The clauses must be close in thought. They may be joined by a coordinating conjunction (with a comma) or by a semicolon.

The squirrel climbed the bird feeder, **and** the birds flew away.
The squirrel climbed the bird feeder; the birds flew away.

The coordinating conjunctions are the following:

for and nor or but so yet

Identifying Kinds of Sentences

Identify each sentence below with **S** for simple or **CD** for compound.

1. Greg shoveled the snow, and his brother began a snow sculpture. _____
2. The boat nosed up to the dock; our trip was finally over. _____
3. Tom and Gail quickly cut and stacked the firewood. _____
4. Several people listened, but nobody volunteered. _____
5. Sheila calls it a dragonfly; I call it a darning needle. _____
6. Did you and Lee walk or ride to your dance class? _____
7. Gina and Dave picked the wildflowers, and we arranged them. _____
8. The clown made a face; the child burst into laughter. _____
9. Her mother went to the trade show, but Doreen stayed home. _____
10. Wang and his brother looked at the problem and spotted the solution. _____
11. Mrs. Ballak may be in court, or she may be in her office. _____
12. Snow fell; winter was now upon us. _____
13. Kathy phoned this morning, but our phone was out of order. _____
14. The radio crackled with static and then went out. _____
15. We could play a video game, or we could go to Jim's house. _____
16. Lou has been baking bread, and Connie is making a big salad. _____

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CHAPTER 8

Name _____ Date _____

Lesson 2

Simple and Compound Sentences

More Practice

A. Identifying Kinds of Sentences

Identify each sentence below with **S** for simple or **CD** for compound.

1. Everyone played pretty well, but Jenny scored the winning basket. _____
2. Jaime and Ana sorted the photos and then framed them. _____
3. Jaime did most of the work, but Ana helped. _____
4. Toshi went to the mall on Saturday; Jody stayed home. _____
5. The motorcycles roared around the curve and raced down the track. _____
6. Will you stay home, or will you come with us to the movies? _____
7. I wrote her several times, but I never received an answer. _____
8. Charlene clutched at the brake; the bike finally stopped. _____
9. Tony washed and dried the dishes and cups. _____
10. Lawyers argue cases, but judges decide them. _____

B. Combining Sentences

Combine the two sentences in each item to make a compound sentence. Use a semicolon alone, or a comma with one of the coordinating conjunctions: *and, but, or, nor, for, so, yet.*

1. Dennis plays sports a great deal. He studies hard too.

_____

_____

2. You can walk to school today. You can take the bus.

_____

_____

3. The whale shark is the largest of all fish. It does not attack people.

_____

_____

4. Margarita hurt her leg. She didn't complain.

_____

_____

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Name _____ Date _____

Lesson 2

Simple and Compound Sentences

Application

Combining Sentences

In all but three of the following items, the two simple sentences can be combined into one compound sentence. If the sentences are close in thought, combine them, using a semicolon alone, or a comma with a coordinating conjunction: *and, but, or, nor, for, so, yet.* If the sentences are not close in thought, write **Unconnected Simple Sentences.**

1. The temperature rose above freezing. The snow finally began to melt.

_____

_____

2. Stanley turned on the bedroom light. His mother was making dinner in the kitchen.

_____

_____

3. Amy can play the guitar. She can play the piano.

_____

4. The hare slept. The turtle ran.

_____

5. Carlos bought a tie. He still needed a jacket.

_____

6. Classes are canceled on Thursday and Friday for Thanksgiving. In Canada, Thanksgiving is celebrated during a different month.

_____

_____

7. Andrea likes soccer. Her brother prefers swimming.

_____

8. Nita mailed the letter today. The post office was crowded.

_____

9. Keith completed the test. He forgot to write his name on it.

_____

_____

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CHAPTER 8

For use with Pupil's Edition pp. 189–191

Personal Narrative: Point of View

Teaching Point(s):
- Identify the point of view from a story.

Standard(s):
CC147P
C131

Materials:
- Language of Literature pupil edition page R130
- Language of Literature page 102-104, 106

Connection:

"Every story is told from a particular point of view, or perspective."

Modeling (I do):

- Have students turn to page R130 in Language of Literature book.
- Have volunteer read Point of View definition.
- Read "Focus Your Reading" on page 101 about first personal essay usually being told from the first person point of view.

Guided Practice (We do):

- Read "Homeless" page 102-104 as a class.
- Hand out Writing and Communication Master 54.
- As students read, have them write 6 sentences with first person pronouns.
- Discuss as a group when finished reading. Write on board.

Independent Practice (You do):

After students have written their 6 sentences with first person pronouns, have them complete Literary Analysis on page 106 independently.

Closure:

Review Literary Analysis bulleted questions as a class.

Assessment – Check for Understanding

Exit slip: Have students write one sentence using first person and one sentence using third person.

Reflection:

Focus Your Reading

LITERARY ANALYSIS

A story or essay told from the **first-person point of view** is told with first-person pronouns: *I, me, we, us.* The narrator, or teller, of the story or essay is therefore also a participant in the action. Notice the first-person pronoun in this sentence from "Homeless":

. . . the thing that seems most wrong with the world to me right now is that there are so many people with no homes.

By using a first-person point of view in this personal essay, Quindlen shows her emotional closeness to the people and events she describes.

ACTIVE READING

Authors write for many reasons, including the following:
* to entertain
* to inform or explain
* to express an opinion
* to persuade

READER'S NOTEBOOK As you read this essay, jot down the purposes Quindlen may have had for writing it.

Name _____ Date _____

Homeless (page 101)

Literary Analysis SkillBuilder

First-Person Point of View

An essay or story told from the **first-person point of view** uses first-person pronouns *I, me, we,* and *us,* and the person doing the telling is a participant in the action. As you read the essay, use this chart to record six sentences from the selection which contain first-person pronouns.

	First-Person Point of View
	Her name was Ann, and we met in the Port Authority Bus
	Terminal several Januarys ago.

Follow Up: With a partner, rewrite the sentences using the third-person point of view. You can replace first-person pronouns with names, third-person pronouns, or nouns. Remember that forms of verbs will change as well. Do the sentences have a greater or lesser impact now?

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LITERARY ANALYSIS

"Homeless" is a personal essay told from a first-person point of view--that is, the author uses the first-person pronouns *I, me, we,* and *us* and is a participant in the events described. An essay told from a first-person point of view usually gives the reader a strong sense of the writer's personality and opinions. In "Homeless," the reader sees Ann through the the writer's eyes and learns the writer's opinions about the plight of Ann and other homeless people: "Homes have stopped being homes. Now they are real estate."

Cooperative Learning Activity Working with a partner, go back through the essay and locate six sentences that contain first-person pronouns. Make a list of the sentences. When you are done, discuss the following questions with a larger group:

*** Why did Anna Quindlen focus on only one homeless person?**
*** Did Quindlen change your mind about the homeless?**
*** What was the author's purpose for writing the essay?**

Literary Analysis

First-Person Point of View Students' sentences should contain such first-person pronouns as *I, me, we,* and *my.*

Use Literary Analysis Transparencies, p. 22, for additional support.

Personal Narrative: Sequential Order

Teaching Point(s):
- Use sequential order to organize my writing

Standard(s):
CC147P, C131, C132., C133

Materials:
- Language Network Pupil Edition page 352
- Transitional Words worksheet
- Writing and Communication Master 13

Connection:

"All writing must be organized to be understood. Choose a method of organizing that is most appropriate for the purpose of your paragraph. Writers use sequential order to show how events follow one another in a certain order. A term for showing how events unfold over a certain period of time is chronological order."

Modeling (I do):

- *"Look at page 352. Let's read under the subheading 'Paragraphs That Show Time and Sequence.'"*
- Read literary model to the class and point out first, second, third, and fourth event in the Malcolm X autobiography. Review the cartoon with the class.
- Discuss transition words on page 353 using the student model.

Guided Practice (We do):

- *"Look at the middle of page 353 where it says 'No Wrong Turn.' Read the directions as I read them."*
- Read the directions with the class. Have each small group write their directions and review as class on the board. Discuss.

Independent Practice (You do):
Complete Writing and Communication Master page 13. Put events in Albert Schweitzer's life in chronological order in a paragraph.

Closure:
Share as a small group, whole class share

Assessment
Exit slip using 3 transition words from handout explaining their day at school.

Reflection:

Transition Words and Phrases

Transition words can help make your writing more coherent. Use these words to show logical connections as you move from idea to idea.

Transition Toolbox

Cause-and-Effect Order	Spatial Order (direction words)	Sequential Order	Compare-and Contrast-Order
caused by	around	during	also
as a result	in the center of	eventually	by comparison
so	in front of	last	either . . . or
thus	below	later	neither . . . nor
for this reason	inside	meanwhile	the same as
affected by	to the left	now	instead
owing to	to the right	once	nevertheless
accordingly	underneath	tomorrow	on the contrary
in this way	on top of	yesterday	unlike

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PRACTICE No Wrong Turns

Your friend has given you the map below to help you find the way to his party. In a paragraph that you will read to the driver, write directions in sequential order based on this map. Use the landmarks and street names as well as transition words to help get you to the party on time.

Then, in your **Working Portfolio,** find your **Write Away** paragraph, and add transition words to those directions.

Answers

PRACTICE **No Wrong Turns**

Answers will vary. Possible answer:

First, when we leave my driveway, we'll turn right onto Madison Avenue. The **next** street we'll come to is Second Street; here we turn left. **Then** keep driving down Second Street. On the left, we will pass the library and Al's Produce. **After** one more block, we'll come to Washington Avenue. **Finally,** we will turn right at the stoplight onto Washington Avenue and continue for two more blocks. My friend lives at the corner of Washington Avenue and First Street.

Name _____ Date _____

Lesson 1

Sequential Order

When your writing recalls events over a period of time, a good way to organize those events is in **chronological order,** or the order in which they happened. Notice how the following paragraph uses chronological order to present major events in the life of journalist Charlayne Hunter-Gault.

> Charlayne Hunter-Gault was born in the small town of Due West, South Carolina, in 1942. She attended high school in Atlanta. In 1961 she became one of two African-American students to desegregate the University of Georgia. After graduation, her writing talent landed her a job at a famous New York magazine, the first in a series of distinguished positions in journalism. Hunter-Gault has worked at a major U.S. newspaper and as a national correspondent for an award-winning news program. Her excellence in broadcast journalism was recognized during the 1980s, when she won numerous awards.

Using Chronological Order

Use the following notes about Albert Schweitzer as the basis of a brief biographical paragraph. Arrange your paragraph in chronological order.

Albert Schweitzer

- from 1905 to 1913 attended medical school
- born in 1875 and raised in France
- awarded Nobel Peace Prize in 1952
- died in 1965 at the age of 90
- studied science, music, and religion from 1896 to 1905
- after medical school, practiced medicine in an African village

CHAPTER 15

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Write Away: Pointing the Way

A new student has to get to gym class on time. Write a set of detailed directions in paragraph form that will take her from your classroom to the girls' locker room. Save your paragraph in your **Working Portfolio.**

Teacher _____ Class _____ Date _____

Preparing for Chapter 15	Resources
Warm-Up	
___ Power Words	☐ Pupil's Edition p. 350
___ Write Away	☐ Pupil's Edition p. 351

Lesson 1 Sequential Order

Pages 352–353

Lesson 1 Objectives

To recognize and use sequential order to organize writing

THE LANGUAGE OF LITERATURE Connect to *The Autobiography of Malcom X*, Level 7.

Teach	Resources
Warm-Up	
___ Test Preparation	☐ Daily Test Prep. p. DT44
Using the Pupil's Edition	
___ Paragraphs That Show Time and Sequence	☐ Pupil's Edition p. 352
Using Support Materials	
___ Transitional Words	☐ Writing and Communication Skills p. WC5
Practice and Apply	
Using the Pupil's Edition	
___ Practice	☐ Pupil's Edition p. 353
Using Support Materials	
___ Sequential Order	☐ Writing and Communication Masters p. 13
Assess and Close	
Ongoing Assessment Options	
___ Assessment Information	☐ Teacher's Guide to Assessment and Portfolio Use

Homework Assignments

_____
_____
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Other Teaching Materials

_____
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CHAPTER 15

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Personal Narrative: Character Description

Teaching Point(s):

- Analyze and write an effective character description.

Standard(s):

CC147O, C132

Materials:

- Language Network Pupil Edition pages 422-429
- Writing and Communication Masters: peer response guide/rubric/prewriting worksheets page 35-38

Connection:

"Now that we have been introduced to the elements of narrative writing we are going to learn how authors sketch a quick impression of a person. Please open your books to page 422. 'Basics in a Box' provides a graphic and verbal guideline for writing a character description."

Read the graphic organizer and rubric on page 422.

"Now we will analyze a student model."

Guided Practice (We do):

- *"We will now read Fallen Ballerina on age 423-424."*
- Ask students the guiding questions on that page and refer to the "Rubric in Action" on right side of the pages. Discuss.
- Look at Writing and Communication Master 36. Complete in small groups and review as a large group. Discuss.

Independent Practice (You do):

- *"Now you are going to practice writing and effective character description on your own."*
- Introduce writing prompt on page 425. Read and complete assignments on writing process. Pair students up and complete peer response guide..

Closure:

Read and share writing as a class. Reflect on work.

Assessment:

Writing rubric.

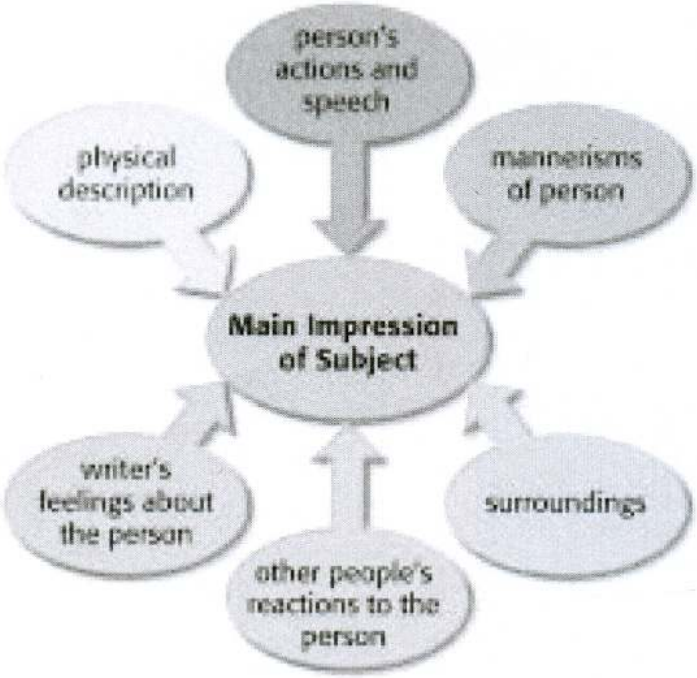
Reflection:

Learn What It Is

An artist draws a sketch to give a quick impression of a person. A writer can accomplish the same goal with words. Like a sketch, a **character description** includes details about how the person looks and feels and what the person does and says, for example, that give readers a quick impression.

Basics in a Box

CHARACTER DESCRIPTION AT A GLANCE



RUBRIC

Standards for Writing

A successful character description should

- describe the personality and physical appearance of the person
- give a main impression of the person
- include dialogue, descriptions, and other devices that show, rather than tell, what the character is like
- reveal the writer's response to the person
- place the person in surroundings that will help readers understand him or her
- have a clearly organized structure, an effective beginning, and a strong conclusion

See How It's Done: *Character Description*

Student Model
Britney Chilcote
Fort Morgan Middle School

RUBRIC IN ACTION

Fallen Ballerina

Shannon's hands were like a baby's, so soft and pudgy. Her skin was fair and soft. Her hair was like black velvet. She smelled of medicine and flowers. Shannon's speech was mumbled and hard to understand because of the tubes that went down her nose and throat. At the time I thought that she was lucky to have an oxygen tank and I wanted one badly. Now, I realize that her oxygen tank was only prolonging her death. . . .

❶ Presents details about the person's physical appearance

I remember carrying Shannon's oxygen tank around because she was so little that she couldn't support the weight. We met in first grade, and Shannon's oxygen tank was very small. At that time she could go outside and play like all of the other kids. As the year went on, her tank got bigger and bigger, and her playing time got smaller. It seemed as Shannon's tank grew, so did our friendship. Later in the year, Shannon missed more and more school, because she spent her time home sick, or in the hospital. When she was in school, she had to sit in a soft chair, and toward the end, she couldn't move very much at all. That is when I started to read to her. . . .

❷ Places the person in a setting that enables readers to understand more about her situation

I can remember reading to her during recess, because she could not go outside for fear of getting holes in her oxygen tubes. When I read to Shannon, I would hold her soft, puffy hand. Every now and again, I would make a mistake, and Shannon would correct me. Some days, she would read to me. We would read books about princesses or ponies, because those were the things she loved most. . . .

❸ Describes the writer's interaction with the character

Other than her tubes and tanks, Shannon was just like all the other girls at school. She thought boys had cooties and Barbies were the best thing next to chocolate chip cookies. Shannon's black hair was always up in pretty braids or in a cute little bun. She wanted to be a ballerina when she grew up. She even used to bring a tutu to school. Shannon and I would dance and play dolls during free time.

❹ This writer includes descriptions that show, rather than tell, what the character is like.

Another option: Include dialogue that reveals the character's personality.

Shannon will never get the chance to be a ballerina. I often wonder why Shannon, who wanted something so badly, can never have it and why I, who never really wanted to be a dancer, have a chance to be one. . . .

Shannon's funeral was beautiful. There were pink and white flowers everywhere. Pictures of her favorite items, stuffed animals and dolls, filled the room. Shannon was a very loving person, and many people came to her funeral.

❺ Gives a main impression of the character

When I saw Shannon lying in her casket, she looked like she was asleep, with her pretty blue dress and her favorite doll in her arms. With all the tubes and the oxygen bottle gone, I remember thinking that for the first time Shannon looked peaceful. She looked very beautiful. . . .

I live close to the cemetery where Shannon is buried. Every time I go there, I stop and talk to her. I only wish that she could be talking with me, but I know that she's listening. I believe that Shannon's short time with me has made me richer.

❻ Ends with a strong statement expressing the impact that the character had on the writer's life

1 Prewriting

First, choose a person. Make a list of people whom you really like, admire, or find interesting.

For more ideas, see the Idea Bank, p. 428.

Freewrite. Make a list of words and phrases that come to mind about the person—*grows the tallest sunflowers, has the silliest laugh, taught me to ride a bike.*

Focus on your strongest image of the person. When you think of your subject, what is the first thing you see that person doing? Where is the person? What is he or she wearing? Record your thoughts in a chart like the one below.

Observations of a Person	
Physical appearance	*dirty uniform, wispy hair*
Voice	*high, silly laugh*
Mannerisms	*pulls ear*
Personality	*friendly, laughs often*

Choose a main idea. Focus only on memories of your subject or select just one that will give your readers a strong impression of the person.

2 Drafting

Use vivid details. Try to visualize your subject as you write. Refer to your lists of words and phrases and your chart of observations to help you choose details. For example, don't just say that your subject wore a dirty uniform. Help readers picture the stain: "Ice cream, catsup, and specks of sand formed an almost planned pattern on the front of her uniform."

For information about getting feedback from your peers, see p. 429.

3 Revising

TARGET SKILL ►Making Effective Word Choices Choosing the right words can make the difference between a description that is adequate and one that is fascinating. For instance, saying that someone is messy is not nearly as descriptive as saying that mounds of clothes covered almost every inch of the person's room. Effective words will give readers more to see. For more help with revising, review the rubric on page 422.

4 Editing and Proofreading

TARGET SKILL ►Correcting Pronoun Case If a pronoun is used as the subject of a sentence, use *I, she,* or *he.* If a pronoun is used as an object, use *me, her,* or *him.*

For more help with pronoun case, see pp. 56-89.

5 Sharing and Reflecting

After you have organized and edited your character description, **share** it with another person or a group, either by handing out copies or by reading it to them. Have them give you feedback on the effectiveness of your character description.

For Your Working Portfolio Use the readers' reactions and comments to **reflect** on how effective your description is. Can the audience picture the person clearly? Does the person's personality come through? Make notes on what you might do to make the character sketch even more effective. Save your notes and your description in your **Working Portfolio.**

Name _____ Date _____

Chapter 21

Writing Prompts for Character Description

Do you have a special relationship with someone? Take a moment now to consider why this person matters to you and what he or she adds to your life. Then write an essay in which you define the role of the individual in your life. You might begin with words such as "An aunt is someone who . . . ." Plan to share this essay with the person about whom you are writing.

Enter a magazine contest by writing an essay about somebody you admire. According to the contest rules, your hero should be a person that you know well or a historical figure—male or female, living or dead—that you've heard and read about. Identify the most striking features in the person's appearance and the most significant characteristics of his or her personality. State what the person has done that makes him or her admirable.

Does somebody do something that really drives you crazy? Do you have a friend who always insists on being in charge? Is there someone in your class who always takes credit for other people's work? Choose one of these people who really bother you. Write a description of the person for your own relief, to move all the annoying mannerisms out of your consciousness and onto paper. Without naming names, be as specific as possible about what the person does that bothers you. Then go beyond the annoying aspects to consider the entire personality of this person, and describe his or her attractive qualities as well as the less attractive one(s). When you feel that you have described this person as clearly as possible on paper, see if you are still as irritated by the mannerism as before.

Think of a person, a friend, a teacher, or a coach whom you would like someone else to meet. Then write a description of that person. Show how the person looks, sounds, and acts, so that your reader can get to know the individual almost as well as you do.

WRITING PROMPTS

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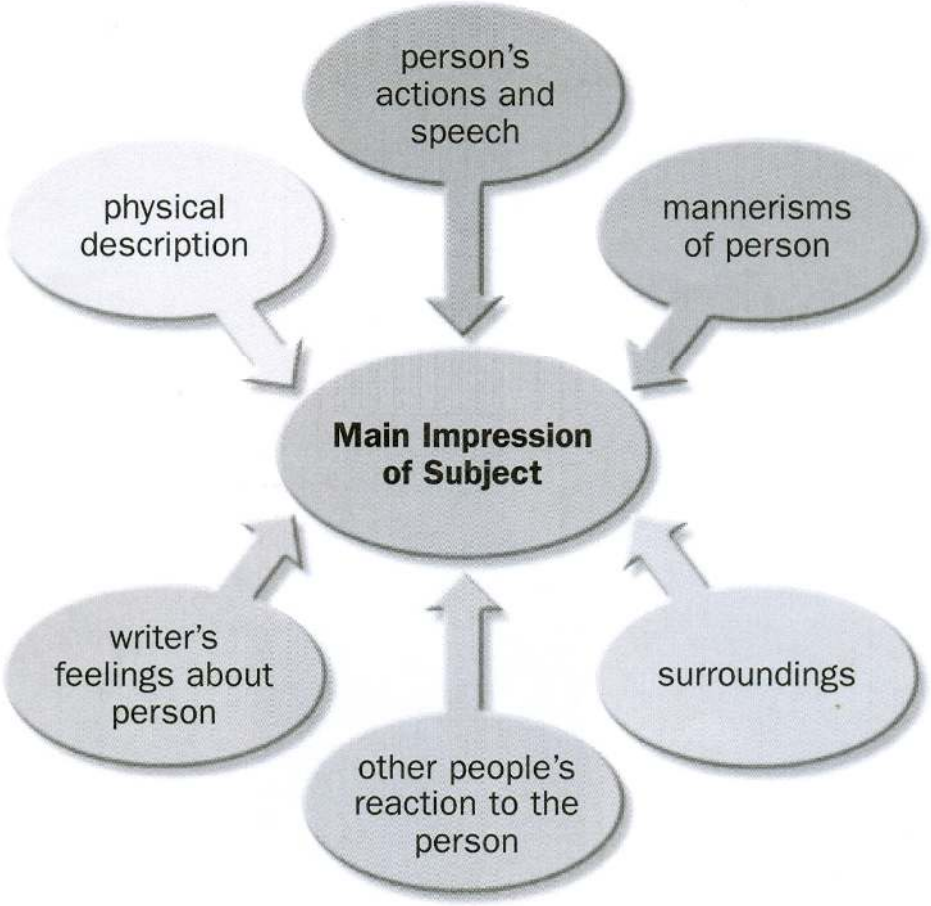
Character Description

Basics in a Box



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Name _____ Date _____

Character Description

Writing Workshop

Peer Response Guide

Does your character sketch describe the person accurately and vividly? Will your readers find the description interesting and engaging? To find out if your sketch conveys what you intended, ask a friend or a classmate to read it and respond to the following questions.

1. Why do you think I chose this person to write about?

   Response:

   Suggestions for Revision:

2. What is the most interesting part of the character description?

   Response:

   Suggestions for Revision:

3. How would you describe the character as a result of reading my description?

   Response:

   Suggestions for Revision:

CHAPTER 21

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Name _____ Date _____

Character Description

Writing Workshop

Peer Response Guide *continued*

CHAPTER 21

4. How could I have done a better job of showing instead of telling?

Response:

Suggestions for Revision:

5. What additional details would you like to have?

Response:

Suggestions for Revision:

6. What details, if any, could I have left out?

Response:

Suggestions for Revision:

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Name _____ Date _____

Character Description

Writing Workshop

Prewriting

Use the chart below to help you freewrite about a character. Fill in the details that seem most clear and important to you, and think about what these elements say about the character. Then, in the bottom section, write the main idea that you want to express about the person.

Character	
Time and Place	
Activity	
Appearance	

↓

Main idea about the person:

CHAPTER 21

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Name _____ Date _____

Character Description

Writing Workshop

Prewriting

Use the chart below to help you freewrite about a character. Fill in the details that seem most clear and important to you, and think about what these elements say about the character. Then, in the bottom section, write the main idea that you want to express about the person.

Character	
Time and Place	
Activity	
Appearance	

Main idea about the person:

CHAPTER 21

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Name _____ Date _____

Character Description

Writing Workshop

Drafting and Elaboration

The paragraph below is from a draft of a character description. Make the passage more interesting and detailed following the Suggestions for Elaboration. Use information from the Reader's Notebook and your own ideas, and write your paragraph on a separate piece of paper.

Draft

The woman said she was a fortuneteller, but she wasn't dressed how I thought she would be. The room was dark and kind of misty, but suddenly I felt comfortable. When we sat down at her table, the woman looked at me for a minute, and I noticed how neat her eyes were. As she leaned toward me, I smelled the fortune teller's perfume and felt the intensity of her gaze.

CHAPTER 21

Suggestions for Elaboration

- Tell what the writer expected the fortune teller to be wearing.
- Describe what the woman was actually wearing.
- Tell why the writer suddenly felt comfortable in the room.
- Describe the way the fortune teller's eyes looked and the effect they had on the writer.

READER'S NOTEBOOK

■ The writer thought a fortune teller would wear gold bracelets, dangling earrings, a flowing skirts, and a headscarf. ■ The woman was wearing a simple cotton dress, glasses, and no jewelry. ■ She seemed relaxed and welcoming, which made the writer feel more at ease. ■ There was a glimmer of liveliness in the woman's eyes, and she looked at the writer with kindness. ■ Her perfume had a light, tropical scent. ■ When she leaned forward, the writer felt surrounded by the woman's gentle, but intense energy.

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Chapter 21

Rubrics for Character Description

Writer:	
Title of composition, if any:	

Strong 3 points	**Average** 2 points	**Weak** 1 point
A. Overall Impact and Achievement of Purpose		
3 Presents a vivid, memorable picture of the personality and physical appearance of a person	**2** Presents a clear picture of the personality and physical appearance of a person	**1** Presents an unclear or confusing picture of a person
3 Establishes a dominant, or main, impression of the person	**2** Focuses on important characteristic(s) of the person	**1** Presents an unfocused array of characteristics of the person
3 Clearly reveals the writer's response to the person	**2** Suggests the writer's response to the person	**1** Unclear or inadequate indication of writer's response to the person
a. Sum of numbers circled _____ **b.** Sum **x 3** = _____ ***Score for Part A***		
B. Organization and Technique		
3 Places the character in a well-chosen context that contributes to reader's understanding of the character	**2** Context is clear but is limited in its contribution to reader's understanding of the character.	**1** Context is unclear or distracts from reader's understanding of the character.
3 Includes a variety of devices that show rather than tell what the character is like, such as dialogue, mannerisms, and precise descriptions	**2** Includes several devices that show rather than tell what the character is like, such as dialogue, mannerisms, and descriptions	**1** Relies on telling about the character rather than showing the character in action and interacting with others
3 Has a clear organizational structure and a strong conclusion that reinforces the main impression	**2** Has a moderately clear organizational structure and a satisfying conclusion	**1** Organization lacks order; sketch stops rather than comes to a conclusion.
a. Sum of numbers circled _____ **b.** Sum **x 6** = _____ ***Score for Part B***		
C. Mechanics		
3 Very few, if any, errors in grammar, capitalization, punctuation, and spelling	**2** Small number of errors in grammar, capitalization, punctuation, and spelling	**1** Numerous errors in grammar, capitalization, punctuation, and spelling
a. Sum of numbers circled _____ **b.** Sum **x 6** = _____ ***Score for Part C***		
Sum of Parts A, B, and C _____ **+1** = _____ **Total Score**		

RUBRICS

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Teacher _____ Class _____ Date _____

Lesson 1 Character Description

Pages 422–429

Lesson 1 Objectives

To analyze and write an effective character description

THE LANGUAGE OF LITERATURE Connect to Character Sketch Writing Workshop, Level 7.

Teach	Resources
Warm-Up	
___ Test Preparation	☐ Daily Test Prep. p. DT55
Using the Pupil's Edition	
___ Learn What It Is	☐ Pupil's Edition p. 422
___ See How It's Done	☐ Pupil's Edition p. 423
Using Support Materials	
___ Character Description at a Glance	☐ Basics in a Box p. BB2
___ Rubric for Evaluation	☐ Critical Thinking Graphic Organizers p. CT23
___ Incorrect Pronoun Case	☐ Quick-Fix Grammar and Style Charts p. QF6
___ Character Description Model	☐ Revising, Editing, and Proofreading Models pp. RE5–8
Practice and Apply	
Using the Pupil's Edition	
Do It Yourself	
___ Prewriting	☐ Pupil's Edition p. 425
___ Drafting	☐ Pupil's Edition p. 425
___ Revising	☐ Pupil's Edition p. 426
___ Editing and Proofreading	☐ Pupil's Edition p. 426
___ Sharing and Reflecting	☐ Pupil's Edition p. 426
Using Support Materials	
___ Prewriting	☐ Writing and Communication Masters p. 35
___ Drafting and Elaboration	☐ Writing and Communication Masters p. 36
___ Peer Response Guide	☐ Writing and Communication Masters pp. 37–38
___ Revising, Editing, and Proofreading	☐ Writing and Communication Masters pp. 39
___ Student Models (Strong, Average, Weak)	☐ Writing and Communication Masters p. 40–42 (also printed in Assessment Masters pp. 147–149)

Homework Assignments

Other Teaching Materials

CHAPTER 21

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Teacher _____ Class _____ Date _____

Lesson 1

Character Description *(continued)*

Pages 422–429

	Resources
Using Technology	
___ Additional Writing Prompts	☐ mcdougallittell.com
Customizing the Lesson	
___ Adding Sensory Elaboration to a Paragraph, Character Description	☐ SAE/ESL Side by Side pp. 25, 43–54
Assess and Close	
Using Technology	
___ Rubric for Evaluation	☐ Writing and Communication Masters p. 43
___ Writing Prompts	☐ Assessment Masters p. 127
___ Rubrics	☐ Assessment Masters p. 136
Ongoing Assessment Options	
___ Assessment Information	☐ Teacher's Guide to Assessment and Portfolio Use
Publish	
Using Technology	
___ Writing Center	☐ mcdougallittell.com

CHAPTER 21

Homework Assignments	Other Teaching Materials

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Personal Narrative

Teaching Point(s):

- Analyze and write an effective personal narrative.

Standard(s):

CC147P, C131, C132, C135

Materials:

- Language of Literature Pupil Edition 414-417
- Writing and Communication Master 26-33
- Peer Response Guide/Rubric/Prewriting

Connection:

"Stories about events in people's lives fascinate us. They are the focus of many television programs and articles in newspapers and magazines. You may have an interesting story to tell about your own life. Writing your own personal narrative may help you understand better why certain events in your life are so important to you."

Have students open their books to page 414.

"Basics in a Box provides both a graphic organizer and a verbal guideline for organizing a personal narrative."

Read the graphic organizer and rubric on page 414.

"Now we will analyze a student model."

Read student model: Tackle Football on page 415-416 as a class. Ask students guiding questions and refer to "Rubric in action" on the right side of the page.

Guided Practice (We do):

- Writing and Communication Master page 27. Discuss ideas in a small group. Review suggestions for elaboration. Write the passage as a class.

Independent Practice (You do):

"Now you are going to select an event from your own experience, and write a personal narrative about it."

Read the prompt on page 417. Then, as a group, read each step of the writing process. Clarify assignments for students.

Closure:

• Peer/self edit • Share and reflect on as a class
Assessment Rubric
Reflection:

Learn What It Is

Stories about events in people's lives fascinate us. They are the focus of many television programs and articles in newspapers and magazines. You may have an interesting story to tell about your own life. Writing your own **personal narrative** may help you understand better why certain events in your life are so important to you.

Basics in a Box

PERSONAL NARRATIVE AT A GLANCE

Beginning

Introduces the incident, including the people and place involved

Middle

- Describes the event using descriptive details and dialogue
- Makes the importance clear

End

- Tells the outcome or result of the event
- Presents the writer's feelings about the experience

RUBRIC

Standards for Writing

A successful personal narrative should

- focus on one well-defined experience
- begin with an image or idea that makes readers want to find out more
- make the importance of the event clear
- show clearly the order in which events occurred
- use details that appeal to the senses to describe characters and setting
- use dialogue to develop characters
- provide a strong conclusion

Personal Narrative

Basics in a Box

Beginning

Introduces the incident, including the people and place involved

Middle

- Describes the incident using descriptive details and dialogue
- Makes the importance clear

End

- Tells the outcome or result of the event
- Presents the writer's feelings about the experience

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See How It's Done: *Personal Narrative*

Student Model
Dan Walsh
Hauser Junior High

RUBRIC IN ACTION

Tackle Football

On a warm Friday in early October my friend asked me if I wanted to play tackle football after school.

"Someone's really going to get hurt one of these days," I said in my usual cautious way. "I bet one of us is going to break an arm or a leg."

"No one's going to get hurt," said Tom. "How many times have we played tackle football without getting more than a scrape or a bruise?"

"About a million times," I said, sort of agreeing with him. "Fine," I said, "I'll go."

Later that day, after we had been playing football for no longer than 15 minutes, it happened. Larry was tackled. I heard a loud snap and then screaming and crying, and not only from Larry. About three kids who were huddling around him were saying, "Oh, man! Oh, man!" over and over. Larry was on the ground, but I thought he had just a cut or a scrape. Then I saw it. His arm was snapped to the side just below his elbow. You could see the bone sticking through his skin!

Tom and I started running to find help. I ran faster than I ever had or probably ever will. When I got to a house, I started banging and pressing the doorbell as hard as I could. Finally the door opened.

"There's a kid over there who's really badly hurt!" I said, panting. "I really need to use your phone!"

"Settle down, young fella," the old man said. "The phone's in back." After about 40 seconds I was able to dial 911. My hands were shaking so hard!

A policewoman answered the phone and I said, "There's a kid over here and he's really badly hurt! He's at Herrington Park, right near the baseball field."

❶ Begins with a scene that makes readers want to find out what will happen

❷ Uses details that appeal to the senses

❸ Clearly shows the order in which events occurred

"An ambulance is on its way," she said.

Slam! I hung up the phone and ran all the way back to Larry. A bunch of my friends were sitting near him with wide eyes and teary faces. I lay down near Larry and told him that an ambulance was coming.

"I'm going to die!" said Larry. "It hurts so much! I want you to give all my money to my mom and dad when I die!" he said, panting for air.

By the time a police officer got there, Larry was beginning to curse. "What did I just hear you say?" asked the police officer. He was just like the ones in the movies, a little chubby, dark sunglasses, and it looked like he had just eaten a powdered donut.

❹ Uses dialogue to develop the characters

"Sir," I said, "the kid just broke his arm. See it?"

"I'll ask for your opinion when I want it, young man."

The police officer then started to talk to Larry until the ambulance came. Larry said that the pain had stopped. When the paramedics got him onto the stretcher, Larry screamed again. "Oww! The pain started again!"

Then the ambulance screeched away with sirens blasting and everything. We could hear it for a long time, and all of us just stood or sat there without saying anything.

❺ Uses details to make the importance of the event clear

❻ Includes sensory words to show the drama of events

On my way home, I started running as fast as I could for no reason. I was really thirsty, but when I got there, I just went to bed and tried to stop shivering.

I had nightmares for about a week after that.

❼ Provides a strong conclusion by telling the effect the event had on the writer

Name _____ Date _____

Personal Narrative

Writing Workshop

CHAPTER 20

Drafting and Elaboration

The following passage is from a draft of a personal narrative. Make the paragraph more interesting and detailed by following the Suggestions for Elaboration. Use information from the Reader's Notebook and your own ideas, and write your paragraph on a separate piece of paper.

Draft

The ride up to the top of the mountain was scary. When we got there, it was really cold and windy. I checked to make sure that my skis were on right, and then I looked down the long slope to the bottom. I told my sister that I couldn't do it because I was too scared, but she said I could. Then she took my hand, counted to three, and off we went!

Suggestions for Elaboration

- Show why the ride to the top of the mountain was scary.
- Describe the cold, windy air with vivid, sensory details.
- Explain why the writer felt unable to ski down the slope.
- Use dialogue to make the story more lively.

Reader's Notebook

■ On the way up the mountain, the writer saw the ski lodge fall farther and farther behind her as the ski lift moved slowly forward. ■ As her legs dangled below her, she thought of how her whole body would soon be hurtling down the mountain that loomed ahead. ■ When they reached the top of the mountain, the writer and her sister shivered as the cold, blustery wind whipped at their faces and tugged at their scarves. ■ The slope looked longer and steeper than any slope the writer had ever seen. ■ She moaned to her sister, "I can't do it! There's no way I'll live through this!" Her sister replied, "Of course you can; don't be silly." ■

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Name _____ Date _____

Worksheet B

Writing Workshop

Write the details of your experience. On the lines, write as much information as you can.

Who?

_____

_____

Where?

_____

_____

When?

_____

_____

What?

_____

_____

_____

_____

Why?

_____

_____

_____

_____

How?

_____

_____

_____

_____

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CHAPTER 20

Name _____ Date _____

Worksheet B

Writing Workshop

Write the details of your experience. On the lines, write as much information as you can.

Who?

_____

_____

Where?

_____

_____

When?

_____

_____

What?

_____

_____

_____

_____

Why?

_____

_____

_____

_____

How?

_____

_____

_____

_____

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CHAPTER 20

Name _____ Date _____

Worksheet C

Writing Workshop

CHAPTER 20

Put the parts of your experience in order. Write sentences in the boxes to tell what happened from beginning to end. Use as many boxes as you need.

What happened first?

What happened next?

Then what happened?

How did it end?

You can use the transition words in this list to help your readers understand the order of your ideas.

before	**then**	**later**	**during**	**finally**
first	**second**	**third**	**meanwhile**	**the next day**
		while	**again**	**after**

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Name _____ Date _____

Worksheet D

Writing Workshop

Read what you have written. You may need to read it more than once. Then answer these questions with a friend.

1. Which part of my writing is the most interesting?

_____

_____

_____

_____

2. Are the parts of the experience in the right order? What parts seem out of place?

_____

_____

_____

_____

_____

3. What have I left out? What part needs more details or information?

_____

_____

_____

_____

_____

4. How can I show why this memory is important to me?

_____

_____

_____

_____

_____

CHAPTER 20

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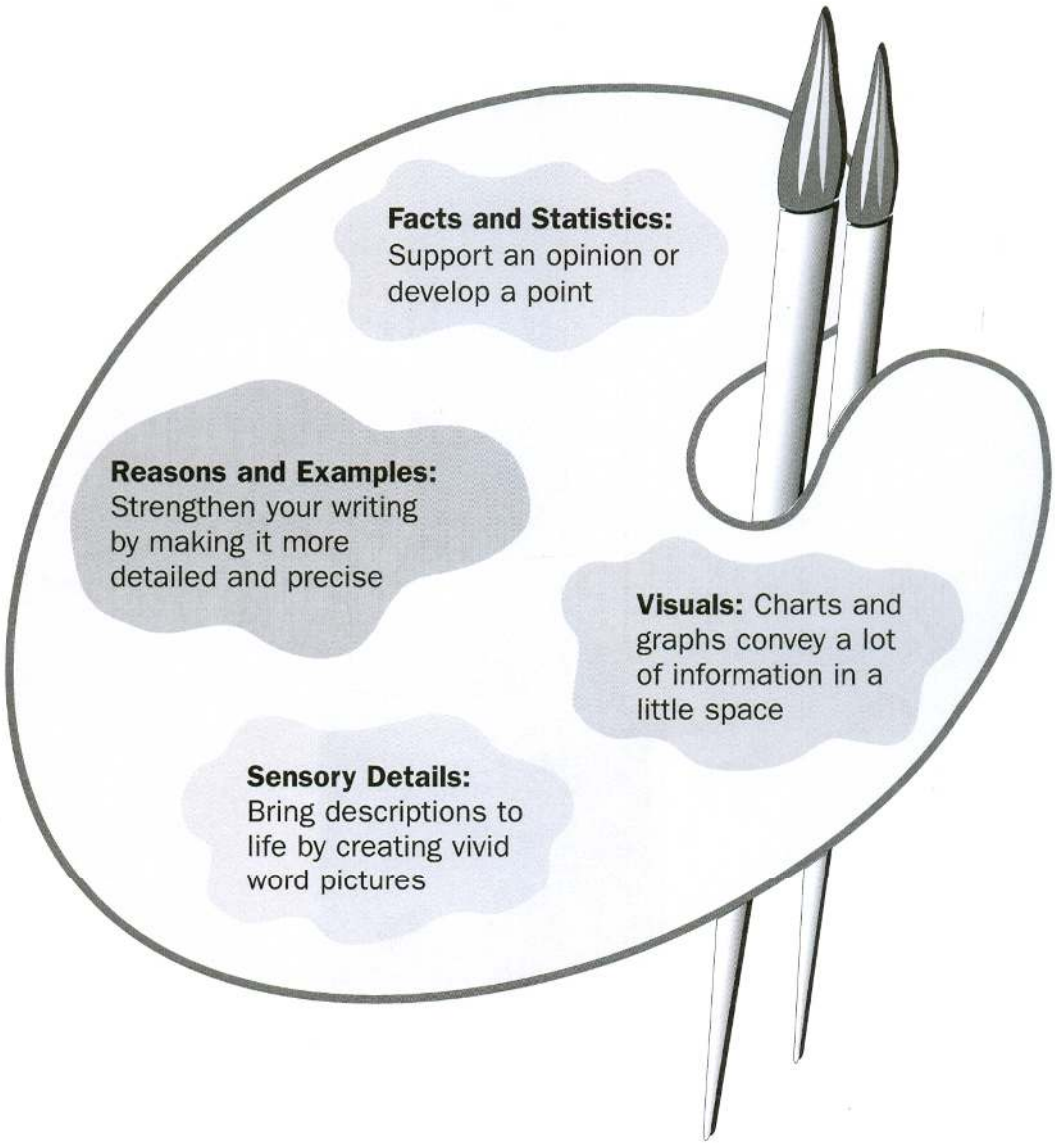
Elaboration Techniques

Use the following elaboration techniques to strengthen your writing. Adding sensory details, facts and statistics, and charts or graphs will help prove your argument and make your writing more interesting.



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Name _____ Date _____

Personal Narrative

Writing Workshop

CHAPTER 20

Prewriting

Once you have chosen an event, use the chart below to freewrite about the circumstances that stand out in your mind. Circle the idea that interests you most. Then, on the line below the chart, write why this event is important to you or how it affected your life.

Event	
Visual Details	
Sounds	
Smells	
Who Was There	
Most Interesting Part	

Significance of the event: _____

_____

_____

_____

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Name _____ Date _____

Personal Narrative

Writing Workshop

CHAPTER 20

Peer Response Guide

Since you are familiar with the event that you are describing, your narrative probably seems clear to you. However, it can be hard to know if it is clear and interesting to your readers. To find out, ask a classmate to read your personal narrative and answer the following questions.

1. What is the subject of my narrative?

Response:

Suggestions for Revision:

2. How do I show that the subject is important to me?

Response:

Suggestions for Revision:

3. What details are most memorable?

Response:

Suggestions for Revision:

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Name _____ Date _____

Personal Narrative

Writing Workshop

Peer Response Guide *continued*

4. How could I make what happened more clear?

Response:

Suggestions for Revision:

5. What could I do to make the beginning or the ending more interesting?

Response:

Suggestions for Revision:

6. What do you like best about my narrative?

Response:

Suggestions for Revision:

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Name _____ Date _____

Personal Narrative

Writing Workshop

CHAPTER 20

Revising, Editing, and Proofreading

Revising

TARGET SKILL ➤ Dialogue

As you revise your personal narrative, ask yourself the following questions:

- Have I used dialogue when possible to make my narrative more lively and easy to read?
- Have I focused on one well-defined experience?
- Did I begin with an image or idea that makes readers want to find out more?
- Have I stressed the importance of the event—is it clear?

Editing and Proofreading

TARGET SKILL ➤ Punctuating Dialogue

Refer to the bulleted list below to edit this paragraph from a first draft of a personal narrative. Use proofreading marks to correct errors in grammar, usage, mechanics, and spelling. Then copy your corrected draft onto a separate piece of paper.

- Put quotation marks around the exact words of the speaker.
- Make sure that quotes are punctuated correctly; end punctuation goes inside the quotation marks.
- Correct any run-on sentences by adding conjunctions.
- Use transition words to combine short, choppy sentences.

Draft

You did it my sister yelled as we reached the bottom of the mountain! I could hardly believe it was over, I was shaking with excitement and relief. We took off our skis. We walked back to the lodge. We found our parents, we sat down for some hot chocolate. "I made it the whole way down without falling"! I told them. They told me "How proud they were of me."

Applying

Now edit and proofread your own personal narrative. Refer to the bulleted list above.

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Name _____ Date _____

Personal Narrative

Writing Workshop

These writing models are also available in ***Assessment Masters.***

Strong Student Model

Facing My Fear

When I wanted to sign up for a weekend program called Families Working Together, my mom said, "The last event is called a ropes' course," she said. "You follow a course that is thirty feet in the air. Are you sure you want to do this, Francie?" (I have a *slight* case of acrophobia. That means I'm afraid of heights—slightly.)

I read the brochure. It described the ropes' course as a path of ropes and wires rigged among the treetops. Each participant wears a safety helmet, gloves, and a harness that is attached to safety lines. The only danger is in your head. The important thing is to face your fear and work through it. That appealed to me. I didn't like being afraid of heights (slightly). "Let's do it!" I said.

That weekend there were problem-solving games and discussion groups that provided opportunities for families to work together as a team. Then we moved on to the ropes' course. My mom went first. It was easy for me to sound brave as I encouraged her. I was on the ground. Even though I could tell she was a bit nervous, she made it through.

Now it was my turn. I took a deep breath, clipped on my safety lines, and climbed up the rope ladder to start the course. The first part involved clipping my harness onto an overhead pulley and going across, hand-over-hand, on a movable swing. I was nervous and a little dizzy, but I could do what I had to do. Then came a parallel set of thick wires. I was supposed to walk along one wire while holding on to the wire above. As I clipped onto the overhead wire, my fear kicked in. I could barely breathe.

"Come on, Francie!" Mom called up encouragingly. "I know it seems really scary, but you can do it. Go sideways like I did."

I began to inch across, stepping with one foot and sliding the other one over. My knees were knocking and my heart was thumping loudly, but I was doing all right until a gust of wind rattled the wire. I froze. I heard my mother say that it was all right if I stopped now and that she was proud of what I'd done. I shook my head. I knew that I wouldn't be proud of me unless I finished.

I got across. After that, the rest of the course was easy. At the end, I ran into my mother's arms. I was shaking from relief, but I was smiling with pride. With Mom's help, I had faced my fear.

1. The title works with the opening, which is effective, drawing the reader in and using dialogue to create a sense of immediacy.

2. The writer has used humorous touches to present herself to the reader.

3. The sequence is clearly presented. Signal words—now, to start, first part, then, as—help readers negotiate the order of events.

4. The writer uses sensory details, thus adding to the suspense.

Another option:
- Recast indirect discourse as dialogue to further add to suspense.

5. The conclusion is effective, providing closure for the incident and making clear its importance to the writer.

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Name _____ Date _____

Personal Narrative

Writing Workshop

Average Student Model

CHAPTER 20

A Heart-Thumping, Knee-Knocking Experience

"Come on, Francie!" my mother called up encouragingly. "I know it seems really scary, but you can do it. Rember, you won't fall, she added.

I was thirty feet above ground, about to cross from one treetop to another on a wire tightrope while holding on to an overhead wire. You'd think I was a circus performer. I was just a regular kid, though, trying to be brave and face my fear.

My mother and I had enrolled in a weekend program for parents and kids called Families Working Together. There were problem-solving games and discussion groups that provided opportunities for families to learn how to work together as a team—and to have fun together, too.

Now we were involved in a "ropes' course," the last event of the weekend. Each participant wears a safety helmet, gloves, and a harness that is attached to two safety lines. Each line has a carabiner at the end. There are safety-line attachments throughout the course. At each point, you keep one safety line attached while you unsnap the other and snap it to the next attachment. That way, you are always attached and can't possibly fall. The only danger is in your head. After all, most people are afraid of heights. Some people, like my mom, are a little afraid. Other people, like me, are *really* afraid.

So here I was, at the hardest part of the course. My knees were knocking and my heart was thumping. I slowly inched across, stepping with one foot and sliding the other one over. I was doing all right until a gust of wind rattled the wire. I froze. I could hear my mother saying that it was all right if I quit now and that she was proud of what I'd done by getting this far. I shook my head. I wouldn't be proud of me unless I finished.

I kept stepping and sliding. Finally, I made it across. The rest of the course was easy by comparison. I climbed down quickly and ran into my mother's arms. I was shaking from relief, but I was smiling with pride. With Mom's help, I had faced my fear.

1. Title is effective and the opening draws readers in, using dialogue to create immediacy. The jumping back and forth in time is a little confusing, however.

Another option:
- Relate events chronologically, rather than via flashback.

2. A few minor errors in spelling and grammar indicate that proofreading was not complete.

3. The beginning, middle, and end of the narrative are not well-balanced. Writer has spent a long time leading up to the main incident, which is then described rather quickly.

Another option:
- Cover the incident in more detail so that it features more prominently.

4. The conclusion provides closure for the incident and makes clear its importance to the writer.

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Name _____ Date _____

Personal Narrative

Writing Workshop

Weak Student Model

A Fun Weekend

I talked my mother into signing up for a weekend program that they run at a nearby camp every summer. Mom really goes for it when we do these togetherness things. The program is called Families Working Together. Its a program with activaties, discussions, and games for kids and there parents. Fun too. My mother desided we could go, which made me glad.

The instants I want to tell about would happen last, on Sunday. My mother and me had enjoyed everything else. We liked the discussions and enjoyed the activities and even figured out some good ideas in the problem solving. Now came the incident I want to tell you about. It was the rope's course, which was 30 feet in the air, up in the treetops. There were lines and wires that each person—kid or parent—had to go along. It was OK if you didn't finish, but you should try. That was the important thing. Lots of people are scared of heights. I am, but my mother not so much. So it was kind of a big deal for me to do the course. The thing you have to remember is that you can't fall. You are always attached by safety lines. You may be afraid of falling, but you won't really fall. You can bet I tried to tell myself that one over and over.

I climbed up after my mother finished the course. I helped her get through. She was kind of nervous in places, but she did fine. Now it was my turn. I started out OK, not too scared. Then I got to the wire tightrope. My mother called up to me "Come on, Francie! She said, I know it seems really scary, but you can do it. Remember, you won't fall."

I stepped sideways on the wire, holding on overhead. I was really scared now. It took a long time to cross, but I finally made it. I had a pretty easy time finishing the rest of the course, once I had that tightrope crossing behind me.

When I was done, my mother hugged me. I was grinning. I think we might do the program again next year. We'll see.

1. The title does not capture the drama of the central incident. The opening is not engaging, and it doesn't set the proper mood.

Another Option:
- Begin by discussing why the central incident, is so important: bring in the notion of fear of heights.

2. Numerous errors in grammar and spelling appear throughout the narrative.

3. The writer has not organized the material well. The sequence of events is confusing. There are several shifts in voice.

4. Informal language has been used throughout and needs to be replaced.

5. Dialogue has been used to create immediacy and a sense of character, but it is punctuated incorrectly.

6. The conclusion is not satisfying. The writer has not made it clear why this incident is important to her.

CHAPTER 20

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Chapter 20

Rubrics for Personal Narrative

Writer:
Title of composition, if any:

Strong 3 points	**Average** 2 points	**Weak** 1 point
A. Overall Impact and Achievement of Purpose		
3 Focuses clearly on a well-defined incident	**2** Focus is recognizable and incident is adequately defined.	**1** Focus is unclear and/or incident is not well defined.
3 Makes clear the importance or significance of the event	**2** Importance of the event is addressed but not made very clear.	**1** Little or no consideration of importance of the event
3 Strongly communicates the writer's feelings about the experience	**2** Reader is made aware of the writer's feelings.	**1** The writer's feelings are unclear or not addressed.
a. Sum of numbers circled _____ **b.** Sum **x 3** = _____ ***Score for Part A***		
B. Organization and Technique		
3 Attention-grabbing beginning	**2** Beginning is interesting, but only moderately.	**1** Beginning is dull.
3 Provides appropriate background information	**2** Provides background information as needed	**1** Inadequate background information
3 Order in which events occurred is easy to follow.	**2** Order of events is usually easy to follow.	**1** Order of events is unclear.
3 Includes many precise, descriptive details that appeal to the senses	**2** Includes several descriptive details that appeal to the senses	**1** Few descriptive details, or confusing details
3 Uses dialogue appropriately to develop characters	**2** Dialogue is limited or makes limited contribution to character development.	**1** No dialogue or dialogue that doesn't develop character
3 Strong conclusion tells the outcome of the event.	**2** Conclusion tells the outcome of the event.	**1** Conclusion is unclear or abrupt.
a. Sum of numbers circled _____ **b.** Sum **x 3** = _____ ***Score for Part B***		
C. Mechanics		
3 Very few, if any, errors in grammar, capitalization, punctuation, and spelling	**2** Small number of errors in grammar, capitalization, punctuation, and spelling	**1** Numerous errors in grammar, capitalization, punctuation, and spelling
a. Sum of numbers circled _____ **b.** Sum **x 6** = _____ ***Score for Part C***		
Sum of Parts A, B, and C _____ **+1** = _____ **Total Score**		

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RUBRICS

Name _____ Date _____

Chapter 20

Writing Prompts for Personal Narrative

How did you meet the person who is now your best friend, or your newest friend, or your oldest friend? If you can't remember the first meeting with any of these people, think of the last time you had an argument with one of them. Write about what caused the argument and how the two of you patched it up.

For a children's magazine, describe your first attempt at playing a particular sport. The sport might be one that looked easy but turned out to be a real challenge, or it might be one that came quite naturally to you. Be sure you tell what you did and how you felt about it.

What are some of the most important or interesting experiences you've had in your life? Have you moved, lost something that was important to you, or overcome a big fear? As you grow older, your memory of the events is bound to fade. Capture one of the experiences now in as much vivid detail as possible by writing a journal entry about it. Be sure to tell why the event was important to you.

At some time in your life, you have probably received an award, won a contest, or done something that caused you to receive special recognition. If you haven't received recognition personally, perhaps you were a member of a team that achieved something out of the ordinary. Describe that experience as fully and clearly as you can recall it.

WRITING PROMPTS

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