

SKILLS LESSON

Background

Simple Sentence

A simple sentence contains a subject and a predicate. It is the basis of all good writing.

- The **subject** is who or what the sentence is about.
- The **predicate** tells something about the subject or what the subject did.

(Example: *The girl runs through the park.*)

subject

predicate

Teach the Skill

5 minutes

- Pose the following question: *What did you eat for breakfast today?* Select a volunteer to tell what he/she had for breakfast. Write the following sentences on the board or overhead: *(Name) eats (name of food).*
- Create a two-column chart on the board or chart paper with the headings *Subject* and *Predicate*. Circle the name of the student and explain that this is the **subject** of the sentence. Point out that the subject is a person, place, or thing that tells who or what the sentence is about.
- Invite students to name other person, place, and thing subjects (*Mom, Mrs. Jones, the beach, a cat, the bird*). Write each subject on the chart under the heading *Subject*.
- Draw a line under the phrase *eats (name of food)* and explain that this is the **predicate** of the sentence. Point out that the predicate tells more about the subject or what the subject did.
- Invite students to identify a predicate for each subject on the chart. Read each subject-predicate pair together in a sentence. Ask students if what they heard makes sense. Explain that every complete sentence has both a subject and a predicate.

Practice the Skill

10–15 minutes

■ **Step 1:** Write the following sentences on sentence strips: *The ball is round. My cat likes to sleep. Pat jumps in the pool.* Cut the sentence strips into their subject and predicate. Place the subjects and predicates in random order in a pocket chart or along the chalkboard ledge.

■ **Step 2:** Ask volunteers to choose a subject and predicate to create a sentence that makes sense. Have them read their sentences aloud. Ask the remaining students to identify the subject, the predicate, and whether the sentences make sense.

- Give each student a sentence strip. Have them write a sentence with a subject and predicate. Ask students to circle the subject and underline the predicate in their sentence. Invite students to read their sentence aloud.
- Explain to students that good writers are careful to use complete sentences in writing.

Apply the Skill

(independent)

- Introduce, explain, and have students complete the Simple Sentences Worksheet. Provide instructions and allow time for students to complete the sheet independently. Check responses as a group.

More Background

A **simple sentence** can be long and descriptive. Using adjectives and adverbs can provide more information about the subject and/or the predicate.

(Example: *The long-legged girl quickly runs through the small park.*)

Build on the Skill

(optional)

- Once students master simple sentences, model adding adjectives and adverbs to sentences to make them more interesting.

Scaredy Crow

A Reading A-Z Level F Leveled Reader

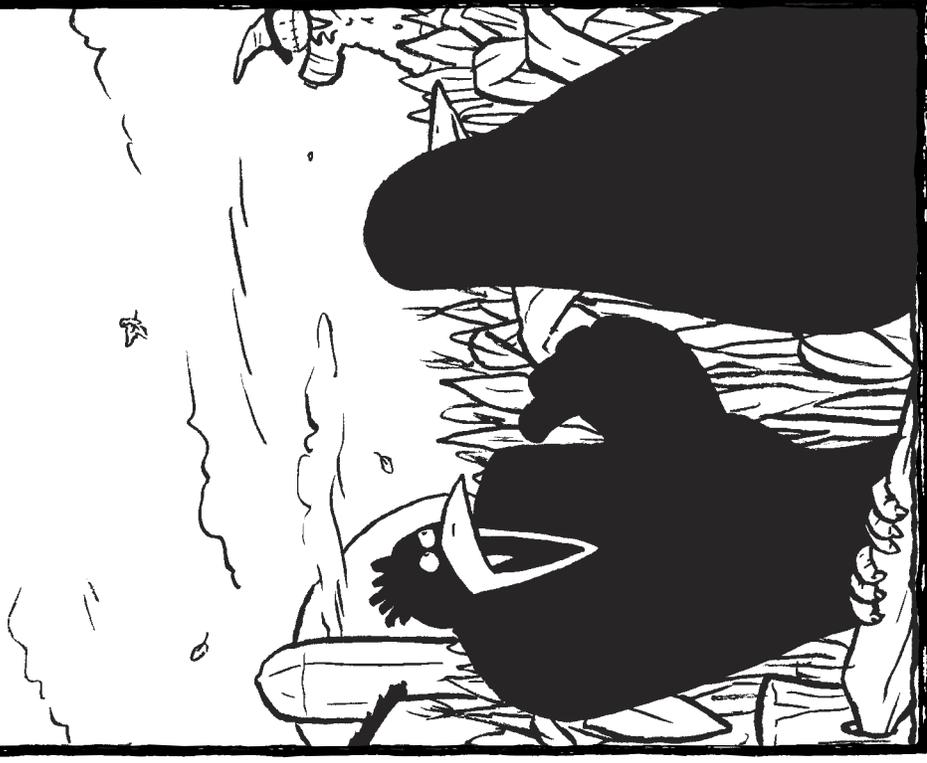


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Scaredy Crow



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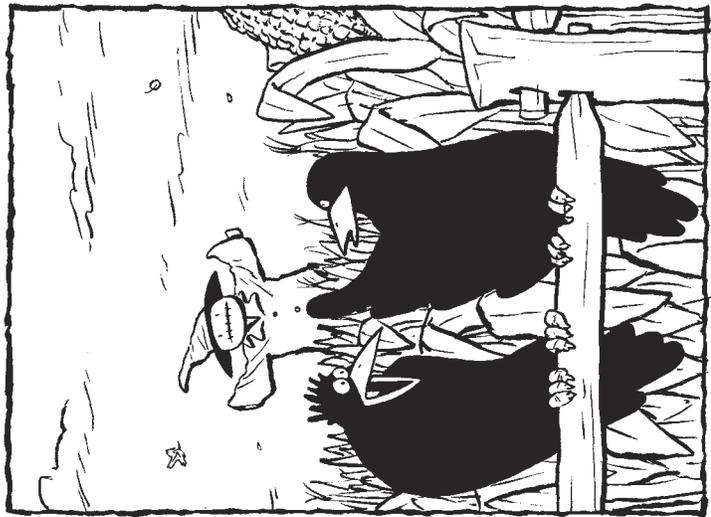
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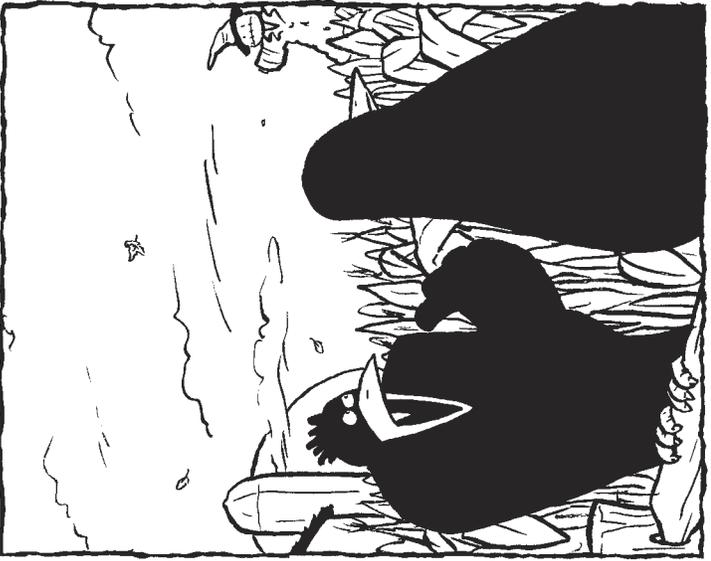
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Correlation

LEVEL F	
Fountas & Pinnell	F
Reading Recovery	9-10
DRA	10

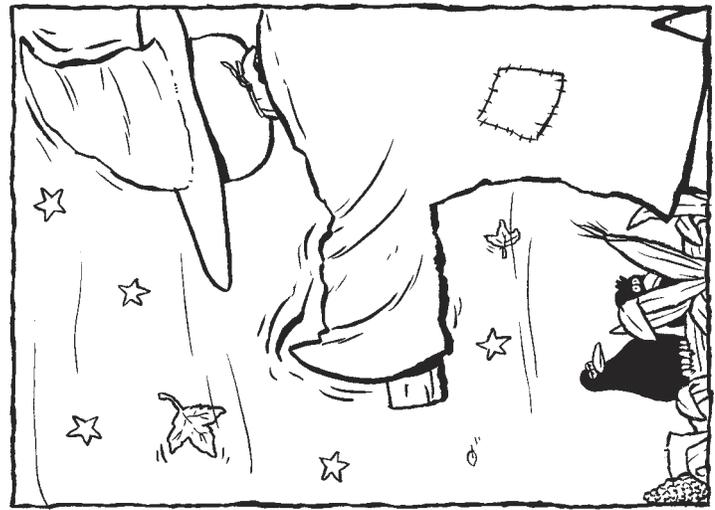






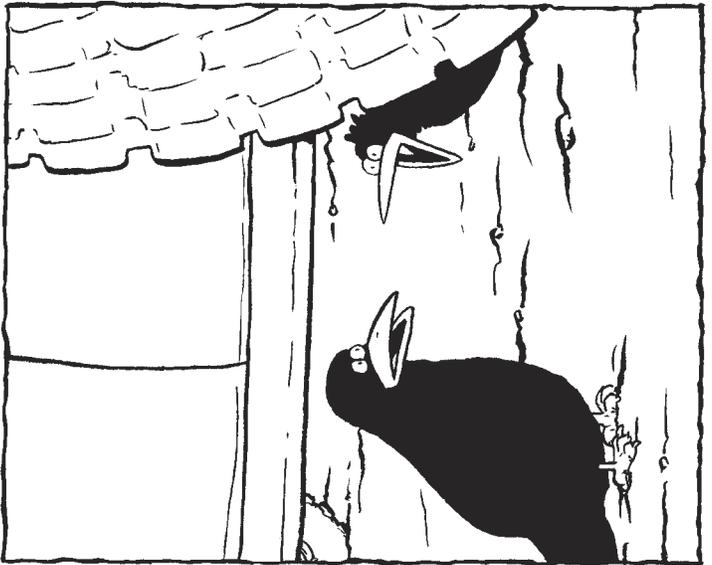
Handwriting practice lines consisting of seven horizontal lines. Each line set includes a solid top line, a dashed middle line, and a solid bottom line.

Handwriting practice lines consisting of seven horizontal lines. Each line set includes a solid top line, a dashed middle line, and a solid bottom line.

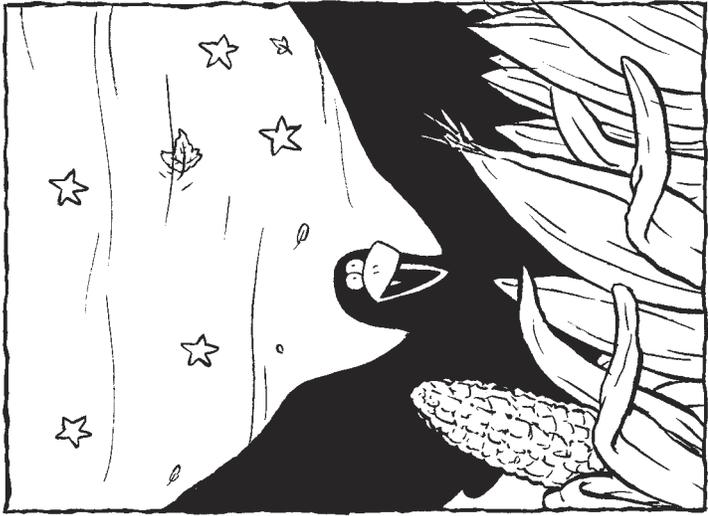




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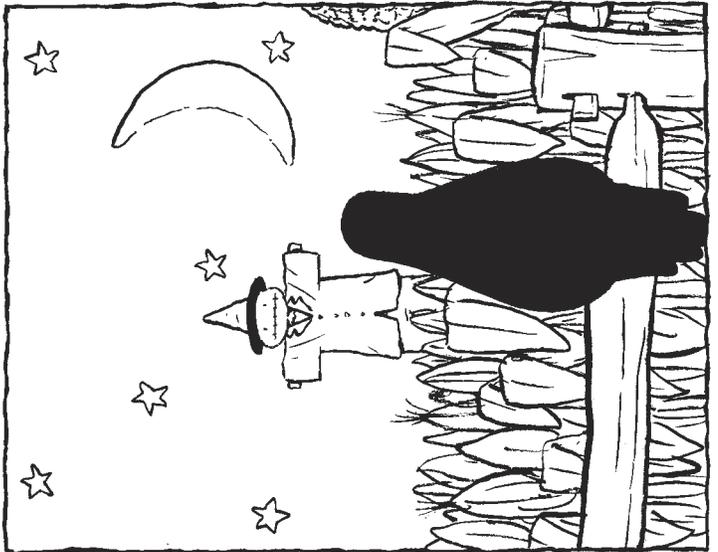


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Writing a-z  PHOTO PROMPT: COMMON



Writing a-z  PHOTO PROMPT: COMMON



Writing a-z  PHOTO PROMPT: COMMON



Writing a-z  PHOTO PROMPT: COMMON



Writing a-z  PHOTO PROMPT: COMMON



Writing a-z  PHOTO PROMPT: COMMON

I never thought . . .



TEXT PROMPT: COMMON

I worked so hard that . . .



TEXT PROMPT: COMMON

I always wanted . . .



TEXT PROMPT: COMMON

I wish I was . . .



TEXT PROMPT: COMMON

I was finally . . .



TEXT PROMPT: COMMON

a mother



CHARACTER CARD: COMMON

a father



CHARACTER CARD: COMMON

a grandmother



CHARACTER CARD: COMMON

a grandfather



CHARACTER CARD: COMMON

a brother



CHARACTER CARD: COMMON

a sister



CHARACTER CARD: COMMON

needs to get
some food



PLOT CARD: COMMON

needs to deliver
a package



PLOT CARD: COMMON

has to move
a huge box



PLOT CARD: COMMON

needs to settle
a fight



PLOT CARD: COMMON

needs to read
a book
by tomorrow



PLOT CARD: COMMON

wants to start
a band



PLOT CARD: COMMON

in a city



SETTING CARD: COMMON

in a suburb



SETTING CARD: COMMON

in a valley



SETTING CARD: COMMON

in a village



SETTING CARD: COMMON

in a forest



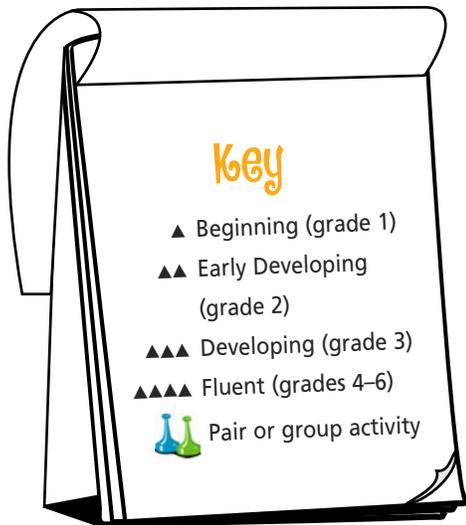
SETTING CARD: COMMON

in a desert



SETTING CARD: COMMON

WRITING LESSON



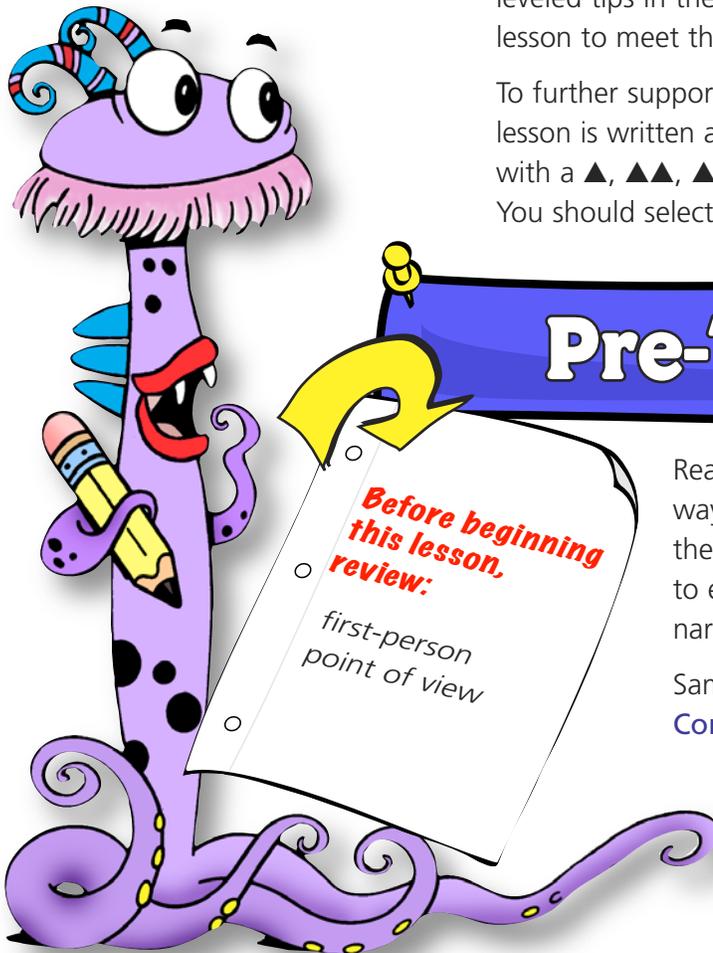
Overview

We believe that the common characteristics of a personal narrative should be taught in much the same way to all students. With this in mind, we have provided you with a generic lesson suitable for use with all writers.

The six-part lesson, which takes approximately two weeks to complete, provides whole-class instruction for teaching and modeling of skills. The last four parts of the lesson provide guidelines for students to independently apply what they have learned.

However, we recognize that not all students are at the same developmental level of writing. Therefore, the lesson contains leveled tips in the sidebars to help you decide how to best adapt the lesson to meet the needs of each of your students.

To further support students, each student resource that accompanies the lesson is written at four developmental levels. These resources are marked with a ▲, ▲▲, ▲▲▲, or ▲▲▲▲ to designate their developmental level. You should select a resource level on the basis of each student's needs.



Pre-Teaching Tips

Reading good examples of personal narrative is a powerful way to model good writing skills before students engage in their own writing of personal narrative. We encourage you to expose your students to many examples of personal narratives before beginning this lesson.

Samples of personal narratives are found under [RAZ Book Connections](#) and in the following book list:

- *Love You Forever* (Robert Munsch)
- *My Mama Had a Dancing Heart* (Libba Gray)
- *Letting Swift River Go* (Jane Yolen)
- *My Childhood Under Fire: A Sarajevo Diary* (Nadja Halilbegovich).

WRITING LESSON

BEFORE WRITING

Part 1

Lesson Objectives

Students will:

- recognize the characteristics of a personal narrative:
 - first-person point of view
 - beginning, middle, and ending
 - descriptive details
- identify the structure and traits of good writing
- write a personal narrative

SETTING THE STAGE

Experience It Explain to students that writers often write from experience. Establish a common student experience to write a class personal narrative. Choose an experience from the **Ideas Box** below. Have students write and/or draw on a separate piece of paper what made the experience memorable.

Ideas Box

Tell about . . .

<i>a special visitor</i>	<i>a field trip</i>
<i>a fun weekend</i>	<i>a vacation</i>
<i>an event with family or friends</i>	<i>a holiday celebration</i>
<i>a great meal</i>	<i>meeting a new or famous person</i>
<i>a time you were brave</i>	<i>a time you were sad</i>

Share It Have students imagine they are going to share their experience to someone who did not participate. Invite volunteers share their stories. After sharing, use the following questions to prompt students' thinking:

- Who is the story mostly about?*
- How did you know what to tell first? Next? After that? Last?*
- What words did you use to show who was telling the story?*
- What kinds of words did you use to make your story more interesting?*

- Explain to students that when they share a story about something that happened to them, they are telling a *personal narrative*. Point out that the interesting details about events, thoughts, and feelings help listeners to understand and stay engaged with the story.
- Ask students to name other types of experiences that could be topics for a personal narrative. List these on chart paper along with topics from the **Ideas Box**.

Personal Narrative Writing and Graphic Organizer Samples:

- ▲ Beginning
- ▲▲ Early Developing
- ▲▲▲ Developing
- ▲▲▲▲ Fluent

✓ Leveled Expectations

▲ / ▲▲ Discuss use of words *I, me, my*; refer to the story parts as *beginning, middle, ending*

▲▲▲ / ▲▲▲▲ Discuss **first-person point of view**, which uses the words *I, me, and my*; refer to the story parts as *introduction, body, and conclusion*

PREVIEW THE SAMPLES

See It

Display and read aloud the Personal Narrative Writing and Graphic Organizer Samples using an overhead projector or document camera. Point out the connection between the information on these samples during the following discussion:

- Point out that the story has a **beginning (introduction), middle (body), and ending (conclusion)**. Reread aloud the beginning (introduction) of the writing sample. Discuss how the beginning of a personal narrative lets readers know who and what the story is about. Point out that a personal narrative uses the words **I, me,** and **my**. Have students circle these words in the writing sample. Ask students:

Who is the story about? What words tell you this? How does the story begin?

- Reread aloud the middle and ending of the writing sample. Identify each **event** in the story. Remind students that events are written in the order they happened. Have students mark each event with a number (1, 2, and so on). Identify the **details** in the story and how they help to describe what happened. Ask students:

What does the middle part of the story explain? (all the important things that happened)

Are there any details about what happened? What did the details describe? How do these details help readers stay interested in the story? How does the story end?

- Have students underline the details and label the beginning (introduction), middle (body), and ending (conclusion) of the writing sample.

Personal Narrative Graphic Organizers:

- ▲ Beginning
- ▲▲ Early Developing
- ▲▲▲ Developing
- ▲▲▲▲ Fluent

PREWRITE

Write It → Remind students of the class topic chosen during Session 1. Model how to organize thinking during a prewriting activity. Point out that **organization** is a trait of good writing.

Think-aloud: *I want to write a personal narrative about the topic I wrote and/or drew about during the Setting the Stage discussion. I will think about the details of what happened so that readers feel like they experienced it with me, such as what I saw, what I heard, and how I felt. As I think about each event that happened, I will write what I remember on a graphic organizer. This will help me to organize and remember my ideas. Ideas are also a trait of good writing.*

- Introduce and explain the Personal Narrative Graphic Organizer. Review details of the class topic with students. Discuss that even though they participated in a common experience, each person experienced it differently. Solicit student input and model writing information from the combined class experience on the class graphic organizer.

Independent Practice

- **Choose a Topic:** Have students choose a topic for writing their own personal narrative. (**Note:** You may want to have students brainstorm topics for their personal narrative and write or draw them in a brainstorm web on a separate piece of paper. Invite students to share their topics.)
- **Organize the Writing:** Give each student the Personal Narrative Graphic Organizer. Ask students to fill in information about the events and details on their organizer.

The image shows three versions of the 'Writing-a-z' Personal Narrative Graphic Organizer, arranged from left to right, showing increasing complexity. Each version includes a 'Name:' field and a 'What? Where? With whom?' section at the top.

- Version 1 (Left):** Labeled 'Personal Narrative ▲'. It has three main sections: 'Beginning' (with 'What happened?' and 'tell me more:'), 'Middle' (with 'What happened?' and 'tell me more:'), and 'Ending' (with 'Feeling or solution:').
- Version 2 (Middle):** Labeled 'Personal Narrative ▲▲'. It has three main sections: 'Beginning' (with 'What happened?' and 'Tell me more:'), 'Middle' (with 'What happened?' and 'Tell me more:'), and 'Ending' (with 'Feeling or solution:').
- Version 3 (Right):** Labeled 'Personal Narrative ▲▲▲'. It has three main sections: 'Introduction' (with 'What? Where? With whom?'), 'Body' (with three rows of 'What happened?' and 'Supporting detail:'), and 'Conclusion' (with 'Feeling or solution:').

DURING WRITING

Part 4

Leveled Expectations

▲ Writes one paragraph; beginning tells topic, characters, and setting in a simple sentence; middle includes two events; each event includes a detail; ending sentence tells a feeling or solution

▲▲ Writes three paragraphs; beginning paragraph tells topic, characters, and setting in simple sentences; middle paragraph includes three events; each event includes a detail; ending paragraph tells a feeling or solution in simple sentences

▲▲▲ Writes five paragraphs; introduction tells topic, characters, setting, and provides initial insight into why the experience is memorable; body organized into multiple paragraphs; body includes three events; each event includes two details; may include some transitional devices; conclusion tells a feeling or solution, and explains why the experience is memorable

▲▲▲▲ Writes five paragraphs; introduction tells topic, characters, setting, and provides detailed initial insight into why the experience is memorable; body organized into multiple paragraphs; body includes at least three events; each event includes at least three details; includes transitional devices; conclusion tells a feeling or solution, and explains why the experience is memorable

DRAFT

- **Think-aloud:** *The graphic organizer reminds me what my personal narrative is about. I want people to understand what happened. As I write, I will choose words that tell what I remember and make my story come to life. That will be the **voice** of my story. All stories have a voice that the words help to show, such as anger or humor. To begin, I need to get the reader's attention and tell what the story will be about.*
- Help students draft the beginning (introduction) of the class personal narrative as you write it on chart paper. Remind students that the beginning tells readers about the characters, setting, and what the story is about.
- Use the graphic organizer to help students draft the middle (body) of the class personal narrative. Use prompts, such as:
 - What happened first? What words on the graphic organizer describe it?*
 - What would that detail sound like in a sentence?*
 - What happened right after this event?*
- Write the sentences for each idea and detail from the class graphic organizer on chart paper. Emphasize to students that the organizer is only a beginning plan, and that writers continue to plan as they write. Although the graphic organizer provides organization for writing, additional ideas and details not included on the graphic organizer can be used in their writing, and ideas and details that no longer work can be left out.
- Help students draft the ending (conclusion) of the class personal narrative. Explain that the ending of a personal narrative usually tells feelings about or solutions to what happened in the story.
- Read aloud the class personal narrative. Point out the connections between the ideas and details on the graphic organizer and those within the class personal narrative.

Independent Practice

Have students use their graphic organizer as a guide to write their personal narrative draft. You may also want to have students preview the revision checklist to help guide their writing.

Personal Narrative Revision Checklists:

- ▲ Beginning
- ▲▲ Early Developing
- ▲▲▲ Developing
- ▲▲▲▲ Fluent

Leveled Expectations

▲ / ▲▲ Uses common nouns/verbs; correct word order; uses various parts of speech; sentences usually complete

▲▲▲ Uses simple and compound sentences; sentences complete; subject/verb agreement; correct parts of speech (plurals, pronouns, adjectives)

▲▲▲▲ Uses complete simple, compound, and complex sentences; uses figurative language; correctly uses adjectives, adverbs, prepositional phrases

REVISE

- Invite students to share their process for completing their first draft. Ask them to tell how they used their graphic organizer as they wrote, how they decided which ideas/details to include in their writing, and whether they read and then rewrote as they were writing. Point out to students that perfect writing is not expected in the first draft, and that writers revise to make their writing stronger. Explain that revising is part of the writing process, and that revising can occur more than once before a final draft and not just after the draft is completed.
- Review the Personal Narrative Revision Checklist with students. Read the class personal narrative aloud to students. While reading, invite students to share whether each idea and detail makes sense or whether other words can be used to make the story stronger. Remind students that **word choice** and **sentence fluency** are traits of good writing that help readers make pictures in their mind about the story. Use the revision checklist to model how to revise the draft of the class personal narrative.

Independent Practice

- Have students use the Personal Narrative Revision Checklist to check that their writing has all the elements on the checklist. If not, or they want to make their story stronger, ask them to revise their personal narrative by adding, substituting, or deleting information.

 Fluent writers may exchange papers with a partner and make suggestions on how to make their story stronger. (**Note:** You may want to remind students about respecting the writing of others and providing constructive feedback to help their partner develop as a writer.)

Editing Guides:

- ▲ Beginning
- ▲▲ Early Developing
- ▲▲▲ Developing
- ▲▲▲▲ Fluent

Leveled Expectations

▲ / ▲▲ Uses correct spelling (decodable, high-frequency words, short vowel), basic capitalization (proper nouns, sentence beginnings), punctuation (sentence endings)

▲▲▲ Uses correct spelling (blends, compounds, homophones), capitalization (abbreviations, proper nouns), punctuation (commas, possessives)

▲▲▲▲ Uses correct spelling (affixes, inflectional endings, irregular verbs, roots), capitalization, punctuation, (commas, possessives, quotations)

EDIT

- Introduce and explain the Editing Guide to students. Read the class personal narrative aloud to students. While reading, use the editing guide to model how to check for capital letters and end punctuation, circle difficult words and locate the correct spelling in a dictionary or on a word wall, and check whether words are missing or are not in the correct order. Remind students that **conventions** are a trait of good writing that help readers better understand the story.

Independent Practice

- Have students use the Editing Guide to self-edit their personal narrative draft.



Fluent writers may exchange papers with a partner and make suggestions on each other's paper.

AFTER WRITING

Personal Narrative

Posters:

- ▲ Beginning
- ▲▲ Early Developing
- ▲▲▲ Developing
- ▲▲▲▲ Fluent

Personal Narrative

Rubric:

All Levels

PUBLISH

- Enlarge and display the Personal Narrative Poster to remind students of the characteristics of a personal narrative. Discuss characteristics of a published piece of writing: neat, sense of completeness, without errors, ready to share with others.
- Have students copy their revised and edited papers into a **presentation** format. Encourage students to present their stories in such formats as: *a paper, a multimedia story, a Podcast™*.

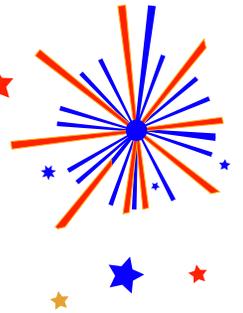
ASSESS/REFLECT

- Use the Personal Narrative Rubric to assess the developmental level of each student's writing. Ask students to reflect on the process of writing their composition. Encourage them to share orally or in writing one improvement they will make in their next composition.

WRITING SAMPLE



The Fourth of July



I spent the Fourth of July at a park with my family. I cooked hamburgers with my dad. We put cheese on them. I saw lots of pretty fireworks. They looked like flowers to me. I love the Fourth of July.

GRAPHIC ORGANIZER SAMPLE

Name: Pat Johnson

Beginning

What? Where? With whom?

Fourth of July, park, family

1 What happened?

cooked hamburgers with dad

Tell me more:

put cheese on

Middle

2 What happened?

saw fireworks

Tell me more:

looked like flowers

Ending

Feeling or solution:

love Fourth of July

GRAPHIC ORGANIZER

Name: _____

Beginning

What? Where? With whom?

1 What happened?

Tell me more:

Middle

2 What happened?

Tell me more:

Ending

Feeling or solution:

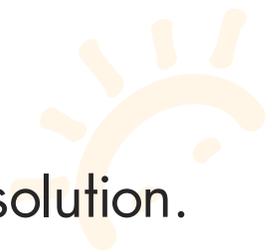
REVISION CHECKLIST

- My beginning sentence tells the story topic.
 - The middle tells two events.
 - Each event has one detail.
 - My sentences make sense.
 - I use the words *I*, *me*, and *my*.
 - My ending sentence tells a feeling or solution.
- 

Instructions: Have students check each box as they read over their writing.



REVISION CHECKLIST

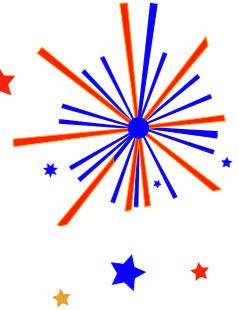
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 - My sentences make sense.
 - I use the words *I*, *me*, and *my*.
 - My ending sentence tells a feeling or solution.
- 

Instructions: Have students check each box as they read over their writing.

POSTER



The Fourth of July

**Beginning**

I spent the Fourth of July at a

Middle

park with **my** family. I cooked

hamburgers with **my** dad. We put

cheese on them. I saw lots of pretty

fireworks. They looked like flowers

Ending

to me. I love the Fourth of July.

Details

TEACHER RUBRIC

Student: _____ Date: _____

Instructions: Check the box next to each number that best describes the student's writing.

A. Introduction

- 4. Developed introduction in paragraph form
- 3. Introduction with some detail included
- 2. Simple beginning paragraph
- 1. Simple beginning sentence
- 0. Missing a beginning/introduction



B. Body: Organizes ideas

- 4. Three or more developed ideas; each idea organized into paragraphs; several transitional devices
- 3. Three ideas each organized into a paragraph; some transitional devices
- 2. More than one idea organized into a body paragraph
- 1. Ideas organized into sentences; ideas may be unorganized or difficult to follow at times; no paragraphs
- 0. No organization of ideas; random words and/or phrases

C. Includes descriptive details

- 4. At least three descriptive details about each idea
- 3. At least two descriptive details about each idea
- 2. One detail about each idea; some are descriptive
- 1. Basic detail included about some ideas
- 0. No details included

D. First-person point of view

- 3. Uses consistently
- 2. Uses most of the time
- 1. Uses inconsistently
- 0. Does not use at all

E. Conclusion

- 4. Developed conclusion in paragraph form
- 3. Conclusion with some detail included
- 2. Simple ending paragraph
- 1. Simple ending sentence
- 0. Missing an ending/conclusion

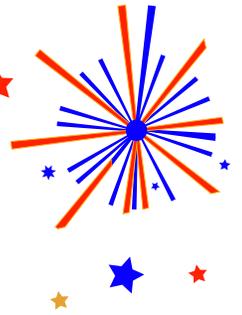
Beginning:	0-7
Early Developing:	8-11
Developing:	12-15
Fluent:	16-19

Score _____

WRITING SAMPLE



The Fourth of July



This summer, I spent the Fourth of July at Gibson Park. I went with my mom, dad, brother, and my grandparents.

When we got to the park, we picked a place to sit and watch the fireworks. My brother and I spread out our big blanket and set up the folding lawn chairs. Then, my dad cooked hamburgers on a small grill. When they were almost done, I got to put cheese on top of them to make them cheeseburgers. After dinner, we watched the fireworks. I thought they looked like the sprinkles on top of my birthday cake.

I had fun on the Fourth of July. It is my favorite holiday.

GRAPHIC ORGANIZER SAMPLE

Name: Pat Johnson

Beginning

What? Where? With whom?

Fourth of July, Gibson Park, family

Middle

1 What happened?

find place
to sit

Tell me more:

spread blanket
and set up chairs

2 What happened?

cook
hamburgers

Tell me more:

put cheese on

3 What happened?

watch
fireworks

Tell me more:

look like sprinkles

Ending

Feeling or solution:

had fun, favorite holiday

GRAPHIC ORGANIZER

Name: _____

Beginning

What? Where? With whom?

Middle

1 What happened?

Tell me more:

2 What happened?

Tell me more:

3 What happened?

Tell me more:

Ending

Feeling or solution:

REVISION CHECKLIST

- My beginning paragraph tells who and what the story is about.
 - The middle paragraph tells about three events.
 - Each event has a detail.
 - Each sentence is complete and makes sense.
 - I use the words *I*, *me*, and *my*.
 - The ending paragraph tells a feeling or solution.
- 

Instructions: Have students check each box as they read over their writing.



REVISION CHECKLIST

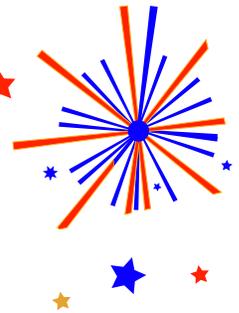
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 - The middle paragraph tells about three events.
 - Each event has a detail.
 - Each sentence is complete and makes sense.
 - I use the words *I*, *me*, and *my*.
 - The ending paragraph tells a feeling or solution.
- 

Instructions: Have students check each box as they read over their writing.

POSTER



The Fourth of July



Beginning

This summer, **I** spent the Fourth of July at Gibson Park.

I went with **my** mom, dad, brother, and grandparents.

Middle

When we got to the park, we picked a place to sit and watch the fireworks. **My** brother and **I** spread out our big blanket and set up the folding lawn chairs. Then, **my** dad cooked hamburgers on a small grill. When they were almost done, **I** got to put cheese on top of them to make them cheeseburgers. After dinner, we watched the fireworks.

I thought they looked like the sprinkles on top of **my** birthday cake.

Details

Ending

I had fun on the Fourth of July. It is **my** favorite holiday.

TEACHER RUBRIC

Student: _____ Date: _____

Instructions: Check the box next to each number that best describes the student's writing.

A. Introduction

- 4. Developed introduction in paragraph form
- 3. Introduction with some detail included
- 2. Simple beginning paragraph
- 1. Simple beginning sentence
- 0. Missing a beginning/introduction



B. Body: Organizes ideas

- 4. Three or more developed ideas; each idea organized into paragraphs; several transitional devices
- 3. Three ideas each organized into a paragraph; some transitional devices
- 2. More than one idea organized into a body paragraph
- 1. Ideas organized into sentences; ideas may be unorganized or difficult to follow at times; no paragraphs
- 0. No organization of ideas; random words and/or phrases

C. Includes descriptive details

- 4. At least three descriptive details about each idea
- 3. At least two descriptive details about each idea
- 2. One detail about each idea; some are descriptive
- 1. Basic detail included about some ideas
- 0. No details included

D. First-person point of view

- 3. Uses consistently
- 2. Uses most of the time
- 1. Uses inconsistently
- 0. Does not use at all

E. Conclusion

- 4. Developed conclusion in paragraph form
- 3. Conclusion with some detail included
- 2. Simple ending paragraph
- 1. Simple ending sentence
- 0. Missing an ending/conclusion

Beginning:	0-7
Early Developing:	8-11
Developing:	12-15
Fluent:	16-19

Score _____

WRITING SAMPLE

The title "The Fourth of July" is written in a large, blue, cursive font. It is surrounded by colorful fireworks in red, orange, and blue, and several small stars in blue, yellow, and red. The fireworks are positioned on the left and right sides of the text, with stars scattered around them.

The Fourth of July

This summer, I spent the Fourth of July with my family at Gibson Park. We got to celebrate with my grandpa, who lives far away and came to visit.

When we got to the park, I helped my mom and dad find a place to sit. We picked an open spot so that we could watch the fireworks and the other people. My brother and I spread out our big blanket and set up the folding lawn chairs for our parents and grandpa.

I helped my grandpa barbeque hamburgers on a small grill. My job was to watch the time so the hamburgers didn't burn. When they were almost done, I also got to put cheese on top of them to make them cheeseburgers.

After dinner, I got to see the fireworks. The variety of colors was bright against the dark night sky. Grandpa said they reminded him of shooting stars, and the patterns reminded me of sprinkles on a birthday cake.

I had fun on the Fourth of July. It is my favorite holiday, and I was glad to be able to spend it with my grandpa this year.

GRAPHIC ORGANIZER SAMPLE

Name: Pat Johnson

Introduction	<p>What? Where? With whom?</p> <p style="text-align: center;">Fourth of July, Gibson Park, family</p>		
Body	1	<p>What happened?</p> <p style="text-align: center;">find place to sit</p>	<p>Supporting detail:</p> <p style="text-align: center;">open spot to see fireworks</p>
			<p>Supporting detail:</p> <p style="text-align: center;">blanket, lawn chairs</p>
	2	<p>What happened?</p> <p style="text-align: center;">barbecue hamburgers</p>	<p>Supporting detail:</p> <p style="text-align: center;">watch time (don't burn)</p>
			<p>Supporting detail:</p> <p style="text-align: center;">put cheese on</p>
	3	<p>What happened?</p> <p style="text-align: center;">saw fireworks</p>	<p>Supporting detail:</p> <p style="text-align: center;">bright colors in sky</p>
			<p>Supporting detail:</p> <p style="text-align: center;">grandpa: shooting stars me: sprinkles</p>
Conclusion	<p>Feeling or solution:</p> <p style="text-align: center;">fun, favorite holiday, spent time with grandpa</p>		

GRAPHIC ORGANIZER

Name: _____

Introduction

What? Where? With whom?

Body

1 What happened?

Supporting detail:

Supporting detail:

2 What happened?

Supporting detail:

Supporting detail:

3 What happened?

Supporting detail:

Supporting detail:

Conclusion

Feeling or solution:

REVISION CHECKLIST

Instructions: Check each box as you read over your writing.

- My introduction shows details for who and what the story is about.
- The body is organized into paragraphs for each of the three ideas.
- I use two descriptive details to tell more about each idea.
- Each sentence is complete and makes sense.
- I use simple and compound sentences.
- I use first-person point of view.
- My conclusion shows a feeling or solution and why the topic is memorable.



REVISION CHECKLIST

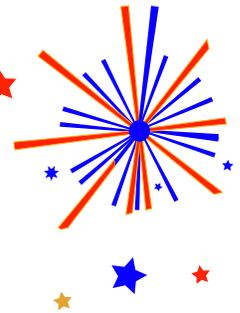
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POSTER



The Fourth of July



Introduction

This summer, **I** spent the Fourth of July with **my** family at Gibson Park. We got to celebrate with **my** grandpa, who lives far away and came to visit.

Body

When we got to the park, **I** helped **my** mom and dad find a place to sit. We picked an open spot so that we could watch the fireworks and the other people. **My** brother and **I** spread out our big blanket and set up the folding lawn chairs for our parents and grandpa.

I helped **my** grandpa barbeque hamburgers on a small grill. **My** job was to watch the time so the hamburgers didn't burn. When they were almost done, **I** also got to put cheese on top of them to make them cheeseburgers.

After dinner, **I** got to see the fireworks. The variety of colors was bright against the dark night sky. Grandpa said they reminded him of shooting stars, and the patterns reminded **me** of sprinkles on a birthday cake.

Conclusion

I had fun on the Fourth of July. It is **my** favorite holiday, and **I** was glad to be able to spend it with **my** grandpa this year.

Details

TEACHER RUBRIC

Student: _____ Date: _____

Instructions: Check the box next to each number that best describes the student's writing.

A. Introduction

- 4. Developed introduction in paragraph form
- 3. Introduction with some detail included
- 2. Simple beginning paragraph
- 1. Simple beginning sentence
- 0. Missing a beginning/introduction



B. Body: Organizes ideas

- 4. Three or more developed ideas; each idea organized into paragraphs; several transitional devices
- 3. Three ideas each organized into a paragraph; some transitional devices
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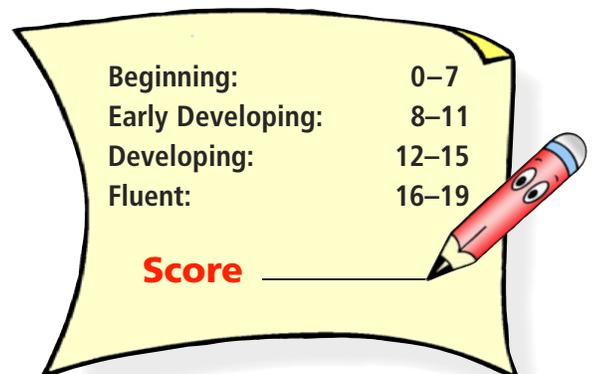
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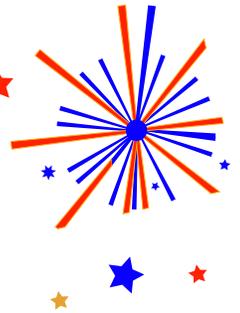
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WRITING SAMPLE



The Fourth of July



This summer, I spent the Fourth of July at Gibson Park with my family. My grandpa, who lives several states away, came to visit and celebrate the holiday with us. Since I don't get to see him very often, it made the holiday even more special.

Once we were at the park, we needed to find a place to sit. There were more people there than grains of sand on a beach. We walked endlessly through a maze of blankets, picnic baskets, and smells of various Fourth of July feasts. Finally, we spotted a patch of grass in the sea of people. My brother and I quickly claimed the spot by unfolding our lawn chairs and spreading out our own oversized blanket.

The smell of everyone else's food made my stomach rumble, which let me know that it was time to eat. I helped my grandpa make his world-famous cheeseburgers on the small grill that we brought with us. While the burgers were cooking, Grandpa told me funny stories about when my dad was little. We laughed so hard that we both forgot about the cheeseburgers, which ended up more burned than world-famous.

Once the fireworks started, my eyes focused on the sky. The bright colors lit the dark night like a sunny afternoon. The patterns reminded me of sprinkles on top of birthday cakes. When I realized that the fireworks were reflected in the lake, it was like I was seeing two fireworks shows, one above and one below.

After the fireworks finale, I helped fold the blanket and lawn chairs. I wasn't looking forward to the long trek home, but the time passed faster than I expected. With the fireworks and spending time with my grandpa, it had been a great Fourth of July.

GRAPHIC ORGANIZER SAMPLE

Name: Pat Johnson

Introduction

What? Where? With whom?

Fourth of July, Gibson Park, family, grandpa visited

Body

1 Topic sentence:

find place to sit

Supporting details:

- many people
- walked through blankets, picnics
- found a spot, unfolded chairs, spread blanket

2 Topic sentence:

got hungry,
time to eat

Supporting details:

- helped grandpa make cheeseburgers
- grandpa told funny stories about dad
- almost burned the cheeseburgers

3 Topic sentence:

fireworks started

Supporting details:

- bright colors in dark sky
- patterns looked like sprinkles
- reflected in the lake

Conclusion

Feeling or solution:

packed up, walked home, best Fourth of July

GRAPHIC ORGANIZER

Name: _____

Introduction

What? Where? With whom?

Body

1 Topic sentence:

Supporting details:

-
-
-

2 Topic sentence:

Supporting details:

-
-
-

2 Topic sentence:

Supporting details:

-
-
-

Conclusion

Feeling or solution:

REVISION CHECKLIST

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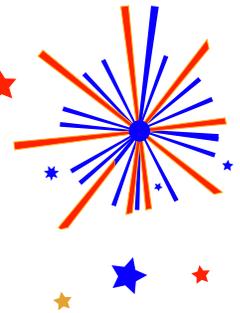
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POSTER



The Fourth of July



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