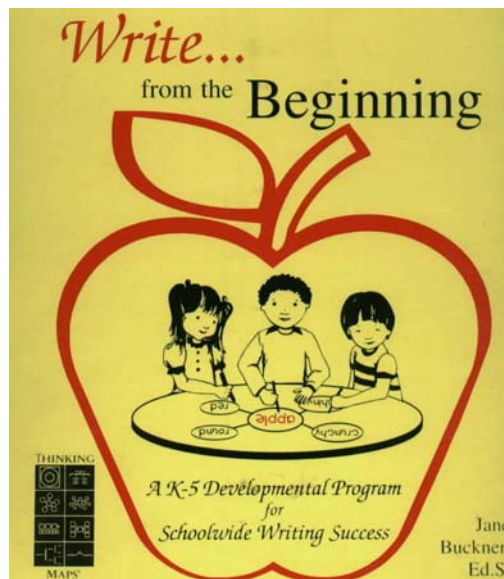


# ***Write...from the Beginning***

## **Preview Packet**



## **Training Manual in 3-ring binder format**



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# *Write...* from the **Beginning**

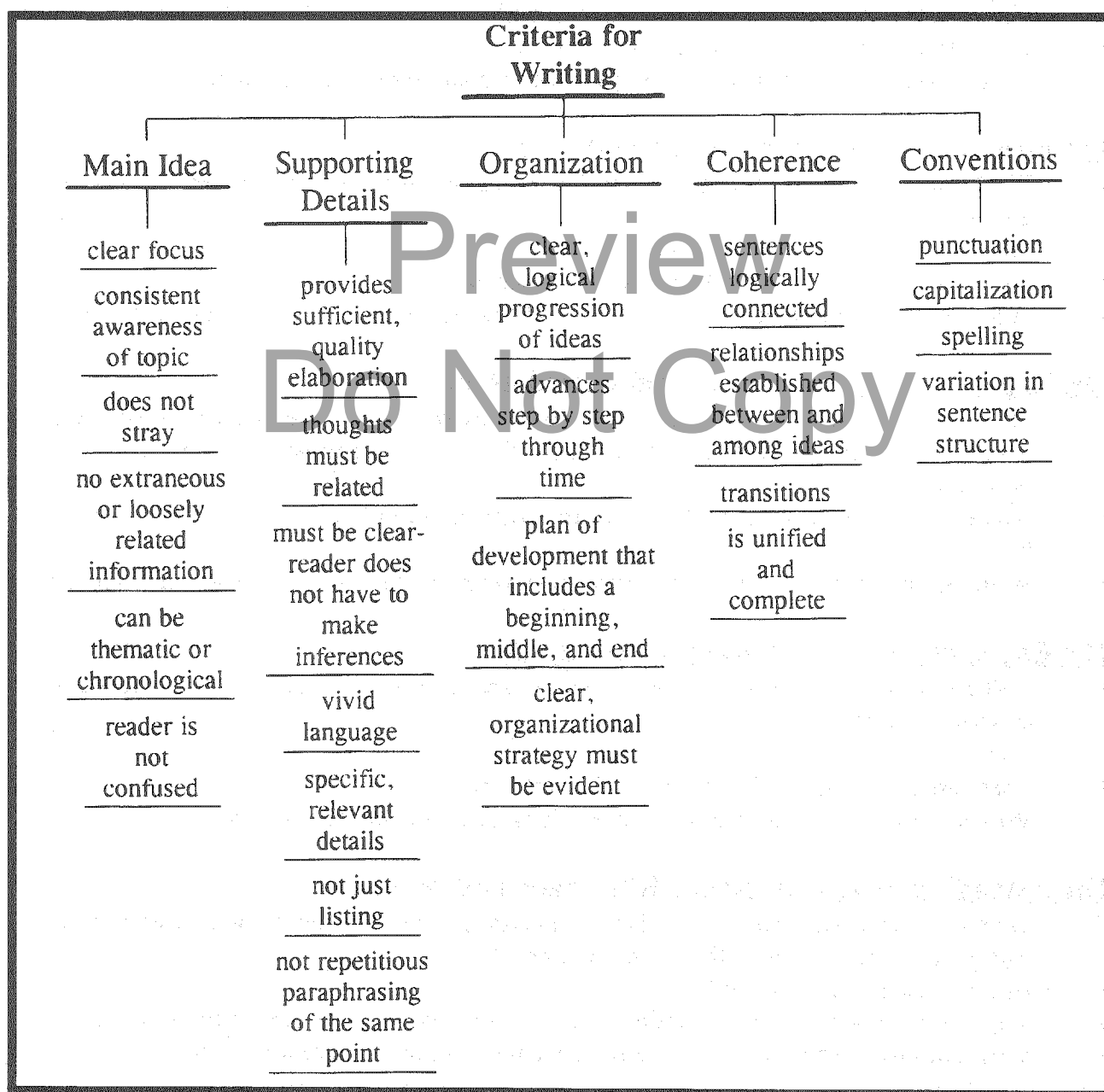


THINKING  
MAPS  
INC.

Jane  
Buckner,  
Ed. S.

# Focused Holistic Scoring Criteria for Writing

In order to assess writing proficiency, students are often given state writing tests at specified grade levels. The type of writing assessed as well as the scale used for scoring varies from state to state. The assigned score reflects each student's performance with respect to a set of criteria for each score point (focused holistic scoring). The score points define the student's command of the mode of writing required. The quality of each composition regardless of mode or grade is determined by considering the following characteristics: (1) main idea, (2) supporting details, (3) organization, and (4) coherence. A focused holistic score is assigned to each student's paper based on these characteristics. A second score evaluating the student's performance with respect to the usage of standard English is sometimes reported independently.



## Main Idea/Focus

The holistic scoring criteria used by most states for the assessment of writing proficiency requires that the writer clearly establishes a focus as it fulfills the assignment of the writing prompt. In other words, if the prompt is: *Think about a time when you did something really special with your mom or dad or with another adult . . .* then the writer would be expected to tell about one particular experience that was special. The reader should understand the events before, during, and after the experience and understand why that particular event was special for the writer. The characters in the story should be limited to the writer and the adult with whom the experience occurred in order to maintain the focus of the prompt.

If the writer retreats from the subject matter presented in the prompt, the main idea or focus is weakened. If the reader is confused about the subject matter, the writer has not effectively related a main idea. If the reader is interested and not confused, the writer probably has been effective in relating a main idea.

Kindergarten students meet the criteria for main idea when they draw a picture and /or write a story that is focused on one event or topic. In Figure M-1 the kindergarten writer has more than adequately related an event in words: *"I hunted eggs with my cousin and I found the most eggs."* However, the main idea is lost in the picture as a giant egg is shown surrounded by hearts and diamonds, and there is no one shown hunting for eggs. In Figure M-2 another kindergarten student has written, *"Me and Holly are playing at the park and we are having fun and my mom said we have to go."* The drawing that goes with the story depicts the same main idea of playing with a friend in the park.

First grade students meet the criteria for main idea when they stay focused on a topic or event about which they are writing. In Figure M-3 the writer devotes each sentence to her best friend Amber and tells the reader what Amber looks like and what Amber can do. On the other hand, the writer in Figure M- 4 strays from telling about his brother to inform the reader that *"And I love my whole family."*

Second and third grade students meet the criteria for main idea by staying focused on one thought or event that runs throughout their stories. Focus is often lost when students "natter on" by talking about mundane activities such as stopping to get gas while on a trip with their families. Overuse of dialogue also is a cause of losing focus. In Figure M-5 the second grade writer effectively maintains the focus of his best birthday by telling about the location, activities, and food that made his birthday special. On the other hand, in Figure M-6 a third grade writer attempts to tell about a family trip to Disney World much less effectively. All the reader knows about the writer's trip to Disney World is that he rode some rides. The rest of the piece is devoted to the uninteresting activities of unpacking, eating, and watching television.

Look at little Amber. She is silly and  
smart. She is bad in the class. She has  
pretty brown eyes. She has a colorful  
coat. She can ride a bike. She can jump  
very high. She is my best friend. I like  
Amber!

### Main Idea Figure M-3

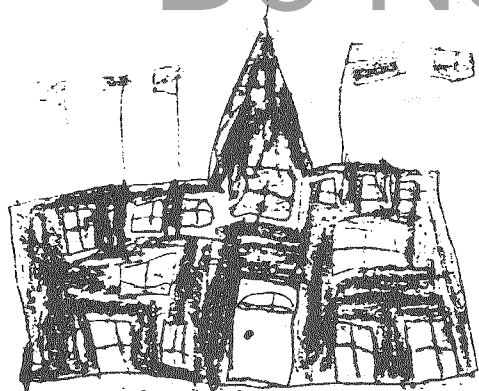
## Preview

My brother is a very nice boy.  
He is good and he is funny.  
And my good friend.  
I love my brother.  
And I love my whole family.  
And he is white.

### Main Idea Figure M-4



Supporting Details Figure D-2



I like 2 ct 95.

Supporting Details Figure D-3

## A Field Trip to the Energy Explorium

On a warm, cloudy and humid day our class went to the Energy Explorium. As soon as we arrived we met our guide Mr. Hale. He led us into the auditorium. He did experiments with a static electricity ball and He picked Taylor to do it. Her hair went wild and everyone started to laugh. He told us that electricity is made out of atoms. Then we watched a movie about safety and how a bird does not get shocked when they stand on a powerline.

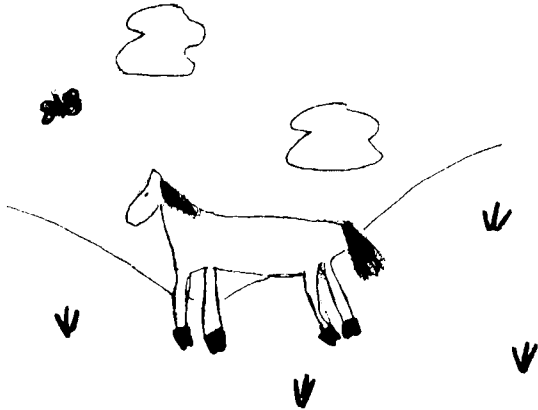
After a while we went into an electricity museum and we played games where a fish jumped out of the toilet and into the tub and into a mouth on a rug. We went into another room and we walked on a treadmill.

Finally we ate our snack and went outside and the sky was clear and blue. Then we went on the nature trail. We saw the lake and tried to catch a lizard. We kept on the nature trail and we came back to where we started from.

Last, we went on the bus and we were all thirsty after we went to the really exciting Energy Explorium.

## Organizational Figure O-7b

## Samples of Kindergarten Writing to Explain Why



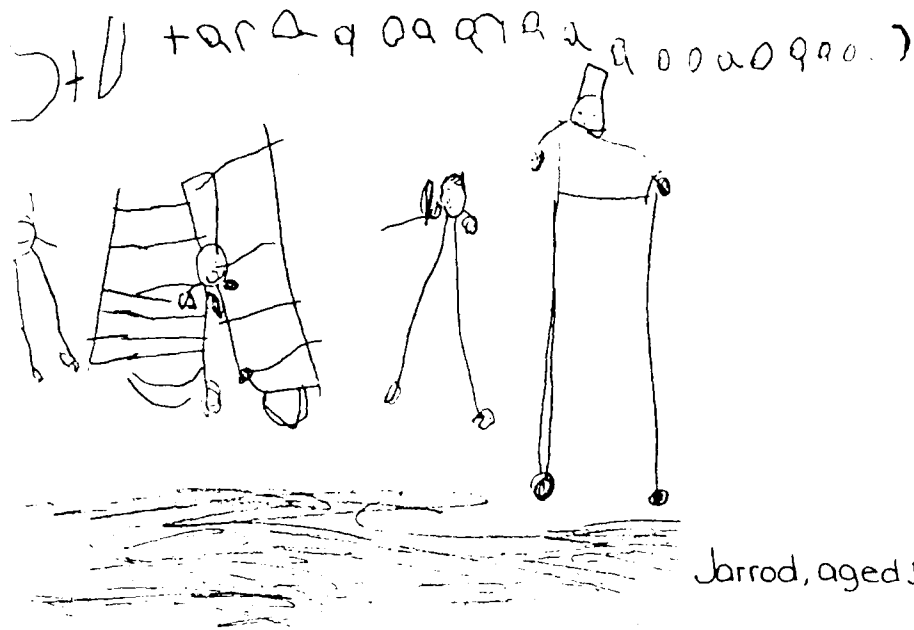
I like Horses Becus They  
are net she is in a  
Feild. I Love Horses



my favrit animal is  
a dog bekus they  
sabr on you and I  
like that. And thar  
fre



This is a cat i like cats  
becues they have pitea  
cloled fune and pitea eyes  
and when u pet them thar  
back gos up.



Jarrod, aged 5

## Recurring Principle with Single Letter



Leslie, aged 6

## Recurring Principle with Several Words

# MINI-LESSON

**FOCUS: Supporting Details**      **GRADE LEVEL: Kindergarten**

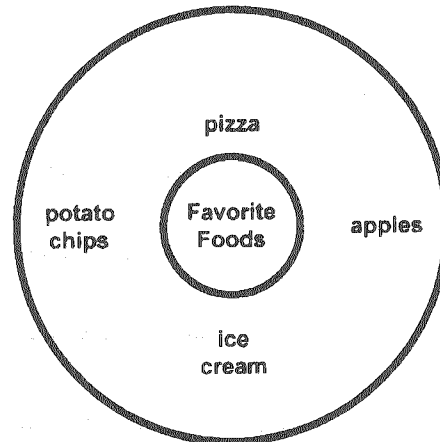
|                                                                              |                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Objective:</b><br/>The learner will identify details in a picture.</p> | <p><b>Materials:</b><br/>Magazine picture glued to piece of chart paper, markers, sentence strips or chalkboard, blank paper for students.</p> | <p><b>Activities:</b><br/>The teacher displays a large picture from a magazine or some other source. She tells the students that she wants them to identify lots of details in the picture. The teacher then asks for a volunteer to come up and point to a detail that they see. For example, if the picture is of a dog, the student might point to the ear. The teacher then writes the word <i>ear</i> close to the picture of the ear and asks the volunteer student to draw a line from the picture of the ear to the word <i>ear</i>. This continues until the students supply all of the details they can see. The teacher then writes one of the words from the chart on a sentence strip or the chalkboard. She then says, “<i>What detail word did I write?</i>” and waits for the students to find the word on the chart.</p> | <p><b>Follow-up:</b><br/>Students are given a sheet of blank paper and asked to draw a picture and label some of the details just as was done in the large group activity. After completion of the task students should be encouraged to share their pictures with labeled details. The writing of the students should reflect their developmental levels.</p> |
|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Thinking Maps for Writing to Explain Why

### Lesson Plan

#### Brainstorm

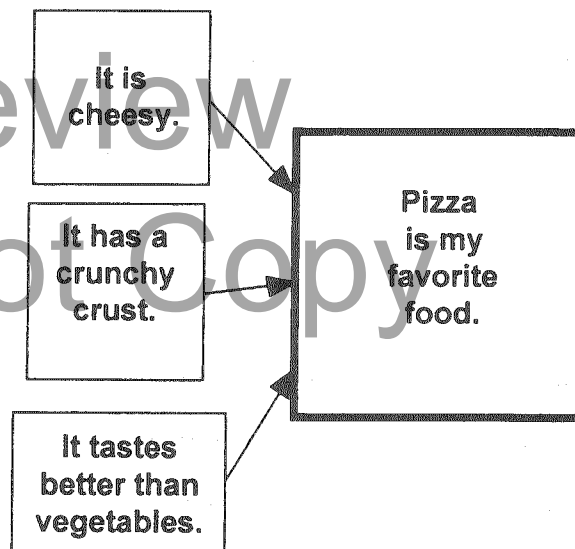
What are some of your favorite foods?



#### Organize

Decide which of these foods you like more than the others. Write your choice in the large box of the Multi-Flow Map.

Think of the reasons that cause you to like this food so much. Write your reasons for liking this food in the small boxes.



#### Write

Use the Multi-Flow Map and transition words to write.

*Pizza is my favorite food. First it is cheesy. Also it has a crunchy crust. Last it tastes better than vegetables.*

# SCORING RUBRIC FOR EXPOSITORY WRITING

## To Explain Why - Grade 1

| CRITERIA FOR EVALUATION                                                                                                                                                                                | SCORING GUIDELINES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1. The student writes an explanatory piece in response to a prompt that contains a minimum of four complete and coherent sentences that focus on a single topic.</b><br/>(4 possible points)</p> | <p><b>Give 4 points if the following is present:</b><br/>* There are four or more logically sequenced, coherent and complete sentences focusing on a single topic in response to a prompt.</p> <p><b>Give 3 points if the following is present:</b><br/>* There are three or more logically sequenced, coherent and complete sentences focusing on a single topic in response to a prompt.</p> <p><b>Give 2 points if the following is present:</b><br/>* There are two or more logically sequenced, coherent and complete sentences focusing on a single topic in response to a prompt.</p> <p><b>Give 1 point if the following is present:</b><br/>* There is at least one logically sequenced, coherent and complete sentence focused on a single topic in response to a prompt.</p> <p><b>Give 0 points if the following is present:</b><br/>* There are no logically sequenced, coherent and complete sentences focused on a single topic in response to a prompt.</p> |
| <p><b>2. The student uses both standard and inventive spelling. Inventive spelling used can generally be read by others.</b><br/>(2 possible points)</p>                                               | <p><b>Give 2 points if the following is present:</b><br/>* There is both standard and inventive spelling and all of the incorrectly spelled words are easily decipherable to the reader.</p> <p><b>Give 1 point if the following is present:</b><br/>* There is both standard and inventive spelling and only one of the incorrectly spelled words is not easily decipherable to the reader.</p> <p><b>Give 0 points if the following is present:</b><br/>* Two or more words are not easily decipherable to the reader.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>3. The student uses common capitalization. Capitalizes the beginning word in sentences, "I", and proper names.</b><br/>(2 possible points)</p>                                                   | <p><b>Give 2 points if the following is present:</b><br/>* There are no capitalization errors in the entire writing sample.</p> <p><b>Give 1 point if the following is present:</b><br/>* There is no more than 1 capitalization error in the entire writing sample.</p> <p><b>Give 0 points if the following is present:</b><br/>* There are two or more capitalization errors in the entire writing sample.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

|                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>4. The student uses common end punctuation correctly. (periods, exclamation marks, and question marks)</b><br/>(2 possible points)</p>                                    | <p><b>Give 2 points if the following is present:</b><br/>* There are no end punctuation errors in the entire writing sample.</p> <p><b>Give 1 point if the following is present:</b><br/>* There is no more than 1 end punctuation error in the entire writing sample.</p> <p><b>Give 0 points if the following is present:</b><br/>* There are two or more end punctuation errors in the entire writing sample.</p>                                                                                                                                                     |
| <p><b>5. The student incorporates adequate spacing between words in a written piece so that ease of readability is ensured.</b><br/>(1 possible point)</p>                      | <p><b>Give 1 point if the following is present:</b><br/>* There is no more than 1 spacing error in the entire writing sample.</p> <p><b>Give 0 points if the following is present:</b><br/>* There are 2 or more spacing errors in the entire writing sample.</p>                                                                                                                                                                                                                                                                                                        |
| <p><b>6. The student uses varied and appropriate descriptive language to increase the reader's understanding or conceptualization of the topic.</b><br/>(2 possible points)</p> | <p><b>Give 2 points if the following is present:</b><br/>* There are at least 2 examples of varied and appropriate descriptive language. (good, nice, big, and little are not counted)</p> <p><b>Give 1 point if the following is present:</b><br/>* There is at least 1 example of varied and appropriate descriptive language. (good, nice, big, and little are not counted)</p> <p><b>Give 0 points if the following is present:</b><br/>* There are no examples of varied and appropriate descriptive language, excluding the words good, nice, big, and little.</p> |
| <p><b>7. The student writes an opening sentence that addresses the prompt through definition or statement.</b><br/>(1 possible point)</p>                                       | <p><b>Give 1 point if the following is present:</b><br/>* There is a stand alone opening sentence that provides orientation and addresses the prompt through definition or statement. (Cats are great pets for a family. Pizza is my favorite food.)</p> <p><b>Give 0 points if the following is present:</b><br/>* There is no stand alone opening sentence that provides orientation and addresses the prompt through definition or statement.</p>                                                                                                                     |

|                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p><b>8. The student states at least three logical reasons related to the opening statement. (3 possible points)</b></p> | <p><b>Give 3 points if the following is present:</b></p> <ul style="list-style-type: none"> <li>* There are at least 3 logical reasons related to the opening statement.</li> </ul> <p><b>Give 2 points if the following is present:</b></p> <ul style="list-style-type: none"> <li>* There are at least 2 logical reasons related to the opening statement.</li> </ul> <p><b>Give 1 point if the following is present:</b></p> <ul style="list-style-type: none"> <li>* There is at least 1 logical reason related to the opening statement.</li> </ul> <p><b>Give 0 points if the following is present:</b></p> <ul style="list-style-type: none"> <li>* There are no logical reasons related to the opening statement.</li> </ul>                                                          |
| <p><b>9. The student uses transition words to "move" the writing logically. (3 possible points)</b></p>                  | <p><b>Give 3 points if the following is present:</b></p> <ul style="list-style-type: none"> <li>* There are at least 3 appropriate transition words that "move" the writing logically.</li> </ul> <p><b>Give 2 points if the following is present:</b></p> <ul style="list-style-type: none"> <li>* There are at least 2 appropriate transition words that "move" the writing logically.</li> </ul> <p><b>Give 1 point if the following is present:</b></p> <ul style="list-style-type: none"> <li>* There is at least 1 appropriate transition word that "moves" the writing logically.</li> </ul> <p><b>Give 0 points if the following is present:</b></p> <ul style="list-style-type: none"> <li>* There are no appropriate transition words that "move" the writing logically.</li> </ul> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Name:</b></p> <p><b>1st Grade Explaining Why Rubric</b></p> <p>_____ 4 or more logically sequenced<br/>and focused sentences (4 pts)</p> <p>_____ standard and inventive<br/>spelling (2 pts)</p> <p>_____ Capitalization (2 pts)</p> <p>_____ Punctuation (2 pts)</p> <p>_____ Spacing (1 pt)</p> <p>_____ Descriptive language (2 pts)</p> <p>_____ Opening sentence (1 pt)</p> <p>_____ Three reasons (3 pts)</p> <p>_____ Transition words (3 pts)</p> <p><b>Notes</b> _____</p> <p>_____</p> <p>_____</p> | <p><b>Name:</b></p> <p><b>1st Grade Explaining Why Rubric</b></p> <p>_____ 4 or more logically sequenced<br/>and focused sentences (4 pts)</p> <p>_____ Standard and inventive<br/>spelling (2 pts)</p> <p>_____ Capitalization (2 pts)</p> <p>_____ Punctuation (2 pts)</p> <p>_____ Spacing (1 pt)</p> <p>_____ Descriptive language (2 pts)</p> <p>_____ Opening sentence (1 pt)</p> <p>_____ Three reasons (3 pts)</p> <p>_____ Transition words (3 pts)</p> <p><b>Notes</b> _____</p> <p>_____</p> <p>_____</p> |
| <p><b>Name:</b></p> <p><b>1st Grade Explaining Why Rubric</b></p> <p>_____ 4 or more logically sequenced<br/>and focused sentences (4 pts)</p> <p>_____ Standard and inventive<br/>spelling (2 pts)</p> <p>_____ Capitalization (2 pts)</p> <p>_____ Punctuation (2 pts)</p> <p>_____ Spacing (1 pt)</p> <p>_____ Descriptive language (2 pts)</p> <p>_____ Opening sentence (1 pt)</p> <p>_____ Three reasons (3 pts)</p> <p>_____ Transition words (3 pts)</p> <p><b>Notes</b> _____</p> <p>_____</p> <p>_____</p> | <p><b>Name:</b></p> <p><b>1st Grade Explaining Why Rubric</b></p> <p>_____ 4 or more logically sequenced<br/>and focused sentences (4 pts)</p> <p>_____ Standard and inventive<br/>spelling (2 pts)</p> <p>_____ Capitalization (2 pts)</p> <p>_____ Punctuation (2 pts)</p> <p>_____ Spacing (1 pt)</p> <p>_____ Descriptive language (2 pts)</p> <p>_____ Opening sentence (1 pt)</p> <p>_____ Three reasons (3 pts)</p> <p>_____ Transition words (3 pts)</p> <p><b>Notes</b> _____</p> <p>_____</p> <p>_____</p> |

## Thinking Maps for Imaginative Narratives

**Prompt:** Tell about an old lady who found an elephant on her front porch.

### Lesson Plan - Day 1

#### Focus on Story Elements

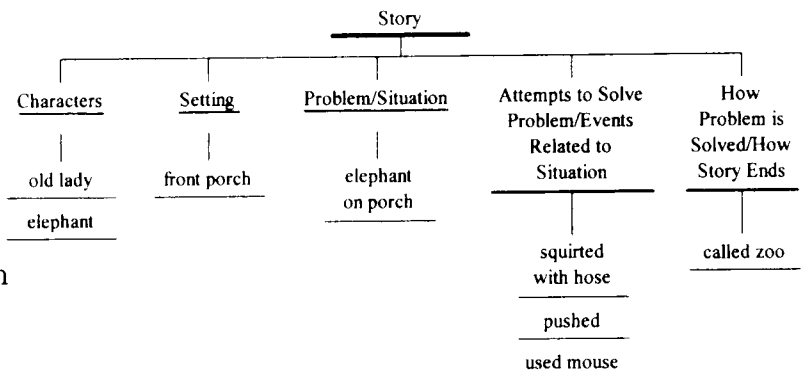
Who are the characters in the story?

What is the setting of the story?

What is the problem or situation?

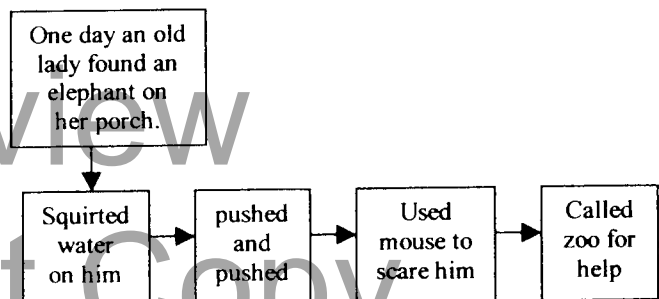
What are some ways that the problem might be solved or what are some events that could happen as a result of the situation?

How is the problem solved or how does the story end.



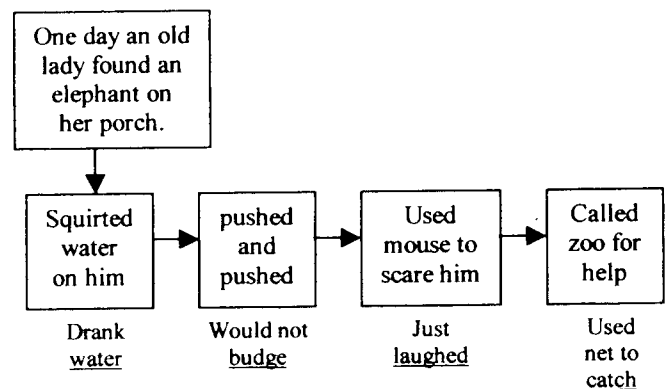
#### Sequence for Writing

Use the Flow Map to construct the sequence of attempts to solve the problem or the sequence of events as a result of the situation. The last box in your Flow Map should tell how the problem was solved or how the situation ended. Write an opening sentence that tells *who*, *did what*, and *when*.



#### Extend With Details

Can you tell the reader more about each of the events you are going to write about. Add the details to your Flow Map



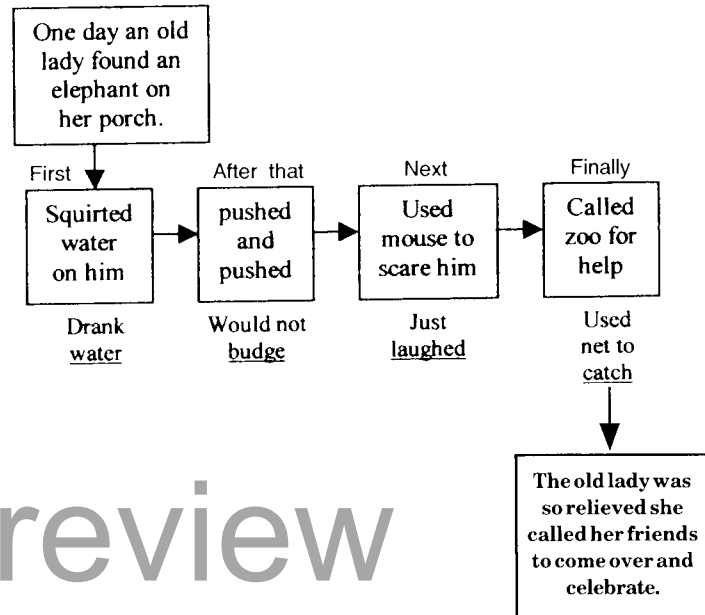
## Thinking Maps for Imaginative Narratives

**Prompt:** Tell about an old lady who found an elephant on her front porch.

### Lesson Plan - Day 3

#### Write

Write your story by taking your information off of the Flow Map.



Preview  
Do Not Copy

*One day an old lady found an elephant on her front porch. The first thing she did was run to get her garden hose and squirted ice cold water on him. The elephant just started drinking the water. After that the old lady got behind the elephant and pushed and pushed with all her might to try to get the elephant to move. But the elephant just would not budge. Next the old lady used her pet cat's rubber mouse to try and scare the elephant so that he would run away. That elephant just laughed at the toy mouse and tried to play with it. Finally the old lady decided to call the zoo for help. When the men from the zoo arrived they used a net to capture the elephant and take him to the zoo. The old lady was so relieved that she called her friends to come over and celebrate.*

## Thinking Maps for Imaginative Narratives

### Student Example of an Imaginative Narrative

The lady With An Elephant On Her Porch  
Once there was an old lady who  
saw an elephant on her porch. She tried to  
push it off but it would not move. So she  
called her friends to help. It still would not move. So  
her friend call there friends. It still would not move.  
Then the old lady saw a mouse. She picked  
up the mouse and set it next to the elephant.  
Finally the elephant get up with excitement  
and ran down the street till he was out of sight. So  
the old ladies friends left with there friends.  
The old lady sat on her porch and said to her  
I'm glad that elephant is off my front porch.

# MINI-LESSON

**FOCUS: Organization**      **GRADE LEVEL: Second Grade**

## Objective:

The learner will organize information from a picture book and recreate the organizational pattern in a short imaginative narrative.

## Materials:

The picture book *Alexander and the Terrible, Horrible, No Good, Very Bad Day*, chalk or dry erase board, large Tree Map, blank paper for writing.

## Activities:

The teacher begins by drawing a large Tree Map on the board. The main topic on the Tree Map should be *Alexander's Day*. The subtopics on the Tree Map should be *Before School*, *Going to School*, *At School*, and *After School*. The teacher explains that she would like for the students to listen for what happened during different parts of Alexander's day. Next, the teacher begins to read *Alexander and the Terrible, Horrible, No Good, Very Bad Day* to the students. After each of the parts of the day named as a subtopic on the Tree Map, the teacher stops and recalls with the students the details of what happened during that part of the day.

## Follow-up:

The teacher instructs the students to draw a Tree Map with three branches on their papers with the main topic being their own bad day. For example, if the student's name is Tom, then the main topic would be *Tom's Bad Day*. For the subtopics the student would write: *Before School*, *Going to School*, and *At School*. The students are asked to imagine that they had a day that was as bad as Alexander's. The teacher instructs the students to use their Tree Maps to record one or more events that might have happened during each part of the day that made it bad. At the conclusion of the task the students should be encouraged to orally share their Tree Maps.

# MINI-LESSON

FOCUS: **Organization**      GRADE LEVEL: **Second Grade**

|                                                                                                                                              |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Objective:</b></p> <p>The learner will analyze several familiar stories for organizational structure as a group and independently.</p> | <p><b>Materials:</b></p> <p>Several familiar books or stories, large Tree Maps or a chalkboard for drawing several large Tree Maps, sentence strips with the names of the stories written on them, blackline masters of a Tree Map.</p> | <p><b>Activities:</b></p> <p>The teacher displays a large Tree Map with the name of a book or story for the main topic. The branches of the Tree Map should be <i>Characters</i>, <i>Setting</i>, <i>Problem</i>, <i>Events</i>, and <i>Solution</i>. The teacher puts the name of the book or story on the main topic line of the Tree Map and engages the students in a conversation about the elements of the story. As the students respond, the teacher completes the Tree Map. The teacher should quickly continue with one or two more stories until the students can readily supply information about the organizational structure of the stories.</p> | <p><b>Follow-up:</b></p> <p>The students are given blackline masters of a Tree Map with the subtopics of <i>Characters</i>, <i>Setting</i>, <i>Problem</i>, <i>Events</i>, and <i>Solution</i>. The main topic line is blank. The teacher tells the students that she is going to read a short story to the class and that she would like for the students to complete their Tree Maps based on what they hear. The students then write the name of the story that the teacher has selected. The story selected for reading should have a very defined plot such as <i>The Three Little Pigs</i> or <i>The Gingerbread Man</i>. After the teacher reads the story, the students complete their Tree Maps independently. At the conclusion of the task, the teacher should make a large Tree Map on the chalkboard with information supplied by the students. Students should be encouraged to add to their Tree Maps if any of their elements were missing.</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

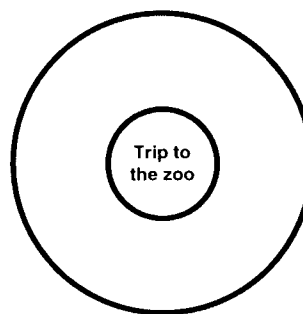
# Thinking Maps for Personal Chronological Narratives and Writing to Tell How

**Prompt:** Tell about a trip you went on with your class

## Lesson Plan - Day 1

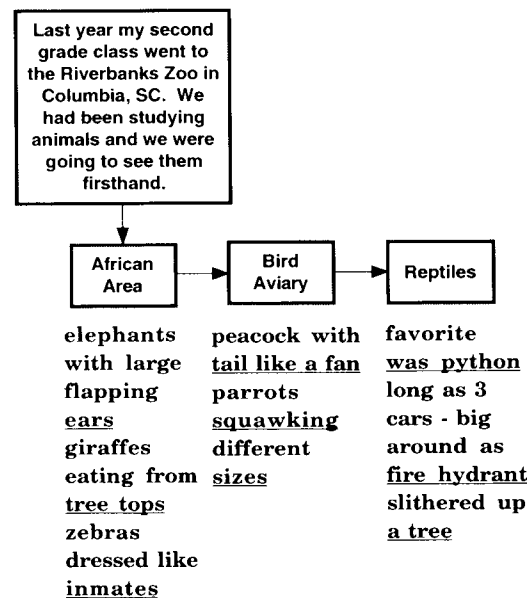
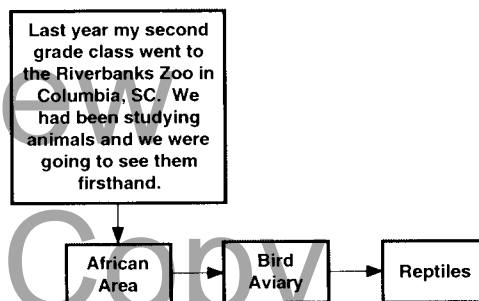
### Brainstorm

What do you remember about a trip you went on with your class? Think about where you went and when you went. Think about two or three things that you did that made the trip special.



### Sequence for Writing

Use the Flow Map to construct the sequence of the three most important things that you did. Write an opening paragraph that tells *who*, *did what*, *when*, *where*, and *why*.



### Extend With Details

Can you tell the reader more about each of the events you are going to write about? Add the details to your Flow Map.

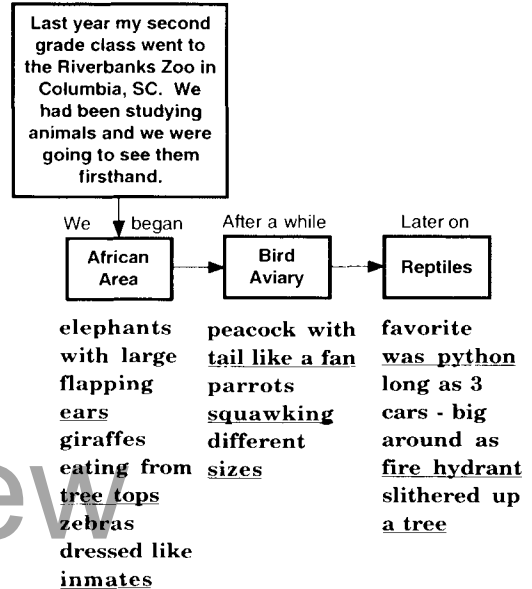
# Thinking Maps for Personal Chronological Narratives and Writing to Tell How

**Prompt:** Tell about a trip you went on with your class

## Lesson Plan - Day 2

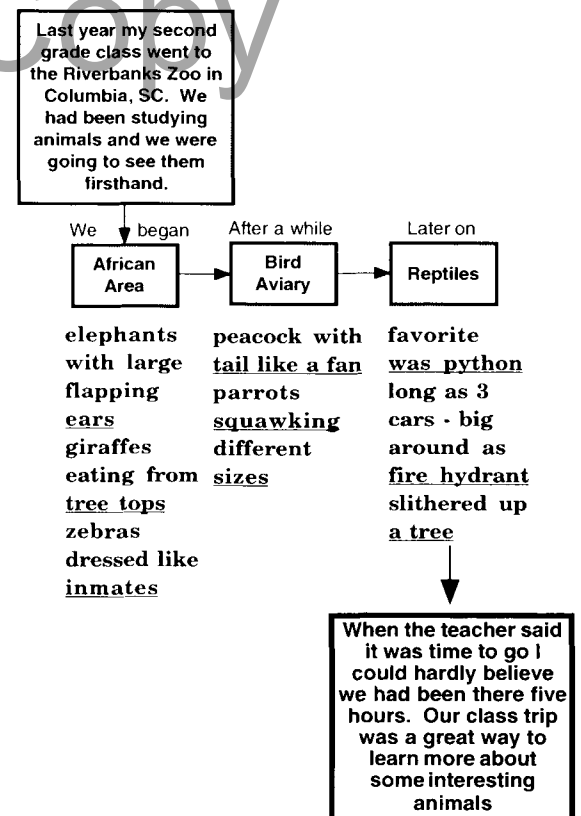
### Select Transition Words/Phrases

Think about transition words or phrases that you could use to tell the order in which you did each activity. Write these words of top of the boxes of the Flow Map.



### Write a Closing Paragraph

Add a closing paragraph that tells how you felt, your opinion, what you hope, why you will never forget the trip, etc.



### Orally Rehearse using the Flow Map

Get together with two or three other people. Use your Flow Map to tell them what you are going to write.

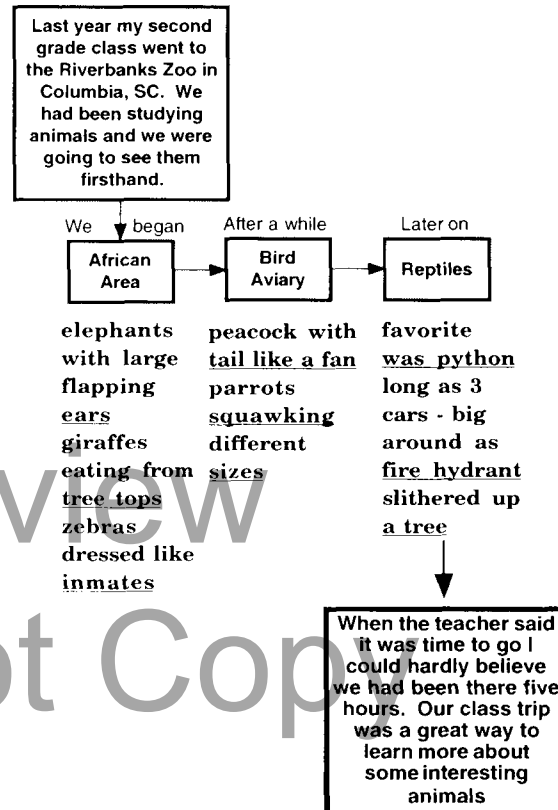
## Thinking Maps for Personal Chronological Narratives and Writing to Tell How

**Prompt:** Tell about a trip that you went on with your class

### Lesson Plan - Day 3

#### Write

Write your story by taking your information off of the Flow Map.



*Last year my second grade class went to the Riverbanks Zoo in Columbia, S.C. We had been studying animals and we were going to see them firsthand.*

*We began by visiting the African Area. We saw groups of elephants with large flapping ears. There were giraffes with long slender necks eating from the tree tops. When we saw the zebras I was amazed at how their striped fur made them look like inmates.*

*After a while we moved on to the Bird Aviary. The most impressive bird that I saw was a peacock that spread his colorful tail into a giant fan. Parrots perched on trees squawked at us as we passed their cages. There were tiny birds there like the hummingbirds and giant emus that were taller than our teacher.*

*Later on we got to see the reptiles. My favorite was the giant python. He was as long as three cars and as big around as a fire hydrant. We watched as he slowly slithered up a tree.*

*When the teacher said that it was time to go I could hardly believe we had been there for five hours. Our class trip was a great way to learn more about some interesting animals.*

## Thinking Maps for Personal Chronological Narratives and Writing to Tell How

### Student Example of Personal Chronological Narrative

#### A Perfect Day At The Beach

Saturday my friend, Matt, and I went to the Atlantic Beach. When we arrived at the beach, we decided to go surfing. I grabbed my gold surf board and Matt grabbed his. We raced to the water and swam to meet the first wave. We stood up and started to surf but the wave was too big. We wiped out. The waves were ten feet tall. We rode two more waves perfectly.

After we finished surfing, we decided to go fishing. I took my lucky fishing pole and my silver bait. After five minutes, I caught a flounder that weighed fifteen pounds. Matt caught a fourteen pound flounder. We caught three fish in thirty minutes. We decided to get the largest fish mounted.

Near the end of the day, Matt and I went on a sea shell hunt. We saw a lot of orange star fish. Matt found black clam shells. None of the clam shells had pearls. All of a sudden, I spotted a white sanddollar that was perfect.

When we were finished, we sat on the beach and watched the sun set. We thought about the fun we had. It was a perfect day to remember.

6 Saturday, Matt, Atlantic Beach

| Surfing       | → | fishing         | → | sea shell         |
|---------------|---|-----------------|---|-------------------|
| Surfboard     |   | L. bait         |   | Me Matt sea shell |
| Wipe out      |   | flounder        |   | star fish         |
| hit waves     |   | 15 pounds       |   | orange            |
| 10 foot waves |   | Matt            |   | clam shell        |
| 5 min.        |   | 10 pounds       |   | black             |
| f. Wipe out   |   | Matt first      |   | sanddollar        |
| too much      |   | one             |   |                   |
|               |   | 3 fish 30 mins. |   | perfect           |
|               |   | mounted         |   | white             |
|               |   | fish            |   | save              |

E sat on beach watched sun set  
thought about fun we had  
perfect day to remember

# THIRD GRADE WRITING PROFICIENCY REPORT FOR PARENTS

| STUDENT: _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  | TEACHER: _____            |                              | SCHOOL: _____          |                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------|------------------------------|------------------------|---------------------------|
| What is Assessed?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  | Maximum # Points Mid-Year | Maximum # Points End-of-Year | Mid-Year Points Scored | End-of-Year Points Scored |
| 1. <b>Multiple Paragraphs</b> <i>Explanation:</i> Students are assessed at mid-year and at the end of the year on their abilities to write about a personal experience such as a family trip or an imagined experience such as a giant visiting their classroom. They write in response to a "prompt" from the teacher that gives them a direction for that writing. Students are expected to write multiple paragraphs with logically sequenced, complete, and coherent sentences on that particular prompt.              |  | 7                         | 7                            |                        |                           |
| 2. <b>Spelling</b> <i>Explanation:</i> Students are expected to spell correctly at least 90% of the words used in their writings. Those words that they do not know how to spell should be attempted using "inventive" spelling. The "inventive" spelling used needs to be easily decipherable to the reader.                                                                                                                                                                                                              |  | 1                         | 1                            |                        |                           |
| 3. <b>Capitalization and Punctuation</b> <i>Explanation:</i> Students are expected to capitalize the beginning word in each sentence, the word "I," and proper nouns. In addition, students are expected to use correct punctuation in their writing.                                                                                                                                                                                                                                                                      |  | 2                         | 2                            |                        |                           |
| 4. <b>Opening Paragraph</b> <i>Explanation:</i> Students are expected to write an opening paragraph consisting of two or more sentences that answers: who? what? when? where? and why?                                                                                                                                                                                                                                                                                                                                     |  | 2                         | 2                            |                        |                           |
| 5. <b>Uses Details in Follow-up Sentences</b> <i>Explanation:</i> Students are expected to have several follow-up sentences for each topic sentence that begins each paragraph in their writing. The follow-up sentences should provide more information about the topic sentence. For example: <i>I came downstairs and ate my breakfast. Mom had fixed pancakes and bacon. The pancakes were covered with yummy maple syrup and the bacon had been fried just right. I washed it all down with a glass of cold milk.</i> |  | 3                         | 3                            |                        |                           |
| 6. <b>Uses Varied and Appropriate Descriptive Language</b> <i>Explanation:</i> Students are expected to use varied descriptive words (adjectives) and phrases in their writing to create a clearer "picture" in the reader's mind about the topic or subject. Students are encouraged to use words other than just color words (red) and size words (big) in their descriptions.                                                                                                                                           |  | 2                         | 2                            |                        |                           |
| 7. <b>Closing Paragraph</b> <i>Explanation:</i> Students are expected to write a closing paragraph at the end of their writing consisting of at least two sentences that express some observation, opinion, reaction, or feeling.                                                                                                                                                                                                                                                                                          |  | 1                         | 1                            |                        |                           |
| 8. <b>Transition Words and Phrases</b> <i>Explanation:</i> Students are expected to use various words and phrases such as <i>next, then, after that, and finally</i> in their writing to help the reader better understand the sequence of the story.                                                                                                                                                                                                                                                                      |  | 2                         | 2                            |                        |                           |
| <b>TOTALS - Grade level goal is a total score of at least 16 points.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  | 20                        | 20                           |                        |                           |

| PRIORITIZED WRITING CURRICULUM FOR GRADES 4 AND 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>What will be your major focus?</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <i>What are you going to assess?</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <i>What will your students be able to do?</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>* Using a variety of pre-writing activities (Thinking Maps) to develop, focus, and organize ideas</li> <li>* Creating characters, settings, problems, and events</li> </ul> <p><u>Drafting</u></p> <ul style="list-style-type: none"> <li>* Developing coherent and organized personal narratives</li> <li>* Writing personal narratives that recall events experienced, read, or heard</li> <li>* Developing coherent and organized imaginative narratives</li> <li>* Writing imaginative narratives that revolve around a single event and have resolution</li> <li>* Writing informational, practical, and literary compositions with teacher support</li> </ul> <p><u>Editing/Revising</u></p> <ul style="list-style-type: none"> <li>* Editing for correct spelling, subject/verb agreement, and pronoun case</li> <li>* Editing for correct usage of mechanics (capitalization, punctuation, paragraph indentation, commas in a series, dates, and addresses, beginning and ending quotation marks, and apostrophes)</li> <li>* Revising by including specific beginning, middle, and ending</li> <li>* Revising by sequencing events and ideas logically</li> <li>* Revising by elaborating and extending details through the use of figurative language (similes and metaphors)</li> </ul> | <ul style="list-style-type: none"> <li>* Use of pre-writing strategies to organize for writing</li> <li>* Use of pre-writing strategies to create characters, settings, problems, and events</li> <li>* Use of the writing process to compose a personal narrative</li> <li>* Use of the writing process to compose an imaginative narrative</li> <li>* Use of the writing process to compose an informational report, steps to carry out a procedure, and justify a stance with reasons</li> <li>* Use of the writing process to create a personal response to a variety of texts</li> <li>* Participation in teacher and peer supported editing activities</li> <li>* Use of some independent editing activities</li> <li>* Participation in teacher and peer supported revising activities</li> <li>* Use of some independent revising activities</li> </ul> | <ul style="list-style-type: none"> <li>* Create Thinking Maps to develop ideas</li> <li>* Write a personal narrative that meets or exceeds state standards</li> <li>* Write an imaginative narrative that meets or exceeds state standards</li> <li>* Write a coherent, organized informational report</li> <li>* Write the step-by-step procedures</li> <li>* Write to provide reasons for a stance taken</li> <li>* Write a coherent, organized personal response to a literary selection</li> <li>* Edit writing using collaborative pairs and groups</li> <li>* Begin to edit writing independently</li> <li>* Revise writing using collaborative pairs and groups</li> <li>* Begin to revise writing independently</li> </ul> |

## Reverse Mapping of Writing to Explain Why (piece is structurally sound)

My older brother has done many things to help me to get to this point in my life. He has done so many good things I consider him the role model of my life. The three main things he has done for me is that he helped me toughen up, he was always helpful and when I was with him I was never lonely.

To begin with my brother was very helpful. He started to show me things that I would learn in the future. Sometimes he helped me with my homework. When I was in 2<sup>nd</sup> grade. My brother had taught me multiplication. He even taught me the secret about the nine's time tables.

Furthermore my brother helped me to be better than I was. When we played tennis with each other he always played his best. So I was forced to play better. When he played chess or checkers he always won but I got better.

Finally I was never alone. My brother never left me alone. If he did I was very lonely, even with my mother or father. When he was there I wasn't sad but happy.

I wouldn't be who I am today without my brother. He helped me harden up, he never left me alone and lonely, and he was very helpful. Even though we get into fights he is still my hero.

My older brother has done many things to help me to get to this point in my life. He has done so many good things I consider him the role model of my life.

(1) Helped me toughen up (2) Always helpful (3) Never lonely with him

To begin with

very helpful

showed me things I would learn in future

help with homework

taught me multiplication  
secret about nines

Furthermore

be better than I was

Played his best at tennis

I was forced to play better

He won at chess. I got better

Finally

I was never alone

brother never left me alone

If he did I was lonely even with mother or father there

when he was there I wasn't sad but happy

I wouldn't be who I am today without my brother

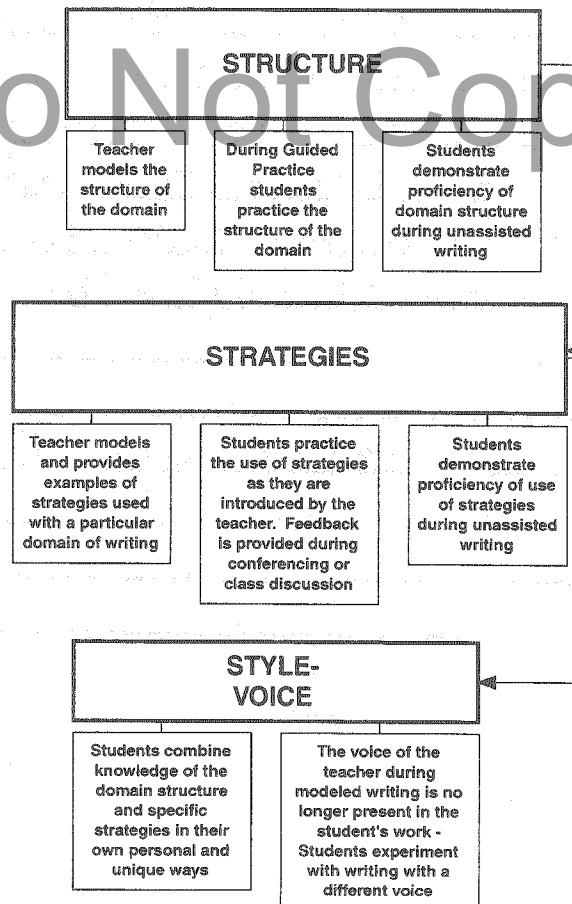
(1) helped me harden up (2) never left me alone (3) very helpful

Even though we get into fights he is still my hero

## Moving Beyond the Basics

Once a student has mastered the basics of a particular domain, he or she should be introduced to the strategies that will take their basic structure to a significantly higher level of proficiency. A good rule of thumb is to try to get the students to score 18 to 20 points on the third grade rubric before pushing the use of specific strategies. If the strategies are attempted before the basic structure is in place, they are not beneficial to the overall writing and in some instances (as with inappropriate dialogue) they can take away from the writing sample. However, this is not to say that the teacher should not introduce these strategies through mini-lessons. Students will need repeated exposure to the strategies before they become natural to them.

The highest scoring students on the state writing assessments are those who understand and use the basic structure of a particular domain, overlay the basic structure with numerous strategies associated with good writing, and write with an authentic and engaging voice. The Flow Map below shows the developmental progression of writing from understanding the basic structure to proficient utilization of various strategies to the emergence of a distinct style and voice.



## OVERLAYING THE STRUCTURALLY SOUND EXPOSITORY (WRITING TO EXPLAIN WHY) WITH STRATEGIES

### Structurally Sound Expository Writing Revised to Use Strategy # 4 (Personal Examples and Anecdotes)

My grandmother was a very special person. She was special for at least three reasons. First, she always put her family before herself. Also, she helped other people who were in need. In addition to this, she was the best cook in the whole county.

To begin with my grandmother always put herself last and her family first. She always made sure that family was fed, bathed, and tucked into bed before she took the time to do something she liked to do for pleasure. One night when I was staying with my grandmother she was not feeling well. I had just started to do my homework on long division and I was having a difficult time understanding how to do all of the steps. My grandmother saw my frustration and pulled a chair up beside me to help. After a while, when she was certain that I was not going to have any more problems with my math, she finally laid down to rest. Another time my grandmother stayed up most of the night with me because I thought I heard a prowler outside.

In addition, Grandmother always helped other people who were in need. She was always willing to assist people who were poor or who had a tragedy in their lives. When a family across town lost their home to a fire my grandmother was the first person that was called to help. After she received the telephone call she collected clothes for the children and their parents. Before the end of the day she had delivered the clothes to this family. Every year on the day before Thanksgiving she helped to cook a big meal for the homeless people in her town.

Finally, my grandmother was the best cook in the whole county. Everyone talked about her good cakes and they were the first to go at the annual church bake sale. Several years ago Grandmother had baked two cakes for the bake sale and was just about to walk in the church door with the cakes. All of a sudden a young man ran up to her and bought those cakes right out of her hands. When Grandmother went inside, she handed over the money instead of the cakes. Those that were too late to buy her cakes grumbled among themselves.

My grandmother was a very special person. I will always remember her because she put herself last, helped those in need, and was the best cook in the county.

### Structurally Sound Expository Writing Revised to Use Strategy # 5 (Well Thought Out Closing)

My grandmother was a very special person. She was special for at least three reasons. First, she always put her family before herself. Also, she helped other people who were in need. In addition to this, she was the best cook in the whole county.

To begin with my grandmother always put herself last and her family first. She always made sure that family was fed, bathed, and tucked into bed before she took the time to do something she liked to do for pleasure. One night when I was staying with my grandmother she was not feeling well but she still helped me with my homework before she laid down to rest. Another time my grandmother stayed up most of the night with me because I thought I heard a prowler outside.

In addition, Grandmother always helped other people who were in need. She was always willing to assist people who were poor or who had a tragedy in their lives. When a family across town lost their home to a fire my grandmother collected clothes for the children and their parents. Every year on the day before Thanksgiving she helped to cook a big meal for the homeless people in her town.

Finally, my grandmother was the best cook in the whole county. Everyone talked about her good cakes and they were the first to go at the annual church bake sale. Several years ago Grandmother had baked two cakes for the bake sale and someone bought them before she could even get them in the door. Those that were too late to buy her cakes grumbled among themselves.

Not many people are lucky enough to have a grandmother as special as mine. Her example has opened my eyes to the importance of putting your family before yourself and looking out for those who are in need. Maybe one day I will stop using cake mixes and learn to bake a real coconut cake that will be the talk of the town. Grandmother would certainly be proud of that!

# MINI-LESSON

## FOCUS: Indirect Characterization GRADE LEVEL: Fourth/Fifth Grade

### Objective:

The learner will write a brief paragraph describing the personality of a person by demonstrating rather than telling a personality trait.

### Materials:

Chalk or dry erase board, overhead transparency focused on personality traits such as the following:

*Someone who says hello everyday is \_\_\_\_\_*  
*Someone who helps you with your work is \_\_\_\_\_*  
*Someone who says mean things to you is \_\_\_\_\_*  
*Someone who does good work in school is \_\_\_\_\_*

### Activities:

The teacher begins with a class discussion on personality traits and how a person's behavior causes us to determine that a person has a certain personality trait. For example, a person who never speaks to anyone could be unfriendly or shy. The teacher should put up the overhead transparency and solicit discussion from the students regarding the personality trait associated with the behavior. Next, the teacher should draw a Tree Map on the board with the main category as *Personality Traits*. The sub-categories are *Friendly, Helpful, Unkind, Studious, etc.* The class then engages in a conversation determining which students in the class have these particular personality traits. When a response is made, the teacher should ask for the behaviors of that persona that indicates the presence of that particular personality trait. These behaviors are recorded on the Tree Map under the appropriate sub-category.

### Follow-up:

The students are asked to think of someone they know who has a particular personality trait. They are then instructed to write a brief paragraph about this person and tell what this person does to demonstrate this trait. For example, *Susan is a student in our class. Whenever there is paper on the floor she is the first to pick it up. One day she noticed that Bill was having difficulty with his math and she offered to show him how to do the problem. Whenever we have a class party she is the one who first passes around the trash can to gather the empty cups and dirty napkins. At the conclusion of the assignment, the students should read their paragraphs to the class and the others try to come up with a word that describes the personality trait of that particular person.*

# MINI-LESSON

## FOCUS: Authentic Voice      GRADE LEVEL: Fourth/Fifth Grade

### Objective:

The learner will rewrite a paragraph using an assigned voice.

### Materials:

Overhead transparency of a paragraph, such as the following, or any other that the teacher might have:  
*Last summer our family went to the beach. I had a \_\_\_\_\_ time. The first thing I did was \_\_\_\_\_. After that I \_\_\_\_\_.* Later on I \_\_\_\_\_ while the rest of the family \_\_\_\_\_. This is a trip that I will never forget because \_\_\_\_\_.  
 Cards with the names of different family members such as baby, grandfather, teenager, etc.

### Activities:

The teacher begins with a class discussion on how narrative writing actually began as storytelling. People had favorite storytellers based on the way they told their stories. Each storyteller would tell a story in a slightly different way because each was a different person. Good narrative writing should sound like the writer or storyteller and not like someone else. When your writing sounds like you and no one else we say that it has an authentic voice. Sometimes a writer might take on the voice of someone else and tell a story in a different voice. Put the paragraph on the overhead and explain that the family has several members: a 3 month old baby, a five-year-old girl, a ten-year-old boy, a sixteen-year-old girl, a mother, and a ninety-year-old grandfather.

### Follow-up:

Pairs of students are instructed to work together to complete the paragraph using the voice of one of the family members. When the pairs are done, they should share with the large group and the group should try to determine whose voice they are using.

# FIFTH GRADE WRITING PROFICIENCY REPORT FOR PARENTS

| STUDENT:                                                                                                                                                                                                                           |                                                                                                | TEACHER:                                                                                                           |                                                                                                                                | SCHOOL: |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|---------|--|
| <b>What is Assessed?</b>                                                                                                                                                                                                           | <i>Learning the Basics</i><br>Student is learning the basic structure of this style of writing | <i>Writing the Basics</i><br>Student demonstrates an understanding of the basic structure of this style of writing | <i>Beyond the Basics</i><br>Students uses the basic structure of this style of writing and is incorporating various strategies |         |  |
| <b>Personal Narrative</b><br>Students are assessed on their ability to write a personal narrative that tells a story about something that the student has experienced.                                                             |                                                                                                |                                                                                                                    |                                                                                                                                |         |  |
| <b>Imaginative Narrative</b><br>Students are assessed on their ability to write an imaginative narrative that tells a fictional story about a character encountering a problem or a situation.                                     |                                                                                                |                                                                                                                    |                                                                                                                                |         |  |
| <b>Expository Writing to Explain Why</b><br>Students are assessed on their ability to make a statement and to provide supporting reasons for that statement.                                                                       |                                                                                                |                                                                                                                    |                                                                                                                                |         |  |
| <b>Expository Writing to Report Information</b><br>The students are assessed on their ability to write an objective presentation of data collected from observation and research to explain a concept, phenomenon, or a procedure. |                                                                                                |                                                                                                                    |                                                                                                                                |         |  |
| <b>Reporting Period:</b>                                                                                                                                                                                                           |                                                                                                |                                                                                                                    |                                                                                                                                |         |  |

# FIRST GRADE WRITING PROFICIENCY CLASS REPORT

Assessment of Writing to Inform

Date \_\_\_\_\_

| SCHOOL: |                        | TEACHER:  |                  |                   |                     |                    |                  |                  |                   |                      |  |
|---------|------------------------|-----------|------------------|-------------------|---------------------|--------------------|------------------|------------------|-------------------|----------------------|--|
| STUDENT | Competencies Evaluated |           |                  |                   |                     |                    |                  |                  |                   |                      |  |
|         | Log<br>Sent<br>5       | Spel<br>2 | Com<br>Capl<br>2 | End<br>Punct<br>2 | Adeq<br>Spcing<br>2 | Descp<br>Lang<br>3 | Var<br>Sent<br>1 | Com<br>Sent<br>2 | Extd<br>Sent<br>1 | Total<br>Score<br>20 |  |
| 1       |                        |           |                  |                   |                     |                    |                  |                  |                   |                      |  |
| 2       |                        |           |                  |                   |                     |                    |                  |                  |                   |                      |  |
| 3       |                        |           |                  |                   |                     |                    |                  |                  |                   |                      |  |
| 4       |                        |           |                  |                   |                     |                    |                  |                  |                   |                      |  |
| 5       |                        |           |                  |                   |                     |                    |                  |                  |                   |                      |  |
| 6       |                        |           |                  |                   |                     |                    |                  |                  |                   |                      |  |
| 7       |                        |           |                  |                   |                     |                    |                  |                  |                   |                      |  |
| 8       |                        |           |                  |                   |                     |                    |                  |                  |                   |                      |  |
| 9       |                        |           |                  |                   |                     |                    |                  |                  |                   |                      |  |
| 10      |                        |           |                  |                   |                     |                    |                  |                  |                   |                      |  |
| 11      |                        |           |                  |                   |                     |                    |                  |                  |                   |                      |  |
| 12      |                        |           |                  |                   |                     |                    |                  |                  |                   |                      |  |
| 13      |                        |           |                  |                   |                     |                    |                  |                  |                   |                      |  |
| 14      |                        |           |                  |                   |                     |                    |                  |                  |                   |                      |  |
| 15      |                        |           |                  |                   |                     |                    |                  |                  |                   |                      |  |
| 16      |                        |           |                  |                   |                     |                    |                  |                  |                   |                      |  |
| 17      |                        |           |                  |                   |                     |                    |                  |                  |                   |                      |  |
| 18      |                        |           |                  |                   |                     |                    |                  |                  |                   |                      |  |
| 19      |                        |           |                  |                   |                     |                    |                  |                  |                   |                      |  |
| 20      |                        |           |                  |                   |                     |                    |                  |                  |                   |                      |  |
| 21      |                        |           |                  |                   |                     |                    |                  |                  |                   |                      |  |
| 22      |                        |           |                  |                   |                     |                    |                  |                  |                   |                      |  |
| 23      |                        |           |                  |                   |                     |                    |                  |                  |                   |                      |  |
| 24      |                        |           |                  |                   |                     |                    |                  |                  |                   |                      |  |
| 25      |                        |           |                  |                   |                     |                    |                  |                  |                   |                      |  |
| 26      |                        |           |                  |                   |                     |                    |                  |                  |                   |                      |  |
| 27      |                        |           |                  |                   |                     |                    |                  |                  |                   |                      |  |

## CLASS SUMMARY

| Skill Proficiency Attainment                                                                    |  |  | Content Proficiency Attainment |  |
|-------------------------------------------------------------------------------------------------|--|--|--------------------------------|--|
| Decipherable Spelling                                                                           |  |  | Logical Sentences              |  |
| Appropriate Capitalization                                                                      |  |  | Descriptive Language           |  |
| Appropriate Punctuation                                                                         |  |  | Varied Sentences               |  |
| Adequate Spacing                                                                                |  |  | Combined Sentences             |  |
|                                                                                                 |  |  | Extended Sentences             |  |
| Class Goal: 80% of students taking assessment (        students) will score 16-20 points        |  |  |                                |  |
| Class Attainment:        % of students taking assessment (        students) scored 16-20 points |  |  |                                |  |

## Second Grade Writing Samples

### Personal Narrative

Last year Chad and I went to Animal Kingdom. It was a 20 min. wait. As soon as we got there we went into Dino Land. In Dino Land we went on Countdown to Extinction. It was scary, so Chad and I closed our eyes. Next we went into Asia where we rode River Rapids five times. Soon after we ate Panda sandwiches. After that we went on It's Tough to be a Bug and in between we saw some caraters. Finally we walked to our car and went home.

Student A

Student B

My Birthday Party  
On my birthday party my friends came over to my house. First my friend and I went outside to play. Then we came inside to open presents and eat cake and ice cream. Next we played in my room with my toys and watched T.V. Finally we gave out goody bags and went home.  
That is all about my best birthday party.

Preview

Do Not Copy

## Imaginative Narrative Writing Starters

|          | PLACE | TIME | CHARACTER | PROBLEM |
|----------|-------|------|-----------|---------|
| <b>0</b> |       |      |           |         |
| <b>1</b> |       |      |           |         |
| <b>2</b> |       |      |           |         |
| <b>3</b> |       |      |           |         |
| <b>4</b> |       |      |           |         |
| <b>5</b> |       |      |           |         |
| <b>6</b> |       |      |           |         |
| <b>7</b> |       |      |           |         |
| <b>8</b> |       |      |           |         |
| <b>9</b> |       |      |           |         |