

Measurement Incorporated



Memphis Elementary School Folio Teacher's Toolkit



Agenda

Introductions

Review Questions

Folio Teacher Page Overview

Tennessee Rubric

Exemplar Practice

Reports

School Data from Reports

Focus Trait Group

Debrief/Wrap-up

Questions and Evaluations

Introductions/Review Questions

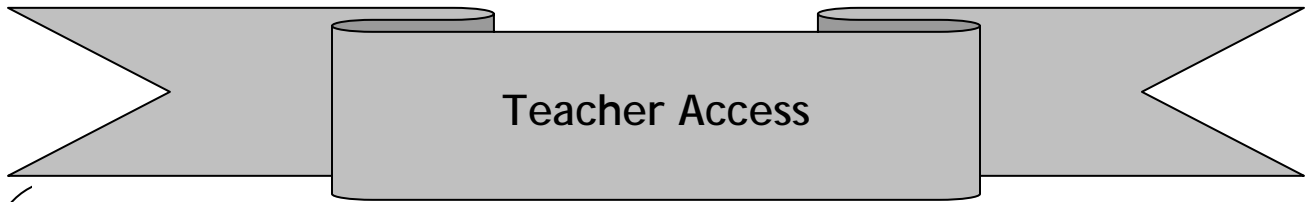
- ★ Write down one area you would like to see your students improve on with their writing.

How do you anticipate FOLIO will change the way you teach?

1.

2.

Folio Teacher Page Overview



www.foliowriting.com

Username: _____

Password: _____

Login Instructions

1. Open a web browser and go to www.foliowriting.com.
2. Enter your username and password in the spaces provided and click the Continue button.
3. Select an option from the pull-down menu then click the Continue button.

Tennessee Rubric

Holistic Score

The holistic score is the score given to the overall impact of a student's piece of writing considering the strengths and weaknesses within the composition, which places it on a development scale based on the demonstrated level of mastery of multiple writing skills.

The holistic score is determined using a content-oriented system derived from the official scoring practices of your state.

In the holistic score, a student's response is rated on the writer's ability to generate and organize well-supported ideas. Though it encompasses the skills rated in the diagnostic scores, it places the greatest emphasis on the structure or plan of development and the relationship of one idea to the other.

At all grade levels and genres, organization is of paramount importance. For the elementary grades, style, and to a lesser degree, support/development, are on the second tier of importance, with conventions on the third. Moving up grade levels, support/development (especially in high school) tends to supplant style in importance, with conventions still a tier below. However, the relative importance of these factors is not quantifiable.

Rubric Activity 1

Place the 4 Tennessee traits in the order of importance for your grade level.

<p>Elementary</p> <ol style="list-style-type: none">1.2.3.4.	<p>Middle School</p> <ol style="list-style-type: none">1.2.3.4.	<p>High School</p> <ol style="list-style-type: none">1.2.3.4.
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Rubric Activity 2

What does "inadequately organized" mean?

What would inadequately organized look like? List examples.

What kind of "flaws" would you see? List examples.

How are you going to explain this to your students?

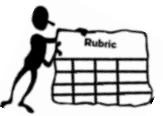
Memphis Elementary Folio Teacher’s Toolkit

	<u>Holistic</u>
6	<p><u>Outstanding Mastery of Composition</u></p> <p>Response demonstrates a high degree of proficiency in addressing the writing task.</p> <ul style="list-style-type: none"> ● Well organized with a clear, logical, and effective structure ● Coherently developed with substantial support that is specific and precise ● Engaging and precise word choice with syntactic variety ● Outstanding knowledge of conventions with few, if any, errors
5	<p><u>Strong Mastery of Composition</u></p> <p>Response demonstrates strong proficiency in addressing the writing task.</p> <ul style="list-style-type: none"> ● Generally well organized, though there may be some minor lapses ● Coherently developed with ample support that is predominately specific ● Precise, engaging word choice with some syntactic variety ● Strong knowledge of conventions with occasional minor errors
4	<p><u>Competent Mastery of Composition</u></p> <p>Response demonstrates competent proficiency in addressing the writing task.</p> <ul style="list-style-type: none"> ● Adequately organized with an apparent structure, though there may be flaws ● Adequately developed with support that is somewhat specific with some general details ● Engaging, appropriate word choice with some syntactic variety ● Adequate knowledge of conventions with some errors
3	<p><u>Limited Mastery of Composition</u></p> <p>Response demonstrates a limited degree of proficiency in addressing the writing task.</p> <ul style="list-style-type: none"> ● Inadequately organized with an attempted structure with flaws evident ● Uneven support that may be general or vague ● Generally engaging word choice that lapses into simple language with limited syntactic variety ● Limited knowledge of conventions, with errors in a noticeable pattern
2	<p><u>Flawed Mastery of Composition</u></p> <p>Response demonstrates a flawed proficiency in addressing the writing task.</p> <ul style="list-style-type: none"> ● Weakly organized with minimal structure ● Very little development with cursory support ● Simple and repetitive word choice with little syntactic variety ● Minimal knowledge of conventions
1	<p><u>Deficient Mastery of Composition</u></p> <p>Response demonstrates fundamental deficiencies in addressing the writing task.</p> <ul style="list-style-type: none"> ● Little to no organizational structure ● Minimal support with little to no development ● Erroneous, imprecise word choice that may interfere with meaning ● Little to no knowledge of conventions
Unscorable	<p>The response received a score of zero for one of the following reasons:</p> <ol style="list-style-type: none"> a. The response is blank. b. It contains an insufficient amount of text to determine whether you addressed the prompt or is illegible. c. It is off-topic. d. It is written predominantly in a foreign language.

Rubric Activity 3

Holistic Score 6			
<i>Terms</i>	<i>Define terms</i>	<i>Examples</i>	<i>Other Explanation</i>

Notes:



Holistic Score 5			
<i>Terms</i>	<i>Define terms</i>	<i>Examples</i>	<i>Other Explanation</i>

Notes:

Holistic Score 4			
<i>Terms</i>	<i>Define terms</i>	<i>Examples</i>	<i>Other Explanation</i>

Notes:

Holistic Score 3			
<i>Terms</i>	<i>Define terms</i>	<i>Examples</i>	<i>Other Explanation</i>

Notes:

	<p style="text-align: center;">Organization</p> <p>Organization refers to the structure or plan of development and the relationship of one idea to the other. Organization also refers to the use of transitional devices to signal the relationship of the supporting ideas to the main idea, theme, or unifying point and to strengthen the connection of ideas among and within sentences.</p>
4	<p style="text-align: center;">Competent Organization</p> <ul style="list-style-type: none">• Adequately organized with an apparent structure, though there may be flaws• Adequate connections between ideas• Adequate transitions with limited variety• Some sense of completeness
5	<p style="text-align: center;">Limited Organization</p> <ul style="list-style-type: none">• Inadequately organized with an attempted structure but flaws are evident• Connections between ideas are uneven• Transitions are inconsistent• May lack a sense of completeness

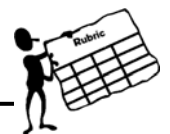
Rubric Activity 4

Organization - Score 3			
<i>Terms</i>	<i>Define terms</i>	<i>Examples</i>	<i>Explanation</i>

Notes:

Organization - Score 4			
<i>Terms</i>	<i>Define terms</i>	<i>Examples</i>	<i>Explanation</i>

Notes:



Exemplar Practice

Student Writing Paper 1 - Score 3

Writing Situation

We have all found things.

Writing Directions:

Think about a time, real or imagined, when you or someone you know found something.

Now write to tell what happened when you or someone you know found something.

One day when school was over and when I got off the bus I found a dollar. I was so happy that I ran so fast to show my dad he try to get if but didn't get it he ran after me then I hide in the closet. He was calling me like a gaint looking for me then I jump out the heard me but he didn't now where I was. Soon he stop but I was really in the bathroom. Using it then mom came home. I show her she said it's your luky day. My dad said that I will get that dollar whatch and see. I will my mom said be quite. He did then my mom said do you want to go to the store and said yes. I was so happy. What do I want to but it is so much stuff I could not decide with one dollar I might have to ask my mom what can I buy my look at something that cost on dollar that's what I did with one dollar.

Why does the response reach this level?

Why doesn't the response reach a higher level?

How could a student improve the response?

Student Writing Paper 2 - Score 4

Writing Situation:

We have all found things.

Writing Directions:

Think about a time, real or imagined, when you or someone you know found something.

Now write to tell what happened when you or someone you know found something.

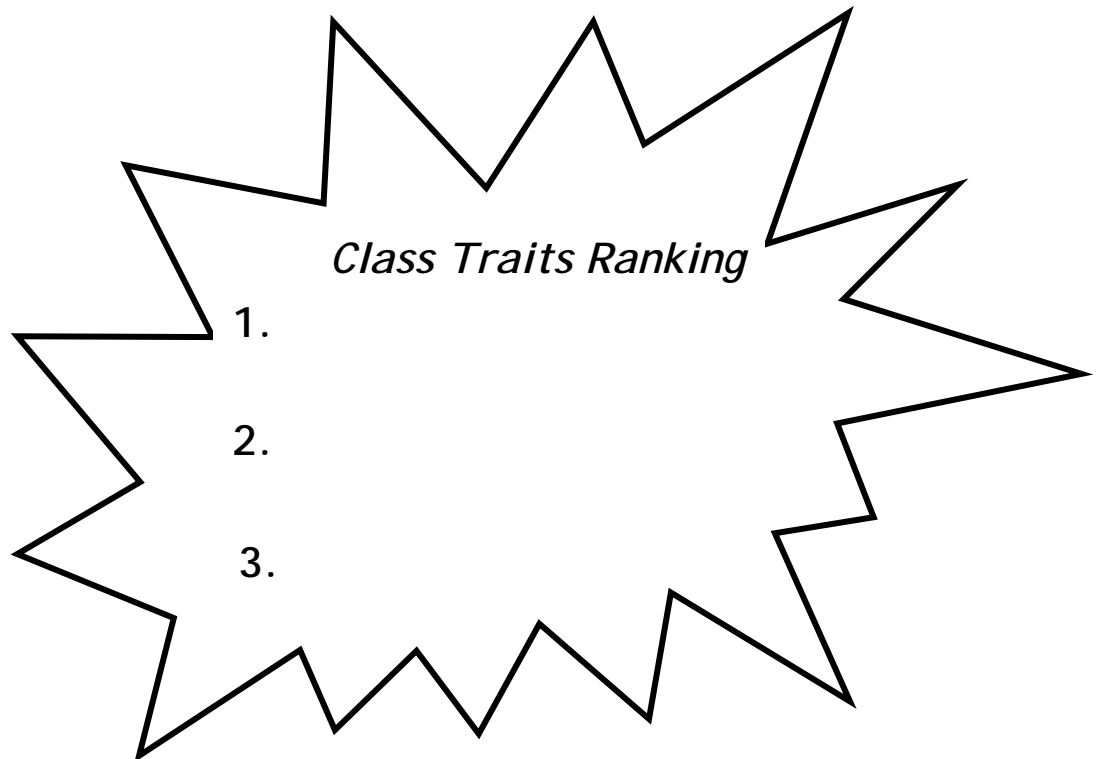
Once someone in my class named Joesph found something cool. It was a head of something. Our class was starting sience, "since we are starting sience said Mrs. Neal, we will use what Joesph brought in." Joesph got it out from Mrs. Neal's closet. "I found this when I was playing treasure hunt," said Joesph. "We will make a hypothis, which means guess", said Mrs. Neal. We had teams for our tables. They were Jaguars, Extreme team, Quicksilver, Chameleons and namians. "I will call your tables up so you can see it" said Mrs. Neal. Every table got to see it. Everyone wrote their hypothis. We tallied it all up. 1 rabbit, 1 wolf, 2 horses, 3 dogs, 8 dinosaurs. Those were our votes. "OK I don't think it is a wolf or a rabbit head because it is to small for a wolf and to big for a rabbit," said Mrs. Neal. "I don't think it is a horse or dinosaur head because it s to small." Said Mrs. Neal, so it must be a dog head." "What kind of dog head is it." said someone in my class. "Good question" said Mrs. Neal. "maybe different breeds of dogs have different heads," said Mrs. Neal. "Maybe I'll look it up on the computer" said Joesph. "OK" said Mrs. Neal, tell us when you figure it out." "A dog head is our hypothis," said Mrs. Neal, "but we are not sure if we are right or not."

Reports

What kind of information can a teacher get from a "Detail Test Report"?

What is one "Wow" you like about this Report?

How do you plan to use this Report?



Accessing Reports

1. From the Welcome page, select the "Class Reports" option in the pull-down menu. Click the Continue button.
2. You will come to a page with several report options. Select a report and follow the step-by-step instructions to generate the desired report.
3. Teachers have access to eight different reports. Of these reports, the "Detailed Test Report" and the "Distribution Report" are the two reports that will provide the most useful information.

- Test Score Overview: See how your class or classes have performed on all tests.

This report lists every test assigned to each of your classes—how many of each test was assigned and completed, as well as the class's lowest, highest, and average score on each test. By clicking on an individual test's name in this report, you can access the "Detailed Test Report."

- Detailed Test Report: See a diagnostic report for each student on any selected test.

This report will give you a detailed analysis of individual and total class performance for each of the skill areas on a writing assessment. After you have administered the first assessment, this report provides an immediate, detailed look at student writing skills. By reviewing the score results on this report, you can easily identify skills that need improvement.

If you choose to sort by the students' holistic scores, you can opt to show the "Trend Report," which identifies and groups students who received a score in one or more traits that was lower or higher than their holistic scores. This can help teachers more easily differentiate their instruction.

From this report, you can also go directly to any given student's individual score report by clicking on a student's "Completed" link or to a PDF of that student's essay by clicking on the student's PDF link, both of which are located in the "Status" column.

School Data from Reports

What are you doing now to address each writing trait?

<u>Organization</u>	<u>Support/Development</u>	<u>Style</u>
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

Focus Trait Group

Sailing to the Top

Activities you are planning to do with your students this week!

Websites that you are going to develop into your lesson plans immediately!

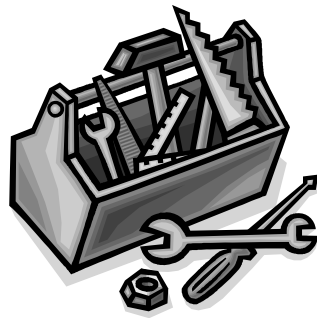
Activities that work really well with your students!

Debrief/Wrap-up

What is an activity you heard about today that you put in your toolbox to take back to your classroom and try with your students?

What is something you heard
TODAY
that you can implement in your classroom
TOMORROW?

Elementary Resources



Writing Mini-Lesson Ideas

SUPPORT

*Knowledge Walk- Close your eyes and picture the event or person. Really "look" at the details of what you see, hear, know, touch, and feel emotionally and physically for two minutes. As eyes are closed jot down 1-2 words, as fast as you can, the thoughts/details that come to mind. (Prompt ideas: favorite fruit, favorite color, favorite season)

*Give students a word, for example: building, and have students list as many descriptive words as they can in 2 minutes about that word to use in paragraphs for support.

*Around the room, post overused words on chart paper. Have the students write other words below to replace the overused word. Keep posted around the room for a while, then replace with other overused words.

*Think of 2-3 ideas that relate to the topic given (ex: favorite person), then create a mental map of what you know about that topic. Off of each idea, write 2-3 facts to support the original ideas. Now put those into sentences and write your paragraph. Can be applied to different subject areas.

ORGANIZATION

*Give students an essay or letter that has been cut into sentences. As a group, students have to figure out the order of the letter or essay and place sentences in the correct order.

*Take details from the Knowledge Walk (support) and decide upon 2-3 categories they fit into, plus a "no" category. These categories, excluding the "no" category, become your supportive paragraphs. Taking details from the Knowledge Walk, place under appropriate category. If it doesn't fit (extraneous), place under "no" column. Take those details under each column and write a paragraph.

*On chart paper, post common transition words around the room and have students write other transition words that could replace them.

*In a circle, write the topic and create a web of 2-3 ideas off of circle. Put 2-3 more ideas about each of those ideas off of that circle in the appropriate place.

*Cooking with Writing: Give students a framework for a good paragraph by "making" a hamburger.

- Top Bun= Introduction (Every hamburger needs a top bun, every paragraph needs an introduction.) The purpose of the bun is to hold the ingredients together (topic and concluding sentences). The bun gives you something to grab on to.
- Fixings=Details (A hamburger is boring without them, so is a paragraph)
 - All fixings need to go with the burger-- no peanut butter. All the details need to go with the paragraph topic.
 - The fixings make the burger unique and interesting. The details make the paragraph unique.
 - Burger= The "meat" of the paragraph or the facts Burgers can be cooked rare, medium, or well done (How much time are you willing to put into the process?)
- Bottom Bun= Conclusion

After you teach about the hamburger paragraph, assign a paragraph for the students to write about and then have students highlight each part of the hamburger paragraph. Then they need to decide where they need more.

*Have students highlight "and" and "and then" as often as it appears in their paper. Brainstorm other words that could replace those overused words.

*Pick a paragraph from a story or a novel. Cut it into sentence strips and have students reorganize it into the original paragraph. To make it more challenging, the teacher can add some sentences that were not originally there so that students will have to think more about the paragraph they are putting together.

STYLE

*Take a completed essay and beside each paragraph, write 1-2 main idea words that describe what that paragraph is about. Go back and read first sentence. Stop. Ask yourself if it answers the: who, what, when, where, or how of the main idea. Continue to ask those questions from the rest of the paragraph and other paragraphs.

*Students think of a topic they want to write about. While mixing around the room, they ask other students for details, descriptions, and student experiences about that topic. They return to their seat after 3 minutes and write.

*What is your favorite thing to do after-school or on the weekend. Without naming the activities, write a paragraph using descriptive words. Trade your paper with a writing buddy and see if they can guess what activity you just wrote about. Encourage students to try to write at least 7 sentences describing their activity.

*Description: To have your students write a descriptive paragraph, give them each a lifesaver. The students have to suck on the lifesaver until it is gone. They are not allowed to chew it or break it. As they have it in their mouth, have them write about all their senses. When students have finished this, they should share their papers aloud with the class. Students will be amazed how different everyone's experience was with the lifesaver.

*Be Descriptive: Put the following list of words on the board one word at a time. [said, walked, laughed, little, pretty, sad, funny, happy] Give students 1 minute to come up with "better words" that will give readers a more descriptive idea. Once the minute is up, have students tell you their words as you make a list on the board. Put this list on chart paper to use as a reference later.

Writing Websites

Elementary

Types of Writing

http://www.kent.k12.wa.us/curriculum/writing/elem_writing/Bib/Narrative.htm
<http://www.geocities.com/SoHo/Atrium/1437/howto.html>
<http://www.stanford.edu/~arnetha/expowrite/info.html#what>
<http://www.stanford.edu/~arnetha/expowrite/info.html#patterns>
<http://www.sbac.edu/~idylwild/writingtips.html>
<http://nwms.ohsd.net/navigators/expository%20writing%20pg.htm>
http://www.essaystart.com/Kinds_of_Essays/narrative_Essays.htm
http://www.essaystart.com/Step_by_Step_Guide/topic_Selection.htm
<http://www.englishbiz.co.uk/mainguides/persuade.htm>
<http://www.state.tn.us/education/assessment/tswritinggr5.shtml>

Support

http://www2.actden.com/writ_den/tips/paragrap/index.htm
<http://www.eduplace.com/graphicorganizer/pdf/persuasion.pdf>
<http://www.eduplace.com/graphicorganizer/pdf/spider.pdf>
<http://www.eduplace.com/graphicorganizer/pdf/4column.pdf>
http://www.eduplace.com/graphicorganizer/pdf/goal_reason.pdf
<http://www.eduplace.com/graphicorganizer/pdf/idearake.pdf>
http://www.eduplace.com/graphicorganizer/pdf/stepchart_eng.pdf
http://www.eduplace.com/graphicorganizer/pdf/storymap2_eng.pdf
<http://www.eduplace.com/graphicorganizer/pdf/timeorder.pdf>
http://www.eduplace.com/graphicorganizer/pdf/storymap1_eng.pdf
http://www.geocities.com/fifth_grade_tpes/long_activity.html

Organization

<http://www.writedesignonline.com/organizers/index.html>
<http://www.seeitsayitwriteit.com/>
http://www.educationworld.com/tools_templates/index.shtml#graphicOrganizers
<http://readwritethink.org/materials/circle-plot/>
<http://classes.aces.uiuc.edu/ACES100/Mind/c-m2.html>
<http://www.enchantedlearning.com/graphicorganizers/>
<http://www.eduplace.com/graphicorganizer/pdf/cluster.pdf>
http://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf
<http://www.eduplace.com/graphicorganizer/pdf/echart.pdf>
<http://www.eduplace.com/graphicorganizer/pdf/5Ws.pdf>
<http://www.eduplace.com/graphicorganizer/pdf/5Ws.pdf>
<http://www.eduplace.com/graphicorganizer/pdf/planning.pdf>

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<http://www.eduplace.com/graphicorganizer/pdf/sequence.pdf>
http://www.eduplace.com/graphicorganizer/pdf/stepchart_eng.pdf
http://www.eduplace.com/graphicorganizer/pdf/storymap2_eng.pdf
<http://www.eduplace.com/graphicorganizer/pdf/venn.pdf>
<http://www.eduplace.com/graphicorganizer/pdf/timeorder.pdf>
<http://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf>
http://www.eduplace.com/graphicorganizer/pdf/storymap1_eng.pdf
<http://www.eduplace.com/graphicorganizer/pdf/persuasion.pdf>
<http://www.beavton.k12.or.us/greenway/leahy/forms/persuasv.htm>

Persuasive

<http://kids.mysterynet.com/writing/>
<http://www.kidscom.com/create/write/write.html>

Style

<http://nadabs.tripod.com/ghaith-writing.html#activities>
http://www2.actden.com/writ_den/tips/paragrap/index.htm
http://writingfix.com/Picture_Book_Prompts/DuckBike1.htm
http://writingfix.com/Picture_Book_Prompts/OwlMoon1.htm

NARRATION LESSON PLAN

LESSON

- The student will write to describe, to narrate.

INSTRUCTIONAL GROUNDWORK

Duplicate the following (one per student):

- Writing to Narrate reference sheet
- Example of a Narrative Paper passage
- Plan Write to Narrate worksheet

Prepare a transparency of the following:

- Writing to Narrate reference sheet
- Example of a Narrative Paper passage
- Plan to Write to Narrate worksheet

REVIEW

1. Facilitate a discussion based on the following questions:
 - What is a narrative paper?
(An appropriate response would be: a paper that tells a true story about a memorable event or an important experience in your life.)
 - What is a description?
(An appropriate response would be: gives a detailed account of one person, place, thing, or event.)
2. Distribute the "Writing to Narrate" reference sheet. Tell the students that in this review lesson they will practice writing a description in a narrative paper.

ANALYSIS

1. Distribute copies of the "Example of a Narrative Paper" passage, and display the transparency. Read aloud the passage while the students read it silently. Discuss what the passage is mostly about. Then ask the following question:
 - What makes this a narrative paper?
(Appropriate responses would be: it tells the story of an actual event; it has details that explain the 5 Ws (who? what? when? where? and why?); it uses chronological time to tell the story; it uses specific details to tell the story.)
-

- Discuss the responses, and facilitate a discussion that leads to the understanding of the components or elements that make up a narrative paper.
- Discuss description in the Narrative paper as a component that makes the reader visualize the situation.
- Select a sentence from the "Example of a Narrative Paper" passage (*for example, She taught me all kinds of things.*). Tell the students that the class is going to write description into this sentence together based on observations to make the reader see, smell, feel, taste, and hear the situation. Briefly review what adding descriptions is and what components or elements are included in a narrative paper.

PLAN TO WRITE

1. Distribute the "Planning to Write to Narrate" worksheet.
 2. Display the "Planning to Write to Narrate" worksheet transparency.
 3. Explain to the class that they will begin completing the worksheet on their own ideas, but working together as a class.
 4. Complete the sentence at the top of the page by writing the word *Narrative* on the first blank line. Then ask the following questions:
 - What will be the topic of this narrative paper?
(*Responses will vary; accept all reasonable responses that accurately name the title of story.*)
 - What would be an appropriate main-idea statement that would best show what this paper would mainly be about?
(*Responses will vary; accept all reasonable responses.*)
 - Discuss the responses, and write appropriate responses in the boxes labeled "Topic".
 - Continue with "Main Idea" on the transparency.
 - Then continue the discussion, asking volunteers to share their ideas of Events and Descriptions of the events. Write their observations and descriptions in the ovals connected to the arrows from the "Main Idea" box as a class to demonstrate the process.
 5. Tell the students that they are going to write their own paper. Distribute copies of the "Plan to Write to Narrate" handout. Tell them to use their
-

handout to plan their paper, and then write the paper on a sheet of notebook paper.

WRAP-UP/ASSESSMENT

1. After the students have written their paper, have them get into groups of two or three and read it to each other. Have students discuss:
 - Does it tell a story about an actual event that is memorable or important?
 - Does it provide details that answer the 5 Ws about the event?
 - Does it use point in time order to organize details?
 - Did the paper provide a sensory detailed description of a person, place, thing, or events?
 - Did the paper use descriptive words (e.g., adjectives, adverbs, prepositional phrases) and phrases?
 - Did the paper use sensory descriptions (e.g., hear, see, smell, taste, touch)?

Writing to Narrate

A Narrative Paper....

- is a paper that tells a story about an actual event in your life or a make believe that is memorable or important.
 - provides details that answer the 5 Ws (who? what? when? where? and why?) about the story.
 - uses point in time order to organize details.
 - needs specific sensory details to perfectly tell the story.
-

Example of a Narrative Paper

I Can Still Remember

I can still remember it just as if it were yesterday. I am about to go to fifth grade, which will be a whole new experience in itself. But I will always, remember my first day of school—my first day of kindergarten. I was so excited to start school that I thought I would burst. I did not go to preschool; instead, I had a sitter who was a wonderful and loving lady named Nina. She taught me all kinds of things. She taught me how to cook, sew, and do crafts. She also started teaching me the letters of the alphabet and the sounds they made.

I was ready for school, and I was only four years old. On my first day of school, both of my parents dropped me off at school, because the first day of school seems to be a big day for parents too. They stood right outside the playground gate while I hesitantly walked to the cone that marked my class's line, with my backpack fully loaded with my lunch, a water bottle, and a bunch of papers for my teacher, Mrs. Shane. Once I got to the line, I stood there like a good little girl. After about ten seconds of me waving to my parents and them waving back, I got a tap on my shoulder. I turned around, and a girl with pretty, long blond hair was standing in front of me.

She said, "Hi, my name is Elise. Do you want to go to the playground and play with me?"

Being the shy girl that I was, I immediately said, "yes", and Elise grabbed my hand, and we were off to the playground. This is memorable to me because ever since then, Elise and I have been inseparable. She is my best friend now and forever.

Plan to Write to Narrate

I am writing a(an) _____ My paper is about _____.

Topic

Main Idea

Episode

Describe

ORGANIZATION LESSON PLAN

LESSON

- Learning to write a narrative story with focus on Organization

INSTRUCTIONAL GROUNDWORK

Duplicate the following (one per student):

- A Visit to the Hospital personal narrative story
- Personal narrative graphic organizer
- Student writing prompt
- Writing Checklist

Duplicate the following (one per group):

- Mixed-up sentence strips of A Visit to the Hospital

Provide each student with a blue marker or crayon

Optional:

- Create overhead transparencies of the A Visit to the Hospital story, graphic organizer, student writing prompt, and writing checklist

REVIEW

1. Have students draw on their prior knowledge to answer and participate in the following discussions.
 - Why does there need to be structure to a story?
(Appropriate responses would be: so the reader can understand what the writer is trying to say; so one idea is related to another idea; so the story makes sense.)
 - What does it mean to be organized?
(Appropriate responses would be: everything is in the right place, we know what the order of events is, so the reader doesn't get mixed up and will understand the story.)
 - What are ways that you can organize your thoughts when you begin writing?
(Appropriate responses would be: write them down and then number them in the right order, use a graphic organizer.)
 2. Today we will be working on a personal narrative piece of writing. We will be writing stories about things that might happen to you or about ways that you might feel when something happens. Let's brainstorm some words that we might need to use to express feelings.
-

- Create a list on the board.
- When students mention words like "happy" ask for other words that mean happy.
- Try to create a list of around 40 words or more to show emotions/feelings.

ANALYSIS

1. Put students into small groups, pass out the mixed up sentence strips paper and have them cut apart their sentence strips.
2. Once they have cut the sentence strips apart, have the group begin to put the story in order. Reinforce the idea that good stories have a clear beginning, middle, and end. Good writers also organize their papers with related ideas together.
3. When the groups are done, have one volunteer from each group read the story the way they believe it should go. You may also want to put a transparency up with the correct story.
4. Ask students how they felt putting the story back together.
 - Was it hard? Why?
 - Was it easy? Why?
5. Now pass out the story to each student and have them reread the story.
6. As they read the story, have students' circle (with their blue crayon) organizational words or transition words (then, finally, first, second, third). Remind students that transition words signal a new/different part of the story.
7. When students have completed this, discuss with them the organizational structure of this paper by having them tell you how/why this paper is organized.
(Example: The second paragraph starts with, "after careful inspection..." makes me know that this event happens after something else in the story. This could not be the first event to take place.)

PLAN TO WRITE

1. Students will begin to write their own personal narrative story.
 2. Remind students that they need to tell a story that has a clear structure, meaning that it should have a flow from beginning to middle to end and should have transition words when changing ideas or sub-topics.
-

3. As students plan to write their own essay, remind them of things that are found in a good fictional narrative:
 - A title that fits the story
 - People they know, or events, special times, and memories that did or could have happened to them in real life
 - A beginning, middle, and end. Think about what happens first, next, then, and finally.
4. Give your students the writing prompt. Read the prompt to your students and begin to brainstorm as a class about things this story could have.
5. Create a simple list or web on the board with students' responses. As you create your list and probe for details, underline rich vocabulary that students are using. Encourage them to use describing words.
6. Give your students the personal narrative graphic organizer and have them begin to fill it out. Explain that this is their outline and will help them generate a story that has organization and will help them with supporting details.
7. When students have completed the graphic organizer, have them begin to write. Encourage students to focus on a beginning, middle, and end by using the sequence of their graphic organizer. Remind students to use transition words listed in their graphic organizer.

WRAP-UP/ASSESSMENT

1. Once students have completed their writing have students do the following activities:
 - Complete the writing checklist
 - Find transition words: Students should take their blue marker and reread their finished piece of writing. Once they have done this, they need to highlight all the transition words they can find.
 - If time permits, take a student's paper and mix up the order of the events. Read the story aloud to the class and have them put it in the correct order.
-

A Visit to the Hospital

By: Sarah Schaaf

One day when I was wading in the creek next to my house, I felt a sharp pain in my foot. I was especially frightened when I saw a long, thin, brownish-red object sticking out of the sole of my foot. I started screaming for someone, and I remember being carried up to my front porch.

After careful inspection, my mother and aunt saw that I didn't have a stick in my foot. I stepped on a piece of rusty metal. My mother had to pull it out. I didn't really feel the pain because my foot was numb. She then took me to the hospital emergency room. The nurse came in and talked to my mother about what needed to be done, and all I heard was the word "shot". I hated getting shots! When I asked why I needed a shot, the nurse told me that if I didn't the rust in my system may cause me to get really sick and not be able to open my mouth. That was scary too!

When the doctor finally came in and examined my foot, I could feel my stomach forming knots. I squeezed my mother and squirmed so much, the nurse had to hold me. Finally, the shot was done and, although both my arm and my foot now throbbed, the worst was over. As a surprise, after the doctor left, the nurse brought me a little brown teddy bear with a yellow ribbon around his neck. I named him Rusty, and he stayed with me for a long time.



Writing Prompt

Write about something that has happened to you. Write your personal narrative as if you were telling the story to a friend or family member.

Personal Narrative Graphic Organizer

Write about something that has happened to you. Write your personal narrative as if you were telling the story to a friend or family member.

Title: _____

Who was there:

Where did it happen:

When did it happen:

What took Place?

First:

Next:

Then:

Finally:

Writing Checklist

After writing your story use this checklist to make sure you have included everything.

- My story has a title.
 - My story is about an experience that has happened or could happen to me.
 - My story includes details about what happened to me.
 - My story has a beginning, middle, and end.
 - I try to spell words correctly without using any help.
 - I use interesting words.
 - My sentences end with a period, an exclamation point, or a question mark.
 - My sentences and proper names begin with a capital letter.
 - I have written my story so that my reader can read my print or cursive writing.
-

Sentence Strips

Give each student or group a set of sentence strips. Have students cut them apart and put them in a logical order. Then read the original story.

One day when I was wading in the creek next to my house, I felt a sharp pain in my foot. I was especially frightened when I saw a long, thin, brownish-red object sticking out of the sole of my foot.

When the doctor finally came in and examined my foot, I could feel my stomach forming knots. I squeezed my mother and squirmed so much, the nurse had to hold me.

When I asked why I needed a shot, the nurse told me that if I didn't the rust in my system may cause me to get really sick and not be able to open my mouth. That was scary too!

I started screaming for someone, and I remember being carried up to my front porch.

Finally, the shot was done and, although both my arm and my foot now throbbed, the worst was over.

After careful inspection, my mother and aunt saw that I didn't have a stick in my foot. I stepped on a piece of rusty metal. My mother had to pull it out.

As a surprise, after the doctor left, the nurse brought me a little brown teddy bear with a yellow ribbon around his neck. I named him Rusty, and he stayed with me for a long time.

I didn't really feel the pain because my foot was numb. She then took me to the hospital emergency room. The nurse came in and talked to my mother about what needed to be done, and all I heard was the word "shot". I hated getting shots!

SUPPORTING DETAIL LESSON PLAN

SKILL

- Learning to write a narrative story with supporting detail

INSTRUCTIONAL GROUNDWORK

- maps of the world (one atlas per child, if available)
- plastic bottles with caps (one for each child writing a tale)
- planning map (attached)
- chart paper/board
- red marker

REVIEW

1. Have students talk about what elements a good narrative story might include.

(An appropriate response would be a story, a beginning, middle, end; some details; maybe something we learn from this.)

ANALYSIS

1. Have students discuss the structure of a narrative writing paper.

- How should a narrative piece of writing begin?

(Appropriate responses would be: what the story is going to be about, what characters will be involved.)

- What details should be in the middle of your paper?

(Appropriate responses would be: what events will happen, a description of the events, in order that they happened.)

- When you are done writing your ideas, how should you end your story?

(Appropriate responses would be: what did you learn from this situation? Did you learn something from this situation and if so, will you do it again?)

PLAN TO WRITE

1. Have students think about writing an adventure story about being trapped on a deserted island.

- What are some things they might see there?
 - What might they feel, see, hear?
 - How did they get there?
-

(Encourage students to list as many words as possible, keep track of their responses on the board or chart paper for them to refer to later.)

2. Explain that the only chance for rescue is to write a message, put it in a bottle, and put the bottle in the water, with the hope that someone will find it.
3. Review and brainstorm with students the kind of information they should include in their message.
 - For example, they might want to explain who they are, where they were going when they got stranded, where they left from, and how they were traveling. Remind students that they do not know where they are.
 - They should also describe where they are, such as the climate, what the island is like, what plants and animals they have seen, and how they are surviving.
 - Record their suggestions on the board or chart paper.
 - They can fill out the attached graphic organizer.
4. When students are ready to begin writing, make maps and/or atlases available to them. They can refer to the maps if they need help planning their trips or spelling the names of places they might want to include in their tale.

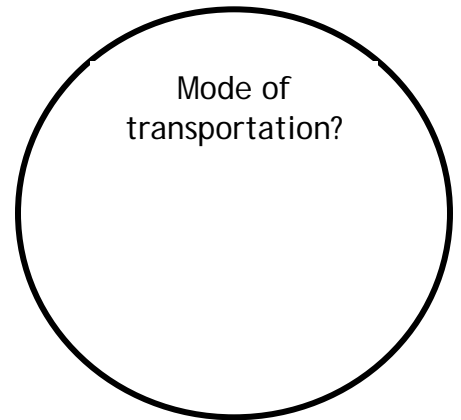
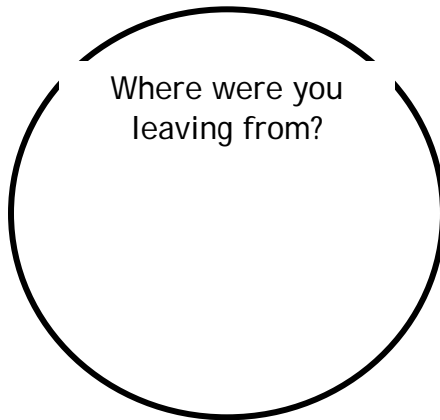
WRAP-UP/ASSESSMENT

Once students have completed their writing have students do the following activities.

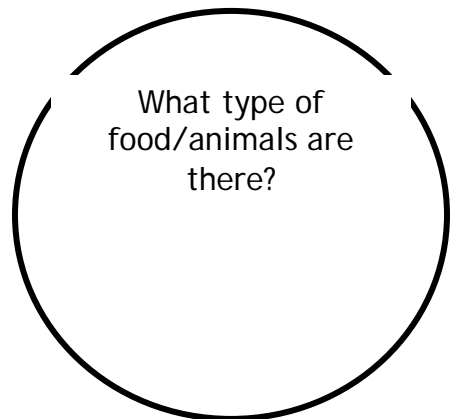
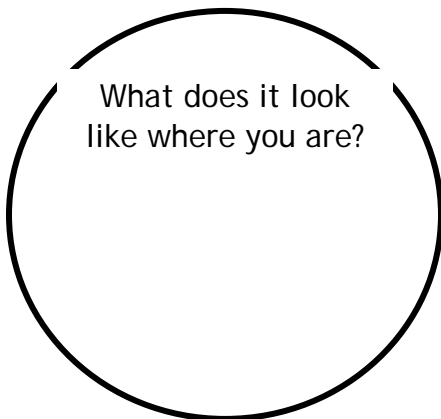
1. Have student's trade bottles with a peer or with a student in another classroom who has done the same writing project. Let them read stories and try to find the hidden location.
 2. Once they have exchanged papers, have students highlight supporting details with red marker on the traded paper and then discuss their findings with their writing peers.
-

Planning Map

BEGINNING:



MIDDLE:



END:

