

## TABLE OF CONTENTS

|   |     |
|---|-----|
| Acknowledgments . . . . .                                       | iii |
| A Guide for the Kentucky Marker Papers, Grades P1 - 8 . . . . . | iv  |

### PERSONAL WRITING

|  |    |
|--|----|
| Personal Narrative - Primary Developmental Continuum . . . . . | 1  |
| Personal Narrative - Beginning Skills . . . . .                | 2  |
| Beginning Writing . . . . .                                    | 3  |
| Personal Narrative - Developing Skills . . . . .               | 10 |
| Developing Writing . . . . .                                   | 11 |
| Personal Narrative - Competent (P4) Skills . . . . .           | 19 |
| Competent (P4) Writing . . . . .                               | 20 |
| Personal Narrative - Grades 4 - 8 Skills . . . . .             | 28 |
| Grade 4 . . . . .  | 28 |
| Grade 5 . . . . .  | 29 |
| Grade 6 . . . . .  | 33 |
| Grade 7 . . . . .  | 37 |
| Grade 8 . . . . .  | 44 |
| Grade 8 . . . . .  | 48 |
| Memoir - Primary Developmental Continuum . . . . .             | 53 |
| Memoir - Beginning Skills . . . . .                            | 54 |
| Beginning Writing . . . . .                                    | 55 |
| Memoir - Developing Skills . . . . .                           | 62 |
| Developing Writing . . . . .                                   | 63 |
| Memoir - Competent (P4) Skills . . . . .                       | 69 |
| Competent (P4) Writing . . . . .                               | 70 |
| Memoir - Grades 4 - 8 Skills . . . . .                         | 73 |
| Grade 4 . . . . .  | 74 |
| Grade 5 . . . . .  | 77 |
| Grade 6 . . . . .  | 78 |
| Grade 7 . . . . .  | 81 |
| Grade 8 . . . . .  | 82 |

### LITERARY WRITING

|   |     |
|---|-----|
| Short Story - Primary Developmental Continuum . . . . . | 85  |
| Short Story - Beginning Skills . . . . .                | 86  |
| Beginning Writing . . . . .                             | 87  |
| Short Story - Developing Skills . . . . .               | 99  |
| Developing Writing . . . . .                            | 100 |
| Short Story - Competent (P4) Skills . . . . .           | 113 |
| Competent (P4) Writing . . . . .                        | 114 |
| Short Story - Grades 4 - 8 Skills . . . . .             | 120 |
| Grade 4 . . . . .                                       | 120 |
| Grade 5 . . . . .                                       | 121 |
| Grade 6 . . . . .                                       | 124 |
| Grade 7 . . . . .                                       | 133 |
| Grade 8 . . . . .                                       | 138 |
| Grade 8 . . . . .                                       | 141 |



# PRIMARY DEVELOPMENTAL CONTINUUM

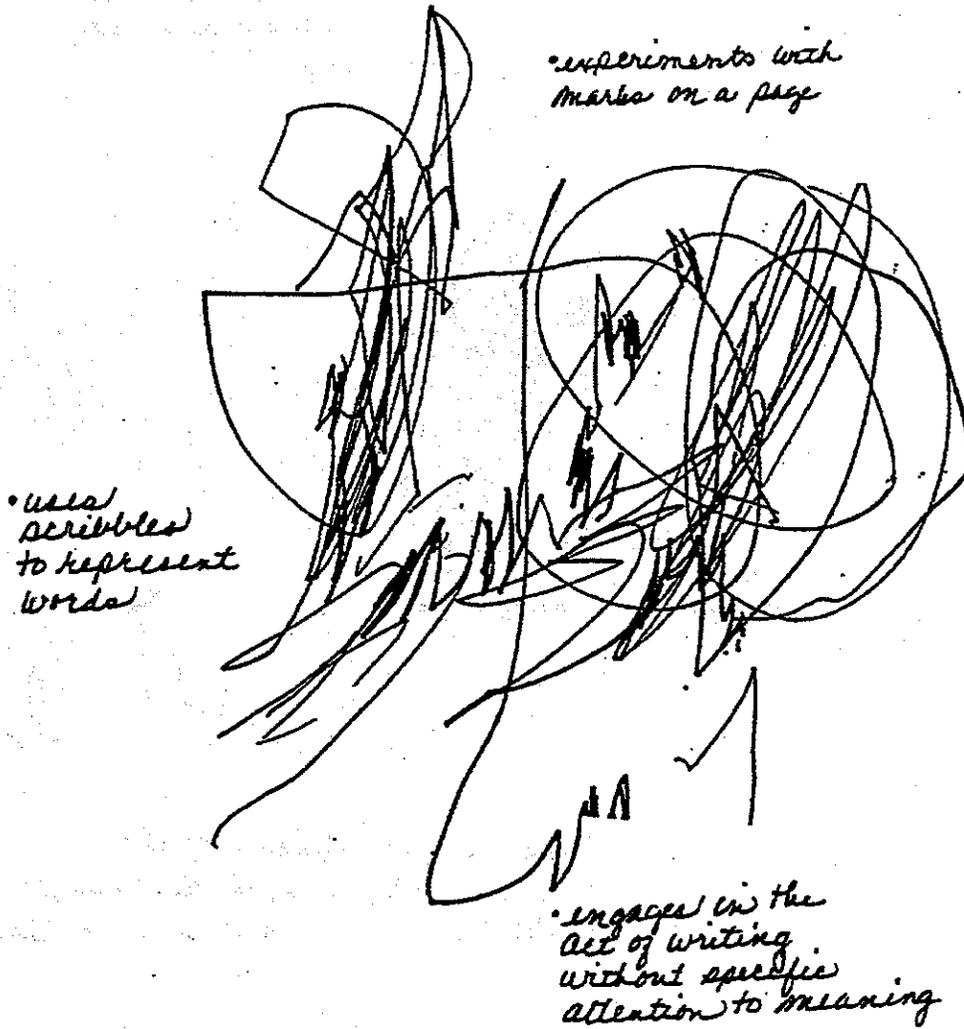
|                                 | Beginning   | Developing   | Competent (end of P4)  |
|---------------------------------|---|--|--|
| <b>PERSONAL NARRATIVE</b>       | <b>Beginning</b>  | <b>Developing</b>  | <b>Competent (end of P4)</b>   |
| <b>AUDIENCE/PURPOSE</b>         | <ul style="list-style-type: none"> <li>chooses topics from personal experiences</li> <li>engages in the act of writing without specific attention to meaning</li> <li>experiments with marks on a page</li> </ul> | <ul style="list-style-type: none"> <li>chooses topics from personal experiences</li> <li>begins to focus on a topic</li> <li>begins to express own feelings</li> <li>begins to show some evidence of individual voice</li> <li>begins to use titles</li> </ul>   | <ul style="list-style-type: none"> <li>shows awareness of reader's needs</li> <li>chooses topics from personal experiences</li> <li>narrowed topic to the importance of one event in the writer's life</li> <li>focuses on the purpose of relating the importance of one event in the writer's life</li> <li>expresses own thoughts and feelings</li> <li>uses individual voice and/or appropriate tone</li> <li>creates a title that captures the essence of the piece and creates reader interest</li> <li>supports ideas with two or three relevant specific details</li> <li>describes emotions, thoughts, and insights</li> <li>uses sensory details and imagery</li> <li>uses dialogue when appropriate</li> </ul> |
| <b>IDEA DEVELOPMENT/SUPPORT</b> | <ul style="list-style-type: none"> <li>uses drawings, symbols, letter-like marks to represent words</li> </ul>  | <ul style="list-style-type: none"> <li>supports ideas with pictures, simple phrases, one or two details</li> </ul>   | <ul style="list-style-type: none"> <li>supports ideas with one or two relevant specific details</li> <li>uses some description of emotions, thoughts, and insights</li> <li>attempts to use dialogue when appropriate</li> <li>demonstrates logical order</li> <li>attempts to develop an engaging lead</li> <li>begins to use paragraphs</li> <li>begins to use transitions</li> </ul>  |
| <b>ORGANIZATION</b>             | <ul style="list-style-type: none"> <li>shows some evidence of directionality (top to bottom, left to right)</li> </ul>  | <ul style="list-style-type: none"> <li>demonstrates directionality</li> <li>attempts to demonstrate a story line</li> </ul>  | <ul style="list-style-type: none"> <li>places ideas and details in meaningful order</li> <li>writes an engaging lead</li> <li>writes an effective conclusion</li> <li>uses paragraphs</li> <li>uses some transition words and phrases</li> </ul>   |
| <b>SENTENCES</b>                | <ul style="list-style-type: none"> <li>may use some letters, strings of random letters, and/or a few words to resemble a sentence</li> <li>simple pictures or produce letter-like marks</li> </ul>                | <ul style="list-style-type: none"> <li>uses letters, strings of random letters, and/or a few words to resemble a sentence</li> <li>begins to write in first person</li> <li>uses word attempts or words to describe drawings</li> <li>uses a few sight words, especially those with particular meaning to the writer</li> </ul>  | <ul style="list-style-type: none"> <li>writes complete sentences</li> <li>begins to use some variety in sentence structure/length</li> <li>writes in first person</li> <li>uses some descriptive and figurative language</li> <li>demonstrates frequent, correct word usage (e.g., subject-verb agreement, correct use of "it" and "me")</li> <li>begins to use a variety of words</li> </ul>  |
| <b>LANGUAGE</b>                 | <ul style="list-style-type: none"> <li>lacks spacing</li> <li>may use scribbles, letter-like marks, letter reversals, and/or strings of random letters</li> </ul>   | <ul style="list-style-type: none"> <li>uses spacing between words</li> <li>uses one or two letters to represent a word; uses other inventions or approximations to represent words</li> <li>begins a sentence (copied or dictated) with a capital letter</li> <li>ends a sentence (copied or dictated) with punctuation</li> <li>begins to show sound/letter correspondence</li> </ul> | <ul style="list-style-type: none"> <li>writes complete sentences</li> <li>uses a variety of sentence structures/lengths</li> <li>writes in first person</li> <li>chooses language appropriate for the audience/purpose</li> <li>uses descriptive and figurative language</li> <li>makes few errors in usage</li> <li>uses a variety of words effectively</li> </ul>  |
| <b>CORRECTNESS</b>              | <ul style="list-style-type: none"> <li>lacks spacing</li> <li>may use scribbles, letter-like marks, letter reversals, and/or strings of random letters</li> </ul>   | <ul style="list-style-type: none"> <li>uses more correct spelling, less invention and approximation</li> <li>uses more correct capitalization</li> <li>uses more correct end punctuation</li> </ul>  | <ul style="list-style-type: none"> <li>makes few errors in spelling</li> <li>makes few errors in capitalization</li> <li>makes few errors in punctuation</li> <li>makes few errors in correctness that do not interfere with the meaning</li> </ul>  |

## PERSONAL NARRATIVE

### BEGINNING WRITING

|                          |   |   |
|--------------------------|---|---|
| AUDIENCE/PURPOSE         | <ul style="list-style-type: none"> <li>• chooses topics from personal experiences</li> <li>• engages in the act of writing without specific attention to meaning</li> <li>• experiments with marks on a page</li> </ul> | <ul style="list-style-type: none"> <li>• chooses topics from personal experiences</li> <li>• begins to focus on a topic</li> </ul>  |
| IDEA DEVELOPMENT/SUPPORT | <ul style="list-style-type: none"> <li>• uses drawings, symbols, letter-like marks to represent words</li> </ul>  | <ul style="list-style-type: none"> <li>• begins to support ideas with drawings, symbols, one or two letters to represent a word</li> </ul>  |
| ORGANIZATION             | <ul style="list-style-type: none"> <li>• shows some evidence of directionality (top to bottom, left to right)</li> </ul>  | <ul style="list-style-type: none"> <li>• demonstrates directionality</li> <li>• attempts to demonstrate a story line</li> </ul>   |
| SENTENCES                | <ul style="list-style-type: none"> <li>• may use some letters, strings of random letters, and/or a few words to resemble a sentence</li> </ul>  | <ul style="list-style-type: none"> <li>• uses letters, strings of random letters, and/or a few words to resemble a sentence</li> </ul>  |
| LANGUAGE                 | <ul style="list-style-type: none"> <li>• labels pictures or produces simple text using symbols or letter-like marks</li> </ul>  | <ul style="list-style-type: none"> <li>• begins to write in first person</li> <li>• uses word attempts or words to describe drawings</li> <li>• uses a few sight words, especially those with particular meaning to the writer</li> </ul>   |
| CORRECTNESS              | <ul style="list-style-type: none"> <li>• lacks spacing</li> <li>• may use scribbles, letter-like marks, letter reversals, and/or strings of random letters</li> </ul>   | <ul style="list-style-type: none"> <li>• uses some spacing between words</li> <li>• uses one or two letters to represent a word; uses other inventions or approximations to represent words</li> <li>• begins a sentence (copied or dictated) with a capital letter</li> <li>• ends a sentence (copied or dictated) with punctuation</li> <li>• begins to show sound/letter correspondence</li> </ul> |

**BEGINNING - PERSONAL NARRATIVE**

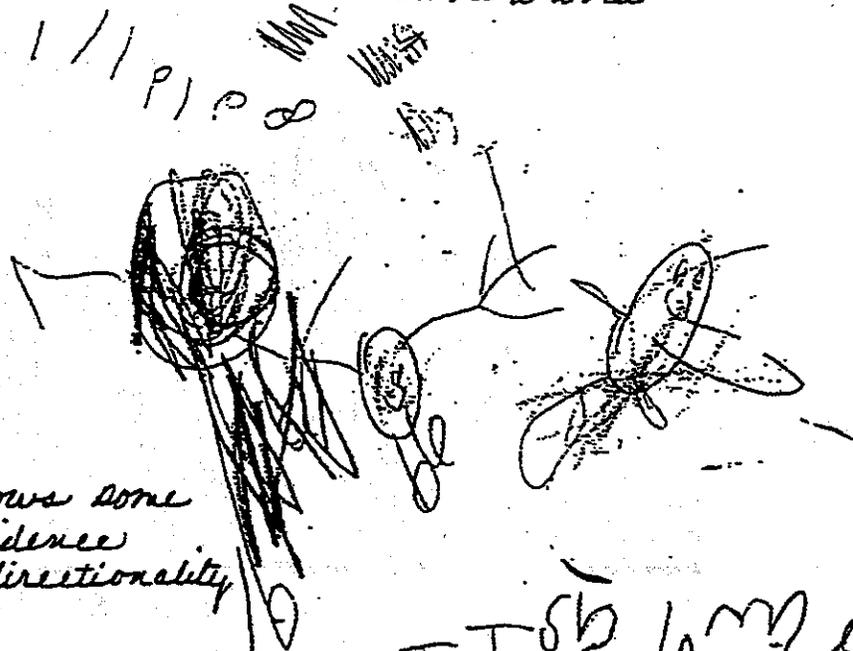


**NEXT LESSONS:**

- adding details to drawing
- using letter-like marks

## BEGINNING - PERSONAL NARRATIVE

- begins to support ideas with drawings, symbols, and one or two letters to resemble a word



- shows some evidence of directionality

pret to be a me

- Uses letter-like marks, letter reversals, and strings of letters to resemble a sentence

### **NEXT LESSONS:**

- using correct letter formation
- exploring how print looks

**BEGINNING - PERSONAL NARRATIVE**

• chooses topics from personal experience



• demonstrates directionality

• uses known letters or approximations of letters to represent words and/or a sentence

manebbif in is de t ad d e n t p e l l o n p m i d m r

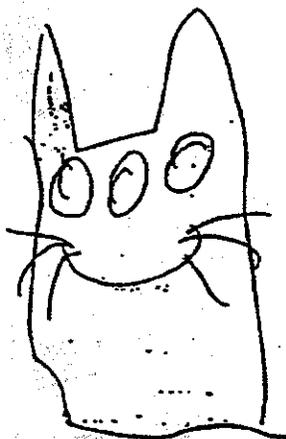
• lacks spacing

**NEXT LESSONS:**

- spacing
- recognizing the relationship between sounds and words

## BEGINNING - PERSONAL NARRATIVE

- chooses topics from personal experiences and interests
- focuses on a topic



• labels pictures

CT

- shows some evidence of directionality
- begins to show sound/letter correspondence
- uses word attempts to describe drawings

### **NEXT LESSONS:**

- writing sentences
- developing a sight vocabulary

**BEGINNING - PERSONAL NARRATIVE**

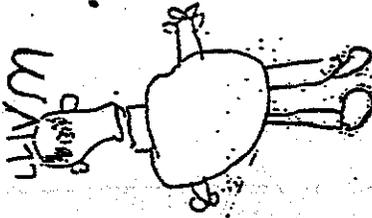
• chooses a topic from personal experiences and interests

• uses random letters

UHVNM

• uses word attempts to describe a drawing

ILSOB  
• demonstrates  
directionality



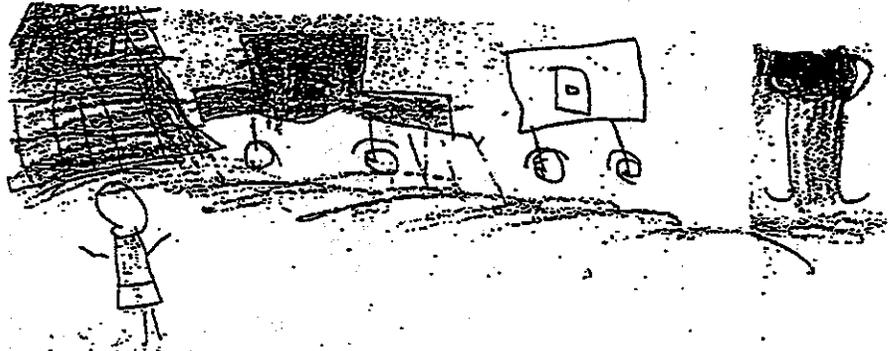
• begins to support ideas with drawings, symbols, one or two letters to represent words

**NEXT LESSONS:**

- guided writing
- recognizing sound/letter correspondence

## BEGINNING - PERSONAL NARRATIVE

- chooses topics from personal experiences and interests



- demonstrates directionality
  - uses spacing between words
  - uses end punctuation
- THE CAR TRUCK V RB

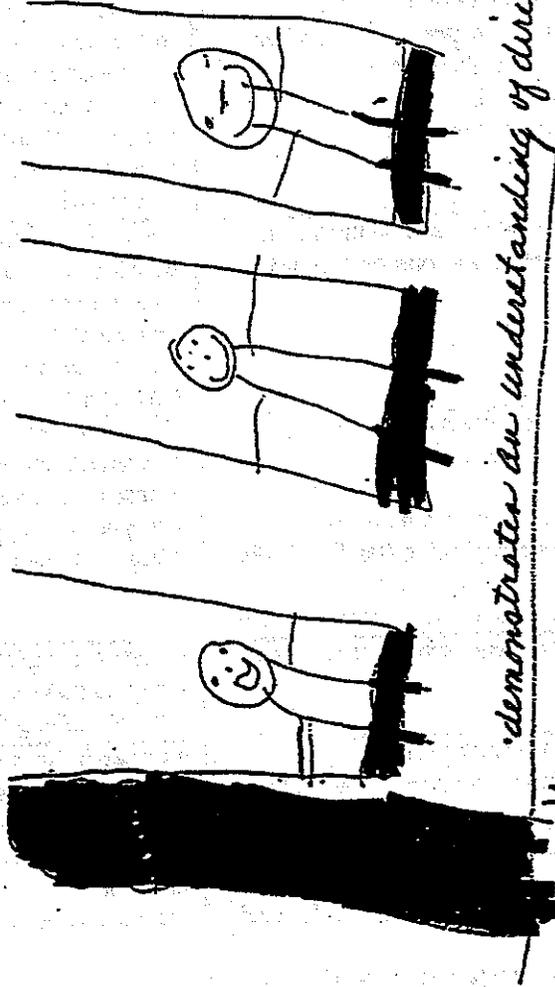
- uses word attempts to resemble a sentence
- begins to support ideas with drawings and one or two letters to represent words

### NEXT LESSONS:

- recognizing sound/letter correspondence
- building sight vocabulary

**BEGINNING - PERSONAL NARRATIVE**

- chooses topic from personal experiences
- begins to focus on one event



• demonstrates an understanding of directionality

• uses a few right words

When THURSDAY / I ELL OF TH 'use some spacing

SNEAG I.O

- uses words or word attempts to describe drawings
- begins to show sound/letter correspondence

**NEXT LESSONS:**

- developing a story line
- writing complete sentences

# PERSONAL NARRATIVE

## DEVELOPING WRITING

|                              |  |   |
|------------------------------|--|---|
| AUDIENCE/PURPOSE             | <ul style="list-style-type: none"> <li>• chooses topics from personal experiences</li> <li>• begins to focus on one event</li> <li>• begins to express own feelings</li> <li>• begins to show some evidence of individual voice</li> <li>• begins to use titles</li> </ul>                 | <ul style="list-style-type: none"> <li>• begins to show awareness of reader's needs</li> <li>• chooses topics from personal experiences</li> <li>• narrows topic to the importance of one event in the writer's life</li> <li>• focuses on the purpose of relating the importance of one event in the life of the writer</li> <li>• expresses own thoughts and feelings</li> <li>• uses individual voice and/or appropriate tone</li> <li>• uses title</li> </ul> |
| IDEA DEVELOPMENT/<br>SUPPORT | <ul style="list-style-type: none"> <li>• supports ideas with pictures, simple phrases, one or two details</li> </ul>   | <ul style="list-style-type: none"> <li>• supports ideas with one or two relevant, specific details</li> <li>• uses some description of emotions, thoughts, and insights</li> <li>• uses some sensory detail and imagery</li> <li>• attempts to use dialogue when appropriate</li> </ul>   |
| ORGANIZATION                 | <ul style="list-style-type: none"> <li>• demonstrates directionality</li> <li>• demonstrates some logical order</li> <li>• demonstrates a story line</li> <li>• writes a beginning (lead), middle (body), end (conclusion)</li> <li>• borrows structure from models</li> </ul>             | <ul style="list-style-type: none"> <li>• demonstrates logical order</li> <li>• attempts to develop an engaging lead</li> <li>• attempts to develop an effective conclusion</li> <li>• begins to use paragraphs</li> <li>• begins to use transitions</li> </ul>  |
| SENTENCES                    | <ul style="list-style-type: none"> <li>• writes some simple sentences</li> </ul>   | <ul style="list-style-type: none"> <li>• writes complete sentences</li> <li>• begins to use some variety in sentence structure/length</li> </ul>  |
| LANGUAGE                     | <ul style="list-style-type: none"> <li>• writes in first person</li> <li>• begins to use some descriptive language</li> <li>• shows some evidence of correct word usage (e.g., subject/verb agreement, correct use of "I" and "me")</li> <li>• begins to use a variety of words</li> </ul> | <ul style="list-style-type: none"> <li>• writes in first person</li> <li>• uses some descriptive and figurative language</li> <li>• demonstrates frequent, correct word usage (e.g., subject/verb agreement, correct use of "I" and "me")</li> <li>• uses a variety of words</li> </ul>   |
| CORRECTNESS                  | <ul style="list-style-type: none"> <li>• uses spacing between words</li> <li>• uses sight words as well as inventions and approximations</li> <li>• begins sentence with capital letter</li> <li>• uses end punctuation</li> <li>• shows sound/letter correspondence</li> </ul>            | <ul style="list-style-type: none"> <li>• uses more correct spelling, less invention and approximation</li> <li>• uses more correct capitalization</li> <li>• uses more correct end punctuation</li> </ul>   |

## DEVELOPING - PERSONAL NARRATIVE

- chooses topic from personal experiences
- focuses topic on one event
- writes in first person

• shows sound/letter correspondence

• begins sentences with a capital letter

• demonstrates directionality

• uses end punctuation

• uses spacing between words

• demonstrates logical order

• uses sight words as well as inventions and approximations

I want my Cassin  
How's and my  
bike.

### NEXT LESSONS:

- supporting ideas with details
- developing a story line

## DEVELOPING - PERSONAL NARRATIVE

- chooses a topic from personal experiences
- focuses on one event

• uses spacing between words

I Wet to  
the Move  
and I sol Baby  
dill and to mee

• begins to  
express  
own  
feelings

and I was tied  
to cri

shows sound/letter  
correspondence

• demonstrates logical order

• demonstrates understanding  
of directionality

• attempts to demonstrate  
a story line

• uses right words as well as  
inventions and approximations

### NEXT LESSONS:

- adding details
- writing simple sentences

**DEVELOPING - PERSONAL NARRATIVE**

- chooses a topic from personal experiences
- writes in first person

I SOL MIS BUILT

at POSTOFLS SHELLOS. <sup>attempts to use punctuation</sup>

RITING OLETR SHELOS.

TALKED TO MY CUSHNS.

- demonstrates some logical order
- demonstrates an understanding of directionality

- uses sight words as well as imitations and approximations
- shows some sound/letter correspondence
- sometimes capitalizes first word in a sentence

**NEXT LESSONS:**

- developing a sequence of events
- using end punctuation

DEVELOPING - PERSONAL NARRATIVE

- chooses topics from personal experiences
- focuses on the event

• writes in first person  
One snowy day I  
went out sid and I

- shows some evidence of individual voice

built a snowman.

- uses more correct and punctuation

(I had a great time)

- expresses own feelings

With my mom and Si  
We put a Cafet

- attempts to use paragraphs

- writes complete sentences

- begins to show some evidence of individual voice
- demonstrates an understanding of directionality

- supports ideas with two or three relevant details

for the nos and buttons for  
 We put nos buttons for

- has a beginning, middle, and end

the Clos, good  
 dras up and Mom and  
 and too.

- begins to use variety in sentence structure/length

I and. Warm  
 S's did  
 Dad. Stad  
 inside and Watched  
 the Ballgam. The End

- uses more correct spelling, less invention and approximation

**NEXT LESSONS:**

- writing engaging leads
- using descriptive language

## DEVELOPING - PERSONAL NARRATIVE

- chooses topic from personal experiences and interests
- focuses on one event in the life of the writer
- writes in first person
- uses more correct spelling, capitalization, and punctuation

• attempts to develop an engaging lead

• uses a variety of sentence structures/lengths

• uses some descriptive language

• supports ideas with one or two relevant details

• uses transitions

• has a beginning, middle, and end

• writes complete sentences

Mom ~~gradently~~ dropped a glass plate and it spilled everywe  
r. Mom told me to get back but it was to late. I steped in glass and mom got all the glass out.  
When mom got all the glass out she gave me ice-cream

### NEXT LESSONS:

- using descriptive language
- writing effective conclusions

## DEVELOPING - PERSONAL NARRATIVE

- chosen topics from personal experiences
- stays focused on the topic
- has voice and expresses some emotion
- has a beginning, middle, and end
- logical order

• writes complete sentences

When I came home from school, I knew what to do! I packed my bags and got ready to go to Disney World! So we took our bags and put them in the van. And dad started the van and we were on! It took about one day to get there. We stayed in a hotel.

I had so much fun I couldn't believe it! I went on a roller coaster! After four days we left.

• attempts to develop an effective conclusion

I didn't want to leave but I had to go home. Then it was time to go home. But the good part was I had fun!

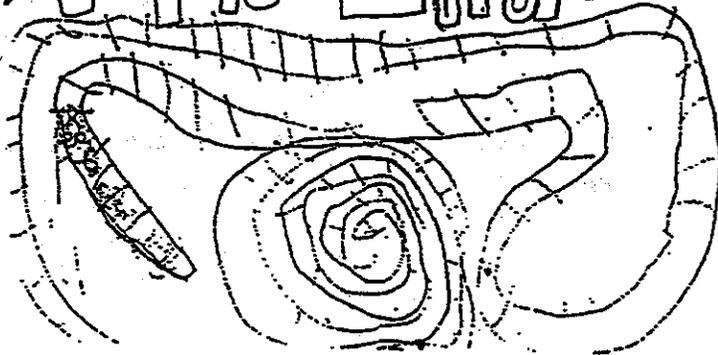
• expresses own thoughts and feelings

• begins to use some variety in sentence structures/lengths

• uses more correct spelling

• uses more correct end punctuation

# The End!



### NEXT LESSONS:

- narrowing topics
- focusing on a purpose

## DEVELOPING - PERSONAL NARRATIVE

- writes complete sentences
- chooses a topic from personal experiences
- stays focused on the topic
- attempts an engaging lead
- writes in first person
- supports ideas with one or two relevant details
- evidence of voice
- attempts to relate the significance of the event
- uses some description of emotions, thoughts
- uses transitions
- attempts paragraph structure
- attempts to use a variety of sentences
- uses more correct spelling
- uses more correct capitalization
- uses more correct end punctuation
- begins to use a variety of words

I I can remember the first time I spent the night with my friend, I was 5. She asked me if I wanted to so I thought about it. I knew it would be fun, but I had never spent the night with a friend and I might miss my family. When we had to go to bed. Finally, it was time to go I was a little worried, when I got there it was 6:30 so we ate pizza for dinner. Then we watched a movie, after that we played Candy Land. Soon it was time for bed, but for some reason I fell right to sleep without even thinking about missing my family. I had Fun!

### NEXT LESSONS:

- developing details
- focusing on the significance of the event

## PERSONAL NARRATIVE

### COMPETENT (end of P4) WRITING

|                              |   |
|------------------------------|---|
| AUDIENCE/PURPOSE             | <ul style="list-style-type: none"><li>• shows awareness of reader's needs</li><li>• chooses topics from personal experiences</li><li>• narrows topic to the importance of one event in the writer's life</li><li>• focuses on the purpose of relating the importance of one event in the writer's life</li><li>• expresses own thoughts and feelings</li><li>• uses individual voice and/or appropriate tone</li><li>• creates a title that captures the essence of the piece and creates reader interest</li></ul> |
| IDEA DEVELOPMENT/<br>SUPPORT | <ul style="list-style-type: none"><li>• supports ideas with two or three relevant, specific details</li><li>• describes emotions, thoughts, and insights</li><li>• uses sensory details and imagery</li><li>• uses dialogue when appropriate</li></ul>  |
| ORGANIZATION                 | <ul style="list-style-type: none"><li>• places ideas and details in meaningful order</li><li>• writes an engaging lead</li><li>• writes an effective conclusion</li><li>• uses paragraphs</li><li>• uses some transition words and phrases</li></ul>  |
| SENTENCES                    | <ul style="list-style-type: none"><li>• writes complete sentences</li><li>• uses a variety of sentence structures/ lengths</li></ul>  |
| LANGUAGE                     | <ul style="list-style-type: none"><li>• writes in first person</li><li>• chooses language appropriate for the audience/purpose</li><li>• uses descriptive and figurative language</li><li>• makes few errors in usage</li><li>• uses a variety of words effectively</li></ul>   |
| CORRECTNESS                  | <ul style="list-style-type: none"><li>• makes few errors in spelling</li><li>• makes few errors in capitalization</li><li>• makes few errors in punctuation</li><li>• makes few errors in correctness that do not interfere with the meaning</li></ul>  |

COMPETENT (P4) - PERSONAL NARRATIVE

- chooses topics from personal experiences and interests
- focuses on the significance of the event
- begins to show awareness of reader's needs
- writes in first person
- uses a variety of sentence structures/lengths

One Very Bad Day • uses a title  
Crack! The ball sailed center  
fielded but dropped before going  
over the fence. <sup>• writer's</sup> <sup>effective lead</sup>  
The center fielder got the ball  
and pegged it to second.  
I was choking to second  
but I stopped. I acted like I  
was going back to first and  
then headed to second because  
he second baseman threw the  
ball to first. The first baseman

- uses a variety of words
- uses descriptive language

- have beginning, middle, and end
- supports ideas with one or two relevant details
- demonstrates logical order

throw to second the second  
 baseman caught the ball and  
 tagged me. Oatmeal shouted  
 the catcher, I throw my arms  
 up and I was going to shout  
 at the catcher but I just  
 watched Oatmeal fork punch  
 I went to my helmet off and  
 that day

• use some  
descriptions  
of emotions,  
thoughts

• correct  
word usage

• evidence  
of individual  
voice

• chosen language appropriate for  
audience and purpose

• use more correct spelling, punctuation  
and punctuation

**NEXT LESSONS:**

- using sensory detail
- using dialogue

COMPETENT (P4) - PERSONAL NARRATIVE

- chooses topics from personal experiences
- narrows topic to the significance of one event in the life of the writer
- focuses on the purpose of relating the significance of the event

- creates an engaging lead

- expresses own thoughts and feelings

- supports ideas with relevant details

- uses sensory details

My First Spelling  
Test In My Life

• uses a title

I was in my classroom getting ready for my first spelling test. Everybody was sitting in their desk with a piece of paper in front of them. There was not a sound in the classroom.

I was so nervous, I was shaking and my knees were hitting and bouncing off from each other. Then all of a sudden my teacher called out a word. I heard my teacher say the word I really did but mostly all I could hear was my mind saying I'm so nervous, I'm so nervous.

Then I started to smell my sweat and my pencil started to slide out of my hand

- chooses language appropriate for audience and purpose
- writes in first person
- places ideas and details in meaningful order

• writes complete sentences

• uses a variety of sentence structures / lengths

• uses transitions

• uses paragraphs

I thought I saw my hand shaking like it was going crazy. I knew I took my pencil and wrote down the word hoping I would get it right.

Then my teacher called out the word and waited a minute. Right then I thought this isn't so bad. Next she called out another word and waited a min or two. My teacher did the rest of the spelling test just like that.

When she was done with the spelling test she graded them. After she was done grading them she called out the people who made 100% and of a sudden she called out

• describes thoughts and insights

I was so proud of myself. I stayed still for a swim and thought about something. I was thinking all that swimming for nothing. I hope next time I will not be nervous.

• writes an effective conclusion

• has a few errors in correctness that do not interfere with meaning

**NEXT LESSONS:**

- using dialogue
- using correct sentence structure

## COMPETENT (P4) - PERSONAL NARRATIVE

- chooses topics from personal experiences
- narrows topic
- focuses on the purpose of relating the significance of the event

W I U S . created a title  
When I was 7, I learned to ride.

- writes in first person.

Dad had just bought me a brand new bike for my birthday. I had turned 7, and my dad expected me to know how to ride.

- uses two or three relevant details

my bike like a champ. I was so scared I had never ridden a bike before, but I was still determined to try. So I got

- uses transitions

on my bike and I did a dumb thing. First I forgot my gears. Second instead of going on the ground I went down

- has a beginning, middle, and end

- places ideas and details in meaningful order

- writes complete sentences

a hill. I was doing fine until I took up.

I was heading straight for the best basketball ball

god. Dad forgot to show me where the

brakes were, and boom! I was knocked out.

Dad ran down to get me. He carried

me up the hill, and layed me on the stretcher

- uses paragraphs

I was still in conscious. Mom

and Emily came running. I woke up

and put my hand on my forehead.

- uses dialogue appropriately

I said "Ouch". I took my hand

off my head. It had blood all over it.

I got sick.

- Has few errors in word usage

- uses a variety of words

• used a variety of sentence structures/ lengths

Tom cleaned me up, and I looked in the mirror. I had a big spot on my face. I screamed! I tried to cover it with band-aids, but mom said I would take a whole box to cover it. I said "I don't want to go to school tomorrow."

• writes an effective conclusion

She said "Good, It's Friday."

• has few errors in spelling, capitalization, and punctuation

**NEXT LESSONS:**

- writing engaging leads
- using descriptive language

## PERSONAL NARRATIVE

### GRADES 4 - 8

The writer of a proficient personal narrative demonstrates most or all of the following skills:

#### **AUDIENCE/PURPOSE**

- focuses on the purpose of relating the significance of one event in the life of the writer
- communicates the significance of the event to the reader
- narrows topic
- uses an individual voice
- creates a title which captures the essence of the piece and creates reader interest

#### **IDEA DEVELOPMENT/SUPPORT**

- develops ideas by using relevant supporting details from life experiences
- describes emotions, thoughts, and actions to relate the event
- develops the people in the narrative
- develops the action of the narrative
- uses dialogue effectively
- describes setting
- uses sensory details

#### **ORGANIZATION**

- writes an engaging lead
- places ideas and details in meaningful order
- organizes the narrative into paragraphs
- uses transitions between ideas
- maintains coherence and unity
- concludes the narrative effectively

#### **SENTENCES**

- writes complete and varied sentences

#### **LANGUAGE**

- chooses language appropriate to the audience and purpose
- writes in first person
- uses descriptive language
- maintains consistent verb tense
- makes subjects and verbs agree
- employs correct usage

#### **CORRECTNESS**

- spells correctly
- uses correct end punctuation, commas, quotation marks, apostrophes
- capitalizes correctly
- makes few errors in correctness which do not interfere with the meaning of the piece

As students move from grade to grade, they demonstrate growth in the control and complexity with which they use these skills.

GRADE 4 - PERSONAL NARRATIVE

Title captures essence of the piece.

Storm Damages County

Writer focuses on how storm affected his family.

Last summer my Mom was taking my sister, and me to our block because she had to go with my other sister to a road block. They went so they would make money for the state tournament that I was going to play softball in.

writes in first person

Writer provides information explaining why he was not home during storm.

Organized in chronological order and in paragraphs

We drove in and everyone greeted each other with hugs, kisses, and talked awhile.

Transition

Soon Mom and I left and I and I rode our bikes on their gravel driveway. I and I friends joined us.

uses dialogue to introduce conflict

I guess it was Dad who then called out, "You'd better go in because there was just a severe thunderstorm warning for the whole tri-state in effect until 8:00 tonight." So we parked our bikes and ran back inside.

transition

I ran a long way to get to his house. Sure enough, as soon as we walked inside, it started storming. Every minute it got worse. There weren't

transition

Sensory details develop the incident.

just flashes of lightning, there were big long streaks of lightning followed by loud booms of thunder. I was screaming bloody murder! The whole family was about to panic! "Is it almost over?" I asked, still scared to death!

Sentence Variety

Transition

I replied back to her, "Yes, but you have to be quiet and quit screaming." Unfortunately, the storm still got worse. (S.O) Mamma took us downstairs to the basement to try to calm us down. I may Aunt, who is in a wheelchair was a little frightened, but wasn't able to go downstairs with us.

Sensory detail develops the incident.

While I let out one more scream we heard a loud thud. It didn't sound normal even though we could still hear the wind real strong. (S.O)

Transition

Transition

Mamma went upstairs to see what that loud thud was. We could hear her call out, "O.h, great! There's a tree on the patio." I tried to go up and see what had happened, but I wouldn't let me. S.O I stayed down with her because she looked too scared.

Dialogue introduces details.

transition Suddenly we remembered... Mom!  
Dad and I are still at the road block.

connects to lead; shows thoughts of writer

transition Then all of a sudden... the storm began to let up and everyone let out a loud sigh. (Whhheeww!!!)

descriptive language

transition Soon we got a phone call from one of Mom's and Mamma's friend saying, "E. there's a tree on G's house and power lines, are down, and thankfully, their not home."

Details recreate aftermath of storm.

transition Next Dad called to make sure that everyone was O.K. Fortunately, we were all fine, even I.

The writer ties up loose ends about aunt and the people at the road block.

Soon Mom picked us up, went home, and checked out all the damage to our house and to our neighbors houses. We never heard of any other counties, just!

transition That night Mom, Dad and I stayed up with a candle lit because the power was off. We could see who could name the most birds, fruits, and other things. (Anything to keep our minds busy)

details of the aftermath

transition Soon the power was back on and everyone lived through that horrible

- effective conclusion - relates to purpose

storm. Fortunately and thankfully, no one was hurt.

- few errors in usage and correctness

**NEXT LESSONS:**

- expanding the climactic scene
- using strong verbs

GRADE 5 - PERSONAL NARRATIVE

A KNOCK AT THE KNOX

Play on words creates an engaging title.

Narrows topic; focuses on one event

Written in first person  
Uses chronological order

"Hey guys... are you ready to see some authentic war tanks?!?!?!" Uncle Victor yelled.

Dialogue creates engaging lead.

Victor worked in the Navy and he wanted to show Ryan and me some army tanks!

Detail connects to conclusion.

Transition

As we were walking through the museum, we saw this old, beat up tank. It looked like "Rocky" after a bad fight. We stopped to ask somebody that worked at Fort Knox if they had any tanks that you could climb on.

descriptive language

He replied, "Yes, we do. They're right outside those doors," as he pointed to a pair of steel doors. "But whatever you do, DON'T HIT YOUR HEAD ON THE TANKS!"

foreshadows event

descriptive language

I was so happy I sprinted over to the doors like a starving lion after its fallen prey. It was a blistering hot day and the grass was scorched!! We headed to the first tank.

descriptive language

Victor said, "I want a picture of you and Ryan on the front of the tank." Ryan climbed up to the front of the tank as adept as a mountain goat up a rocky cliff. I scrambled onto the back of the tank and raised up very abruptly and to my surprise there was an overhang of metal. "Ow!!" I blurted. "What in the world did I hit?"

Uses dialogue to introduce main point of narrative

Sentence Variety

Victor came rushing over to see what was the matter. He found me hunched over with my hand to my head, and blood was oozing between my fingers. Victor ripped his shirt off and wrapped it around my head. Then he picked me up and rushed me to his truck.

strong verbs

As Victor sat me down on the seat, I felt like I was going to pass out. My head was spinning, and my arms and legs felt like rubber. As if he didn't know I felt bad enough already, he announced, "We've got to take you to the emergency room."

Sensory details

I shouted, "EMERGENCY ROOM!?!?!!"  
He calmly answered, "Yes."

Uses dialogue and action to develop character

Uses an individual voice

I was ready to cry, but crying would only make matters worse. Victor knew how upset I was, so he started cracking jokes like, "I think I see your brains about to fall out."

connects to conclusion

transition

When we arrived at the emergency room, Victor quickly told the nurse, "This boy cracked his head open!" They led us to a room, where my mom joined us. The nurse had my mom hold numbing medicine on my head, because they decided that I would have to get.....STITCHES!!!! My knees were shaking when they finished the last stitch. I was relieved to be done with this awful procedure!

Punctuation and all caps indicate writer's reaction to the idea of stitches.

sensory detail

transition

Two weeks later we went over to Victor's house to eat dinner. After we were finished eating Victor went upstairs and brought down a little box. He gave it to me and I opened it. It was my grandpa's "Red Badge Of Courage," that he received from the Navy. Grandpa passed it down to Victor, and Victor passed it down to me. Victor told me he wanted me to have it for being so brave and not crying when I hit my head. I was so proud and honored to receive my grandpa's medal. I felt like I was glowing in the spotlight!

Conclusion indicates significance of event.

descriptive language

few errors in usage and correctness

#### NEXT LESSONS:

- using an interior monologue to convey the writer's thoughts
- consistent, correct use of commas in compound and complex sentences

GRADE 5 - PERSONAL NARRATIVE

Writes in first person  
uses chronological order

My Best

It captures  
significance  
of event.

Narrows topic;  
focuses on  
one incident

Varied  
sentence  
structure

descriptive  
language

Strong  
verbs

"And in lane #4 Team One's, Jane Doe!" The announcer exclaimed over the intercom, which was way too close to the pool, and I thought was going to fall in! I was at South Central (a regional competition). I stepped onto the first step of the swimming block and felt a huge drop of sweat drip off my nose. I posed, as if I had bulging muscles, to turn the ever lasting stares into laughs. The crowd did as I wished and burst out into a million chuckles. I let out a sigh of relief and peered over at my mother to see her reaction to my pose.

She was standing as close as she could get to the pool, almost on top of the gate. She gave me an enormous smile that seemed to say "just do your best."

In lane six the last name was being announced, and then the announcer got a serious look on his face.

"Swimmers step onto the block!" he demanded pointing at the swimmers (including me). I felt like diving in right then, I was so excited, and hot! "Take your marks," echoed the announcer.

I bent to touch my orange toe nails as the wings of the butterflies in my stomach got larger and larger, until I felt like I was going to pop.

"Beeeeep!" the buzzer screeched informing the swimmers to dive in. Along with the other swimmers, I dove in. My fingertips reached the freezing water and I heard a million

engaging  
lead

Sensory  
detail

character  
development

descriptive  
language

screams, cheering the representatives of their teams on. The rest of my body hit the pool water, immediately my arms began stroking and my legs began kicking. Out of the corner of my eye, I noticed two girls ahead of me. I tried a little harder to go faster. I tried so hard I began to cry under the water.

*Sensory details develop the action of the narrative.*

*Strong verbs help to develop the incident*

I plunged off the concrete wall to start my second length. Now I saw three girls in front. I knew I couldn't push myself any harder and seemed to slow down a bit. The yells got louder and multiplied the closer I got to the wall.

*transition*

I slammed my raisin-like hands on the black touch pad, and attempted to stand up but was too weak. The timer pulled me out of the water and told me that I had done well.

*transition*

I found out later that I had gotten fourth place. Even though I didn't get first place, and had worked really hard and done my best, I was very proud of my new medal and especially me! Pushing yourself to the limit makes your heart feel happier than getting the top medal. Doing your best is one of the most wonderful feelings in the world!

*The writer reflects on the significance of the event.*

*The writer transitions from one paragraph to the next by connecting ideas and objects.*

*few errors in correctness*

**NEXT LESSON:**  
• varying sentence beginnings  
(See overuse of "I" to begin sentences on second page.)

GRADE 6 - PERSONAL NARRATIVE

writes in first person  
focuses on one incident  
uses chronological order

A huge "fad" in my neighborhood last year was jumping on this kid's trampoline. It was very fun.

engaging lead

The kid who owned this "tramp" (the now common name for trampoline) was kind of a "geek" because he was unathletic. But once he got this tramp, many of the

anticipates reader's need to have term explained

Varied Sentence Structure

very popular kids in the neighborhood began to flock to the kid's house to jump, for they were allowed.

descriptive language

I, being one of the popular kids in the neighborhood, felt more and more pressure put on me to hop on and have some fun. But one imovable pothole lied in my

sets up conflict at the beginning

road to trampoline fun and games this summer. My

descriptive language

mother.

transition

Yes, my mother. She's very overprotectant to my brother and I. You see she works at Children's Hospital. There have been many days when she's come home talking about kids she sees at work who have fallen off tramps, or bikes and have been paralyzed terribly.

Details explain mother's side of conflict

transition So one day when she was in a very happy and

loving mood, (I'd been waiting for one of these days to ask her all of my questions which involved "pretty please?") I walked up to her, and speaking in my

uses individual voice

nicest voice asked, "Hey, Mom could I by any chance jump on the tramp with the other kids?" So it began. (a long lecture) For over 15 minutes she

explained to my crumbling body in heartbreaking

descriptive language

detail, why I could not. After tossing in a few what  
if's, but's and please's my defeated plea ended. *descriptive language*

*effective use of interior monologue*

How could I possibly tell my friends this? Or would I? So now I would be the odd man out. So much for my popularity! *continues focus set forth in lead*

*transition* One lonely day after school, I decided to ride my bike down to the tramp to see if my friends were down there. Sure enough there they were, jumping and having so much fun. As I stood by the side of the tramp in envy, we talked about our day. After a *sensory detail* while, my closest friend of the bunch urged me to get on unaware that I wasn't allowed. As the compulsion *descriptive language*

*maintains focus*

built up inside me I knew I could not lose my popularity, so without thinking I hopped on and began jumping.

*transition* It felt so good! As my friends and I talked I began to realize what would happen if my mom caught me jumping. But after a while of having so much fun I forgot all about it.

You know, this really was like poison ivy.

*reflection and insight*

Although someone tells you not to itch it, and you know your not suppose to, but it itches like crazy. Then once you itch it you feel terribly guilty but you keep itching and can't stop. The your trouble only spreads. (like mine would)

*effective use of metaphor*

*transition* AS I was jumping, I felt more and more guilty but kept jumping. The tramp was behind the kid's

house so I kept eyeing the corner of the house *descriptive language*  
nervously, expecting my mom to come walking around  
and catching me. Then, after about five more  
minutes, my mom came walking around that corner. A  
*Sentence Variety* disappointed frown crossed her face. As I jumped off  
the tramp in fright and unexpectation of what would  
be said next, I spoke to my friends quickly, "Uh, uh,  
I'm really late for ball practice." "You're in for *Dialogue captures personalities of speakers.*  
it, young man!" I heard my mom say. Oh great! I  
thought.

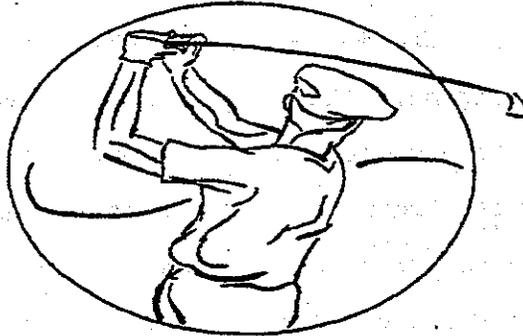
After a vigorous fine of \$10, and one whole week  
of being grounded, I figured that without a doubt I  
acted before thinking. My actions would definitely *concludes by reflecting on significance of event*  
be different today for this certainly taught me a  
lesson. As it turns out, my friends don't really  
care after all.

*Returns to the idea of maintaining popularity*

#### NEXT LESSONS:

- using precise words
- creating an effective title
- punctuating parenthetical ideas
- using spellcheck

GRADE 6 - PERSONAL NARRATIVE



*focuses on the significance of one incident*

## Hangin' With the Big Dogs

*Humor and irony create the writer's individual voice.*

*Catchy title captures the essence of the piece.*

*writes in first person*

I'm sure when you were a kid, you wanted to act older. Last year I tried to act older too. The problem with that is I was trying to run with the big dogs, but this pup learned a hard lesson that fateful day.

*addresses reader*

*descriptive language*

See, my Dad's work, M \_\_\_\_\_ County Coal, holds an annual golf tournament every year at P \_\_\_\_\_ Country Club.

Well, last September I entered that tournament with my Dad and two of his buddies. I tried to prove that I was a golf prodigy, considering I out drove all the little guys at the driving range, I thought I was a golf prodigy.

*appropriate language use*

I was so sure that I could see that weird lookin' man on top of a golf trophy sitting up on my shelf, I already had a place picked out for it.

*details develop the idea of the writer's overconfidence.*

On the tee off area there lay an off white tee and a logoed golf ball on top of it.

The guys whispering off to the side made me nervous, were they talking about me or were they talking about the shovel (piece of machinery) that was down at work? I was convinced that if they weren't talking about me, they were probably thinking about me, they were probably thinking that they had better not get beat by an eleven year old.

*Writer's thoughts continue to show his overestimation of his golf talent.*

*Varied Sentences* Nervous and worried, I got in my pro form stance, legs shoulder length apart and arms fully extended. I suddenly connected with the ball. "It's going, going, going, gone and where it went, nobody knows. I looked everywhere but no ball.

*Details create image for the reader*

*Transition* As of right now, not to many things are going my way. The only good thing is looking forward to getting to the cart and finishing my peanuts and pop, and driving the cart to the next hole.

*disputes the notion that driving the cart will be a good thing (Transition)*

Recovering from a near golf cart flip in which I turned a curve way too sharp and came up on two wheels, I got a hole in one on the second hole, if you call a big, fat, stupid pond a hole. I threw my golf club in my bag angrily, waiting for the next hole to come up.

*Clever language use*

*Transition* On the third hole I actually got the ball in the hole, after about twenty shots. At this point in time, I knew I wasn't exactly getting warmed up. The space on my shelf, it might have to sit empty for awhile longer.

*recalls earlier details*

*Transition* Things went that way to about the sixteenth hole. That one was the only hole I hit the ball past one-hundred yards, except for the first one and I don't want to get in to that again.

The next time I hit the white ball, it glided in the air like an eagle. All of the sudden a man came out of nowhere and got under my ball, right where the shadow of my ball was. *descriptive language*

I yelled.

"44444444444444!!!!"

The man covered his head like a helpless child. With a lot of luck, the ball landed about two feet from the man's head. *descriptive language*

I later found out that the near candidate for brain surgery didn't come out of nowhere, he was there the whole time, I just didn't see him. *clever language*  
*effective use of humor*

*irony* If you ignored the almost ambulance call, the shot was perfect.

"Hole eighteen's gonna be the best" I said with a whole lot of self-confidence. *transition*

On hole eighteen you have to hit the ball over a two-hundred and ten feet river bed.

I took my back swing and "POW!!" as the titanium hit the ball all I could hear as I closed my eyes were the .....

"Ooohs" and

"Aaahs".

Pleading in my head, I told Dad, "It might make it."

"CRACK!!!!"

*descriptive language*

The ball hit a tree and ricochets into the dried up river bed.

"Well, it ain't like it ruined your score." Dad said trying to be humorous, but I didn't think it was a bit funny.

*descriptive language*

*Use of onomatopoeia created the sound of the scene.*

*Transition* When we got back to the clubhouse I was congratulated for being the youngest player by my Uncle R, the tournament host, also an employee at M. County Coal.

Well, I have to say it was a good experience, an embarrassing experience, but a good one.

Next time, I'll not hang with the big dogs, I'll just wait on the porch for them to come home!

*Clever language  
ties to lead  
and title.*

*few errors in correctness*

**NEXT LESSONS:**

- cutting out unnecessary text
- using consistent verb tense

GRADE 7 - PERSONAL NARRATIVE

Little captures the essence of the piece and establishes focus.

"Learning to Drive"

narrows topic to one event

"Oooooahhhhhh,"

I yawned sleepily.

"Mom, it's too early to

organized chronologically

engaging lead

get up."

"No, it's not, Honey. You have to get up and get ready for school."

writes in first person

I got out of bed and trudged downstairs to begin preparation for school. I was six years old at the time, and my brother, Brennan, was four. When I came back down, I was grouchy for no apparent reason.

descriptive language

established characters through descriptions and dialogue

"How come we gotta go to school all the time," I questioned.

"So that you can learn and get a good job when you grow up."

Dialogue captured natural speech patterns.

"But I don't like it," I complained stubbornly.

descriptive language

"That's just part of life, R\_\_\_\_. Now go brush your teeth and

I'll be in there in a minute to comb your hair."

I did as I was told. B\_\_\_\_\_ was also in the bathroom brushing his teeth.

Correct punctuation of dialogue

"Do you like going to school, B\_\_\_\_\_?" I asked.

"Yeah," he said, "It's fun!"

"Well, I sure don't"

Mom combed our hair, and we were ready to go to school.

Dialogue provides transition from first scene to the next

"Come on boys, we are going to be late," yelled Mom from the kitchen.

"Wait a second," I yelled back for no particular reason.

"No, come right now," she demanded.

"We're coming, we're coming."

We grabbed our lunches and headed outside and down the stairs to the dark-green Volvo. It was a rather brisk day, so I wore a jacket.

supplies relevant setting details needed for reader to understand plot

To understand this story, you have to be able to visualize my driveway. It started out going perpendicular to the road towards the backyard at a slant. Then, it went left and then left again into the garage. From up above, this probably looked something like a squared-off U.

descriptive language

sentence variety

correct paragraphing

For some reason, that day the car was parked at the end of the straight part of the driveway facing the yard. The yard continued at a downward slant until the point where our woods began.

develops the action of the narrative

The three of us loaded into car. Mom turned it on, and we started to pull out of the driveway. Just as we entered the road, Mom said, "OOPS. I forgot my purse. I must have left it in my bedroom."

We pulled back down the driveway and Mom went inside to get her purse. B\_\_\_\_\_ and I were left alone in the car. Out of curiosity, we both climbed into the front seat.

*sentence variety*

"Hey, W\_\_\_\_\_, what's dat stick?" asked B\_\_\_\_\_. What he was referring to as a stick was really the gear shifter.

*The earlier dialogue and description establish R\_\_\_\_\_ as the kind of person who would say this, thus causing the event to happen.*

"I don't know, but I dare you to push on it."

So, with my encouragement, B\_\_\_\_\_ pushed the stick. You can probably guess what happened next. We began to roll down

*describes emotions, thoughts, actions to relate the event*

our backyard. B\_\_\_\_\_ had knocked the car out of gear and there was just enough of an angle for the car to roll. B\_\_\_\_\_ stuck his head out the window and was now screaming. I was so frightened I couldn't even move.

*conversational voice*

CRUNCH! we both heard. It was the sound of my bike being

*specific, sensory details*

smashed like an ant under the wheels of the car. We were rolling at a speed less than ten miles per hour, but it was enough to scare two young boys half to death. The car hit a tree, and we stopped with a loud thud.

*descriptive language*

*correct paragraphing*

Neither of us were injured, and the car just had a few scratches. My bike had been totally demolished, though. Mom came running up behind us and cried "Oh my gosh, boys, are you all right?"

"Yeah," we replied with panic-stricken voices.

*transition*

In the end, I got a new bike which was better than the one before, so I was happy. We were late for school, but my mom took care of it. Also, R\_\_\_\_\_ and I were denied the privilege of entering a vehicle without an adult accompanying us, but we were not too upset.

*concludes effectively*

I learned the hard way that I should not touch or bother anything that I am not fully familiar with. R\_\_\_\_\_ learned not to listen to everything I tell him to do, and Mom learned not to leave two young boys alone in a car.

*reflects on significance of event*

*few errors in correctness*

**NEXT LESSON:**

- using dialogue and interior monologue to develop the climax

GRADE 8 - PERSONAL NARRATIVE

double meaning  
of the title:  
the ride and  
the rider

The Extreme Sky Flier

narrows topic to  
one ride at  
King's Island  
focuses on the  
significance of  
overcoming fear

engaging  
lead

Imagine yourself slowly being raised 175 feet into the air. Every foot you go to reach the destination the ground keeps getting smaller and smaller.

People start looking like ants and your heart is racing.

sensory details

Sounds scary! But actually it's not, it's really, absolutely the most fun thing I've ever done.

writes in  
first person

It all started a week before school, my family and I went to Cincinnati, to the Kings Island amusement park. My sister and I were walking around riding all of the roller coasters because I've never ridden a

uses  
chronological  
order

roller coaster before... But that's a different story.

maintains focus

Never the less we were walking around and we saw this awesome ride called the "Extreme Sky Flier". It looked really cool, but I was afraid to ride it. My sister kept on bugging me every time we walked past the tall arched ride with a string right down the middle.

establishes  
character

descriptive  
language

"Kristi", Melissa, my sister said, "ride that awesome ride, it's not going to kill you, we are just going to be raised up 175 feet and then dropped, that's all."

dialogue  
captures  
voices of  
the speakers.

"Yeah that's all!" I thought.

I'm really afraid of heights. One time we were walking on a bridge about 50 feet high and I about had a heart attack. I didn't even want to think about 175ft. That's a little over three times as high. I told myself there was no way I was going to do that. It makes me shiver when I think about it.

establishes  
character  
and  
conflict  
of the  
narrative

Well, about an hour later we ran into my dad who was with my brother Shane.

Melissa said, "Dad will you and *Kristi* ride the 'Extreme Sky Flier' with me?" I guess she directed that towards me, just to butter me up. Because when dad says yes there's hardly any arguing.

Dad thought for a while, "What's the cost?", he asked.

"About \$15 each."

"Well, okay", replied dad.

*Transition* The next thing I knew I was being dragged to the ticket line, which was actually very short, probably because not many people are as crazy as us.

*Descriptive language develops the action.*

*Transition* Then before I could say anything about what I thought about the situation dad had already paid.

"Be back in 10 minutes", said the lady in the booth.

I thought to myself, "Great now I can't chicken out of this. I'm already paid for. Nobody else in our family would even think about riding that death defying ride."

*reveals thoughts*

*descriptive language* I slowly followed my sister and dad over to mom who was hearing about what we were doing.

My mom about died as well as myself. 10 minutes was up and we were heading for the ride. My anticipation rose about what was getting ready to happen. The ride's scariness got my heart racing. The closer I got the faster my heart beat.

*sensory details*

*Transition* When we reached the ride the instructors helped us into our suits. They were kind of weird, like a parasailing suit of some sort. Mine was purple. I don't quiet remember the color of my sister's and dad's suit. I do remember thinking to myself, "Why am I risking my life for a ride!"

*reveals thoughts*

*Transition*

The next thing I remember it was our turn and we were on the stand.

The instructors put me, my dad, and my sister in line, vertically, with me in the middle.

"Lock arms", said the guy who was getting us ready. I don't remember what he looked like. I really didn't care at the time, all I cared about was me living through this. "Now don't hold on to us, okay you're going to feel a little jerk."

*reveals thoughts*

BOOM! We were hanging from a string. It was kind of weird and hurt a little bit.

*develops action*

The guy started again, "Now don't unlock arms until you fly over this box one time! Every one understand?" we all shook our heads yes, "Now who is going to pull the rip cord?"

*Dialogue advances the action.*

"I am", said my dad.

"Okay, when I give you thumbs up you pull it", said the guy, "Everything understood?"

We all agreed yes.

The guy checked us out one last time, just to be sure and said, "All right here you go! Watch for my thumbs up."

I heard a noise, I guess it was the machine starting the raising. I was right, up we began. At first it wasn't sooo... bad, but the higher we got the faster my heart beat rose and my fear along with it.

My dad looked at me and my sister and asked, "Why are we doing something this crazy?"

I couldn't talk, my heart was so far up my throat.

My dad asked if we wanted him to tell us before he pulled the rip cord or just do it. We both replied immediately, "Just do it."

*Continues to stay focused on her fear*

*transition* Every foot higher we got the ground seemed to be sooo... far away and people looked like tiny ants wondering around. I could see the whole park. The scenery was pretty. Then I remembered it wouldn't be that pretty when it comes rushing towards me quickly. *Connects to lead*

*transition* Then with no other thought we stopped. I promise my heart started beating about a 1,000 times a minute. I could taste my bitter fear. *effective sentence structure*  
I looked at my dad hoping I wouldn't see what he was about to do, but that wasn't going to happen. I watched in fear as his hand slowly made its way to the rip cord inch by inch. He placed his hand on the rip cord and he slowly pulled it. *sensory detail*  
*Detailed build up the action.*

*Varied sentence lengths enhance the action.* Silence. My heart stopped. I heard nothing. All I can remember feeling is an unexplainable SWOOSH as we rushed quickly 150 feet towards the green ground. I felt as if I was going to die. And right when I thought my life was going end... we swung up over everybody and back over the box. Without even knowing my screaming turned to laughter. I was having fun. We swung back and forth. "I'm flying", I thought. My sister and dad were laughing too. *surprised reader with her reaction*

I unlocked my arms with my dad and sister and stretched them out. The wind was blowing in my face and I was having a great time.

We swung several more times back and forth, then we had to grab a loop with a string on it to stop us. We grabbed the string and stopped directly over the box. They got us to stand up again. Then the instructors unhooked us and let us go. We were helped out of our suits and released.

We ran to tell my mom how much fun we had.

*transition* As my sister and dad were telling my mom how fun the ride was, I was thinking, "That was the most awesome, fun, greatest thing I have ever *reveals thoughts*

done. Why was I so afraid?" I cleared my thoughts and started talking to my mom.

" Was it fun? ", my mom asked.

" Yes!!!", I said literally screaming, " it was the best."

My sister looked at me and said, " Aren't you glad you experienced the ' Extreme Sky Flier' ?"

" Yes ", I screamed, " if I didn't ride that ride I would be miserable with regret for the rest of the week."

On our way to the next ride I thought , "Fear doesn't accomplish anything."

*reflects on the significance of the event*

*few errors in correctness*

**NEXT LESSONS:**

- creating an effective conclusion
- punctuating dialogue

# PRIMARY DEVELOPMENTAL CONTINUUM

MEMOIR

Beginning



Developing



Competent (end of P4)

|                          |  |  |   |  |
|--------------------------|--|--|---|--|
| AUDIENCE/PURPOSE         | <ul style="list-style-type: none"> <li>chooses topics from personal experiences</li> <li>engages in the act of writing without specific attention to meaning</li> <li>experiments with marks on a page</li> </ul>              | <ul style="list-style-type: none"> <li>chooses topics from personal experiences</li> <li>begins to focus on a topic (person, place, animal, or thing)</li> <li>begins to express own feelings</li> <li>begins to show some evidence of individual voice</li> <li>begins to use titles</li> </ul>   | <ul style="list-style-type: none"> <li>chooses topics from personal experiences</li> <li>narrower topic to the importance of the relationship between the writer and the person, place, animal, or thing</li> <li>focuses on the purpose of relating the importance of the relationship between the writer and the person, place, animal, or thing</li> <li>expresses own thoughts and feelings</li> <li>uses individual voice and/or appropriate tone</li> <li>uses title</li> </ul>       | <ul style="list-style-type: none"> <li>shows awareness of reader's needs</li> <li>chooses topic from personal experiences</li> <li>narrower topic to the importance of the relationship between the writer and the person, place, animal, or thing</li> <li>focuses on the purpose of relating the importance of the relationship between the writer and the person, place, animal, or thing</li> <li>expresses own thoughts and feelings</li> <li>uses individual voice and/or appropriate tone</li> <li>creates a title that captures the essence of the piece and creates reader interest</li> <li>supports ideas with two or three relevant, specific details</li> <li>describes emotions, thoughts, and insights</li> <li>uses sensory details and imagery</li> <li>uses dialogue when appropriate</li> </ul> |
| IDEA DEVELOPMENT/SUPPORT | <ul style="list-style-type: none"> <li>uses drawings, symbols, and letter-like marks to represent words</li> </ul>   | <ul style="list-style-type: none"> <li>begins to support ideas with drawings, symbols, one or two letters to represent a word</li> </ul>   | <ul style="list-style-type: none"> <li>supports ideas with one or two relevant, specific details</li> <li>uses some description of emotions, thoughts, and insights</li> <li>uses some sensory detail and imagery</li> <li>attempts to use dialogue when appropriate</li> <li>demonstrates logical order</li> <li>attempts to develop an engaging lead</li> <li>attempts to develop an effective conclusion</li> <li>begins to use paragraphs</li> <li>begins to use transitions</li> </ul> | <ul style="list-style-type: none"> <li>supports ideas with two or three relevant, specific details</li> <li>describes emotions, thoughts, and insights</li> <li>uses sensory details and imagery</li> <li>uses dialogue when appropriate</li> <li>demonstrates logical order</li> <li>attempts to develop an engaging lead</li> <li>attempts to develop an effective conclusion</li> <li>begins to use paragraphs</li> <li>begins to use transitions</li> </ul>  |
| ORGANIZATION             | <ul style="list-style-type: none"> <li>shows some evidence of directionality (top to bottom, left to right)</li> </ul>   | <ul style="list-style-type: none"> <li>demonstrates directionality</li> <li>attempts to demonstrate a story line</li> </ul>  | <ul style="list-style-type: none"> <li>demonstrates directionality</li> <li>demonstrates some logical order</li> <li>writes a beginning (lead), middle (body), and conclusion (ending)</li> <li>borrow structure from models</li> <li>writes some simple sentences</li> </ul>   | <ul style="list-style-type: none"> <li>places ideas and details in meaningful order</li> <li>writes an engaging lead</li> <li>writes an effective conclusion</li> <li>uses paragraphs</li> <li>uses some transition words and phrases</li> </ul>   |
| SENTENCES                | <ul style="list-style-type: none"> <li>may use some letters, strings of random letters, and/or a few words to resemble a sentence</li> <li>labels pictures or produces simple text using symbols, letter-like marks</li> </ul> | <ul style="list-style-type: none"> <li>uses letters, strings of random letters, and/or a few words to resemble a sentence</li> <li>uses word attempts or words to describe drawings</li> <li>writes a few short words, especially those with particular meaning to the writer</li> </ul>   | <ul style="list-style-type: none"> <li>writes complete sentences</li> <li>begins to use some variety in sentence structure/length</li> <li>uses some descriptive and figurative language</li> <li>demonstrates frequent, correct word usage (e.g., subject-verb agreement, correct use of "I" and "me")</li> <li>uses a variety of words</li> </ul>   | <ul style="list-style-type: none"> <li>writes complete sentences</li> <li>uses a variety of sentence structures/lengths</li> <li>chooses language appropriate for the audience/purpose</li> <li>uses descriptive and figurative language</li> <li>makes few errors in usage</li> <li>makes few errors in spelling</li> <li>makes few errors in capitalization</li> <li>makes few errors in punctuation</li> <li>makes few errors in correctness that do not interfere with the meaning</li> </ul>  |
| LANGUAGE                 | <ul style="list-style-type: none"> <li>lacks spacing</li> <li>may use scribbles, symbols, letter-like marks, letter reversals, and/or strings of random letters</li> </ul>   | <ul style="list-style-type: none"> <li>uses some spacing between words</li> <li>uses one or two letters to represent a word; uses other inventions and approximations to represent words</li> <li>begins a sentence (copied or dictated) with a capital letter</li> <li>ends sentence (copied or dictated) with punctuation</li> <li>begins to show equal/letter correspondance</li> </ul> | <ul style="list-style-type: none"> <li>begins to use a variety of words</li> <li>uses spacing between words</li> <li>uses eight words as well as inventions and approximations to represent words</li> <li>begins sentence with a capital letter</li> <li>uses end punctuation</li> <li>shows sound/letter correspondance</li> </ul>  | <ul style="list-style-type: none"> <li>uses more correct spelling, uses invention and approximation</li> <li>uses more correct capitalization</li> <li>uses more correct punctuation</li> </ul>  |
| CORRECTNESS              | <ul style="list-style-type: none"> <li>lacks spacing</li> <li>may use scribbles, symbols, letter-like marks, letter reversals, and/or strings of random letters</li> </ul>   | <ul style="list-style-type: none"> <li>uses some spacing between words</li> <li>uses one or two letters to represent a word; uses other inventions and approximations to represent words</li> <li>begins a sentence (copied or dictated) with a capital letter</li> <li>ends sentence (copied or dictated) with punctuation</li> <li>begins to show equal/letter correspondance</li> </ul> | <ul style="list-style-type: none"> <li>begins to use a variety of words</li> <li>uses spacing between words</li> <li>uses eight words as well as inventions and approximations to represent words</li> <li>begins sentence with a capital letter</li> <li>uses end punctuation</li> <li>shows sound/letter correspondance</li> </ul>  | <ul style="list-style-type: none"> <li>uses more correct spelling, uses invention and approximation</li> <li>uses more correct capitalization</li> <li>uses more correct punctuation</li> </ul>  |

## MEMOIR

### BEGINNING WRITING

|                          |   |  |
|--------------------------|---|--|
| AUDIENCE/PURPOSE         | <ul style="list-style-type: none"> <li>• chooses topics from personal experiences</li> <li>• engages in the act of writing without specific attention to meaning</li> <li>• experiments with marks on a page</li> </ul> | <ul style="list-style-type: none"> <li>• chooses topics from personal experiences</li> <li>• begins to focus on a topic (person, place, animal, or thing)</li> </ul>   |
| IDEA DEVELOPMENT/SUPPORT | <ul style="list-style-type: none"> <li>• uses drawings, symbols, and letter-like marks to represent words</li> </ul>  | <ul style="list-style-type: none"> <li>• begins to support ideas with drawings, symbols, one or two letters to represent a word</li> </ul>   |
| ORGANIZATION             | <ul style="list-style-type: none"> <li>• shows some evidence of directionality (top to bottom, left to right)</li> </ul>  | <ul style="list-style-type: none"> <li>• demonstrates directionality</li> <li>• attempts to demonstrate a story line</li> </ul>  |
| SENTENCES                | <ul style="list-style-type: none"> <li>• may use some letters, strings of random letters, and/or a few words to resemble a sentence</li> </ul>  | <ul style="list-style-type: none"> <li>• uses letters, strings of random letters, and/or a few words to resemble a sentence</li> </ul>   |
| LANGUAGE                 | <ul style="list-style-type: none"> <li>• labels pictures or produces simple text using symbols, letter-like marks</li> </ul>  | <ul style="list-style-type: none"> <li>• uses word attempts or words to describe drawings</li> <li>• writes a few sight words, especially those with particular meaning to the writer</li> </ul>   |
| CORRECTNESS              | <ul style="list-style-type: none"> <li>• lacks spacing</li> <li>• may use scribbles, symbols, letter-like marks, letter reversals, and/or strings of random letters</li> </ul>  | <ul style="list-style-type: none"> <li>• uses some spacing between words</li> <li>• uses one or two letters to represent a word; uses other inventions and approximations to represent words</li> <li>• begins a sentence (copied or dictated) with a capital letter</li> <li>• ends sentence (copied or dictated) with punctuation</li> <li>• begins to show sound/letter correspondence</li> </ul> |

## BEGINNING - MEMOIR

- chooses and narrows topics
- focuses on relationship between writer and subject (topic) - dog
- uses scribbles to communicate
- produces drawings with teacher dictation -  
"I am thankful for my dog."  
(as told to teacher)



### **NEXT LESSONS:**

- guided writing with beginning sounds
- using details in drawing

BEGINNING - MEMOIR

# My Family

• chooses and narrows topic (family)

• focuses on relationship between writer and subject (family)

• uses drawings, symbols, letter-like marks to represent words and thought

• lacks spacing



**NEXT LESSONS:**

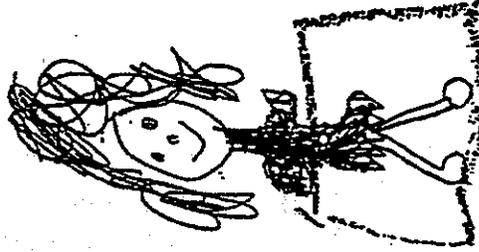
- forming letters
- recognizing beginning and ending sounds

BEGINNING - MEMOIR

- chooses and narrows topic (family)
- focuses on relationship between writer and subject (family)
- writes a few signat words, especially those with meaning to the writer

NIX → FAMILY

- spacing between words
- demonstrates directionality



WHITNEY



MOM



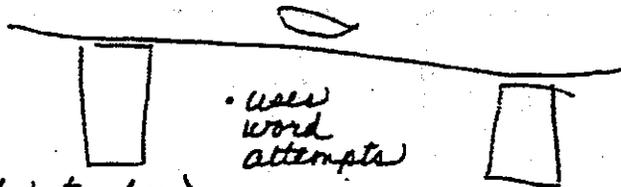
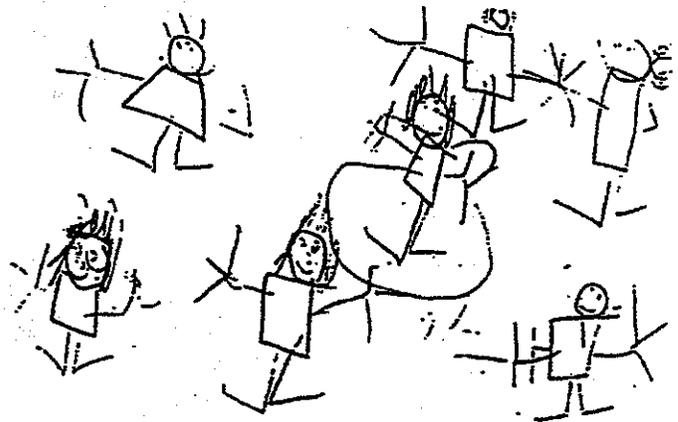
PAM

**NEXT LESSONS:**

- guided writing with developmental spelling
- telling a thought about his/her family

## BEGINNING - MEMOIR

- chooses and narrows topic (cousins)
- focuses on relationship between writer and subject (cousins)



Translation (as told to teacher.)

"I played with my  
cousins on Thanksgiving  
Day."

• uses  
word  
attempts

IPIDY

• shows some  
round/letter  
correspondence

### **NEXT LESSONS:**

- demonstrating directionality
- spacing between words

BEGINNING - MEMOIR

• demonstrates directionality

M Y F T V S T F P  
A N M L A J P O O H  
N B N B N

• supports ideas with drawings and simple phrases

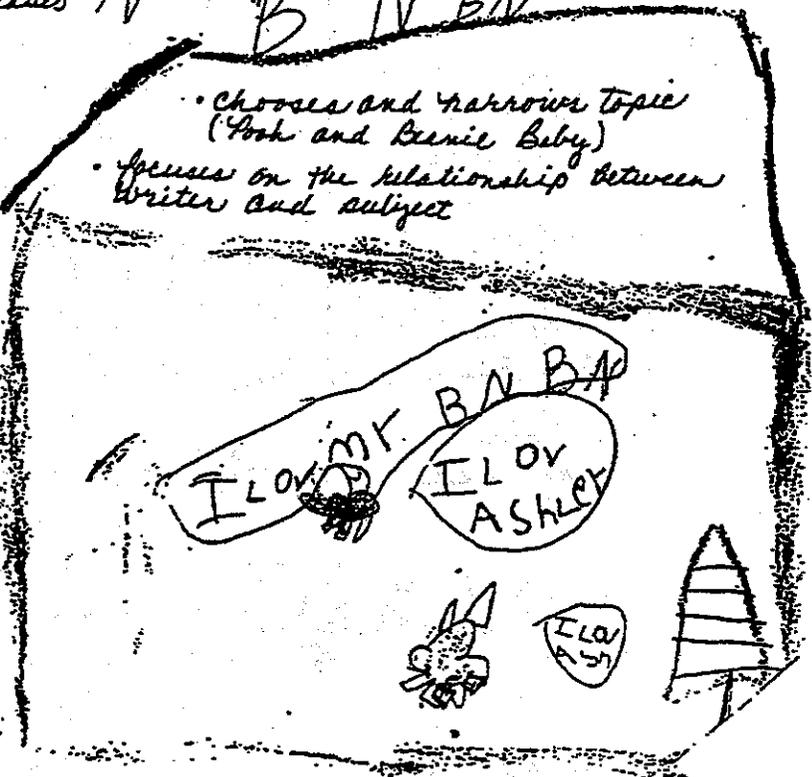
• uses a few words to resemble a sentence

• uses a few right words

• uses spacing between words

• shows sound/letter correspondence

• chooses and narrows topic (Pooh and Beanie Baby)  
• focuses on the relationship between writer and subject



**NEXT LESSONS:**

- adding details
- using lowercase letters

## BEGINNING - MEMOIR

- chooses and narrows topic (Suzanne)
- focuses on relationship between writer and subject (Suzanne)

• creates a title

I like

• spacing between words

SUZANNE

• writes some simple sentences

SUZANNE IS

• uses sight words as well as inventions and approximations

like like

• logical sequence

is a lot

• begins to use some descriptive words

like is like

• expresses feelings

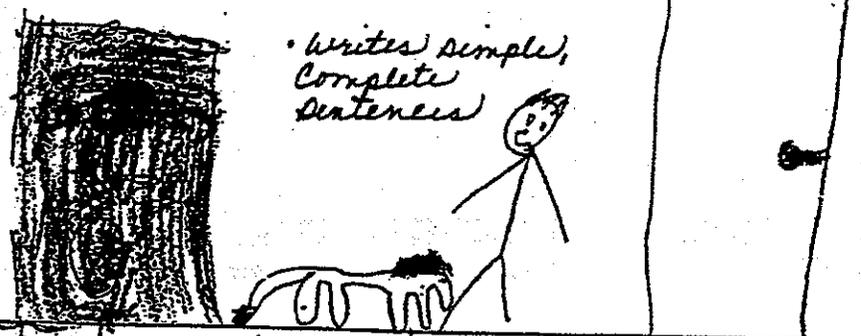
- demonstrates directionality
- has beginning, middle, end

### NEXT LESSONS:

- adding details
- using end punctuation

BEGINNING - MEMOIR

- chooses and narrows topic (lion)
- focuses on relationship between writer and subject (lion)
- focuses on the purpose of relating the significance of the relationship between the writer and the subject



• writes simple, complete sentences

• supports idea with one or two details

• uses some sensory detail

I had a lion. His name  
I slams. His a very spetletion.  
he is soft. he makes have  
good d reams.

- use more correct spelling
- begins sentences with capital letters (not always correctly)
- uses end punctuation

**NEXT LESSONS:**

- working on expressing knowledge and feelings
- oral proofreading

# MEMOIR

## DEVELOPING WRITING

|                          |  |   |
|--------------------------|--|---|
| AUDIENCE/PURPOSE         | <ul style="list-style-type: none"> <li>• chooses topics from personal experiences</li> <li>• begins to focus on the topic (person, place, animal, or thing)</li> <li>• begins to express own feelings</li> <li>• begins to show some evidence of individual voice</li> <li>• begins to use titles</li> </ul> | <ul style="list-style-type: none"> <li>• begins to show awareness of reader's needs</li> <li>• chooses topic from personal experiences</li> <li>• narrows topic to the importance of the relationship between the writer and the person, place, animal, or thing</li> <li>• focuses on the purpose of relating the importance of the relationship between the writer and the person, place, animal, or thing</li> <li>• expresses own thoughts and feelings</li> <li>• uses individual voice and/or appropriate tone</li> <li>• uses title</li> </ul> |
| IDEA DEVELOPMENT/SUPPORT | <ul style="list-style-type: none"> <li>• supports ideas with pictures, simple phrases, one or two details</li> </ul>   | <ul style="list-style-type: none"> <li>• supports ideas with one or two relevant, specific details</li> <li>• uses some description of emotions, thoughts, and insights</li> <li>• uses some sensory detail and imagery</li> <li>• attempts to use dialogue when appropriate</li> </ul>   |
| ORGANIZATION             | <ul style="list-style-type: none"> <li>• demonstrates directionality</li> <li>• demonstrates some logical order</li> <li>• writes a beginning (lead), middle (body), and conclusion (ending)</li> <li>• borrows structure from models</li> </ul>   | <ul style="list-style-type: none"> <li>• demonstrates logical order</li> <li>• attempts to develop an engaging lead</li> <li>• attempts to develop an effective conclusion</li> <li>• begins to use paragraphs</li> <li>• begins to use transitions</li> </ul>  |
| SENTENCES                | <ul style="list-style-type: none"> <li>• writes some simple sentences</li> </ul>   | <ul style="list-style-type: none"> <li>• writes complete sentences</li> <li>• begins to use some variety in sentence structure/length</li> </ul>  |
| LANGUAGE                 | <ul style="list-style-type: none"> <li>• begins to use some descriptive language</li> <li>• shows some evidence of correct word usage (e.g., subject/verb agreement, correct use of "I" and "me")</li> <li>• begins to use a variety of words</li> </ul>   | <ul style="list-style-type: none"> <li>• uses some descriptive and figurative language</li> <li>• demonstrates frequent, correct word usage (e.g., subject/verb agreement, correct use of "I" and "me")</li> <li>• uses a variety of words</li> </ul>   |
| CORRECTNESS              | <ul style="list-style-type: none"> <li>• uses spacing between words</li> <li>• uses sight words as well as inventions and approximations</li> <li>• begins sentence with a capital letter</li> <li>• uses end punctuation</li> <li>• shows sound/letter correspondence</li> </ul>                            | <ul style="list-style-type: none"> <li>• uses more correct spelling, less invention and approximation</li> <li>• uses more correct capitalization</li> <li>• uses more correct punctuation</li> </ul>   |

## DEVELOPING - MEMOIR

- chooses and narrows topic (Max)
- focuses on the relationship between the writer and the subject (Max)
- shows individual voice
- shows logical order
- supports ideas with relevant details
- uses end punctuation

- uses a variety of words
- writes complete sentences
- demonstrates directionality
- has beginning, middle, and end
- develops relationship by listing things the writer and subject do together
- uses more correct spelling

I feed Max dog food.  
Max and I love  
I take Max to the pet store to take him a path. Max bites a little bit. Max sleeps in a cage.  
Max dose not have a doghouse. I give him dog bones for Max to be good. We play with Max. Max chases a cat I tell him No says me

• begins sentences with capital letter

• attempts dialogue

### NEXT LESSONS:

- narrowing focus
- using descriptive language

## DEVELOPING - MEMOIR

- chooses and narrows topic (Kyle)
- focuses on relationship between writer and subject (Kyle)
- writes a beginning and middle, lacks an end
- uses paragraphs
- supports ideas with relevant details

• writes simple sentences

I Like Kyle.  
He is my best friend.  
He is in my class.

• shows logical order

He is wise.  
He never gets me in  
trouble. And he never  
gets himself in trouble

• uses more correct spelling, less approximation

~~We~~ We Likes  
The same food. He likes  
pizza, coke, and chips.

• uses more correct punctuation

He plays  
With me at recess.  
We play foot ball.

A+  
school on fridays we play  
on the computers. And  
some times we go to  
cooking.

we both  
like the rug rats. we  
both like the movie

### NEXT LESSONS:

- locating details in models which reveal thoughts and feelings
- using varied sentence structure

## DEVELOPING - MEMOIR

- chooses and narrows topic (mom)
- focuses on relationship between writer and subject (mom)
- supports ideas with specific, relevant details
- logical order with a beginning, middle, and end
- creates a title

### A Special Person

- writes in complete sentences

A special person in my life is my mom. She is special in my life because she helps me. She helps me when I'm sick. She gives me coke. She helps me with my home work when I'm having trouble like the time I couldn't find the ocean on a peace of paper, she helped me find it. My mom helps me calm down when I'm hyper like the time when we were at a pool and she said go down the water slid one more time then get in the hot tub then well leave. I didn't want to leave so she ordered me French fries to make it longer.

- has varied sentence structure

My mom is also special because she teaches me. She taught me how to ride my bike. My mom taught me how to do puzzles. My mom also taught me how to swim.

- subjects and verbs agree

My mom is also special because she loves me. I now she loves me because she reeds to me, she feeds me, and she celebrates my birthday. My mom is the best to me.

- uses paragraphs



- uses more correct spelling and punctuation

- attempts to use more variety of words

### NEXT LESSONS:

- creating an attention-getting title by looking at models
- varying sentence beginnings

## DEVELOPING - MEMOIR

- chooses and narrows topics (dad)
- focuses on relationship between writer and subject (dad)

My Special Person ← created a title

My Special Person is my dad. I love to go fishing with my dad. Sometimes we even go camping to Point in winter. My dad and I made an snowman together. I helped work on our house.

My dad and I go fishing at Lake Cumberland.

We buy our worms when we go fishing. Sometimes we go to Green River. Sometimes we sit on the

- supports ideas with one or two specific details

bank and just wait for a  
fish to bite. Sometimes we  
cook together. We even sleep  
together.

My dad and I had a  
snowball fight. We slid down  
the hill. We even rode on  
the toboggan in the winter.  
In some places we couldn't  
because the snow was too  
deep.

My dad and I built the  
back deck. I helped put up  
the guardrail. We also

- has subject/verb agreement
- shows logical order
- uses more correct spelling, capitalization,  
and punctuation

finish the front porch.

I have work with my  
dad. We have a good time  
building.

**NEXT LESSONS:**

- creating an attention-getting title by looking at models
- creating an effective conclusion

## MEMOIR

### COMPETENT (end of P4) WRITING

|                              |  |
|------------------------------|--|
| AUDIENCE/PURPOSE             | <ul style="list-style-type: none"><li>• shows awareness of reader's needs</li><li>• chooses topic from personal experiences</li><li>• narrows topic to the importance of the relationship between the writer and the person, place, animal, or thing</li><li>• focuses on the purpose of relating the importance of the relationship between the writer and the person, place, animal, or thing</li><li>• expresses own thoughts and feelings</li><li>• uses individual voice and/or appropriate tone</li><li>• creates a title that captures the essence of the piece and creates reader interest</li></ul> |
| IDEA DEVELOPMENT/<br>SUPPORT | <ul style="list-style-type: none"><li>• supports ideas with two or three relevant, specific details</li><li>• describes emotions, thoughts, and insights</li><li>• uses sensory details and imagery</li><li>• uses dialogue when appropriate</li></ul>   |
| ORGANIZATION                 | <ul style="list-style-type: none"><li>• places ideas and details in meaningful order</li><li>• writes an engaging lead</li><li>• writes an effective conclusion</li><li>• uses paragraphs</li><li>• uses some transition words and phrases</li></ul>   |
| SENTENCES                    | <ul style="list-style-type: none"><li>• writes complete sentences</li><li>• uses a variety of sentence structures/lengths</li></ul>  |
| LANGUAGE                     | <ul style="list-style-type: none"><li>• chooses language appropriate for the audience/purpose</li><li>• uses descriptive and figurative language</li><li>• makes few errors in usage</li><li>• uses a variety of words effectively</li></ul>   |
| CORRECTNESS                  | <ul style="list-style-type: none"><li>• makes few errors in spelling</li><li>• makes few errors in capitalization</li><li>• makes few errors in punctuation</li><li>• makes few errors in correctness that do not interfere with the meaning</li></ul>   |

COMPETENT (P4) - MEMOIR

• chooses and narrows topic (Uncle Dwight)  
• focuses on relationship between writer and subject (Uncle Dwight)  
• evidence of logical order

• creates a title which captures the reader's interest → A Very Sad Day

One of the saddest days of my life was almost three years ago. February 8, 1996, my Uncle Dwight died. He had a terrible disease that made him sick.

• engaging lead  
• uses paragraphs

• supports ideas with relevant details

He was a good friend as well as my uncle. Together we made cookies, played ball, took walks on grandpa's farm and just talked. Even though he lived in Columbus he came to my soccer games. He went on vacation to the beach with him. He also took Kristen and me to the zoo, COSI and kid zone.

• evidence of voice

• begins to use transitions

Now that he is gone, all I have is my memories of the fun stuff we did. When I miss him a lot I read the poem "Miss Me But Let Me Go." It makes me cry and makes me feel better at the same time.

• effective conclusion

• writes complete sentences  
• has sentence variety

• has errors in correctness that do not interfere with meaning

**NEXT LESSONS:**

- developing ideas by using relevant supporting details from life experiences
- using correct spelling and punctuation

COMPETENT (P4) - MEMOIR

• chooses and narrows topic

• focuses on relationship between writer and subject (Grandma)

# MY GRANDMA

• creates a title

Who is sweet, kind, and loves me very much. Give up? My Grandma My Grandma is angel. hugs over her head.

• writes an engaging lead

I can't say no if someone ask me to go to Grandma's house.

• uses a variety of words effectively

She always makes me my favorite dinner fish is roast beef, macaroni and cheese, and tomatoes (with salt).

• supports ideas with two or three specific details

I can't forget the movie part, she always gets me a movie and sometimes they are so funny I fill up with laughter until I burst it all out.

• effective language

use transitions

Sometimes we go to Ajuncy and she gets me a coloring book, crayons, a notebook, and markers so new that you can still smell the fresh smell.

• varied sentence structure

transitions

In the morning when the sun touches me with its light and I wake up we go get donut fresh from the bakery.

• uses sensory details and imagery

My mom and dad don't buy chocolate milk in cartoons, my favorite thing to drink beside pop, because they say it cost too much money in cartoons, but they're really only \$2.00 or \$3.00 dollars. So Grandma to the rescue again. She always gets me chocolate milk.

• evidence of voice

Another thing Grandma does is get good birthday presents. Since he got \$20.00 from Grandma for his birthday. I'll probably get it too.

• evidence of voice

transitions

• uses paragraphs

- describes emotions, thoughts, insights
- places ideas and details in meaningful order

my Grandma is so sweet.  
 She always has coke and chips at her house so when I go there she always gives me a coke.

My other favorite drink is fruit punch so she has like 5 bottles of that just for me. Sometimes I wish that I could just snap my fingers and be at Grandma's house

• evidence of voice

• transition

At night when I'm in bed I think about what Grandma is doing. I wonder if she is in bed, watching TV, or talking on the phone.

• transition

Whenever I'm at her house we always go eat pizza at O'riias Pizza. It's so good it's almost as good as Grandma. They have a play place at the O'ria pizza and there's a sign that says ages 3 to 10 only, so she stands out by the door and watches me.

• has a beginning, middle, and end

I love my Grandma and nobody can change that.

- chooses language appropriate for purpose/audience
- writes complete sentences

**NEXT LESSON:**

- developing various effective endings (e.g., a circular ending which would tie back to the lead)
- using correct spelling and punctuation

## MEMOIR

### GRADES 4 - 8

The writer of a proficient memoir demonstrates most or all of the following skills:

#### **AUDIENCE/PURPOSE**

- focuses on the purpose of relating the significance of the relationship between the writer and the subject of the memoir
- narrows topic; limits memoir to a particular phase, time period, place, or recurring behavior
- leaves the reader with a single impression of the subject
- uses an individual voice
- creates a title which captures the essence of the piece and creates reader interest

#### **IDEA DEVELOPMENT/SUPPORT**

- develops ideas by using relevant supporting details from life experiences
- describes emotions, thoughts, and insights
- uses dialogue effectively, if appropriate
- uses sensory details
- makes the subject come alive for the reader

#### **ORGANIZATION**

- writes an engaging lead
- places ideas and details in meaningful order
- organizes the memoir into paragraphs
- uses transitions between ideas
- maintains coherence and unity
- concludes the memoir effectively

#### **SENTENCES**

- writes complete and varied sentences

#### **LANGUAGE**

- chooses language appropriate to the audience and purpose
- writes in first person
- uses descriptive language
- maintains consistent verb tense
- makes subjects and verbs agree
- employs correct usage

#### **CORRECTNESS**

- spells correctly
- uses correct end punctuation, commas, quotation marks, apostrophes
- capitalizes correctly
- makes few errors in correctness which do not interfere with the meaning of the piece

As students move from grade to grade, they demonstrate growth in the control and complexity with which they use these skills.

GRADE 4 - MEMOIR

*The writer focuses on ways in which Bessi is funny.*

The Funniest Dog Ever

*Title indicates main idea of the memoir.*

*Lead engages audience.*

Hey, you animal lovers out there! What is black with tan legs and a tan face? When you make a balloon squeak

*relevant details*

this noisy animal cocks its head to listen? You couldn't have guessed it! It's my dog Bessi! My dog is the best dog in the whole universe.

*individual voice*

*writes in first person*

*Transition* The other day I went outside after getting all my

homework done to ride my bike. One time before, I almost ran over my dog. I didn't want to do it again. This time she was in front of the garage. She wasn't anywhere near the

*uses experiences to support the main idea*

bike. I realized she ran away, because she was scared of my

*detail* bike. I just laughed at my silly dog. But I was glad she was so smart to move!

*connects to focused purpose*

*Transition* One time I was sitting in the swing, and my mom and

dad were setting there too. My dad scratched Bessi's ear,

*organized logically and in paragraphs*