

# Modified Writing

## ∞ Part 1 ∞

### Teaching the Six Trait Writing Model

*A guide for all teachers*

Special Education Services  
Kansas State Department of Education  
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# **5TH GRADE**

**INSTRUCTIONAL EXAMPLES**

**STUDENT ACTIVITY PAGES**

**STUDENT GUIDE**

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**5<sup>TH</sup> GRADE  
INSTRUCTIONAL EXAMPLES**



# NARRATIVE IDEAS AND CONTENT

## GRADE 5

<p><b>Definition:</b> This paper is clear, focused, and the writer explains the topic in a knowledgeable manner. This trait includes insight, originality, main ideas and development.</p>	
Characteristics	Instructional Examples or Activities
<p><b>Insight:</b> The paper exhibits clear ideas.</p> <p><b>Student Guide:</b> "I write about things that have happened to me."</p>	<ul style="list-style-type: none"> <li>• Use a graphic organizer of your choice to identify 2-4 key ideas.</li> <li>• Model how to narrow a topic. <b>See Student Activity: Bulls Eye Graphic.</b></li> <li>• Have students make an illustration, comic strip or a slide show using pictures of the key events/ideas in their piece.</li> <li>• Have the students write one sentence a day to generate a complete piece by the end of the week.</li> <li>• Have the students generate a list of possible topics for writing. Keep this list posted for future reference.</li> </ul>
<p><b>Originality:</b> The writing demonstrates a connection to personal experiences.</p> <p><b>Student Guide:</b> "I tell the reader something new."</p>	<ul style="list-style-type: none"> <li>• Provide the feeling word for this exercise. This activity could be done in pairs. <b>See Student Activity: Think of a Time...</b></li> <li>• Have the students generate ideas of things that they have done. Record student comments on the various activities. <b>See Student Activity: What's new about this topic for me?</b></li> </ul>
<p><b>Main Idea:</b> The main idea(s) stand out. The paper is written on a single topic.</p> <p><b>Student Guide:</b> "I have one important sentence that tells what I'm going to write about."</p>	<ul style="list-style-type: none"> <li>• Select a main idea. Have the students generate specific details that could be included in a story about the main idea.</li> <li>• Read a story/book aloud and have the students predict a title that would capture the main idea of the story.</li> <li>• Use pictures/photographs to compose a main idea sentence for the picture.</li> <li>• Cut out magazine pictures and write main idea sentences for each picture on note cards. Have the students match a picture to the main idea sentence.</li> </ul>
<p><b>Details:</b> Supporting details, which are relevant, give the reader important information.</p> <p><b>Student Guide:</b> "I give interesting details that fit my topic."</p>	<ul style="list-style-type: none"> <li>• Find the sentence that is off-topic by playing "The Fooler" game. Write/find a paragraph. Add a sentence that does not belong. Read the paragraph aloud to students: they indicate the sentence that does not fit. <b>See Student Activity: Topic Development Sheet for Sensory Details</b></li> <li>• Write a dialogue or video record a short conversation that shows how details can be communicated by using dialogue.</li> </ul>

# NARRATIVE ORGANIZATION

## GRADE 5

**Definition:** The organizational structure is strong enough to move the reader from point to point without undue confusion. This trait includes *structure--introduction & conclusion, pacing & sequencing, and transitions.*

Characteristics	Instructional Examples or Activities
<p><b>Structure--Introduction &amp; Conclusion:</b> The paper has a recognizable beginning, middle and end.</p> <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> <p><b>Student Guide:</b> I have a good beginning that tells what I am going to write about.</p> <p>I end my paper at a good place.</p> </div>	<ul style="list-style-type: none"> <li>• Provide an opportunity for students to make their favorite sandwich and describe it using sensory words. Use the analogy that writing a paragraph is like making a sandwich. A sandwich needs two pieces of bread and the filling in the middle. By contrast a paragraph needs a beginning, an ending, and good details in the middle. The students will write a paragraph about their sandwich and describe the bread (soft, chewy), filling (meat-salty, spicy/lettuce-crisp, cool/ tomato-juicy, sweet), and the bottom piece of bread (soggy, slimy).</li> <li>• Have all students write a beginning of a story. Pass the paper on to another student and he/she writes the middle. Pass the paper on to another student to write the end of the story. Set a specified time for the students to write.</li> <li>• Encourage students to start with the most exciting part of their writing first and add the rest later.</li> <li>• Provide practice in starting the piece with an attention getting devise. <b>See Student Activity: How to Hook your Reader.</b></li> <li>• Give the students a short story/selection with the ending omitted. Have the students select the best ending from a teacher made list of possible endings.</li> </ul>
<p><b>Pacing &amp; Sequencing:</b> Sequencing is logical.</p> <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> <p><b>Student Guide:</b> I write in the order that things happened.</p> </div>	<ul style="list-style-type: none"> <li>• Provide students with a paragraph in a mixed up order. Have the students reorder the sentences.</li> <li>• Add humor to a lesson by having students follow directions that are in a mixed up order. For example: Recipes, assembling a toy, or school directions.</li> <li>• Have students create a story based upon the Humpty Dumpty nursery rhyme. Students can first draw pictures of the story and then use a chart to help give the story important details and a correct sequence. <b>See Student Activity: Humpty Dumpty.</b></li> </ul>

# ORGANIZATION

## GRADE 5

(CONT'D)

**Definition:** The organizational structure is strong enough to move the reader from point to point without undue confusion. This trait includes *structure—introduction and conclusion, pacing & sequencing, and transitions.*

Characteristics	Instructional Examples or Activities
<p><b>Transitions:</b> The writer uses words that show a transition. The writer moves the reader from idea to idea.</p> <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> <p><b>Student Guide:</b> I make my writing easy to follow with words like, “first, next, after, and finally.”</p> </div>	<ul style="list-style-type: none"> <li>• Distribute a narrative paragraph to the students. Have them locate the transition words. <b>See Student Activity: Matching Transitions to show Connections.</b></li> <li>• Instruct the students to use transitions in their own writing. The students could refer to the <b>Matching Transitions to show Connections</b> activity. (This writing technique can be used across the curriculum.)</li> </ul>
<p>The writer demonstrates the ability to connect ideas.</p> <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> <p><b>Student Guide:</b> I make my writing easy to follow with words like, “first, next, after, and finally.”</p> </div>	<ul style="list-style-type: none"> <li>• Provide students with a sentence. Instruct the students to write the next sentence using words that connect the two sentences.</li> <li>• Have the students write a recipe for their favorite food or explain a procedure. (This writing technique can be used across the curriculum.)</li> </ul>

# NARRATIVE VOICE

## GRADE 5

**Definition:** The writer speaks directly to the reader in a way that is individualistic, expressive, and engaging. Clearly, the writer is involved. This trait includes *audience awareness, writer’s involvement, presentation of ideas, and energy and passion.*

Characteristics	Instructional Examples or Activities
<p><b>Audience Awareness:</b> The writer seems aware of an audience.</p> <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> <p><b>Student guide:</b> I know that someone will read my paper.</p> </div>	<ul style="list-style-type: none"> <li>• Guide the writers to ask questions about their audience, for example: Who is my audience? How old is my audience? Where does my audience live? What is the interest of my audience? What does my audience know about my topic? What does my audience want to know about my topic?</li> </ul> <p><b>See Student Activity: Instructional examples for Voice.</b></p>
<p><b>Writer’s Involvement:</b> The reader senses the person behind the words.</p> <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> <p><b>Student Guide:</b> The reader knows that I care about the topic.</p> </div>	<ul style="list-style-type: none"> <li>• Experiment with speech bubbles using photographs or photocopies of a group of people or animals and have the students complete the bubble above each person/character.</li> <li>• Have two students tell about the same event (without hearing each other’s story). <b>See Student Activity: Instructional examples for Voice</b></li> </ul>
<p><b>Presentation of Ideas:</b> The reader feels a strong sense of interaction with the writer.</p> <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> <p><b>Student Guide:</b> I use words that show my feelings.</p> </div>	<ul style="list-style-type: none"> <li>• Have student complete “<i>Think of a time when you felt ___</i>” sheet. <b>See Student Activity: Think of a time.</b></li> <li>• Read and discuss a story written from the first person perspective. <b>See Student Activity: Instructional examples for Voice.</b></li> </ul>
<p><b>Energy &amp; Passion:</b> The language is natural yet compelling.</p> <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> <p><b>Student Guide:</b> I say what I really think.</p> </div>	<ul style="list-style-type: none"> <li>• Post students’ narratives on a bulletin board; have the class choose a word that expresses the general emotion of the story. <b>See Student Activity: Instructional examples for Voice.</b></li> </ul>

# NARRATIVE WORD CHOICE

## GRADE 5

**Definition:** Words convey the intended message in an interesting, precise, and natural way. The writing is full and rich, yet concise. This trait includes *accuracy, descriptiveness, appeal & specificity.*

Characteristics	Instructional Examples or Activities
<p><b>Accuracy:</b> The language is accurate and includes some variety of expression.</p> <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> <p><b>Student Guide:</b> I choose my words carefully. I make a picture in the reader's mind.</p> </div>	<ul style="list-style-type: none"> <li>• Generate with students, descriptions and pictures of villains through the following “Most Wanted” poster activity. Read the story <i>Little Red Riding Hood</i> together. Make a web model of the villain from <i>Little Red Riding Hood</i> using describing words on an overhead projector. Have the students read another story with a villain and create a web by brainstorming details about the villain. Students then write a paragraph describing the villain. Then students make a “Most Wanted” poster by drawing a picture of the villain and including their description.</li> <li>• Have students draw a monster in three colors. The picture must include head, body, and tail. Students write a very specific description of the monster. They trade descriptions and attempt to recreate the monster from the other student’s description. The students compare the original drawing with the second drawing.</li> <li>• Provide an opportunity for students to create a slide presentation about their school. Take pictures of your school and scan or load them onto a computer slide program (Kid Pix, Hyperstudio, or Power Point). Pictures might include the playground, front of school, gym, lunchroom, classrooms, or principal’s office. Students should brainstorm and think of feelings, textures, sounds, smells, or colors that go with the pictures. Have students write a description of each picture using text boxes or copy and pasting from a word processing program.</li> </ul>
<p><b>Descriptiveness:</b> Descriptive words such as adjectives and adverbs are used to create imagery. The writer attempts to use colorful vocabulary.</p> <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> <p><b>Student Guide:</b> I tell about the topic with words that show feelings or actions. I make a picture in the reader’s mind</p> </div>	<ul style="list-style-type: none"> <li>• Create a list of tired, dead, overused words to make a bulletin board of the words that are dead. For example: “Bury” the words by making tombstones.</li> <li>• Create a list of feeling words. <b>See Student Activity: Feeling Words.</b></li> <li>• Use an elementary or computer thesaurus to locate replacement words.</li> <li>• Have students discuss what kinds of restaurants they like, how they decide what to order, and their favorite food. Students then brainstorm a sample menu with appetizers, salads, soups, entrees, and desserts. Have students pick their own menu (3 or 4 items) and write a description of these items. Publish a classroom menu with their descriptions. A variation would be to take the school lunch menu and describe the selections in a way that would make people want to eat there.</li> </ul>

# NARRATIVE WORD CHOICE

## GRADE 5

(CONT'D)

**Definition:** Words convey the intended message in an interesting, precise, and natural way. The writing is full and rich, yet concise. This trait includes accuracy, descriptiveness, appeal & specificity.

Characteristics	Instructional Examples or Activities
<p style="text-align: center;"><i>(cont'd)</i></p> <p><b>Appeal &amp; Specificity:</b> Descriptive words appeal to the senses. The writer can use figurative language to appeal to audience experience. The writer also correctly uses some specialized words.</p> <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> <p><b>Student Guide:</b> I tell about the topic with words that my readers know. My words fit the</p> </div>	<ul style="list-style-type: none"> <li>• Slice an orange and place it in a central location in your classroom. Have the students describe the orange using sensory words that relate to smell, sight, touch, taste, texture and sound.</li> <li>• Write a sentence with one bland verb. Have the students change this verb to a more powerful verb. For example: Paul <i>walked</i> down the road. Have the students change walked to: stumbled, raced, or skipped.</li> <li>• Have students create similes (using <i>like</i> or <i>as</i> with some of the powerful verbs they selected. For example: "Paul raced like a rabbit down the road."</li> <li>• Have the students describe some of the things they do to take care of their pets. What special equipment is needed? What special words do you have to know in order to train your pet?</li> </ul>

# NARRATIVE SENTENCE FLUENCY

## GRADE 5

**Definition:** The writer speaks directly to the reader in a way that is individualistic, expressive, and engaging. Clearly, the writer is involved. This trait includes reading ease, variety & sentence structure, and sentence beginnings.

<b>Characteristics</b>	<b>Instructional Examples or Activities</b>
<p><b>Reading Ease:</b> The paper is easy to read aloud. The paper sounds natural, the way someone might talk.</p> <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> <p><b>Student Guide:</b> I write sentences that sound good together.</p> <p>I write sentences the way someone might talk.</p> </div>	<ul style="list-style-type: none"> <li>• Rewrite a published story replacing the original story with simple, repetitive and choppy sentences. Then read the two versions of the story and have students compare them.</li> </ul>
<p><b>Variety &amp; Sentence Structure:</b> The writer shows good control over simple sentence structure and attempts compound and/or complex sentences. There is variety in sentence beginnings, length and structure.</p> <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> <p><b>Student Guide:</b> I write both long and short sentences.</p> </div>	<ul style="list-style-type: none"> <li>• Provide the students with a list of introductory words, phrases or clauses to expand simple sentences. For example: The cat ran up the tree. After seeing the dog, the cat ran up the tree.</li> </ul>
<p><b>Sentence Beginnings:</b> The words work together to convey the message. Sentences move naturally from one to another.</p> <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> <p><b>Student Guide:</b> I begin sentences with different words.</p> </div>	<ul style="list-style-type: none"> <li>• Have the students circle the first few words in each sentence of their writing. As a group, students generate new ways to begin sentences.</li> </ul>

# NARRATIVE CONVENTIONS

## GRADE 5

**Definition:** The writer shows reasonable control over a limited range of standard writing conventions. Errors may be somewhat distracting, but the paper is legible and makes sense to the reader. Only minimal edition would be needed to correct the paper. This trait includes *control, punctuation, error frequency and publication readiness with capitalization, paragraphing, spelling and punctuation.*

Characteristics	Instructional Examples or Activities
<p><b>Control over Capitalization:</b> The writer consistently capitalizes the beginning of sentences and proper nouns.</p> <div style="background-color: #e0e0e0; padding: 5px; margin-top: 5px;"> <p><b>Student Guide:</b> I use capital letters and end marks correctly.</p> </div>	<ul style="list-style-type: none"> <li>• Provide the students with sentences with capitalization errors for student editing. This activity can be done daily. The sentence can relate to science, social studies, or other content areas.</li> <li>• Provide a colored marker and have the students highlight the capitalization and other punctuation as appropriate.</li> </ul>
<p><b>Control over Paragraphing:</b> Paragraph structure is shown by indentation or spacing that relates to meaning.</p> <div style="background-color: #e0e0e0; padding: 5px; margin-top: 5px;"> <p><b>Student Guide:</b> I use spacing to show a paragraph or change in ideas.</p> </div>	<ul style="list-style-type: none"> <li>• Type short paragraphs taken from an article at the student's reading level without the paragraph breaks and have the students insert the appropriate breaks.</li> </ul>
<p><b>Control over Spelling:</b> Spelling may be inconsistent, but most words are easily recognizable even if incorrectly spelled. Spelling does not interfere with meaning.</p> <div style="background-color: #e0e0e0; padding: 5px; margin-top: 5px;"> <p><b>Student Guide:</b> I use my best spelling.</p> </div>	<ul style="list-style-type: none"> <li>• Create cue cards for each student consisting of the words that he/she often misspells.</li> </ul>
<p><b>Punctuation:</b> End sentence punctuation is evident. Awareness of other punctuation such as apostrophes, commas, quotation marks, etc., is evident, even if used improperly.</p> <div style="background-color: #e0e0e0; padding: 5px; margin-top: 5px;"> <p><b>Student Guide:</b> I use capital letters and end marks correctly.</p> </div>	<ul style="list-style-type: none"> <li>• Read a sentence aloud and have the students use cue cards that indicate the correct punctuation.</li> <li>• Cut comic strip from newspaper and instruct the students to turn the bubble speech into a complete sentence using appropriate commas and quotation marks.</li> </ul>

**Error Frequency:**

Grammar and usage errors, when they occur, do not distort the meaning.

**Student Guide:**

I choose nouns and verbs that go together.

- Read an incorrect sentence aloud and instruct the students to find the errors.
- Choose only one type of error to emphasize on a given student assignment. Use and teach the associated editing mark when grading student work.

**Teacher Tips:**

Provide a safe environment for peer editing. **See Student Activity: Peer Editing Sheet**  
Provide time for individual conferencing using the PICS strategy. **See Student Activity: P-I-C-S Strategy**

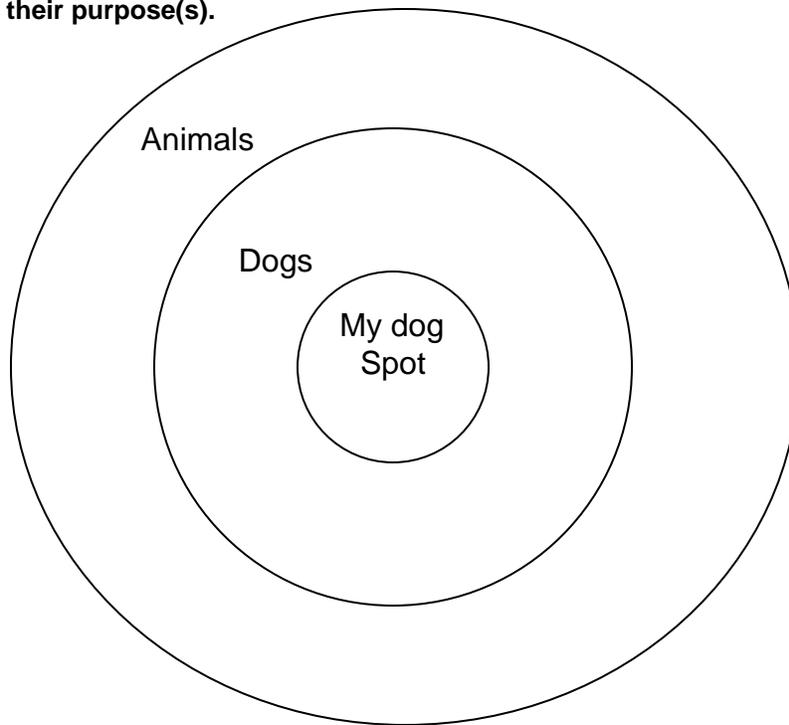
**5<sup>TH</sup> GRADE  
STUDENT ACTIVITY PAGES**



# Bulls Eye Activity

## Narrowing the Topic

Start with a broad topic. Then through questioning the students, help them narrow the topic to a manageable size for their purpose(s).



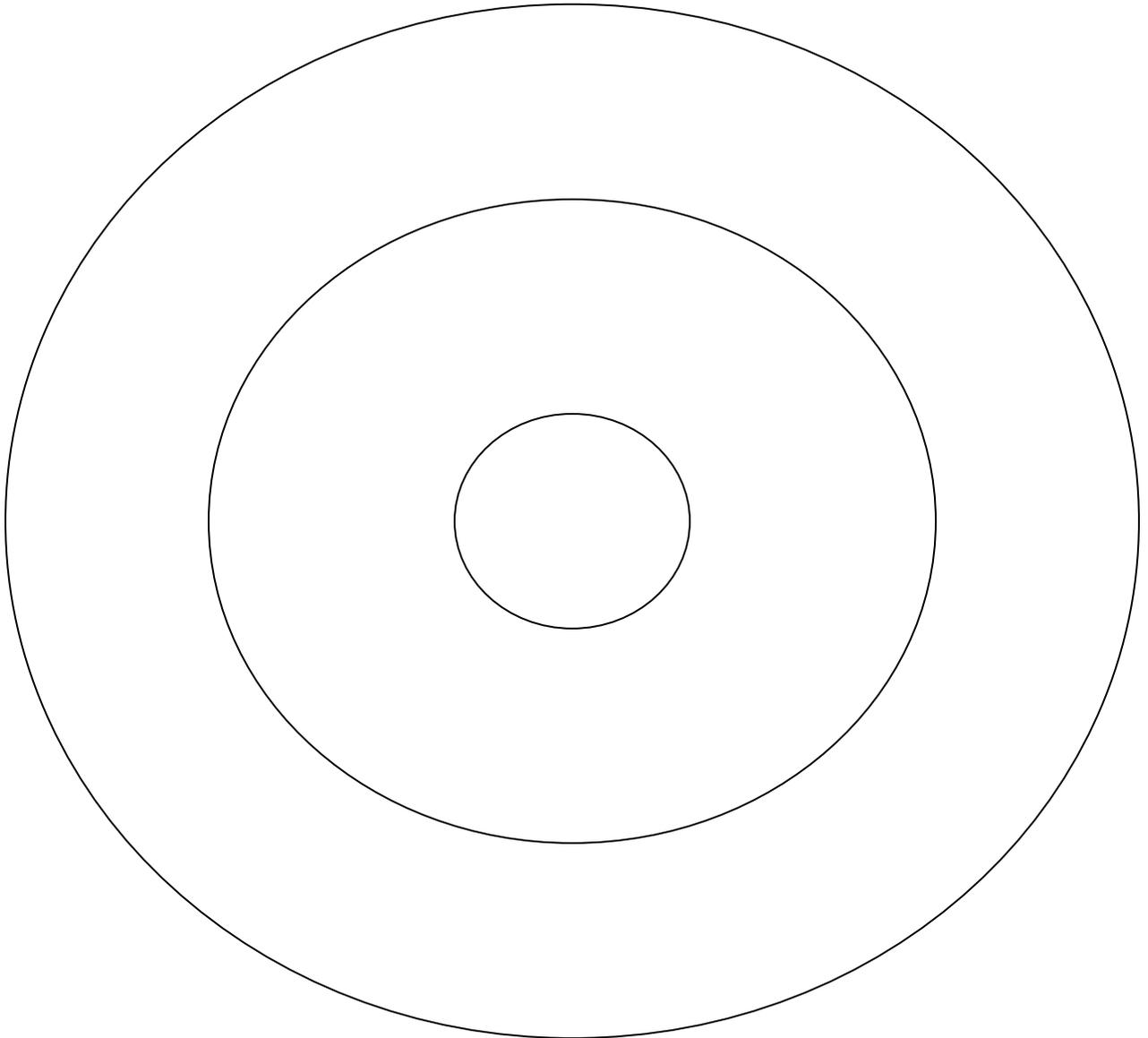
Students select the topic “animals.”

Narrows ideas to “dogs.”

With assistance, the student decides to write about his/her pet dog, “Spot.”

# **Bulls Eye Activity**

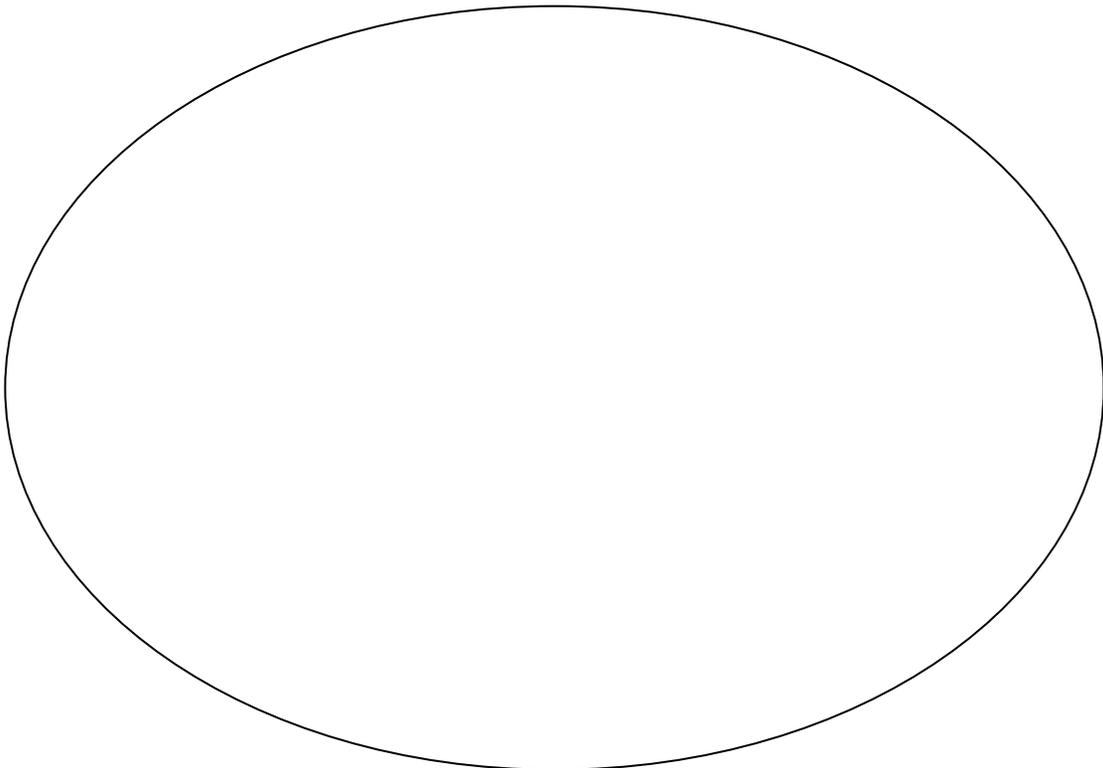
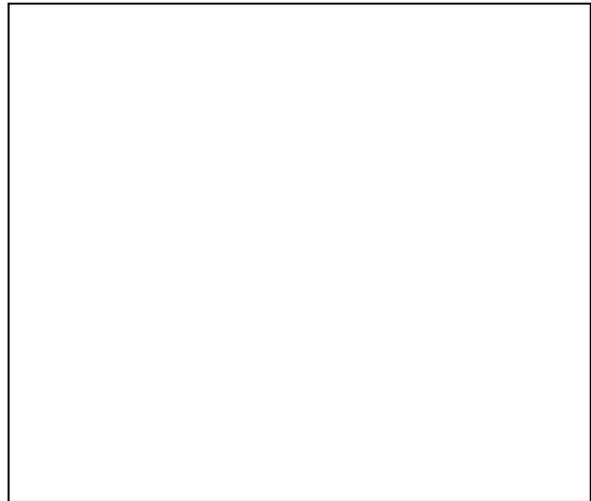
## **Narrowing the Topic**



# Think of a Time . . .

In each shape write words, draw pictures, or cut out pictures, which show your feelings and experiences.

Think of a time when you felt:



# What's New About This Topic for Me?

Discuss how each person has unique experience related to the topic. Talk about their stories related to each topic. Record on chart. Refer to when student needs to think of a topic. Have them identify the 2 or 3 key elements about their unique experience.

Possible topic	Unique experience with the topic
Roller-coasters	Suzy got sick on one It is Matt's favorite ride Joe went on one at Disney World©
Building things	Sarah built a tree-house with her dad Kevin uses Legos© to make huge structures and displays them on his shelf
Playing baseball	Heather got hit by the ball James plays every recess Nikki is on a team Ray saw the Royals play
Going to the doctor	Jenn's doctor is her Dad Ricardo cried when he got a shot Megan went to the emergency room when she broke her arm
My aunt	Alysha gets to stay with her aunt on her farm every summer Ben's aunt stayed with him while his parents went on a trip
Doing chores around the house	Javier knows how to cook mac & cheese Bret loves earning money for doing chores
Shopping	Anna hates to shop with her dad Ryan thought Cabelos was neat
Movies	Amy's favorite part is the previews Jasmine one stumbled and spilled all of her popcorn

# What's New About This Topic for Me?

Discuss how each person has unique experience related to the topic. Talk about their stories related to each topic. Record on chart. Refer to when student needs to think of a topic. Have them identify the 2 or 3 key elements about their unique experience.

<b>Possible topic</b>	<b>Unique experience with the topic</b>

# Topic Development Sheet for Sensory Details

Topic: \_\_\_\_\_

1. What is important to you about the topic?
2. Who is in the story besides you? Anyone?
3. What happens to you?  
How does it feel, smell, look, or sound?
4. What do you do?  
How does it feel, smell, look, or sound?
5. When this happens to you, what happens next?  
How does it feel, smell, look, or sound?

Draw a picture of what this topic means to you. It's okay to have help.



# How to Hook your Reader

Model for students how to use a few different kinds of “hook” sentences.

Practice with students how to change a topic sentence into a more exciting hook for readers.

- **Begin with a question.**

Topic sentence: I have a kitten for a pet.

Question: Do you have a kitten for a pet? I do.

- **Begin with a sound.**

Topic sentence: I have a kitten for a pet.

Sound sentence: MEOW. That’s my kitten.

- **Begin with how you feel.**

Topic sentence: I have a kitten for a pet.

Feeling sentence: I love my kitten!

- **Begin with a riddle.**

Topic sentence: I have a kitten for a pet.

Riddle sentence: What has yellow fur and a long tail? My kitten.

- **Begin with what someone says.**

Topic sentence: I have a kitten for a pet.

Quotation sentence: “This kitten is so cute!” My mom says that.

# Humpty Dumpty Lesson Plan

Have students create a story based upon the Humpty Dumpty nursery rhyme. Students can first draw pictures of the story and then use a chart to help give the story important details and a correct sequence. Students could use building blocks or other manipulatives instead of drawing a picture.

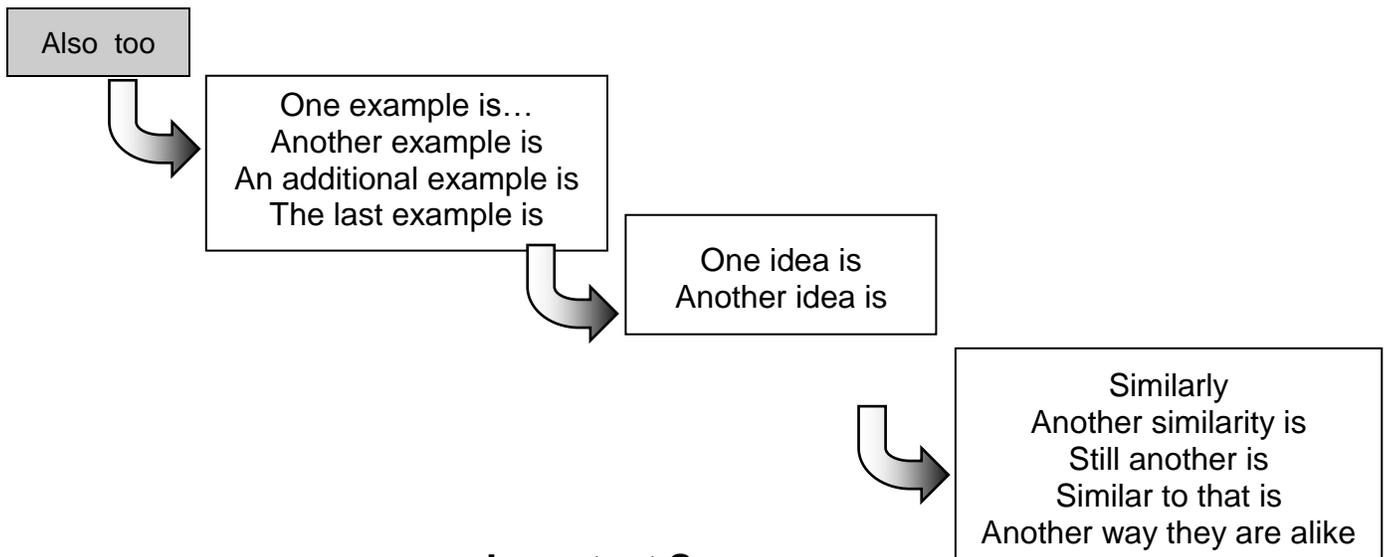
Beginning	Middle	End
<p><b>Who:</b> Humpty Dumpty and his friends Omelet and Hard Boiled.</p>	<p><b>How:</b> How did Humpty fall off the wall?</p>	<p><b>How:</b> What ways did they try to put him back together again?</p> <p>Duct tape? Glue? Laser? Weld?</p>
<p><b>Where:</b> At the wall.</p>	<p><b>What:</b> What was he doing when he fell? What did his friends do?</p>	
<p><b>What:</b> What were they doing that day at the wall?</p>		
<p><b>When:</b> When did the story take place?</p>		

# Matching Transitions to Show Connections

## Time Sequence:

Now	Soon	Later	
First	Then	Next	Last/Finally
Before	During	After	Finally
In the past	In the present	In the future	
Yesterday	Today	Tomorrow	
At the beginning	In the middle	At the end	
First	Second	Third	Fourth

## Connected Sequence



## Important Sequence:

The best	The next best
The most important	The least important
More important	Most important

## Concluding a paragraph

To summarize
In conclusion
To review
In review
After reviewing
In summary
Finally

# Activities: Instructional Examples for Voice

Our VOICE, whether verbally or written reflects our feelings or opinions.

## **Audience Awareness:**

To understand who the audience is, the writer asks questions:

- Who is my audience?
- What is the age and gender of my audience?
- Where does my audience live?
- What are the interests of my audience?
- What does my audience already know about my topic?
- What does my audience want to know about my topic?

## **Writer's Involvement:**

To get a feeling about who the author is and how he or she feels about the topic assist students by using the following activity:

Two students tell (oral, sign, communication device, act out, etc., the class about the same event, i.e. A field trip or lyceum (they don't hear each other's story)

The class compares the stories.

- Did they tell the exact same story?
- Did they both feel the same way about the event?
- Who liked the event more?
- Describe each students' feelings about the event.

## **Presentation of Ideas:**

Read the students a book written from the first person point of view. Ask the students to summarize the story, describing the main character's voice and how the character feels about what happens in the story.

Suggested Reading:

- The Tenth Good Thing About Barney, by Judith Viorst
- The Relatives Came, by Cynthia Rylant

## **Energy & Passion:**

Post student's narratives on a bulletin board display. Above each narrative have the students post a word that expresses the general emotion of the story.

# Feeling Words

## Words Expressing Anger

I feel . . . . .

- upset
- ticked off
- furious
- frustrated



## Words Expressing Happiness

I feel . . . . .

- joyful
- glad
- tickled
- turned on
- wonderful
- thrilled
- excited



## Words Expressing Hurt

I feel . . . . .

- awful
- put down
- rotten
- forgotten
- terrible



## Words Expressing Embarrassment

I feel . . . . .

- foolish
- silly
- weird
- socked
- shy



## Words Expressing Confusion

I feel . . . . .

- frustrated
- stuck
- confused



## Words Expressing Sadness

I feel . . . . .

- depressed
- lonely
- low
- lost
- alone
- lost
- ignored



## Words Expressing Fear

I feel . . . . .

- scared
- afraid
- worried
- spooked
- helpless



# Peer Editing Sheet

Your Name (Editor):

Writer:

Title or Topic:

I noticed . . . . .

I liked (enjoyed, appreciated) . . . . .

I wondered . . . . .

I would suggest . . . . .

Strong words, phrases, and images in the writing:

# **P – I – C – S**

## **Strategy**

When giving feedback, be:

**P**ositive – Say something uniquely positive about their piece of writing.

**I**mmEDIATE – Give feedback as soon as possible.

**C**orrective – Instruct students in an area to correct.

**S**pecific – Give specific examples of how to apply the corrective feedback to their own piece of writing.

# **5<sup>TH</sup> GRADE STUDENT GUIDE**



## **IDEAS AND CONTENT**

- **I write about things that have happened to me.**
- **I tell the reader something new.**
- **I have one important sentence that tells what I'm going to write about.**
- **I give interesting details that fit my topic.**

## **ORGANIZATION**

- **I have a good beginning that tells what I am going to write about.**
- **I write in the order that things happened.**
- **I make my writing easy to follow with words like, "first, next, after, and finally."**
- **I end my paper at a good place.**

## **VOICE**

- **I know that someone will read my paper.**
- **The reader knows that I care about the topic.**
- **I use words that show my feelings.**
- **I say what I really think.**

## **WORD CHOICE**

- **I choose my words carefully.**
- **I tell about the topic with words that show feelings or actions.**
- **I make a picture in the reader's mind.**

## **SENTENCE FLUENCY**

- **I write sentences that sound good together.**
- **I write sentences the way someone might talk.**
- **I begin sentences with different words.**
- **I write both long and short sentences.**

## **CONVENTIONS**

- **I use spacing to show a paragraph or change in ideas.**
- **I use my best spelling.**
- **I use capital letters and end marks correctly.**
- **I choose nouns and verbs that go together.**



# **8TH GRADE**

**INSTRUCTIONAL EXAMPLES  
STUDENT ACTIVITY PAGES  
STUDENT GUIDE**

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**8<sup>TH</sup> GRADE**  
Instructional Examples



**Definition:** This paper is clear, focused, and explains the topic in a knowledgeable manner. This trait includes *knowledge & originality, addressing reader needs, main ideas, and development.*

Characteristics	Instructional Examples or Activities
<p><b>Knowledge &amp; Originality:</b> The paper exhibits clear ideas.</p> <p><b>Student guide:</b> I write about things I know or do.</p>	<ul style="list-style-type: none"> <li>• Use a graphic organizer or outline to identify key ideas and details.</li> <li>• Model how to narrow the topic <b>See Student Activity: Bulls Eye graphic</b></li> <li>• Have students make an illustration, comic strip or a slide show using pictures of the key events/ideas in their piece.</li> <li>• Have the students write one sentence a day to generate a complete piece by the end of the week.</li> <li>• Generate a list of possible topics for writing. Keep this list posted for future reference.</li> </ul>
<p><b>Addressing Readers' Needs:</b> The writing demonstrates a connection to personal experiences.</p> <p><b>Student guide:</b> I tell the reader something new.</p>	<ul style="list-style-type: none"> <li>• Pop some popcorn in class. While the corn is popping and the sounds and aroma fill the room, have the students write memories that they associate with popcorn. The students will use their notes to write a story about their experience.</li> <li>• Have the students make a list of their life experiences in two columns representing unique experiences on one side and typical experiences on the other.</li> <li>• Provide time for students to write in their daily journals. Encourage entries that relate to personal experiences.</li> </ul>
<p><b>Main Ideas:</b> The main idea(s) stand out. The paper is written on a single topic.</p> <p><b>Student guide:</b> I have a main idea that tells what I'm going to write about.</p>	<ul style="list-style-type: none"> <li>• Select a main idea. Have the students generate specific details that could be included in a story about the main idea.</li> <li>• Listen to a short story and predict a title that would capture the main idea of the story.</li> <li>• Use pictures/photographs to compose a main idea sentence for the picture.</li> <li>• Cut out magazine pictures and write main idea sentences for each picture on note cards. Have the students match a picture to the main idea sentence.</li> </ul>
<p><b>Development:</b> Supporting details, which are relevant, give the reader important information.</p> <p><b>Student guide:</b> I give interesting details that fit my main idea.</p>	<ul style="list-style-type: none"> <li>• Find the sentence that is off topic by playing "The Fooler" game. Write/find a paragraph. Add a sentence/paragraph that does not belong. Read aloud to students: they indicate the sentence/paragraph that does not belong.</li> <li>• Use topic development sheet for sensory details. <b>See Student Activity: Topic Development Sheet for Sensory Details.</b></li> <li>• Write a dialogue or video record a short conversation that shows how details can be communicated by using dialogue.</li> </ul>

## EXPOSITORY ORGANIZATION—GRADE 8

**Definition:** The organizational structure is strong enough to move the reader from point to point without undue confusion. This trait includes, *structure—introduction & conclusion, pacing & sequencing, and transitions.*

Characteristics	Instructional Examples or Activities
<p><b>Structure—Introduction &amp; Conclusion:</b> The paper has a recognizable beginning, middle and end.</p> <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> <p><b>Student guide:</b> I have a good beginning that tells what I am going to write about.</p> </div> <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> <p><b>Student guide:</b> I end my paper at a good place.</p> </div>	<ul style="list-style-type: none"> <li>• Assign three students the task of writing or telling a story. One student writes the beginning of the story. Use the same process for the middle and the end of the story. The students then read aloud or write a group story. The students can edit their story and share it with the class. Variation: Add a timer or work in teams.</li> <li>• Encourage students to start with the most exciting part of their writing first and add the rest later.</li> <li>• Provide practice in starting the piece with an attention-getting device. <b>See Student Activity: How to Hook your Reader.</b></li> <li>• Use the mnemonic device for organizing an argument. <b>See Student Activity: S-T-A-T-E.</b></li> <li>• Provide students with a sentence. Instruct the students to write the next sentence using words that connect the two sentences.</li> </ul>
<p><b>Pacing &amp; Sequencing:</b> Sequencing is logical.</p> <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> <p><b>Student guide:</b> I write in the order that things happen.</p> </div>	<ul style="list-style-type: none"> <li>• Have students create a story based upon the Humpty Dumpty nursery rhyme. Students can first draw pictures of the story and then use a chart to help give the story important details and a correct sequence. <b>See Student Activity: Humpty Dumpty</b></li> <li>• Direct the students to write a math word problem at their level. The teacher must emphasize the importance of making the “question sentence” of the problem clear, descriptive, and specific. The students will then complete an answer key with the solution and steps to solve the problem. Then the students will solve each other’s math word problem. They may be compiled into a class book.</li> <li>• Discuss the latest activities in science class. Have the students write the steps in a scientific process. For example: dissection, investigation (experiment), or a field trip.</li> <li>• Have the students write the directions on how to get to or from a specific location.</li> </ul>

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**Transition:**

The writer uses words that show a transition. The writer moves the reader from idea to idea.

**Student guide:**

I make my writing easy to follow with words like, “also, in addition, first or next.”

- Distribute an expository paragraph. Instruct the students to locate the transition words. **See Student Activity: Matching Transitions to show Connections** (This writing technique can be used across the curriculum.)
- Instruct the students to apply the transition handout in their own writing.

## EXPOSITORY VOICE—GRADE 8

**Definition:** The writer speaks directly to the reader in a way that is individualistic, expressive, and engaging. Clearly, the writer is involved. This trait includes *audience awareness, writer’s involvement, presentation of ideas, and energy & passion.*

Characteristics	Instructional Examples or Activities
<p><b>Audience Awareness:</b> The writer seems aware of an audience.</p> <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> <p><b>Student Guide:</b> I know that someone will read my paper.</p> </div>	<ul style="list-style-type: none"> <li>• Have students write a letter to their favorite celebrity stating why they admire that person.</li> <li>• Have students write letters to the principal, a newspaper, or a politician about issues that concern them.</li> <li>• Guide the writers to ask questions about their audience, (<b>See Student Activity: Instructional examples for Voice</b>) for example:               <ul style="list-style-type: none"> <li>Who is my audience?</li> <li>How old is my audience?</li> <li>Where does my audience live?</li> <li>What is the interest of my audience?</li> <li>What does my audience know about my topic?</li> <li>What does my audience want to know about my topic?</li> </ul> </li> </ul>
<p><b>Writer’s Involvement:</b> The reader senses the person behind the words.</p> <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> <p><b>Student Guide:</b> The reader knows that I care about the topic.</p> </div>	<ul style="list-style-type: none"> <li>• Read the story of “<i>The True Story of the Three Pigs</i>” by Jon Scieszka. As a class, rewrite a fairy tale from another point of view.</li> <li>• Read <i>Two Bad Ants</i> by Chris Van Allsburg. Have students write using the point of view of an ant who discovers a huge picnic spot or a delightful morsel of food.</li> <li>• Have two students tell about the same event (without hearing each other’s story). For example, A field trip or an assembly. Did they tell the same story exactly? Did they both have the same feelings about the event? Who liked the event more? Describe each student’s feelings about the event. Explain – how our “voice” reflects our feelings or opinions.</li> </ul>
<p><b>Presentation of Ideas:</b> The reader feels a strong sense of interaction with the writer.</p> <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> <p><b>Student Guide:</b> I use words that show my feelings.</p> </div> <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> <p><b>Student Guide:</b> I say what I really think.</p> </div>	<ul style="list-style-type: none"> <li>• Have students’ compare/contrast two characters from their favorite cartoon show. Students should consider characters’ accents, verbal expressions, and facial expressions, as well as personalities.</li> <li>• Model writing an expository piece using feeling words to show strong interaction with the writer. Elicit from students additional words to add to the list. <b>See Student Activity: Feeling Words.</b></li> </ul>

**Energy & Passion:**

The language is natural yet compelling.

- Find advertisements from newspapers or magazines. Generate a list with students of words, phrases, or slogans that describe the tone or voice of the advertisement.

## EXPOSITORY WORD CHOICE—GRADE 8

**Definition:** Words convey the intended message in an interesting, precise, and natural way. The writing is full and rich, yet concise. This trait includes *accuracy, specificity and descriptiveness, and appeal.*

Characteristics	Instructional Examples or Activities
<p><b>Language:</b> Language is accurate and includes some variety of expression.</p> <p><b>Student guide:</b> I choose my words carefully.</p>	<ul style="list-style-type: none"> <li>• Tell students to close their eyes and to imagine a favorite or a special place. Pick partners and have students tell or describe their favorite place to their partners. The partners could ask questions like: Why is this your favorite place? Where is your favorite place? What do you do there? Can you describe your favorite place? How do you feel when you are there?</li> <li>• After students have an opportunity to explain their favorite place, have them write a story about this place. Students could illustrate their story when finished.</li> <li>• Generate with students descriptions and pictures of villains through the following “Most Wanted” poster activity. Read the story <i>Little Red Riding Hood</i> together. Make a web model of the villain from <i>Little Red Riding Hood</i> using descriptive words on an overhead projector. Have the students read another story with a villain and create a web by brainstorming details about the villain. Students then write a paragraph describing the villain. Then students make a “Most Wanted” poster by drawing a picture of the villain and including their description.</li> <li>• Have students draw a monster in three colors. The picture must include head, body, and tail. Students write a very specific description of the monster. They trade descriptions and attempt to recreate the monster from the other student’s description. The students compare the original drawing with the second drawing.</li> <li>• Generate descriptions of the subjects or objects in photographs.</li> </ul>
<p><b>Specificity &amp; Descriptiveness:</b> The writer demonstrates extensive use of adjectives or adverbs with only minor errors in how meaning is expressed.</p>	<ul style="list-style-type: none"> <li>• Together with the students, create a list of tired, dead, overused words. For example: “Bury” the words by making tombstones.</li> <li>• Use a thesaurus or computer program to locate replacement words.</li> <li>• Have students discuss what kinds of restaurants they like, how they decide what to order, and their favorite food. Students then brainstorm a sample menu with appetizers, salads, soups, entrees, and desserts. Have students pick their own menu (3 or 4 items) and write a description of these items. Publish a classroom menu with their descriptions. A variation would be to</li> </ul>

**Student guide:**

I tell about the topic with describing words

	<p>take the school lunch menu and describe the selections in a way that would make people want to eat there.</p> <ul style="list-style-type: none"> <li>• Create a list of feeling words. <b>See Student Activity: Feeling Words</b></li> <li>• Provide an opportunity for students to describe a fruit using sensory words.</li> </ul>
<p><b>Appeal:</b> Words convey the message in a realistic and reasonable way; some words capture the reader's imagination.</p> <div data-bbox="105 520 451 636" style="border: 1px solid black; padding: 5px;"> <p><b>Student guide:</b> I draw a picture in the reader's mind.</p> </div>	<ul style="list-style-type: none"> <li>• Have students find ads that describe a product such as a car, a video game, specialized equipment or an event such as a particular sports event or a wedding. Ask them to circle the words that capture the reader's imagination by drawing a picture in the reader's mind.</li> </ul>

## EXPOSITORY SENTENCE FLUENCY—GRADE 8

<b>Definition:</b> The paper generally has an easy flow and rhythm. This trait include <i>reading ease, sentence structure and sentence beginnings, and variety,</i>	
Characteristics	Instructional Examples or Activities
<p><b>Reading Ease:</b> The paper is easy to read aloud. The paper sounds natural, the way someone might talk.</p> <p><b>Student Guide:</b> I write sentences that sound good together.</p>	<ul style="list-style-type: none"> <li>• Have students actually count the words in each sentence they have written and keep a tally. Remind students that sentence should vary in length.</li> <li>• Give the students at least one wordy sentence per day and have the student rewrite it in a more concise manner.</li> </ul>
<p><b>Sentence Structure &amp; Sentence Beginnings:</b> The writer shows good control over simple sentence structure and attempts compound and/or complex sentences. There is variety in sentence beginnings.</p> <p><b>Student Guide:</b> I begin sentences with different words.</p>	<ul style="list-style-type: none"> <li>• Provide the students with a list of introductory words, phrases or clauses to expand simple sentences. For example: The cat ran up the tree. After seeing the dog, the cat ran up the tree.</li> </ul>
<p><b>Variety:</b> The words work together to convey the message. Sentences move naturally from one to another. There is variety in sentence length.</p> <p><b>Student Guide:</b> I write both long and short sentences.</p>	<ul style="list-style-type: none"> <li>• Have students explore published writings to find transition words. For example: however, next, due to, therefore, on the other hand. Have students examine their own work to add transition words.</li> </ul>

## EXPOSITORY CONVENTIONS—GRADE 8

**Definition:** The writer shows reasonable control over a limited range of writing conventions. Errors may be somewhat distracting, but the paper is legible and makes sense to the reader. Only minimal edition would be needed to correct the paper. *control, punctuation, error frequency, and publication readiness with capitalization, paragraphing, spelling and punctuation.*

Characteristics	Instructional Examples or Activities
<p><b>Control over Sentences:</b> Most sentences are complete and consist of subject and predicate.</p> <p><b>Student Guide:</b> I make complete sentences using subjects and verbs.</p>	<ul style="list-style-type: none"> <li>• Give the students a variety of sentences. Have the students use different color highlighters to indicate the subject or verb.</li> <li>• Provide a list of subjects and another list of verbs. Have the students create sentences from the two lists.</li> </ul>
<p><b>Control over Paragraphing:</b> Paragraph structure is shown by indentation or spacing. Paragraphs show awareness of topic differentiation.</p> <p><b>Student Guide:</b> I indent or use spacing to show paragraphs.</p>	<ul style="list-style-type: none"> <li>• Type short paragraphs taken from an article at the student's reading level without the paragraph breaks and have the students insert the appropriate breaks.</li> </ul>
<p><b>Control over Spelling:</b> Spelling may be inconsistent, but most words are easily recognizable even if incorrectly spelled. Spelling does not interfere with meaning.</p> <p><b>Student Guide:</b> I use my best spelling.</p>	<ul style="list-style-type: none"> <li>• Remind the students to use available technology to check the correct spelling of words.</li> <li>• Create cue cards for each student consisting of the words that he/she often misspells.</li> </ul>
<p><b>Punctuation:</b> Basic sentence punctuation is evident, including capital letters and periods. Awareness of other punctuation is evident, even if used improperly, such as apostrophes, commas, quotation marks, etc.</p> <p><b>Student Guide:</b> I use capital letters and punctuation correctly.</p>	<ul style="list-style-type: none"> <li>• Read a sentence aloud and have the students use cue cards that indicate the correct punctuation. <b>See Student Activity: Punctuation Power.</b></li> <li>• Cut comic strip from newspaper and instruct the students to turn the bubble speech into a complete sentence using appropriate commas and quotation marks.</li> <li>• Present sentences with capitalization errors for student editing. This activity can be done daily. The sentence can relate to science, social studies, or other content areas.</li> </ul>

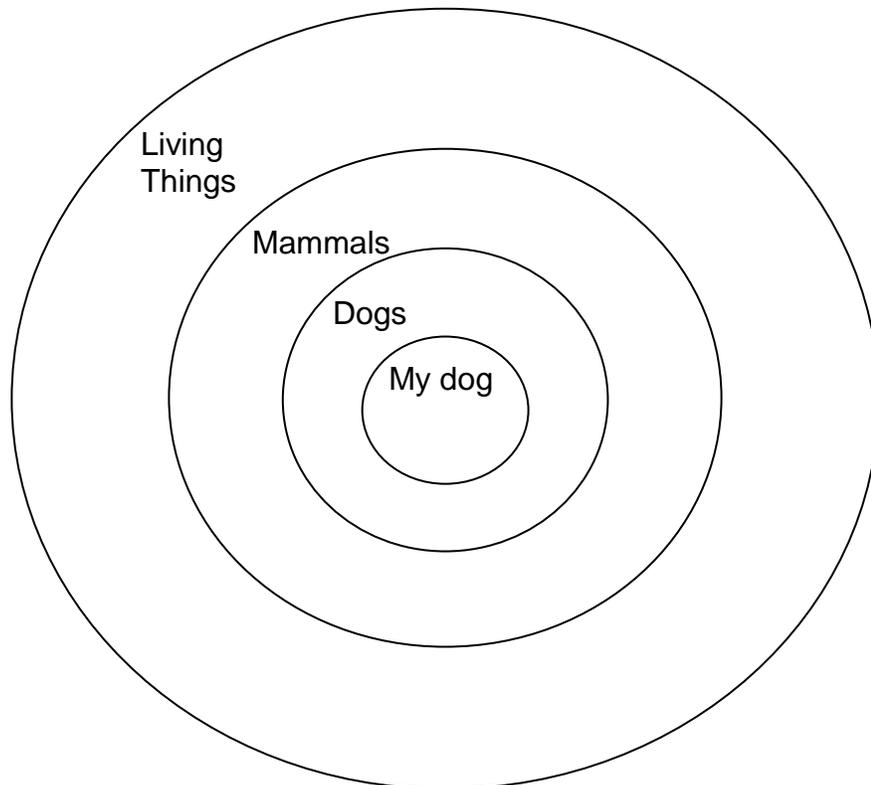
**8<sup>TH</sup> GRADE  
STUDENT ACTIVITY PAGES**



# Bulls Eye Activity

## Narrowing the Topic

Start with a broad topic. Then through questioning the students, help them narrow the topic to a manageable size for their purpose(s).



Students select the topic “living things.”

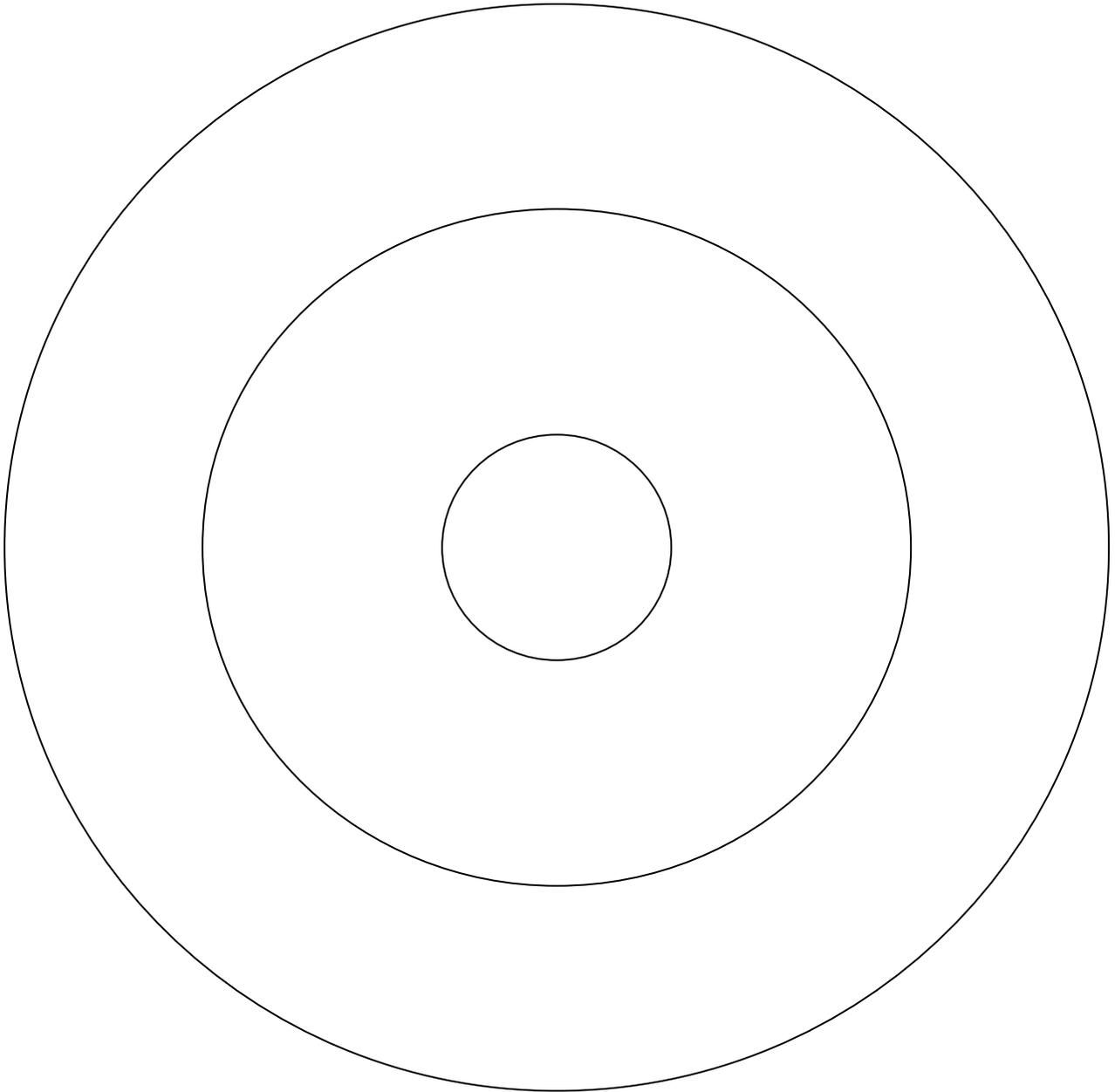
Narrows ideas to “mammals.”

With assistance, the student decides to write about dogs.

With further refinement, the student decides to write about his/her dog.

# Bulls Eye Activity

## Narrowing the Topic



# Topic Development Sheet for Sensory Details

Topic: \_\_\_\_\_

1. What is important to you about the topic?
2. Who is in the story besides you? Anyone?
3. What happens to you?  
How does it feel, smell, look, or sound?
4. What do you do?  
How does it feel, smell, look, or sound?
5. When this happens to you, what happens next?  
How does it feel, smell, look, or sound?

Draw a picture of what this topic means to you. It's okay to have help.

# How to Hook your Reader

Model for students how to use a few different kinds of “hook” sentences.

Practice with students how to change a topic sentence into a more exciting hook for readers.

- **Begin with a question.**

Topic sentence: I had a peanut butter sandwich.

Question: Do you like peanut butter sandwiches? I don't.

- **Begin with a sound.**

Topic sentence: I had a peanut butter sandwich.

Sound sentence: UCK! Barf! Peanut butter sandwiches.

- **Begin with how you feel.**

Topic sentence: I had a peanut butter sandwich.

Feeling sentence: I hate peanut butter sandwiches.

- **Begin with a riddle.**

Topic sentence: I had a peanut butter sandwich.

Riddle sentence: What sticks to the top of your mouth? A peanut butter sandwich.

- **Begin with what someone says.**

Topic sentence: I had a peanut butter sandwich for lunch.

Quotation sentence: “Peanut butter is good for you!” says my Mom.

# Humpty Dumpty Lesson Plan

Have students create a story based upon the Humpty Dumpty nursery rhyme. Students can first draw pictures of the story and then use a chart to help give the story important details and a correct sequence. Students could use buildings blocks or other manipulatives instead of drawing a picture.

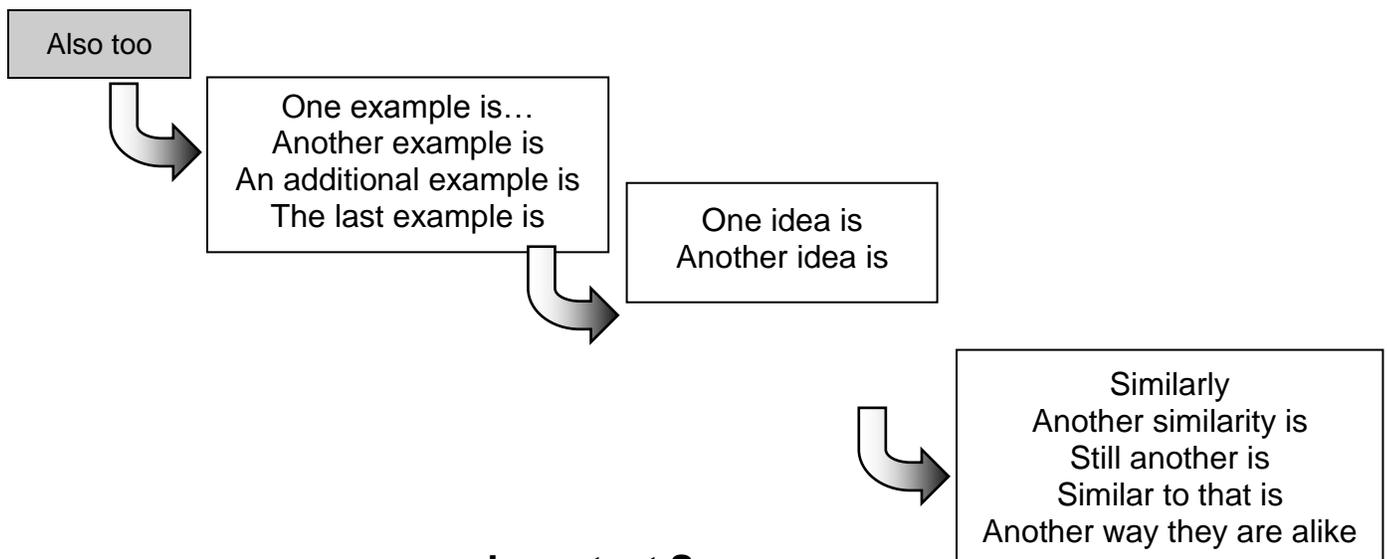
Beginning	Middle	End
<p><b>Who:</b> Humpty Dumpty and his friends Omelet and Hard Boiled</p>	<p><b>How:</b> How did Humpty fall off the wall?</p>	<p><b>How:</b> What ways did they try to put him back together again?</p> <p>Duct tape? Glue? Laser? Weld?</p>
<p><b>Where:</b> At the wall</p>	<p><b>What:</b> What was he doing when he fell? What did his friends do?</p>	
<p><b>What:</b> What were they doing that day at the wall?</p>		
<p><b>When:</b> When did the story take place?</p>		

# Matching Transitions to Show Connections

## Time Sequence:

Now	Soon	Later	
First	Then	Next	Last/Finally
Before	During	After	Finally
In the past	In the present	In the future	
Yesterday	Today	Tomorrow	
At the beginning	In the middle	At the end	
First	Second	Third	Fourth

## Connected Sequence



## Important Sequence:

The best	The next best
The most important	The least important
More important	Most important

## Concluding a paragraph

To summarize
In conclusion
To review
In review
After reviewing
In summary

**S – T – A – T – E**

Teach students the STATE mnemonic to organize a persuasive or expository speed or letter.

1. **S = State the problem.** In this step the student defines the problem and attempts to state it in one or more sentences.
2. **T = Tell your solution.** In this step the student defines the solution and attempts to state it in one or more sentences.
3. **A = Answer any possible questions the reader might ask.** In this step the student, teacher and fellow students brainstorm potential questions that the reader might ask. Then together they find answers. The student then restates the answers into sentences that help firm up his or her solution statement. Also the student may change the order of the answers through importance, interest or saving the best for last.
4. **T = Transitions between each of your answers.** In this step, the student places an appropriate transition at each major idea or answer.
5. **E = Edit your paper.** In this step the student with his/her teacher or with a peer looks over the paper to determine if he/she has stated the problem, given a solution, answered any potential questions, and used transition words between answers.

# Feeling Words

## Words Expressing Anger

I feel . . . . .

- upset
- ticked off
- furious
- frustrated



## Words Expressing Happiness

I feel . . . . .

- joyful
- glad
- tickled
- turned on
- wonderful
- thrilled
- excited



## Words Expressing Hurt

I feel . . . . .

- awful
- put down
- rotten
- forgotten
- terrible



## Words Expressing Embarrassment

I feel . . . . .

- foolish
- silly
- weird
- socked
- shy



## Words Expressing Confusion

I feel . . . . .

- frustrated
- stuck
- confused



## Words Expressing Sadness

I feel . . . . .

- depressed
- lonely
- low
- lost
- alone
- lost
- ignored



## Words Expressing Fear

I feel . . . . .

- scared
- afraid
- worried
- spooked
- helpless



# Activities: Instructional Examples for Voice

Our VOICE, whether verbally or written reflects our feelings or opinions.

## **Audience Awareness:**

To understand who the audience is, the writer asks questions:

- Who is my audience?
- What is the age and gender of my audience?
- Where does my audience live?
- What are the interests of my audience?
- What does my audience already know about my topic?
- What does my audience want to know about my topic?

## **Writer's Involvement:**

To get a feeling about who the author is and how he or she feels about the topic assist students by using the following activity:

Two students tell (oral, sign, communication device, act out, etc., the class about the same event, i.e. A field trip or lyceum (they don't hear each other's story)

The class compares the stories.

- Did they tell the exact same story?
- Did they both feel the same way about the event?
- Who liked the event more?
- Describe each students' feelings about the event.

## **Presentation of Ideas:**

Read the students a book written from the first person point of view. Ask the students to summarize the story, describing the main character's voice and how the character feels about what happens in the story.

Suggested Reading:

- The Tenth Good Thing About Barney, by Judith Viorst
- The Relatives Came, by Cynthia Rylant

## **Energy & Passion:**

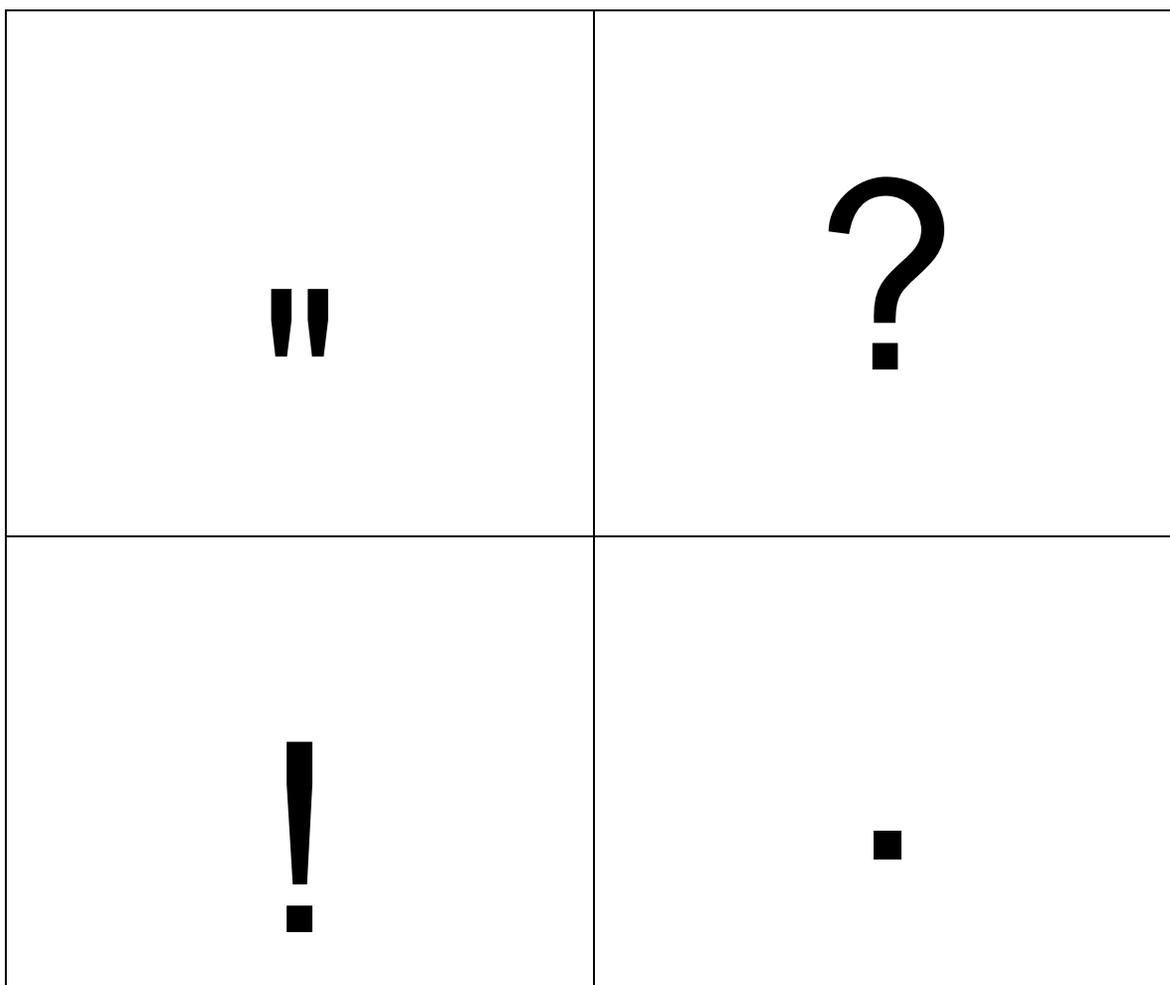
Post student's narratives on a bulletin board display. Above each narrative have the students post a word that expresses the general emotion of the story.



# Punctuation Power!

Cut apart the punctuation cards below. When your teacher reads a sentence aloud, decided which punctuation card would correctly complete the sentence. Hold your card high! As the students find the correct answer, you can keep score as teams or as individual students.

Good Luck!



# Peer Editing Sheet

Your Name (Editor):

Writer:

Title or Topic:

I noticed . . . . .

I liked (enjoyed, appreciated) . . . . .

I wondered . . . . .

I would suggest . . . . .

Strong words, phrases, and images in the writing:

# **P – I – C - S**

## **Strategy**

When giving feedback, be:

**P**ositive – Say something uniquely positive about their piece of writing.

**I**mmEDIATE – Give feedback as soon as possible.

**C**orrective – Instruct students in an area to correct.

**S**pecific – Give specific examples of how to apply the corrective feedback to their own piece of writing.



# **8TH GRADE STUDENT GUIDE**



## **IDEAS AND CONTENT**

- **I write about things I know or do.**
- **I tell the reader something new.**
- **I have a main idea that tells what I'm going to write about.**
- **I give interesting details that fit my main idea.**

## **ORGANIZATION**

- **I have a good beginning that tells what I am going to write about.**
- **I write in the order that things happen.**
- **I make my writing easy to follow with words like, "also, in addition, first or next."**
- **I end my paper at a good place.**

## **VOICE**

- **I know that someone will read my paper.**
- **The reader knows that I care about the topic.**
- **I use words that show my feelings.**
- **I say what I really think.**

## **WORD CHOICE**

- **I choose my words carefully.**
- **I tell about the topic with describing words.**
- **I use strong words that show feelings and actions.**
- **I make a picture in the reader's mind.**

## **SENTENCE FLUENCY**

- **I write sentences that sound good together.**
- **I write sentences the way someone might talk.**
- **I begin sentences with different words.**
- **I write both long and short sentences.**

## **CONVENTIONS**

- **I make complete sentences using subjects and verbs.**
- **I indent or use spacing to show paragraphs.**
- **I use my best spelling.**
- **I use capital letters and punctuation correctly.**
- **I choose nouns and verbs that go together.**



# **11TH GRADE**

**INSTRUCTIONAL EXAMPLES  
STUDENT ACTIVITY PAGES  
STUDENT GUIDE**

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# **11<sup>TH</sup> GRADE INSTRUCTIONAL EXAMPLES**



## P PERSUASIVE IDEAS AND CONTENT—GRADE 11

**Definition:** This paper is clear, focused, and convincing. This trait includes *persuasiveness, originality, main idea, and development*.

Characteristics	Instructional Examples or Activities
<p><b>Persuasiveness:</b> The writer takes and sustains a clear and identifiable position.</p> <p><b>Student Guide:</b> I write about something that is important to me.</p>	<ul style="list-style-type: none"> <li>• Have students write letters to the principal, a newspaper, or a politician about issues that concern them.</li> <li>• Model how to narrow the topic. <b>See Student Activity: <i>Bulls Eye Graphic</i></b></li> <li>• Have the students write one sentence a day to generate a complete piece by the end of the week to practice building an argument. (Need example! Can you really build an argument this way)</li> <li>• Generate a list of possible issues for writing.</li> <li>• Select examples of Letters to the Editor from your local newspaper. Examine to find the problem, the solution, and the arguments.</li> </ul>
<p><b>Originality:</b> The writer uses reason or evidence to construct an argument. The writer considers opposite viewpoint.</p> <p><b>Student Guide:</b> I have a position on the topic I write about.</p>	<ul style="list-style-type: none"> <li>• Give a topic and have the students list the positives and negatives.</li> <li>• Visit a court session. Students listen to closing arguments and determine the arguments or rationale of both sides of the case.</li> <li>• Assign the students to watch a TV courtroom case. The students will determine each participant’s view of the problem.</li> <li>• Have the students interview three people to determine each person’s point of view on an issue. The students do not begin to write their paper until all of the interviews have been completed.</li> </ul>
<p><b>Main Idea:</b> The main idea(s) stand out. The paper is written on a single topic.</p> <p><b>Student Guide:</b> I try to get the reader to see things my way.</p>	<ul style="list-style-type: none"> <li>• Use graphic organizer or outline to identify key ideas and details. <b>See Student Activity: <i>Prewriting for Problem Solving</i>.</b></li> <li>• Use pictures/photographs to compose a main idea sentence for the picture.</li> <li>• Have the students research an area of social injustice during unit on social unrest/injustice. Create posters and defend their position.</li> <li>• Assign topics on current environmental issues. Distribute the problem-solving prewriting worksheet to provide structure for student opinions. <b>See Student Activity: <i>Prewriting for Problem Solving</i>.</b></li> </ul>
<p><b>Development:</b> Supporting details are relevant and support the argument.</p> <p><b>Student Guide:</b> I give details that support my position.</p>	<ul style="list-style-type: none"> <li>• Find the sentence that is off-topic by playing “The Fooler” game. Write/find a paragraph. Add a sentence/paragraph that does not belong. Read aloud to students. The students then indicate the sentence/paragraph that does not belong.</li> </ul>

## PERSUASIVE ORGANIZATION—GRADE 11

<b>Definition:</b> The organizational structure is strong enough to move the reader through the text. This trait includes, <i>structure—introduction &amp; conclusion, pacing &amp; sequencing, and transitions.</i>	
Characteristics	Instructional Examples or Activities
<p><b>Structure—Introduction &amp; Conclusion:</b> The paper has a recognizable beginning, middle and end.</p> <p><b>Student Guide:</b> I have a beginning that tells my position on the topic.</p>	<ul style="list-style-type: none"> <li>• Assign three students the task of writing or telling a story. One student writes the beginning of the story. Use the same process for the middle and the end of the story. The students then read aloud or write a group story. The students can edit their story and share it with the class.</li> <li>• Encourage some students to start with the most exciting or interesting part first and add the beginning later.</li> <li>• Provide practice in starting the piece with an attention-getting device. <b>See Student Activity: <i>How to Hook your Reader.</i></b></li> <li>• Present the students with a problem. The students will write a letter outlining a reasonable solution to the dilemma. <b>See Student Activity: <i>Prom Night</i></b></li> </ul>
<p><b>Pacing &amp; Sequencing:</b> Sequencing is logical.</p> <p><b>Student Guide:</b> I put my reasons in order so that they are easy to follow and understand.</p>	<ul style="list-style-type: none"> <li>• Have students create a story based upon the Humpty Dumpty nursery rhyme. Students can first draw pictures of the story and then use a chart to help give the story important details and a correct sequence. <b>See Student Activity: <i>Humpty Dumpty</i></b></li> <li>• Assign the student the task of organizing an argument about closed lunch. See Student Activity: <i>Closed Lunch</i></li> </ul>
<p><b>Transition:</b> The writer uses words that show a transition. The writer moves the reader from idea to idea.</p> <p><b>Student Guide:</b> I use words like “first, therefore, or also” to connect my ideas.</p>	<ul style="list-style-type: none"> <li>• Distribute a persuasive paragraph to the students for them to locate the transition words. <b>See Student Activity: <i>Matching Transitions to Show Connections.</i></b></li> <li>• Instruct the students to apply the transition handout in their own writing. <b>See Student Activity: <i>Matching Transitions to Show Connections.</i></b></li> </ul>
<p>The writer demonstrates the ability to connect ideas.</p> <p><b>Student Guide:</b> I end my paper by retelling my position.</p>	<ul style="list-style-type: none"> <li>• Use the mnemonic device for organizing an argument. <b>See Student Activity: <i>S-T-A-T-E.</i></b></li> <li>• Provide students with a stated position. Students must provide one pro and one con for the position. The pro and con should relate to the stated position.</li> </ul>

## PERSUASIVE VOICE—GRADE 11

**Definition:** The writer speaks directly to the reader in a way that is individualistic, expressive, and engaging. Clearly, the writer is involved. This trait includes *audience awareness, writer's involvement, energy & passion, & tone*

Characteristics	Instructional Examples or Activities
<p><b>Audience Awareness:</b> The writer seems aware of an audience.</p> <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> <p><b>Student Guide:</b> I know that someone will read my paper.</p> </div>	<ul style="list-style-type: none"> <li>• Have students write letters to the principal, a newspaper, or a politician about issues that concern them.</li> <li>• Provide time for students to write in their daily journals. Encourage entries that relate to problem resolution and the person to whom argument should be directed.</li> <li>• Guide the writers to ask questions about their audience For example:              Who is my audience?              How old is my audience?              Where does my audience live?              What is the interest of my audience?              What does my audience know about my topic?              What does my audience need to know about my topic?  <b>See Student Activity: <i>Instructional Examples for Voice.</i></b> </li> <li>• Provide a paragraph from a children's book. Have the students rewrite the paragraph to be read to their peers.</li> <li>• Provide sensory motivating materials and have the students describe the item to three different age groups. e.g. small children, peers, adults</li> </ul>
<p><b>Writer's Involvement:</b> The reader senses the person behind the words.</p> <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> <p><b>Student Guide:</b> I write so that what I am saying is clear and believable.</p> </div>	<ul style="list-style-type: none"> <li>• Have two students take different sides of an issue. Each writes his/her argument. Read aloud to the class and discuss the perspective presented. The class could vote on which person had the most persuasive argument.</li> <li>• Direct the students to create their personal declaration of independence. The students need to be aware of their audience and their personal needs. (Do we need an example?)</li> <li>• Collect short passages that exemplify strong or distinctive voice. Put them on overheads, and ask the students to describe the person behind the voice.</li> <li>• Pick a person from a photograph and describe the individual's feelings and characteristics.</li> <li>• Rewrite <i>Little Red Riding Hood</i> from the wolf's perspective and persuade the reader that the grandmother was the problem.</li> </ul>

## PERSUASIVE VOICE—GRADE 11 (cont'd)

**Definition:** The writer speaks directly to the reader in a way that is individualistic, expressive, and engaging. Clearly, the writer is involved. This trait includes *audience awareness, writer's involvement, energy & passion, & tone.*

Characteristics	Instructional Examples or Activities
<p><b>Energy &amp; Passion:</b> The reader feels a strong sense of interaction with the writer.</p> <p><b>Student Guide:</b> I want the reader to believe as strongly as I do.  I use words that show my feelings.</p>	<ul style="list-style-type: none"> <li>• Have students compare/contrast two characters from their favorite cartoon show. Students should consider characters' accents, verbal expressions, and facial expressions, as well as personalities.</li> <li>• Expand the above idea to characters from the students' favorite book.</li> <li>• Model writing a persuasive piece using feeling words to show strong interaction with the writer. <b>See Student Activity: <i>Feeling Words</i></b></li> <li>• Elicit from students additional words to add to the list.</li> </ul>
<p><b>Tone:</b> The language is natural yet compelling.</p> <p><b>Student Guide:</b> I use words that show my feelings.  I say what I really think.</p>	<ul style="list-style-type: none"> <li>• Find advertisements from newspapers or magazines. Generate a list of words, phrases, or slogans that describe the tone or voice of the advertisement.</li> <li>• Record characters on television showing anger, frustration, happiness, and other emotions. Play the tape with the sound off. Have the students determine what emotions the characters are displaying.</li> <li>• Play excerpts from rap music, a sad country/western song, and lively Caribbean. Determine the emotions behind the music. <b><u>Teacher discretion is required.</u></b></li> </ul>

## PERSUASIVE WORD CHOICE—GRADE 11

Definition: Words convey the intended message in an interesting and natural way. This trait includes <i>accuracy, specificity and descriptiveness, and appeal.</i>	
Characteristics	Instructional Examples or Activities
<p><b>Accuracy:</b> Language is accurate and includes some variety of expression.</p> <div style="border: 1px solid black; background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> <p><b>Student Guide:</b> I choose my words carefully.</p> </div>	<ul style="list-style-type: none"> <li>• Have students look at the photo of the kids playing in the water. Write a paragraph on “Playing in Water is Great Fun”. The temperature does not need to be stated in the paragraph, but the effect of that information should be felt in your writing. <ul style="list-style-type: none"> <li>Things to think about before you write;</li> <li>How does a hot summer day feel?</li> <li>Look at the picture - are the kids having fun?</li> <li>How good would the cool water feel on your hot skin?</li> </ul> <p><b>See Student Activity: <i>Summer Heat</i></b></p> </li> <li>• Provide an opportunity for students to create a slide presentation about their school. Take pictures of your school and scan or load them onto a computer slide program (Kid Pix, Hyperstudio, or Power Point). Pictures might include the playground, front of school, gym, lunchroom, classrooms, or principal’s office. Students should brainstorm and think of feelings, sounds, smells, touch, colors that go with the pictures. Have students write a description of each picture using text boxes or copy and pasting from a word processing program.</li> </ul>
<p><b>Specificity &amp; Descriptiveness:</b> Descriptive words such as adjectives and adverbs are used to enhance meaning. The writer attempts to use colorful vocabulary. The writer correctly uses some specialized vocabulary.</p> <div style="border: 1px solid black; background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> <p><b>Student Guide:</b> I describe my position using colorful adjectives and adverbs.  I use strong words that show how I feel.</p> </div>	<ul style="list-style-type: none"> <li>• Together with the students, create a list of tired, dead, overused words.</li> <li>• Have students discuss what kinds of restaurants they like, how they decide what to order, and their favorite food. Students then brainstorm a sample menu with appetizers, salads, soups, entrees, and desserts. Have students pick their own menu (3 or 4 items) and write a description of these items. Publish a classroom menu with their descriptions. A variation would be to take the school lunch menu and describe the selections in a way that would make people want to eat there.</li> <li>• Introduce five challenging vocabulary words per week.</li> <li>• Slice an orange and place it in a central location in your classroom. Have the students describe the orange using sensory words that relate to smell, sight, touch, taste, and sound. Instruct the students to write a paragraph entitled “Oranges are the best or worst fruit in the store.”</li> </ul>
<p><b>Appeal:</b> Begins to show originality and to capture the reader’s imagination</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Student guide:</b> I draw a picture in the reader’s mind.</p> </div>	<ul style="list-style-type: none"> <li>• Have students find ads that describe a product such as a car, a video game, specialized equipment or an event such as a particular sports event or a wedding. Ask them to circle the words that capture the reader’s imagination by drawing a picture in the reader’s mind.</li> </ul>



## PERSUASIVE SENTENCE FLUENCY—GRADE 11

**Definition:** The paper generally has an easy flow and rhythm. This trait includes *ease of reading, sentence structure and sentence beginnings, and variety.*

<b>Characteristics</b>	<b>Instructional Examples or Activities</b>
<p><b>Ease of Reading:</b> The paper is easy to read aloud. The paper sounds natural, the way someone might talk or speak.</p> <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> <p><b>Student Guide:</b> I write sentences that work together to support my position.</p> </div>	<ul style="list-style-type: none"> <li>• Have students count the words in each sentence and keep a tally. Be sure the sentence lengths vary (4-10 words).</li> <li>• Give the students at least one wordy sentence per day to rewrite. For example: Of all the many things that bother me about bad writing, the fault that really annoys me most is wordiness or the tendency to put in more words than you need. This can be shortened to read. Of all possible writing faults, none is more annoying than wordiness.</li> </ul> <p style="text-align: center; margin-top: 10px;"><b>Check copy write – Great Source Education Services</b></p>
<p><b>Sentence Structure and Sentence Beginnings:</b> The writer shows good control over simple sentence structure and attempts compound and/or complex sentences. There is variety in sentence beginnings, length and structure.</p> <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> <p><b>Student Guide:</b> I write sentences the way someone might talk.  I write using simple and complex sentences.</p> </div>	<ul style="list-style-type: none"> <li>• Generate with the students a list of introductory words, phrases or clauses to expand simple sentences. For example: The cat ran up the tree. And “after seeing the dog, the cat ran up the tree.”</li> </ul>
<p><b>Variety:</b> The words work together to convey the message. Sentences move naturally from one to another.</p> <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> <p><b>Student Guide:</b> I begin sentences with different words.</p> </div>	<ul style="list-style-type: none"> <li>• Have students look through a passage to find transitions. For example: “however”, “next”, “due to”, “therefore”, “on the other hand.”</li> <li>• Using the cloze procedure on a passage that has missing transitions, have the students go back and fill in the missing transition words.</li> </ul>

## PERSUASIVE CONVENTIONS—GRADE 11

**Definition:** The writer shows reasonable control over a limited range of writing conventions. Errors may be somewhat distracting, but the paper is legible and makes sense to the reader. Only minimal edition would be needed to correct the paper. This trait includes *control, punctuation, error frequency and publication readiness with capitalization, paragraphing, spelling and punctuation.*

<b>Characteristics</b>	<b>Instructional Examples or Activities</b>
<p><b>Control over Sentences:</b> Most sentences are complete and consist of subject and predicate.</p> <p><b>Student Guide:</b> I make complete sentences using subjects and verbs.</p>	<ul style="list-style-type: none"> <li>• Type short paragraphs taken from an article at the student’s reading level without the paragraph breaks and have the students insert the appropriate breaks.</li> </ul>
<p><b>Control over Paragraphing:</b> Paragraph structure is shown by indentation or spacing. Paragraphs show awareness of topic differentiation.</p> <p><b>Student Guide:</b> I indent or use spacing to show paragraphs.</p>	<ul style="list-style-type: none"> <li>• Create alphabetical wordbook for each student that consists of the words that the student has difficulty spelling.</li> <li>• Create alphabetized pocket chart using commonly misspelled words.</li> <li>• Create cue cards for each student consisting of the words that he/she often misspells.</li> </ul>
<p><b>Control over Spelling:</b> Spelling may be inconsistent, but most words are easily recognizable even if incorrectly spelled. Spelling does not interfere with meaning.</p> <p><b>Student Guide:</b> I use my best spelling.</p>	<ul style="list-style-type: none"> <li>• Read a sentence aloud and have the students use cue cards that indicate the correct punctuation.</li> <li>• Cut comic strip from newspaper and instruct the students to turn the bubble speech into a complete sentence using appropriate commas and quotation marks.</li> </ul>
<p><b>Punctuation:</b> Basic sentence punctuation is evident, including capital letters and periods. Awareness of other punctuation is evident, even if used improperly, such as apostrophes, commas, quotation marks, etc.</p> <p><b>Student Guide:</b> I use capital letters and punctuation correctly.</p>	<ul style="list-style-type: none"> <li>• Provide a colored marker and have the students highlight the capitalization and other punctuation as appropriate.</li> <li>• Present sentences with capitalization errors for student editing. This activity can be done daily. The sentence can relate to science, social studies, or other content areas.</li> </ul>
<p><b>Error Frequency:</b> Grammar and usage errors, when they occur, do not distort the meaning.</p> <p><b>Student Guide:</b> I choose nouns and verbs that go together.</p>	<ul style="list-style-type: none"> <li>• Read an incorrect sentence aloud and instruct the students to find the errors.</li> <li>• Choose only one type of error to emphasize on a given student assignment. Use and teach the associated editing mark when grading student work.</li> </ul>



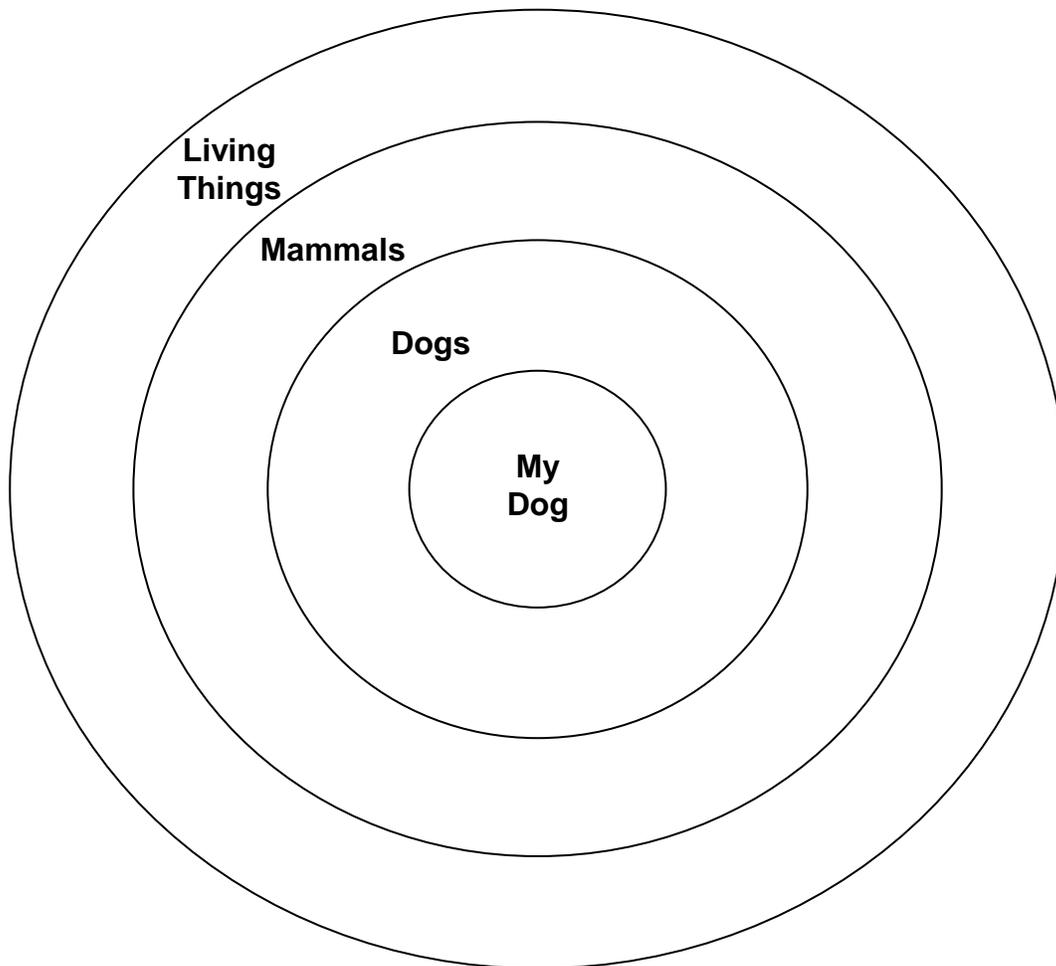
**11<sup>TH</sup> GRADE  
STUDENT ACTIVITY PAGES**



# Bulls Eye Activity

## Narrowing the Topic

Start with a broad topic. Then through questioning the students, help them narrow the topic to a manageable size for their purpose(s).



Students select the topic “living things.”

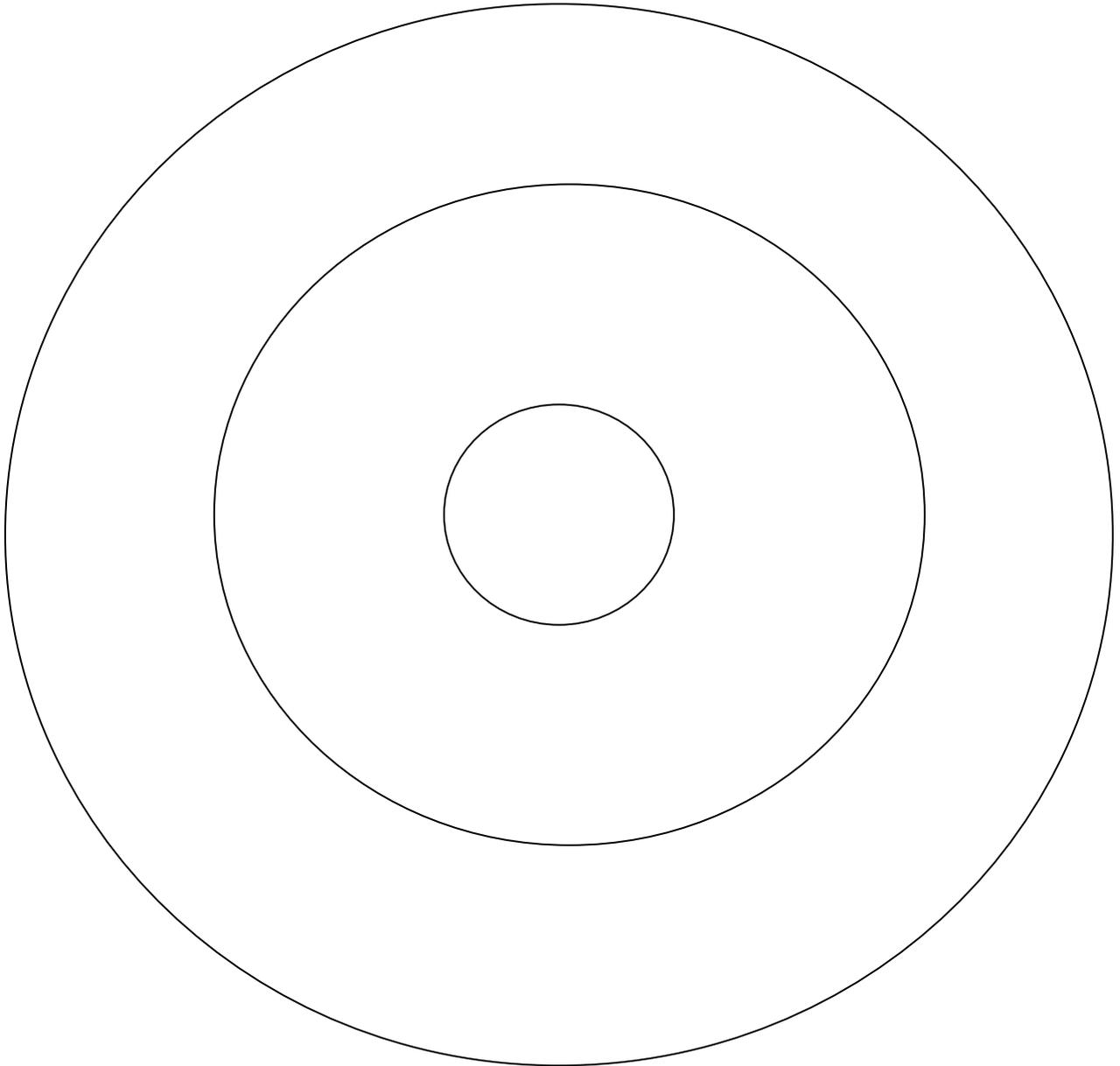
Narrows ideas to “mammals.”

With assistance, the student decides to write about dogs.

With further refinement, the student decides to write about his/her dog.

# **Bulls Eye Activity**

## **Narrowing the Topic**



# Prewriting for Problem Solving

**What is the problem?**

**What are the signs of the problem?**

**Who or what is affected by it?**

**What problems may it cause in the future?**

**What or who caused the problem?**

**What are possible solutions?**

## How to Hook your Reader

Model for students how to use a few different kinds of “hook” sentences.

Practice with students how to change a topic sentence into a more exciting hook for readers.

- **Begin with a question.**

Topic sentence: I had a peanut butter sandwich.

Question: Do you like peanut butter sandwiches? I don't.

- **Begin with a sound.**

Topic sentence: I had a peanut butter sandwich.

Sound sentence: UCK! Barf! Peanut butter sandwiches!

- **Begin with how you feel.**

Topic sentence: I had a peanut butter sandwich.

Feeling sentence: I hate peanut butter sandwiches.

- **Begin with a riddle.**

Topic sentence: I had a peanut butter sandwich.

Riddle sentence: What sticks to the top of your mouth? A peanut butter sandwich.

- **Begin with what someone says.**

Topic sentence: I had a peanut butter sandwich for lunch.

Quotation sentence: “Peanut butter is good for you!” says my Mom.

# Prom Night

You have a date for the school prom. You also have a job. Your boss wants you to work on Prom Night. But, you want to go to the prom. You have thought up some reasons why the boss should let you off that night. Here they are:

1. Prom is very important for juniors and seniors.
2. You have a date. Your date has spent a lot of money. You have too.
3. You have talked to Mario. He will work for you.
4. You are a good worker and don't ask for time off very often.



Dear Mr. (or Mrs. Or Miss) \_\_\_\_\_

In the first paragraph, tell him or her what the problem is (all about the prom and the problem with the schedule). At the end of the paragraph, tell him what you want. (I want to be off the schedule.)

In the second paragraph, start with a word like "First," then give your first reason. **Prom is very important to juniors and seniors.** Then explain. Give the rest of your reasons, and use another helpful words, like next, then, or second, between each reason.

In the last paragraph, again tell your boss what you want and give some of your reasons again. Finish with your name at the end.

I'll bet the boss will be happy to let you off.

## **Variation:**

Instead of prom, substitute a school dance, a football game, or any other major event that occurs at your school.

# Humpty Dumpty Lesson Plan

Have students create a story based upon the Humpty Dumpty nursery rhyme. Students can first draw pictures of the story and then use a chart to help give the story important details and a correct sequence. Students could use building blocks or other manipulatives instead of drawing a picture.

Beginning	Middle	End
<p><b>Who:</b> Humpty Dumpty and his friends Omelet and Hard Boiled</p>	<p><b>How:</b> How did Humpty fall off the wall?</p>	<p><b>How:</b> What ways did they try to put him back together again?</p> <p>Duct tape? Glue? Laser? Weld?</p>
<p><b>Where:</b> At the wall</p>	<p><b>What:</b> What was he doing when he fell? What did his friends do?</p>	
<p><b>What:</b> What were they doing that day at the wall?</p>		
<p><b>When:</b> When did the story take place?</p>		

# Closed Lunch

Maria does not like closed lunch. She thinks people should eat where they want to. She writes to her principal and gives the reasons. Please help her.

**Here is a list of her reasons:**

1. The cafeteria food is lousy.
2. Students will get back on time.
3. McDonald's® food is better and cheaper.
4. Students need a break from school.
5. They know when class starts.
6. Most students have cars.
7. In the cafeteria students are always being hassled by the teachers.

**Some of the reasons go together.** For example, two ideas are about why students what to leave school for lunch.

- a.
- b.

**Another two of the reasons are about food.** Write the two about food.

- c.
- d.

**Three reasons are bout getting to class on time.** Which one are they. Write them.

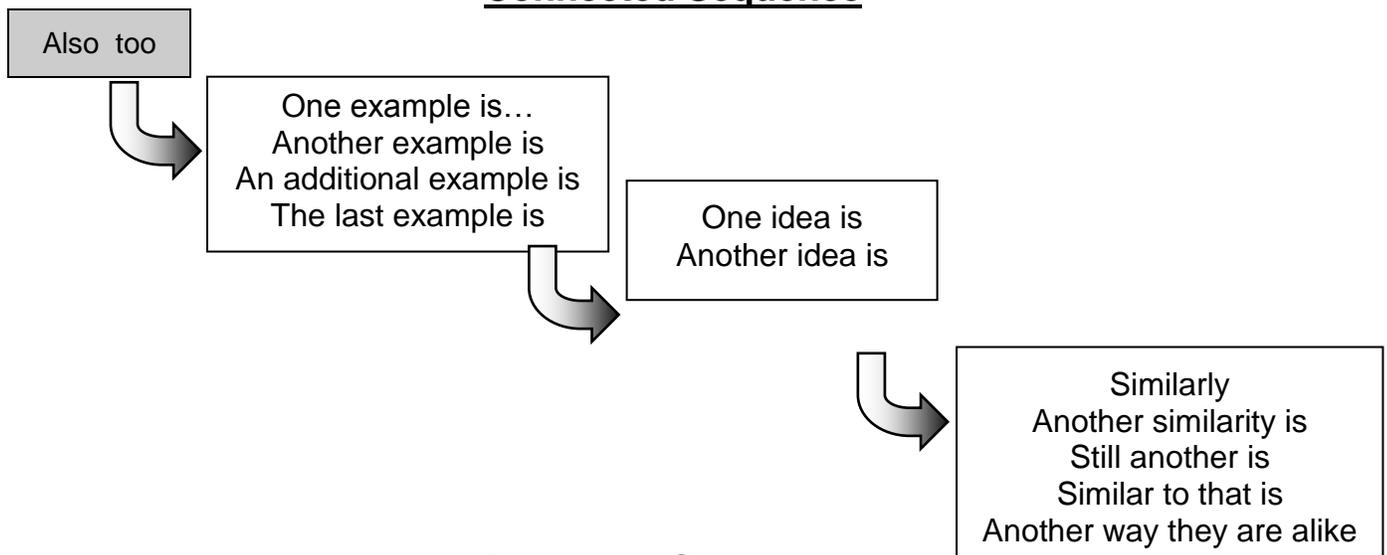
- e.
- f.

# Matching Transitions to Show Connections

## Time Sequence:

Now	Soon	Later	
First	Then	Next	Last/Finally
Before	During	After	Finally
In the past	In the present	In the future	
Yesterday	Today	Tomorrow	
At the beginning	In the middle	At the end	
First	Second	Third	Fourth

## Connected Sequence



## Important Sequence:

The best	The next best
The most important	The least important
More important	Most important

## Concluding a paragraph

To summarize
In conclusion
To review
In review
After reviewing
In summary
Finally

# S – T – A – T – E

Teach students the STATE mnemonic to organize a persuasive or expository speech or letter.

1. **S = State the problem.** In this step the student defines the problem and attempts to state it in one or more sentences.
2. **T = Tell your solution.** In this step the student defines the solution and attempts to state it in one or more sentences.
3. **A = Answer any possible questions the reader might ask.** In this step the student, teacher and fellow students brainstorm potential questions that the reader might ask. Then together they find answers. The student then restates the answers into sentences that help firm up his or her solution statement. Also the student may change the order of the answers through importance, interest or saving the best for last.
4. **T = Transitions between each of your answers.** In this step, the student places an appropriate transition at each major idea or answer.
5. **E = Edit your paper.** In this step the student with his/her teacher or with a peer looks over the paper to determine if he/she has stated the problem, given a solution, answered any potential questions, and used transition words between answers.

# Voice Instructional Activities

Our VOICE, whether verbally or written reflects our feelings or opinions.

## **Audience Awareness:**

To understand who the audience is, the writer asks questions:

- Who is my audience?
- What is the age and gender of my audience?
- Where does my audience live?
- What are the interests of my audience?
- What does my audience already know about my topic?
- What does my audience want to know about my topic?

## **Writer's Involvement:**

To get a feeling about who the author is and how he or she feels about the topic assist students by using the following activity:

Two students tell (oral, sign, communication device, act out, etc., the class about the same event or incident, (they don't hear each other's story)

The class compares the stories.

- Did they tell the exact same story?
- Did they both feel the same way about the event or incident?
- Describe each students' feelings about the event.

## **Energy & Passion:**

Read the students a book written from the first person point of view. Ask the students to summarize the story, describing the main character's voice and how the character feels about what happens in the story.

## **Tone:**

Post student's persuasive writing papers on a bulletin board display. Above each paper have the students post a word that expresses the general emotion of the story.

# Feeling Words

## Words Expressing Anger

I feel . . . . .

- upset
- ticked off
- furious
- frustrated



## Words Expressing Happiness

I feel . . . . .

- joyful
- glad
- tickled
- turned on
- wonderful
- thrilled
- excited



## Words Expressing Hurt

I feel . . . . .

- awful
- put down
- rotten
- forgotten
- terrible



## Words Expressing Embarrassment

I feel . . . . .

- foolish
- silly
- weird
- socked
- shy



## Words Expressing Confusion

I feel . . . . .

- frustrated
- stuck
- confused



## Words Expressing Sadness

I feel . . . . .

- depressed
- lonely
- low
- lost
- alone
- lost
- ignored



## Words Expressing Fear

I feel . . . . .

- scared
- afraid
- worried
- spooked
- helpless



# Summer Heat

Locate a photo of kids playing in the water.

It's the hottest day of the entire summer – 103 degrees!

Write a paragraph on “Playing in Water is Great Fun!”

The temperature does not need to be stated in the paragraph, but the effect of that information should be felt in your writing.

## Things to think about before you write:

- ☞ How does a hot summer day feel?
  
- ☞ Look at the picture – are the kids having fun?
  
- ☞ How good would the cool water feel on your hot skin?

# Peer Editing Sheet

Your Name (Editor):

Writer:

Title or Topic:

I noticed . . . . .

I liked (enjoyed, appreciated) . . . . .

I wondered . . . . .

I would suggest . . . . .

Strong words, phrases, and images in the writing:

# **P – I – C - S**

## **Strategy**

When giving feedback, be:

**P**ositive – Say something uniquely positive about their piece of writing.

**I**mmEDIATE – Give feedback as soon as possible.

**C**orrective – Instruct students in an area to correct.

**S**pecific – Give specific examples of how to apply the corrective feedback to their own piece of writing.

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# **11<sup>TH</sup> GRADE STUDENT GUIDE**



## **IDEAS AND CONTENT**

- **I write about something that is important to me.**
- **I have a position on the topic I write about.**
- **I try to get the reader to see things my way.**
- **I give details that support my position.**

## **ORGANIZATION**

- **I have a beginning that tells my position on the topic.**
- **I put my reasons in order so that they are easy to follow and understand.**
- **I use words like “first, therefore, or also” to connect my ideas.**
- **I end my paper by retelling my position.**

## **VOICE**

- **I know that someone will read my paper.**
- **I write so that what I am saying is clear and believable.**
- **I want the reader to believe as strongly as I do.**
- **I use words that show my feelings.**
- **I say what I really think.**

## **WORD CHOICE**

- **I choose my words carefully.**
- **I describe my position using colorful adjectives and adverbs.**
- **I use strong words that show how I feel.**

## **SENTENCE FLUENCY**

- **I write sentences that work together to support my position.**
- **I write sentences the way someone might talk.**
- **I begin sentences with different words.**
- **I write using simple and complex sentences.**

## **CONVENTIONS**

- **I make complete sentences using subjects and verbs.**
- **I indent or use spacing to show paragraphs.**
- **I use my best spelling.**
- **I use capital letters and punctuation correctly.**
- **I choose nouns and verbs that go together.**

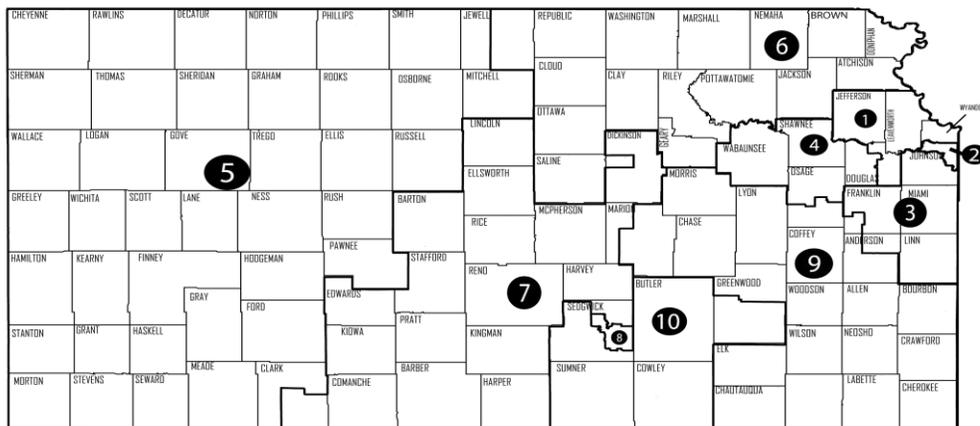
# Education Priorities for a New Century

To assist in fulfilling its responsibility to provide direction and leadership for the supervision of all educational interests under its jurisdiction, the Kansas State Board of Education has adopted as its mission promoting student academic achievement through vision, leadership, opportunity, accountability and advocacy for all. The State Board believes that the key to ensuring the fulfillment of its mission lies in helping schools work with families and communities to prepare students for success.

With that in mind, the State Board has established the following priorities to guide its work in the next century.

Ensure that all students meet or exceed academic standards by:

- Redesigning the delivery system to meet our state's changing needs;
- Providing a caring, competent teacher in every classroom;
- Ensuring a visionary leader in every school;
- Improving communication with all constituent groups.



## Kansas State Board of Education

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