

Creative Writing

Grade Level: Second Grade
Written by: Kim Young, Platte River Academy, Highlands Ranch, Colorado
Length of Unit: Three lessons-ongoing throughout the year (each lesson will take from 1-10 class periods to complete)

I. ABSTRACT

This unit contains ideas for writing experiences for second graders that will give them practice in editing and revising their written work, and in writing paragraphs and descriptions. These lessons will give them opportunities to enjoy the creative writing process and opportunities to share their work with others. These lessons can be used anytime during the year and the length of time it takes to teach the lesson will depend upon background information that the students have gained, their knowledge of editing and revising skills, and the length of class periods.

II. OVERVIEW

- A. Concept Objectives
 1. Students will understand how to write for a variety of purposes and audiences. (Colorado State Language Arts Standard [CS LAS] #2 and Douglas County School District Language Arts Standard #3)
 2. Students will understand how to write using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. (CS LAS #3)
 3. Students will apply thinking skills to their writing. (CS LAS #4)
- B. Content from the *Core Knowledge Sequence*
 1. **Language Arts:** Produce a variety of written work and be able to read it (pp. 24 and 43).
 2. **Language Arts:** Produce written work with a beginning, middle and end, and be able to organize it into paragraphs (p. 43).
 3. **Language Arts:** Revise and edit to clarify meaning in writing, and attend to spelling, mechanics and presentation in final drafts (p. 43).
- C. Skill Objectives
 1. Students will be able to use their experiences from a field trip to write a story together as a class.
 2. Students will be able to participate actively in the shared and interactive writing process and edit and revise a class-generated story.
 3. Students will participate in the choral reading of a class story.
 4. Students will be able to reread a class story to two people at home.
 5. Students will understand the difference between fiction and non-fiction stories.
 6. Students will be able to generate a topic for a fictional story.
 7. Students will be able to identify the problem and solution in two different fictional stories and will be able to create a problem and solution for their chosen story idea.
 8. Students will be able to identify the beginning, middle and end of two fictional stories and will be able to write two sentences each about the beginning, middle and end of their story.
 9. Students will be able to describe the characters in two fictional stories and will understand how an author creates and describes a character. Students will then complete a description of the character in their story.
 10. Students will write a rough draft of their story using the graphic organizers that they have completed, and then edit their story using a student editing form.

11. Students will assist another student in editing and revising their story using a peer editing form and have a peer conference with that student.
12. Students will make a final copy of their story.
13. Students will write a second story using the same character in a different adventure.
14. Students will be able to read both of their stories aloud to the class.
15. Students will understand how to write a description.
16. Student will understand about making a good first impression and doing their best work.
17. Students will be able to edit and revise student examples of descriptions.
18. Students will complete a pre-write activity on themselves.
19. Students will write a two-paragraph description of themselves.
20. Students will write a two-paragraph description of themselves.
21. Students will edit and revise their description.
22. Students will participate in a peer conference on their description.
23. Students will participate in a peer conference on their description.
24. Students will produce a final draft of their description in their best handwriting.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Teacher should have a familiarity with the concepts of shared and interactive writing (*Guided Reading*, p. 32-33).
 2. Teachers should understand modeling the editing and revising of written work for students (*Fresh Takes on Using Journals to Teach Beginning Writers*).
 3. Teachers should understand modeling of peer editing and peer conferences as ways to revise written work (*Primary Writer's Workshop*).
- B. For Students
 1. Students should understand how sentences are written with capitals and ending punctuation.
 2. Students should understand how to use interesting descriptive words in their sentences and vary the beginnings of sentences.
 3. Students should understand how paragraphs are formed and why.
 4. Students should understand what a topic sentence is.
 5. Students should have had practice with editing and revising skills and marks.
 6. Students should have had practice in peer editing and conferences.

IV. RESOURCES

- A. Fountas, I.C. and Pinnell, G.S. *Guided Reading, Good First Teaching for All Children*. Portsmouth, NH: Heinemann, 1996. 0-435-08863-7. (Lesson One)
- B. Kieczykowski, C. *Primary Writer's Workshop*. Torrance, CA: Frank Schaffer Publications, 1996. 1-56417-863-3. (Lessons Two and Three)

V. LESSONS

Lesson One: Writing a Class Story (two 40 minute class periods)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students will understand how to write for a variety of purposes and audiences.
 - b. Students will understand how to write using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
 - c. Students will apply thinking skills to their writing.

2. Lesson Content
 - a. Produce a variety of written work and be able to read it.
 - b. Produce written work with a beginning, middle and end, and be able to organize it into paragraphs.
 - c. Revise and edit to clarify meaning in writing, and attend to spelling, mechanics and presentation in final drafts.
 3. Skill Objective(s)
 - a. Students will be able to use their experiences from a field trip to write a story together as a class.
 - b. Students will be able to participate actively in the shared and interactive writing process.
 - c. Students will be able to edit and revise a class-generated story.
 - d. Students will participate in the choral reading of a class story.
 - e. Students will be able to reread a class story to two people at home.
- B. *Materials*
1. Large lined tablet or lined overhead transparency (Appendix A)
 2. Markers for tablet or overhead
 3. Copy of Appendix B for teacher use
 4. Dictionaries
 5. Copies of Appendix C for each student
 6. Copies of finished story for each student
- C. *Key Vocabulary*
1. Shared writing-teacher and students write a story; teacher is scribe and supports students as needed
 2. Interactive writing-teacher and students work together to write a story; teacher does not always write verbatim what students say
 3. Topic sentence-sentence which introduces the subject of a paragraph or story in an interesting way
 4. Paragraph-a group of sentences about the same subject which has a beginning, middle and end
 5. Editing-correcting mechanics of writing
 6. Revising-make writing better
- D. *Procedures/Activities*
- Day One:**
1. After going on a field trip (or any other special class activity), the class will write a story using shared and interactive writing techniques.
 2. Teacher explains the process of shared or interactive writing to produce a class story.
 3. Students discuss the **where**, **when**, **who** of their field trip, including **what** they saw, **what** they learned, and **why** they went on this field trip.
 4. Teacher acts as scribe using a large tablet or lined overhead transparencies (made from Appendix A). After reading the story, ask questions such as:
 - a. *Where did this class go on their field trip?*
 - b. *Was there really a monster in the Mint?*
 - c. *How did the authors disguise where they went on their field trip?*
 5. Teacher asks for a good, exciting beginning sentence for their story. Write down all suggestions. Discuss:
 - a. *Which of these sentences makes you want to read this story?*
 - b. *Will someone who was not on our trip be interested?*

- c. *If we wanted our readers to have to guess where we went on our trip, what could we do to disguise where we went so that the reader has to read to the end of the story to find out?*
- d. *If our trip is a mystery, what kind of clues can we give our readers? What do we have to leave out?*
- e. *Though we want to give a lot of factual information about our trip, does it all have to be true? What is the difference between fiction and non-fiction?*
- f. *How can we create a surprise ending?*
6. Teacher may read an example of a class story (Appendix B).
7. Students decide by voting if they want to make the story a mystery. Majority rules.
8. Students again suggest ideas for a beginning or topic sentence for the story. Students may vote or decide as a class on their favorite topic sentence.
9. Students will brainstorm how the place they went looked, sounded, smelled, felt and tasted.
10. Teacher will make a list of student suggestions.

Day Two:

1. Teacher will write on every other line to allow for editing and revising as students have been instructed to do in their own writing.
 2. Teacher will write the sentences on the overhead, making errors as he or she writes and will think aloud as he or she spells, puts in punctuation, etc.
 3. Students will offer suggestions of how to proceed with the story.
 4. When students notify teacher of an error, the teacher may correct it.
 5. Teacher should ask questions to clarify meaning and give suggestions as needed.
 6. Teacher may discuss word choices and descriptive words as the sentences are written.
 7. Teacher may copy the rough draft on paper and have students correct it individually or have students correct as a class on the tablet or overhead. (*If this is done at the beginning of the year, correct as a class to teach editing and revising skills.*)
 8. Students will use dictionaries to check spelling.
 9. Students will choral read the story as a class for meaning and clarity, making any needed changes.
 10. Teacher will type up the story and distribute copies to all students.
 11. Students will reread the story silently to themselves.
 12. Students will take the story home and read it to two people. Students will ask their listeners to fill out their part of Appendix C.
- E. *Assessment/Evaluation*
1. Teacher observation of class participation
 2. Appendix C

Lesson Two: Writing Two Fictional Stories Using the Same Characters (up to ten days of 30 minute class periods)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand how to write for a variety of purposes and audiences.
 - b. Students will understand how to write using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
 - c. Students will apply thinking skills to their writing.

2. Lesson Content
 - a. Produce a variety of written work and be able to read it.
 - b. Produce written work with a beginning, middle and end, and be able to organize it into paragraphs.
 - c. Revise and edit to clarify meaning in writing, and attend to spelling, mechanics and presentation in final drafts.
3. Skill Objective(s)
 - a. Students will understand the difference between fiction and non-fiction stories.
 - b. Students will be able to generate a topic for a fictional story.
 - c. Students will be able to identify the problem and solution in two different fictional stories and will be able to create a problem and solution for their chosen story idea.
 - d. Students will be able to identify the beginning, middle and end of two fictional stories and will be able to write two sentences each about the beginning, middle and end of their story.
 - e. Students will be able to describe the characters in two fictional stories will understand how an author creates and describes a character. Students will complete a description of the character in their story.
 - f. Students will write a rough draft of their story using the graphic organizers that they have completed and then edit their story using a student editing form.
 - g. Students will assist another student in editing and revising their story using a peer editing form and have a peer conference with that student.
 - h. Students will make a final copy of their story.
 - i. Students will write a second story using the same character in a different adventure.
 - j. Students will be able to read both of their stories aloud to the class.

B. *Materials*

1. Classroom journals, classroom library and any other sources for story ideas that are available
2. Two stories written with the same character in different adventures
3. Two copies of Appendices D-H and J for each student
4. One copy of Appendix I for each student
5. Writing paper for each student for rough drafts
6. Pencils and erasers for each student
7. Writing paper for each student for final copies
8. Drawing paper for illustrating stories

C. *Key Vocabulary*

1. Fiction-is make-believe, much of the story did not happen, the author made it up
2. Non-fiction-is true, it contains facts and information about real subjects

D. *Procedures/Activities*

Day One:

1. Students will review the meaning of fiction and non-fiction stories.
 - a. *Will this be a story that really happened to you or someone you know?* (no)
 - b. *Can you be the main character in your story?* (yes, as long as the adventure in the story is fictional)
 - c. *Should you copy another story exactly?* (no, but we can get ideas from other authors and use our own imagination to change them)

2. Teacher will instruct students that they will be writing a fictional story on their choice of topic. After writing their first story, they will write a second story using the same character in a different adventure.
3. Students will brainstorm possible topics and write down their three favorite choices on Appendix D.
4. Students may use Journals, the classroom library and other sources if needed to get ideas.
5. Teacher will discuss two familiar fictional stories with students and help them identify the problems and solutions.
6. Students will use Appendix E as a graphic organizer to expand at least two of their story ideas by determining the problem and the solution for each idea.
7. Students choose the idea they want to write about for this story. (*Have students keep second idea in their writing folder for a future story*).

Day Two:

1. Teacher will discuss the beginning, middle, and endings of the fictional stories from Day One, #5 with the students.
2. Students will identify the titles of the stories being discussed and talk about why each title fits the story or what a better title might be.
3. Students use Appendix F to write a beginning, middle and ending for their story, and possible title ideas.
4. Students will identify the characters in the stories being discussed and describe them.
5. Teacher will help students identify the different ways that the authors make their characters seem real (*descriptive words, comparisons, their thoughts, interaction with other characters, etc.*).
6. Students will use Appendix G to describe their character.
7. Teacher will remind and encourage students to begin their sentences in different ways and to use interesting words in their sentences.
8. Students use Appendices E-G to begin a rough draft of their story, writing on every other line of the paper for ease in editing and revising.

Day Three:

1. Students go over editing checklist on their story (Appendix H).
2. Students read their rough draft aloud to another student who is finished. That student then gives suggestions on editing and revising the story, using the peer editing form (Appendix I).

Day Four:

1. Students make corrections as needed.
2. Teacher, volunteer or teacher's aide checks edited stories for errors and hands papers back to students.
3. Students make final corrections as needed.
4. Students write a final draft in their best handwriting.
5. Students can draw an illustration for their story if there is time or while teacher is checking stories.

Day Five:

1. Teacher will read two stories to the students that have the same character in two different adventures.
2. Teacher will assign the students to write a second fictional story using the character from their first story in a new adventure.
3. Students will organize their second stories using Appendices E-G.

Day Six:

1. Students will write their rough drafts.

2. Students will edit their story using Appendix H.

Days Seven, Eight, Nine, and Ten:

1. Students will help edit and revise another student's story using Appendix I.
2. Students will correct their story and make a final copy.
3. Students will each share their stories with the class by reading both of them aloud (*This could be done in small groups to conserve time.*).

E. *Assessment/Evaluation*

1. Graphic organizers (Appendices E-G)
2. Rubric for Stories (Appendix J)
3. Teacher observations on reading of stories to the class

Lesson Three: Students Write a Description of Themselves (three 40 minute class periods)

This lesson is a good one for the end of the year. The descriptions can be given to the third grade teachers as an example of the students' writing and a way to get to know next year's students.

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand how to write for a variety of purposes and audiences.
 - b. Students will understand how to write using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
 - c. Students will apply thinking skills to their writing.
2. Lesson Content
 - a. Produce a variety of written work and be able to read it.
 - b. Produce written work with a beginning, middle and end, and be able to organize it into paragraphs.
 - c. Revise and edit to clarify meaning in writing, and attend to spelling, mechanics and presentation in final drafts.
3. Skill Objective(s)
 - a. Students will understand how to write a description.
 - b. Student will understand about making a good first impression and doing their best work.
 - c. Students will be able to edit and revise student examples of descriptions.
 - d. Students will complete a pre-write activity on themselves.
 - e. Students will write a two-paragraph description of themselves.
 - f. Students will edit and revise their description.
 - g. Students will participate in a peer conference on their description.
 - h. Students will produce a final draft of their description in their best handwriting.

B. *Materials*

1. Copies of Appendix K for each student
2. Appendix L (made into an overhead if desired)
3. Overhead projector and transparencies or large tablet
4. Copies of Appendix M for each student
5. Pencils for each student
6. Paper for each student for rough draft
7. Paper for each student for final copy

C. *Key Vocabulary*

1. Description-gives a picture in words and helps a reader see, feel, hear, smell and taste what is being described
2. Sensory-receiving impressions of the senses of sight, sound, touch, taste and smell

3. Physical-of the body as opposed to the mind
4. Personality-individuality, identity, attitudes

D. *Procedures/Activities*

Day One:

1. Teacher will review with students about writing a description using interesting words, some of which are called adjectives, and using words that will make the reader see, hear, smell, feel and taste what is being described. Discuss which of these can best be used in describing a person.
2. Students will be instructed about writing a description of themselves that will be given to third grade teachers to introduce the students to their new teachers.
3. Student will discuss the importance of making a good first impression and doing their best work on this assignment.
4. Teacher will discuss with students what makes a good description, using Appendix K.
5. Teacher will share a few examples of student written descriptions (Appendix L) and ask for positive comments and helpful suggestions for the authors. This could be made into an overhead for discussion.
6. Teacher will model writing a description of him or herself, thinking aloud during writing on an overhead or large tablet:
 - a. *What can I say about myself that will make an interesting beginning sentence?*
 - b. *What are some things that are unique about me?*
 - c. *What do I look like? What color are my eyes and hair? What clothes do I like to wear?*
 - d. *How do I sound, smell, feel?*
 - e. *This paragraph is all about the outside of me. Now I will write some things about what I am like inside. I will make a new paragraph because this is a new idea. I will need another interesting or topic sentence to begin my second paragraph.*
 - f. *Who am I really? What do I like to do? What am I good at? What do I like about school? How do I feel? What am I really like inside?*
7. Students will fill out Appendix M as a prewriting activity on a description of themselves.

Day Two:

1. Students will write a rough draft of their description, writing on every other line.
2. Students will edit and revise their work using Appendix K.
3. Students will read their description to a peer and have that person help them edit and revise their work recording suggestions and signature at the bottom of Appendix K.

Day Three:

1. Students will make corrections on their rough draft.
2. Students will hand in their rough draft and Appendix K.
3. Teacher will check student rough draft and return it to students.
4. Students will make final copy of their descriptions using their best handwriting.
5. Teacher will make a copy of the descriptions for student portfolios before giving final copy to third grade teachers (*pictures could also be attached for ease in identification*).

E. *Assessment/Evaluation*

1. Appendix K
2. Teacher observation of rough draft and final copy

VI. CULMINATING ACTIVITY

- A. Have an “Author-Author Day” when students will read aloud the story that they have written that is their favorite. Each student could sit in the special author chair that is used to share stories throughout the year. Parents and friends could be invited to listen and refreshments could be served. This should be a day of celebration and honoring all students for their creative abilities. If your school publishes books for students, the chosen book could be illustrated and prepared for publication before the celebration. The day could also include discussion of authors chosen as the class favorites. and readings of some of their works.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Lined Page for Transparency
- B. Appendix B: Class Story Example
- C. Appendix C: Assessment for Read Aloud of Class Story
- D. Appendix D: Story Ideas
- E. Appendix E: Story Problem and Solution
- F. Appendix F: Beginning, Middle, and End
- G. Appendix G: Story Character
- H. Appendix H: Student Editing Form
- I. Appendix I: Peer Editing Form
- J. Appendix J: Rubric for Story
- K. Appendix K: Description Student Checklist and Rubric
- L. Appendix L: Examples of Student Descriptions
- M. Appendix M: Pre-write for Description

VIII. BIBLIOGRAPHY

- A. Fountas, I.C. and Pinnell, G.S. *Guided Reading, Good First Teaching for All Children*. Portsmouth, NH: Heinemann, 1996. 0-435-08863-7.
- B. Kieczykowski, C. *Primary Writer’s Workshop*. Torrance, CA: Frank Schaffer Publications, 1996. 1-56417-863-3.
- C. *English* (Second Grade Textbook). Boston, MA: Houghton Mifflin, 2001. 0-618-03077-8.
- D. Henry, J. *Fresh Takes on Using Journals to Teach Beginning Writers*. New York, NY: Scholastic, 1999. 0-590-43373-3.

Appendix B-Class Story Example

What We Saw!

By Mrs. Young's Second Grade Reading Class, September 2001

We, the Second Graders of Platte River Academy, went on the coolest field trip! We got on the bus and rode to downtown Denver. We pulled up in front of a gigantic building with a tall, spiked iron fence, and bars on the windows. Was this a prison or a jail?

We went through the door and saw security guards and we walked through a metal detector. We saw a lot of glass shelves. On them we saw gold statues, purses made of beads and shells, a shirt made of two-dollar bills, a dogtooth necklace, and a jar of money. Was this a museum?

We went on a tour with a guide. We saw people working on machines. They were stamping on metal. The machines were spitting things out. Was this a factory?

Next, we saw a great big eagle made out of small pieces of metal. In the gift shop we saw some awesome stuff! We saw pens that light up, mini-flashlights, fake big coins, bouncy balls that light up, watches, key chains and a penny in a jar.

As we left, we went through the huge barred doors. Someone in the back shouted, "It's the Money Monster! Run!" We started a wild chase out of the building. The Money Monster threw goo on the floor and some people slipped. When we got to the bus, we counted everyone and six boys were missing. And they were never seen again.

FOOLED YOU!

Where did we go on our field trip?

ANSWER: the US Mint in Denver, Colorado

Appendix C-Assessment for Read Aloud of Class Story

Name _____

Date _____

Read Aloud of Class Story:

| | <u>Reading #1</u> | <u>Reading #2</u> |
|---|-------------------|-------------------|
| Name of listener: | | |
| Signature of listener: | | |
| Was the reader able to read the story to you (1) by himself or herself, (2) with a little help or (3) with a lot of help? | | |
| Did you guess the ending? | | |
| Did you enjoy our class story? | | |
| Comments: | | |

Appendix D-Story Ideas

Name _____

Date _____

Story Ideas:

1. _____

2. _____

3. _____

4. _____

5. _____

Appendix E-Story Problem & Solution

Name _____

Date _____

The problem in my story is: _____

The solution to this problem is: _____

Possible titles for my story are:

1. _____

2. _____

Appendix F-Beginning, Middle, & End

Name _____

Date _____

Title of Story _____

Two sentences about the beginning of my story:

Two sentences about the middle of my story:

Two sentences about the end of my story:

Appendix G-Story Character

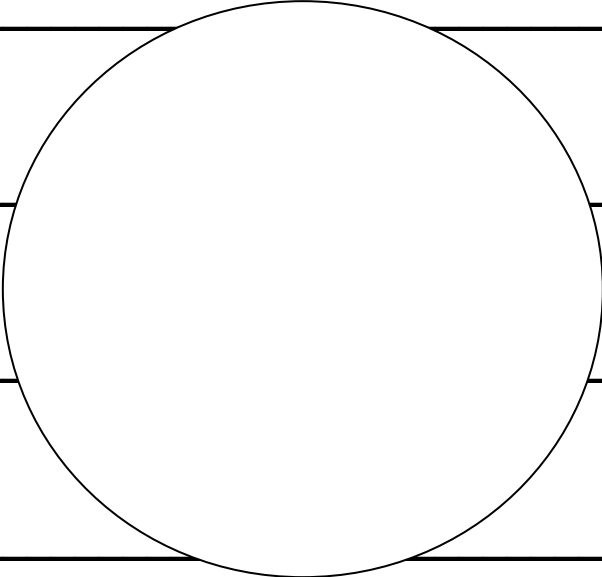
Name _____

Date _____

Title of Story _____

Character Description: Think about your character and his or her part in your story. What does he or she look like, how will he or she act, what kind of a person is he or she, what skills or talents does he or she have to help solve the problem in your story?

- 1. Write the character name in the circle.**
- 2. Write as many descriptive words on the lines around your character as you can think of.**



Appendix H-Student Editing Form

Name _____

Date _____

Title of Story _____

| Student Editing Form: | check for rough draft Ö | check for final copy Ö |
|--|--|---------------------------------------|
| 1. All of my sentences begin with capital letters. | | |
| 2. All of my sentences end with the correct punctuation (. ! ?). | | |
| 3. I checked my spelling to the best of my ability. | | |
| 4. My story is fictional. | | |
| 5. My story has a beginning, middle, and end. | | |
| 6. I have a problem in my story. | | |
| 7. The problem in my story is solved. | | |
| 8. My sentences do not all begin the same way. | | |
| 9. I used interesting words in my sentences and described my character. | | |
| 10. My story makes sense when I read it. | | |

Appendix I-Peer Editing Form

Name of Peer Editor _____

Name of Author _____

Title of Story _____

Date _____

| Peer Editing Form: | Rough Draft 0 |
|--|------------------|
| 1. All of the sentences begin with capital letters. | |
| 2. All of the sentences end with the correct punctuation (. ! ?). | |
| 3. I checked the spelling to the best of my ability. | |
| 4. The story is fictional. | |
| 5. The story has a beginning, middle, and end. | |
| 6. There is a problem in the story. | |
| 7. The problem in the story is solved. | |
| 8. The sentences do not all begin the same way. | |
| 9. The author used interesting words in the sentences and described the character. | |
| 10. The story makes sense when I read it. | |

A great thing about this story is: _____

Something that could be revised is: _____

Appendix J-Rubric for Story

Name _____

Date _____

| Title of Story: | Points |
|---|--------|
| 1. Every sentence begins with a capital letter. | |
| 2. Every sentence ends with the correct punctuation. | |
| 3. Spelling is correct. | |
| 4. The story is fictional. | |
| 5. The story has a beginning, middle and end. | |
| 6. There is a problem in the story. | |
| 7. The problem in the story is solved. | |
| 8. Sentences do not all begin the same way. | |
| 9. The author uses interesting words and describes a character. | |
| 10. The story is understandable and flows smoothly. | |
| Possible points = 50 | Total: |

Use a scale of 1-5 points with 5 points being well done.

Name _____

Date _____

| Title of Story: | Points |
|--|--------|
| 1. Every sentence begins with a capital letter. | |
| 2. Every sentence ends with the correct punctuation. | |
| 3. Spelling is correct. | |
| 4. This story is fictional. | |
| 5. The story has a beginning, middle and end. | |
| 6. There is a problem in the story. | |
| 7. The problem in the story is solved. | |
| 8. Author writes with energy, feeling and mood. | |
| 9. The author creates and describes a character. | |
| 10. The story is understandable and flows smoothly. | |
| Total: | |

Use a scale of 1-5 points with 5 points being well done.

Appendix K-Description Student Checklist and Rubric

Name _____

Date _____

| "Description of ME" Checklist and Rubric | Yes | No |
|--|-----|----|
| 1. I wrote about only one thing-ME! | | |
| 2. My topic sentence for the paragraph about the outside of me (physical) is clear and interesting. | | |
| 3. My topic sentence for the paragraph about the inside of me (personality, likes, dislikes, talents and feelings) is clear and interesting. | | |
| 4. I used a lot of sensory words (see, hear, smell, taste, feel). | | |
| 5. I used exact adjectives and details to describe me. | | |
| 6. I used at least one simile. | | |
| 7. All of my sentences have capitals at the beginning. | | |
| 8. All of my sentences have correct punctuation. | | |
| 9. My words are spelled correctly. | | |

I had a peer conference with _____

Suggestions for editing and revision: _____

Signature of Peer _____

Appendix L-Examples of Student Descriptions

About Me (Rough Draft)

I'm the littist kid in second grade But I'm best at reading. I play vido game and Legos too I also like star wars I'm good a hocky Football basketball soccer lacros bowling racketball tenes and Math I am nice and kind I feel good that I have lots of frinds and they are nice.

My cheeks look like liomens when I smile. I have brown har and brown eyes I have small feet and a small mouth.

About Me (Final Copy)

I'm the littlest kid in second grade, but I'm best at reading. I like to play video games and Legos, too. I also like Star Wars. I'm good at hockey, football, basketball, tennis, racquetball, soccer, lacrosse, bowling, and math. I'm nice and kind. I feel good that I have lots of friends and they are nice.

I have brown hair and brown eyes. My cheeks look like lemons when I smile. I have tan skin. My feet are small and my mouth and ears are small, too. My body is 4'6" tall and I have glasses.

By Dylan, age 8

About Danielle

My name is Danielle and my nickname is Dani, but now I like to be called Danielle. I am a girl. The color of my hair is strawberry blonde. My ears are pierced and my eye color is blue. I am very flexible and I can do the splits all the way down.

I am a very happy person. Sometimes I feel sick. I am a good person because I help people. I like to run and I am good at games.

By Danielle, age 8

All About Me!

I have a twin, but he died when I was born. Sometimes this makes me feel sad. I feel really happy most of the time about everything. I am really good at soccer and writing stories. I really like to swim and play with my brother. I like to ride my bike.

I have short blonde hair and white skin. The color of my eyes is blue. I have medium feet. I have a short mouth and medium ears. I have a big body.

By Kaydon, age 8

A Story About Me

Hi! My name is Stephanie Isabelle Lewis. My hair is shoulder length and my skin is tan because I get in the sun a lot. I am 4 feet and 3 inches tall and my feet are really strong. On my right hand, I have a triangle. My hair is also brown like my eyes are.

I feel happy sometimes and playful sometimes and sad and mad sometimes. I really like to play with my friends and people who don't have friends. I love to do math problems and reading. My teachers say I'm good at math, reading, spelling, handwriting, social studies and science. Now I'm going to tell you about my family. First, my mom's name is Leah and my dad's name is David and my little brother's name is Carl. My favorite food is steak and mashed potatoes and corn and also I like tacos. And that's the story about Stephanie Isabelle Lewis.

By Stephanie, age 8

Appendix M-Pre-write for Description

Name _____

Date _____

Description of Me!

The outside of me (physical):

My hair is _____

My skin is _____

My feet are _____

My eyes are _____

My mouth is _____

My ears are _____

My body is _____

Some other things you might notice about me are _____

A simile I will use to describe me is:

(Review: a simile uses the words as and like to compare two unlike things—for example: Her cheeks were as red as strawberries.)

(This might be a good time to think about how you smell, how you sound, or how you would feel like if someone touched you.)

My favorite clothes to wear are _____

I am unique because _____

My topic sentence for this paragraph is:

The inside of me (personality, likes, dislikes, talents and feelings):

Most of the time I feel _____

Some words that describe the kind of person I am inside are _____

My _____ (family member) would describe me like this _____

I am really good at _____

I am not very good at _____
but I like to do it anyway.

In school, the thing I enjoy most is _____
but I really don't like to _____

The things that I enjoy doing most outside of school are _____

Something really special about me is _____

My topic sentence for this paragraph is:

The title of my description is _____