

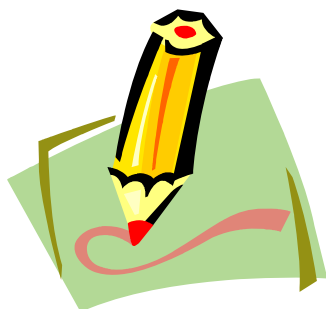
Minilessons and Resources to Support the FCAT Writing Assessment



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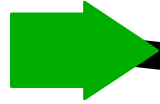
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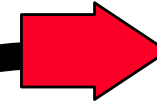




Prewriting



Publishing



Editing



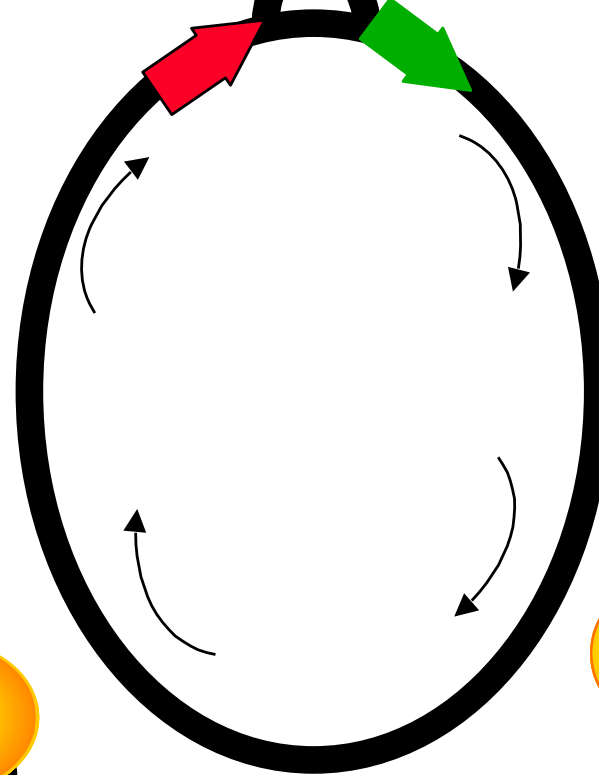
Drafting



Revising



Sharing/
Responding



THE WRITING PROCESS

The Writing Process



Prewriting

- Selecting a topic and brainstorming
- Thinking about the audience and purpose
- Planning



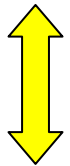
Drafting

- Organizing ideas
- Writing thoughts down on paper
- Focusing on content, not mechanics



Sharing / Responding

- Sharing writing to receive feedback all throughout the process



Revising

- Making the writing clearer and more interesting
- Making additions, deletions, and substitutions



Editing

- Correcting spelling, punctuation, grammar, and capitalization



Publishing

- Making a final copy that is clean, neat, and readable

THE WRITING PROMPT

FCAT Writing prompts have two required elements that may be one or several sentences long. When creating practice prompts, teachers may want to check that their prompts follow this pattern:

Writing Situation

- ✓ directs the student to write on a specific topic described by a **key word or phrase**
- ✓ should be the central idea of the composition
- ✓ provides examples or definitions of the theme

Directions for Writing

- ✓ includes a strategy statement
- ✓ suggests an approach
- ✓ provides the beginning of a possible plan
- ✓ begins with a phrase such as: *Before you begin writing...*
- ✓ ends with a final line that contains the **cue word or phrase** to tell what kind of writing is wanted



NARRATIVE PROMPT	
WRITING SITUATION	<i>Everyone has had a day he or she will never forget.</i>
DIRECTIONS FOR WRITING	<i>Before you begin writing, think about a special day. Now tell about what happened on your special day.</i>
EXPOSITORY PROMPT	
WRITING SITUATION	<i>Everyone has jobs or chores. These may be things people do because they are asked to do them or because the job or chore makes people feel good about themselves.</i>
DIRECTIONS FOR WRITING	<i>Before you begin writing, think about how you do one of your jobs or chores. Now explain how you do one of your jobs or chores.</i>

Narrative Writing

WRITING PROMPT CUE WORDS

tell about
tell what happened
write a story
tell a story

FCAT WRITING NARRATIVE "PROMPTS"

- 1994 Students were asked to tell about what happened on a special day.
- 1995 Students were asked to tell a story about a bag left in a classroom by a teacher.
- 1996 Students were asked to tell a story about walking through an open doorway; what happened after they walked through the doorway.
- 1997 Students were asked to tell a story about traveling on a wagon pulled by horses.
- 1998 Students were asked to tell a story about a time when they or someone else found something.
- 1999 Students were asked to tell a story about walking through an open doorway; what happened when they walked through the doorway.
- 2000 Students were asked to tell a story about what happened when they had a special time with a friend.
- 2001 Students were asked to tell a story about a time when they had fun making or building something.
- 2002 Students were asked to write a story about what might happen if a famous person came to visit.
- 2003 Students were asked to write a story about what might happen if they took care of an animal for one day.
- 2004 Students were asked to write a story about going on a special ride.
- 2005 Students were asked to write a story about a teacher surprising a class.
- 2006 Students were asked to write a story about a time an animal does something smart.
- 2007 Students were asked to write a story about a field trip to a special place.
- 2008 Students were asked to write a story about what happens when someone plays a game with family or friends.
- 2009 Students were asked to write a story about a time he or she had a day off from school.

Expository Writing

WRITING PROMPT CUE WORDS

explain why
explain how
explain what

FCAT WRITING EXPOSITORY "PROMPTS"

- 1994 Students were asked to explain why something is important to them; why this person, object, or feeling is important to the student.
- 1995 Students were asked to explain why a particular time of year is their favorite.
- 1996 Students were asked to explain why eating healthy food is important.
- 1997 Students were asked to explain why everyone should know how to read.
- 1998 Students were asked to explain why one place is their favorite place; the reader should understand why one place is the student's favorite place.
- 1999 Students were asked to explain why a person is special to them.
- 2000 Students were asked to explain why a day of the week is their favorite.
- 2001 Students were asked to explain their favorite thing to do after school and why they enjoyed doing it.
- 2002 Students were asked to explain why they would choose a particular person to be the teacher for a day.
- 2003 Students were asked to explain why they enjoy playing a particular game.
- 2004 Students were asked to choose a person they like and explain why they like that person.
- 2005 Students were asked to choose an activity they enjoy and explain why they enjoy it.
- 2006 Students were asked to choose something fun to do outside and explain what makes that activity fun.
- 2007 Students were asked to think about something that is special to them and explain why it is special.
- 2008 Students were asked to think about a classroom job and explain why it is a favorite job.
- 2009 Students were asked to think about and explain why it is important to follow rules.

THE PLANNING SHEET

Students who plan the content of their composition before they write usually achieve a higher score. Planning before writing is a way to enable the organization of ideas and to assist with the focus on the subject. Although the planning sheet is not to be graded in any way, teachers may wish to review the planning sheets. Note that the method of planning for a narrative composition or an expository composition (including persuasive at grade five) should be very different. These are two specific types of writing. They each require different kinds of planning organizers. Students should *not* be using only one type of planning/organizer for all types of writing.

Student planning should take between five and ten minutes. While your students are writing their compositions, observe them to see if they are making use of the planning they have done.

Unfortunately, some students see this writing test as two separate activities: complete a planning sheet and then write a composition. They need to see the writing test as the result of a single process: plan and then write a composition using the plan that was developed.

Also, observe to be sure that students are *not* using the Planning Sheet to write a rough draft. This type of “on demand writing” is actually the creation of a rough draft. Time and effort is lost in copying a composition from the Planning Sheet to the writing folder.

DEFINITIONS

Draft - *preliminary version* of a piece of writing that may need revision of support, organization, and conventions

Prompt - writing *assignment* that states the writer's task

Narrative Writing - writing that recounts a personal or fictional experience or tells a story based on a real or imagined event

Expository Writing - writing that gives information, explains why or how, clarifies a process, or defines a concept

Holistic Scoring - method by which trained readers evaluate a piece of writing for *its overall quality*

Scoring Criteria - *major areas of scoring consideration* (i.e., focus, organization, support, and conventions)

Rubric - scoring criteria at *each score point* of the scale

Reader Bias - personal factors that are *not included* in the scoring criteria of the rubric but may affect a reader's scores

HOLISTIC SCORING METHOD

The holistic scoring method used to score FCAT Writing requires trained readers to evaluate the overall quality of each student's draft. Rather than focusing on any one aspect of writing, readers consider the integration of four writing elements: **focus, organization, support, and conventions.**

FCAT WRITING ASSESSMENT - FLORIDA'S FOURTH GRADE RUBRIC

	FOCUS	ORGANIZATION	SUPPORT	CONVENTIONS
6	The writing is focused on the topic.	The paper has a logical organizational pattern (including a beginning, middle, conclusion, and transitional devices). The paper demonstrates a sense of completeness or wholeness.	The paper has ample development of the supporting ideas. The writing demonstrates a mature command of language, including precision in word choice.	Subject/verb agreement and verb and noun forms are generally correct. With few exceptions, the sentences are complete, except when fragments are used purposefully. Various sentence structures are used.
5	The writing is focused on the topic.	There is an organizational pattern, although a few lapses may occur. The paper demonstrates a sense of completeness or wholeness.	The paper has adequate development of the supporting ideas. Word choice is adequate but may lack precision.	Most sentences are complete, although a few fragments may occur. There may be occasional errors in subject/verb agreement and in standard forms of verbs and nouns, but not enough to impede communication. The conventions of punctuation, capitalization, and spelling are generally followed. Various sentence structures are used.
4	The writing is generally focused on the topic, although it may contain some extraneous or loosely related information.	An organizational pattern is evident, although lapses may occur. The paper demonstrates a sense of completeness or wholeness.	In some areas of the response, the supporting ideas may contain specifics and details, while in other areas, the supporting ideas may not be developed. Word choice is generally adequate.	Knowledge of the conventions of punctuation and capitalization is demonstrated, and commonly used words are usually spelled correctly. There has been an attempt to use a variety of sentence structures, although most are simple constructions.
3	The writing is generally focused on the topic, although it may contain some extraneous or loosely related information.	Although an organizational pattern has been attempted and some transitional devices have been used, lapses may occur. The paper may lack a sense of completeness or wholeness.	Some supporting ideas may not be developed with specifics and details. Word choice is adequate but limited, predictable, and occasionally vague.	Knowledge of the conventions of punctuation and capitalization is demonstrated, and commonly used words are usually spelled correctly. There has been an attempt to use a variety of sentence structures, although most are simple constructions.
2	The writing may be slightly related to the topic or may offer little relevant information.	The writing that is relevant to the topic exhibits little evidence of an organizational pattern or use of transitional devices.	There are few supporting ideas or examples. Development of supporting ideas may be inadequate or illogical. Word choice may be limited or immature.	Frequent errors may occur in basic punctuation and capitalization, and commonly used words may frequently be misspelled. The sentence structure may be limited to simple constructions.
1	The writing may only minimally address the topic, and unrelated information may be included.	The writing that is relevant to the topic does not exhibit an organizational pattern; few, if any, transitional devices are used to signal movement in the text.	There is little, if any, development of supporting ideas. Supporting ideas may be sparse, and they are usually provided through lists, clichés, and limited or immature word choice.	Frequent errors in spelling, capitalization, punctuation, and sentence structure may impede communication. The sentence structure may be limited to simple constructions.

FCAT WRITING FOURTH GRADE RUBRIC

Score	Description of Writing Scores
6	The writing is focused on the topic, has a logical organizational pattern (including a beginning, middle, conclusion, and transitional devices), and has ample development of the supporting ideas. The paper demonstrates a sense of completeness or wholeness. The writing demonstrates a mature command of language including precision in word choice. Subject/verb agreement and verb and noun forms are generally correct. With few exceptions, the sentences are complete, except when fragments are used purposefully. Various sentence structures are used.
5	The writing is focused on the topic with adequate development of the supporting ideas. There is an organizational pattern, although a few lapses may occur. The paper demonstrates a sense of completeness or wholeness. Word choice is adequate but may lack precision. Most sentences are complete, although a few fragments may occur. There may be occasional errors in subject/verb agreement and in standard forms of verbs and nouns, but not enough to impede communication. The conventions of punctuation, capitalization, and spelling are generally followed. Various sentence structures are used.
4	The writing is generally focused on the topic, although it may contain some extraneous or loosely related information. An organizational pattern is evident, although lapses may occur. The paper demonstrates a sense of completeness or wholeness. In some areas of the response, the supporting ideas may contain specifics and details, while in other areas, the supporting ideas may not be developed. Word choice is generally adequate. Knowledge of the conventions of punctuation and capitalization is demonstrated, and commonly used words are usually spelled correctly. There has been an attempt to use a variety of sentence structures, although most are simple constructions.
3	The writing is generally focused on the topic, although it may contain some extraneous or loosely related information. Although an organizational pattern has been attempted and some transitional devices have been used, lapses may occur. The paper may lack a sense of completeness or wholeness. Some supporting ideas may not be developed with specifics and details. Word choice is adequate but limited, predictable, and occasionally vague. Knowledge of the conventions of punctuation and capitalization is demonstrated, and commonly used words are usually spelled correctly. There has been an attempt to use a variety of sentence structures, although most are simple constructions.
2	The writing may be slightly related to the topic or may offer little relevant information and few supporting ideas or examples. The writing that is relevant to the topic exhibits little evidence of an organizational pattern or use of transitional devices. Development of supporting ideas may be inadequate or illogical. Word choice may be limited or immature. Frequent errors may occur in basic punctuation and capitalization, and commonly used words may frequently be misspelled. The sentence structure may be limited to simple constructions.
1	The writing may only minimally address the topic because there is little, if any, development of supporting ideas, and unrelated information may be included. The writing that is relevant to the topic does not exhibit an organizational pattern; few, if any, transitional devices are used to signal movement in the text. Supporting ideas may be sparse, and they are usually provided through lists, clichés, and limited or immature word choice. Frequent errors in spelling, capitalization, punctuation, and sentence structure may impede communication. The sentence structure may be limited to simple constructions.
0	The paper is unscorable because <ul style="list-style-type: none"> • the response is not related to what the prompt requested the student to do. • the response is simply a rewording of the prompt. • the response is a copy of a published work. • the student refused to write. • the response is illegible. • the response is incomprehensible (words are arranged in such a way that no meaning is conveyed). • the response contains an insufficient amount of writing to determine if the student was attempting to address the prompt. • the writing folder is blank.

FCAT WRITING FOURTH GRADE RUBRIC

6	<ul style="list-style-type: none"> • the whole paper is about the topic • organized (including a beginning, middle, ending) • transition words are used • paper seems complete • lots of support • good choice of words • good subject/verb agreement • verb and noun forms are generally correct • almost all sentences are complete • sentence fragments may be used on purpose • different kinds of sentences are used
5	<ul style="list-style-type: none"> • the whole paper is about the topic • almost all the paper is organized • paper seems complete • good support • word choice is okay • most sentences are complete • there may be a few sentence fragments • there may be some mistakes in subject/verb agreement and in the forms of verbs and nouns • good use of punctuation, capitalization, and spelling • different kinds of sentences are used
4	<ul style="list-style-type: none"> • most of the paper is about the topic • some extra information may be there • most of the paper is organized • paper seems complete • uneven support • word choice okay • good use of punctuation and capitalization • commonly used words are usually spelled correctly • different kinds of sentences were tried, but most sentences are simple sentences
3	<ul style="list-style-type: none"> • most of the paper is about the topic • some extra information may be there • some organization • some transitional words used • paper may not feel complete • uneven support • words are not exciting, sometimes not clear, and predictable • correct use of punctuation and capitalization • commonly used words are usually spelled correctly • different kinds of sentences were tried, but most sentences are simple sentences
2	<ul style="list-style-type: none"> • some of the paper is about the topic • some information may not be about the topic • not much organization • few transition words used • little support or examples • support may be confusing • word choice is dull • mistakes in punctuation and capitalization • commonly used words often spelled wrong • only simple sentences used
1	<ul style="list-style-type: none"> • not much of the paper is about the topic • no organization • few or no transition words used • almost no support -- usually provided through lists or clichés • boring or childish words used • lots of mistakes in spelling, capitalization, and punctuation • mistakes in sentences make it hard to read the paper • only simple sentences are used

INSTRUCTIONAL IMPLICATIONS FOR EACH SCORE POINT GRADE 4

6 Points

According to the rubric, the writing is tightly focused, logically organized, and amply developed. It demonstrates a mature command of language, including precision in word choice. Sentences vary in structure, and conventions are generally correct.

A score of 6 does not mean that the paper is perfect. In most cases, the writing could be improved by instruction that emphasizes

- organization of internal elements (a beginning, middle, and end for each idea and not just for the total paper);
- elaboration of all supporting details; and
- precision and maturity of word choice.

5 Points

According to the rubric, the writing is focused, and supporting ideas are adequately developed. However, lapses in organization may occur. Word choice is adequate. Sentences vary in structure, and conventions are generally correct. In most cases, the writing could be improved by instruction that emphasizes

- strengthening the organizational pattern to ensure that no lapses occur and that transitional devices move the reader from one sentence, event, or explanation to the next;
- elaborating the supporting details;
- improving word choice; and
- increasing sentence variety.

4 Points

According to the rubric, the writing is focused but may contain extraneous information, may lack internal organization, and may include weak support or examples. Word choice is adequate. Sentences vary in construction, and conventions are generally correct. In most cases, the writing could be improved by instruction that emphasizes

- removing extraneous information;
- strengthening the organizational pattern to ensure that no lapses occur and that transitional devices move the reader from one sentence, event, or explanation to the next;
- developing the supporting ideas through extensions, elaborations, or both;
- improving word choice; and
- increasing sentence variety.

3 Points

According to the rubric, the writing is generally focused but may contain extraneous information, a simplistic organizational pattern, and undeveloped details or examples. Word choice is adequate. Most sentences are simple constructions, and convention errors may occur. In most cases, the writing could be improved by instruction that emphasizes

- removing extraneous information;
- developing an organizational pattern that includes a beginning, middle, end, and transitional devices;
- developing the supporting ideas through extensions, elaborations, or both;
- improving word choice; and
- increasing sentence variety.

2 Points

According to the rubric, the writing may show little relationship to the topic, little evidence of an organizational pattern, and little relevant support. Word choice is limited. Most sentences are simple constructions, and convention errors may occur. In most cases, the writing could be improved by instruction that emphasizes

- focusing on the assigned topic;
- developing an organizational pattern that includes a beginning, middle, end, and transitional devices;
- extending supporting ideas;
- improving word choice;
- increasing sentence variety; and
- correcting spelling, punctuation, capitalization, and sentence structure errors.

1 Point

According to the rubric, the writing minimally addresses the topic. There is no organizational pattern and little or no support. Word choice is limited. Most sentences are simple constructions, and convention errors may occur. In most cases, the writing could be improved by instruction that emphasizes

- focusing on the assigned topic;
- developing an organizational pattern that includes a beginning, middle, and end;
- extending supporting ideas;
- improving word choice;
- increasing sentence variety; and
- correcting spelling, punctuation, capitalization, and sentence structure errors.

Scoring the Essay Using Anchor Papers

The State of Florida uses anchor papers to score the FCAT Writing Assessment. Using anchor papers to score essays helps the scorer to be more precise.

The 2009 FCAT Writing Anchor Papers can be accessed at the following links:

- **Expository** http://fcat.fldoe.org/pdf/Gr4-Expository_AnchorSet.pdf
- **Narrative** http://fcat.fldoe.org/pdf/Gr4-Narrative_AnchorSet.pdf

It is essential to monitor the progress and writing trends of all students:

- Study essays from the previous year (CD) to look for trends and weaknesses in your student's writing.
- During collaborative meetings discuss trends and weaknesses and develop an action plan for addressing them.
- Meet again to discuss implementation and monitoring of the action plan.

Anchor Papers

Practice scoring your students' essays using anchor papers. Use the same FCAT anchor papers to score your Palm Beach Writes essays or develop your own Palm Beach Writes anchor sets to use for scoring Palm Beach Writes.

Staff Development

Score essays using anchor papers at collaborative meetings. Use the FCAT Writing Scoring chart on the following page. Discuss the reason scores were given.

Teacher Scoring

For scoring practice, get together with the teachers at your grade level. Use the FCAT Writing Scoring chart and anchor papers from the state. Number the papers. Have everybody grade each paper and write it on the chart. Discuss how your score was the same or different to the score given by the state. You can adapt this activity to your own students' essays.

Write to Same Prompt as Anchor Papers

Have students write an essay on the same prompt as the anchor papers. Have them grade their own papers using the rubric and compare them to the anchor papers.

Student Scoring

Show sample student writing (from the school's FCAT Writing Assessment CD, student essays, anchor papers, etc.) of all score points to students and have them score.



FCAT WRITING SCORING CHART

Directions for use of the scoring chart:

- Score essays using state anchor papers
- Place the score you have given the paper in the *Your Score* column.
- Write the FCAT Writing committee score in the *State Score* column.
- If the two scores are the same, place a check in the *100% Match* column.
- If your score is **one** score point **above** or **one** score point **below** the state committee score, then place a check in the *+/- 1* column.
- Count the number of checks. Compute the percent of agreement. (For example, 3 checks = 30% agreement.) Place the figure that indicates the percent of agreement in the *Percent of Agreement* box.

TYPE OF WRITING _____ **PART** _____

Student Paper	Your Score	State Score	100% Match	+/- 1
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
Number of Checks			Percent of Agreement	

Effective Teaching Strategies



Reading-Writing Connection

Use literature as a model for teaching skills and strategies and as a spring board for writing ideas.

Teach Using Student Writing

Use actual student writing as a basis for mini-lessons (anchor papers, current work, past student work in CD as well as current student writing pieces).

Mini-lessons (followed by practice with student's own writing)

After a skill or strategy-based mini-lesson is taught, have students revise or begin drafting their own writing pieces focusing on what was learned during the mini-lesson.

Independent Writing

Give students the opportunity to write daily to build fluency and stamina and develop a writing style.

Small Group Instruction (Guided Writing)

During independent writing, meet with small groups of students to provide instruction based on identified needs.

Partnership Conferring

Pair students to work together often to discuss their writing and give each other feedback during independent writing.

Conferring with Feedback

Focus on the most important teaching point that will help the writer, not the writing.

Modeling

Think aloud while writing in front of the students, so that they can see and hear the process. Pre-write or make notes about what you plan to model to make sure you are including your intended focus.

One-Hour Writing Block

<i>Whole Group Opener</i> (10-15 minutes)	Read aloud mentor text connected to mini-lesson
<i>Whole Group</i> (10-15 minutes)	<p><i>Minilesson (Shared or Modeled Writing)</i></p> <ul style="list-style-type: none"> • <i>Connection</i> • <i>Teach</i> • <i>Active Engagement</i> • <i>Link</i>
<p>(20-45 minutes)</p> <p>Independent Writing Guided Writing Groups Student Conferring with Feedback Mid-Workshop Share</p>	
<i>Whole Group Wrap-up</i> (5 minutes)	After-the-Workshop Share

FOCUS

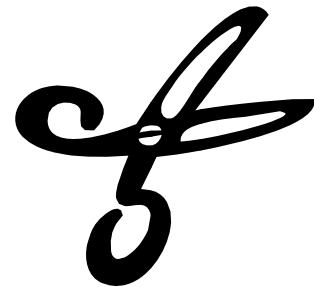
- Clear main idea (topic/thesis statement)
- Consistent awareness of the topic evident throughout the paper
- No information that is loosely related or extraneous

Tips:

- Read the prompt more than once underlining key information
- Teach students to develop a strong main idea
- Brainstorm a list of words or ideas related to the topic
- Teach students to use some words from the prompt throughout their essay
- Teach students to reread what they wrote and make sure all parts always support the topic

Getting Rid of Rubble (Focus)

One of the hardest things for writers to do is to get rid of deadwood (information that does not matter and does not add anything to the quality of the writing). Begin with a short article, essay, or narrative you think is well done. Then, add some excess details, perhaps, three sentences at different places throughout the piece. Ask students to be critical content editors, getting rid of anything they think is unneeded. Compare their cuts to the writer's original.



Which One Doesn't Belong? (Focus)

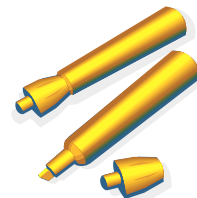
Take a short piece of writing and rewrite it, adding one line that does not fit somewhere in the middle, so the students must read very carefully. Have the students work in pairs to find what doesn't belong. Immediately following this lesson, ask them to look at their own writing, taking out any excess information. Try to use student writing, or anchor papers whenever possible.

Maintaining Focus (Focus)

This strategy helps students recognize when they lose focus of the topic. First, you let the student respond to the prompt or topic. Then you read over the composition, highlighting any sentence that does not pertain to the topic or prompt. This is a visual tool to help students stay focused. You can also discuss how or why they are off topic. This strategy can also be used for an entire essay. Students will be able to see where they went off topic and correct their mistakes to see the difference in their writing.

Example

My favorite food is pizza. I enjoy pizza no matter what time of the day it is. **I went to the mall to buy my mother a gift.** When I order pizza, I always ask for extra cheese. Pizza is my number one food to eat.



Eye on the Topic (Focus)

As students are looking through their writing, they need to know what their topic is and ask themselves, is every question focused on the topic. If they find extra information they need to take it out. By the same token, they need to look at whether they have enough details to support their topic. This is a good time to add support.

Brainstorming (Ideas)

Before your students start writing, it is a good idea to brainstorm. Some kids have difficulty coming up with ideas. Give students a topic such as amusement park or ice cream and chart down all the responses they give. Sort the responses into categories. This will help them plan their essays. Practice this often so that the students become good at getting the ideas flowing.



Distinguishing Between Narrative and Expository (Genres)

Teach the words that will determine whether a prompt is narrative or expository. Gather as many narrative and expository prompts as you can. Cut them apart and fold each one. Put in a container or box. On a regular basis, pull a prompt from the container. Read it and discuss whether it is narrative or expository and why. To extend: brainstorm a list of words to go with the topic. You can even model a plan for the prompt.

Understanding the Prompt

Regularly display a prompt and discuss each part so that the students understand what the prompt is asking them to do. Then, brainstorm a list of ideas about the prompt and plan what the essay would look like.

Narrow the Topic (Boxes and Bullets)

When students brainstorm a list of topics to write about, often they are very broad and students find difficulty keeping the focus. Model taking a large idea and breaking it down into smaller topics. Example: My mom (large topic)

- Mom took care of my skinned knee
- Mom fed me chicken soup when I was sick
- A shopping spree with my mom

Check for Clarity

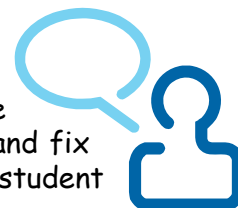
Teach students to reread what they write often to make sure what they are writing is focused on the topic and the main idea is clear. Additionally, students can work with a partner to check each other's writing for clarity and that the paper maintains focus on the main idea all the way through.

Plan a Narrative

Have students plan a setting and then brainstorm a list of possible conflicts and solutions that could happen in the setting. Teach students to plan events that will lead to the solution.

Orally Rehearse a Narrative

Have students hold up their hands and use their 5 fingers to verbally tell a story with the fingers keeping track of Beginning(thumb), Middle (three middle fingers for events), and End (pinkie). Have them repeat the story a few times and fix up as they do. Then, they can plan it and draft it. Oral rehearsal will keep the student more focused.



Brainstorming from a Prompt

When students are asked to write to a prompt, have students make a table with four boxes of lists to keep in their writer's notebooks: Things I like, Things I care about and Things I'm interested in, things I do for fun. Once the lists are made, teach students to look over the list and try to make personal connections to the prompt.

Narrative Strategy

Have students fold a blank piece of paper in half. Ask students what to do if they were invisible for 24 hours. Share ideas and probe students to add details to your suggestions. Have students make a drawing (in pencil) of four things they would do if they were invisible for 24 hours (one in each box). This will help students remember their ideas. Now, they can begin with an introduction about how they became invisible. The body will be made up of descriptions of their four pictures. The ending will be an explanation about what happens when they become visible again. Repeat with different topics.

Develop a Strong Main Idea (Expository)

A strong main idea will give form the essay and dictate what the rest of the material contains. You may have to gather enough information about your subject before you can develop a great main idea. The thesis is a main idea to encompass the entire essay. Then each reason paragraph in an expository will have its own main idea.

Make up sets of cards for each word of the last line of an expository prompt (e.g. Now, explain to the reader of your paper why you enjoy summer vacation). Make up sets of filler cards (see below). Make a copy of the whole prompt to display. Make these cards in color and laminate to use again. Split students into groups of two. Give them a set of prompt cards and a set of filler cards (two different colors). Display the whole prompt to students on the overhead or document camera. Have students manipulate the cards to form a main idea (thesis statement).

(I.e., There are three reasons that I enjoy being outdoors: _____, _____, and _____.

This can be repeated with other prompts.

Filler cards:

there	are	three	mine
that	I	reasons	me
my	for	ways	things

ORGANIZATION

- Clear beginning, middle and end
- Transitional devices used to show connection and movement through the piece
- Events or information is organized in a logical sequence
- Paper has a sense of completeness; ends with developed conclusion

Tips:

- Model and point out organizational patterns
- Use anchor papers or student essays to revise for organization or point out good organizational patterns
- Highlight or underline transitional words used in these papers or add transitional words when they are needed
- Highlight the concluding sentences and revise if necessary
- Use good literature to point out any of the strategies that you want your students to use

Openers that Work

Put students in groups of four and give them stacks of children books (or even the sports section of the newspaper, which has good leads.) Have them go through the books and write down the leads that various authors used. Chart the responses and display for students to refer to while writing.

Writing Leads (Lead)

Ask students to choose one piece of writing they're currently working on, and write five different leads for that piece. Then, meet in response groups to share the leads and talk about which ones are most effective and why.

Endings that Work

Put students in groups of four and give them stacks of children books. Have them go through the books and write down the ending that various authors used. Chart the responses and display for students to refer to while writing.

Satisfying Conclusions

Find any short story, article, or poem that has a fairly unpredictable ending. Read it aloud, but stop before reading the ending. Then ask students to write an ending for it. Share endings aloud as a class or in smaller response groups. Talk about which endings work the best and why. Compare their endings to that written by the author.

Find the Transitions (Transitions)

Turn your students into detectives by having them hunt for the transitional words and phrases that link sentences and ideas together. Ask students to circle, highlight, or otherwise note these transitions first, in the work of others, then in their own. Talk about how transitions influence the fluency of the piece. You might also rewrite a piece, leaving out all the transitional words, and place a blank where the transition was. Can your students come up with transitions that make sense?



Make a Peanut Butter Sandwich (Logical Sequence and Transitions)

Have the students write a how-to paragraph about how they would make a peanut butter sandwich (you can give them the materials, model it, or just have them use their memories). Collect their paragraphs and read a few. Follow the directions exactly based on what the student wrote in their essay. You will need the materials to make a peanut butter sandwich. They will realize that in order for the paragraph to follow a logical order, they will have to be specific and use transitions effectively.

Settings (Intro-Organization)

Teach settings as time and place. Brainstorm a list of settings and have students keep in a folder to refer to when writing a narrative. A great way to teach settings is to look through children's books to see the variety of settings different authors use and have students try out different options. (i.e., It was a bitterly cold morning in early January, and I awoke to find a fluffy white blanket of fresh snow on the ground.)

Opening Paragraphs (Organization)

The opening paragraph is an extremely important part for both narrative and expository writing. Teach each piece and model writing an opening paragraph. Then, have students work together to write openers. Display good openers for students to use as a reference when they get stuck.

Map it Out

Use a piece of the writing paper that students will use on the FCAT Writes and Palm Beach Writes. Map out in marker the organizational pattern for an expository essay. Include the parts of an opener, indents, transitions, main ideas, for all paragraphs. Copy and give to students as a template.

Backwards Plan

Take a short narrative story, and read it to students. Work with the students to "backwards plan" the story elements onto a writing planning sheet.

Transition-Action-Details (Describing a Sequence of Events)

Whenever a student needs to describe a sequence of events, they can use the same basic structure each time. Have students make a three column chart separated into 4-6 rows. Place "Transition" in the first column, "Actions" in the second column, and "Details" in the third column. When filling out the chart, start in "Action" column first, beginning with the first thing that happens and ending with the last thing. Then, go to the "Details" column and fill in a few details for each action. Lastly, go to the transition column and fill in a simple transitional phrase to introduce each action.

Reverse Outline the Draft

Students can improve the internal flow of their compositions through reverse outlining. The student writes a draft of the composition. Next, the student reads through the draft, jotting notes in the margins that signify the main idea of each paragraph or section. Then, the student organizes the margin notes into an outline to reveal the organizational structure of the paper. This 'reverse outline' allows the student to note whether sections of the draft are repetitious, are out of order or do not logically connect with one another.

SUPPORT

- Quality of details used to explain, clarify, or define
- Specific word choice and use of figurative devices
- Ample development of supporting ideas (i.e. elaboration)
- Support for information or events is even throughout the writing

Tips:

- Avoid a list of events or reasons
- Remind students to use a concise amount of events and use action and reactions to develop each event in a narrative
- Remind students to use a concise amount of Main idea paragraphs in an expository and develop each one with details and facts or personal experiences
- Replace boring verbs or adjectives with more mature words or figurative devices

Two-Minute Writes (Descriptions and Elaboration)

Gather different unusual objects or pictures (the more unusual the better). Everyday walk one around the room and don't say anything about it. Have the students study the object. Set a timer for two minutes and everybody writes (including the teacher) in a journal for the whole two minutes. There are no rules regarding style. Pick a few kids to share different ones everyday. Always find something positive to say (i.e., I love the word.../You are a natural narrative writer/ I like your sensory details, etc...).

Two Versions - Same Topic (Comparison)

Select two totally different passages on the same topic. One might be narrative and the other expository. Talk about differences in purpose and audience. You can do this activity with books as well.

Listen for What's Striking (Word Choice)

Choose a variety of texts; poems, newspaper articles, books or just excerpts from books to read aloud every day. Stop and point out great description to the students, have them listen for words or phrases that strike them. Have them write down the words and/or phrases. When you've finished reading, have the students compare notes to see if they are, indeed, moved by the same things. If you are reading a student's paper, this is a terrific form of feedback for the student write.



Story Problems (Fictional Narrative)

In a fictional narrative, having the main character face a problem, goal, or challenge makes the story more interesting. Give students characters and a setting and have them brainstorm possible problems that could arise. Make up cards with different characters and cards with different settings and have students work in groups of two to pick a card from each stack and then come up with problems. To extend the activity, students could brainstorm story events to go with the problem.

Illustrations in Writing (Details and Visual Imagery)

This strategy is a great visual tool to help students see how details can change a composition. It also helps students to not only hear the difference of a composition with details, but also see it at the same time.

- Put together two compositions written on the same topic/prompt. In one of the compositions add tons of descriptive details. The other should have very few.
- Give your students a large piece of white paper folded in half.
- Read the first composition to the class. Have each student create an illustration to show exactly what was heard. This may take a little while, but in order for this to be effective you need to give the students the time they need.
- After that, read the second composition to the class. They then illustrate what they heard in the second composition as they did for the first composition. Their drawings must reflect specific details that were given in each composition. If the story said, "John had a green shirt," then your students need to draw a green shirt in their picture.

You might want to model on the board or the overhead so your students understand.

Using this strategy can have great results in a student's writing. The students will use more precise word choice and details and be able to create a visual image of what they write.

Hands-Up Vocabulary Bulletin Board (Word Choice)

This is a great way to expand students' vocabulary. Trace a hand and make copies (or have students trace their own hands). Write an overused word like "good" in the center of the hand and have your students come up with other words to use instead of "good". They can write the words in the fingers. Display the completed hands on a bulletin board to be used as a reference for writing. A good title for your bulletin board could be "Hands-Up to Great Vocabulary". Go through a student essay and find boring words that need to be replaced.



Show, Don't Tell (Description)

Give students a telling sentence i.e.: The boy was scared.

Teach them to revise to give the reader a picture in their mind:

Goosebumps broke out all over John's body and his legs shook. The hair on the back of his neck stood up. His face was as white as snow. He felt strange eyes watching his every move.

(Simile)

Telling sentence:

Mavis was mad when she heard what the umpire said.

Showing:

Shaking her head back and forth and stomping her feet, Mavis pounded home plate with her fist after the umpire shouted, "You're out!"

Practice sentences:

The room was messy.

The baby cried.

The party was great.

The test was hard.



More Show, Don't Tell

Have the student make a two-column chart with "Tell" on one side and "Show" on the other. Have students take a sentence from the piece that tells something like: The weather was bad. Have students make a picture in their mind of what the weather was like. Then have them write down all the things they see in that picture on the show side. The students could also write down what they want to show before they begin writing.

Name Everything (Descriptions and Details)

Teach students to use details to describe nouns. Use examples from student essays and find nouns that need description and revise.

Car: sporty, black BMW 325, with tan interior

Newspaper: New York Times

Dog: perky black lab, Sparky

The lady: Mrs. Smith

Mall: The Garden Mall

Flower: bright red tulips

Elaboration (Support)

This is providing more information about a detail. Model this and have students practice.

Narrative:

I walked into the classroom and noticed the substitute teacher by the window. The students were being bad.

Elaborated:

I wandered into the classroom not knowing what was happening when I noticed the substitute teacher, Mrs. Smith standing by the window looking like she was about to cry. Her face wore an anguished expression. Tears were welled up in the corners of her eyes. An eraser whizzed by my head. I glanced around the blue and white room and noticed students throwing pencils and books at each other. Johnny and Mike were on the floor fighting. Students were jumping off the desks like eagles in flight. I was afraid for my safety. I wondered, "Could anybody stop the madness?" Just then, our Principal, Mr. Brown, walked in.

Expository:

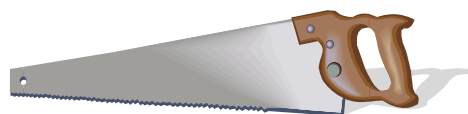
Donuts are one of my favorite junk foods.

Elaborated:

There are many different kinds of junk food I relish. However, the kind I enjoy the most are hot, fresh Krispy Kreme doughnuts. I live for the moment when the sign lights up like a beacon announcing fresh doughnuts. The moment I walk in the delicious aroma of a fresh baked doughnut wafts through the air to my delighted nose. There is nothing like the taste of a shiny, gooey, glazed doughnut fresh out of the oven. I let out a sigh of contentment as my teeth sink into the warm, fluffy, confection. The very first weekend I moved here, I discovered Krispy Kreme. I rushed inside and threw three down my throat like a maniac, as the cashier watched in awe.

Stretch It (Elaboration)

Laminate the detail building tool cards for Who, What, Where, Why, When and How. Give them out to your students. Say a short sentence out loud like I like to swim. Students call out a question for each card: Who do you swim with? What do you wear? What stroke do you swim? Where do you swim? Why do you swim? How do you swim? When do you swim? Chart the responses. This will show students how to elaborate a detail in expository writing. Practice with a few more topics giving the cards to different students. You can eventually have the students come up with topics and sentences.



Stretch It for Conferring (Elaboration)

Ask oral questions to help students think of or discover details about a topic (Who? What? Why? Where? When? How?). Have the child add these details to their writing.

Similes (Figurative Language)

Read the book *Quick as a Cricket* which is all similes. Give the definition of a simile and model a few examples. Have students practice coming up with their own similes. As an extension students can draw similes. Remember any adjective can be made into a simile.

Sensory Details (Descriptions)

Make a chart (see below) on the board, chart paper, etc. Write down a general noun like beach. Brainstorm a list of sensory words for each sense you have listed. Practice often so students become accustomed to using sensory details.

Noun	Smells like	Looks like	Sounds like
beach			
amusement park			

Character Descriptions (Fictional Narrative)

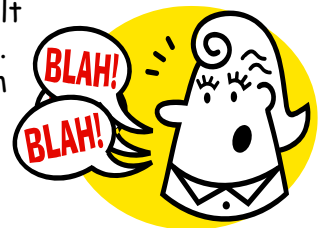
In a narrative, it is important to write a brief description of a character. Break students up into groups of four. Give students a stack of picture books. Have them go through books and look for the ways the authors have described characters. Have students share and chart responses. Discuss the importance of describing a character in a quick way. Students can also choose a name for their character based on their personality, like a lady that works in a pet store-Mrs. Fish.

Story Problems (Fictional Narrative)

In a fictional narrative, having the main character face a problem, goal, or challenge makes the story more interesting. Give students characters and a setting and have them brainstorm possible problems that could arise. Make up cards with different characters and cards with different settings and have students work in groups of two to pick a card from each stack and then come up with problems. To extend the activity, students could brainstorm story events to go with the problem.

Dialogue (Support)

Dialogue adds voice to a piece of writing; however, dialogue is a difficult craft. Be prepared to teach and model for your students over and over. Again, you can use your students' essays to edit for quotations. Show them how to use a few well-placed quotes to move the story along, and how to punctuate the quotes correctly. Sometimes dialogue can be a character thinking out loud, i.e., "What am I going to do now?" I wondered. A great way to teach dialogue is to use other authors' work as a model.



What's Missing?

Choose an article, a short newspaper article works well, that is missing some key information. Read it to your students, and ask them to write any questions they have. Use this to point out that writing that is strong in details does not generally leave readers with a lot of questions.

Develop Action in a Narrative with Visualization

Have students play out a scene in their minds or get up and act it out. Then, have them write what they imagined.

Every time a student is going to write a new event in a narrative, they can draw a picture of it. This is optional, but helps them focus. Underneath write "Action," "Feelings," "Setting." For action have students write a sentence or two about the main action (if the story is about them, describe what they are doing). Then, describe the feelings of the important people in the scene. Tell what they are and why they are feeling that way. Then, tell where and when this is taking place. Include a detail or two that tells something interesting about what led up to the situation. You can change the order, if you want.

CONVENTIONS

- Subject/verb agreement and verb and noun forms are generally correct
- Sentences are complete; unless fragments are used purposefully
- Various sentence structures are used
- Punctuation, capitalization, and spelling rules are generally followed

Tips:

- Teach proofreading marks
- Use students' essays or anchor papers to practice and model
- Teach students to reread what they wrote to look for errors they can easily fix
- For the FCAT, revising and editing will need to occur during drafting because the students will not have the opportunity to complete the writing process
- Teach students to go through and look for areas where they can use better word choice, or figurative language
- Students need to make sure they have followed punctuation and capitalization rules to the best of their ability

The Marks of the Editor (Editing)

Teach editor's symbols to your students so that they can think and talk like editors. Have them use the symbols on their own writing to assist in the editing process.



Sentence Experiments (Sentence Structure)

Sentences that are too much alike sound dull after a while. Experiment with different ways to construct sentences. Have kids use one sentence like: *The dog walked down the street*. They can stretch it and rephrase it in the following ways:

Subject first: Rover raced down the street, chasing his owner's car.

Adjective first: Lonely, unhappy, and afraid, Rover raced after his owner's car as it crept slowly down the street.

Adverbs first: Quickly, and noisily, the lonely Cocker Spaniel raced and barked down the street into his waiting owner's car.

Compound sentence: Rover wanted to go to work with his owner and he did exactly that.

Short sentence: Rover was amazing!

Transitional phrase: As the door suddenly opened, Rover took the opportunity to chase his owner's car all the way down the street.

Prepositional phrase: In a sleepy neighborhood in Florida, a determined dog named Rover was able to catch up to his owner's car and get in.

Subordinate clause: If you want to meet a determined dog, look for Rover, the tan Cocker Spaniel.

Read Backwards (Editing)

To check for spelling errors, have students read their pieces backwards. That way they focus on each word and don't get caught up in the meaning of the word in the sentence. Be sure they start with the last word and work all the way to the beginning. This is a very effective strategy.

Practice Makes Perfect (Editing)

Pick a problem spelling word (high frequency word, commonly misspelled word, etc.) and have the student practice it throughout the day before they do things like turn in papers, get a drink, visit the restroom, or talk to a neighbor. Practice, practice, practice!

First Words Count (Word Choice)

Have your students list or highlight the first four words in each sentence they have written in all or part of a composition. Do they see a pattern? Do they need some variety in sentence starters? Are all the beginnings different? Remind them that readers tend to like a variety of words and sentence starters.

SCOPE (Proofreading)

Spelling: Is the spelling Correct

Capitalization: Are the first words of a sentence, proper nouns capitalized?

Order of Words: Is the syntax correct?

Punctuation: Are there appropriate marks for punctuation where necessary?

Express Complete Thought: Does the sentence contain a noun and a verb or is it only a phrase?

Teach and model for students and staple a SCOPE reminder to student papers before they turn them in to remind them to use it.

WRITER (Editing and Product Quality)

Write - write on every other line

Read - Read the paper for meaning

Interrogate - Interrogate yourself using the **COPS** questions:

- Have I Capitalized the first word and all proper nouns?
- How is the Overall appearance?
- Have I used Punctuation correctly?
- Do the words look like they are Spelled right, can I sound them out, or should I use the dictionary?

Take - Take the paper to someone to proofread again

Execute - Execute a final copy

Reread - Reread your paper a final time

Using References

Teach students to use the resources in the classroom to help with conventions.

HOW (Paper Appearance)

Heading:

1. First and last name
2. Date

Organized:

1. On the front side of the paper
2. At least some blank space at the top of the page
3. Good spacing

Written neatly:

1. Words and numbers are on the lines
2. Words and numbers written neatly
3. Neat erasing and crossing out

RUBRIC

- **Allows assessment to be more objective and consistent**
- **Clearly shows the student how their work will be evaluated and what is expected**
- **Promotes student awareness of the criteria to use in assessing peer performance**
- **Provides benchmarks against which to measure and document progress**

Teach the FCAT Writing Rubric

Make sure students have a copy of the rubric. Explicitly teach students that these (focus, support, organization, conventions) are the criteria the state looks for when scoring. Make sure students are comfortable with each part.

Teacher Scoring

For scoring practice, get together with the teachers at your grade level, use the FCAT Writing Scoring Chart and use anchor papers from the state. Number the papers. Have everybody grade each paper and write it on the chart. Discuss how your score was the same or different to the score given by the state. You can adapt this activity to your own students' essays. Or, use this activity at a collaborative meeting.

Student Scoring

Read a student essay (delete the names of known people) or an essay from the anchor papers. Have students score the essay using the criteria from the rubric. They should have arrived at the score based on focus, support, organization, conventions). Have students support their score using the language from the rubric. Eventually, they can work in groups to score and discuss.

Anchor Papers

Have students write an essay on the same prompt as the anchor papers. Have them grade their own papers using the rubric and compare them to the anchor papers.

Pump it Up

Display an essay with a score of a 3 on the overhead or docucam and model how to increase the score from a 3 to a 6. Use the rubric to score.

Narrative Essay

Teaching Elements

Beginning

Who, When, Where~

1. Lead (dialogue, question, onomatopoeia)
2. Setting (time and place)
3. Character introduction and Description
4. Hint at the problem (keep them wanting more)

Middle

Plot~

Problem:

What does the main character do or want to do?

What happened to the character?

Event #1-action, word choice, sensory details, similes, dialogue, transitions

Event #2-action, word choice, sensory details, similes, dialogue, transitions

Event #3-action, word choice, sensory details, similes, dialogue, transitions

Solution: can be stated here or in the conclusion

Make sure all events are following a logical order and there is action for each event. Use sensory details: smelled like..., I could hear..., I felt...

End

Conclusion~

1. Transition, character's emotions?
2. What will you remember, hope, or wish? Or, what happened as a result of the experience?
3. Sum up with a clever ending (zinger).
- 4.

*Teach students the elements of narrative and encourage them to use their own ideas

Narrative Planning Sheet

Beginning (opener)

Lead:

Who?

When?

Where?

Hint at Problem (optional):

Middle (plot)

Problem

1.

2.

3.

Solution

End (conclusion)

Expository Essay

Teaching Points

Opener

1. Lead
2. Focus on topic (use language from the prompt)
3. Thesis statement
4. Transition to body

Main Idea #'s 1, 2, or 3

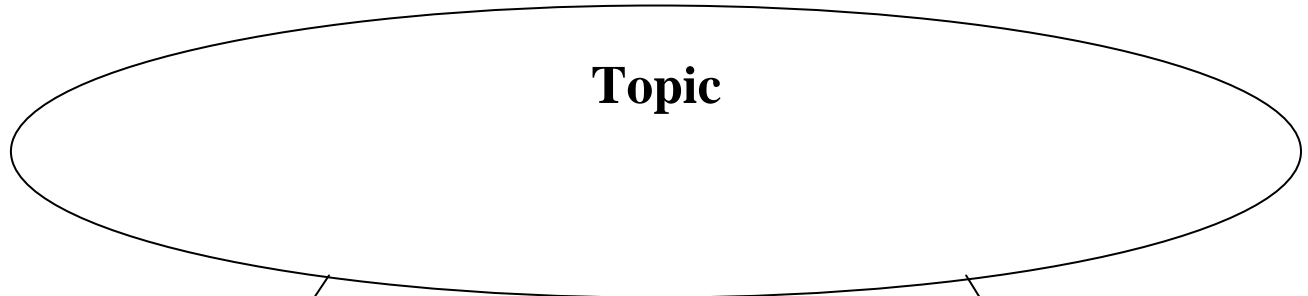
1. Transition
2. Main idea sentence
3. Details (Layered Support)
4. Anecdote

Conclusion

1. Transition
2. Restate main ideas
3. Strong ending

***Teach expository elements and allow students to use their own ideas.**

Expository Planning Sheet

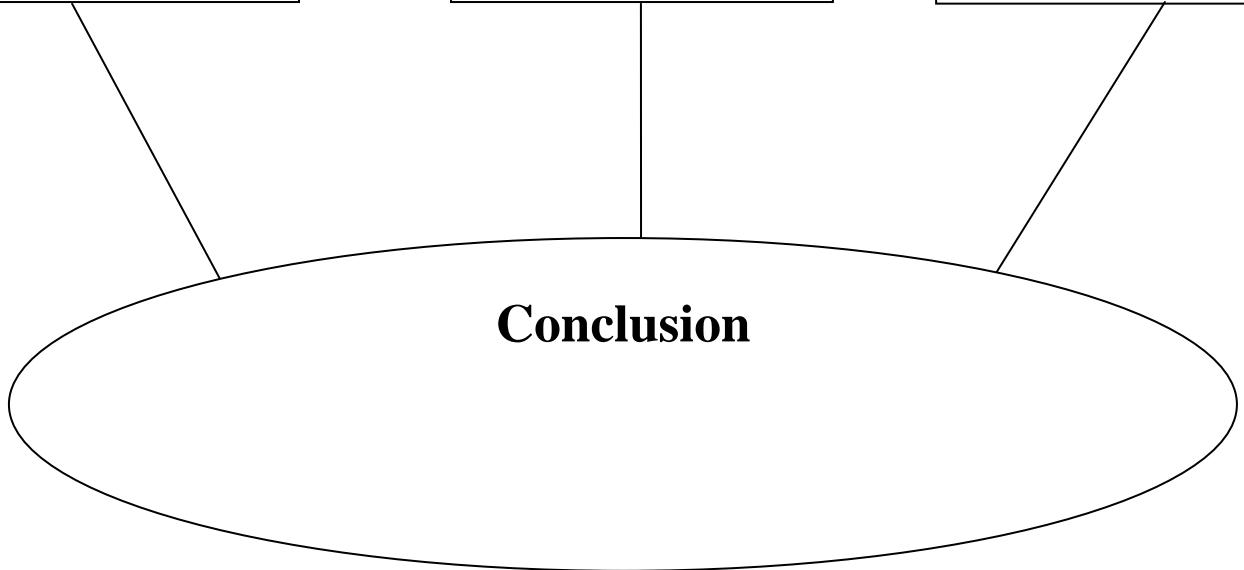


**Remember:
Similes
Details
Elaboration**

Main Idea:

Main Idea:





Main Idea:



Leads and Endings

“Leads”	“Endings”
<ul style="list-style-type: none">○ Give a startling fact○ Use a sound (Onomatopoeia)○ Start with a question○ Reword the prompt○ Begin with dialogue○ Describe the setting	<ul style="list-style-type: none">○ Describe how you felt○ Reword your lead○ End with a question○ Make your reader laugh○ Give your reader advice○ Don't write “The End!!!!”

Kicking it Up a Notch!

PRECISE WORD CHOICE	
SPECIFIC NOUNS	<p>☆ A specific noun is a word that names a certain person, place, thing, or idea. (<i>Mary went to the Palm Beach Gardens Mall.</i>)</p> <p> To make your writing as clear as possible, use very specific nouns whenever you can.</p>
VIVID VERBS	<p>☆ A vivid verb is a powerful word that gives the reader a clear picture of the action. (<i>The children wiggled and bounced in their seats.</i>)</p> <p>☆</p> <p> To make your writing come to life, use vivid verbs.</p>
COLORFUL ADJECTIVES	<p>☆ Colorful adjectives are lively words that describe nouns or pronouns. (<i>Mom made some delicious, spicy barbecue sauce.</i>)</p> <p> If you're writing about food, think of words that make your mouth water when you say them.</p>
SUPPORTING DETAILS	
DETAILS	<p>☆ Details are specific facts, examples, and words used to support a main idea and add color to your writing. (<i>One rule that is especially important to follow is to keep your hands and feet to yourself because it keeps other people from getting hurt.</i>)</p> <p>When you are writing, use details that are specific and clear. Try staying away from words like <i>good</i>, <i>is</i>, <i>thing</i>, and <i>nice</i> because they are NOT specific and clear.</p>
SENSORY DETAILS	<p>☆ Sensory details are details that help a reader see, feel, smell, taste, or hear a subject. (<i>The soft, brown-eyed puppy sighed quietly as I cuddled it in my arms.</i>)</p> <p> Use your senses to find words that will add sound, feeling, and color to your writing.</p>

FIGURES OF SPEECH

SIMILES

☆ A simile is a figure of speech in which two basically unlike things are compared based on a common trait or characteristic. Similes use the words *like* or *as*. (*A cold glass of lemonade on a hot Florida day is as refreshing as a dip in the pool.* **OR** *My cousin walks like a duck.*)



Use similes to add word pictures to your writing. Teach students to craft their own that are meaningful and fit the writing.

METAPHORS

☆ A metaphor is a figure of speech in which a word or phrase that usually designates one thing is used to designate another creating a picture in the reader's mind. Metaphors do NOT use the word *like* or *as*. (*That kid rollerblading in the yellow shirt is a real roadrunner!* **OR** *The kid was a shrimp.*)



Think of two things that have something in common, such as their color, size, shape, or behavior.

PERSONIFICATION

☆ Personification is a figure of speech in which an idea, object, or animal is given the characteristics of a person. (*The stubborn rock refused to move.* **OR** *The leaves danced across the lawn.*)



Use personification to add life to your writing.

OTHER TECHNIQUES

ANECDOTES

☆ An anecdote is a brief story used to make a point.
One time...
I remember when...



Use anecdotes in your writing when a little story can get your point across to your readers.

DIALOGUE

☆ Dialogue is talking on paper. It has specific punctuation rules. (*"Could you help me find the office, please?" asked the new student.*)



Add dialogue to your stories and explanations. It adds energy to your writing and makes your style unique.

PRECISE WORD CHOICE

GOOD

awesome
stupendous
amazing
wonderful
excellent
terrific
marvelous
fabulous

BAD

mischievous
horrible
naughty
unpleasant
terrible
awful
dreadful
evil

BIG

massive
enormous
generous
immense
gigantic
colossal
vast
tremendous

SMALL

petite
tiny
miniscule
narrow
minute
slight
narrow
insignificant

PRETTY

attractive
stunning
attractive
good-looking
enchanting

UGLY

vile
repulsive
wretched
hideous
frightful

LOUD

blaring
piercing
roaring
clamorous
tumultuous

QUIET

faint
hushed
silent
lulled
soft

HAPPY

cheerful
delighted
elated
exuberant
merry
thrilled

SAD

blue
depressed
dismal
gloomy
melancholy
sorrowful

SLOW

sluggish
leisurely
laborious
laggard
patient
poky

FAST

quick
swift
rapid
speedy
snappy
like lightning

MEAN

nasty
unkind
ill-tempered
troublesome
malevolent

SOFT

comfortable
cloudlike
cozy
weak
gentle

HATE

abhor
loathe
dislike
repugnance
malice

LIKE/LOVE

adore
admire
affection
devotion

SURPRISED

amazed
flabbergasted
astonished
incredible
astounded
startled

FUNNY

hilarious
amusing
humorous
ridiculous
hysterical
jolly

WEIRD

unusual
astonished
eccentric
rare
unbelievable
incredible

HELP

aid
assist
encourage
support
lend a hand
relieve

END

terminate
finalize
complete
cease
conclude

HARD

strong
difficult
arduous
severe
rock-hard

STRONG

mighty
powerful
tough
superhuman
potent

SMART

brilliant
scintillating
ingenious
clever
brainy

GIVE

deliver
hand over
provide
share

EAT

devour
consume
gobble
munch
snarf

WANT

crave
desire
wish
long for

THINK

ponder
imagine
wonder
analyze

LOOK/SEE

observe
notice
seek
stare
peruse

GET

obtain
retrieve
fetch
receive
retrieve

START

initiate
launch
embark
create
inaugurate

VERY

truly
extremely
deeply

SIGHT

swaying
transparent
hazy
crystal clear
faded
brilliant
twisted
black & white

SMELL

musty
sweet
fragrant
earthy
decayed
sharp
odorous
perfumey

SOUND

screeching
clanking
grating
jingling
moaning
sputtering
rustling
booming

TOUCH

slimy
mushy
velvety
bristly
bristly
dusty
crusty
flexible

TASTE

tart
rancid
sugary
sweet & sour
spicy
juicy
tasteless
flavorful

POSITIVE FEELINGS

passionate
elated
impressed
appreciated
sympathetic
overjoyed
compassionate
relaxed
jubilant
loyal
obedient

NEGATIVE FEELINGS

annoyed
frustrated
furious
melancholy
humiliated
disgusted
out-of-control
spooky
overwhelmed
temperamental
trapped

EXPRESSIONS

scowl
sneer
grimace
smug
smirk
grin
frown
pout

SAID

whispered
exclaimed
hollered
declared
announced
confided
pleaded
pointed out
screamed
inquired
retorted

MOVEMENT

meander
shuffle
dart
transport
dash
skip

saunter
scamper
tiptoe
march
wander
migrate

trot
plod
hike
glide
journey
gallop

creep
scramble
stroll
lumber
crawl
lurch



Transition Words

Encourage students to use a variety of transitions

Narrative		Expository	
After	Meanwhile	Also	However
After a while	Not Long After	Although	In addition
Afterward	Now	Another reason	In conclusion
As soon	Once	As a result	In fact
Before	One day	As you can see	In other words
Finally	Soon after	Besides	In summary
Fortunately	Suddenly	By the way	Last
If only	Unfortunately	Equally important	Like
Immediately	Until	Finally	Moreover
In the beginning	When	First	One reason
In the meantime	While	For example	Second
It seemed like	Yesterday	For instance	Similarly
Later	Minutes later	For this reason	Therefore
Later on that day	Minutes that seemed like hours	Furthermore	To begin with
		To further illustrate my point	Saving the best for last

Detail-Building Tools



Who?



What?



Where?



When?



Why?



How?