

100+

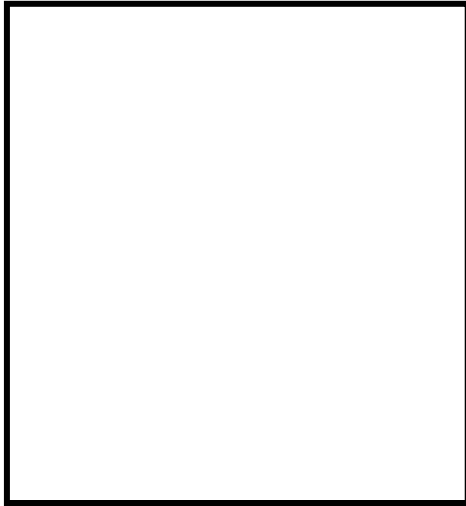
Graphic
Organizers &
Templates

(English and Spanish)

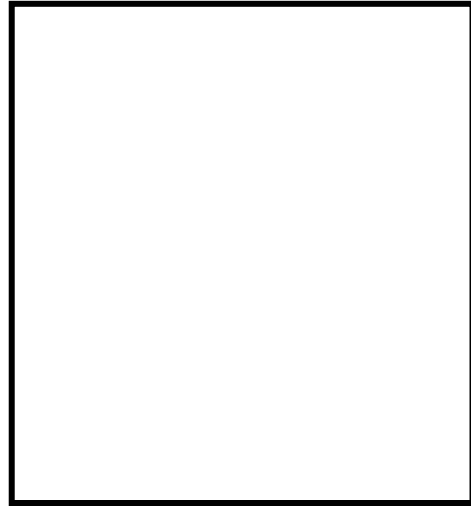
ANALOGY

Name: _____

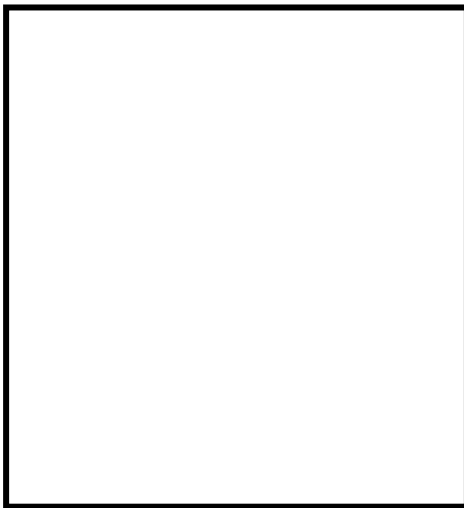
Date: _____



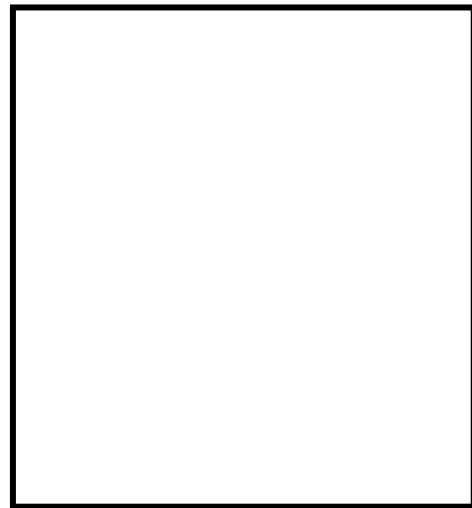
Is To



AS



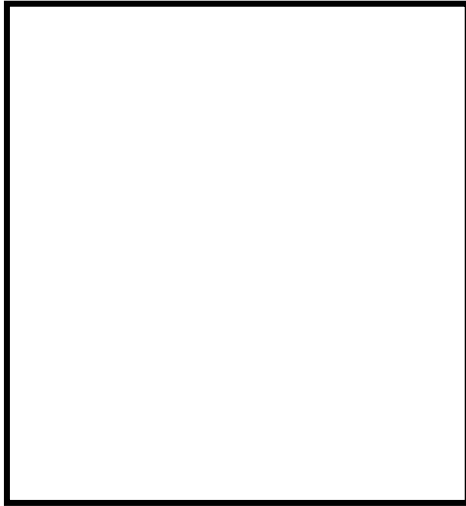
Is To



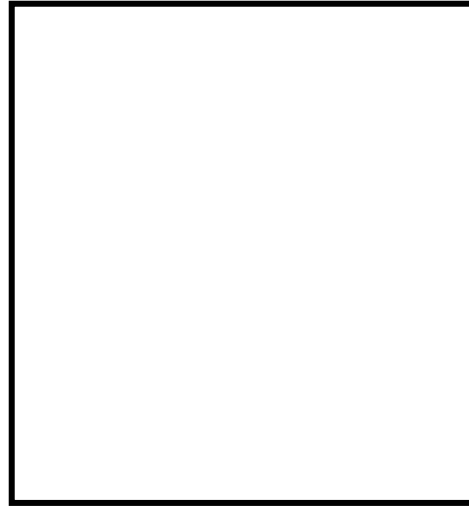
ANALOGÍA

Nombre: _____

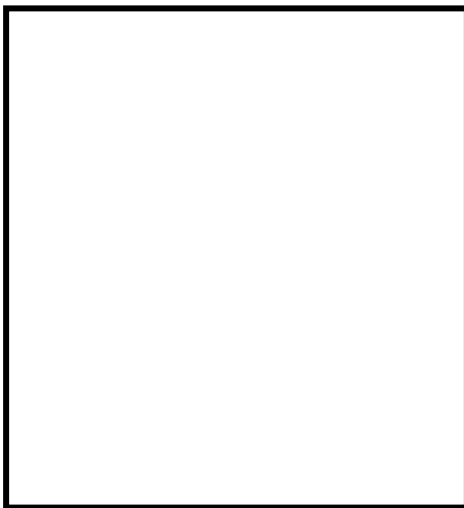
Fecha: _____



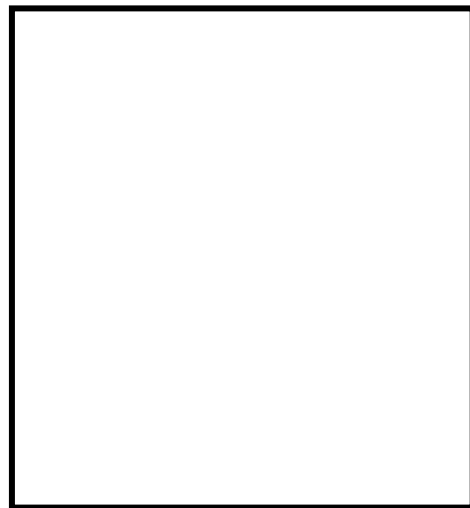
Es a



COMO



Es a



STUDENT WRITING ATTITUDE SURVEY

Name _____ Age _____ Date _____ Teacher _____

A. I like to draw (circle one)

not at all a little some a lot a whole lot

1. I like writing stories.

not at all a little some a lot a whole lot

2. Writing is boring.

not at all a little some a lot a whole lot

3. I like to write in my spare time.

not at all a little some a lot a whole lot

4. I enjoy writing notes and letters to people.

not at all a little some a lot a whole lot

5. I like writing at school.

not at all a little some a lot a whole lot

6. I have trouble thinking about what to write.

not at all a little some a lot a whole lot

7. It's fun to write things at home.

not at all a little some a lot a whole lot

8. I like to share my writing with others.

not at all a little some a lot a whole lot

9. Writing is fun.

not at all a little some a lot a whole lot

10. I wish I had more time to write at school.

not at all a little some a lot a whole lot

11. I like to read.

not at all a little some a lot a whole lot

12. I think I'm a good writer.

not at all a little some a lot a whole lot

13. I like to write.

not at all a little some a lot a whole lot

14. How often do you write at home?

not at all a little some a lot a whole lot

15. What kinds of things do you write? (types, topics or titles)

WRITING ATTITUDE SURVEY

Student's Name: _____ **Date:** _____

Interviewer: _____

Directions: Ask the student the questions and give him/her time to think. Prompt the child to give more detailed answers. Ask the child to explain why or give an example.

How do you feel about writing? _____

When and how did you learn to write? _____

What kinds of things do you write at school? _____

What kinds of writing do you do at home? _____

Why do you think it's important to be a good writer? _____

How do you feel when you are asked to share your writing with others? _____

How do you feel when others share their writing with you? _____

How do you feel about yourself as a writer? _____

WRITING INVENTORY FOR PRIMARY GRADES

Name _____ Date _____

Check = What I will work on in Grade 2

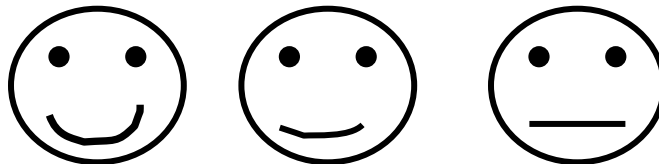
Structure

- ___ My writing has a beginning.
- ___ My writing has a middle.
- ___ My writing has an end.



Elaboration

- ___ My writing has details that tell about the main ideas.
- ___ My writing uses interesting, descriptive words.
- ___ My writing has different sentence patterns.



Mechanics

- ___ My writing uses nouns, verbs, and pronouns correctly.
- ___ My writing has grade-level words spelled correctly.
- ___ My writing uses capital letters and punctuation as needed.



Student's signature

Teacher's Signature

Comments: _____

STORY AND WRITING INVENTORY: GRADE 1

Name: _____

Date: _____

1. What kind of stories do you like to listen to?

2. What makes a story good?

3. Do you have a favorite author?

4. If you became an author what kind of stories would you write?

5. Do you like to write stories?

WRITER'S PROFILE FOR

Name _____ Date _____

This writer's profile will help you discover what kind of writer you are. After you complete it, keep it in your writing book. Remember that you will look at it from time to time. Remember everyone writes differently. You must write the way that works best for you and set goals that will improve the writer in you.

Put a check in the box that best describes you and your writing style.

	Sometimes	Always	Never
1. I like to make a list of ideas before I write.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I like to talk about my ideas with a friend before I write.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Drawing a picture helps me get ideas for writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I like to write about things I have learned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I like to write about things that have happened to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I write out my piece quickly from start to finish, then make changes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. It helps to have someone read what I wrote before I make changes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. My final version might be very different from my first version.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I like others to see or hear what I wrote.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I like to know what others think about my writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Put a check next to the statements that describe you.

I like to write

- quickly.
- with noise around.
- anytime.
- anyplace.
- with a pencil or pen.

- slowly.
- in a quiet place.
- at a special time.
- in a special place.
- on a computer.

Write a paragraph about the following:

What I like about my writing _____

List THREE specific goals that you will work toward in writing.

1. _____

2. _____

3. _____

Write a plan for reaching your goals and improving your writing. Separate your plan by writing a paragraph for each goal.

YOU ARE AN AUTHOR

I'd like to know about your life as a writer.

Name: _____ Age: _____

Where do you live? _____

How many years have you been writing? _____

Where is your favorite place to write? _____

What kinds of things do you enjoy writing about? _____

What piece of writing are you most proud of? _____

Where do you get your ideas from? _____

What makes you different from all other writers? _____

What else would you like to tell me about you as a writer, or what else would you like to tell me about your writing? _____

WRITING INTEREST INVENTORY – GRADE 2

1. Do you like to write stories?

2. I like to write _____ stories
(real) (make-believe)

3. It is hard for me to think of things to write about.

4. It is easier for me to write in _____ .
(the morning) (the afternoon)

5. Story maps and other helper charts make it easier for me to write.

6. It is easier for me to write if I tell my story to someone and they write it down.

WRITING INVENTORY – GRADES 3 AND 4

1. Is writing important to you? Why or why not?
2. Where do you use writing the most?
3. What type of writing is your most favorite and why?
4. What type of writing is your least favorite and why?
5. What do you think is good about your writing?
6. What improvements would you like to make in your writing?

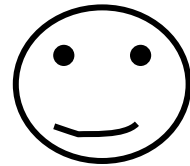
PRIMARY GRADE WRITING SURVEY

Name: _____

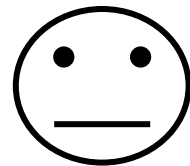
1. I think writing is easy.



2. I think writing is okay.



3. I think writing is hard.

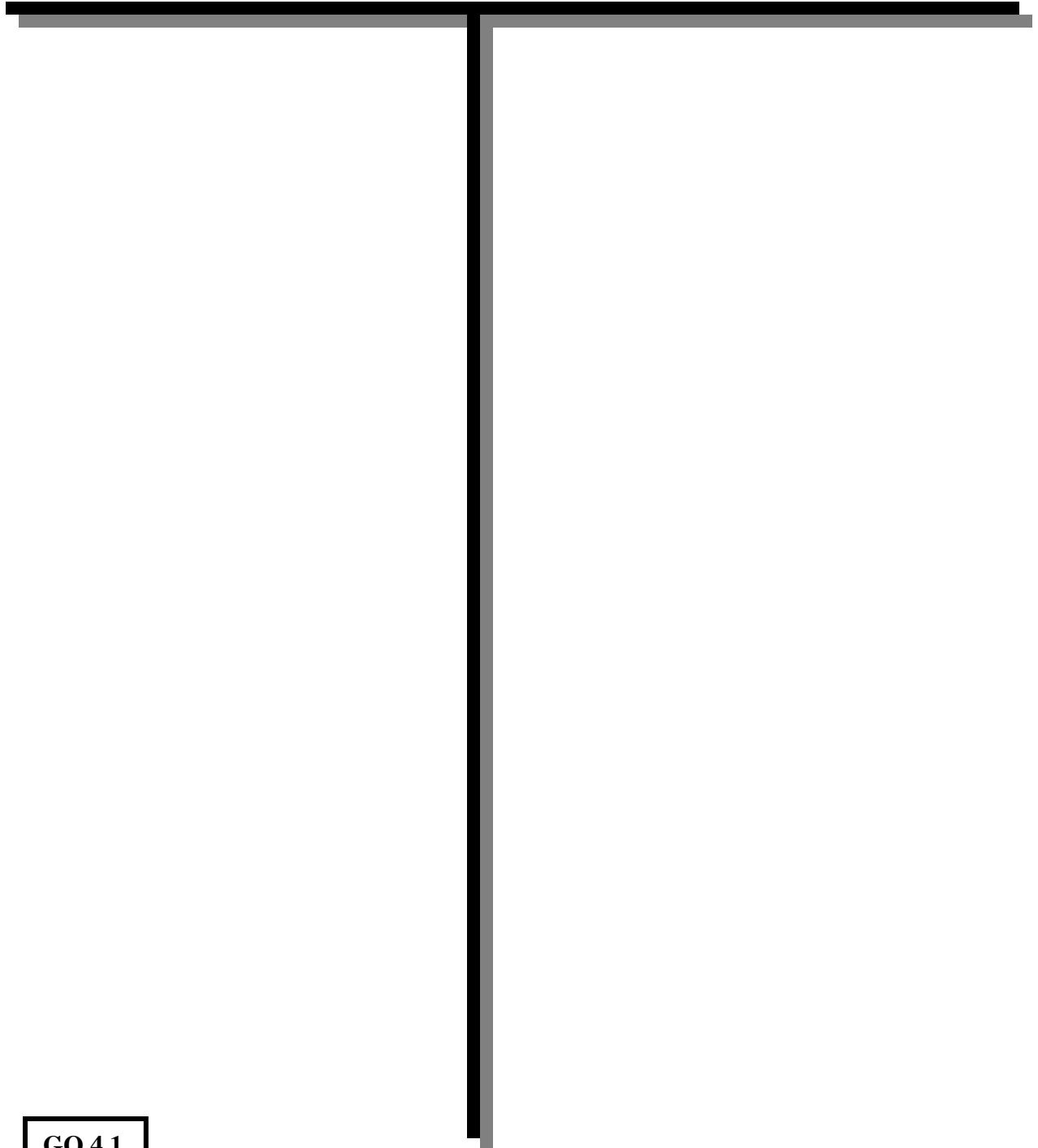


TOPIC: _____

Name: _____ **Date:** _____

Cause

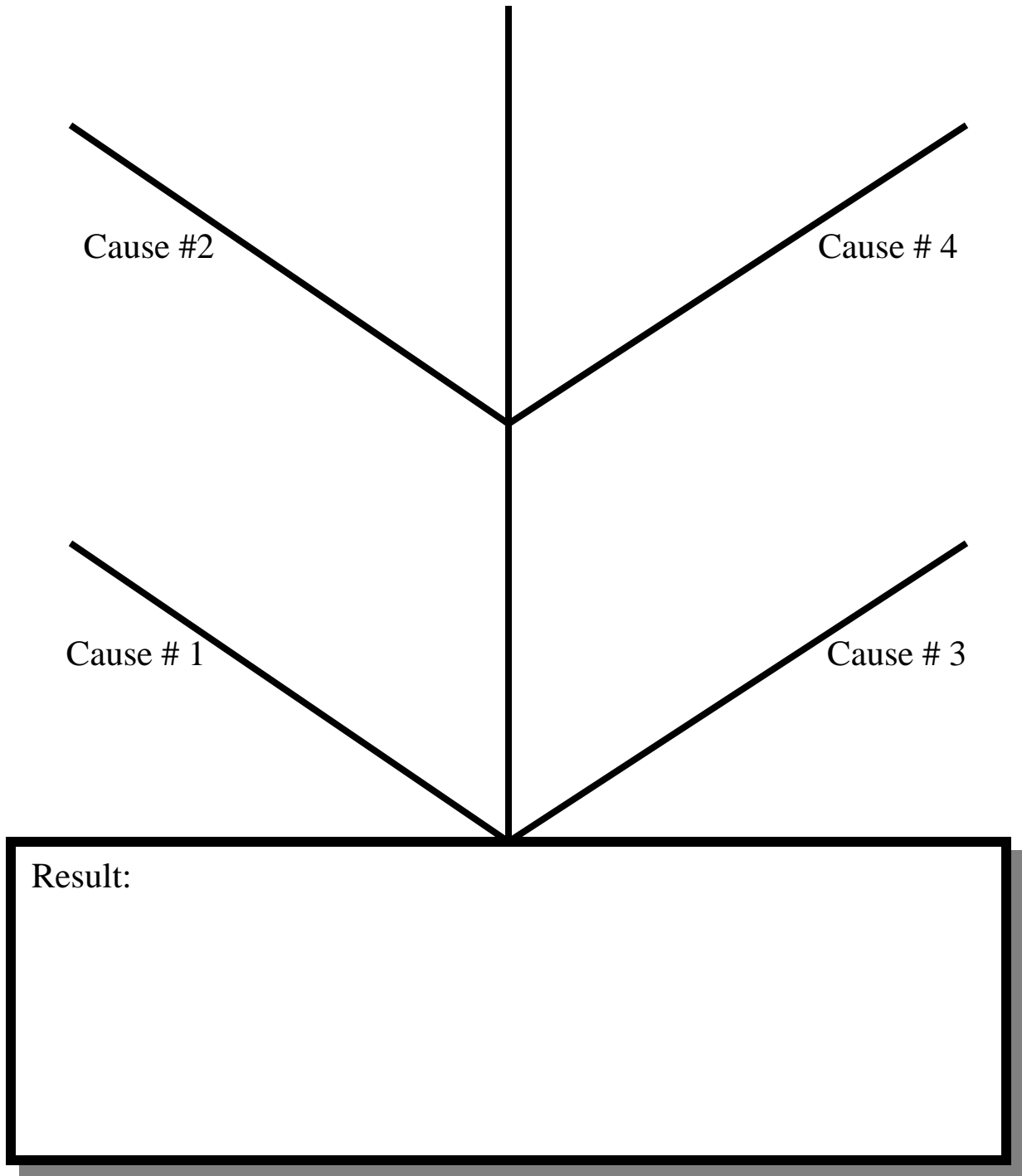
Effect



GO.4.1

FISHBONE MAP

Name: _____ Date: _____



CAUSE / EFFECT CHART

Name: _____ Date: _____

Cause

Effect

CAUSES & CONSEQUENCES FOR AN EFFECT

Name: _____ Date: _____

Give 2 causes and 1 consequence for each event.

Event 1. Happens

Because

Because

Consequence _____

Event 2. Happens

Because

Because

Consequence _____

GO.4.4

MULTIPLE CAUSES FOR AN EFFECT

Name: _____ Date: _____

Event
1.

Happens

Because

Because

Because

Event
2.

Happens

Because

Because

Because

WHAT EFFECTS CAN YOU FIND?

Name: _____ Date: _____

Give 2 effects for each event. Story _____

Event
1.

What
Happened?

A.

B.

Event
2.

What
Happened?

A.

B.

Event
3.

What
Happened?

A.

B.

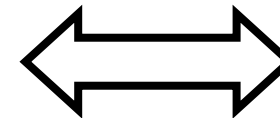
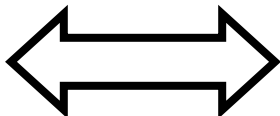
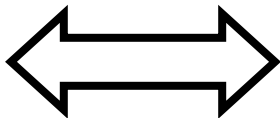
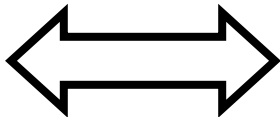
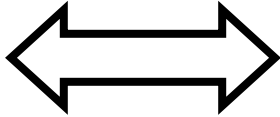
GO.4.6

RELATIONSHIP

Name: _____ Date: _____

Concept 1 _____

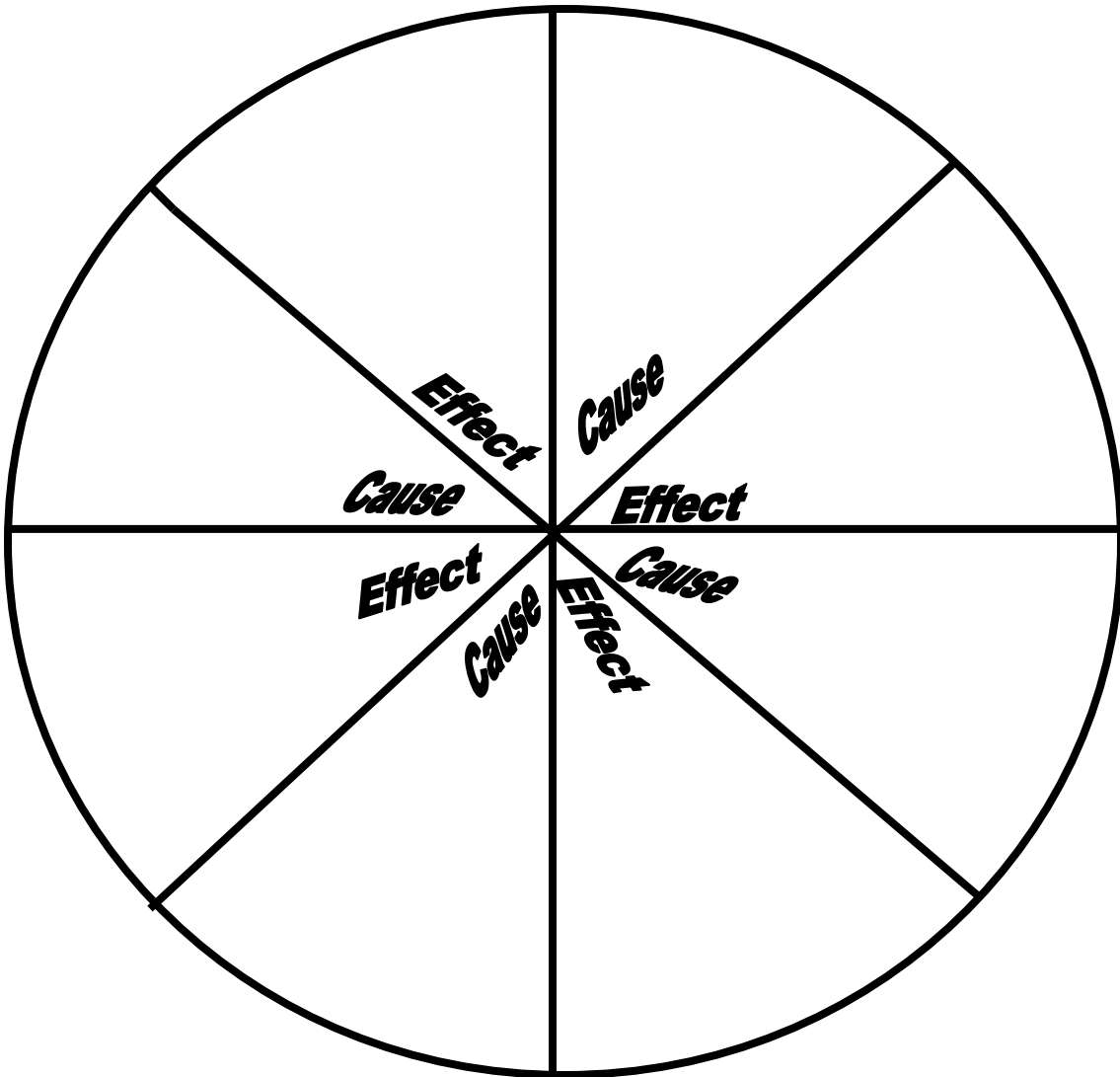
Concept 2 _____



GO.4.7

CAUSE AND EFFECT CYCLE

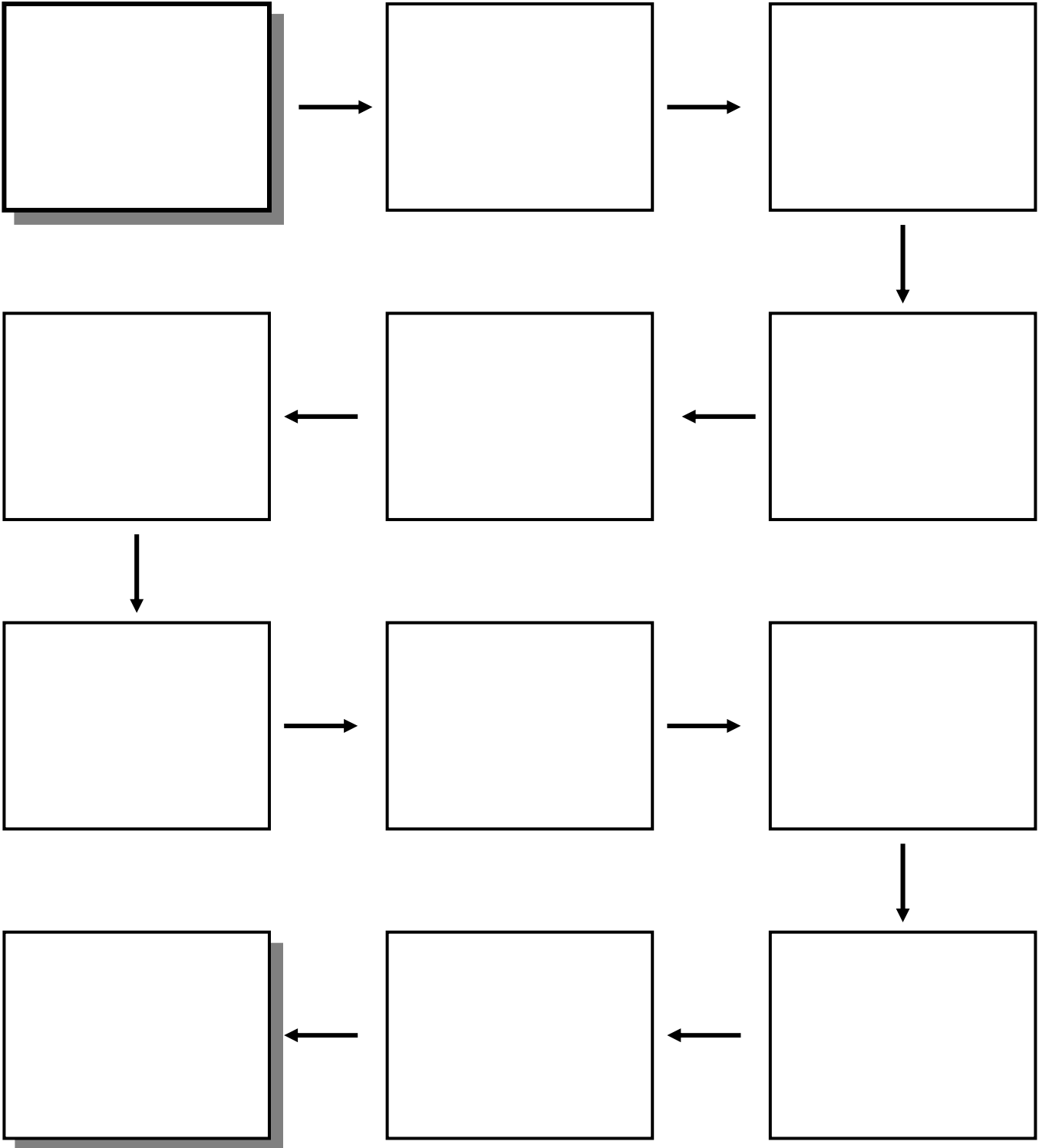
Name: _____ Date: _____



GO.4.8

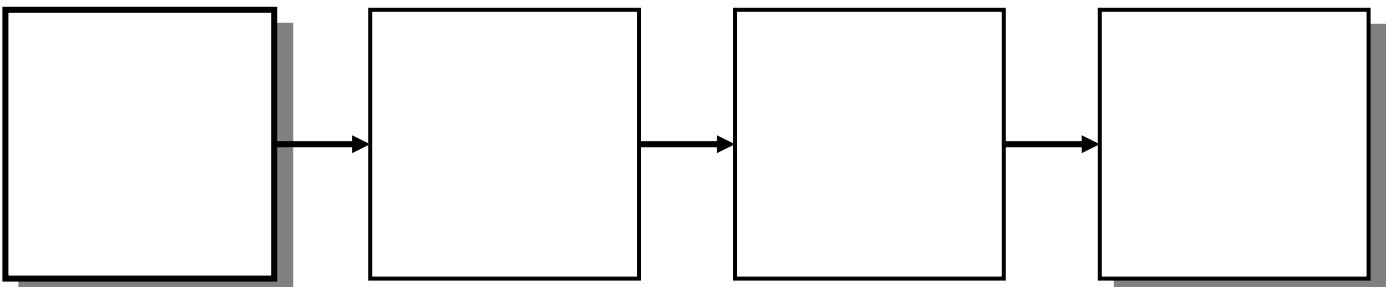
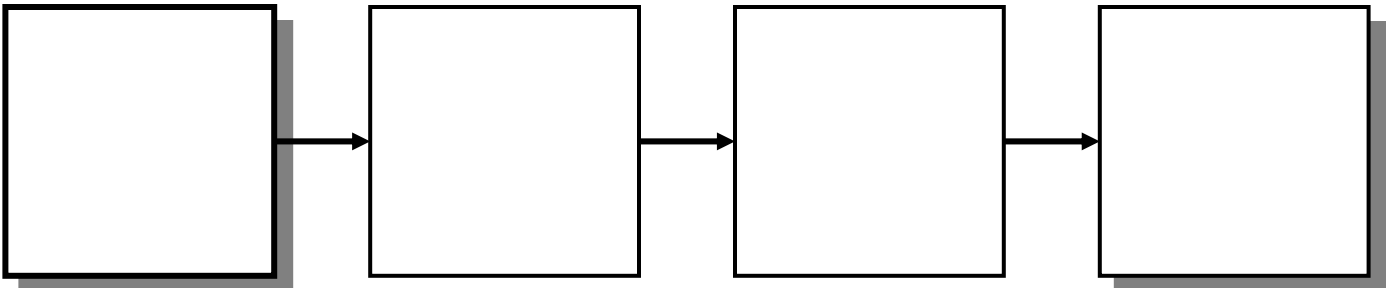
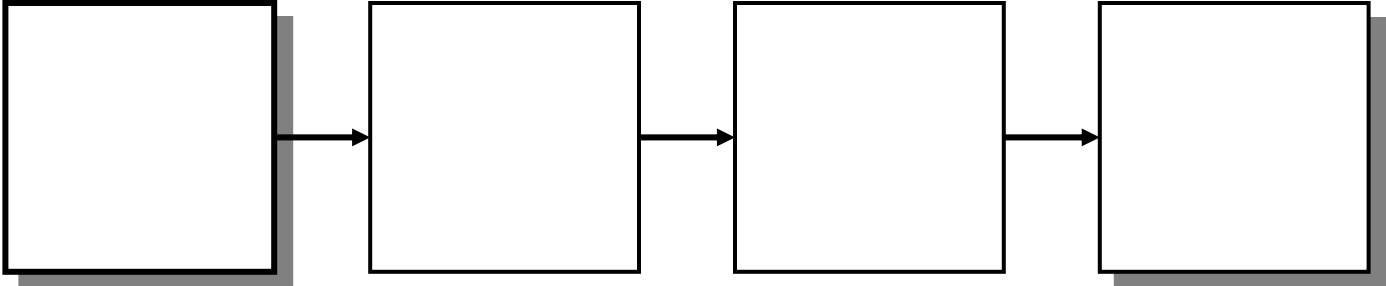
CAUSE AND EFFECT CHAIN 1

Name: _____ Date: _____



CAUSE AND EFFECT CHAIN 2

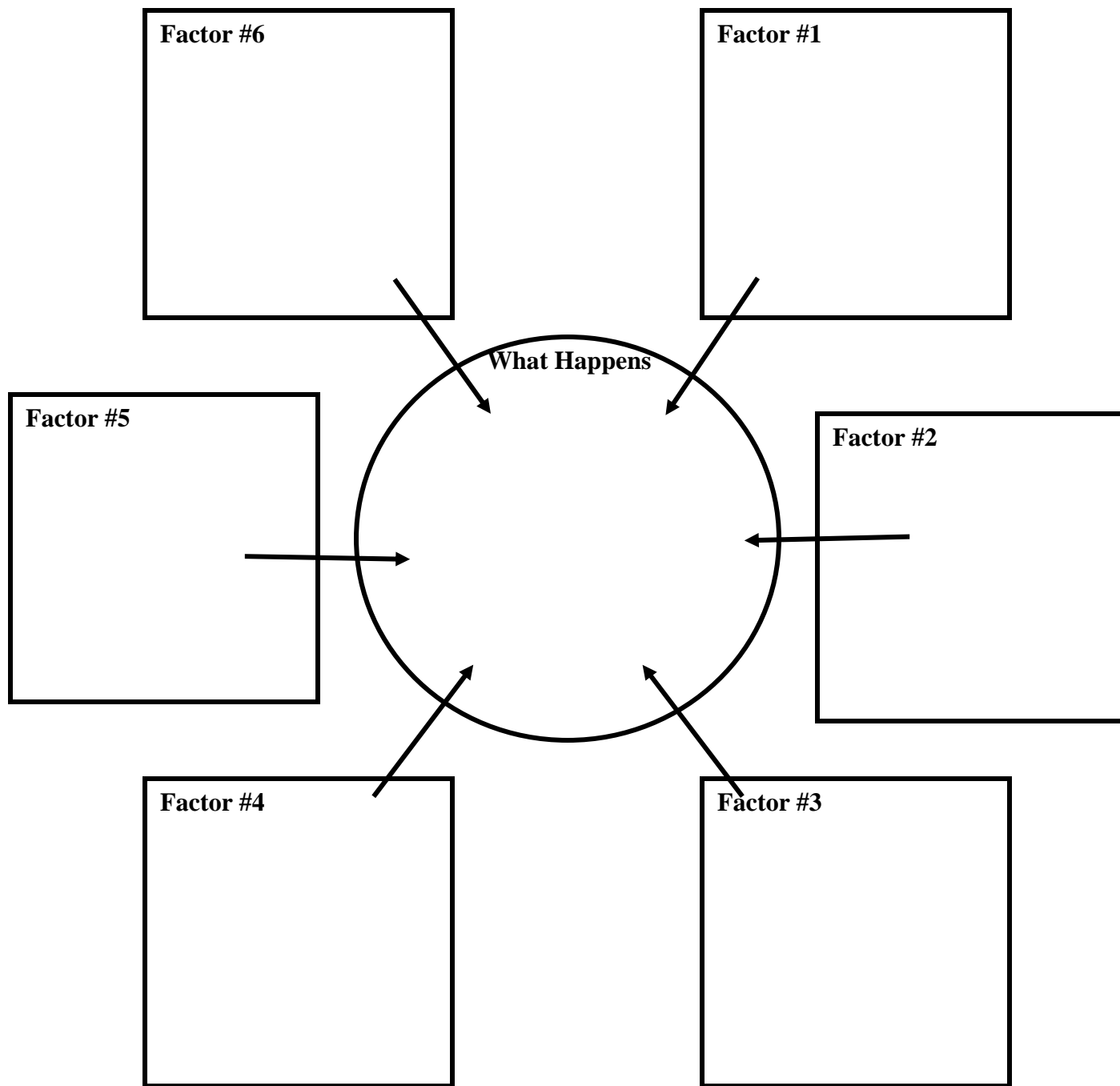
Name: _____ Date: _____



GO.4.10

TOPIC: _____

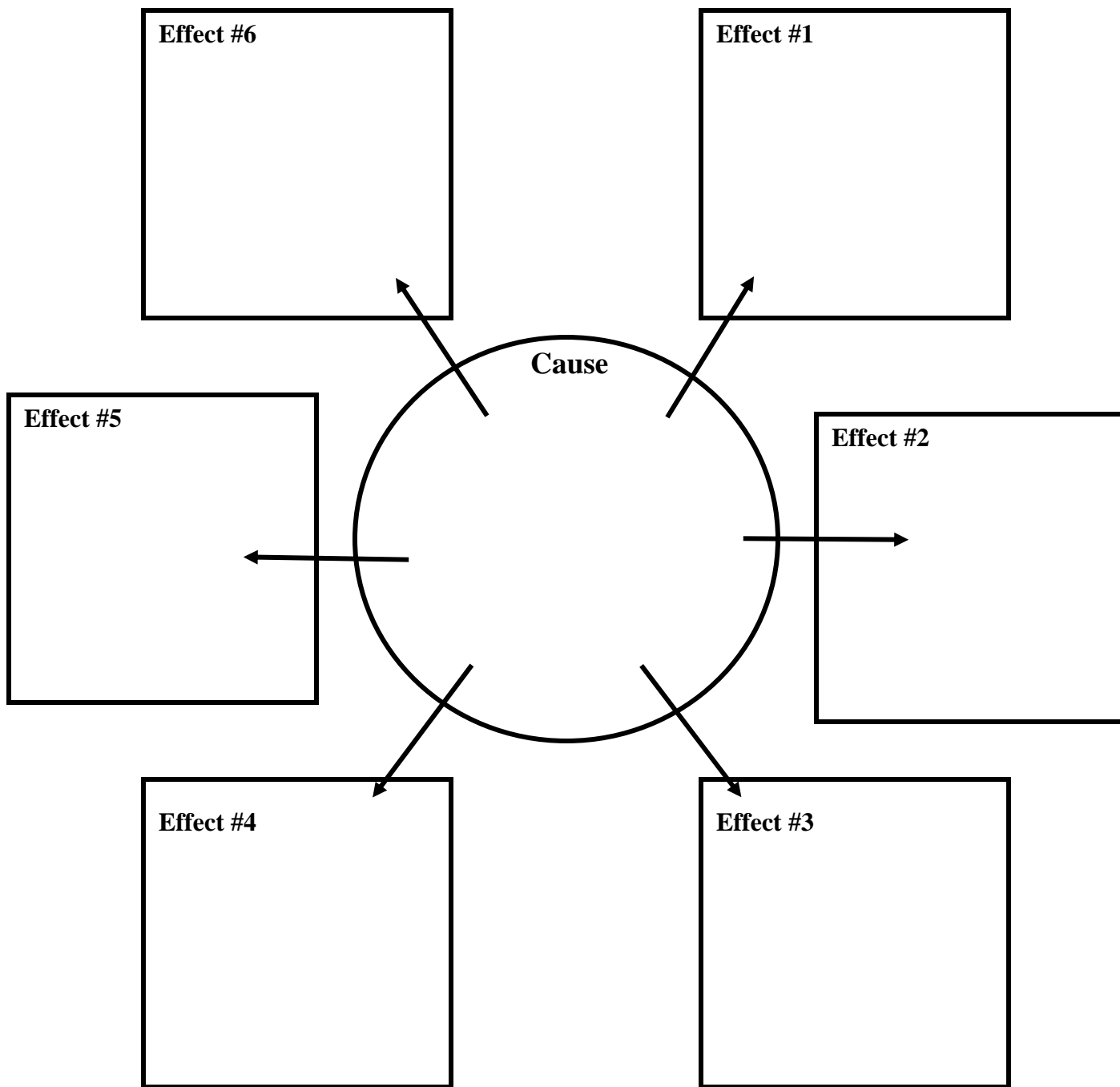
Name: _____ **Date:** _____



GO.4.11

TOPIC: _____

Name: _____ **Date:** _____



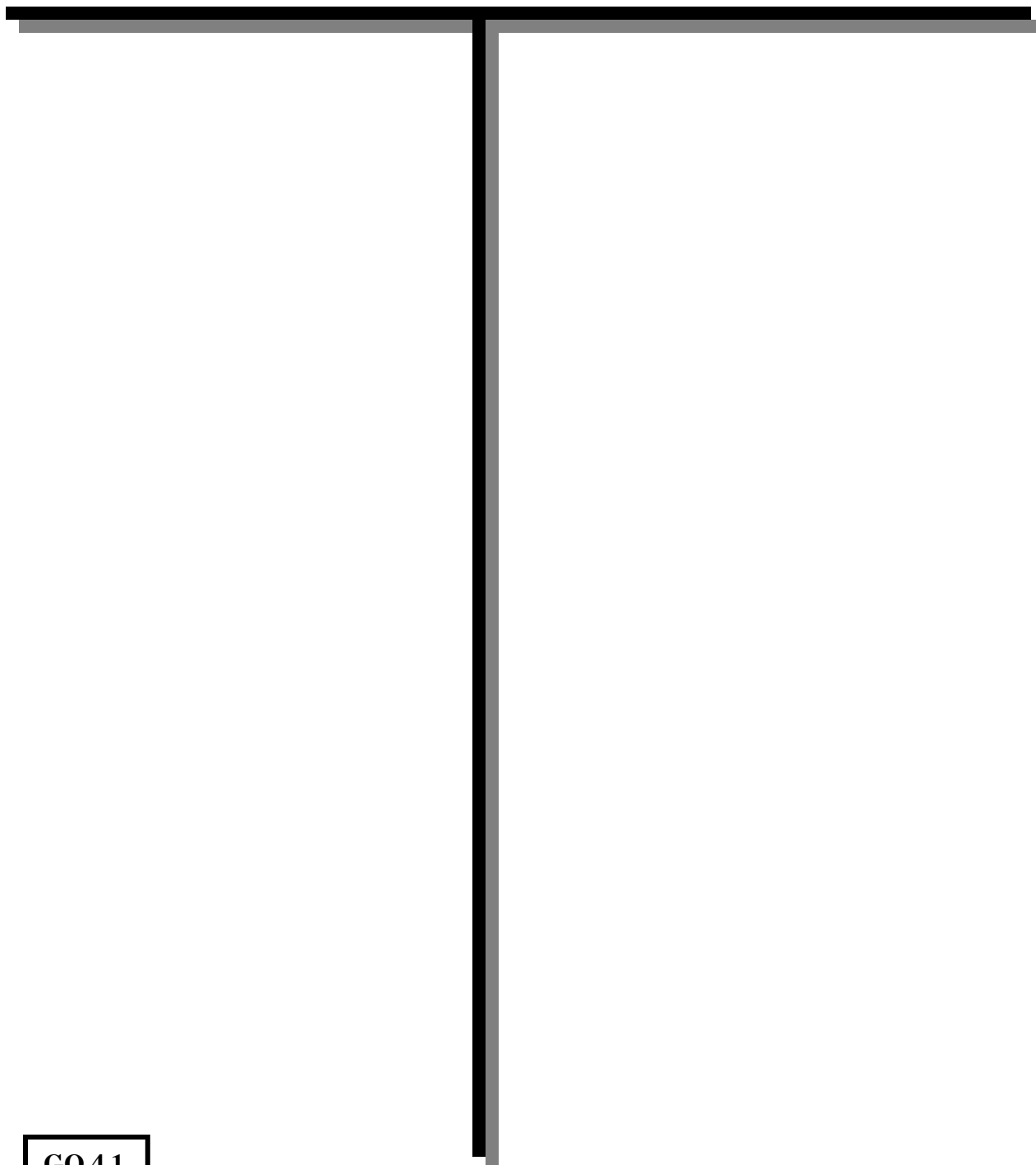
GO.4.12

TEMA: _____

Nombre: _____ **Fecha:** _____

Causa

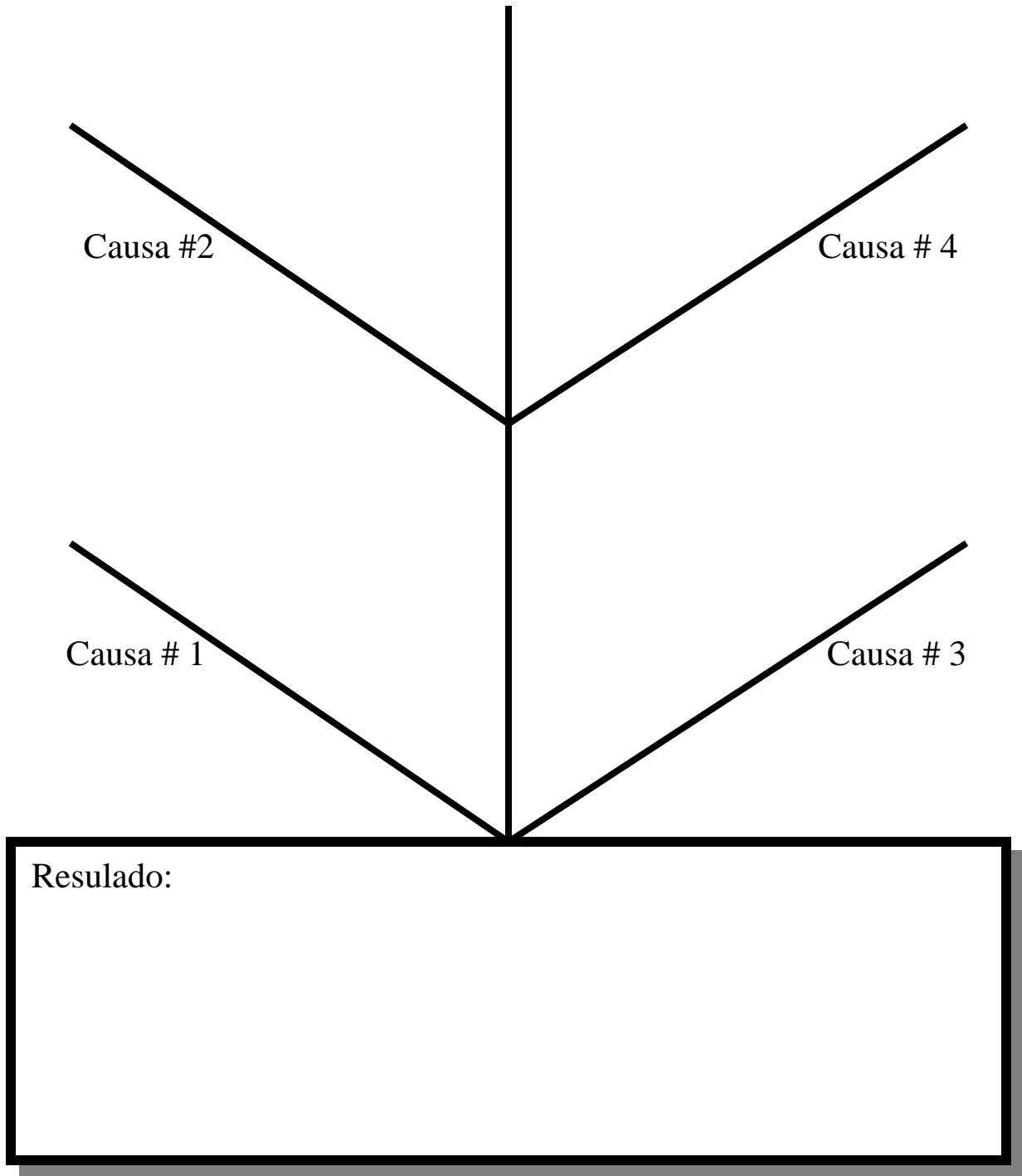
Efecto



GO.4.1

MAPA EN FORMA DE HUESOS DE PESCADO

Nombre: _____ Fecha: _____



CUADRO DE CAUSA Y EFECTO

NOMBRE: _____ FECHA: _____

Causa

Efecto

CAUSAS Y CONSECUENCIAS PARA UN EFECTO

Nombre: _____ Fecha: _____

Da 2 causas y 1 efecto para cada evento.

Evento 1. sucede

Porque _____

Porque _____

Consecuencia _____

Evento 2. Sucede

Porque _____

Porque _____

Consecuencia _____

GO.4.4

CAUSAS MULTIPLES PARA UN EFECTO

Nombre: _____ Fecha: _____

Evento
1.

	Sucede
--	--------

Porque

--

Porque

--

Porque

--

Evento
2.

	Sucede
--	--------

Porque

--

Porque

--

Porque

--

GO.4.5

¿Qué efectos puedes encontrar?

Nombre: _____ Fecha: _____

Da 2 efectos para cada historia

Historia _____

Evento
1.

¿Qué
sucedió?

A.

B.

Evento
2.

¿Qué
Sucedió?

A.

B.

Event
3.

¿Qué
Sucedió?

A.

B.

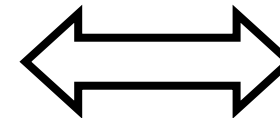
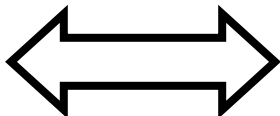
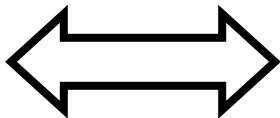
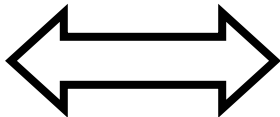
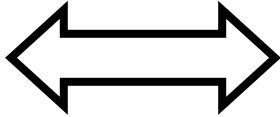
GO.4.6

RELACIONES

Nombre: _____ Fecha: _____

Concepto 1 _____

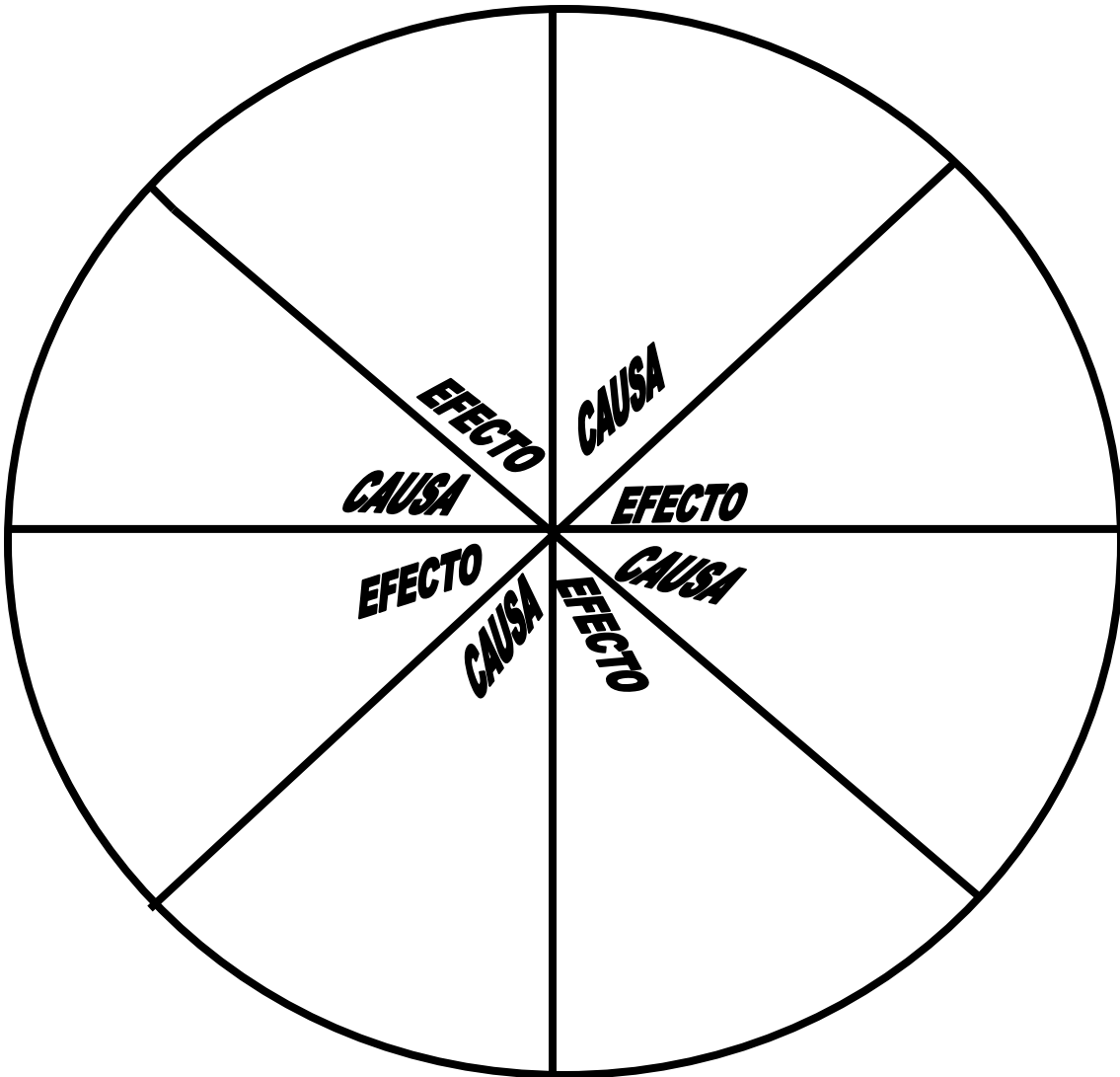
Concepto 2 _____



GO.4.7

EL CICLO DE CAUSA Y EFECTO

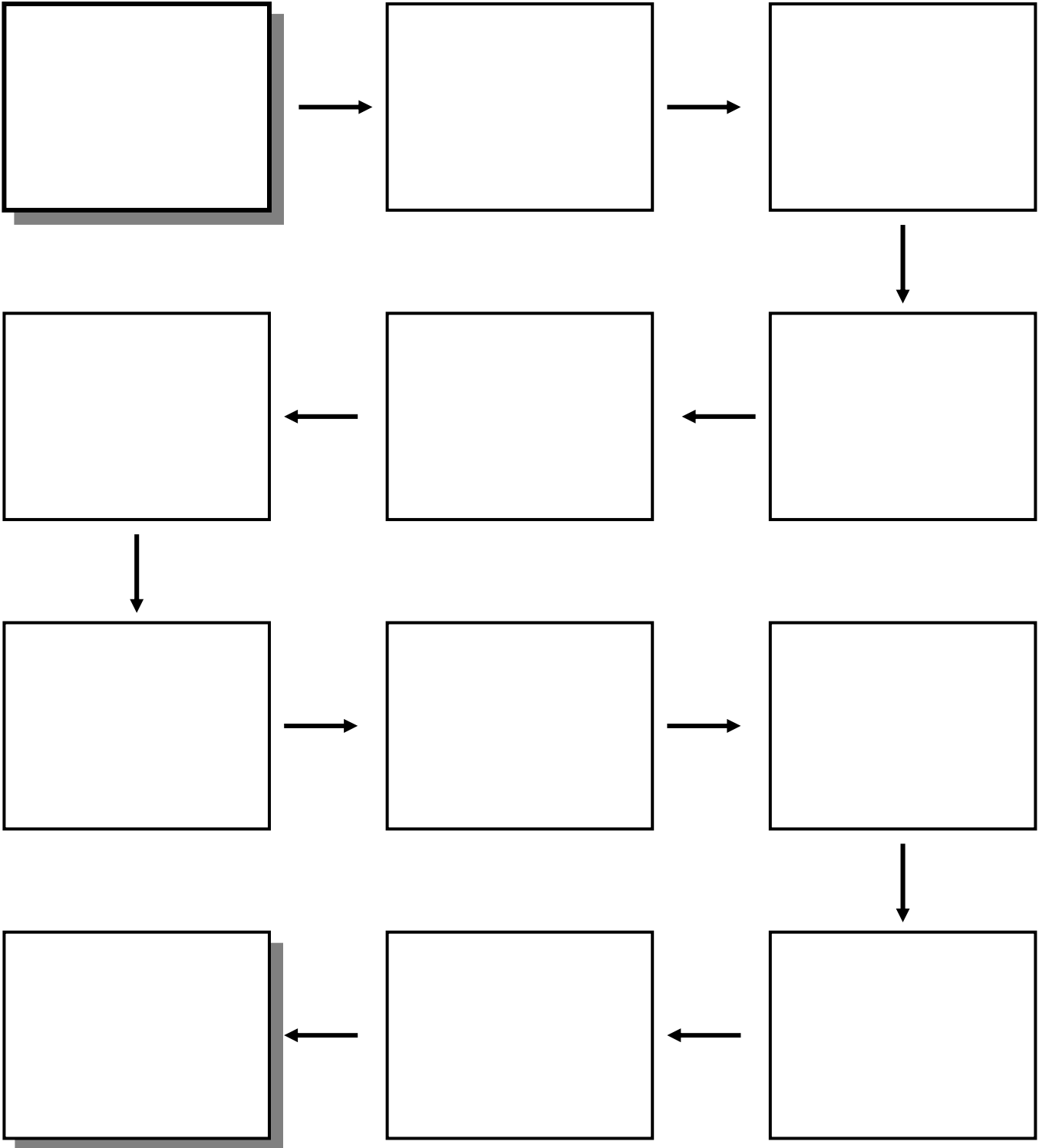
Nombre: _____ Fecha: _____



GO.4.8

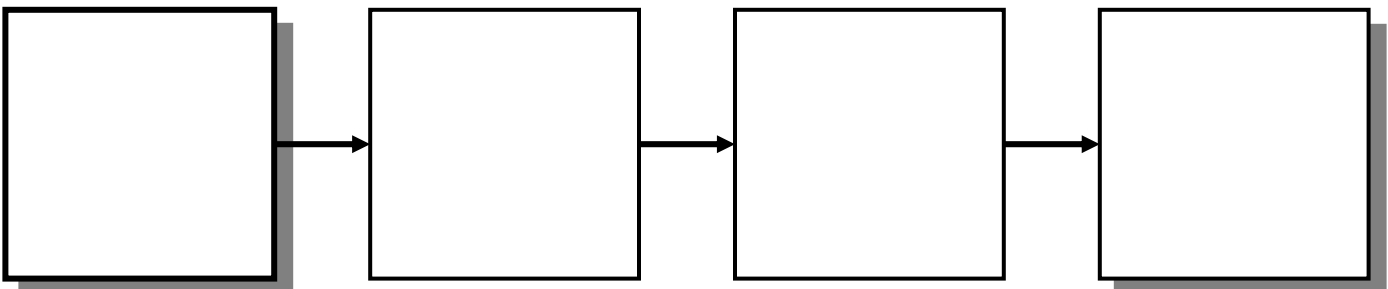
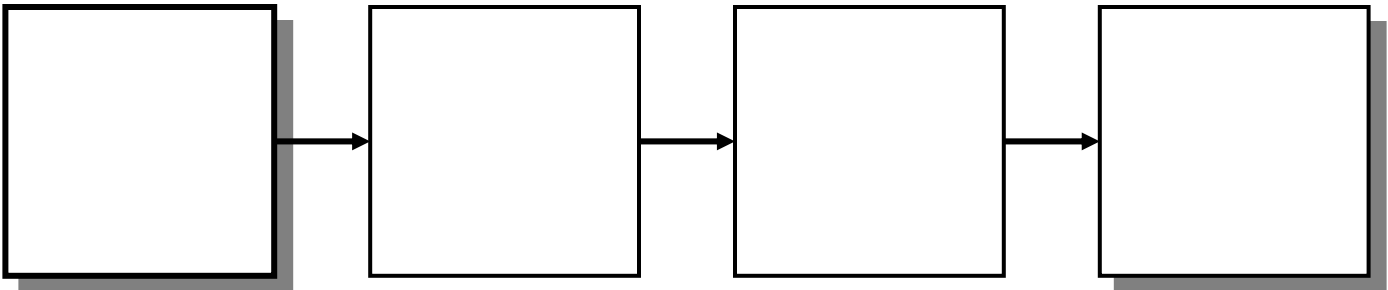
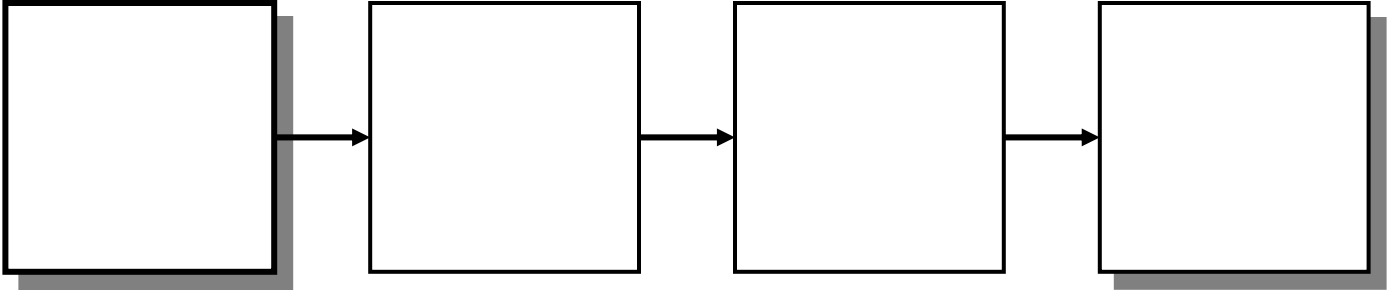
CADENA DE CAUSA Y EFECTO # 1

Nombre: _____ Fecha: _____



CADENA DE CAUSA Y EFECTO # 2

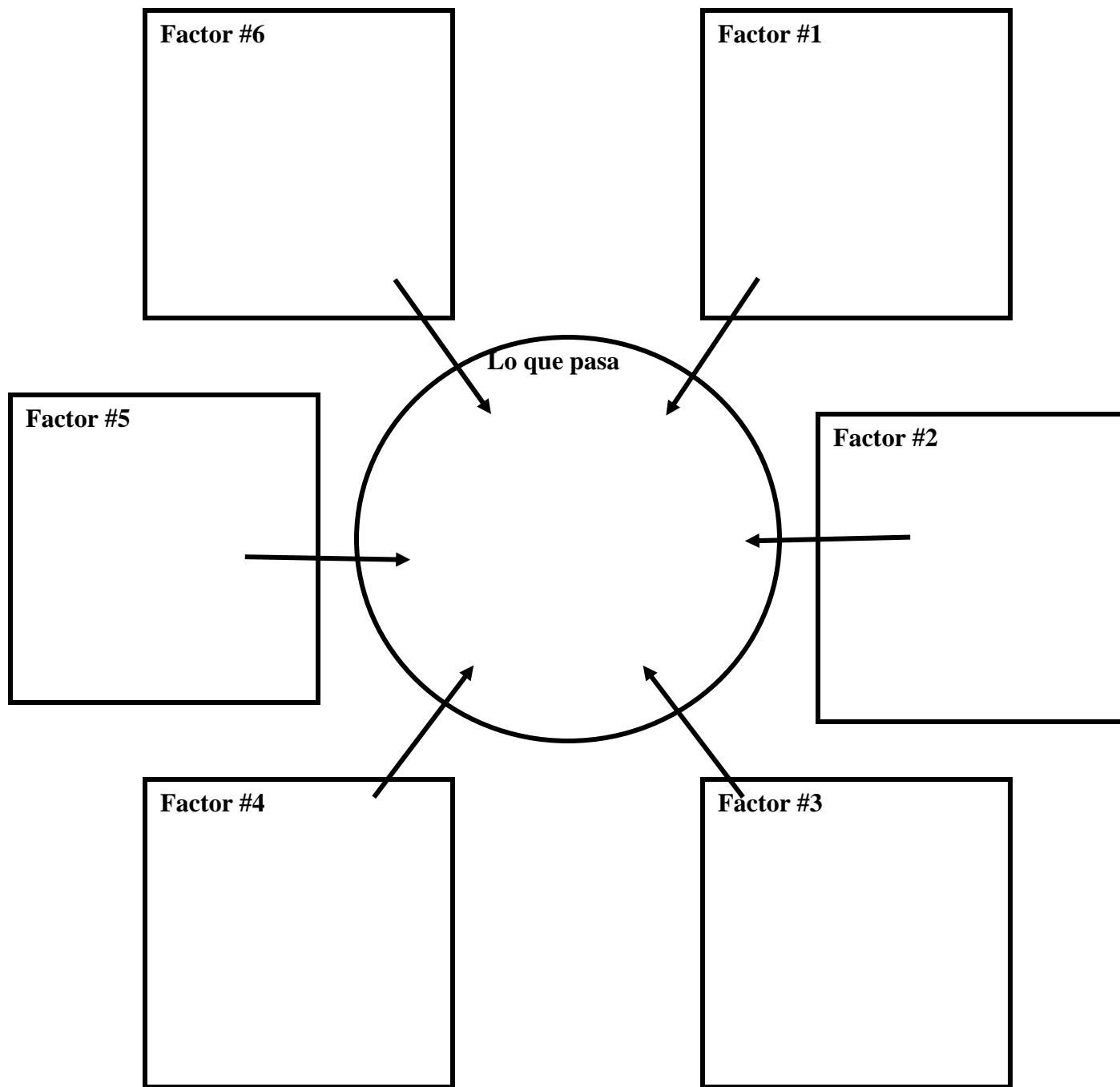
Nombre: _____ Fecha: _____



GO.4.10

TEMA: _____

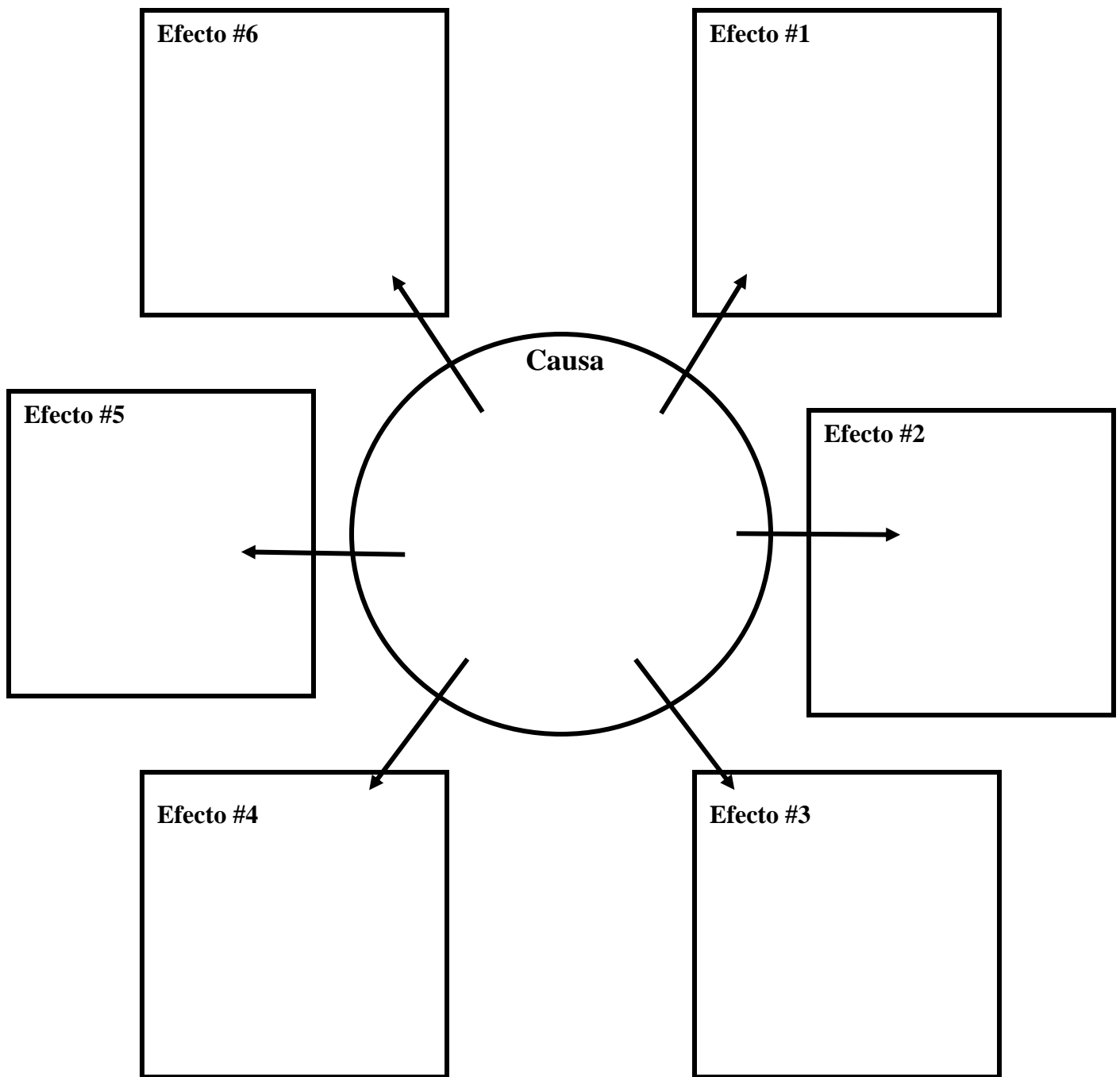
Nombre: _____ **Fecha:** _____



GO.4.11

TEMA: _____

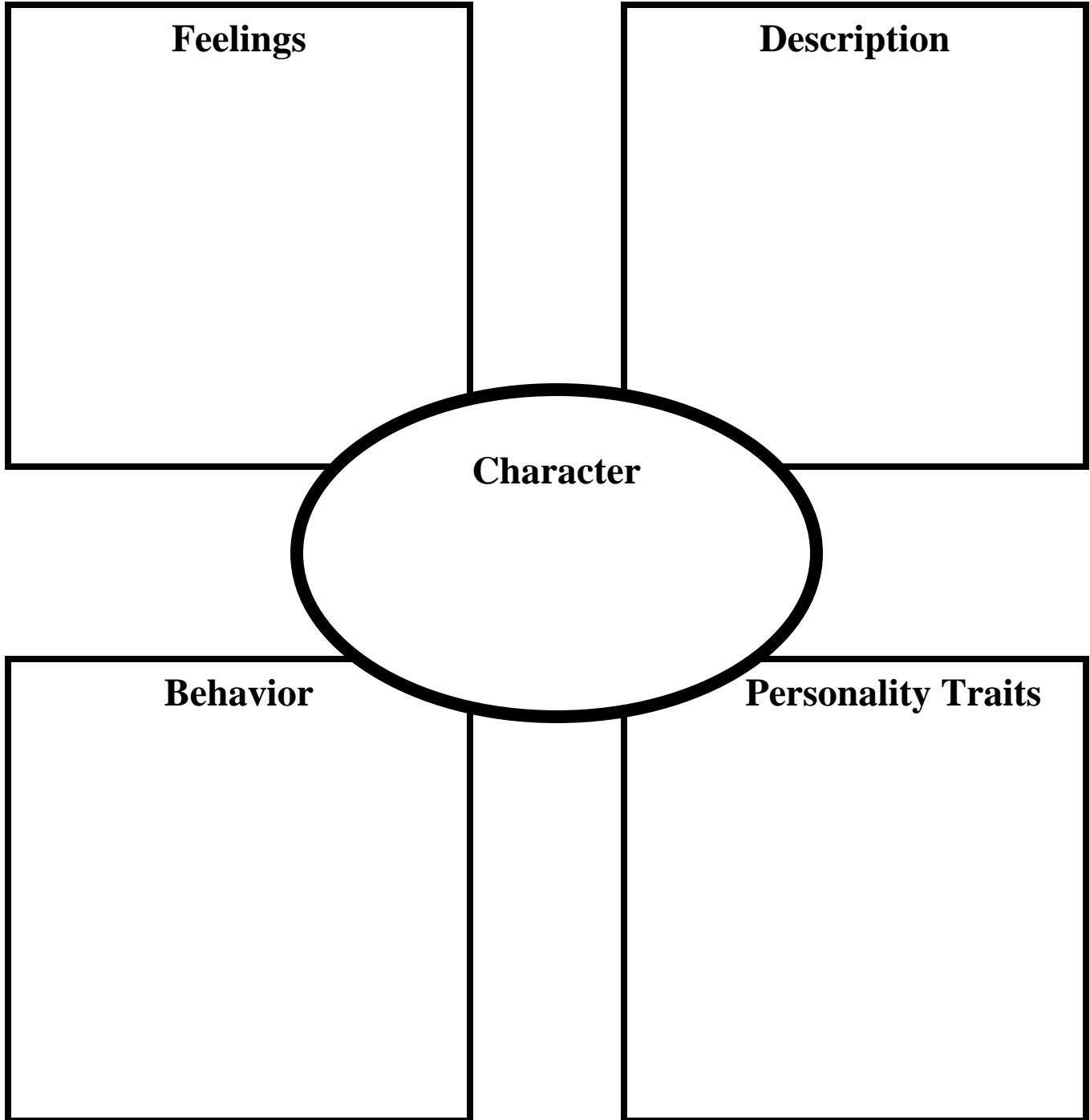
Nombre: _____ **Fecha:** _____



GO.4.12

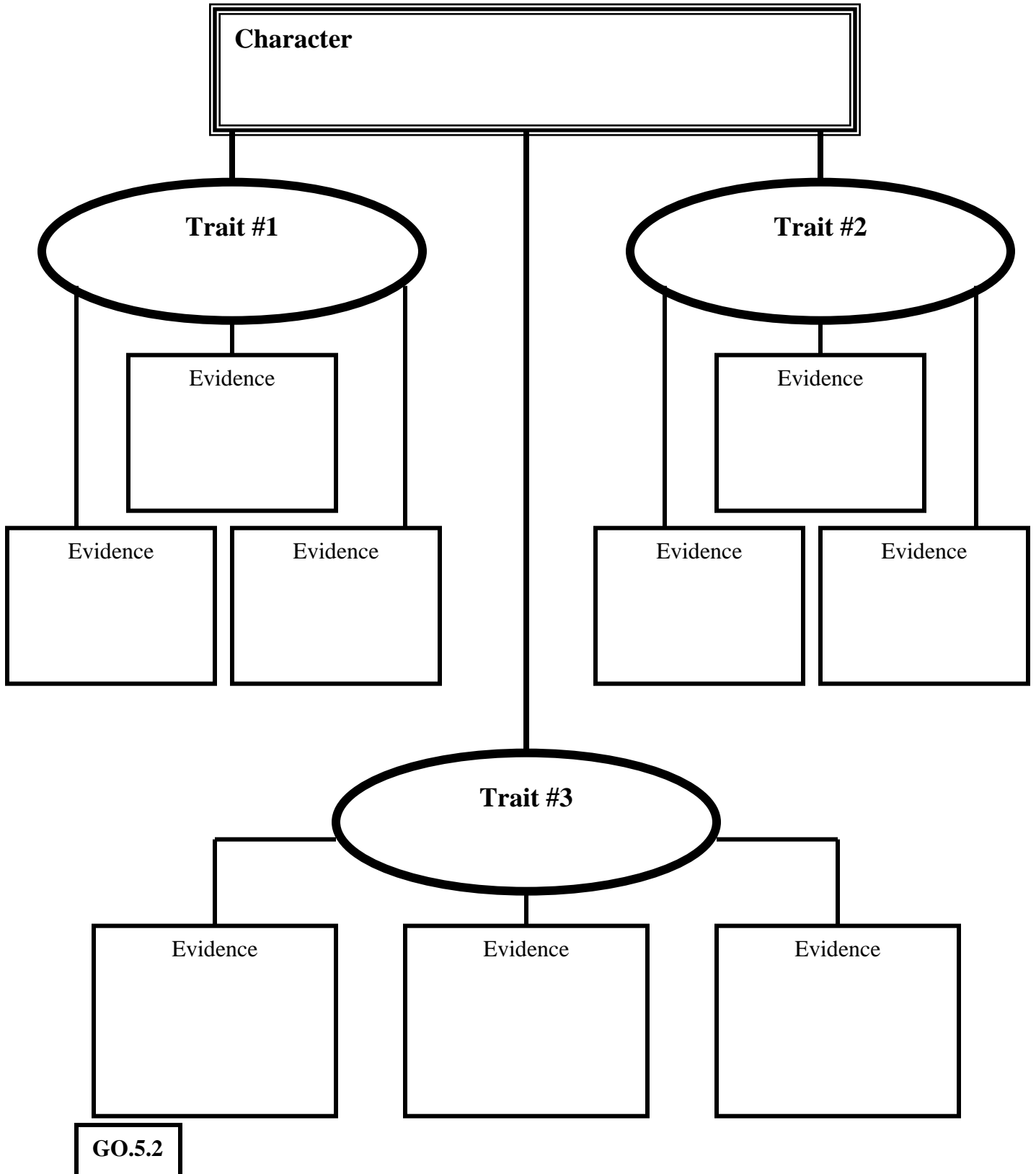
CHARACTER MAP #1

Name: _____ Date: _____



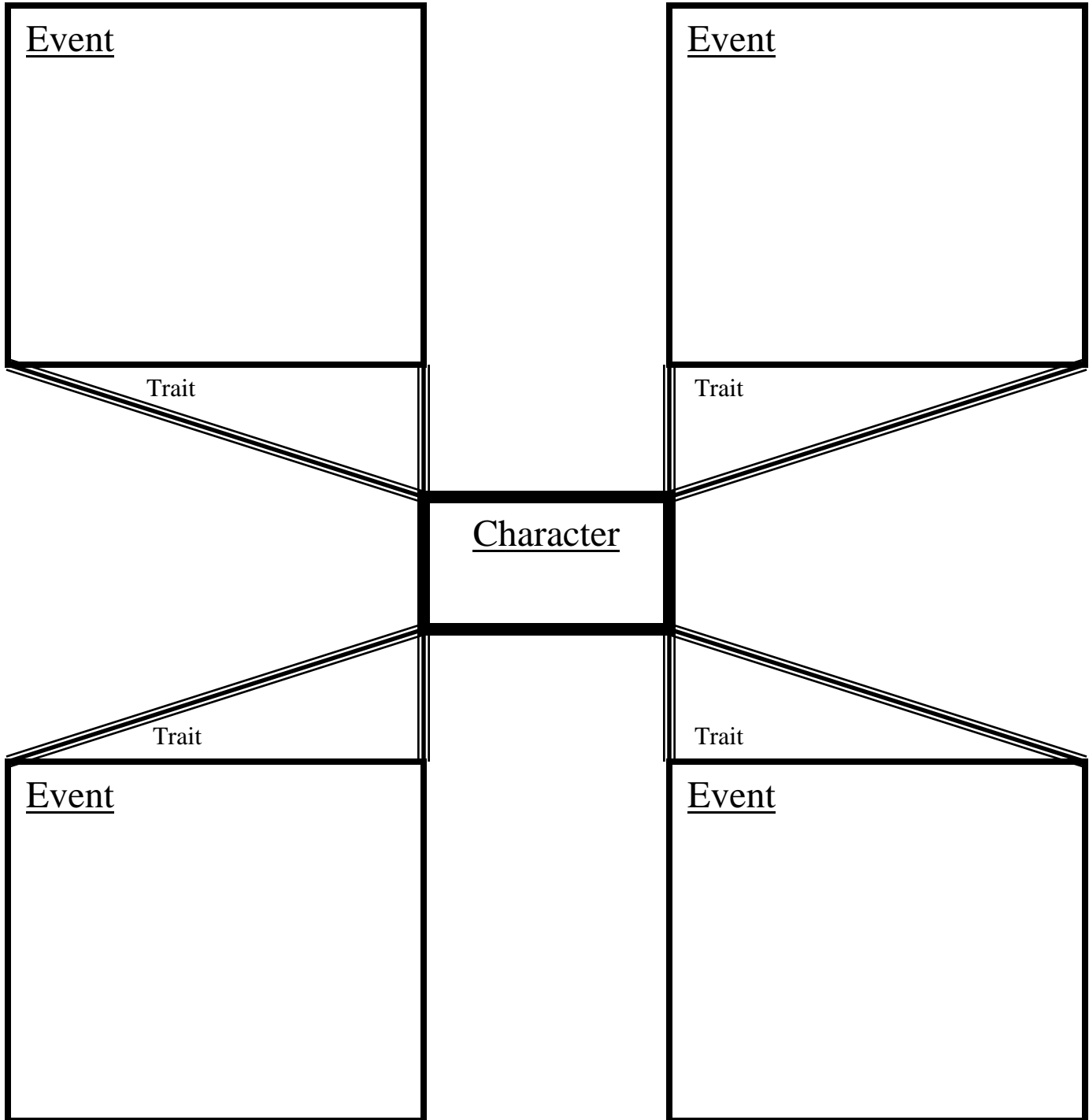
CHARACTER MAP # 2

Name: _____ Date: _____



CHARACTER MAP # 3

Name: _____ Date: _____



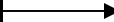
FEELINGS

Name: _____ Date: _____

Describe the character in the beginning.

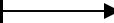


Event #1



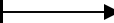
The character feels...

Event #2



The character feels...

Event #3



The character feels...

Event #4



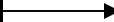
The character feels...

Event #5



The character feels...

Event #6



The character feels...



Describe the character at the end.

ATTRIBUTE WEB #1

Name: _____ Date: _____

Acts:

1. _____

2. _____

3. _____

4. _____

Feels:

1. _____

2. _____

3. _____

4. _____



Looks:

1. _____

2. _____

3. _____

4. _____

Says:

1. _____

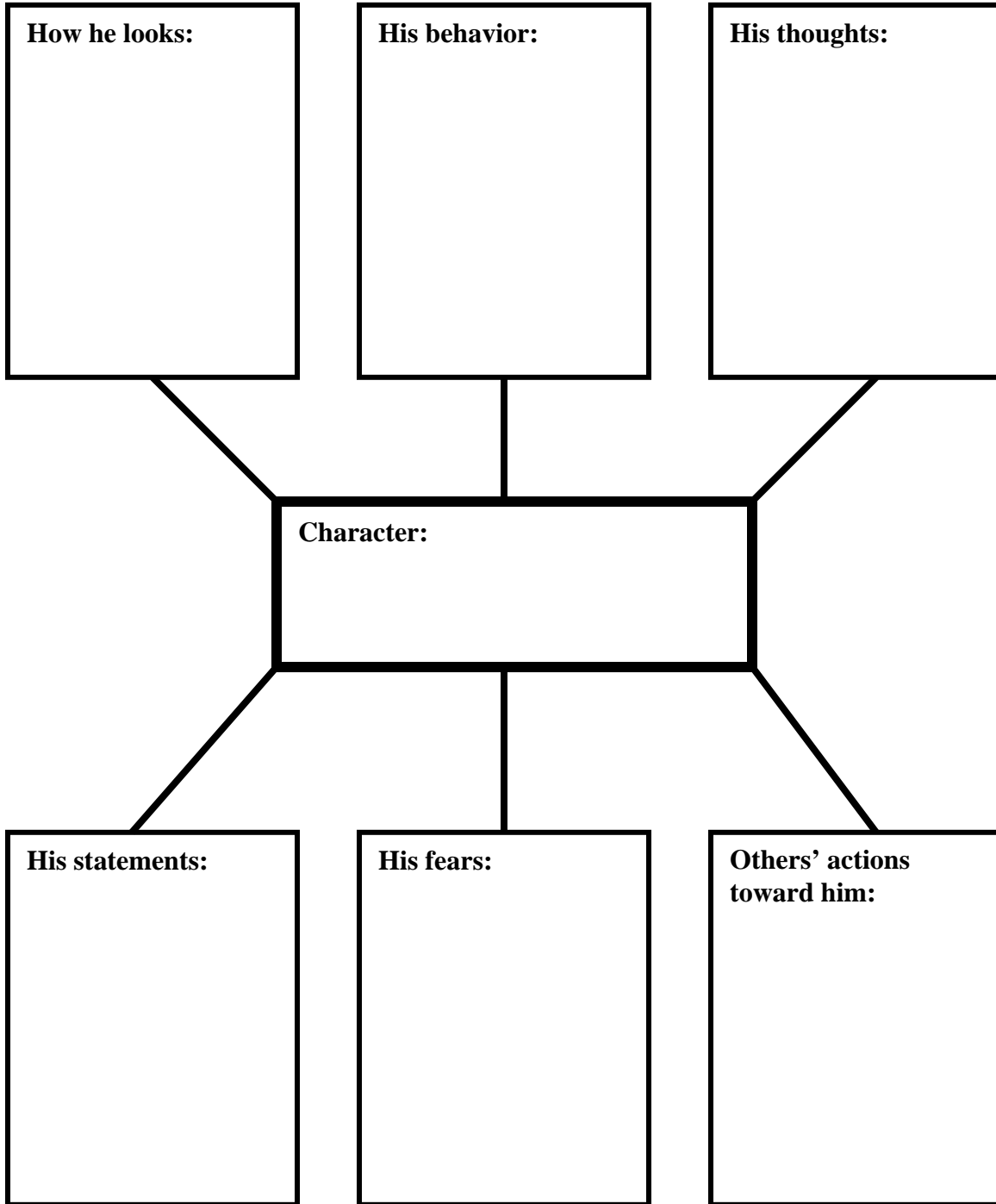
2. _____

3. _____

4. _____

ATTRIBUTE WEB #2

Name: _____ Date: _____



GO.5.6

ATTRIBUTE WEB #3

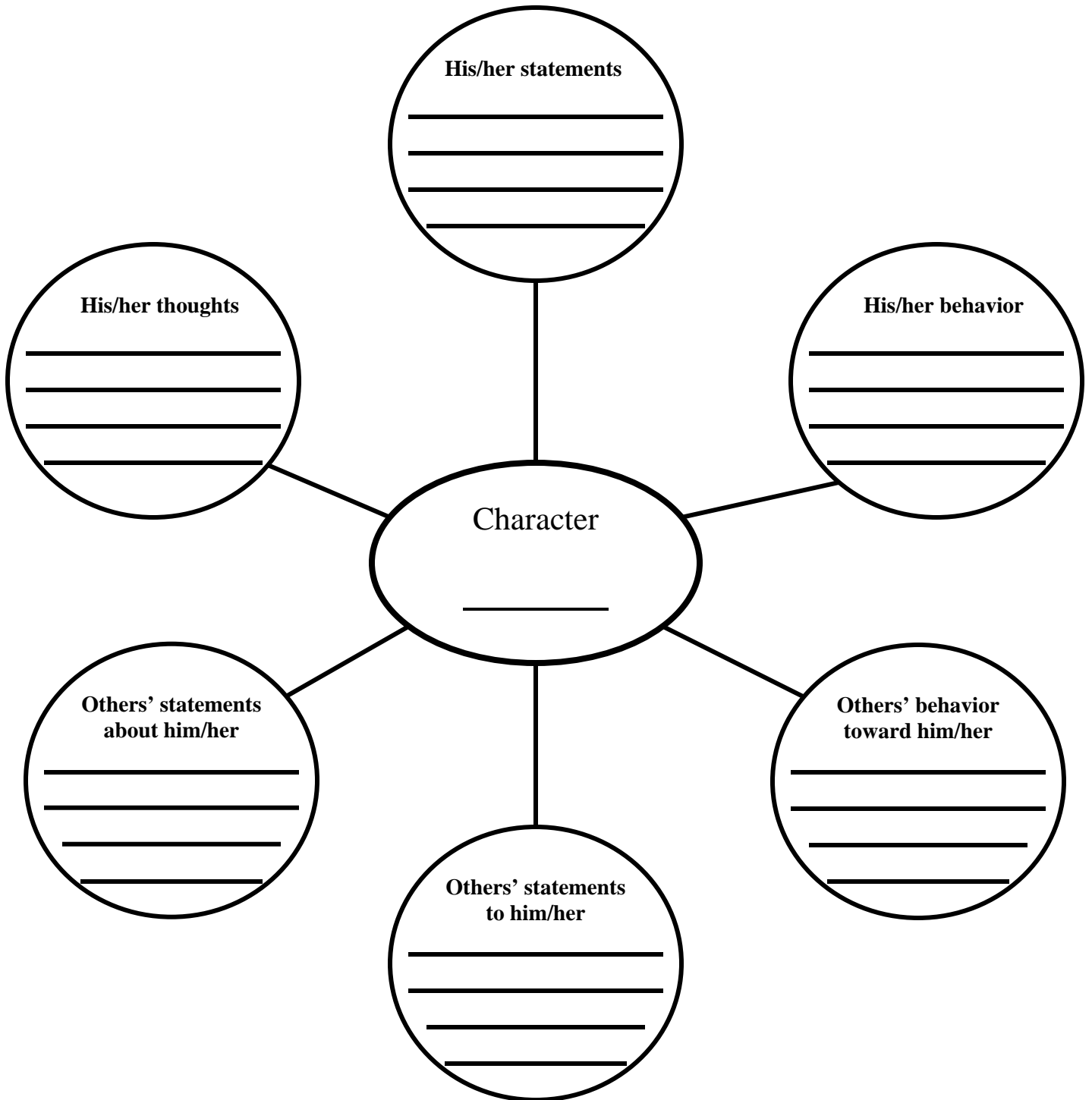
Name: _____ Date: _____

Character	One Word Description	Appearance	Significance to the Story	Do you know anyone similar?

GO.5.7

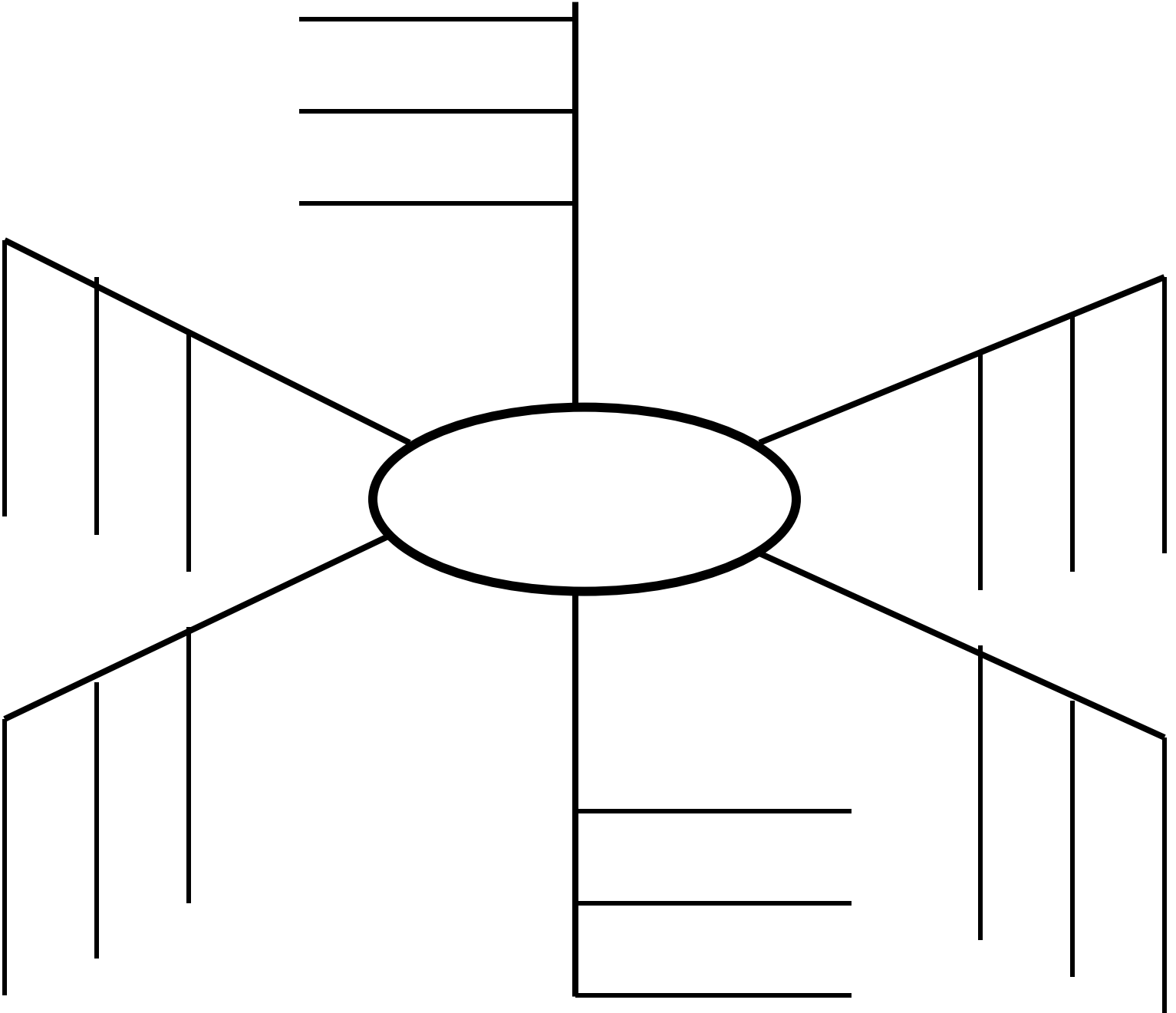
ATTRIBUTE WEB # 4

Name: _____ Date: _____



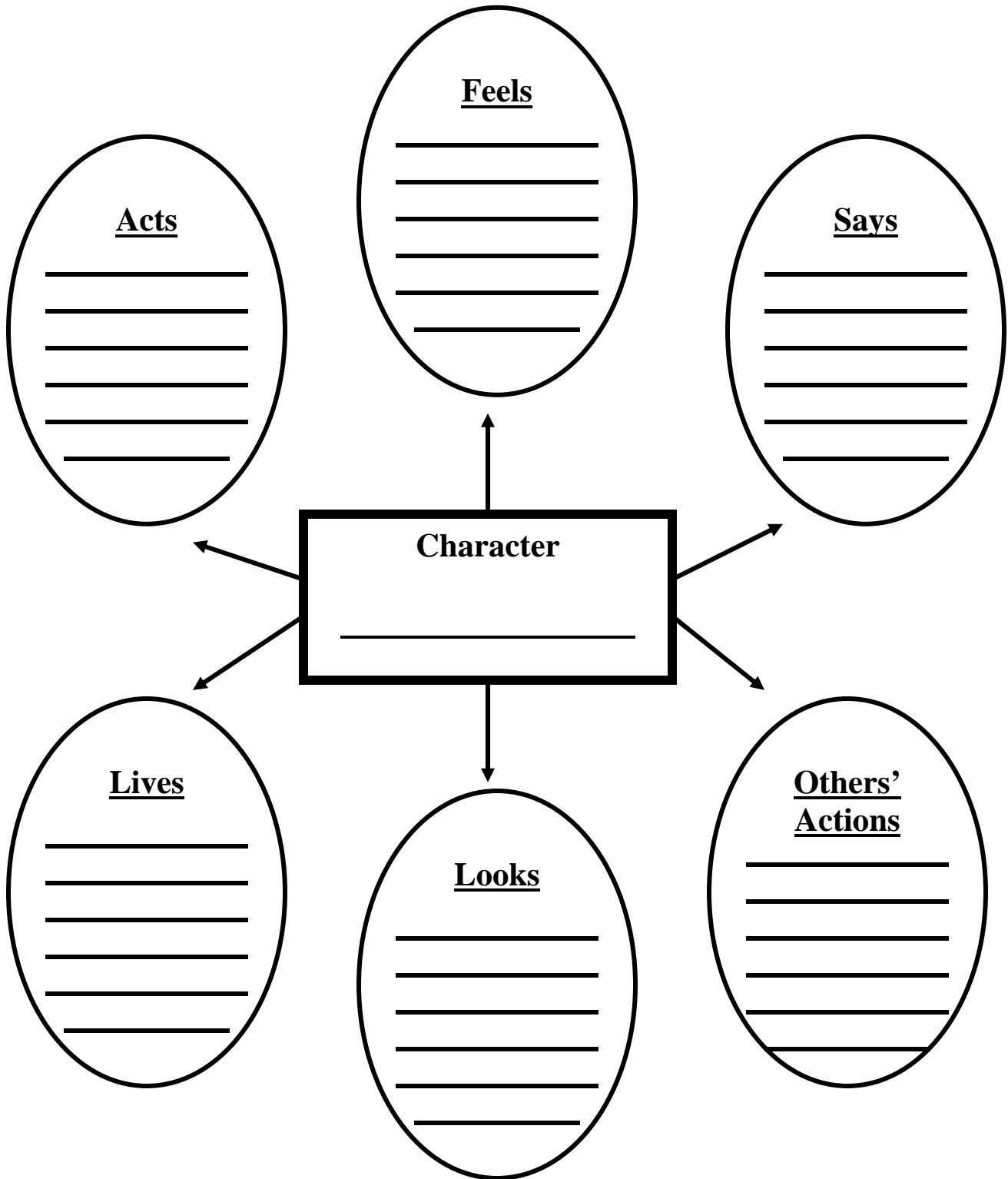
ATTRIBUTE WEB # 5

Name: _____ Date: _____



ATTRIBUTE WEB # 6

Name: _____ Date: _____



CHARACTERIZATION

Name: _____ Date: _____

Illustration:

Traits:

CHARACTERIZATION FEELING WORDS

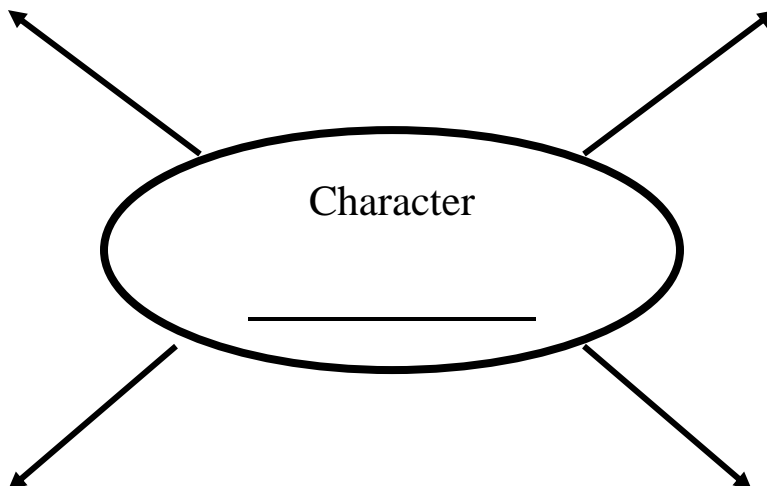
Name: _____ Date: _____

_____ was _____

because:

_____ was _____

because:



_____ was _____

because:

_____ was _____

because:

CHARACTERIZATION

Name: _____ Date: _____

Character:

Physical Appearance:

Actions:

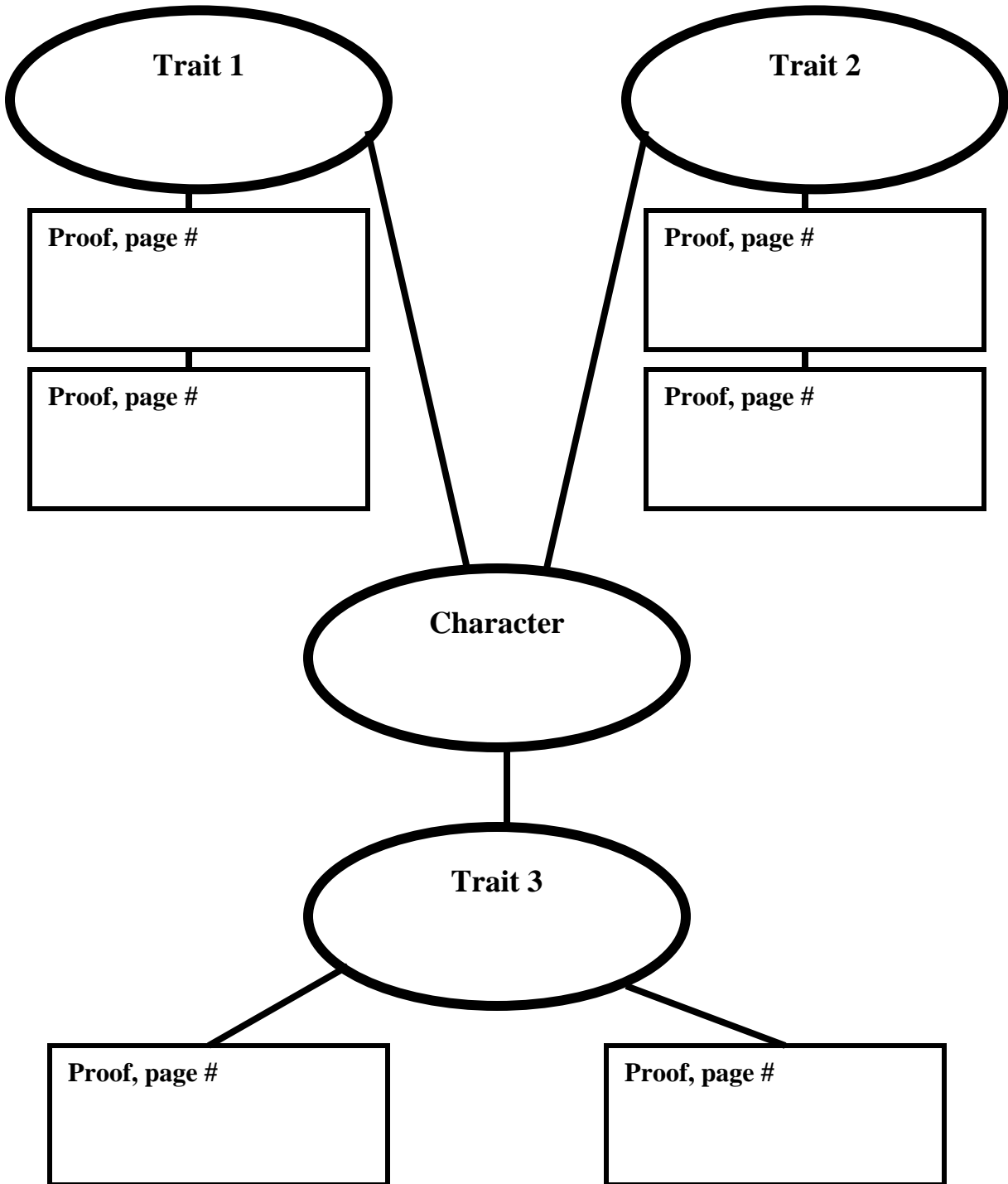
Thoughts and Words:

Other Characters Thoughts and Feelings:

Author Tells Directly:

CHARACTER MAP

Name: _____ Date: _____



BOOK _____

CHARACTER TRAITS AND TEXTUAL EVIDENCE

Name: _____ Date: _____

Character Trait:

Quote (pg. ____) :

Explanation:

Quote (pg. ____) :

Explanation:

Quote (pg. ____) :

Explanation:

Quote (pg. ____) :

Explanation:

CHARACTER ANALYSIS

Name: _____ Date: _____

TITLE OF STORY: _____

ASSIGNMENT CHAPTER(S) OR PAGES: _____

Keep a list of characters in the story/novel and use the character trait list to describe each one. Circle the page and the paragraph that proves these characters have the traits you mention.

Name: Traits: Page: Paragraph:

1.	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

2.	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

3.	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

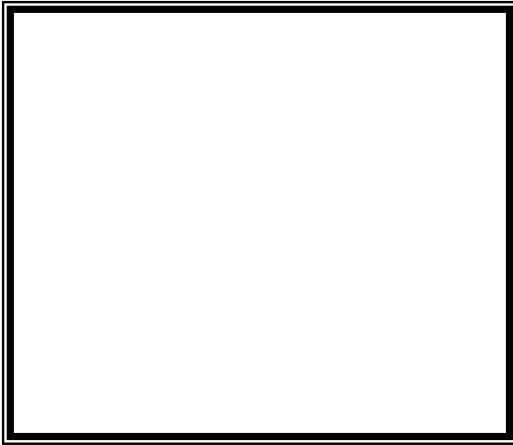
4.	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

GO.5.16

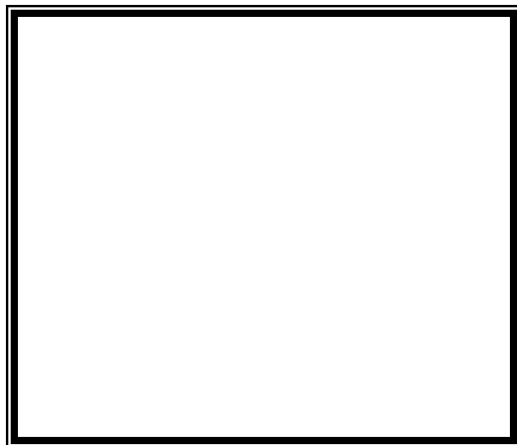
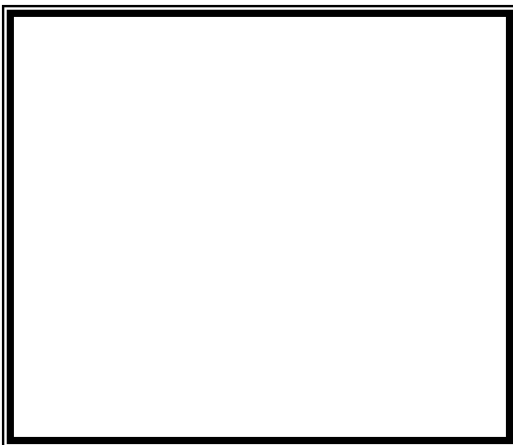
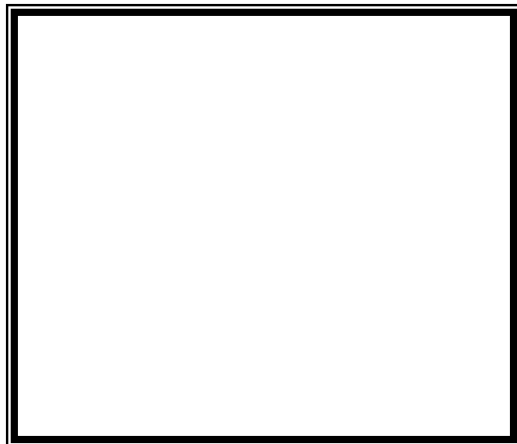
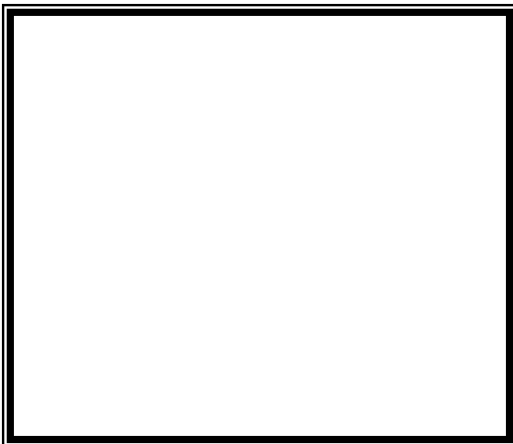
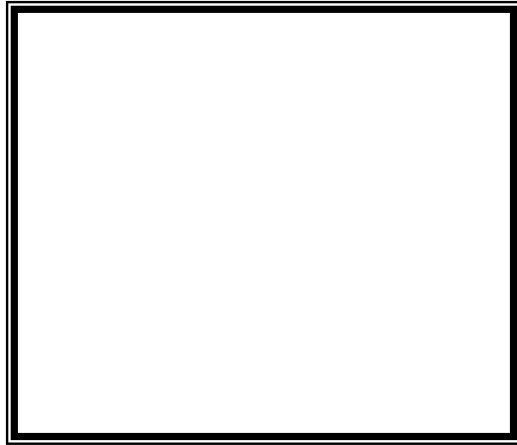
CHARACTER SCRAPBOOK

Name: _____ Date: _____

Name:

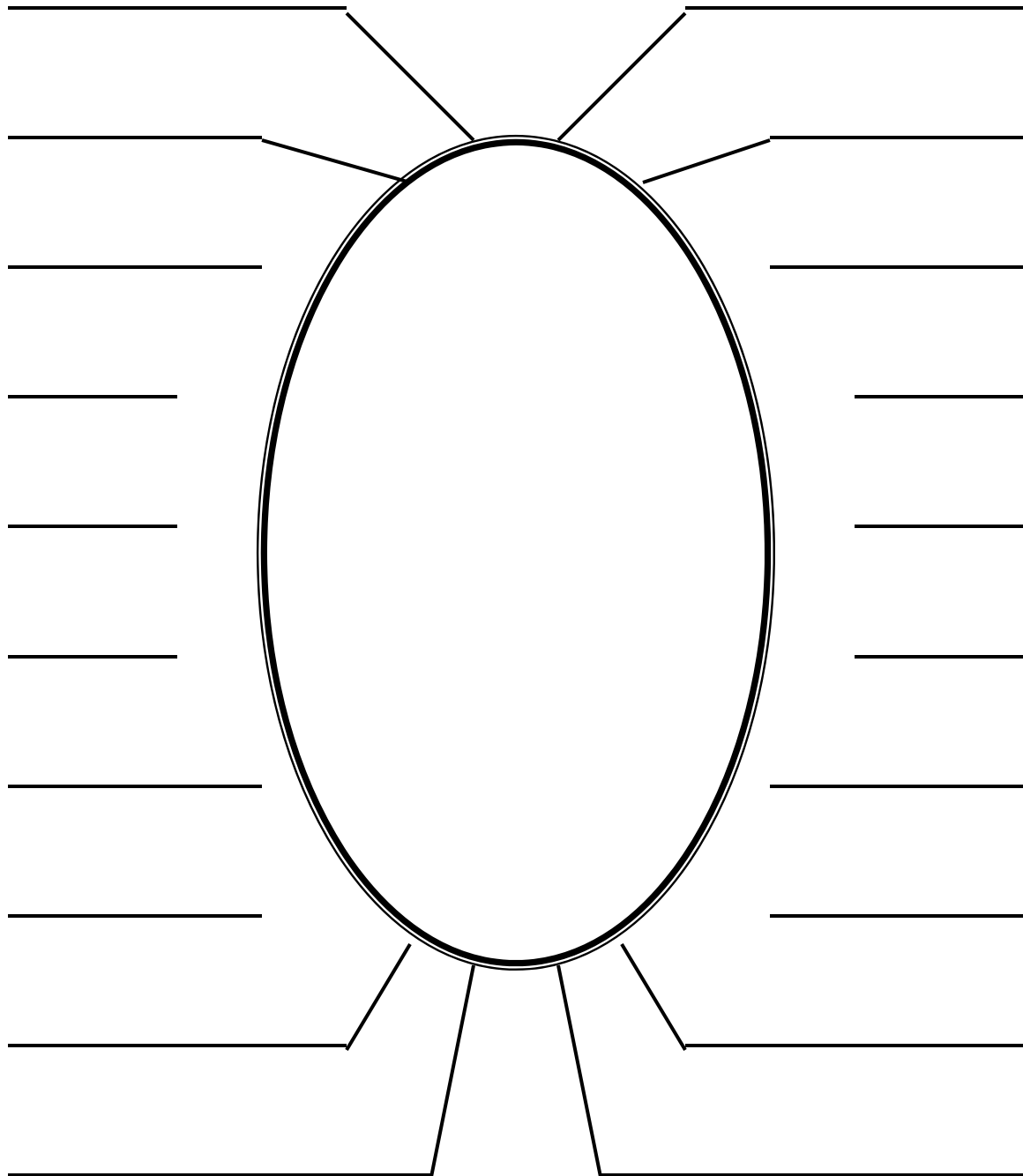


Title:



CHARACTER CLUSTER FOR A PERFECT _____

Name: _____ Date: _____



DESCRIPTION FOR _____

Name: _____ Date: _____

Directions: Place your character's name in the center of the graphic organizer. On the top line of each section of the organizer, list an essential human attribute your character possesses. On the lines below each attribute, provide pieces of evidence from the story that exhibit the attributes you have chosen.

The graphic organizer consists of a central oval with four arrows pointing outwards to four quadrants. Each quadrant contains seven horizontal lines for writing. The top two quadrants are currently empty, while the bottom two quadrants contain faint, illegible text.

DESCRIPTION FOR ME

Name: _____ Date: _____

My goals for this year

My favorite movie / T.V. shows

My favorite foods

My favorite books

Paste your picture here.

My hobbies

My favorite songs

My family

My friends

TRAIT CHART

Name: _____ Date: _____

Character A: _____ Character B: _____

Trait:

Trait:

Evidence	page	Evidence	page

TRAIT CHART II

Name: _____ Date: _____

Evidence to support the trait _____

***** Remember to include page numbers!!**

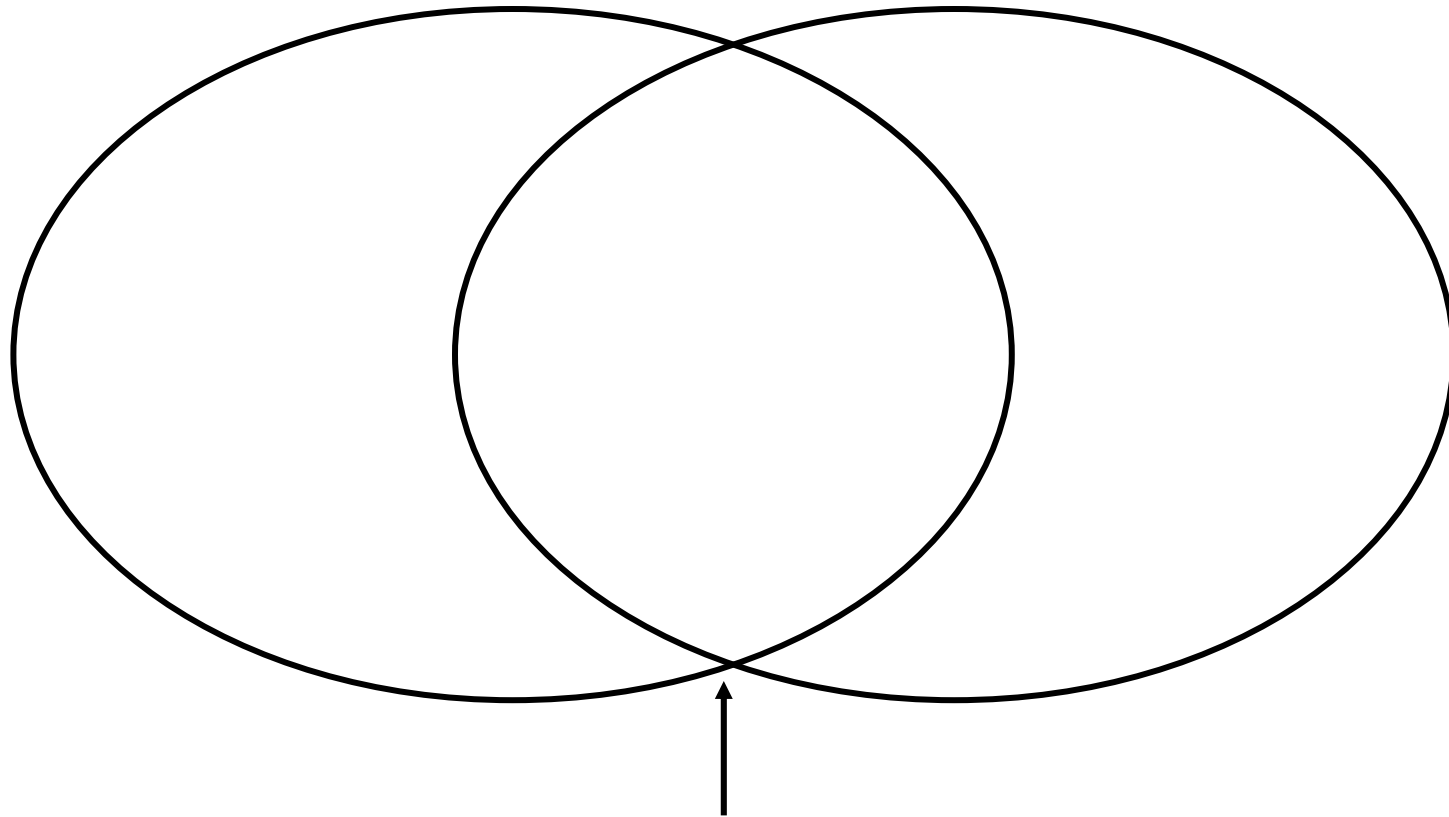
Name of character _____	Me

COMPARISON AND CONTRAST

Name: _____ Date: _____

Features Unique to A: _____

Features Unique to B: _____



Features Common to A and B

GO.6.14

COMPARISON AND CONTRAST

Name: _____ Date: _____

Good Reason For

Good Reasons For Both

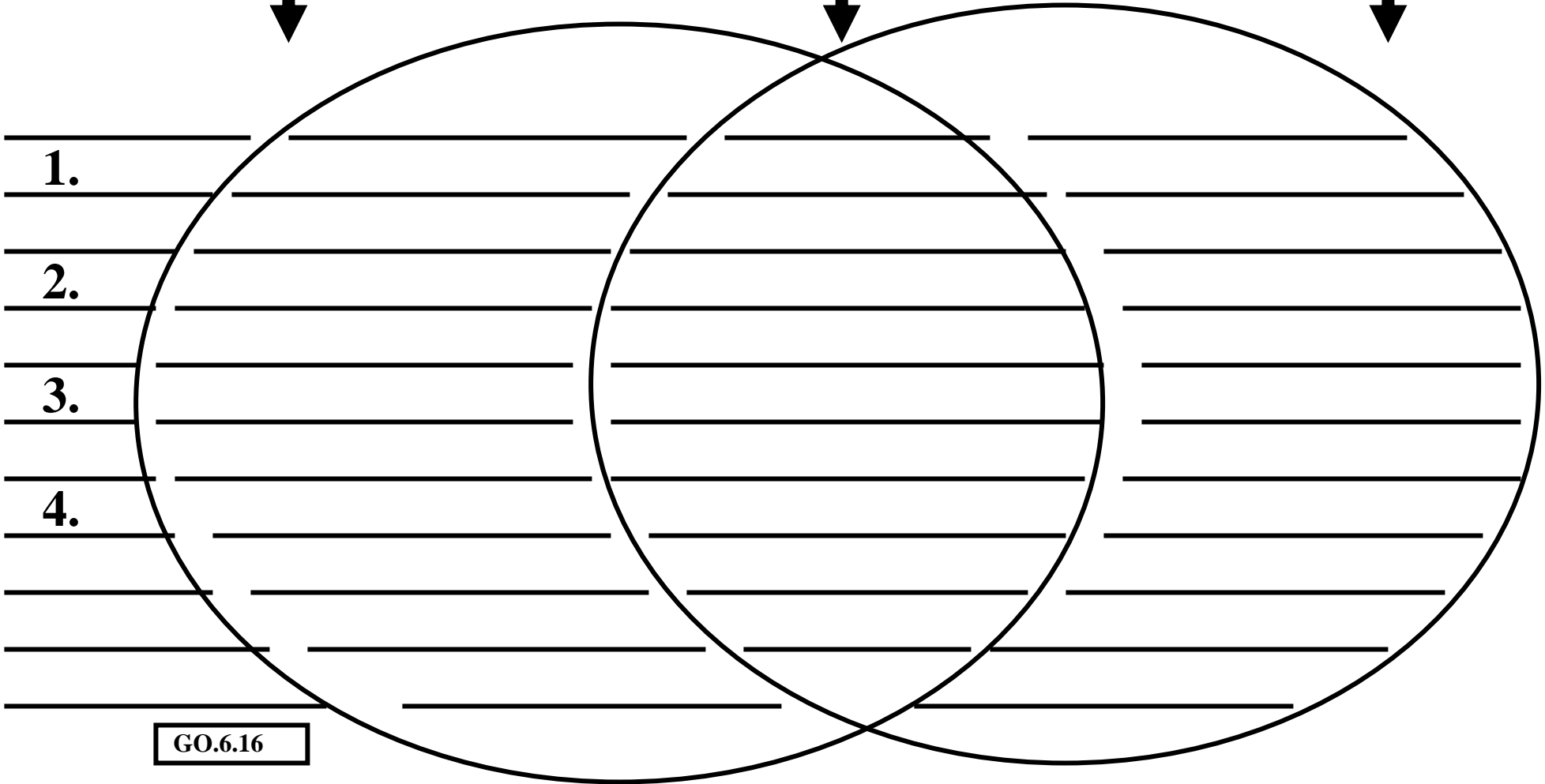
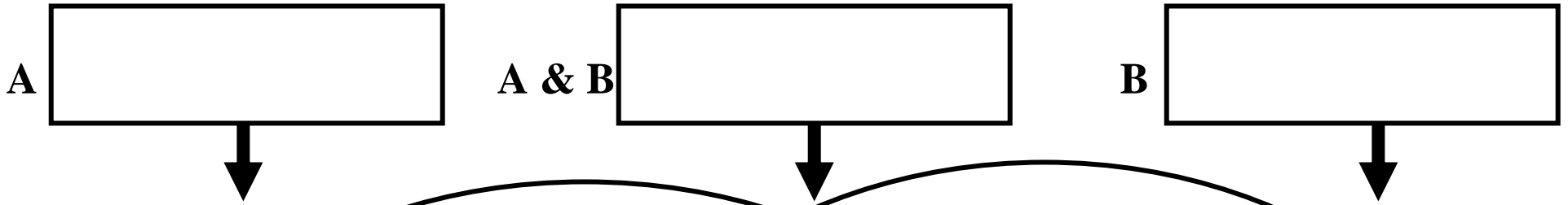
Good Reason For

--	--	--

GO.6.15

A VENN DIAGRAM

Name: _____ Date: _____



Topic: _____

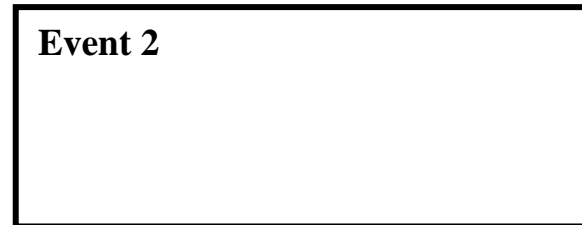
Name: _____ Date: _____

COMPARE AND CONTRAST

Event 1



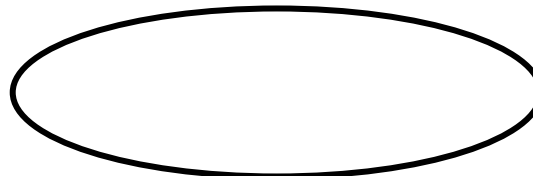
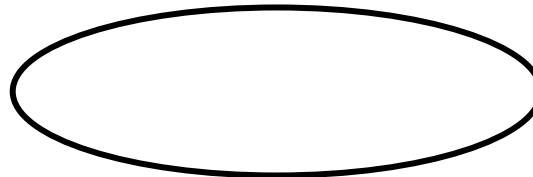
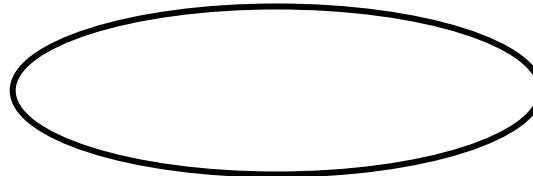
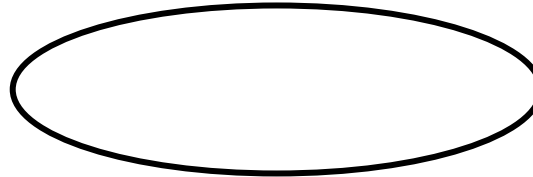
Event 2



Different

Same

Different

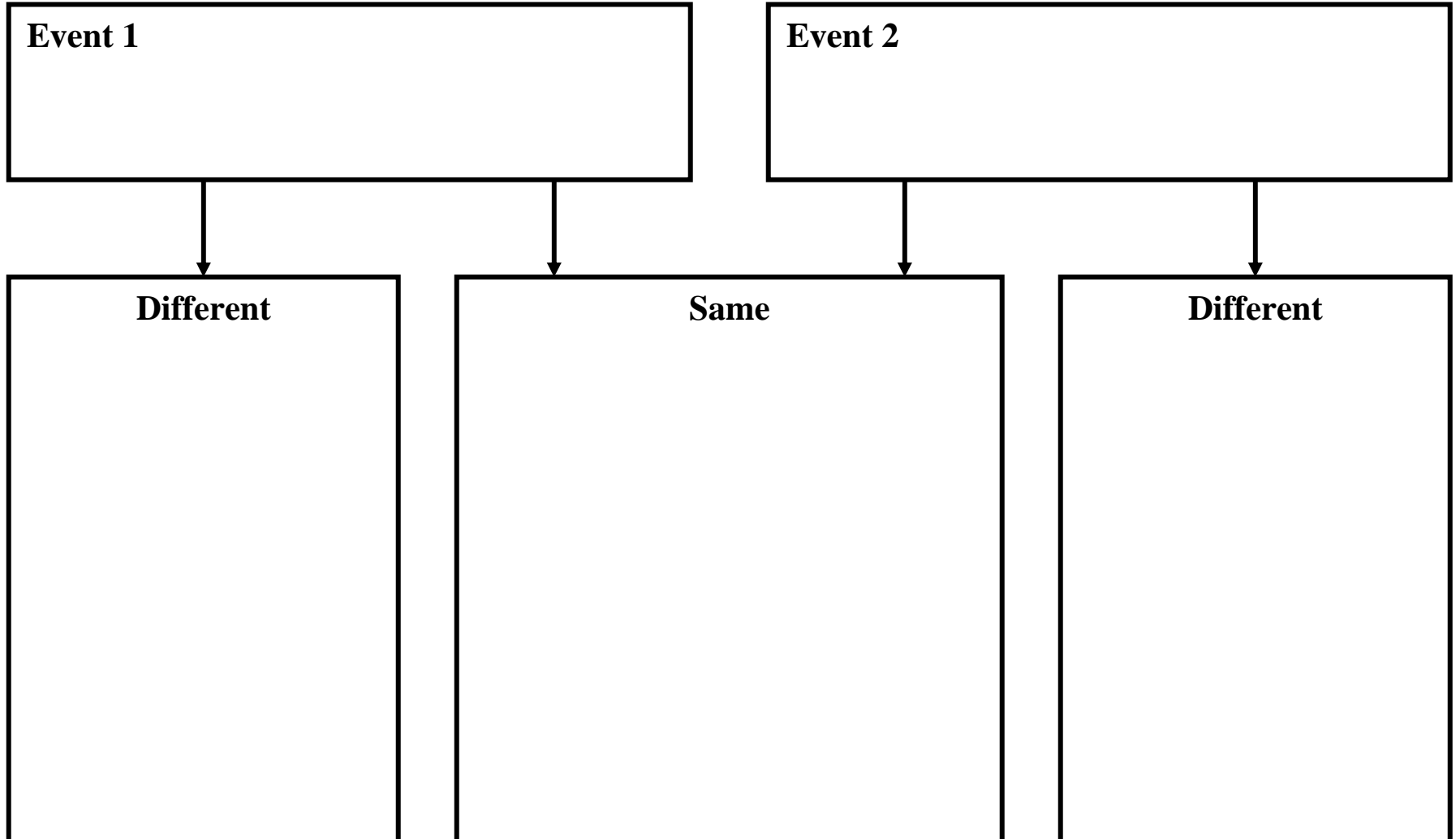


GO.6.17

Topic: _____

Name: _____ Date: _____

COMPARE AND CONTRAST MAP



GO.6.18

Topic: _____

Name: _____ **Date:** _____

A: _____ **B:** _____ **C:** _____

True of A Only

True of A and B

True of B Only

True of B and C

True of C Only

--	--	--	--	--

GO.6.19

COMPARING ME TO A CHARACTER IN A BOOK

Name: _____ Date: _____

Character

Me

1. _____

2. _____

3. _____

1. _____

2. _____

3. _____

COMPARE AND CONTRAST DIAGRAM

Name: _____ Date: _____

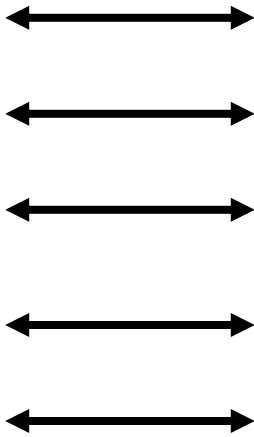
Concept 1 _____

Concept 2 _____

How Alike?

How Different?

With Regard To



FINDING SIMILARITIES AND DIFFERENCES

Name: _____ Date: _____

How Alike?

How Different?

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

THEN / NOW COMPARISON

Name: _____ Date: _____

Title/Topic _____

THEN

NOW

GO.6.4

COMPARE – AND – CONTRAST CHART

Name: _____

Date: _____

Characteristics	Items Being Compared	

Conclusions _____

Name: _____ Date: _____

REALITY VS. FANTASY CHART

Reality	Fantasy
How are the animals realistic? 1. _____ _____ 2. _____ _____ 3. _____ _____ 4. _____ _____ 5. _____ _____	How are the animals based on fantasy? 1. _____ _____ 2. _____ _____ 3. _____ _____ 4. _____ _____ 5. _____ _____

THREE-WAY VENN DIAGRAM

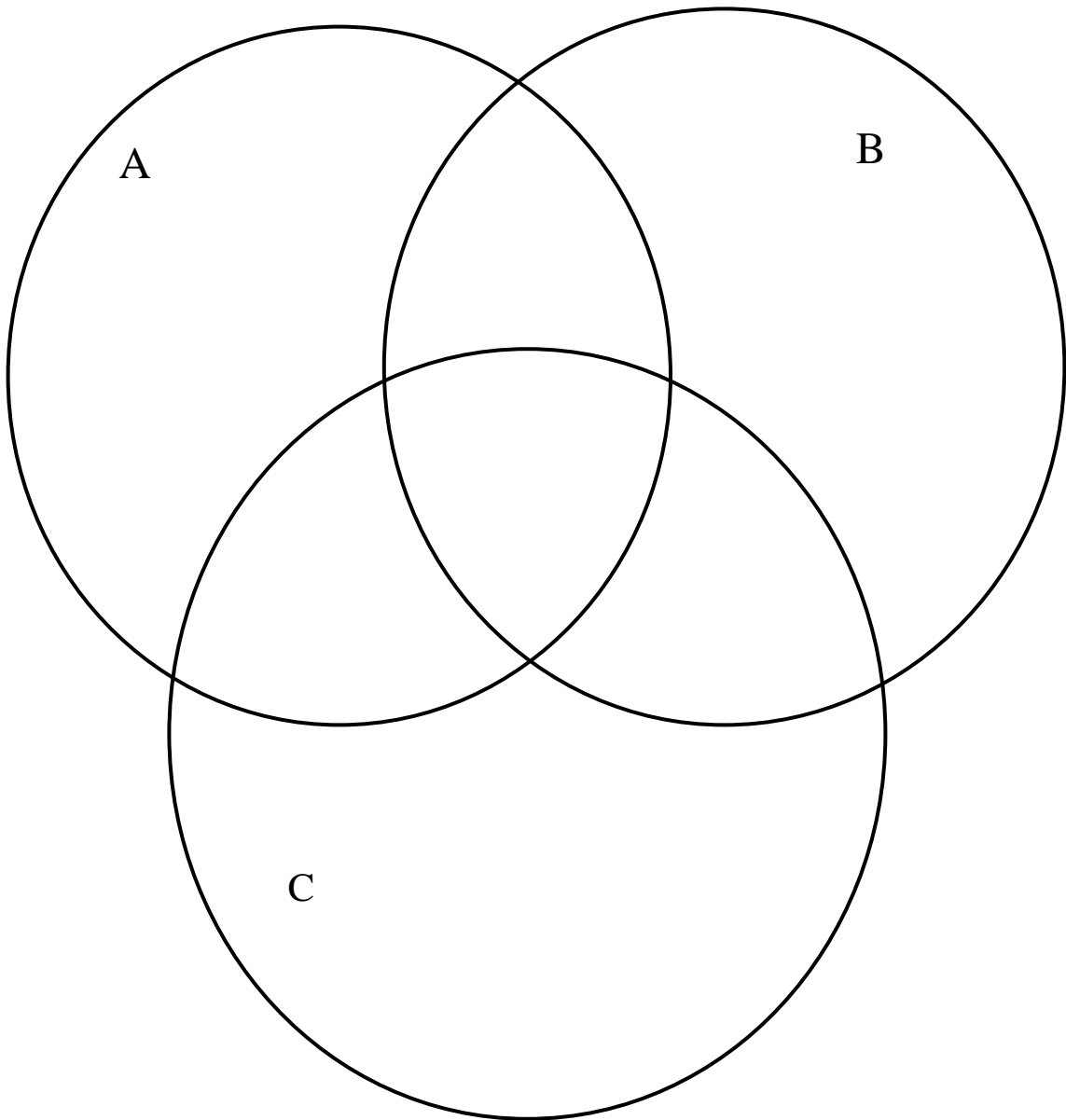
Name: _____ Date: _____

Title/Topic _____

Comparing A _____

B _____

C _____



COMPARING PEOPLE

Name: _____ Date: _____

Directions: Write the names of three candidates, students, leaders, historical figures or other people across the top of the matrix. In each box identify a situation which that person has demonstrated that characteristic.

	Name	Name	Name
Confidence			
Good Character Traits			
Communication Ability			
Teamwork Abilities			
Initiative			
Knowledge And Experience			

STORY EVENT INTENSITY GAUGE

Name: _____ Date: _____

From the point of view of:

HIGH	10				
	9				
	8				
	7				
	6				
	5				
	4				
	3				
	2				
	LOW	1			
		Story Event	Story Event	Story Event	Story Event

Writer's Name: _____

Speaker's Name: _____

Directions: What do you and your partner feel is **important** to put into a character comparison poster? With your partner, brainstorm **at least 5 things** that you both feel are important enough to be on an assessment list for this poster. Then, think of **2 work habits** that you will need to use while making the poster.

Things that are important to include on a character comparison poster:

1. _____

2. _____

3. _____

4. _____

5. _____

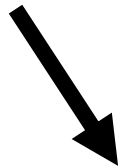
Work habits that we should remember to use while making the poster:

1. _____

2. _____

TOPIC: _____

Name: _____ **Date:** _____



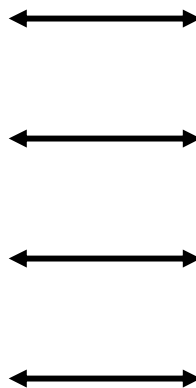
How The Same





How Different

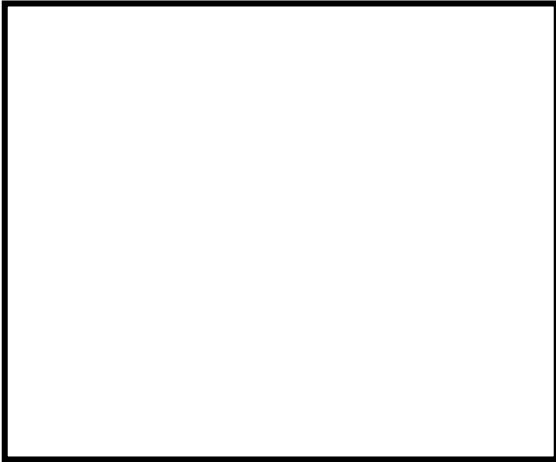




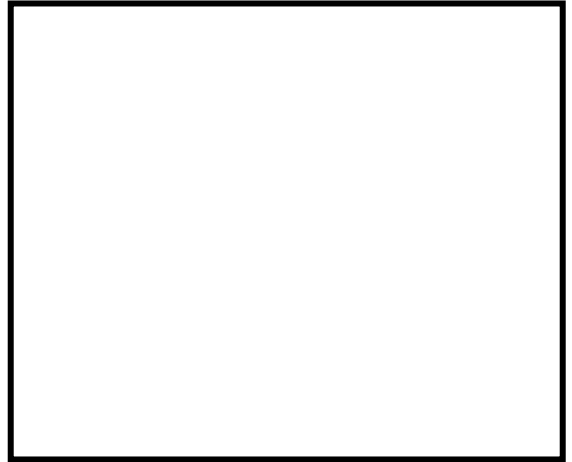
GO.6.11

COMPARISON

Name: _____ Date: _____



**is
similar
to**



Because

1. _____

2. _____

3. _____

GO.6.12

Name: _____

Date: _____

Reality vs. Fantasy Chart

Reality

How are the animals realistic?

1. _____

2. _____

3. _____

Fantasy

How are the animals based on fantasy?

1. _____

2. _____

3. _____

**LOOK AT
ME!**

Easy for Me

I'm Good at...

Name _____

Hard for Me

What I've Accomplished

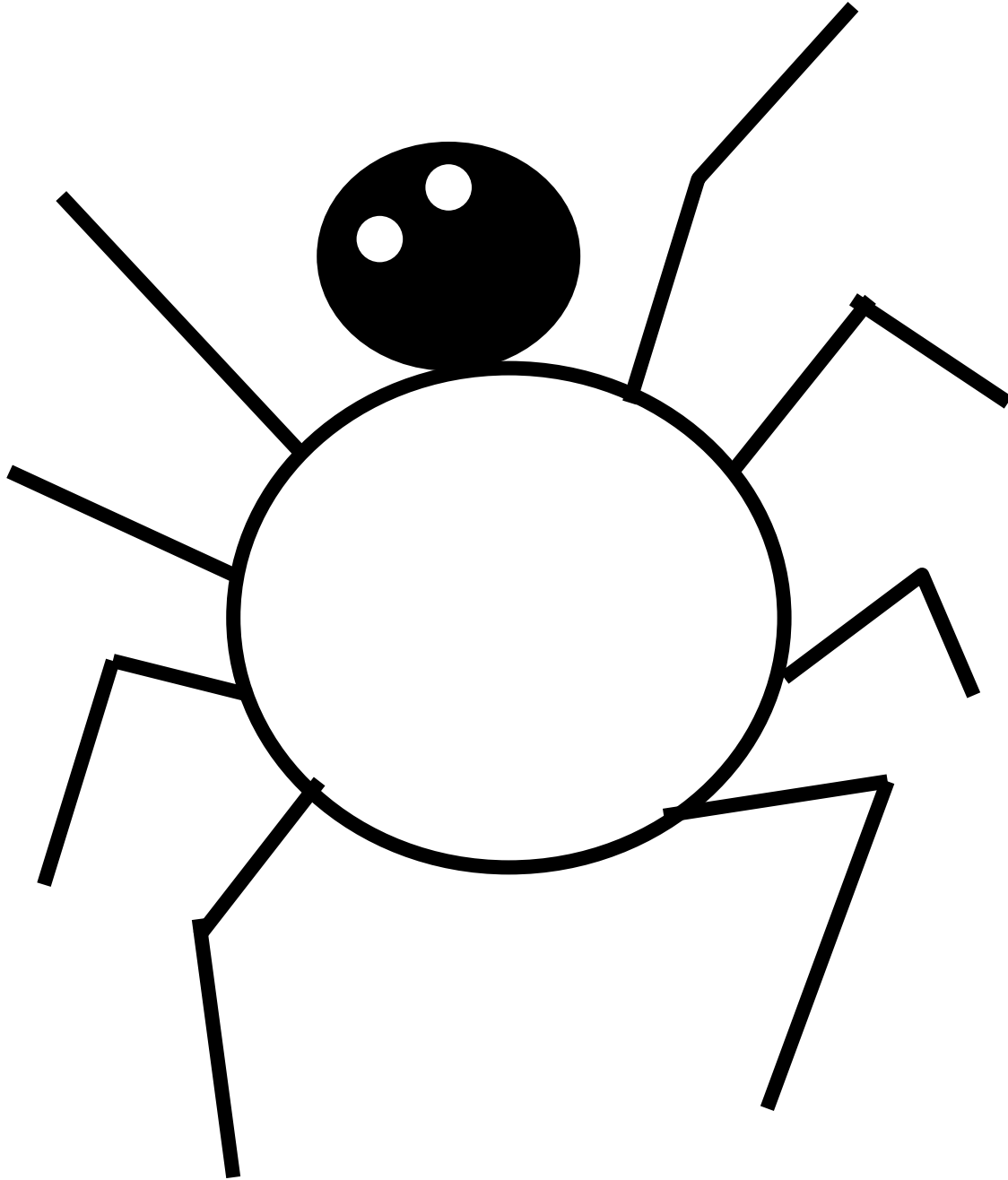
In the future I'd like to...

GO.7.7

PATTERN SPIDER PRE-WRITE

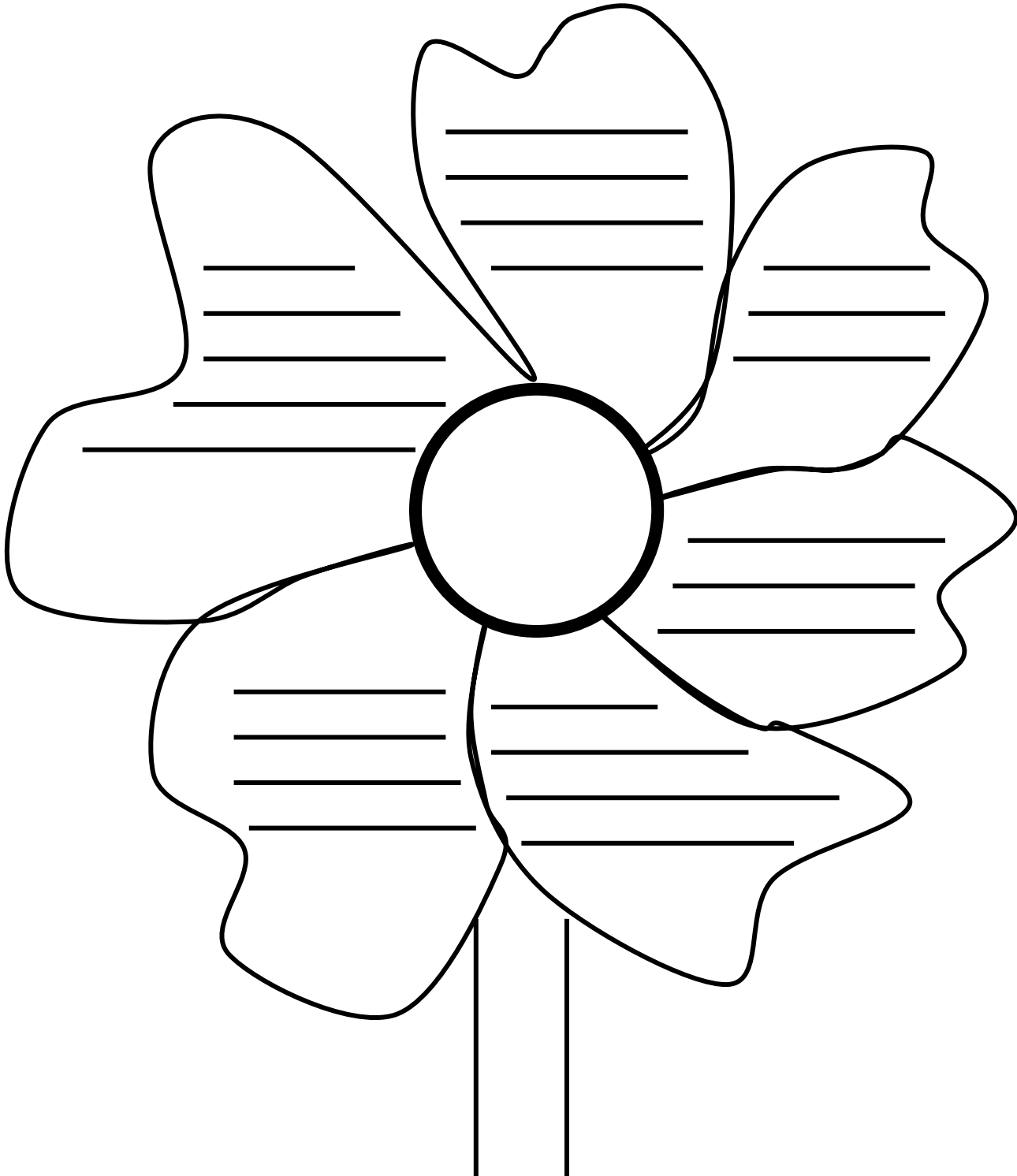
Name: _____

Title: _____



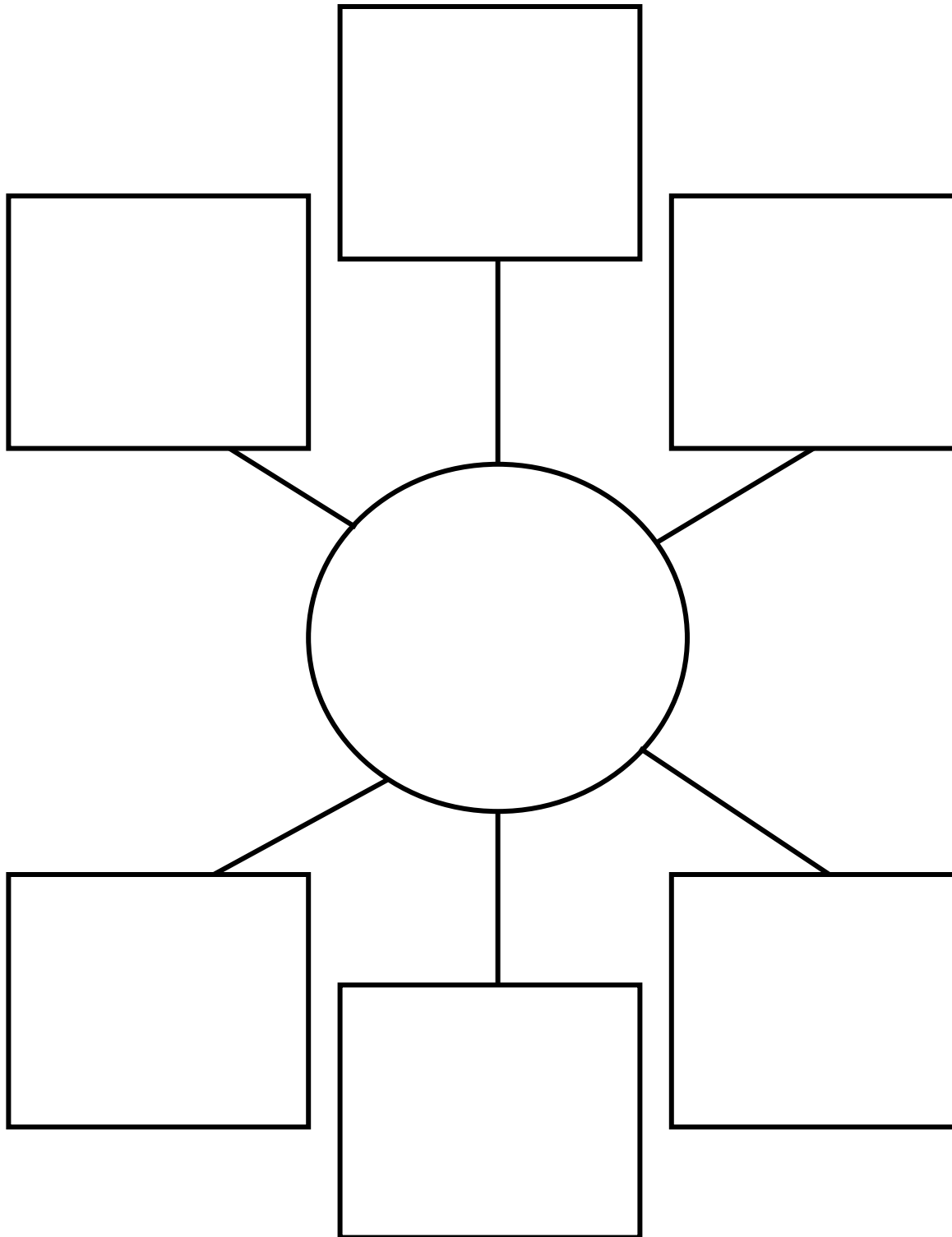
BLOOMING WORDS AND PHRASES

Name: _____



SIX ELEMENT CHART

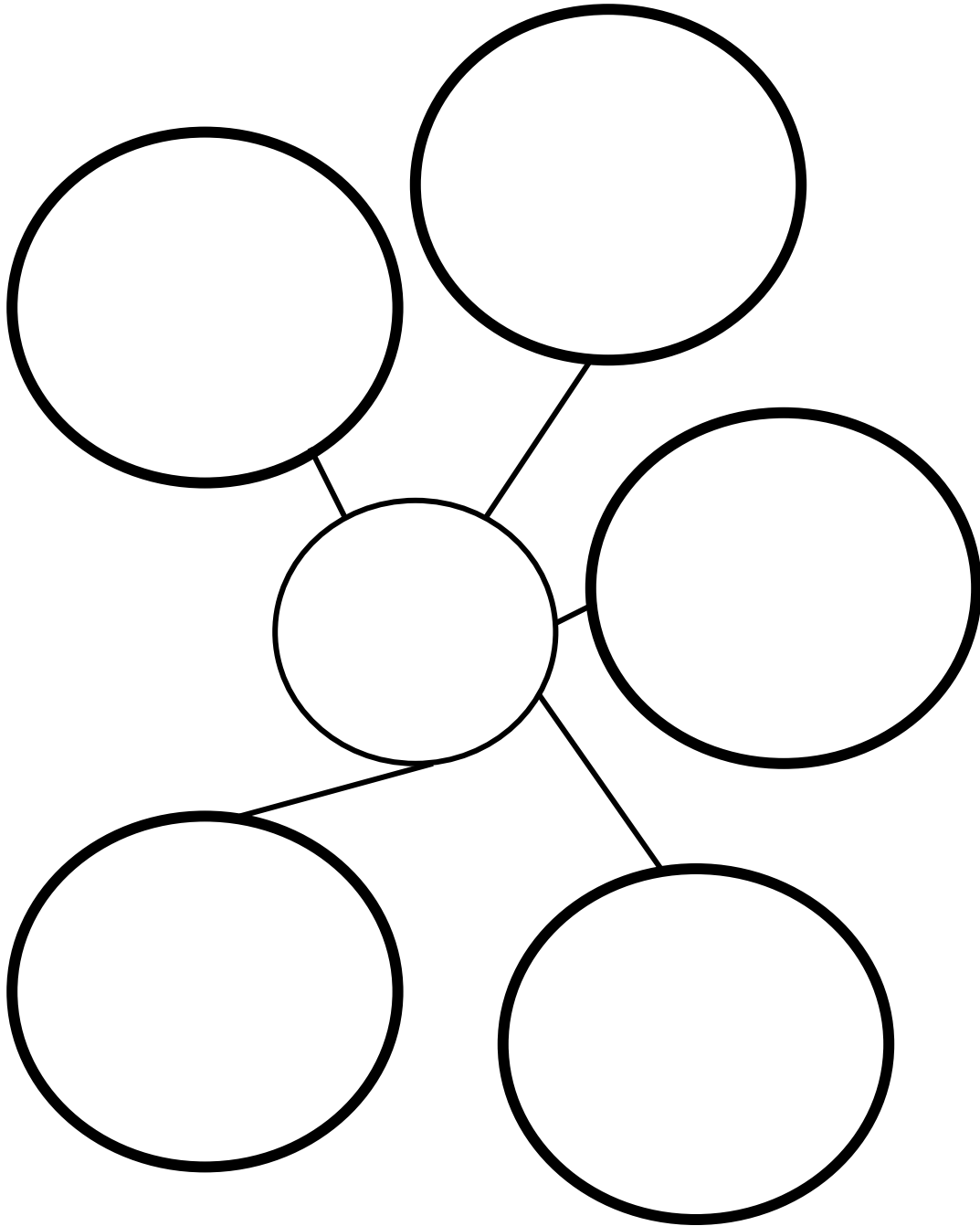
Name: _____



GO.7.10

FIVE ELEMENT WEB

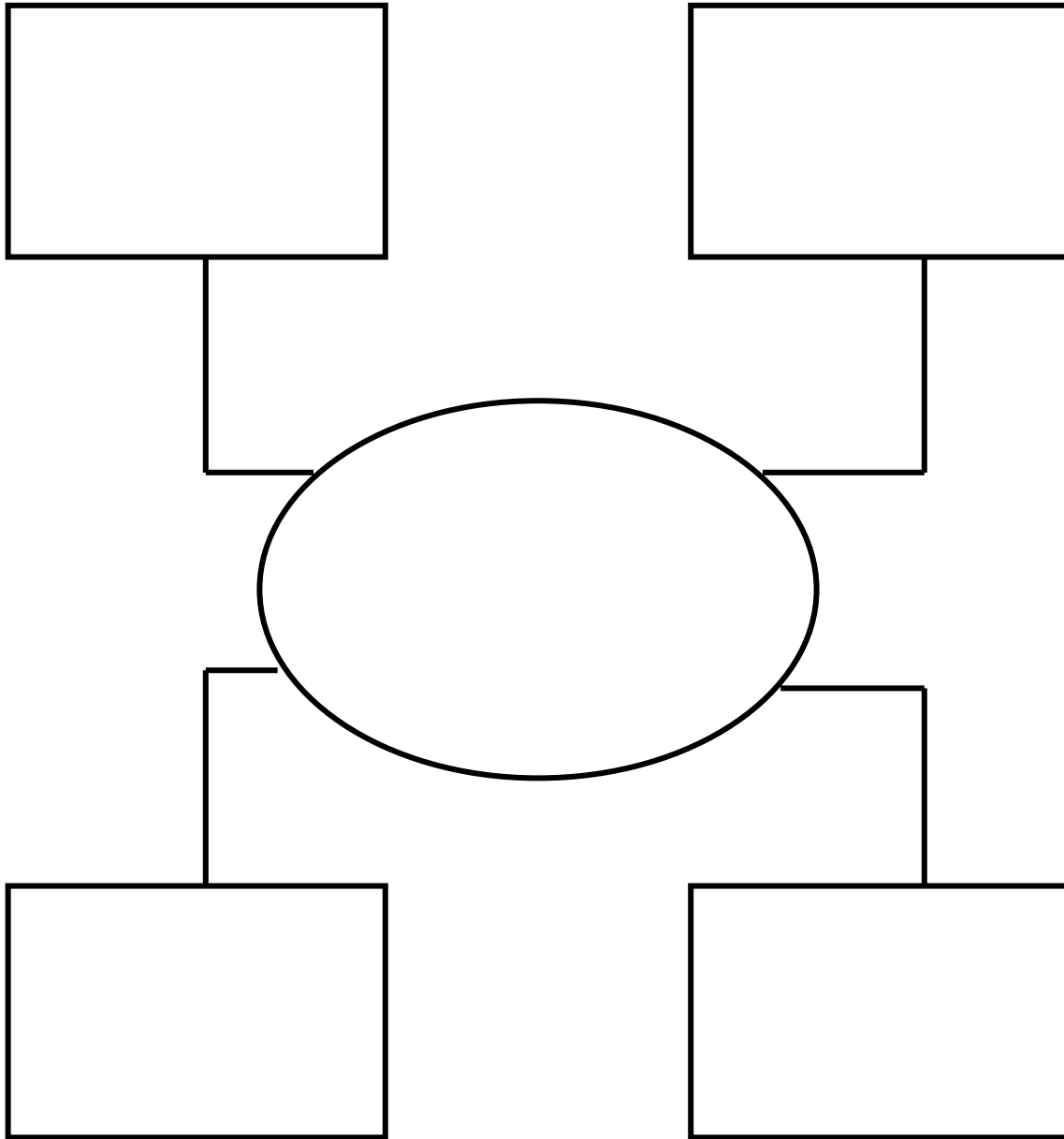
Name: _____



GO.7.11

Four Element Web

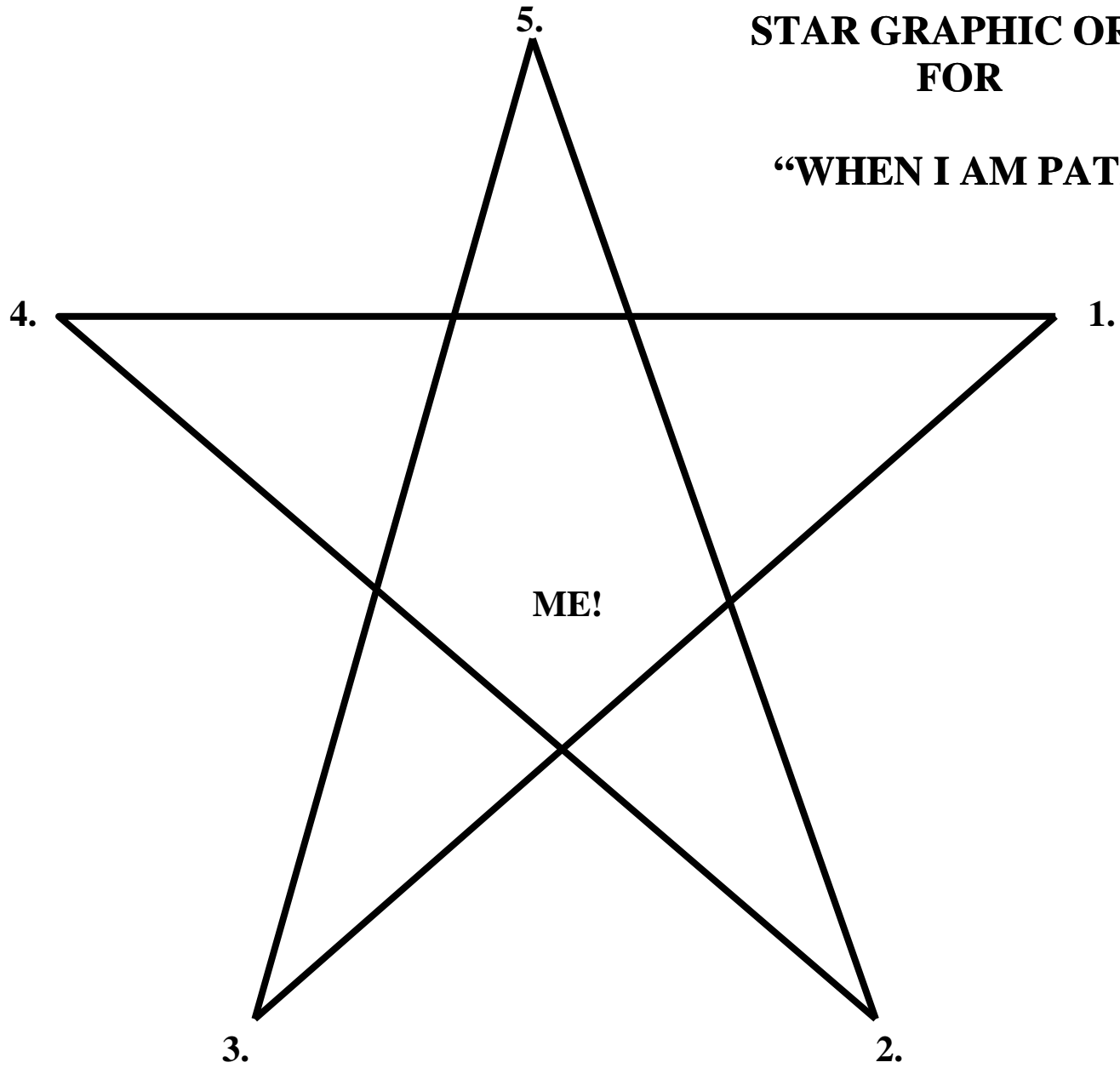
Name: _____ Date: _____

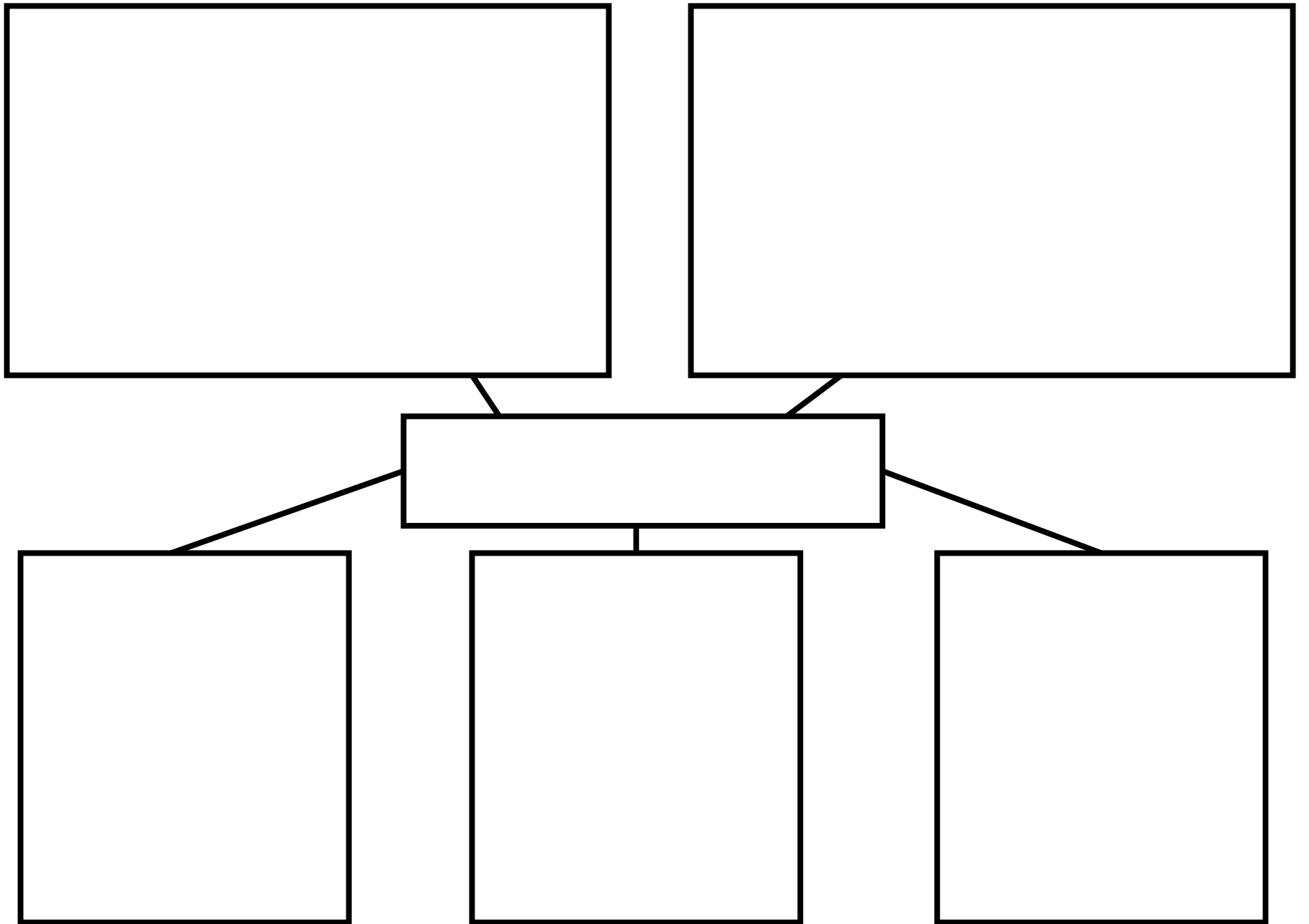


GO.7.12

**STAR GRAPHIC ORGANIZER
FOR**

“WHEN I AM PATIENT”



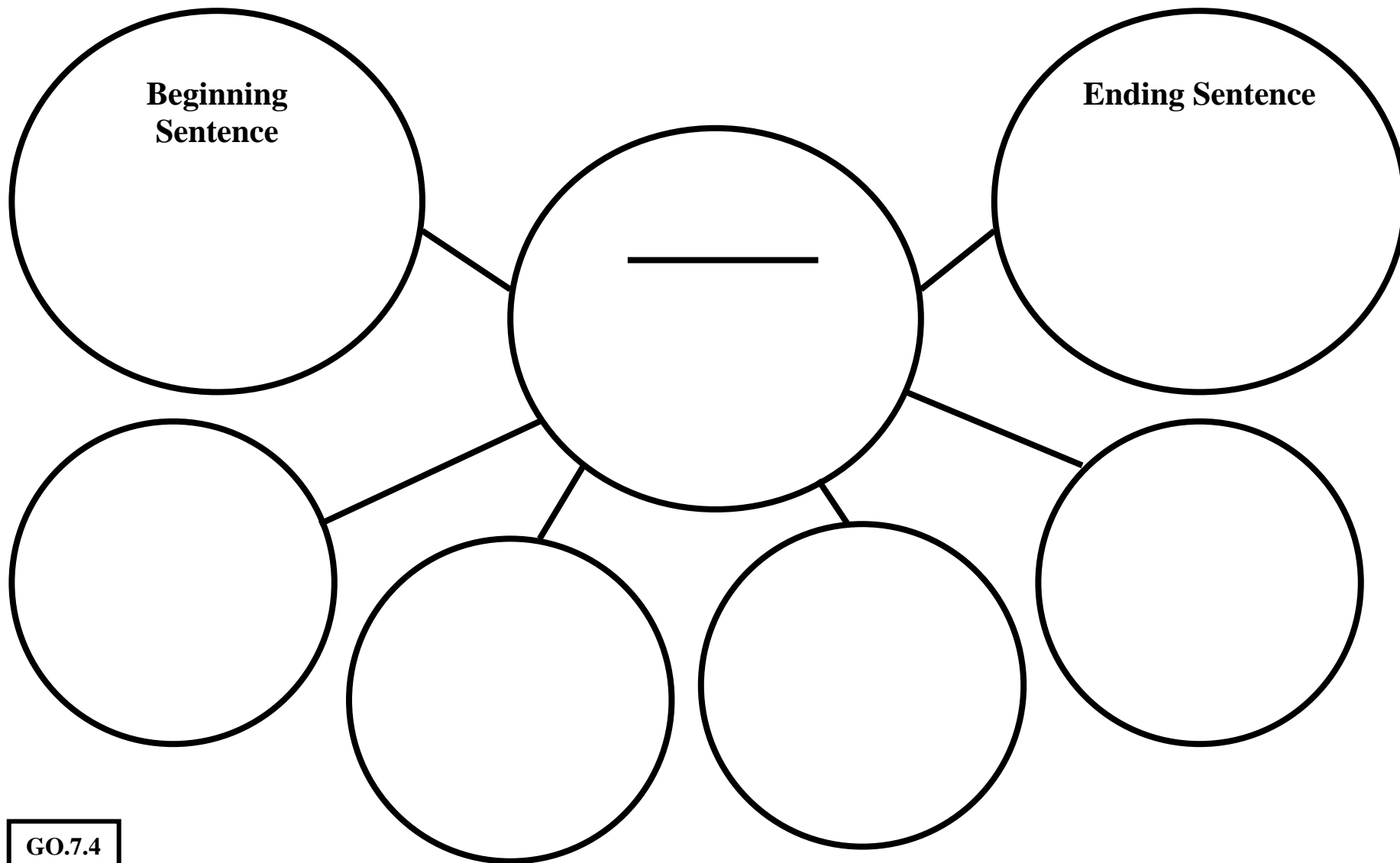


GO.7.2

CLASSIFYING CHART

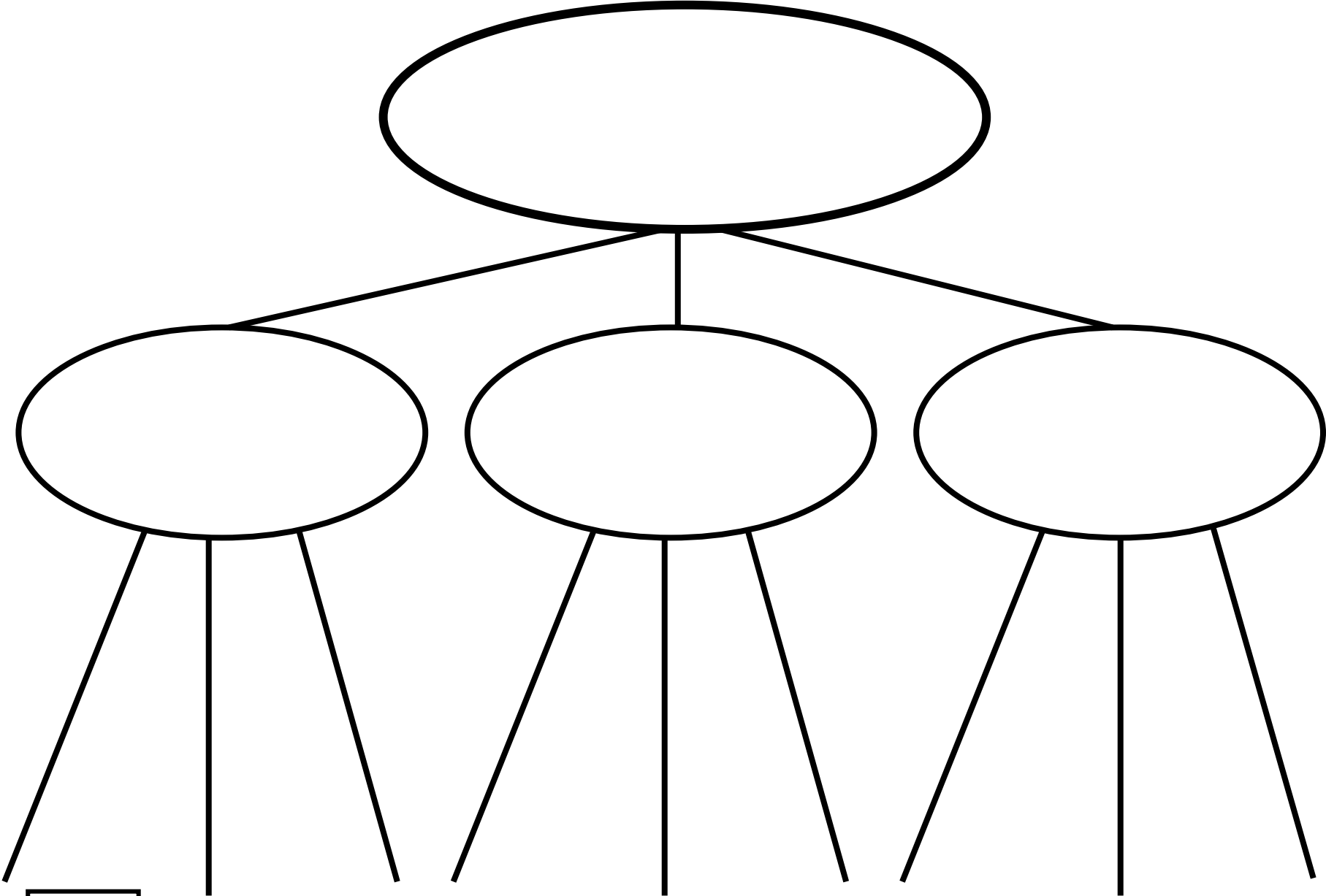
Name: _____ Title/Topic: _____

Name: _____



GO.7.4

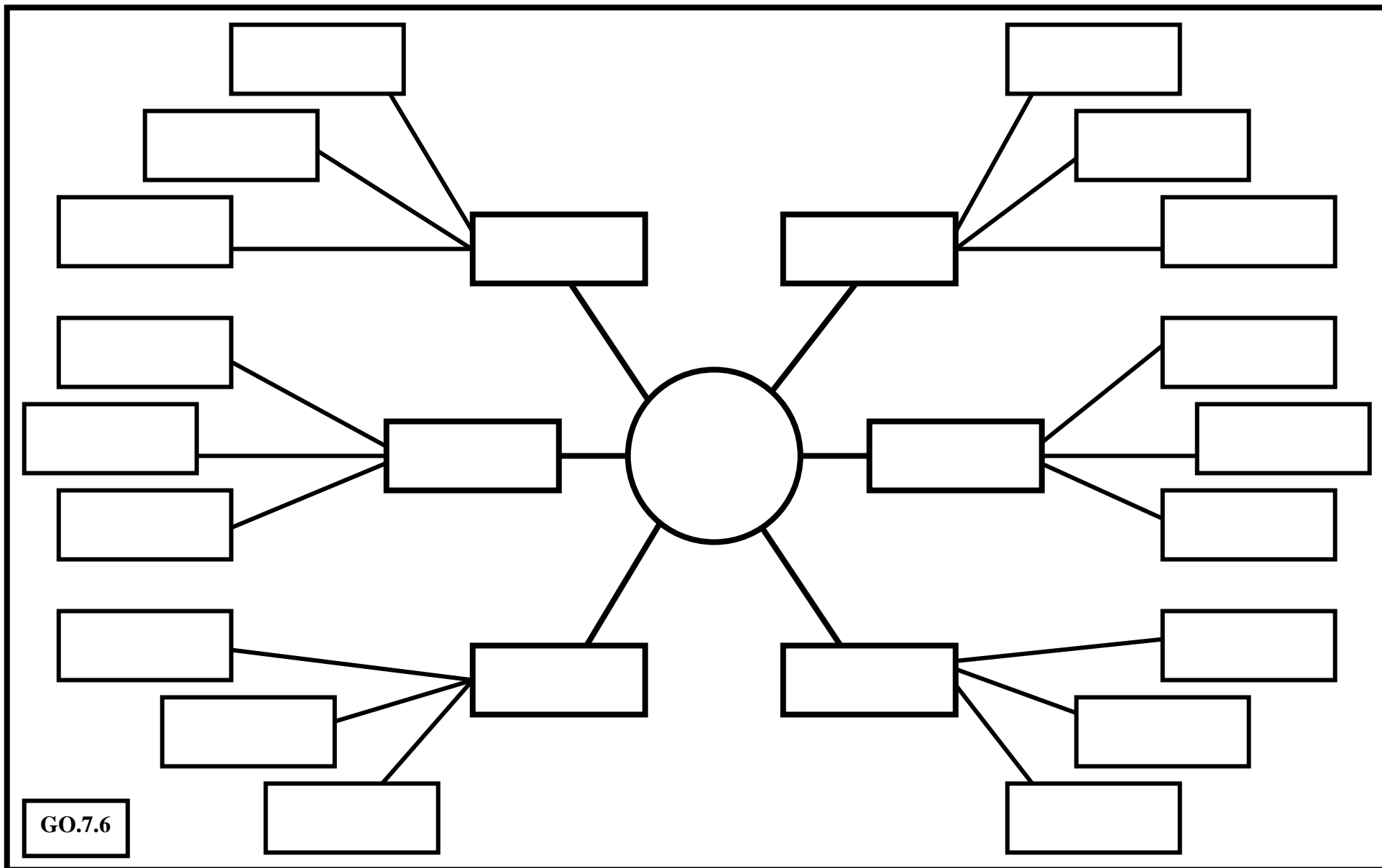
ORGANIZATIONAL WEB



GO.7.5

TOPIC: _____

Name: _____ **Date:** _____



GO.7.6

GRADE 2 STUDENT-LED CONFERENCE GUIDE

Student Name: _____ Date: _____

Check off As
Completed

- Introduce your parents to your teacher.
- Reading – Reading your favorite story to your parents.
- Writing –
 - Read your last two pieces of process writing with your parents.
 - Share your timed writings from September, January, and April with your parents.
 - Share your working writing folder with your parents.
- Social studies/science – Share completed anchor tasks with your parents.
- Ask your parents to fill out the response form.
- Say “goodbye” to your teacher.

GRADE 1 STUDENT-LED CONFERENCE GUIDE

Student Name: _____ Date: _____

Check off As
Completed

Introduce your parents to your teacher.

Reading – Reading your favorite story to your parents.

Writing –

Share your portfolio with your parents.
Share your Cougar folder with your parents.
Ask your parents to choose a favorite writing piece.

Social Studies/Science – Share completed projects and your Chicken Journal with your parents.

Browse the classroom. Read our bulletin boards and class books.

Say “goodbye” to your teacher.

GO.37.2

PARENT EVALUATION FORM

Name: _____

1. In looking at your work so far, I/we would like to compliment you on:

2. What I/we enjoyed most about the celebration of learning was:

Thank you for attending our Celebration of Learning. We are very proud of our students.

WRITING GOALS FOR GRADE _____

Name: _____ Date: _____

Now that you have visited your writing portfolio with your parent, please discuss with your parent the next two writing goals that you would like to work on next year in sixth grade. You may want to look at the “Strength and Weakness” chart that you filled in for your “timed writing” pieces.

1. _____

2. _____

Student Signature _____

Parent Signature _____

EVALUATION LETTER FROM PARENTS

Due Back: _____

Dear _____
(Student's Name)

In looking at your work during your conference, I/we would like to compliment you on _____

The most important thing I/we would like to say to you is

The thing that surprised me the most about your work was

I would like to see you work on

I am/we are proud of you because

Parent Signature

P.S. Dear

Teacher's Name

I/we would like to let you know that

GO.37.5.b

GRADE 5 STUDENT-LED CONFERENCE AGENDA

1. Overview

2. Students share: Reflective Piece

3. Students share: Writing Portfolio

4. Students share: Favorite Writing Piece

5. Students share:

- Projects**
- Art Work**
- Maps**
- Class Video**

6. Parents complete: Evaluation

7. Closing

GRADE 5 STUDENT-LED CONFERENCE AGENDA

**Check off
As Completed**

- Welcome parent and thank them for coming.**
- Explain set up of your portfolio.**
- Review writing goals from September, mid-year goals, and self-evaluation.**
- Go through fiction section and share one piece in detail.**
- Go through non-fiction section and share one piece in detail.**
- Go through timed writing pieces. Compare beginning of the year to now and share one piece in detail.**
- Go through selected pieces. Share math journal and SS expository paragraph.**
- Share reading inventory and have your parent initialize it for accuracy.**
- Share reading tests.**
- Together with your parents write your writing goals for _____ - _____**
- Thank your parent for coming today.**

GRADE 3 STUDENT-LED CONFERENCE AGENDA

**Check off
As Completed**

- Look through the fiction pieces. Read them and discuss your favorite.**

- Look through the non-fiction pieces. Read them and discuss your favorite.**

- Look through the Fast Plants Journal. Tell about what you've done and what you've learned.**

- Fill out the Student and Parent Reflection sheet together.**

- Leave everything in an organized pile at your table.**

You're finished! You may leave!

Thank you!

GRADE 4 STUDENT-LED CONFERENCE AGENDA

**Check off
As Completed**

Tell your parents what you are best at in school and what is your favorite part of school. Use your student comment sheet.

Share the work you chose that you are proud of with your parents.

Look through your writing notebook and show your parents the 3 pieces you liked best. Tell them why they were your best.

Show your parents the writing piece you are most proud of and tell them why. Have them read this piece of writing.

Tell your parents what has improved in your writing and what you are going to work on improving next year.

Have your parents fill out their side of the Student and Parent Reflection sheet.

Place everything back in your celebration folder and put your folder and writing notebook on the table by the door.

Thank you!

PARENT REACTION TO THE PORTFOLIO

Name of Child: _____

Name(s) of Person completing this form: _____

Relationship to the Child: _____

Date: _____

After you and your child have spent time with his or her portfolio, please take a few moments to reflect on what you have seen and write your thoughts below.

Which writing piece from the portfolio is your favorite? Why?

What are two things are you most proud of about your child's writing this year?

What two areas would you like to see your child work on next year to improve his or her writing?

Other comments about your child's writing portfolio:

**PARENT(S) REFLECTIONS OF
_____ 'S WRITING**

I/we would like to compliment you on two things that I/we especially liked about your writing.

1. _____

2. _____

One thing I/we wish you would work harder on is

Signature(s) of Parents Date

Goals My Parent(s) and I set for Fourth Grade

1. _____

2. _____

3. _____

FEEDBACK FROM PARENTS

Dear Parents,

In an effort to evaluate the student conferences this year, and to better plan for future conferences, I am asking the parents to candidly assess different elements of the conference. Please fill out the questionnaire and return it to school with your child by _____
Thank you for your valuable time.

Did you enjoy the format of the conference? Why?

Do you think your child guided the conference well?

Did you find the teacher comments helpful?

Do you think enough time (30 minutes) was allotted to the conference?

What did you enjoy most about the conferences?

Overall, do you think the student led conferences were worthwhile this year? Why? Why not?

PARENT EVALUATION

Student Name: _____

We value your comments and will use them to improve the quality of future celebrations. Please leave completed forms by the door before leaving. Please assess the Celebration of Learning in the following areas:

KEY: T=Terrific O=Okay W=Needs Work

THE CELEBRATION OF LEARNING....

1. Presented a clear picture of my student's performance and accomplishments.

T O W

2. Length of time allowed was adequate.

T O W

3. Setting allowed freedom for discussion.

T O W

4. Teacher's role as a facilitator was helpful.

T O W

5. The goals for and the purpose of the celebration were clear.

T O W

MY STUDENT:

1. Was well prepared and seemed confident.

T O W

6. Appeared to understand his/her role in the celebration.

T O W

7. Was able to answer questions about his/her work.

T O W

8. Spoke clearly and with enthusiasm.

T O W

9. Treated the presentation as a worthwhile experience.

T O W

Overall, I/we would rate this Celebration of Learning:

_____Terrific _____Okay _____ Needs Work

**1. What did you enjoy most about the Celebration of Learning?
(Please be specific)** _____

2. What comments do you have which would help to improve future celebrations? (Please be specific)

Thank you for attending our Celebration of Learning. We are very proud of our students.

STUDENT-PARENT PORTFOLIO COMMENT FORM

Dear Parents:

Enclosed you will find some important science, math, reading, and writing projects your child has completed. Please review the projects with your child and talk about how you and your child would like to see his/her work improve the rest of the year.

Look over the work for complete thoughts and sentences, capitalization, punctuation, spelling main idea with details and appropriate vocabulary. We ask that you do not change or edit any of the work in this folder.

It is very important that all work is put back in this folder and returned, so that at the end of the year the students can see the progress they made. At that time, some projects will be kept and others will be sent home in June.

Please sign this form, comment on your child's work, and return this with the complete folder by _____.

November
Parent Comments

Signature: _____

November
Parent Comments

Signature: _____

**February
Parent Comments**

Signature: _____

**February
Parent Comments**

Signature: _____

LETTER FROM PARENTS

Dear Student _____,
(Student's Name)

In looking at your work so far, I/we would like to compliment you on _____

The most important thing I/we would like to say to you now is

As your parent(s), I/we

(Parent's Signature)

(Parent's Signature)

P.S. Dear _____,
I/we would like to let you know that _____

CELEBRATION OF LEARNING CHECKLIST

Name:

Things I have learned this year and I'm proud of:

Writing.....

Reading.....

Math.....

Science/Social Studies.....

Computers.....

Other.....

A goal for the rest of the year is:

.....

CONFERENCE GUIDE FOR STUDENTS

Name _____

Date _____

Selected Items to Share:

Social Studies	Science	Language Arts

Two things I need to improve on:

- 1.
- 2.

Two things I'm proud of:

- 1.
- 2.

Two goals for next year:

- 1.
- 2.

MATH:

My assessment average _____

Homework _____

In Class _____

MATH SKILLS:

I'm good at: 1. _____

2. _____

I'm weak at: 1. _____

SCIENCE CONFERENCE PLANNER

Name _____

Science

The project I chose to share with you is _____

The reason I chose to show you this is _____

The way we did the assignment was _____

Some of the things I learned by doing this assignment are _____

MATH CONFERENCE PLANNER

Name _____

Math

Some of the new things I learned Math this year are _____

The concepts I think I'm best at and enjoy the most are

I'd like to show you how I now can do _____

WRITING CONFERENCE PLANNER

Name _____

Writing

I feel I do a good job with _____

I think I still need to work on _____

READING CONFERENCE PLANNER

Name: _____

Reading

The one thing I want to share with you in reading is _____

I wanted to tell you about this because _____

PLAN FOR A CONFERENCE

Check off Subject Area:

Name: _____

Date Completed: _____

Writing	_____	Reading	_____
Science	_____	Math	_____
S.Studies	_____	Other	_____

Title of Work Sample: _____

Why did you choose this?

What did you learn from the assignment?

What improvements will you make next time?

Other thoughts:

GO.37.22

CONFERENCE PLANNER FOR CLASSROOM WORK

Name _____ Date _____

Reading	Writing	Math

From the Student:

Two things I am proud of:

1. _____

2. _____

Two things I need to improve:

1. _____

2. _____

Two goals for next year:

1. _____

2. _____

From the Parent (to the student):

CONFERENCE PLANNER

Date: _____

Dear _____ ,

These are the things I want you to be sure to notice about my work:

1. _____

2. _____

3. _____

I am really proud of these things about my work this year:

1. _____

2. _____

3. _____

Please write a comment to me after you have seen my work:

Sincerely,

WRITING PORTFOLIO COMMENT SHEET

Name _____

I am very proud of _____

I will try to work on _____

Teacher Comments:

Parent Comments:

PRIMARY GRADE CONFERENCE GUIDE FOR STUDENTS

Name: _____ Date: _____

Two things I need to improve...

1. _____

2. _____

Things I'm proud of...

My goals for next year are...

FIRST GRADE SHARING GUIDE

Name

Date

I would like to share:

My favorite selection (and why):

I am proud that I have learned:

Things I need to do better:

Parents' favorite selection (and why): _____

**CELEBRATION OF LEARNING
CHECKLIST AND AGENDA FOR GRADE 1**

Child's Name _____ Date _____

Teacher's Name _____

I will do these activities with my family:

- _____ **1. Share my writing portfolio.**
Review each story and discuss the assessment lists.
- _____ **2. Share my first grade writing journals.**
Look at how my writing has improved since September.
- _____ **3. Share Social Studies tasks and revisit some of the places I've learned about.**
- _____ **4. Share my Math assessments.**

Agree	Undecided	Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Parent Evaluation

- 1. The conference was worth my time.**
- 2. The quality of information that I received about my child's work was good.**
- 3. The work samples helped me see what my child can do.**

4. The best thing about the conference was _____

5. I was pleased that my child _____

6. My child's reaction was _____

7. Other comments: _____

QUESTIONS STUDENTS ASK PARENTS

1. Do you agree with the goals I set up for myself? ___ Would you like to add one more for me? _____

2. What piece of writing did you most enjoy reading? _____

Why? _____

3. What progress have you seen in my writing so far this year?

Parents' Signatures

Student's Signature

RESPONSE SHEET FROM PARENTS

QUESTIONS PARENTS ASK STUDENTS

1. What are your writing goals for this year?

2. What is the piece you are most proud of? _____
Why? _____

3. What do you find easiest about writing?

4. What do you find hardest?

5. What things do you want to make sure I notice about your writing?

OUT OF THIS WORLD!

Dear Family,

Would you please write a comment to me after you have seen my work?

ENTRY SLIP FOR PORTFOLIO

Name _____

Date _____

Title of Assignment _____

This is what I learned: _____

I selected this writing for my portfolio because _____

The grade I think I deserve is _____

I deserve this grade because _____

PORTFOLIO ENTRY SLIP

Name: _____ Date: _____

1) Title of the piece: _____

2) Type of writing:

Persuasive Fiction Timed Non Fiction Other _____

3) What was the task (or assignment)?

4) What was the intended audience?

5) What was the purpose for the writing?

6) Why did you choose this piece? Explain in detail.

7) What did you learn from writing this assignment?

8) What does this piece show about your writing or your improvement in writing?

REFLECTING ON WRITING
MY BEST PIECE SO FAR
NON-FICTION

Name _____ Date _____

Title of Piece _____

I chose this piece because _____

It's special strengths are _____

If I were going to redo this piece now, I would _____

Parent reaction (optional) _____

ENTRY SLIP
STUDENT SELECTED WRITING SAMPLE

Student Name _____ Date _____

Class _____

Type of Writing

_____ Fiction _____ Non-Fiction _____ Timed _____ Other

I have chosen to include this item in my portfolio because:

If I could revise again, I would

WRITER'S CHOICE AWARD

Name: _____ Date writing piece completed: _____

This writing piece _____

by _____
has been given the fat pencil award for:

- _____ Best Fiction
- _____ Best Non-Fiction
- _____ Best Timed Piece
- _____ Favorite Piece
- _____ Processed piece

Description of Assignment: _____

I chose this piece because: _____

THIS IS MY WRITING!

Title of Piece: _____

Author: _____

Date Completed: _____

What makes this a good piece of writing? _____

What would make this piece better? _____

Type of Writing:

Timed
 Fiction

Processed
 Non-Fiction

WRITER'S CHOICE

Name: _____ Date: _____

1. Writing Activity _____

2. Kind of Writing
- fiction (fantasy)
 - non-fiction (reality)
 - timed writing

3. You and your teacher chose this piece because _____

4. I could make this piece even better if I

<p>IDEA BOX</p> <p>stayed on topic</p> <p>main idea</p> <p>details</p> <p>closing sentence</p> <p>sequence</p> <p>spelling</p> <p>capitalization and punctuation</p> <p>complete sentence</p> <p>beginning-middle-end</p> <p>edit</p> <p>neatness</p>
--

GO.38.7

Student Signature _____
Teacher Signature _____

PRIMARY GRADE ENTRY SLIP

Name _____ Date _____

Title of Piece _____

My story is about _____

ENTRY SLIP #1

Name _____ Date begun: _____

Rating Scale: 1 2 3 4 5 Date completed: _____
poor super

The title of my work is: _____

This is a work of (circle one):

NARRATIVE EXPOSITORY PERSUASIVE OTHER:

The task (or focus) of the assignment was to: _____

Here's what I did to write this work:

	I did it	I attached evidence
Brainstorming	_____	_____
Rough Draft	_____	_____
Content revisions on my rough draft	_____	_____
Made a new copy	_____	_____
Edited for mechanics and/or revised again	_____	_____
Made a final copy	_____	_____

My two current writing goals are:

#1 _____

#2 _____

Did I accomplish my #1 Goal? Yes No

If yes: The strategy I used to accomplish it was _____

If no: The reason I didn't was because I _____

Did I accomplish my #2 Goal? Yes No

If yes: The strategy I used to accomplish it was _____

If no: The reason I didn't was because I _____

GO.38.9

ENTRY SLIP #3

Your Name _____ Date _____

Description or Title of Work _____

About how much time did you spend on this work? _____

Where was it done?
mostly in school mostly out of school about half and half

Did anyone help you on this work? yes no

Who helped and how did he/she help you?

What is one thing that you think you did well in this work?

What made that part of the work so good?

If you could change one thing about the work, what would you change?

Why would you change this?

Did you like doing this work? yes no somewhat

Why did you like it?

ENTRY SLIP #4

Name _____ Date _____

Type of Writing

Fiction

Non-Fiction

Timed

Other _____

1. The title of the piece is: _____

2. The concept or main idea is: _____

3. My assignment was to: _____

4. I learned _____

5. I chose this piece for my portfolio because _____

6. I used the following steps to create this piece _____

7. One of the problems I had while I worked on this piece was _____

I solved it by _____

8. I am proud that I _____

GO.38.11

ENTRY SLIP #5

Name _____ Date _____

Title of Piece _____

Type of Writing

Fiction Non-Fiction Timed Other _____

I have chosen to include this item in my portfolio because: _____

From this assignment I learned _____

One part of my work that I really like is (copy the part word for word)

I like it because _____

One thing I want to tell you about my work is _____

GO.38.12

ENTRY SLIP #6

Name _____ Date _____

Title of Piece _____

What was the task (or assignment)?

What was your intended audience?

What was the purpose for the writing?

Explain in some detail why you have chosen to place this piece in your portfolio.

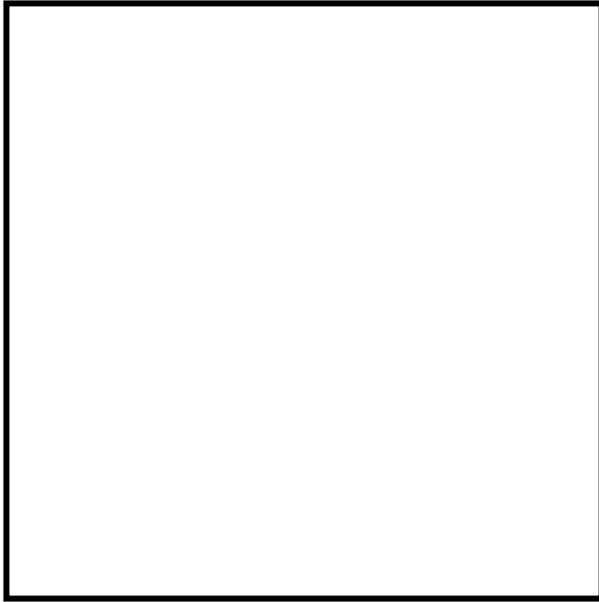
What does this piece reveal about your writing process and progress?

EVENT MAP

Name: _____

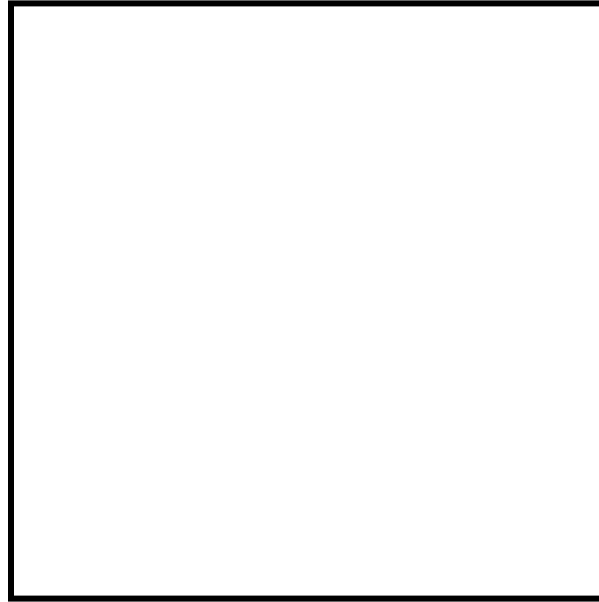
Date: _____

Event 1



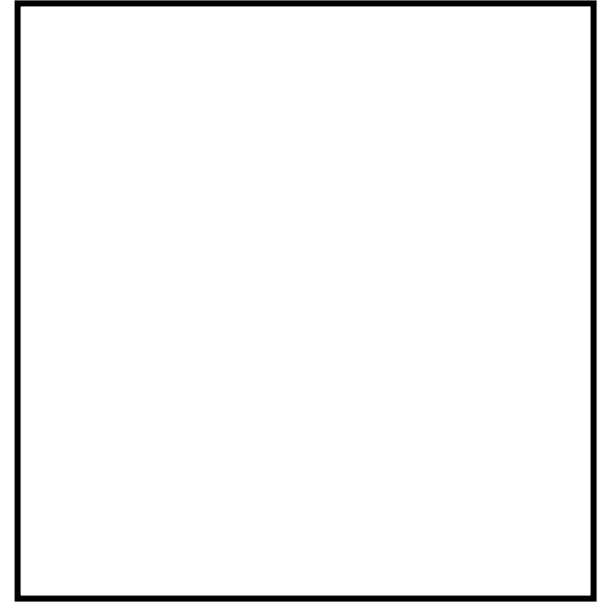
1. _____

Event 2



2. _____

Event 3

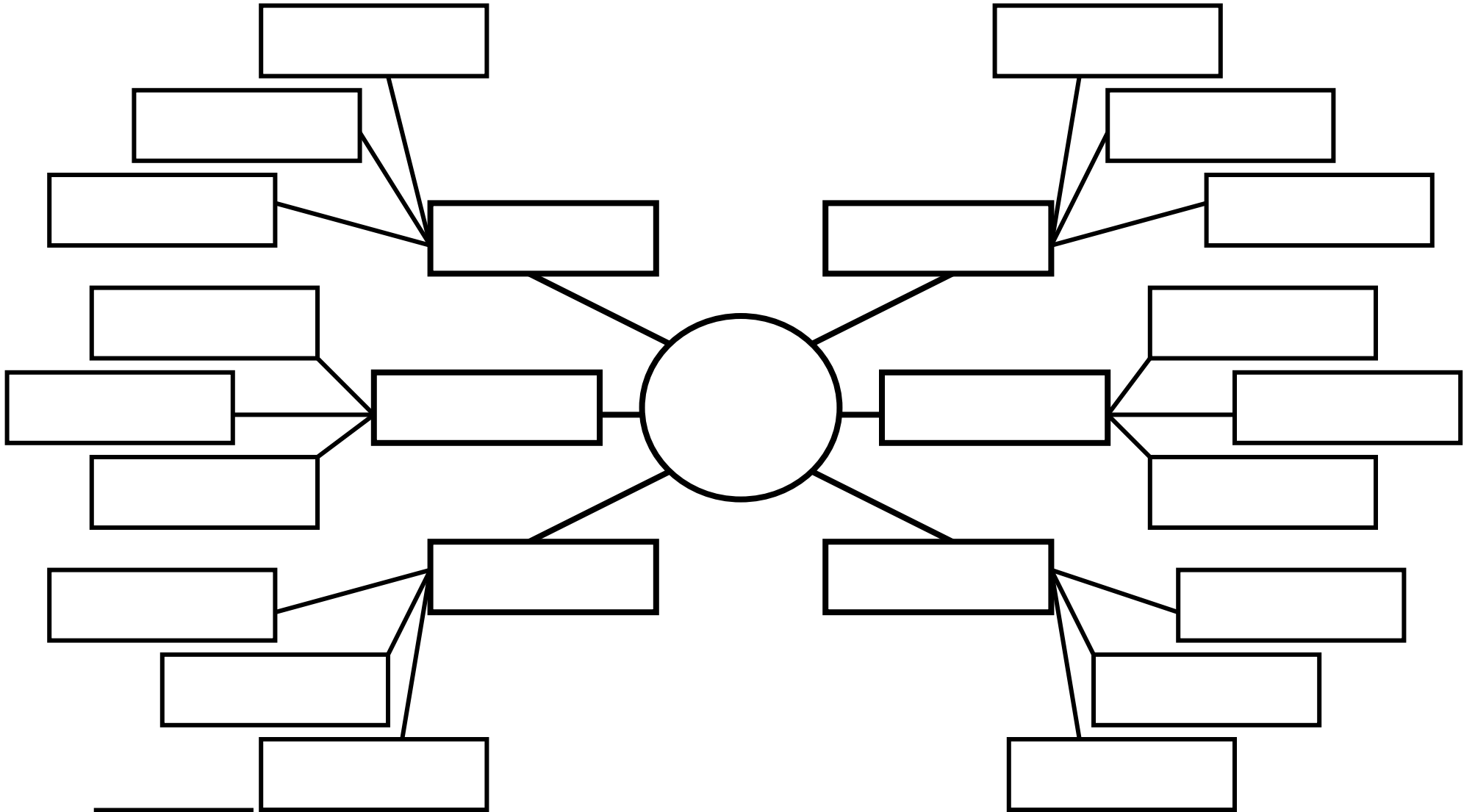


3. _____

WEB 1:

Name: _____

Date: _____

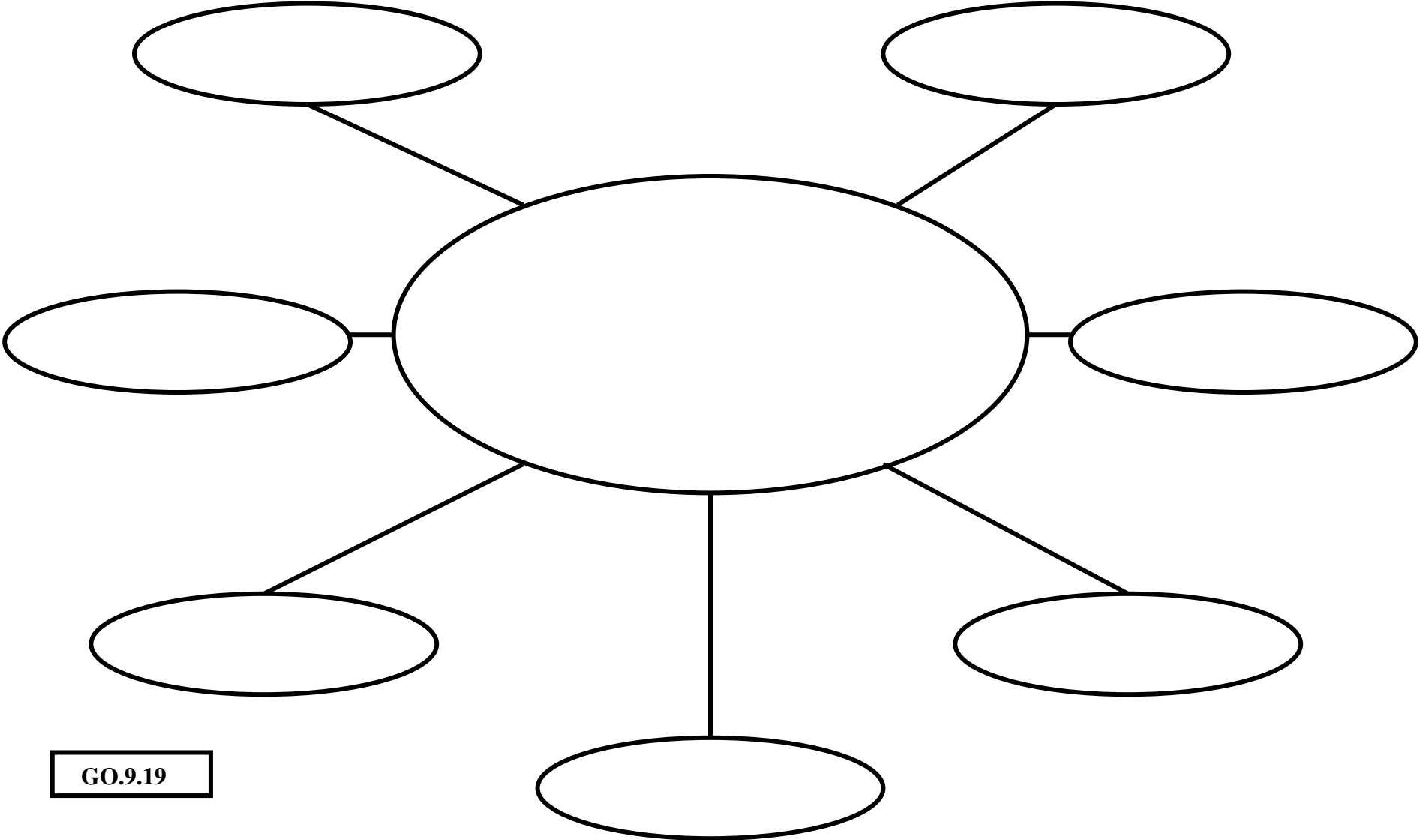


GO.9.18

WEB 2:

Name: _____

Date: _____



GO.9.19

IDEA DIAGRAM

Name: _____

Date: _____

TOPIC:

INTRODUCTION:

MAIN IDEAS:

DETAILS:

CONCLUSION:

GO.9.20

OUTLINE FOR WRITING

Name: _____

Date: _____

What is the overall topic?

(Say something about the topic in each of the boxes.)

What are the main ideas and details?

1 Main Idea			
Detail	Detail	Detail	Detail

2 Main Idea			
Detail	Detail	Detail	Detail

3 Main Idea			
Detail	Detail	Detail	Detail

What is important to understand about this idea?

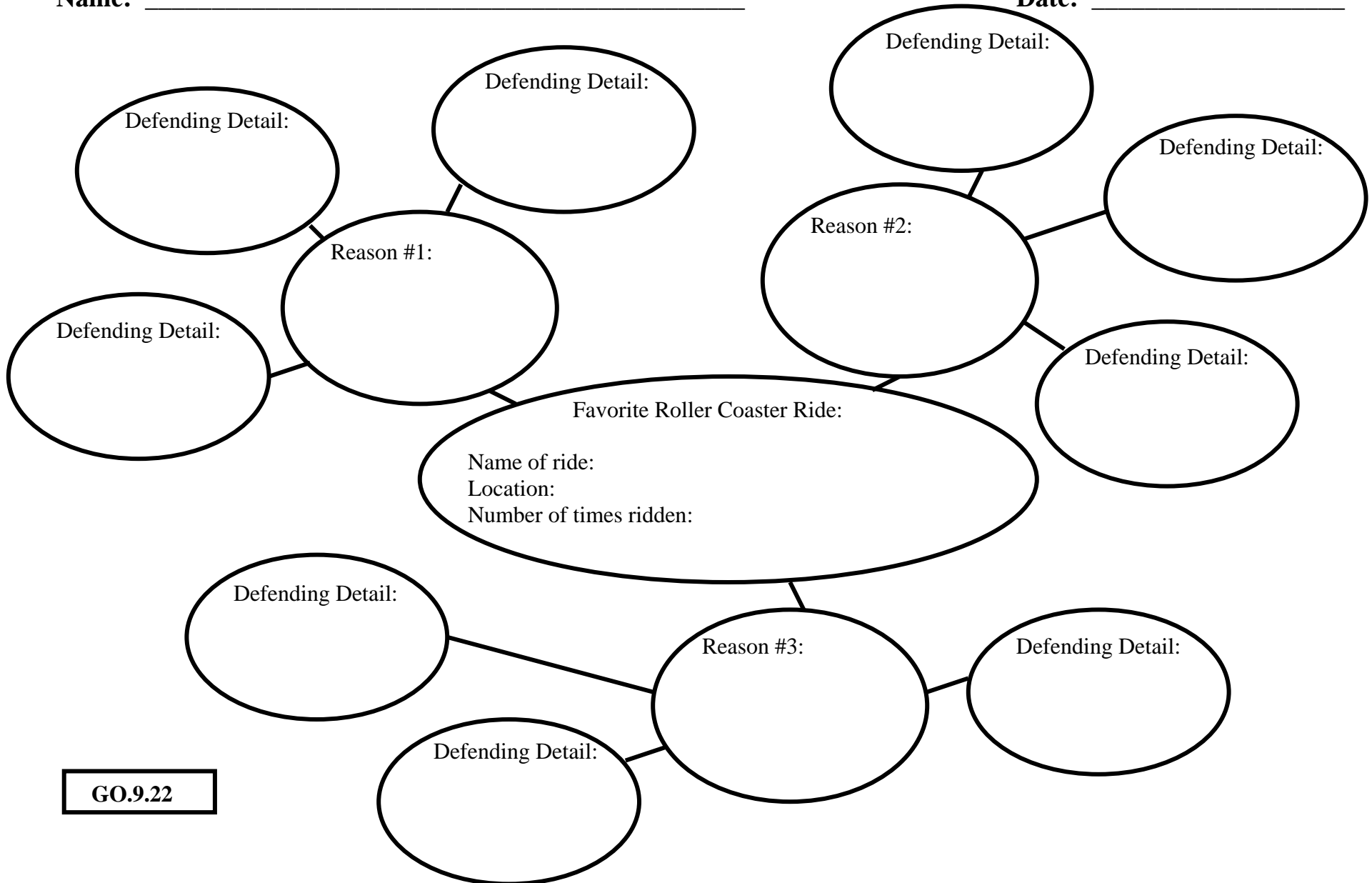
GO.9.21

BRAINSTORM FORM

TAKE THE RIDE OF YOUR LIFE!

Name: _____

Date: _____



GO.9.22

Topic

Main Idea

Supporting Details

Main Idea

Supporting Details

Main Idea

Supporting Details

GO.9.24

GO.9.24

Topic: _____

Introduction: (Hook):

(Background Information):

Body 1 Main Idea: _____

Detail: _____

Detail: _____

Detail: _____

Body 2 Main Idea: _____

Detail: _____

Detail: _____

Detail: _____

Body 3 Main Idea: _____

Detail: _____

Detail: _____

Detail: _____

Conclusion (Wraps up the presentation): _____

Twist (Power Ending): _____

OUTLINE

Name: _____

Date: _____

Topic I. _____

Subtopic A. _____

Supporting 1. _____

details 2. _____

3. _____

4. _____

Subtopic B. _____

Supporting 1. _____

details 2. _____

3. _____

4. _____

Subtopic C. _____

Supporting 1. _____

details 2. _____

3. _____

4. _____

Subtopic D. _____

Supporting 1. _____

details 2. _____

3. _____

4. _____

PLANNER FOR NEWSPAPER ARTICLE

Name: _____ Date: _____

Title of Article _____

Introduction (who, what, when, and where) _____

I first witnessed _____

Next, _____

Then, _____

Finally, _____

Conclusion (reflect on total event) _____

WRITING AN EXPOSITORY ESSAY

Name: _____

Date: _____

Paragraph #1 – Introduction

Topic Sentence: _____

Major Idea #1: _____

Major Idea #2: _____

Major Idea #3: _____

Closing Sentence: _____

Paragraph #2 – Major Idea #1 is discussed completely and with evidence

Topic Sentence: _____

Major Idea #1: _____

Major Idea #2: _____

Major Idea #3: _____

Closing Sentence: _____

Paragraph #3 – Major Idea #2 is discussed completely and with evidence

Topic Sentence: _____

Major Idea #1: _____

Major Idea #2: _____

Major Idea #3: _____

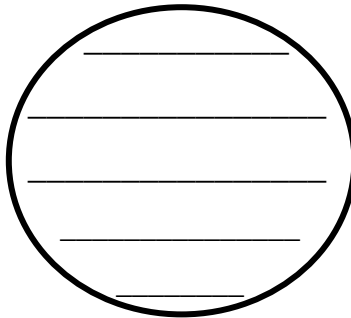
Closing Sentence: _____

EXPOSITORY WRITING

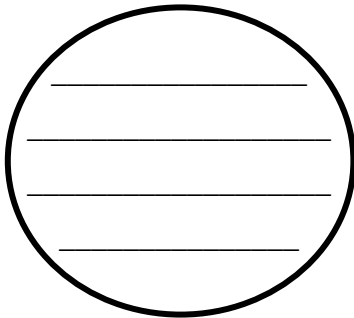
Name: _____

Date: _____

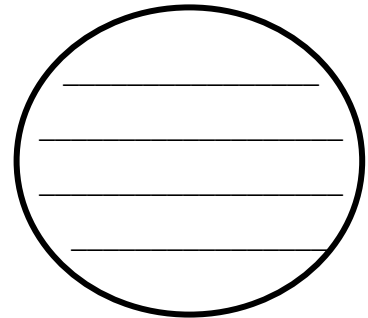
Detail



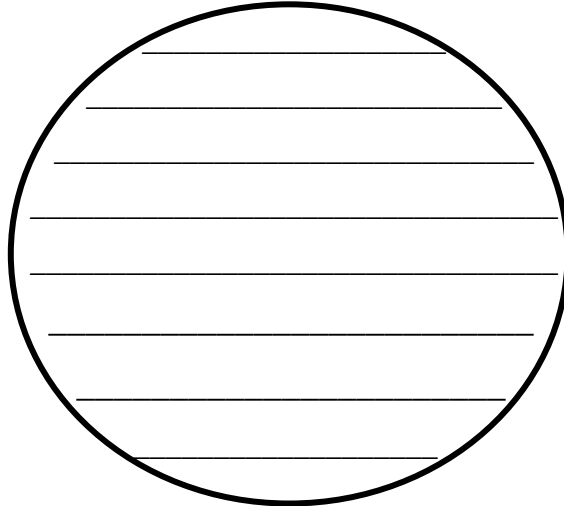
Detail



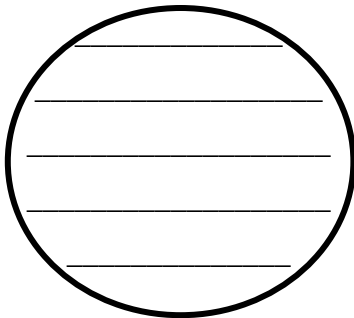
Detail



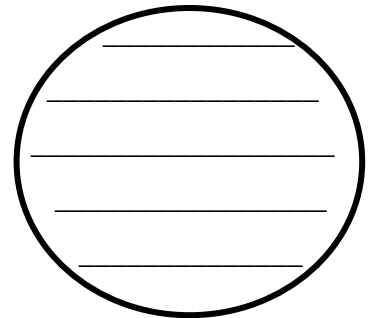
Topic Sentence



Detail



Detail



Concluding Sentence _____

PARAGRAPH GUIDE

Name: _____

Date: _____

Topic Sentence: _____

Supporting Details:

1. _____

2. _____

3. _____

4. _____

Concluding or Transition Sentence: _____

GO.9.5

EXPOSITORY WRITING ORGANIZER

Name: _____

Date: _____

Title _____

Main Idea _____

Detail _____

Detail _____

Detail _____

Detail _____

Detail _____

Main Idea _____

Detail _____

Detail _____

Detail _____

Detail _____

Detail _____

Main Idea _____

Detail _____

Detail _____

Detail _____

Detail _____

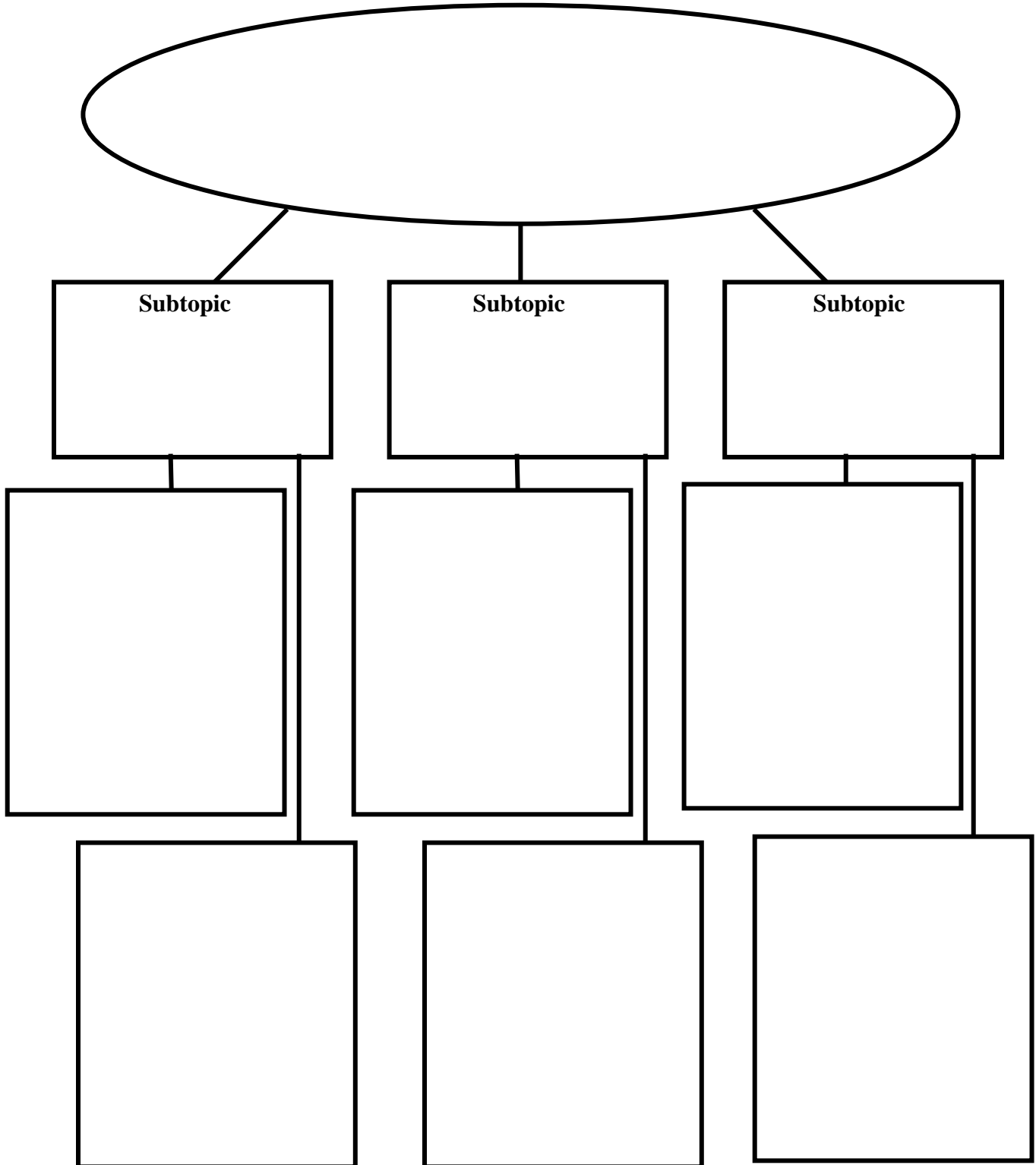
Detail _____

MAIN IDEA MAP

Name: _____

Date: _____

A **Main Idea Map** shows the most important idea and supporting ideas or subtopics. It also has information about the subtopics.



EXPOSITORY WRITING ORGANIZER

Name: _____ Date: _____

Introduction

Body

Point 1

Point 2

Point 3

Conclusion

FINDING MAIN IDEAS

Name: _____ Date: _____

Title of Story: _____

MAIN IDEA:

Page and Paragraph:

1.

--	--

2.

--	--

3.

--	--

4.

--	--

5.

--	--

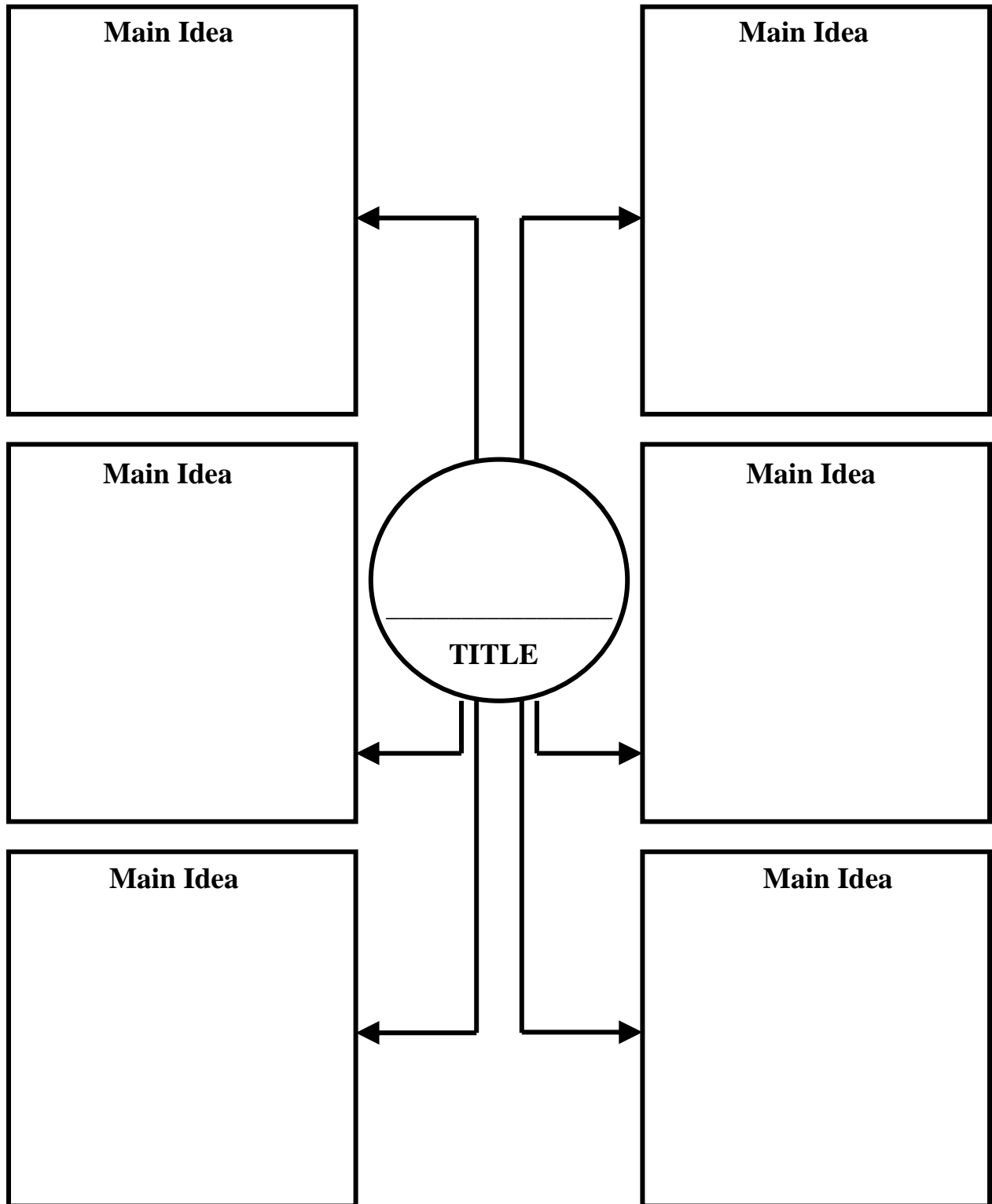
6.

--	--

MAIN IDEA ORGANIZER

Name: _____

Date: _____



GO.9.10

SUPPORTING AREAS OF FOCUS

Name: _____

Date: _____

Support each area of focus with information from the story.

1.

Support
p.....

Support
p.....

Support
p.....

2.

Support
p.....

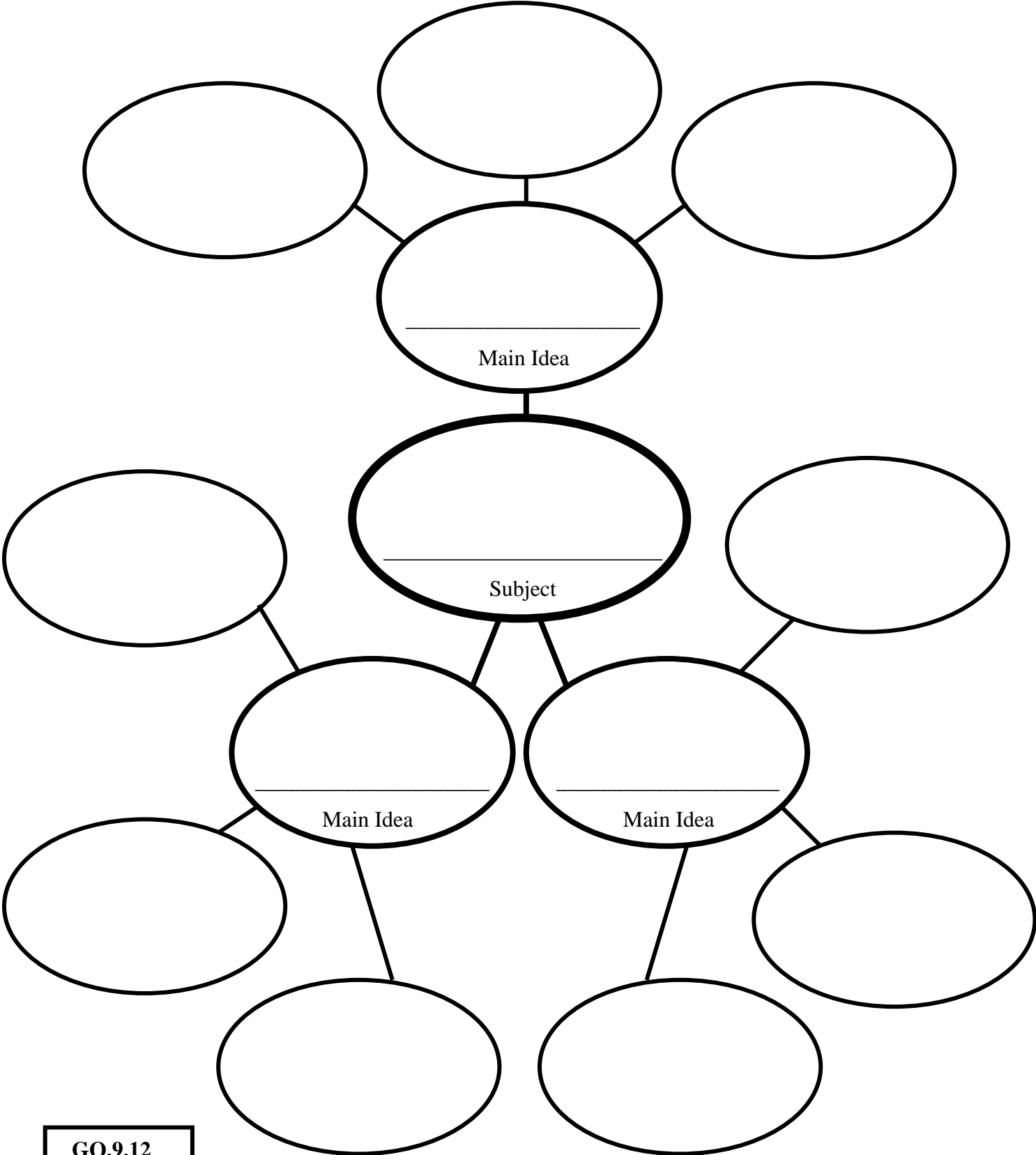
Support
p.....

Support
p.....

EXPOSITORY WRITING ORGANIZER

Name: _____

Date: _____



GRAPHIC ORGANIZER – EXPOSITORY WRITING

Name: _____ Date: _____

Introduction

Intro Sentence:

Background Info:

Main Transition Sentence:

Body 1

Main Idea:

Detail:

Example:

Detail:

Example:

Detail:

Example:

Closing/Transition Sentence:

Body 2:

Main Idea:

Detail:

Example:

Detail:

Example:

Detail:

Example:

Closing/Transition Sentence:

Body 3:

GO.9.13.a

Main Idea:

Detail:

Example:

Detail:

Example:

Detail:

Example:

Closing/Transition Sentence:

Conclusion:

Wrap-up (Hint: Reread Intro):

Prediction:

Closing Sentence:

THESIS ESSAY ORGANIZER

Name: _____

Date: _____

INTRODUCTION

Hook: _____

Thesis (what you will prove): _____

Background Information: _____

Three pieces of supporting evidence: Body 1 _____

Body 2 _____

Body 3 _____

Conclusion sentence: _____

Body #1

Evidence #1 _____

Details: 1 _____

2 _____

3 _____

Quote: _____

Explain how quote supports reason: _____

Conclusion sentence: _____

Body #2

Evidence #2 _____

Details: 1 _____

2 _____

3 _____

Quote: _____

Explain how quote supports reason: _____

Conclusion sentence: _____

Body #3

Evidence #3 _____

Details: 1 _____

2 _____

3 _____

Quote: _____

Explain how quote supports reason: _____

Conclusion sentence: _____

CONCLUSION

Restate thesis: _____

Summarize your evidence: 1 _____

2 _____

3 _____

Extend, go beyond, larger meaning: _____

EXPOSITORY WRITING GRAPHIC ORGANIZER

Name: _____

Date: _____

Topic: _____

Opening Sentences:

Transition Word or Phrase

Reason #1 Topic Sentence: _____

Supporting Details:

1. _____

2. _____

3. _____

Transition Word or Phrase

Reason #2 Topic Sentence: _____

Supporting Details:

1. _____

2. _____

3. _____

Transition Word or Phrase

Reason #3 Topic Sentence: _____

Supporting Details:

1. _____

2. _____

3. _____

GO.9.15.b

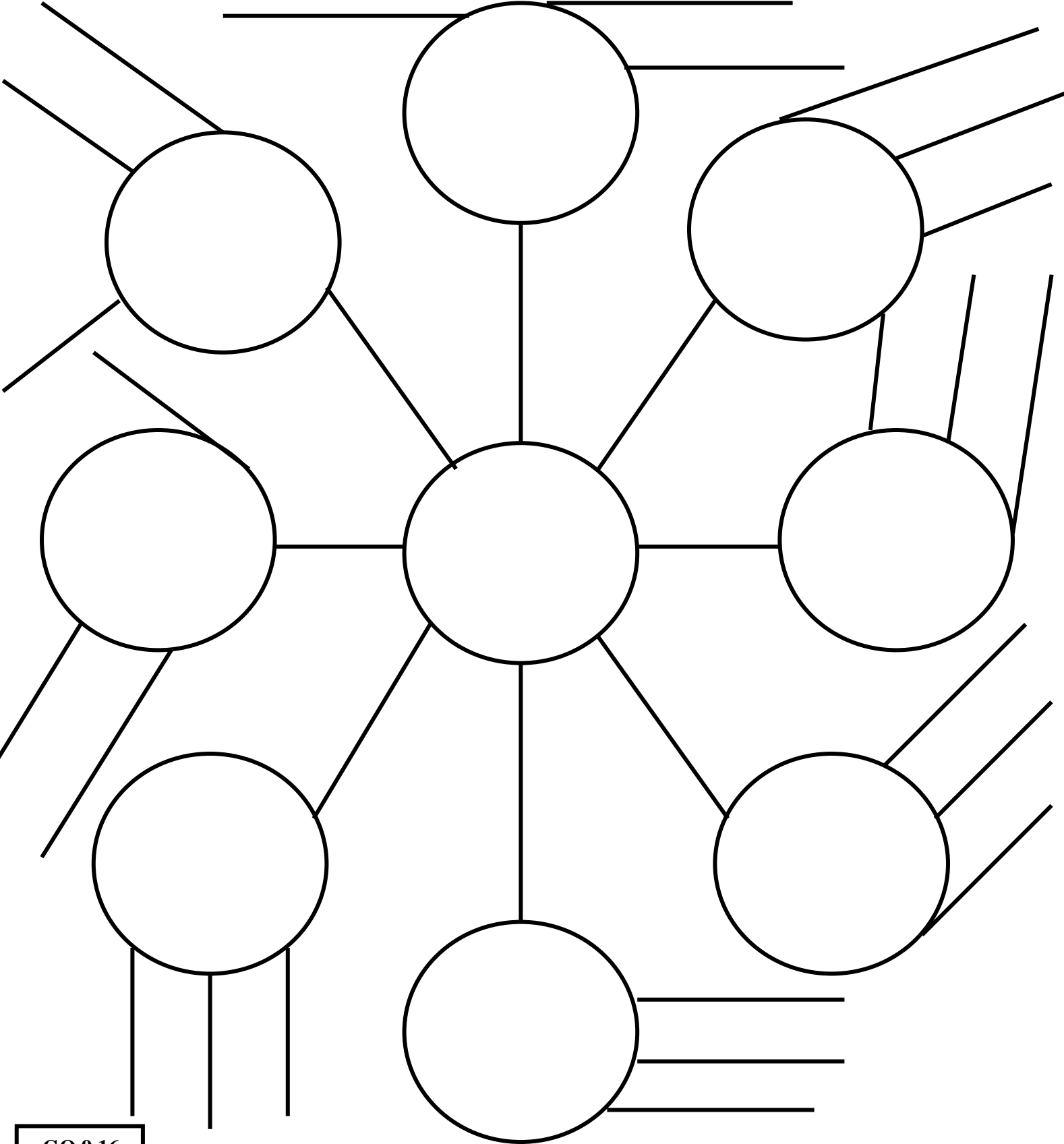
Concluding Summary: _____

What vocabulary words will I use? _____

GO.9.15.c

EXPOSITORY WRITING ORGANIZER

Name: _____ Date: _____



Graphic Organizer for a News Article

Who was involved?

What happened?

When did it happen?

Where did it happen?

Why did it happen?

How did it happen?

Quotes from Witnesses

The “angle” or point of view

BOSQUEJO

Nombre: _____ Fecha: _____

Tema I. _____

Subtema A. _____

Apoyo 1. _____

Detalles 2. _____

3. _____

4. _____

Subtema B. _____

Apoyo 1. _____

Detalles 2. _____

3. _____

4. _____

Subtema C. _____

Apoyo 1. _____

Detalles 2. _____

3. _____

4. _____

Subtema D. _____

Apoyo 1. _____

Detalles 2. _____

3. _____

4. _____

PARA PLANIFICAR UN ARTÍCULO DE PERIÓDICO

Nombre: _____ Fecha: _____

Título del artículo: _____

Introducción (Quién, Qué, Cuándo, y Dónde)

Lo primero que ví _____

Próximo, _____

Entonces, _____

Finalmente, _____

Conclusión (reflejo de todo el evento) _____

COMO ESCRIBIR UNA COMPOSICIÓN EXPLICATIVA

Nombre: _____ Fecha: _____

Párrafo #1 – Introducción

Tema en oración: _____

Idea Principal #1: _____

Idea Principal #2: _____

Idea Principal #3: _____

Oración de cierre: _____

Párrafo #2 – La idea principal # 1 es discutida con evidencia

Tema en oración: _____

Idea Principal #1: _____

Idea Principal#2: _____

Idea Principal #3: _____

Oración de cierre: _____

Párrafo #3 – Idea Principal # 2 es discutida con evidencia

Tema en oración: _____

Idea Principal #1: _____

Idea Principal #2: _____

Idea Principal #3: _____

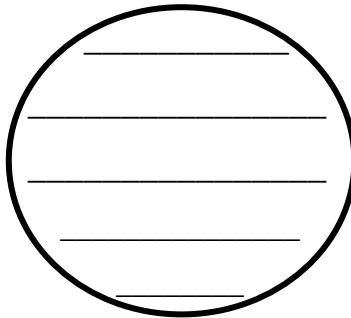
Oración de cierre: _____

ESCRITURA EXPLICATIVA

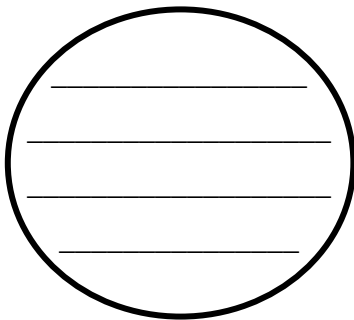
Nombre: _____

Fecha: _____

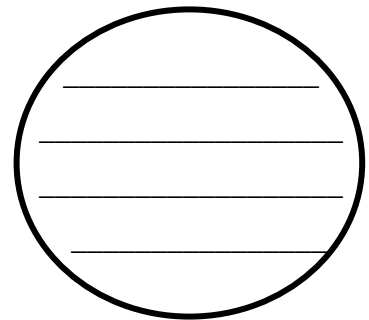
Detalle



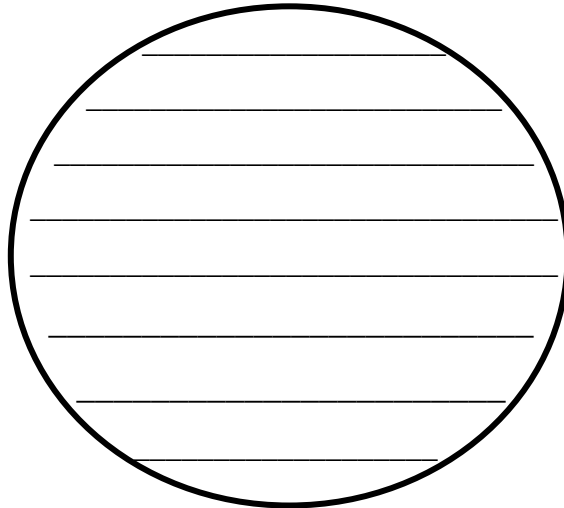
Detalle



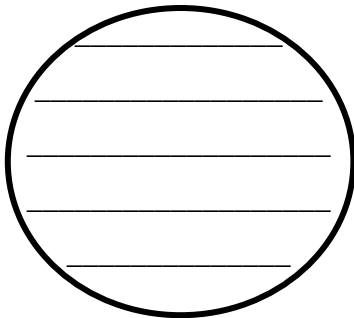
Detalle



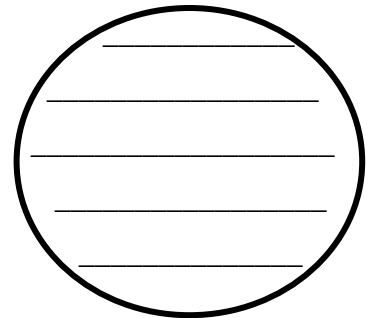
Tema en oración



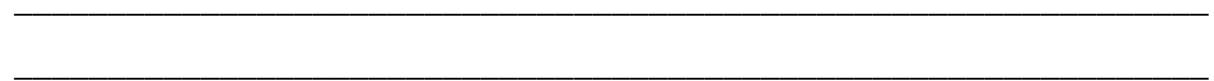
Detalle



Detalle



Conclusión _____



GUÍA PARA ESCRIBIR UN PÁRRAFO

Name: _____

Date: _____

Tema en oración: _____

Detalles que apoyan el tema:

1. _____

2. _____

3. _____

4. _____

Conclusión u oración de transición: _____

GO.9.5

ORGANIZADOR DE ESCRITURA EXPLICATIVA

Nombre: _____

Fecha: _____

Título _____

Idea Principal _____

Detalle _____

Detalle _____

Detalle _____

Detalle _____

Detalle _____

Idea Principal _____

Detalle _____

Detalle _____

Detalle _____

Detalle _____

Detalle _____

Idea Principal _____

Detalle _____

Detalle _____

Detalle _____

Detalle _____

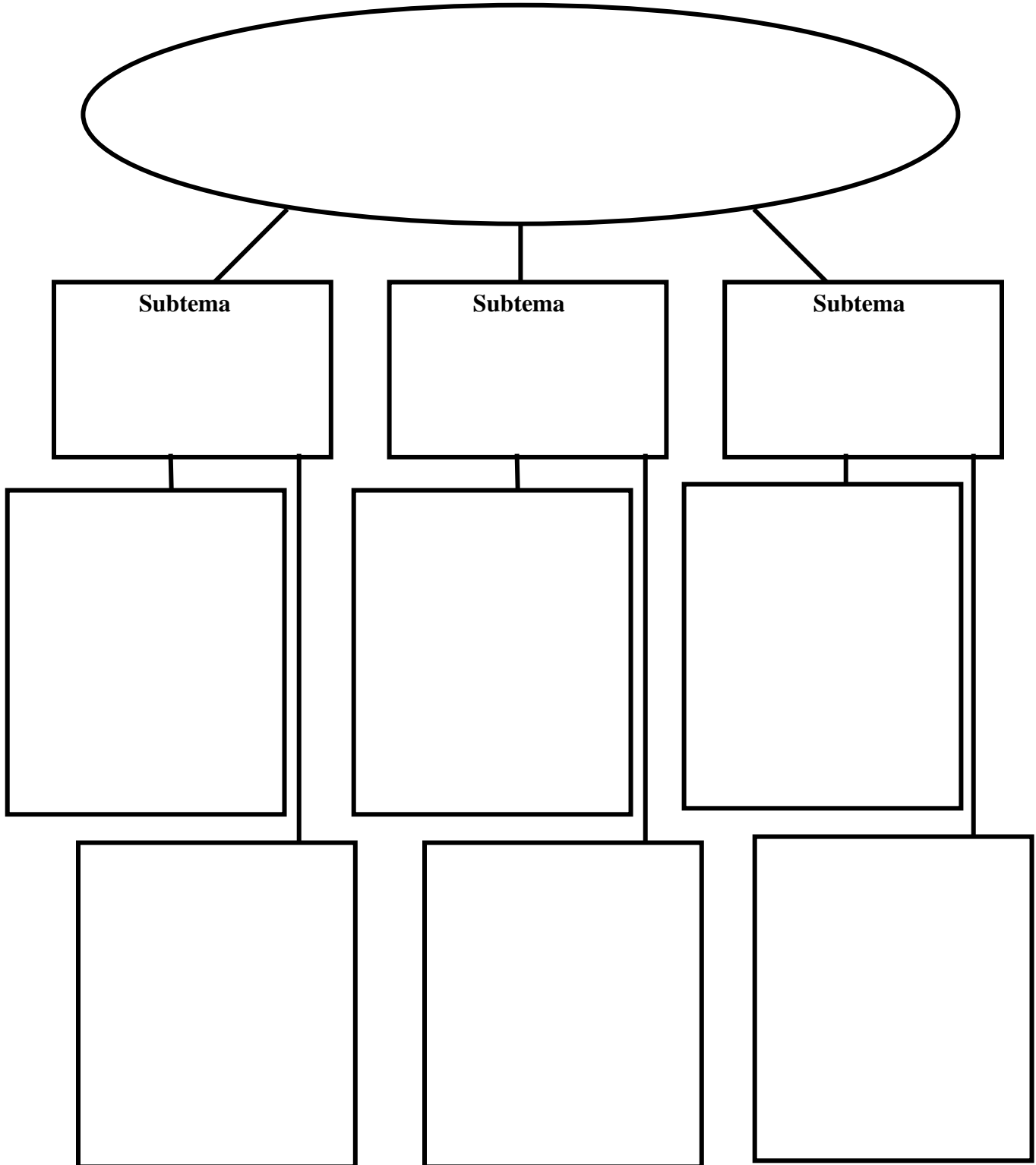
Detalle _____

MAPA PARA IDEAS PRINCIPALES

Nombre: _____

Fecha: _____

Un **mapa para ideas principales** muestra la idea principal y las ideas de apoyo o los subtemas. También tiene información de los subtemas.



ORGANIZADOR PARA ESCRITURA EXPLICATIVA

Nombre: _____

Fecha: _____

Introducción

Cuerpo

Punto 1

Punto 2

Punto 3

Conclusión

ENCONTRAR IDEAS PRINCIPALES

Nombre: _____

Fecha: _____

Título de la Historia: _____

Idea Principal:

Página y Párrafo:

1.

--	--

2.

--	--

3.

--	--

4.

--	--

5.

--	--

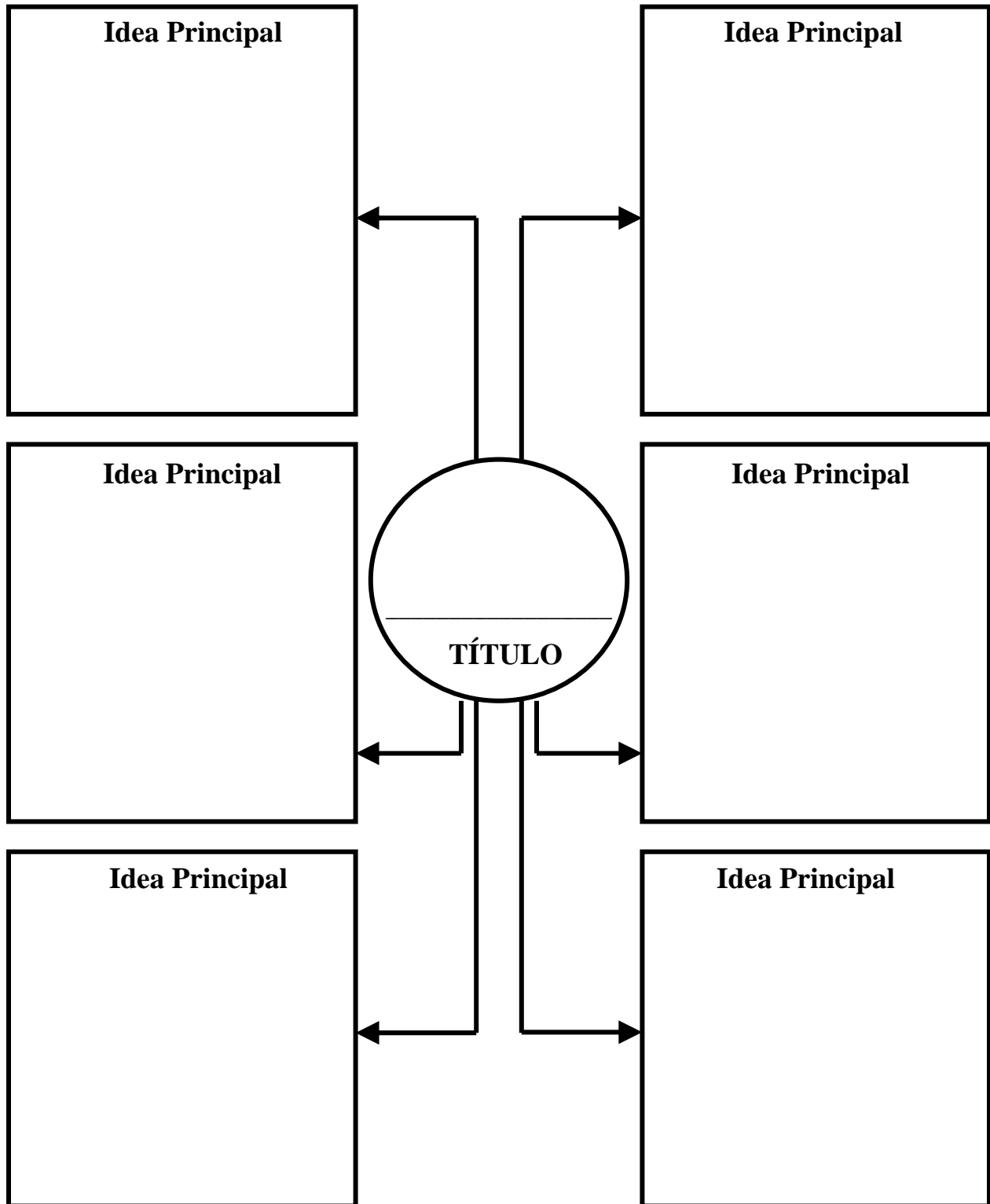
6.

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ORGANIZADOR PARA LA IDEA PRINCIPAL

Nombre: _____

Fecha: _____



GO.9.10

APOYO EN ÁREAS DE ENFOQUE

Nombre: _____ Fecha: _____

Apoye cada área de enfoque con información de la historia.

1.

Apoyo
p.....

Apoyo
p.....

Apoyo
p.....

2.

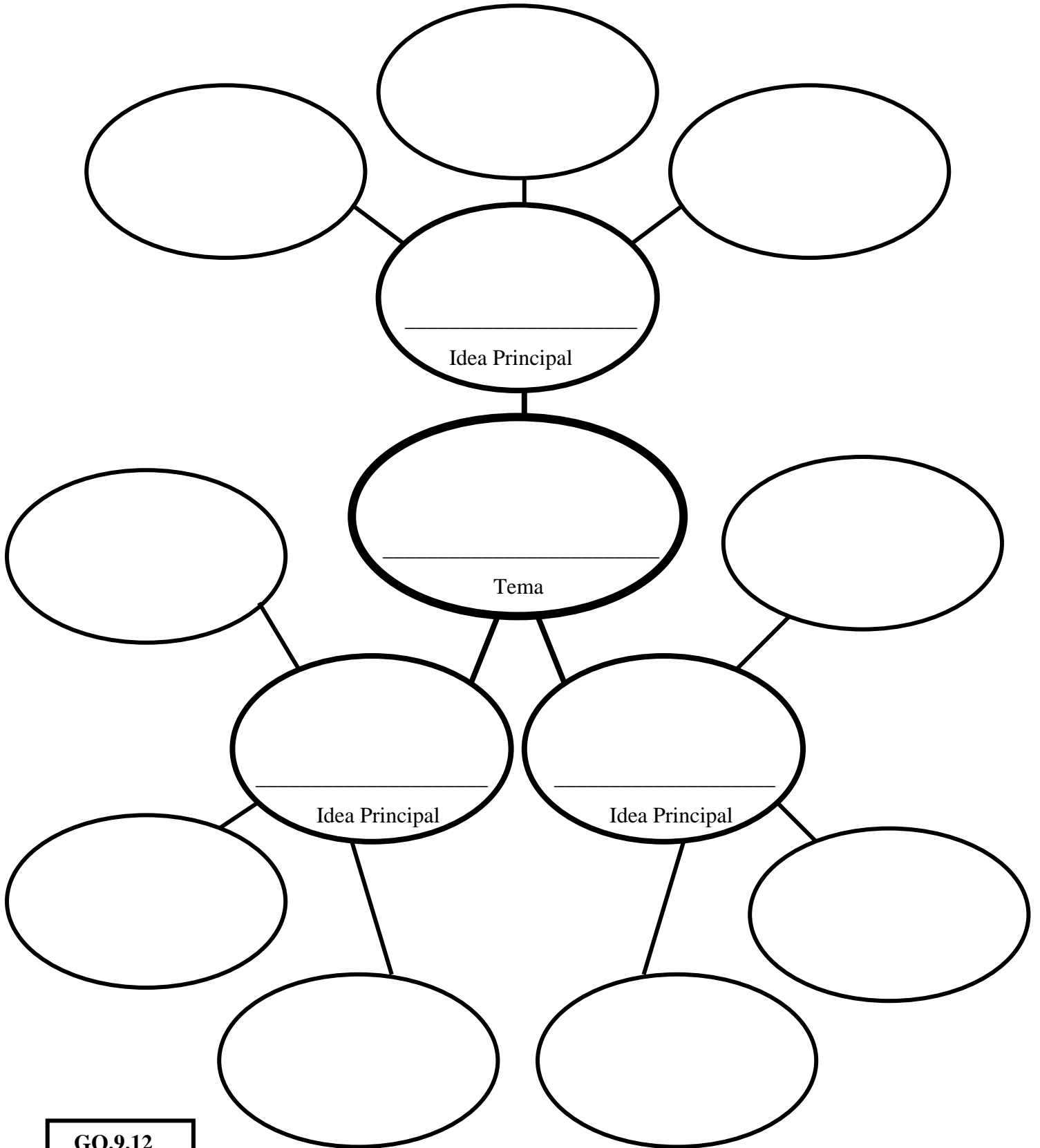
Apoyo
p.....

Apoyo
p.....

Apoyo
p.....

ORGANIZADOR PARA ESCRITURA EXPOSITIVA

Nombre: _____ Fecha: _____



ORGANIZADOR PARA ESCRITURA EXPOSITIVA

Nombre: _____ Fecha: _____

Introducción

Oración de introducción:

Información de trasfondo:

Idea de transición principal:

Cuerpo 1

Idea principal:

Detalle:

Ejemplo:

Detalle:

Ejemplo:

Detalle:

Ejemplo:

Oración de cierre o transición:

Cuerpo 2:

Idea principal:

Detalle:

Ejemplo:

Detalle:

Ejemplo:

Detalle:

Ejemplo:

Oración de cierre o transición:

Cuerpo # 3

GO.9.13.a

Idea principal:

Detalle:

Ejemplo:

Detalle:

Ejemplo:

Detalle:

Ejemplo:

Oración de cierre o transición:

Conclusión:

Final (clave: Relee la introducción):

Predicción:

Oración final:

ORGANIZADOR PARA COMPOSICIÓN DE TESIS

Nombre: _____

Fecha: _____

INTRODUCCIÓN

Anzuelo: _____

Tesis (lo que probarás): _____

Información de trasfondo: _____

Tres piezas para apoyar la evidancia: Body 1 _____

Body 2 _____

Body 3 _____

Oración de conklusión: _____

Cuerpo #1

Evidencia #1 _____

Detalles: 1 _____

2 _____

3 _____

Cita: _____

Explica como la cita apoya la razón: _____

Oración de conclusión: _____

Cuerpo #2

Evidencia #2 _____

Detalle: 1 _____

2 _____

3 _____

Cita: _____

Explica como la cita apoya la razón: _____

Oración de conclusión: _____

Cuerpo #3

Evidencia #3 _____

Detalles: 1 _____

2 _____

3 _____

Cita: _____

Explica como la cita apoya la razón: _____

Oración de conclusión: _____

CONCLUSIÓN

Repite la tesis: _____

Resume tu evidencia : 1 _____

2 _____

3 _____

Extiende, explica en grande: _____

OGANIZADOR PARA ESCRITURA EXPLICATIVA

Nombre: _____

Fecha: _____

Tema:

Oración preliminar:

Palabra u oración de transición

Razón #1 Oración de tema: _____

Detalles que apoyan:

1. _____

2. _____

3. _____

Palabra o frase de transición

GO.9.15.a

Razón #2 Oración de tema: _____

Detalles que apoyan:

1. _____

2. _____

3. _____

Palabra o frase de transición

Razón #3 Oración de tema: _____

Detalles que apoyan:

1. _____

2. _____

3. _____

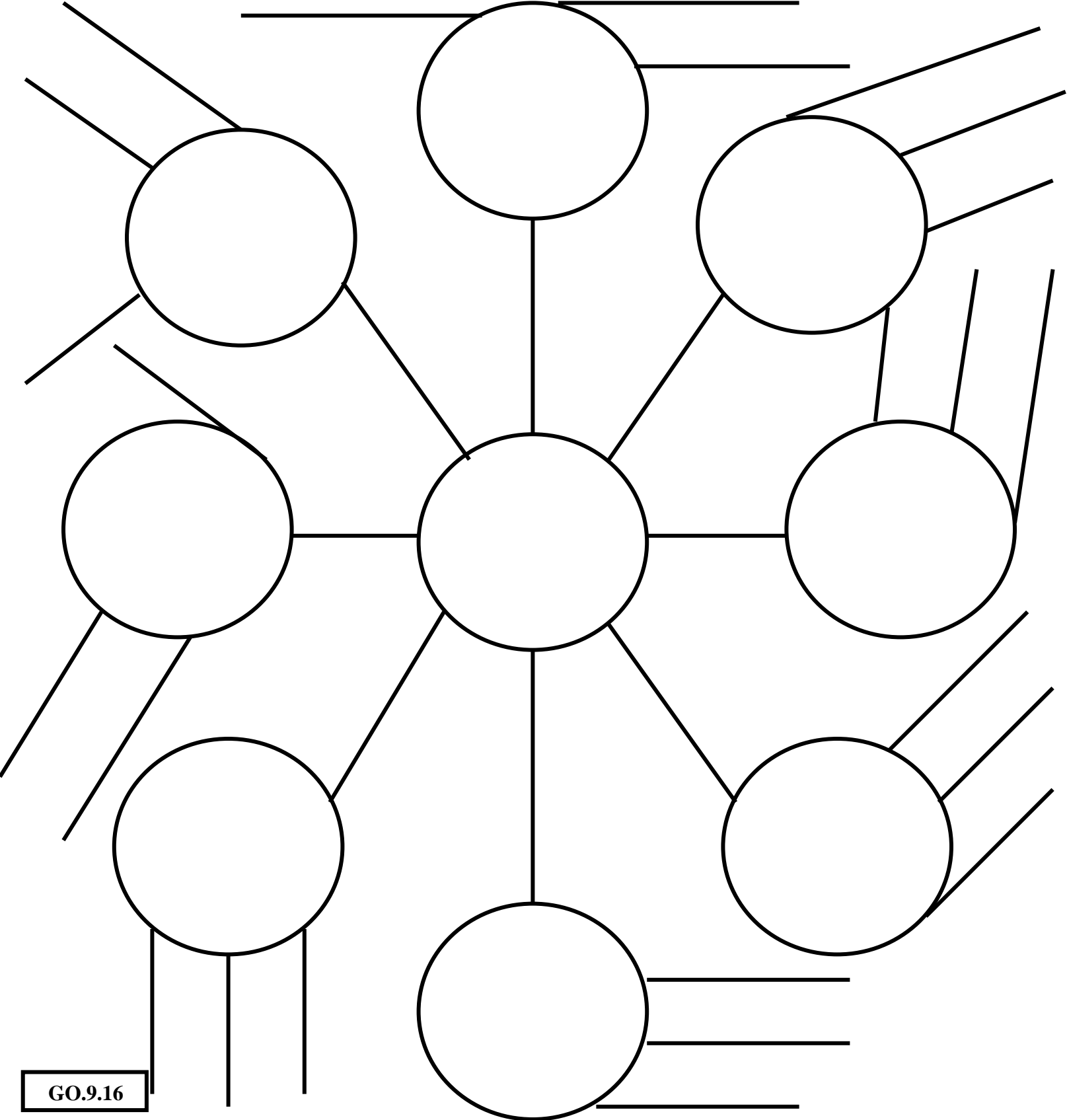
Resumen de conclusión: _____

¿Qué palabras de vocabulario usaré?

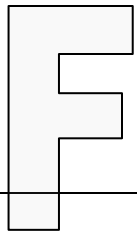
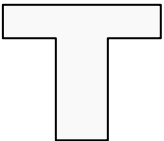
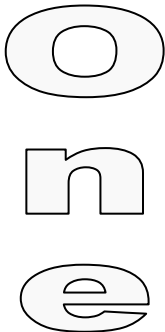
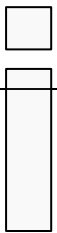
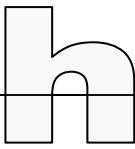

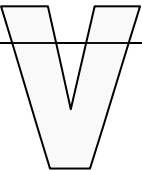




GO.9.15.c

ORGANIZADOR DE ESCRITURA EXPOSITORIA

Nombre: _____ Fecha: _____



Look at the U.S. History Document. By yourself, **select five (5)** important points. **With a partner**, each share your five selections, and come to agreement on **three (3)**. Now turn to another pair, each share your three selections, and together, and challenge your foursome to come to agreement on **the ONE single most important point** about this document.

5 – Five (on your own)	3- Three (with a partner)	1- One (as a foursome)
1. 	1. 	1. <i>The one (1) most important point.</i> 
2. 	2.  	
3. 	3. 	
4. 		
5. 		

ENVELOPE WRITING TEMPLATE

Name:

Stamp:

Address:

City:

State:

Zip:

,

Name:

Address:

City:

State:

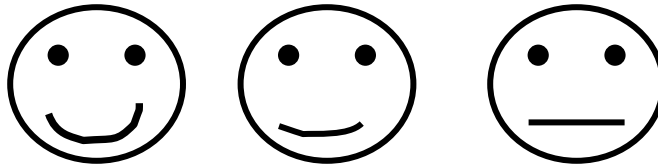
Zip:

,

REFLECTIONS ON WRITING

Name _____ Date _____

When I look back at the work I have done, I feel



I have gotten better in writing sentences.
using capitals and periods.
spelling.
telling a story.
telling my ideas about something.

I am really proud of

Next time I write I will

REFLECTIONS ON MY WRITING

When I look back at the writing I have done, I feel....

I have gotten better in.....

**Writing complete sentences
Using capitals and periods
Spelling
Writing a story with details
Writing my ideas in an order that flows
Beginning sentences
Ending sentences
Neatness**

I am very proud that _____

PORTFOLIO AND WRITING GOALS

Name of Student: _____

Date of Conference: _____

Comments about writing: _____

Fiction or Non Fiction

Why? _____

Writing Goals Chosen in Second Grade:

1. _____

2. _____

3. _____

Writing Goals Chosen today:

1. _____

2. _____

3. _____

My writing right now is a T O W

My handwriting right now is a T O W

My spelling right now is a T O W

MY MID-YEAR WRITING GOALS

Name: _____ Today's Date: _____

You have read your writing pieces, your reflection, and your teacher's reflection from second grade. You have also looked back through the pieces you've written so far this year. Now it is time for you to think of 2 or 3 specific things that you want to work on for the rest of the year to make your writing better.

A goal that I have for my fiction writing is: _____

One piece of writing that shows why this should be a goal: _____

A goal that I have for my non-fiction writing is: _____

One piece of writing that shows why this should be a goal: _____

One thing I think I can do better in my timed writing pieces is

The reason I think this is _____

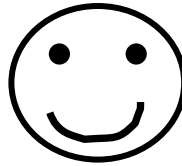
FIRST GRADE SELF REFLECTION

Name: _____ Date: _____

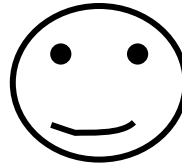
When I look at the work I have done, I feel _____

I have gotten better in:

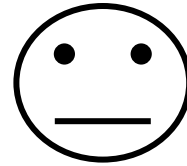
Forming letters



Terrific



Ok

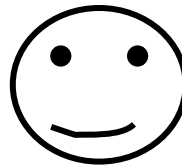


Needs Work

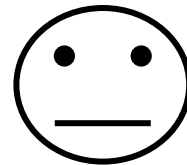
Neatness



Terrific

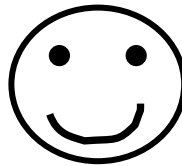


Ok

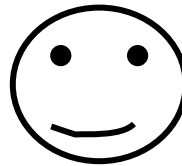


Needs Work

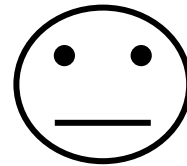
Spacing



Terrific



Ok

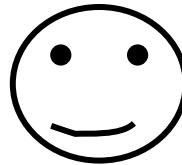


Needs Work

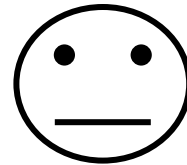
*Telling my ideas,
using a beginning,
middle, end*



Terrific

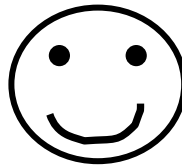


Ok

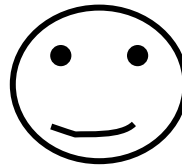


Needs Work

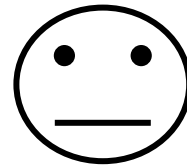
*Hearing sounds in
words*



Terrific

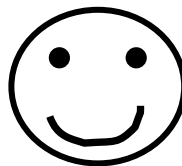


Ok

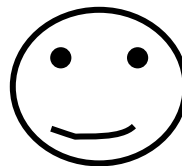


Needs Work

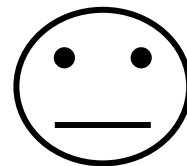
*Using capitals and
periods*



Terrific



Ok



Needs Work

STUDENT WRITING CHECKLIST

Name _____ Date _____

Background: Think about all your writing this year. Use the checklist to help you organize your thoughts about the things you do well in writing and the things that still need work.

Task: As you read each statement decide whether it describes a strength or weakness in your writing.

Focus

_____ I use my organizer to help me stay on the topic all through my piece.

Organization

_____ My writing pieces have a beginning, middle, and an end.

_____ I make sure my story events are in the right order.

Details

_____ I have lots of interesting details in my story beginnings.

_____ I have lots of interesting details in my story middles.

_____ I have lots of interesting details in my story endings.

Mechanics

_____ I edit my work carefully for correct spelling.

_____ I edit to make sure that my sentences are complete.

_____ I check my final copy carefully for punctuation and capitalization.

YEAR-END REFLECTION

Assessment List

	Points Poss.	Peer	Self	Teacher
The introductory paragraph:				
states how you feel about writing.	<u>5</u>	_____	_____	_____
states how you see yourself as a writer(why?).	<u>5</u>	_____	_____	_____
has a controlling statement.	<u>5</u>	_____	_____	_____
The first body paragraph:				
states your favorite piece of writing.	<u>5</u>	_____	_____	_____
has 3 supporting details (why is it your favorite?)	<u>5</u>	_____	_____	_____
has a transitional statement.	<u>5</u>	_____	_____	_____
The second body paragraph:				
states your two goals for writing this past year.	<u>5</u>	_____	_____	_____
has 3 supporting details (writing pieces which show evidence of achieving or making progress toward your goal).	<u>5</u>	_____	_____	_____
has a transitional statement.	<u>5</u>	_____	_____	_____
The third body paragraph has:				
a topic sentence.	<u>5</u>	_____	_____	_____
2 new goals for next year.	<u>5</u>	_____	_____	_____
strategies to achieve these goals.	<u>5</u>	_____	_____	_____
a conclusion/transitional statement.	<u>5</u>	_____	_____	_____
The concluding paragraph:				
has a summary of positive changes in your writing.	<u>5</u>	_____	_____	_____
wraps up the essay.	<u>5</u>	_____	_____	_____
Spelling, punctuation and grammar are correct.				
i.e., no rambling sentences, no run-on sentences, no fragments, paragraphing is correctly indented, etc.	<u>25</u>	_____	_____	_____
Total:	<u>100</u>	_____	_____	_____

Comments: _____

END OF THE YEAR REFLECTION

Assessment List

Name: _____ Date: _____

	Possible	Peer	Self	Teacher
Points				

Introduction

1. Background information provided which may include:
 - how you feel about writing.
 - why writing is important.
 - discussion of different types of writing.
 - how you see yourself as a writer.
2. Goals you made to improve your writing this year.
3. Conclusion sentence.

15 _____ _____ _____

Body 1

4. Your greatest writing accomplishment(s) this year (may or may not pertain to a goal).
5. **Three to five** pieces of writing that demonstrate how you achieved, or are making progress toward, this goal.
6. Explain why these pieces were chosen and how these demonstrate progress.
7. At least **two** quotations from the aforementioned essays that prove your progress.
8. Conclusion sentence and transition.

20 _____ _____ _____

Body 2

9. Your favorite piece of writing (it may be a piece mentioned in body 1).
10. Explain why you like it and describe why it is a good piece of writing.
11. Conclusion sentence and transition.

20 _____ _____ _____

Body 3

12. Description of your writing weaknesses.
13. Set new goals for next year.
14. Describe strategies to accomplish them.
15. Conclusion sentence and transition.

20 _____ _____ _____

Conclusion

16. Summarize positive changes in your writing this year.
17. Sum up the essay and “go beyond”.

20 _____ _____ _____

Mechanics

18. Correct spelling, punctuation, capitalization, and sentence structure.
19. There is a cover page and title that catches your reader’s attention.
20. The essay is neat and organized with one inch margins.

15 _____ _____ _____

TOTAL POINTS =====>

100 _____ _____ _____

GO.39.8

I'M A WRITER

Name: _____ Date: _____

Write about yourself as a writer. Finish each sentence starter with your own ideas.

1. My favorite things to write about are

2. I can do my best writing when I _____

4. The things I find difficult to do when I write are _____

5. I can tell I have gotten better this year at writing _____

6. I think I need to improve my writing this year by _____

7. If I could give some advice to younger writers about what to do to be a good writer, I would say to _____

MY WRITING IN _____ GRADE: A LOOK BACK

It is time for you to look back or reflect on the writing you have done this year. This is intended to help you understand what you do well in writing and what you need to improve upon.

Use the following guidelines when writing this reflective piece.
Check them off as you complete them.

Paragraph 1: Introduction

- _____ a.) How do you feel about writing?
- _____ b.) What kinds of topics do you write about and why?
- _____ c.) What are your writing strengths
- _____ d.) What areas do you need to improve upon?

Paragraph 1: Introduction

Answer the following questions about your piece in paragraph form.

- _____ a.) What was the assignment?
- _____ b.) What writing strategies did you use as you were writing?
Did you organize your thoughts on paper by brainstorming, webbing, outlining, or by sharing with other students?
- _____ c.) What did you like about this piece? Give one or two examples of sentences from your piece that you liked and tell why you liked them.
- _____ d.) What didn't you like about this piece? Give one or two examples of sentences from your piece that you didn't like and tell how you would improve these sentences.
- _____ e.) If you could change something in this piece, what would it be and how would you change it?

Paragraph 3: Summary and Goals

- _____ a.) Do you feel differently about writing now than you did in the beginning of the year? Why or why not?
- _____ b.) What two goals have you and your parents agreed upon for you to work on in the sixth grade?

PORTFOLIO REFLECTIVE LETTER FOR NEXT YEAR'S TEACHER

Date _____

Dear Teacher in Grade _____,

INTRODUCTORY PARAGRAPH

Tell your new teacher why you are writing this letter.

BODY PARAGRAPH #1:

Tell about your strengths as a writer –with what class goals are you making terrific progress? Be sure to give evidence from your writing pieces.

Topic Sentence: _____

BODY PARAGRAPH #2:

With what goals are you making OK progress? (There are times when you apply them and times when you don't.) Be sure to give evidence from your writing pieces.

Topic Sentence: _____

BODY PARAGRAPH #3:

Tell about your weaknesses as a writer –what goals need further work? Be sure to give evidence from your writing pieces.

Topic Sentence: _____

BODY PARAGRAPH #4:

Tell your new teacher how you feel about writing. Do you enjoy it? Is it easy for you? Do you prefer writing fiction or non-fiction?

Topic Sentence: _____

CONCLUDING PARAGRAPH

Review your reason for writing, and state how you feel about becoming a writer in Grade 5.

GO.39.11.a

Closing,
Signature

ORGANIZER FOR MY REFLECTIVE LETTER

Name: _____

Date: _____

Paragraph 1

Feelings:

Last fall: _____

Now: _____

Change: _____

Paragraph 2

Improvements I have made:

1. _____

Example: _____

2. _____

Example: _____

3. _____

Example: _____

Paragraph 3

Improvements I have made:

1. _____

Example: _____

2. _____

Example: _____

3. _____

Example: _____

Paragraph 4

My plans and goals for next year

1. _____

2. _____

3. _____

REFLECTIVE WRITING

How do you think your writing has changed this year?

What do you like the best about your writing?

If you could change your writing in any way at all, what would it be? Why?

LETTER TO _____ GRADE TEACHER

Name _____

Dear Future Sixth Grade Teacher,

Introduction:

I am writing to you to help you get to know me as a writer. I will share with you some of the strengths and weaknesses.

My best non-fiction or fiction story is titled _____

The particular goal that I worked on in this piece was _____

Paragraph(s) _____ show this when I say _____

Best Process Piece – Title:

The goal(s) which was a strength in this piece was _____

Look at paragraph(s) _____ and you will see that _____

Best Timed Writing – Title: _____

What made this piece better than the others was that I _____

Favorite Piece – Title: _____

I especially liked this piece because _____

Weaknesses:

I still need to improve _____

Closing:

Sincerely,

Your future student,

WRITING GOALS AND STRATEGIES FOR IMPROVEMENT

Name _____ Date _____

What is your **first** writing goal?

Give **two** specific strategies you plan to use when you write to help you work on this goal.

#1. _____

#2. _____

What is your **second** writing goal?

Give **two** specific strategies you plan to use when you write to help you work on this goal.

#1. _____

#2. _____

WRITING GOALS AND PROGRESS SUMMARY

Name _____ Date _____

Goal #1: _____

Goal #2: _____

Progress Made:

Date What I did to work on my goals:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

UPPER GRADE PORTFOLIO ASSESSMENT LIST

- Key: **EX** – Extensive Evidence: Can be found in every piece
SB – Substantial Evidence: Can be found in MOST pieces
SM – Some Evidence: Can be found in at least two pieces
L – Little Evidence: Is only found in one piece
NO – No Evidence: Cannot be found

Element	Assessment	
	Self	Teacher
Power of Language		
1. The wording throughout is precise.	—	—
2. Sentence Structure is sophisticated.	—	—
3. The portfolio demonstrates a sense of voice.	—	—
4. The portfolio demonstrates risk-taking in writing.	—	—
5. The writing reveals a personal uniqueness.	—	—
Use of Writing Process		
6. The portfolio demonstrates an understanding of the revision process.	—	—
7. The portfolio demonstrates that the student uses the writing process.	—	—
Conventions of Language		
8. The portfolio demonstrates a mastery of spelling.	—	—
9. The portfolio demonstrates a mastery of punctuation	—	—
10. The portfolio demonstrates a mastery of capitalization.	—	—
11. The portfolio demonstrates a mastery of sentence structures.	—	—
Reading		
12. The portfolio demonstrates an understanding of the process of reading.	—	—
13. The portfolio explains the student’s reading strengths.	—	—
14. The portfolio explains the student’s reading weaknesses.	—	—
15. The portfolio explains the student’s tastes in reading.	—	—
Reflection		
16. The student describes his/her writing process.	—	—
17. The student describes his/her writing strengths accurately.	—	—
18. The student describes his/her weaknesses accurately.	—	—
19. The student uses specific examples (direct quotations) from his/her work to discuss his/her strengths and weaknesses.	—	—
20. The students explains completely and clearly why he/she chose each piece.	—	—
21. The student explains completely and clearly his/her writing progress.	—	—
22. The student explains completely and clearly his/her reading progress.	—	—
23. The student sets goals for ninth grade that are appropriate.	—	—
24. The student clearly and completely explains why he/she chose those goals.	—	—
25. The reflection is well written.	—	—
26. The reflection is accurate, complete, and interesting to read.	—	—

GOAL SETTING

Name _____ Date _____

Student Input

These are the titles and dates
of my writing pieces:

These are the genres I
attempted:

Here are some things that I
tried and am proud of:

Here are some things I am
not satisfied with:

Two goals for the future: _____

Teacher Input

These are things the author
does well:

These are areas to work on:

Specific goals for this
author:

PORTFOLIO ASSESSMENT RUBRIC

GRADE _____

Your Name

Teacher

Please use a blue or black pen to mark your individual assessment. Your eighth grade teacher will use a colored pen to mark her assessment.

The portfolio shows:	Extensive Evidence	Some Evidence	Little Evidence	No Evidence
* An understanding of the process of writing				
* Consistent use of ALL steps of the writing process				
* An understanding of revision				
* Clearly defined goal(s) for improvement				
* An understanding of organizational strategies				
* Use of specific supporting detail				
* Elaboration of ideas				
* A mastery of rules of spelling				
* A mastery of rules of punctuation				
* A mastery of rules of capitalization				
* A mastery of paragraphing				
* A strong vocabulary				
* A sense of “voice”				
* Sophisticated sentence structure				
* Risk-taking in writing				
* A personal “uniqueness”				
* A range of personal reading interests				
* A variety of strategies for making meaning out of what is read				

GO.39.19.a

The portfolio shows:	Extensive Evidence	Some Evidence	Little Evidence	No Evidence
* An accurate description of the writer's use of the writing process				
* Accurate discussion of the writer's strengths				
* Accurate discussion of the writer's weaknesses				
* Specific examples from the writer's work to support the above				
* Complete explanations of why each piece was chosen for the portfolio				
* Realistic and appropriate goals for next year				
* A clear sense of the student as a writer				
* A clear sense of the student as a reader				

Additional Comments:

FINAL REFLECTION PIECE

Name _____ Date _____
 Group _____

Possible Pts	Self	Peer	Teacher
_____ 1.) <u>Introduction</u> *Intro sentence. *Background (see checklist). *Transition: writing to be sent to grade 8.	_____	_____	_____
_____ 2.) <u>Body One</u> *You explained why these 3 are your best accomplishments. *You noted how these pieces show talent or progress. *You noted goals you achieved in each piece. *You used at least two quotes from each piece. *Closing sentence.	_____	_____	_____
_____ 3.) <u>Body Two</u> *You identified areas you need work on in writing. *You cited three examples from your work showing this weakness. *Or, you cite examples from teachers or peers that you would like to emulate. *Closing sentence.	_____	_____	_____
_____ 4.) <u>Body Three</u> *You wrote about the writing process your teacher uses in English class. *You used checklist for ideas. *You described each one. *Closing sentence.	_____	_____	_____
_____ 5.) <u>Conclusion</u> *You included an opening statement. *You've noted the positive changes you've seen in your writing. *You set goals for next year. *You add other info. not stated in bodies. *Good ending sentence.	_____	_____	_____
	Total	_____	_____

Comments:

GOAL STATEMENT FOR WRITING

Goal #1

One goal that I have worked on this year is _____

I have worked on this goal in the following pieces of writing:

I have done the following to work on the goal:

I still need work on:

Goal #2

Another goal that I have worked on this year is _____

I have worked on this goal in the following pieces of writing:

I have done the following to work on the goal:

I still need work on:

FINAL REFLECTION ASSESSMENT LIST

Check Here

Introduction

- _____ *Intro. sentence.
- _____ *Background info.
- _____ 1. How you feel about writing.
- _____ 2. Type of writing you like best.
- _____ 3. The writing we did this year.
- _____ *Transition – The writings you are choosing to go to Grade_____ .

Body 1: Tell why these are your three greatest writing accomplishments this year.

- _____ *Explain why each one was chosen and how they show your talent or progress.
- _____ *Mention the goals you achieved in each piece.
- _____ *Use at least two quotations from each piece to support your progress or goals.
- _____ *Closing sentence or transition.

Body 2: Identify areas you need to work on in writing. (Go back and read teachers' comments on essays and read goals.)

- _____ *Cite 3 examples from your writing that you are not pleased with.
- _____ *Closing sentence or transition.

Body 3: Write about the writing process your teacher uses in his/her English class.

- _____ *Timed Writings
- _____ *Student Rating for CMTs
- _____ *Graphics Organizers
- _____ *Assessment Lists
- _____ *Student Models
- _____ *"Oral Editors"
- _____ *Peer Assessment
- _____ *Response to Literature (4 levels IU, DI, MC, CS)
- _____ *Closing Sentence or Transition

Conclusion

- _____ *Summary of positive changes you've seen in your writing.
- _____ *Other information you might want to add.
- _____ *Set goals for next year.
- _____ *Good ending sentence.

WRITING A SELF REFLECTION

Name _____

The time has come for you to assess the many accomplishments you have made in your writing for the sixth grade. You need to think about the kinds of writing you've done, the way you have accepted the challenge of independent reading, and whether or not your goals need to be revised for next year. To help you organize your thoughts, you will need to carefully review (reread) the entries in your writing portfolio. _____ You must also have a list of all independent reading in which you have done in this year. _____ Your writing portfolio should be checked p by your teacher. _____ After these are checked off you will:

- _____ A. Review the given parts which must be included in your letter.
- _____ B. Write a rough draft of a letter to your parents evaluating the progress you have made in your written expression this year.
- _____ C. Edit your rough draft. This must be completed by _____
- _____ D. Type your final draft. **YOU MUST HAVE TWO COPIES OF THIS PAPER. IT MUST BE TYPED WITH A TWO INCH MARGIN ON THE RIGHT SIDE OF THE PAPER. THIS IS THE SPACE WHERE YOUR PARENTS AND TEACHER WILL RESPOND.**
- _____ E. The FINAL DRAFTS are to be completed by _____.

YOUR PAPER MUST INCLUDE:

Part 1:

Background Information

- *Indicate the purpose of this letter.
- *Discuss your goals in writing and reading for this year.

Part 2:

Describe some of the different types of writing you've done this year (this would also include any writing you've done for other teachers).

Part 3:

Discuss your progress in writing. Tell about your favorite writing pieces.

- *Why were they your favorites?
- *Did your writing improve because of them?
- *Do they show that you are accomplishing your goals? Be specific.
- *Is there anything that kept you from accomplishing your goals for your written work (late work, absences, procrastination, lack of effort, etc.)?
- *Is there anything you still need to work on if you were to rewrite any of these papers? What would you change to make them better?
- *Will you adjust your writing goals? How/why?

Part 4:

Discuss the independent reading you've done.

- *Has your independent reading had an impact on your writing?
- *What kind of independent reading do you plan to do during the summer and in the seventh grade?
- *How will you accomplish these? Will you monitor yourself? How?

Part 5:

Describe how you think you are doing overall in the area of Language Arts/Writing.

- *State your conclusions about the reading and writing you've done this year.
- *State your adjusted goal for next year.

PORTFOLIO REFLECTIVE LETTER: 3RD GRADE

You have seen your writing and your goals from second grade. You have also selected your very best writing pieces from 3rd grade to put in your portfolio for your 4th grade teacher to see. Now, you will use this information to write a letter that tells about your writing and the improvements you have made in your writing. The audience for your letter is yourself, your 4th grade teacher, and your parents.

Paragraph #1

How did you feel about writing at the beginning of the year?

How do you feel about writing now?

Did your feelings change? Why or why not?

What was your favorite writing project this year? Why?

What kinds of writing do you enjoy the most (fiction, non-fiction, poetry, etc.)?

Paragraph #2

What improvements have you made as a writer? (In other words, what do you do better now than you did at the beginning of the year?)

Look at your writing pieces and find specific examples of how you have improved.

Paragraph #3

What do you still need to improve in your writing?

Look at your writing pieces and find specific examples of areas for improvement.

Paragraph #4

Choose 2 or 3 goals for writing next year.

What are you looking forward to in 4th grade for writing?

GO.39.24.a

SELF-REFLECTIVE LETTER

Name _____ Date _____

Paragraph 1

Introduce yourself.

How did you feel about writing at the beginning of the year? How do you feel about writing now? What was your favorite writing project? Why? What kinds of writing did you enjoy the most? Why?

Dear _____

At the beginning of the year I felt my writing _____

When I think about myself as an author now I feel _____

My favorite writing project was _____
because _____

The kinds of writing I enjoy the most are _____

SELF-REFLECTIVE LETTER

Name _____ Date _____

Paragraph 2

What improvements have you made as a writer? BE SPECIFIC!
Look at your writing pieces and find at least 2 specific examples of how you have improved.

One improvement I have made as a writer is _____

One example in my writing is _____

Another improvement I made in my writing is _____

An example in my writing is _____

SELF-REFLECTIVE LETTER

Name _____ Date _____

Paragraph 3

What do you still need to improve in your writing?
Provide at least 2 specific examples in your writing.

I still need to improve _____

An example in my writing is _____

I still need to improve _____

An example in my writing is _____

PORTFOLIO REFLECTIVE PIECE

This is the time for you to look back over the writing you've done this year. Follow these directions:

Read through all your work and choose...

- 1. Your best non-fiction (not poetry).**
- 2. Your best fiction (not poetry).**
- 3. Your best response to literature.**
- 4. Your best timed-writing.**
- 5. Your favorite piece (if it is different from 1-4)
This can be poetry.**
- 6. One piece of writing that has all the pre-writing.
This can be one of your selections from above.**

Now that you have chosen your pieces for your portfolio, it's time to write a reflective paper about your feelings concerning your writing.

USE THE FOLLOWING FORM AS A GUIDELINE

GO.39.25.a

PARAGRAPH 1: Introduction

Begin by discussing how you feel about writing. Tell what kind of things you like to write about and why. Comment on how you use the writing process. For example, do you brainstorm, create a web, outline or write groups of ideas? How many drafts do you write? Tell about the process and how it works for you.

PARAGRAPH 2: Process used in creating your portfolio

Explain why you chose each piece and what they show about you as a writer. Make sure you identify each piece by title and by the six categories.

<u>Suggestions for Strengths and Weaknesses</u>	
Consider the following examples:	
Planning	Paragraphing
Elaborating	Using Transitions
Organizing	Sentence Structure
Developing Ideas	Focus
Showing Personal Voice	Using Descriptive Words

Refer to the suggestions above when writing about your strengths and weaknesses in paragraphs 3 and 4.

PARAGRAPH 3: Strengths

What are your three (3) strongest points as a writer as shown by the papers you have chosen? Use the suggestions above to help you decide or write your own on the lines below
**Be sure to support at least three (3) strengths with specific examples from the papers you've chosen.

Strengths _____

PARAGRAPH 4: Weaknesses

What are your weak points as a writer? What skills do you feel need improvement? How would using the writing process more effectively help your writing? Use the above suggestions to help you decide or write your own on the lines below. Use specific examples to explain.

Weaknesses: _____

PARAGRAPH 5:

Do you feel differently about your writing now than you did in the beginning of the year? Reread your progress reports and your goals. Did you accomplish any of them? Explain and give evidence of your success. Now set 2 goals you would like to work on next year to continue improving your writing. Be sure to reread the paragraph on your weaknesses to help set your goals.

GO.39.25.b

CLASSROOM ASSESSMENT LIST FOR END OF THE YEAR REFLECTION

Name: _____ Date: _____

	Points	Self	Teacher
1. Introduction includes: The writing goals I set for myself and why. The specific part(s) of the writing process which helped me achieve my goals.	20	_____	_____
2. Body 1 includes: <u>At least two examples</u> (by title/type) which provide specific evidence of my goal achievement. (At least one contains all artifacts).	15	_____	_____
3. Body 2: Describes the strategies I used to achieve my goals.	15	_____	_____
4. Body 3: Provides specific examples from other subjects where I used the strategies mentioned above to improve my writing.	15	_____	_____
If my goals were not met, I have described why not, and what new strategies I need to employ.			
5. Body 4 includes: New goals I have set for the 7 th grade. Strategies to accomplish them.	10	_____	_____
6. Conclusion includes: Description of the positive changes I've seen in my writing during 6 th grade.	10	_____	_____
7. Good writing mechanics are evident.	10	_____	_____
8. Paper is typed or neatly written in pen. *with a 2 inch right hand margin	5	_____	_____
TOTAL POINTS POSSIBLE	100	_____	_____

GO.39.26

SELF-REFLECTIVE LETTER

Name _____ Date _____

My writing is better at the end of the second grade because...

Teacher Comments:

Next year I will work on:

Teacher Comments:

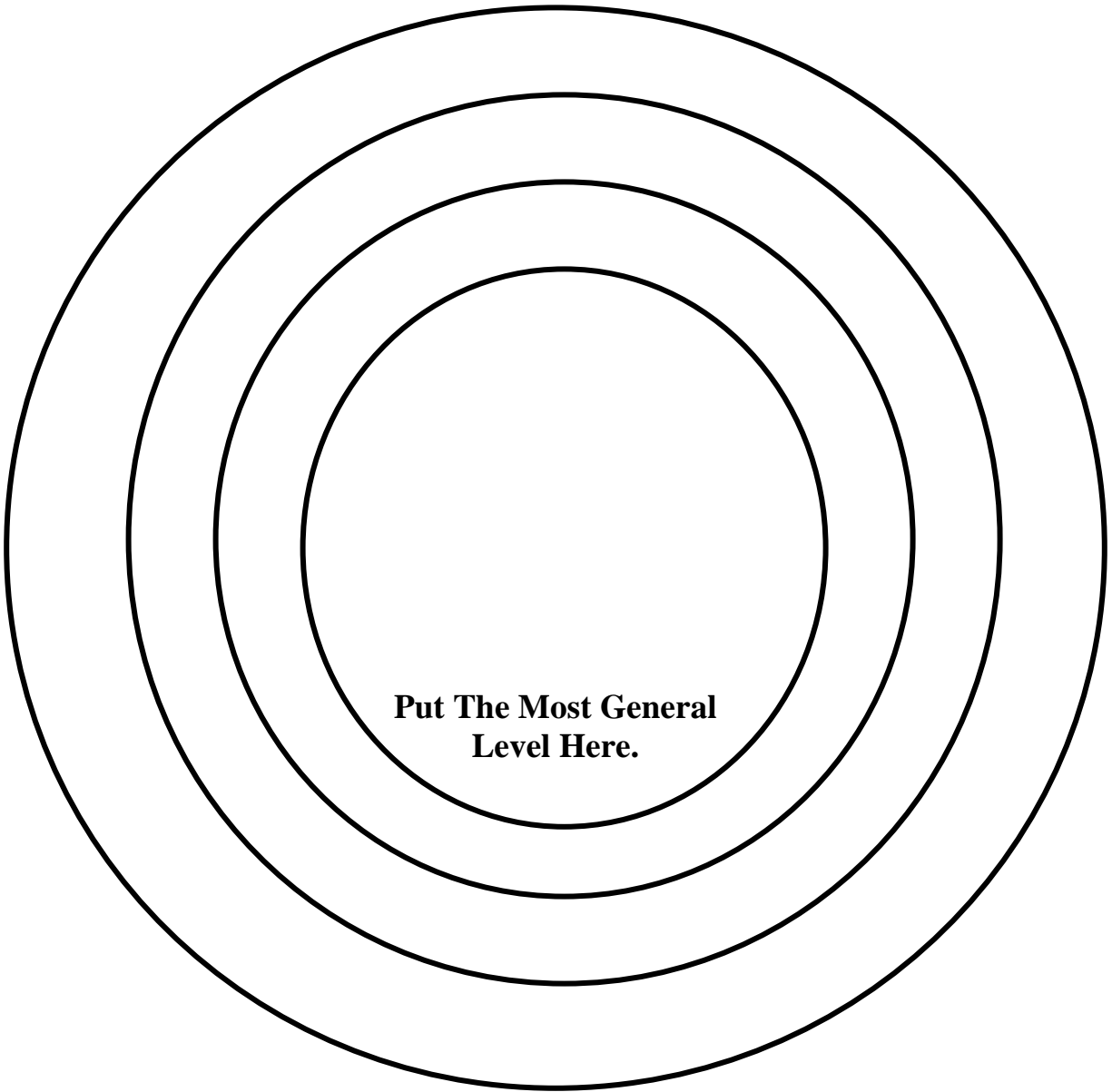
What I like best about writing is:

Teacher Comments:

- stay on topic
- main idea
- details
- closing sentences
- order of events
- beginning
- middle
- end
- imagination
- capitalization
- punctuation
- spelling
- checking for mistakes
- describing words
- dialogue
- developing characters
- neatness
- fiction
- non-fiction

GENERAL TO SPECIFIC

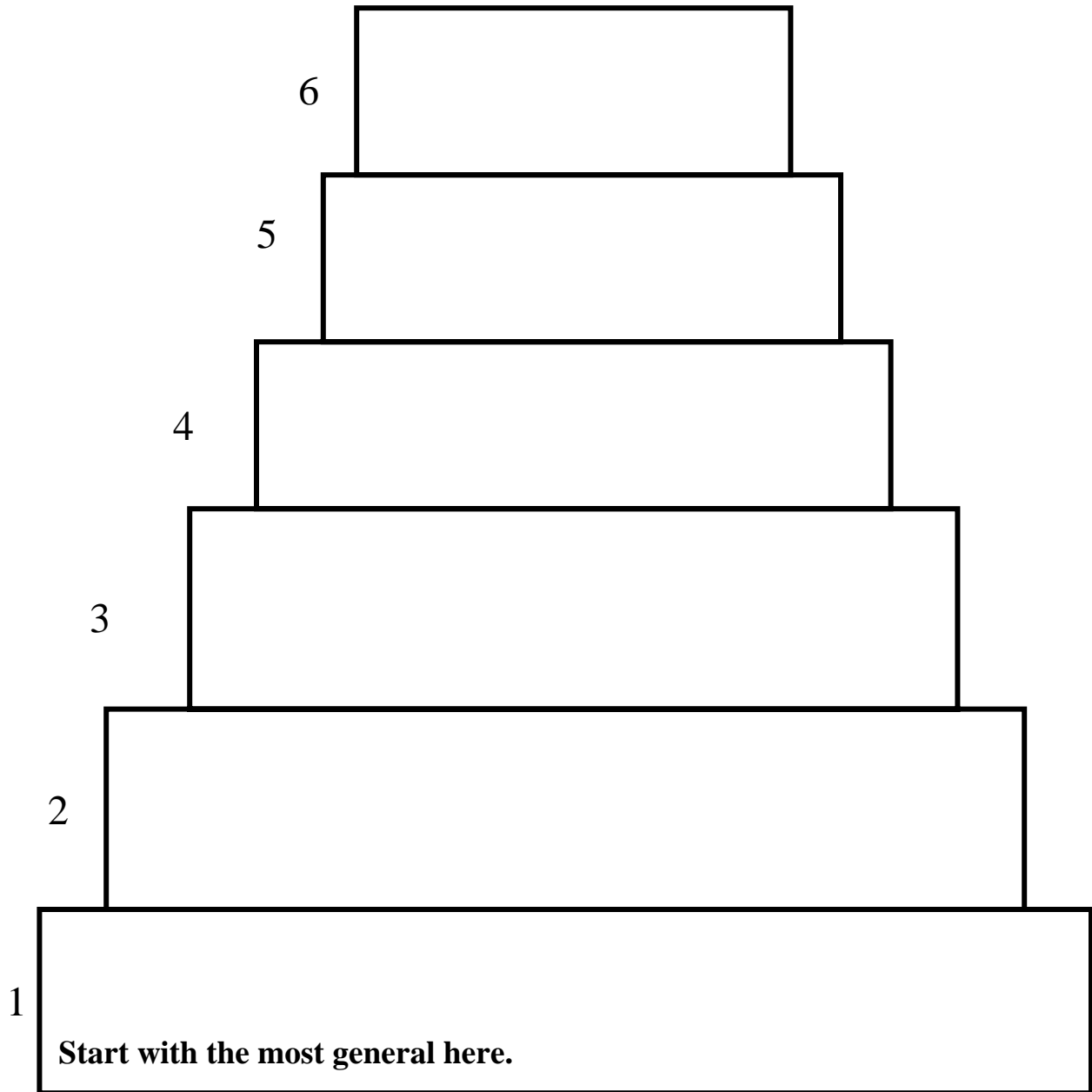
Name: _____ Date: _____



GO.13.1

WEDDING CAKE HIERARCY

Name: _____ Date: _____



RANK ORDER

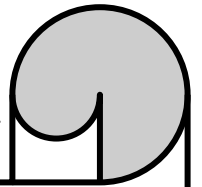
Name: _____ Date: _____

Level of Quality	Item	Explanation

GO.13.3

Name: _____

Date: _____



Text Statement

Page

My Response

GO.15.1

TRIPLE ENTRY JOURNAL

Name: _____

Date: _____

QUOTES

THOUGHTS AND FEELINGS

RELATING

GRAPHIC ORGANIZER FOR NATURE MYTHS

Name: _____

Date: _____

Period: _____

Title of Myth: _____

Number of Gods or Goddesses: _____

Name of God or Goddess: _____ Character Trait: _____

Name of God or Goddess: _____ Character Trait: _____

Name of God or Goddess: _____ Character Trait: _____

Problem to be solved in your myth: _____

Brainstorm:

Exposition:

“Little Incident:”

Rising Action:

GO.18.1.a

Climax:

Falling Action:

Resolution:

HEROES, GODS, AND MONSTERS OF THE GREEK MYTHS INFORMATION COLLECTION ORGANIZER

Name: _____

Father: _____

Mother: _____

Married to: _____

Physical Characteristics:

Human Characteristics:

Characteristics _____ Example _____

Characteristics _____ Example _____

Characteristics _____ Example _____

Important Talents:

Important Facts:

BEGINNING – MIDDLE – ENDING

Beginning

1.

2.

3.

Middle

4.

5.

6.

7.

8.

9.

Ending

10.

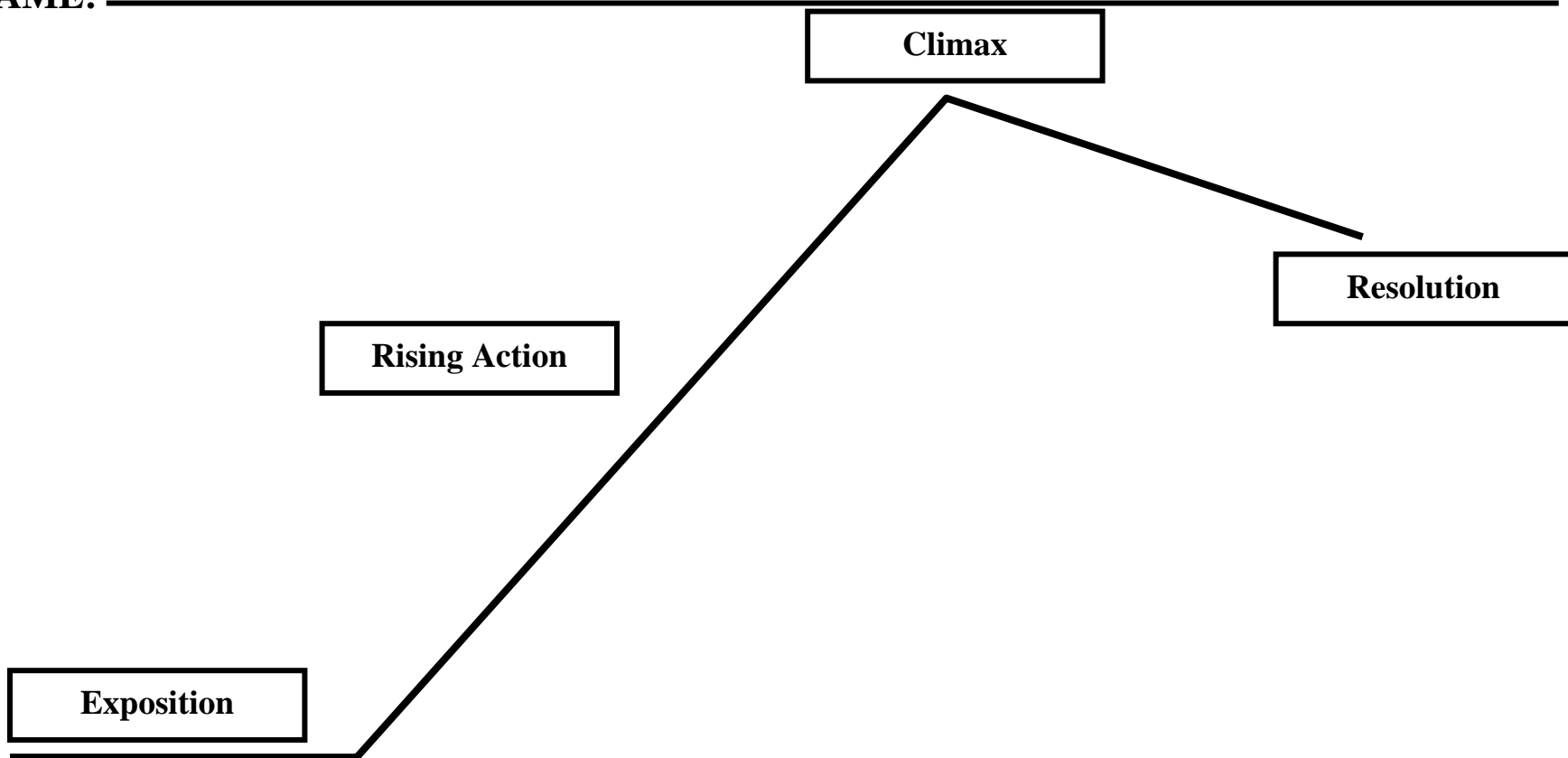
11.

12.

GO.19.1

GRAPHIC ORGANIZER FOR PLOT

NAME: _____



GO.19.2

TITLE: _____
AUTHOR: _____

STORY PLAN

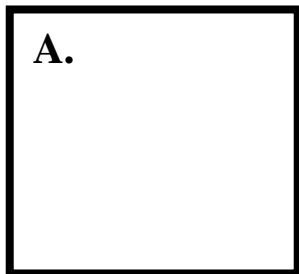
<u>SOMEBODY</u>	<u>WANTED</u>	<u>BUT</u>	<u>SO</u>
Character Who?	Goal What were they trying to do?	Conflict What got in their way?	Resolution How did they solve their problem? How did they reach their goal?

TITLE: _____

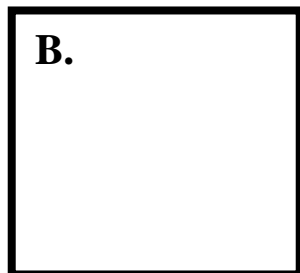
Name: _____ **Date:** _____

Ascending Action to the Climax

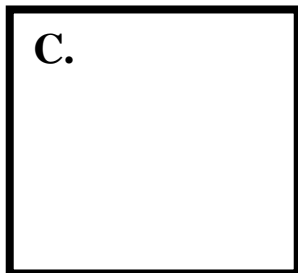
A.



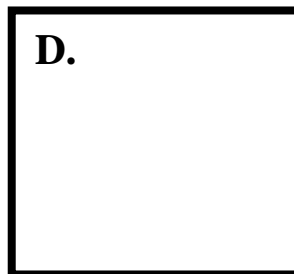
B.



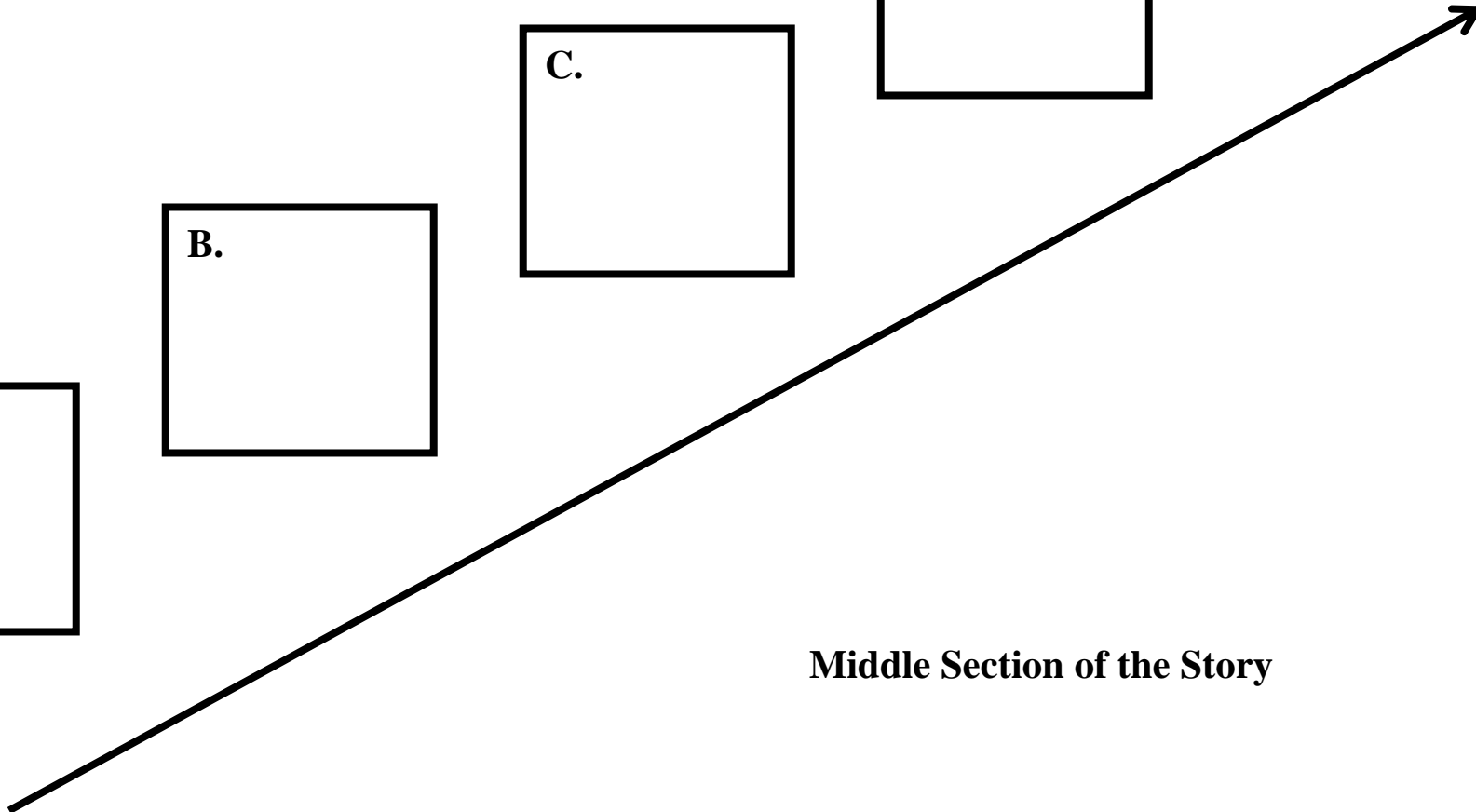
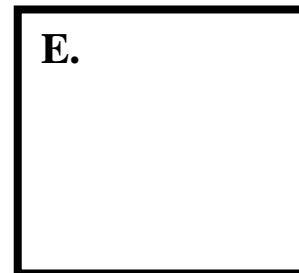
C.



D.



E.



Middle Section of the Story

GO.19.4

_____ **BY:** _____ **DATE:** _____

1. A Picture of the Setting of the Story: My picture shows WHO, WHERE, and WHEN.

2. What happens First?

3. What happens Next?

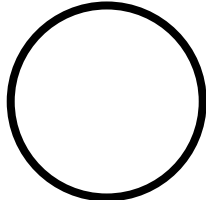
4. What happens After that?

5. Then?

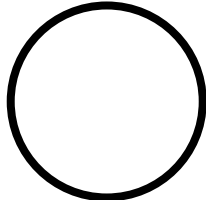
6. What happens at the end of the story?

GREAT BEGINNINGS

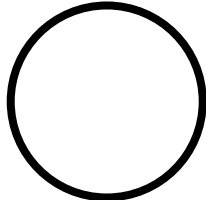
Name: _____ Date: _____



(sound) _____



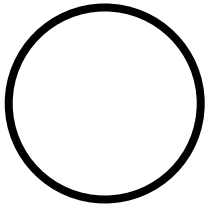
(action) _____



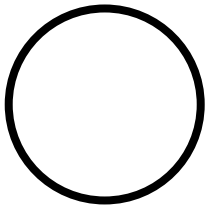
(thought/question) _____

GREAT BEGINNINGS II

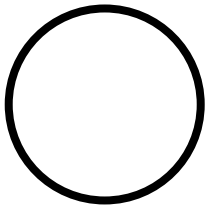
Name: _____ Date: _____



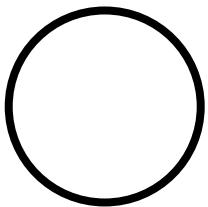
(action) _____



(dialogue) _____



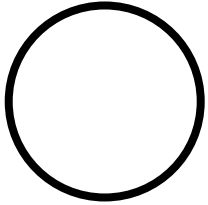
(sound) _____



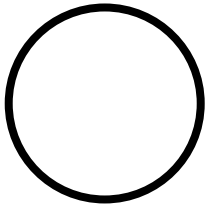
(thought/question) _____

MEANINGFUL ENDINGS

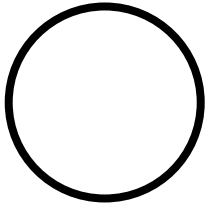
Name: _____ Date: _____



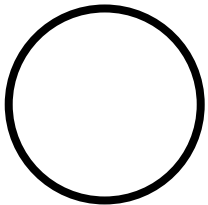
Main Character's Memories _____



Character's Feelings about the Main Event _____



Main Character's Decision _____



Main Character's Hope or Wish _____

Topic: _____

Name: _____ Date: _____

CONFLICT SOLUTION MAP

Reading Selection: _____

Setting

Who _____
What _____
Where _____
When _____

Conflict 1. _____

Order of Action 2. _____

3. _____

4. _____

Solution to the problem

1. _____

2. _____

3. _____

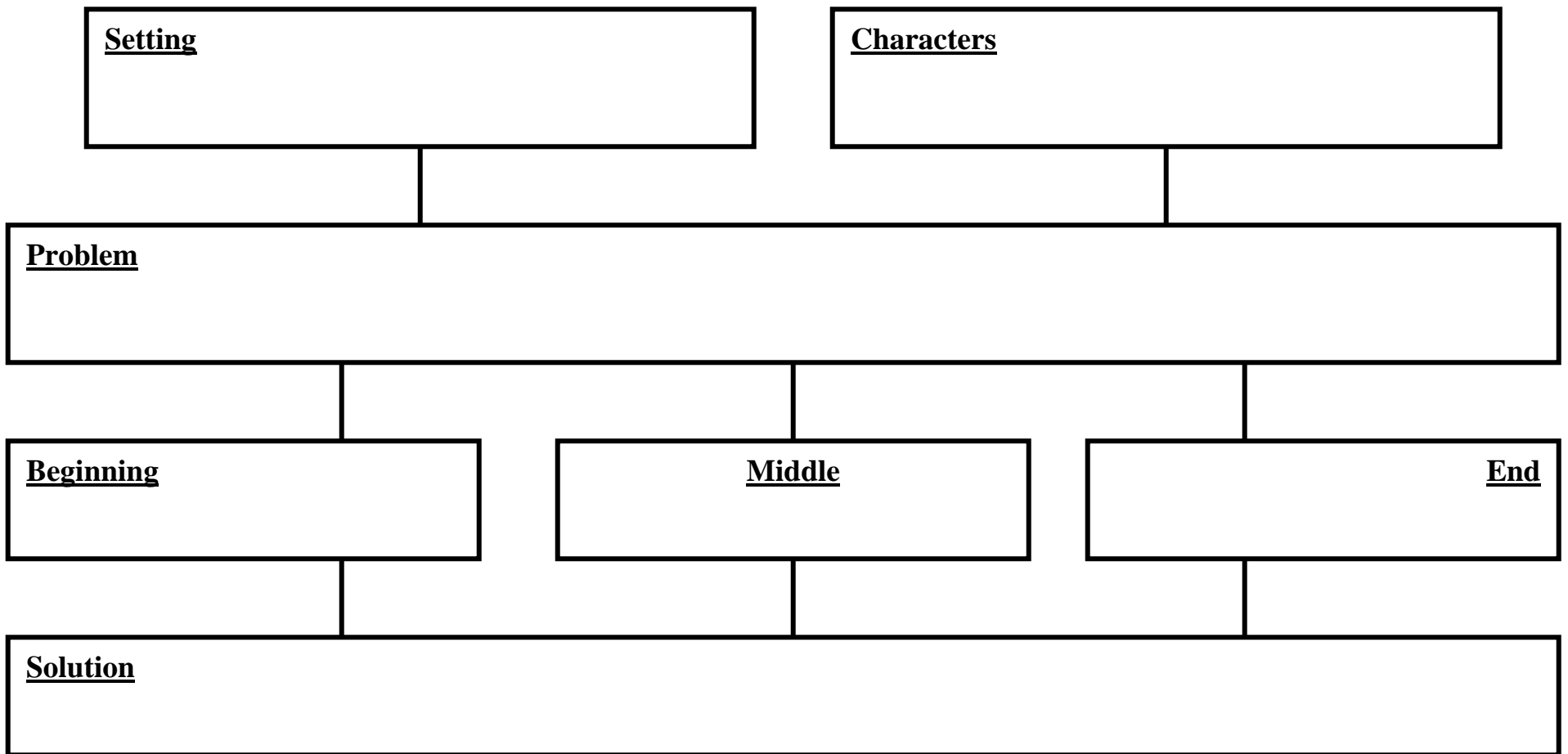
4. _____

Topic: _____

Name: _____ Date: _____

STORY MAP

Story: _____



GO.19.10

Title: _____
Name: _____ **Date:** _____

ORIGINAL STORYTELLING

Characters
(include physical traits and interests)



Setting
(include colors, shapes, sounds, smells, etc.)

Story Title: _____
Author: _____ **Student Name:** _____ **Date:** _____

Characters  **Actions**
(events)  **Setting**

GO.19.12

Problem of _____



Action



Results

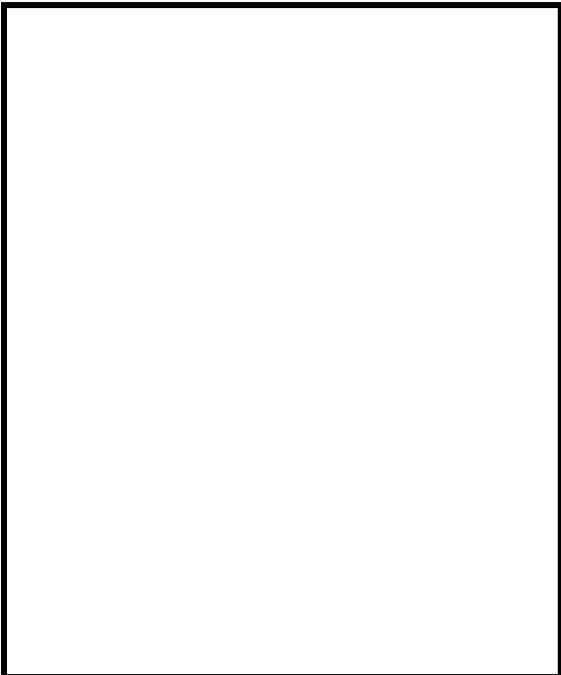
PROBLEM = something bad; a situation that people would like to change

ACTION = what people *do* to try to solve a problem

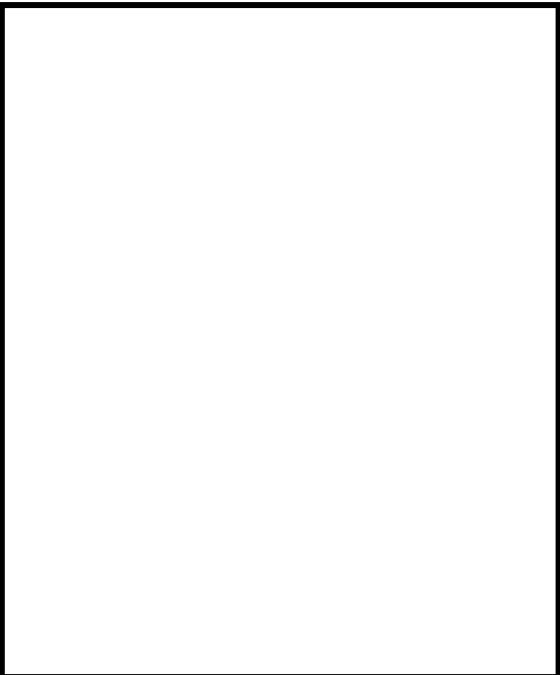
RESULT = what happens as a result of the action; the effect or outcome of trying to solve the problem.

“OH NO! WHAT SHALL I DO?”

Name: _____ **Date:** _____



The Problem



The Solution

STORY MAP

Title: _____

Setting:

Characters: _____

Problem:

Event 1: _____

Event 2: _____

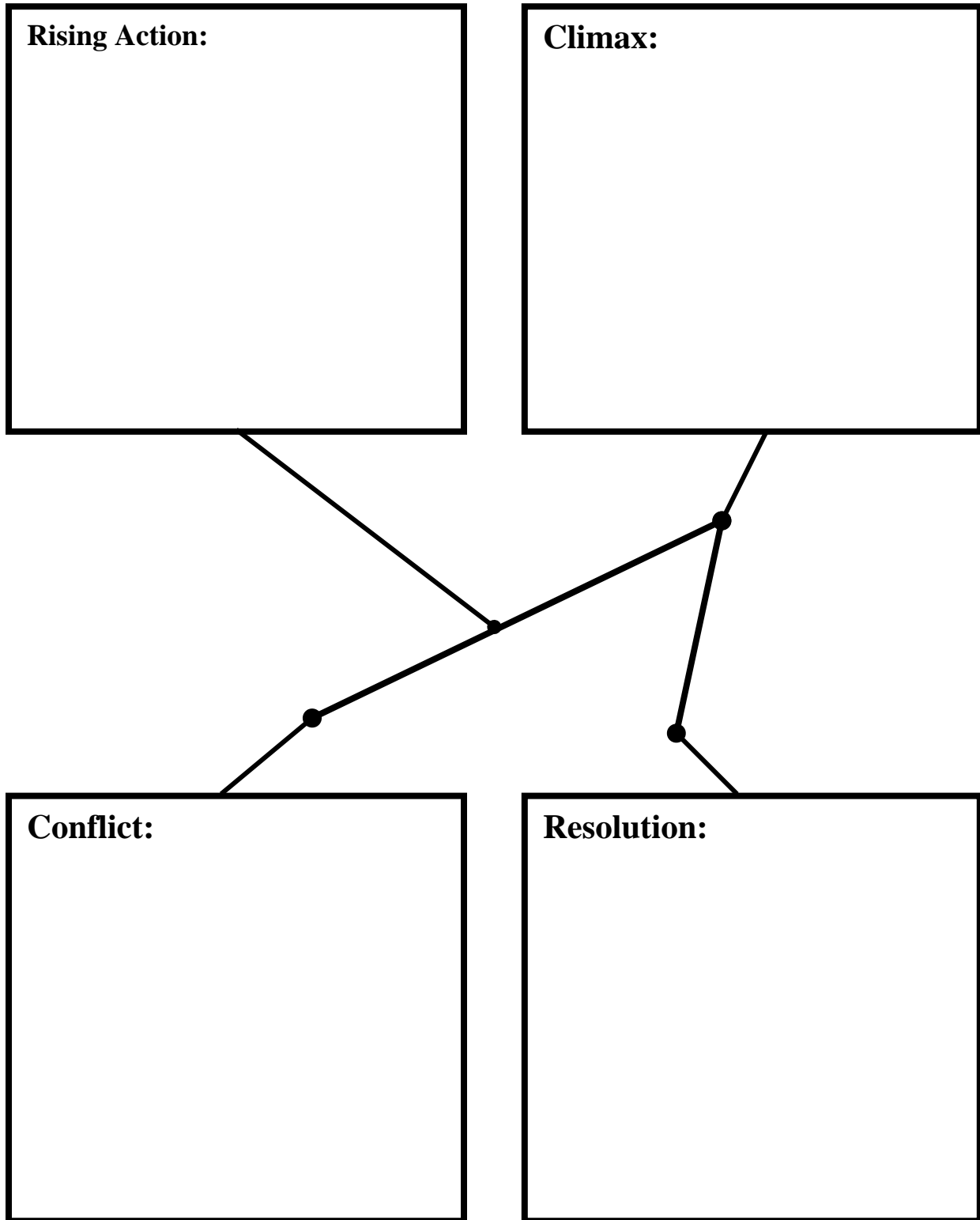
Event 3: _____

Event 4: _____

Event 5: _____

Solution

PLOT MAP



SETTING

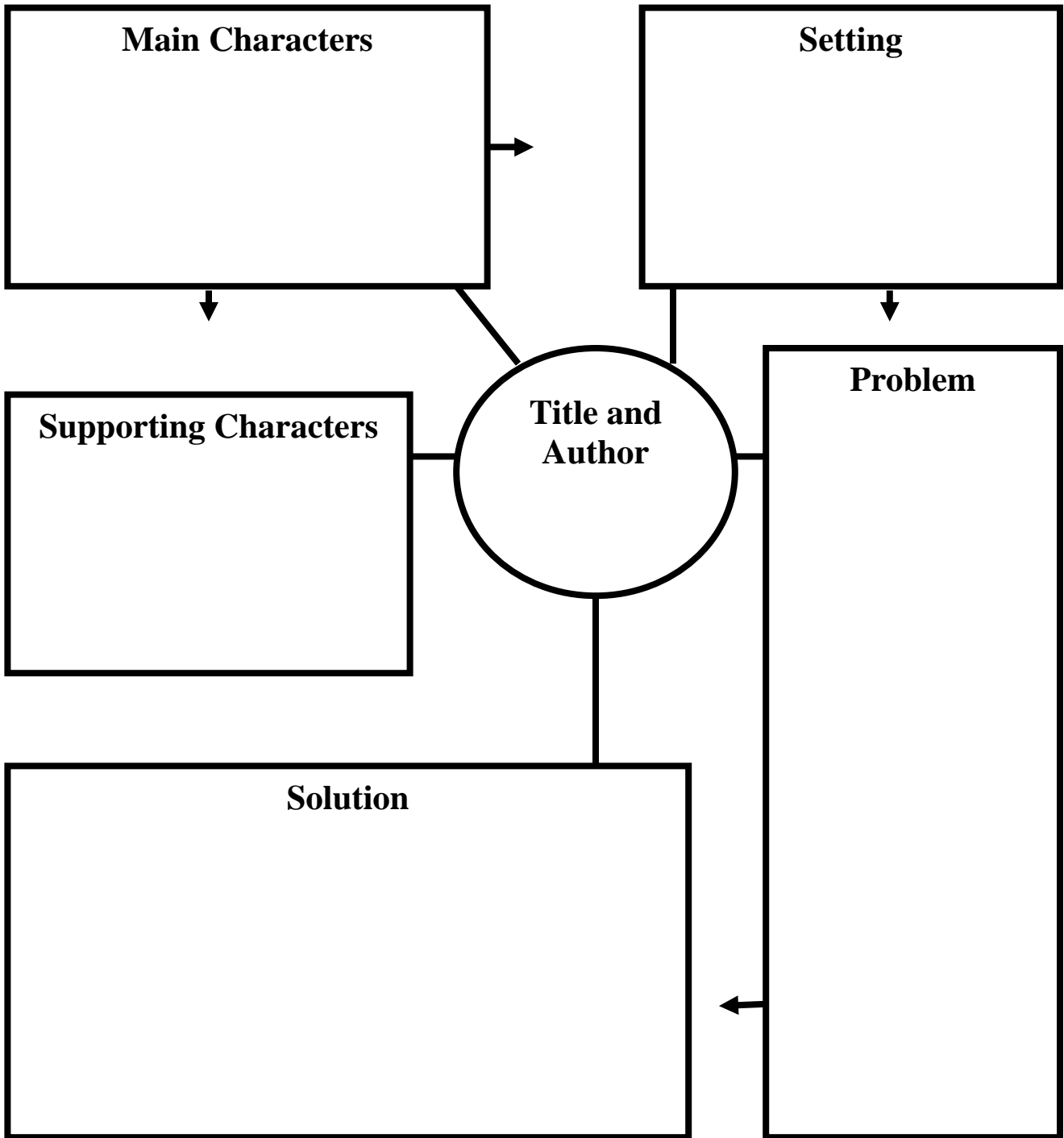
Sketch of Set For:

--

Imagery: Descriptive Language helpful in designing this set.

Descriptive Language	Page	Descriptive Language	Page

STORY MAP #2



CONFLICT ANALYSIS

Conflict Analyst: _____

Title of Story: _____

Assignment Chapter(s) or Pages: _____

TYPE	EXPLANATION	PAGE	PARAGRAPH
------	-------------	------	-----------

People vs. People

Vs.			
Vs.			
Vs.			

Person vs. Him or Herself

Vs.			
Vs.			
Vs.			

People vs. Society

Vs.			
Vs.			
Vs.			

People vs. Fate

Vs.			
Vs.			
Vs.			

People vs. Nature

Vs.			
Vs.			
Vs.			

GO.19.19

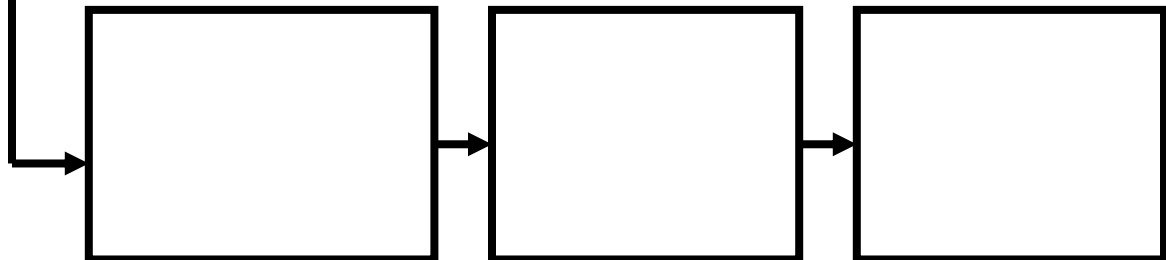
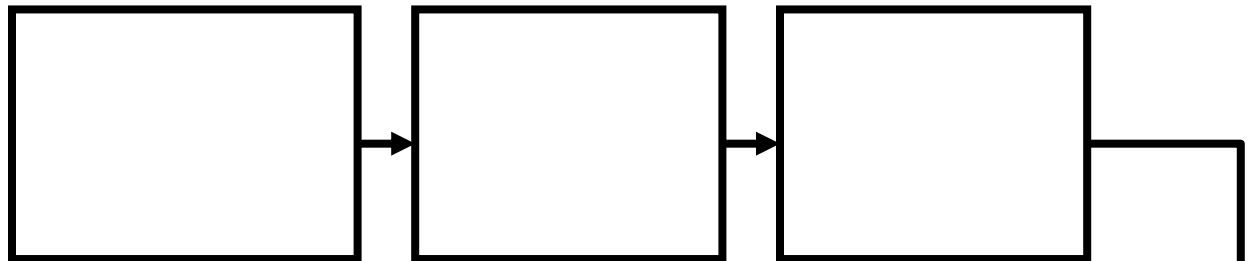
EPISODIC STORY MAP

Name: _____ Date: _____

Directions: Fill in the characters, setting (time and place), problem, and solution in the first box. The flow chart boxes below are for the various episodes in the story.

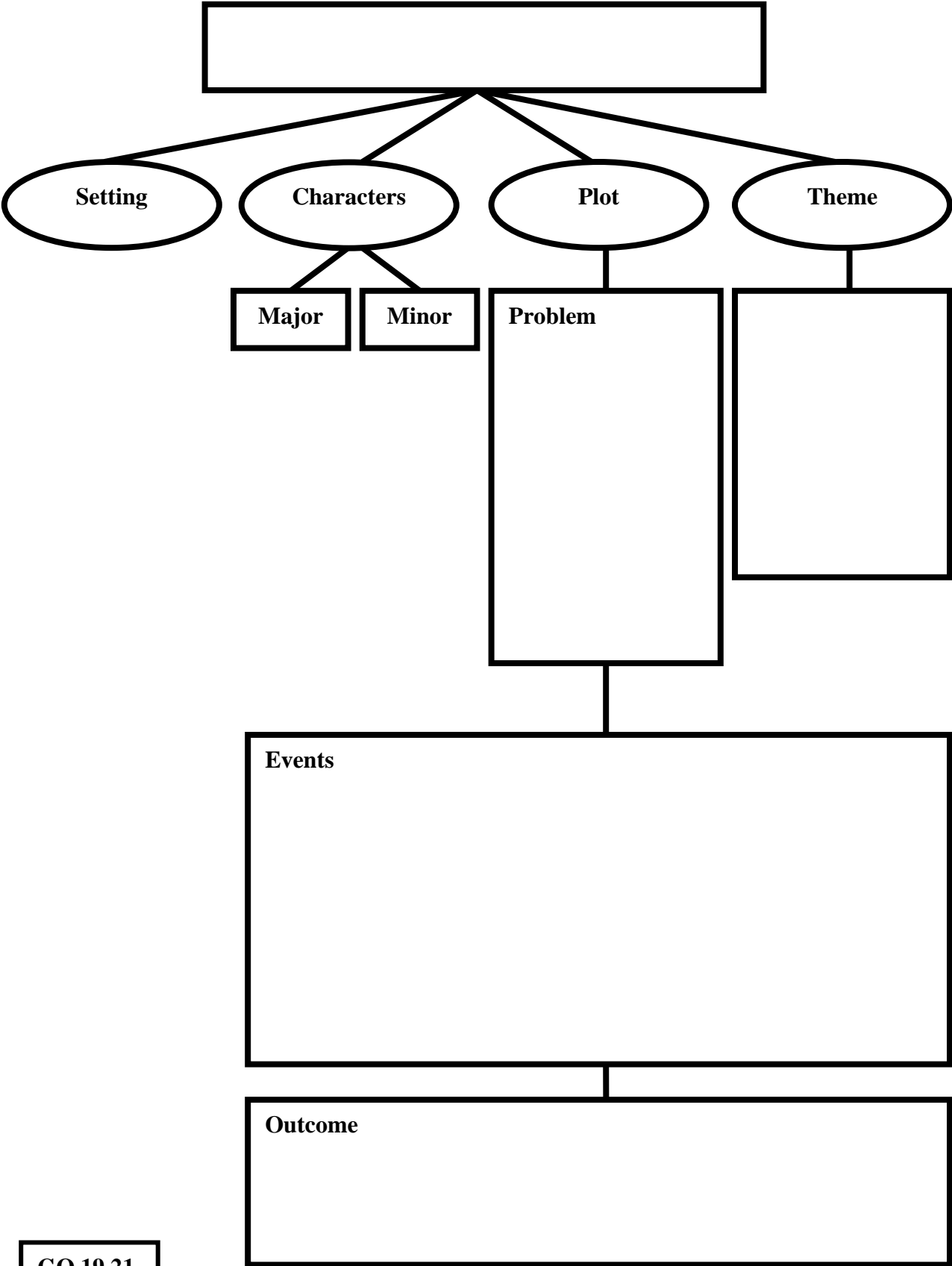
Title:

Setting, Characters, Problem, Solution



GO.19.20

STORY MAP MASTER



WRITE A STORY

STORY MAP

Name: _____ Date: _____

1. Setting (time and place): _____

2. Characters: _____

3. Conflict (problem): _____

4. Events: a) _____

b) _____

c) _____

d) _____

5. Climax: _____

6. Resolution: _____

7. Theme or moral: _____

Summarizer: _____

Title of Story: _____

Assignment Chapter(s) or Pages:

Summary of Today's Reading or Chapter

Key Points:

1.

2.

3.

4.

5.

6.

Summary: _____

STORY MAP #3

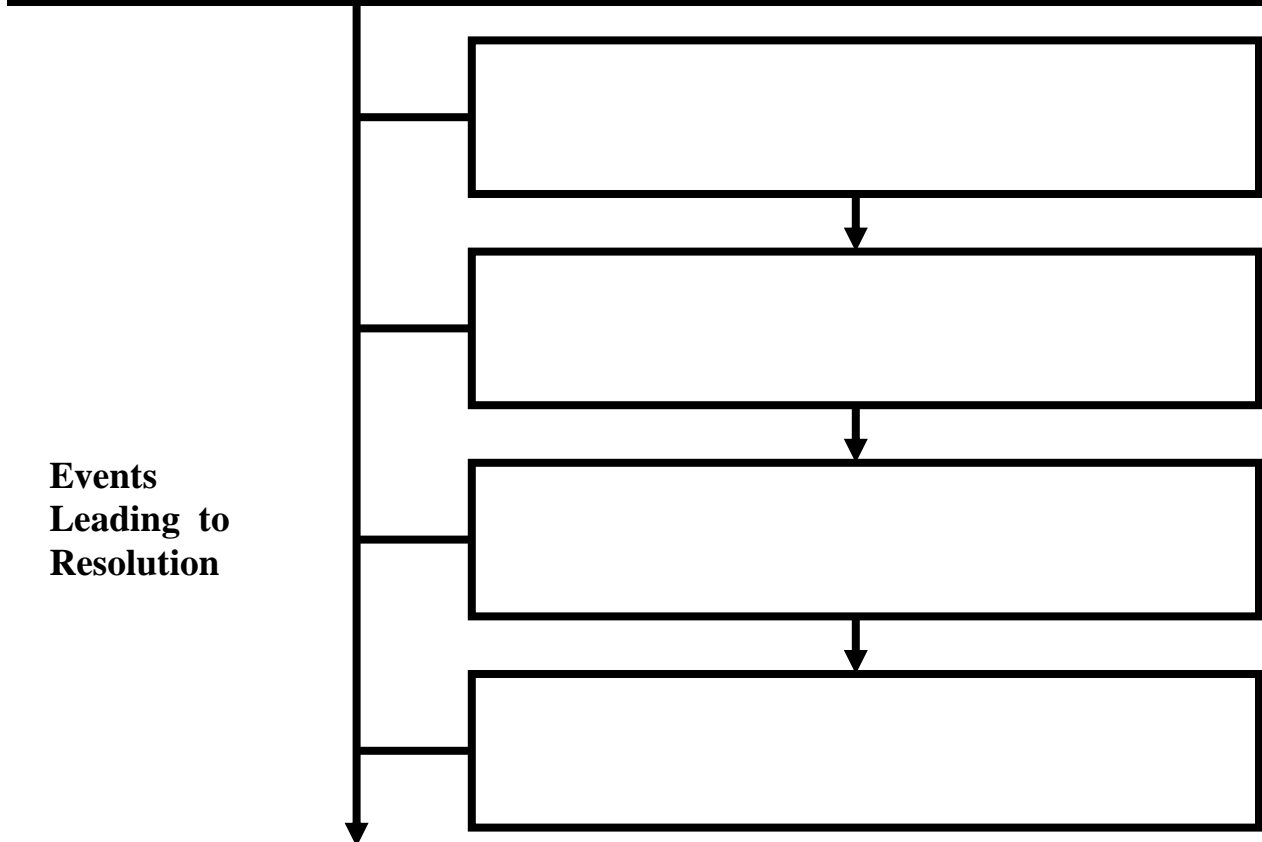
Title:

Author:

Setting:	Characters:
	Place:
	Time:



Problem:

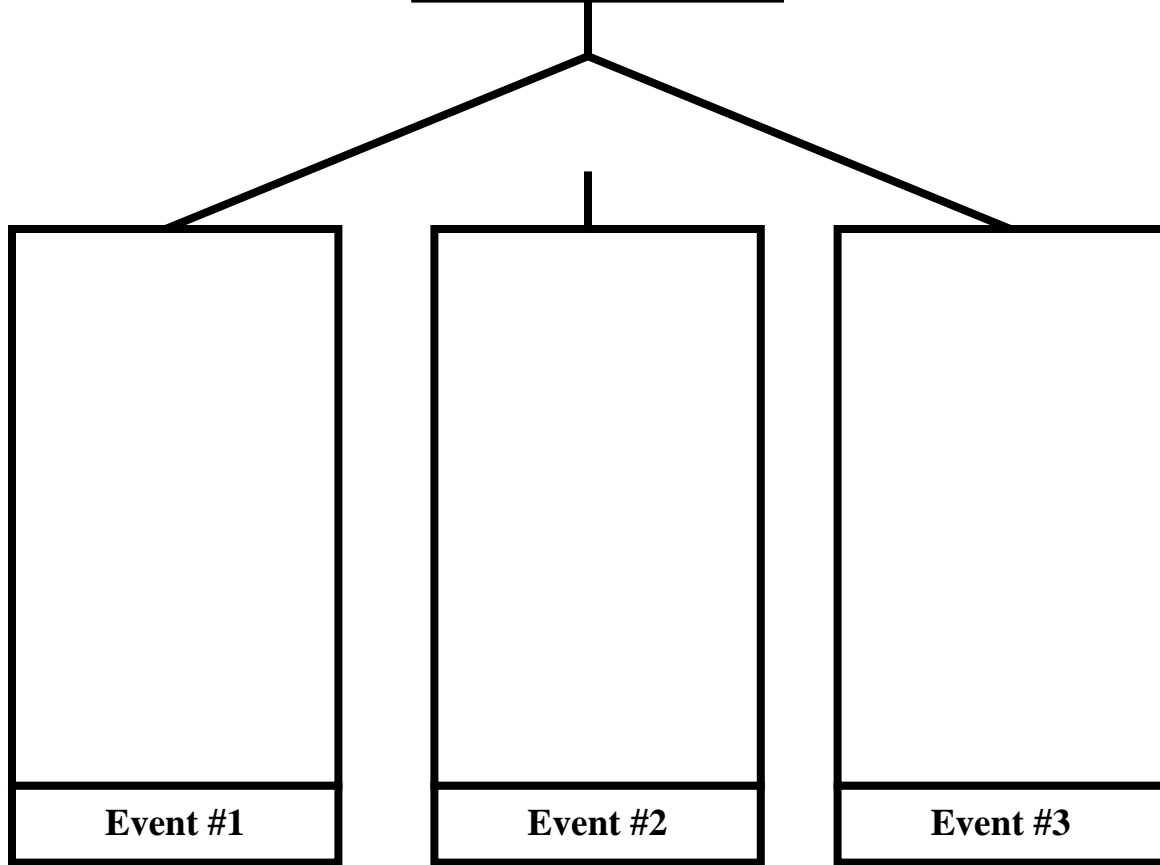
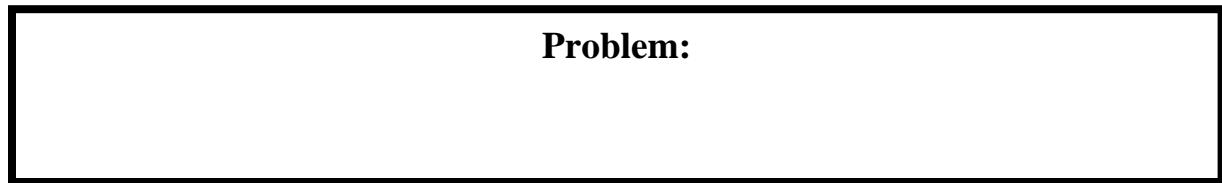


Resolution:

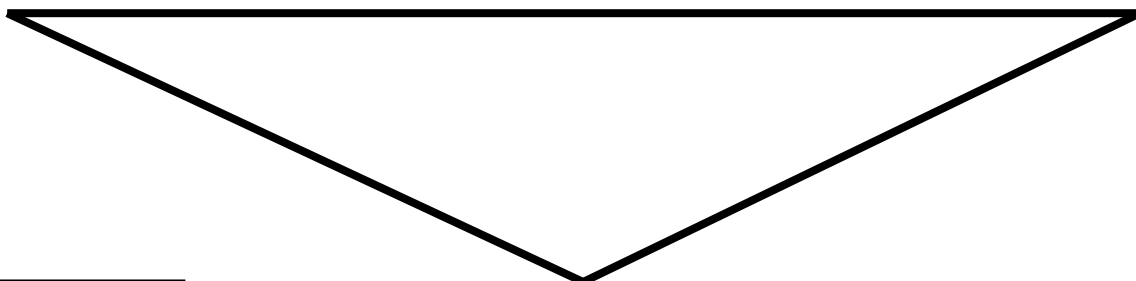
PROBLEM & SOLUTION DIAGRAM

Name: _____

Book Title: _____



Resolution



GO.19.25

SENTENCE MAP

Name: _____

Title: _____

By _____

The story takes place _____

_____ ●

_____ is a character in the story

who _____

_____ ●

A problem occurs when _____

_____ ●

The problem is resolved when _____

_____ ●

The story ends _____

STORY MAP #4

Name: _____ Date: _____

Title: _____

Author: _____

Setting:

Time: _____

Place: _____

Main Characters:

Problem:

Important Events:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Solution:

STORY MAP #5

Title: _____

Author: _____

Characters: _____

Setting

Place: _____
Time: _____

Problem:

--

Goal:

--

Event 1 _____

Event 2 _____

Event 3 _____

Event 4 _____

Event 5 _____

Climax (Turning Point)

--

Resolution (Conclusion)

--

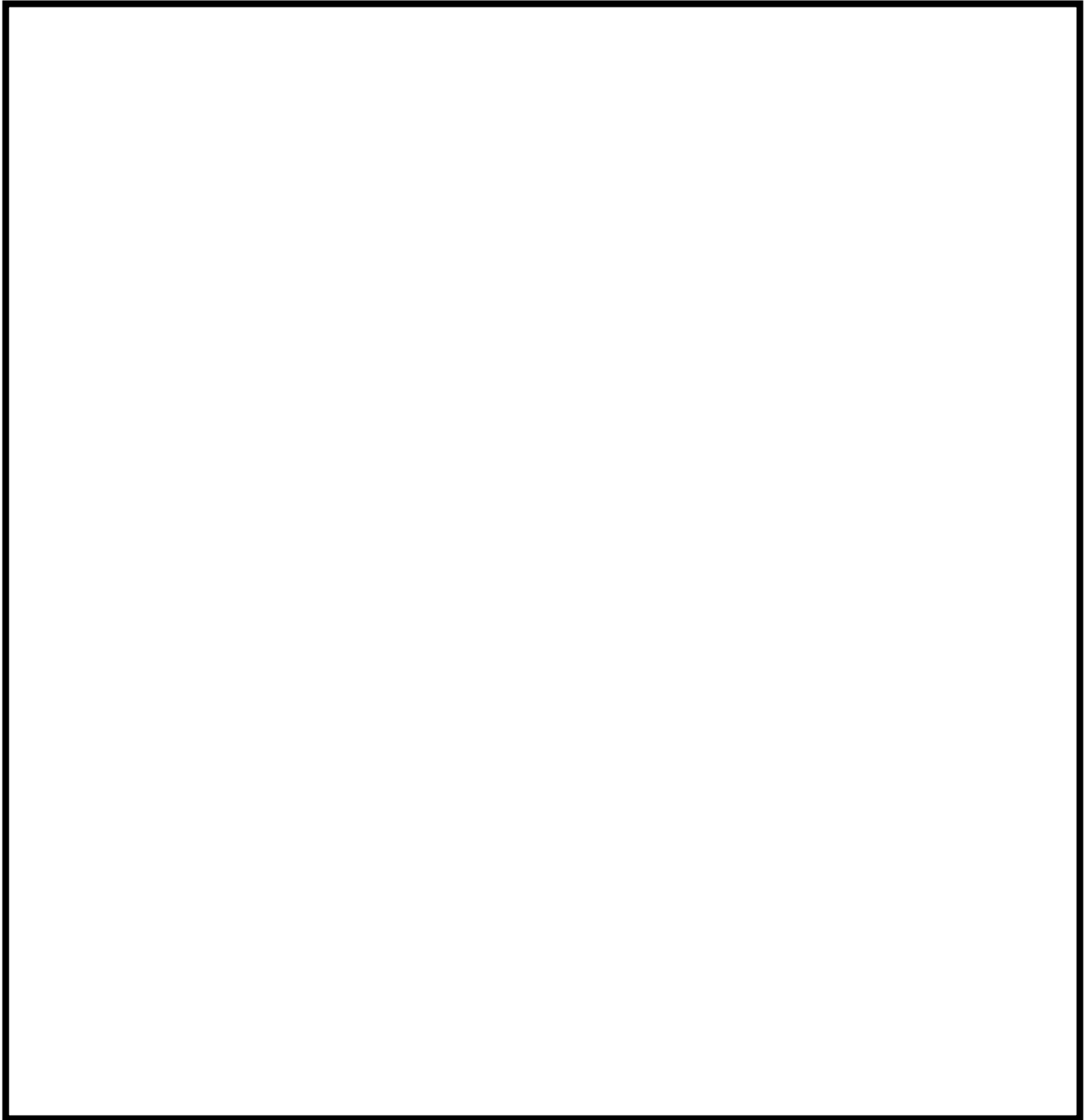
GO.19.28



BOOK TITLE: _____

Name: _____ **Date:** _____

A Great Picture For A Book Cover

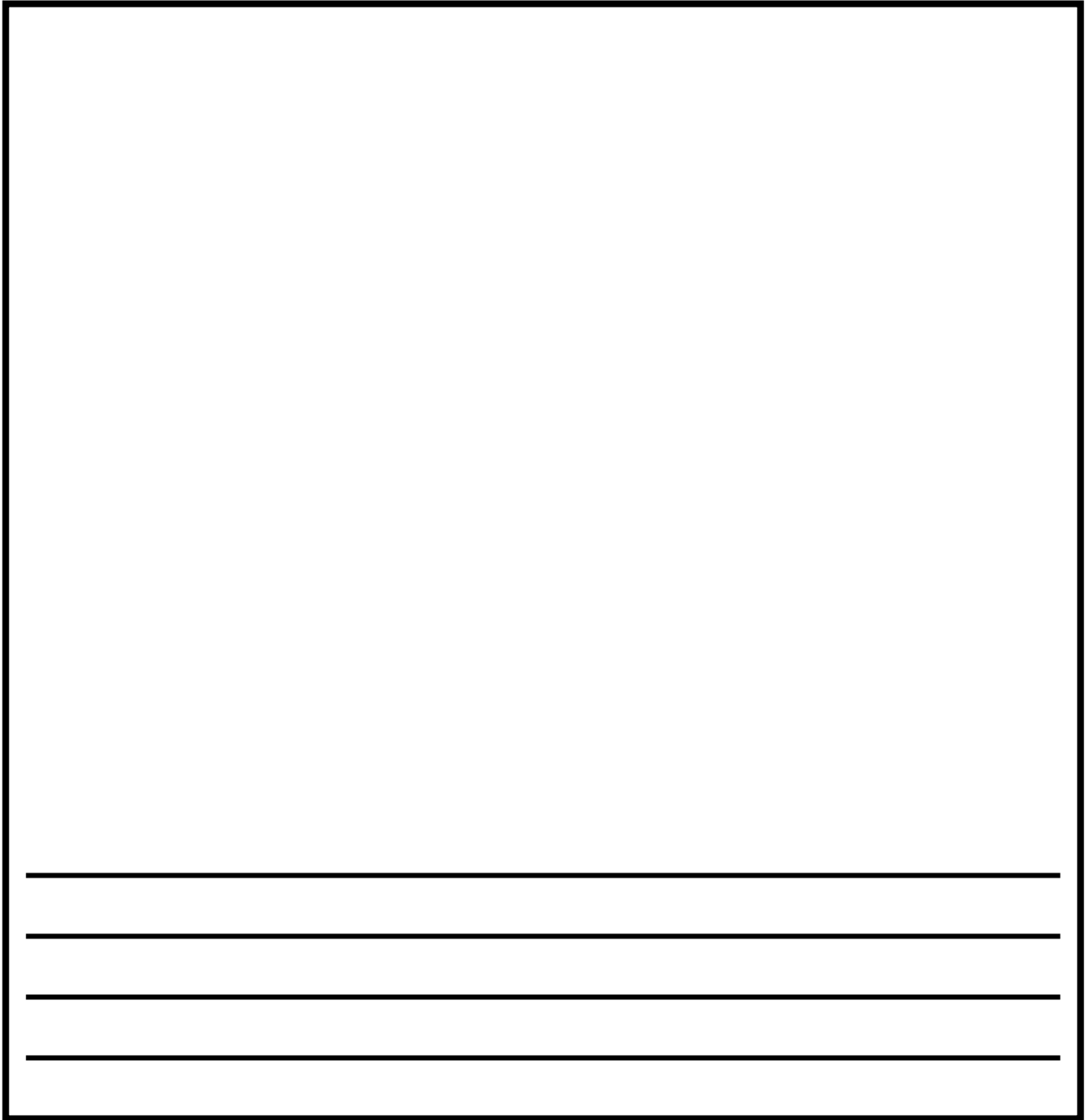


GO.19.29

BOOK TITLE: _____

Name: _____ **Date:** _____

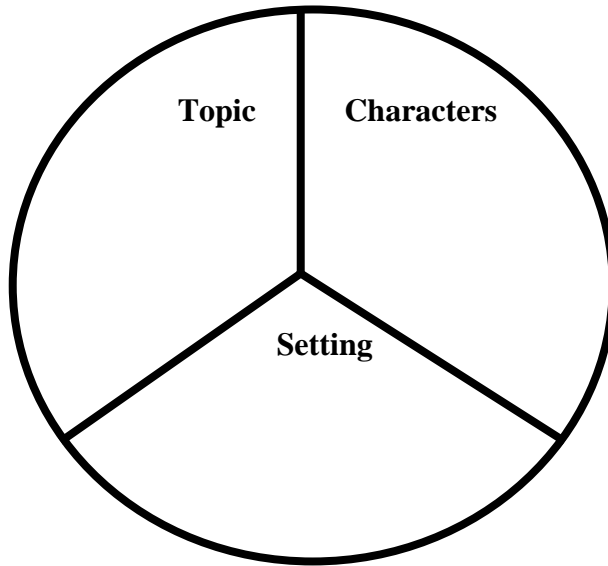
This is a picture of what would happen next.



GO.19.30

STORY MAP #6

Beginning



Middle

First...

Next...

Then...

**End
Finally...**

GO.19.31

PROMPT WRITING PLANNER

This story is about _____
(list main character and statement of purpose/story action)

The story takes place mostly in _____
(setting where most action takes place)

The problem or adventure is _____
(summarize the Main Event here)

It ends when _____
(solution/conclusion)

I will include 3 – 4 sentences describing each of the following:

(an unusual, interesting character)

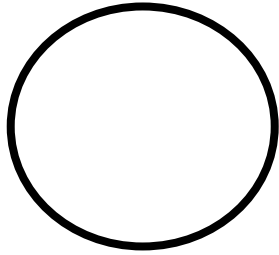
(an interesting, important setting)

(an interesting, important object)

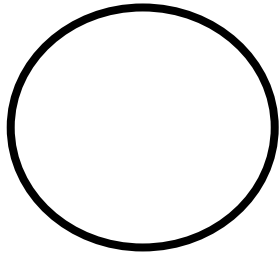
* Remember – Your Main Event is the longest, most important part of the story. Spend most of your time elaborating on this part – stretch it out, show slow motion action, the main character’s thoughts, feelings, and words!

AWESOME ENDINGS

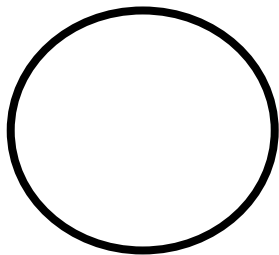
Name: _____ Date: _____



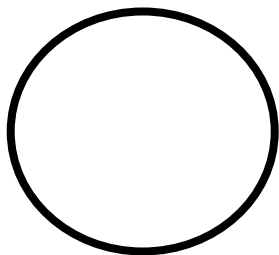
Memory



Feeling



Decision



Wish or Hope

WRITING HELPER FORM

Main Character: Who is your story about?

Setting: Where does your story take place?

Kick Off: What happened to the character to cause him/her to do something?

Feeling: (response to the kick off): What are the character's feelings about what happened? (emotions, goals, desires, intentions or thoughts)

Plan: What will the character do? Think about the kick off and the internal response.

Attempt: How does the character solve the problem?

Attempt: _____

Attempt: _____

Attempt: _____

Attempt: _____

Wrap Up: What happened as a result of the action?
Is there a complication in the plan?

Feeling: How does the character feel about the consequence?

Feeling Words

Planning Words

Cohesive Ties

BRAINSTORMING FOR A DIAMANTE POEM

Name _____ Date _____

My topic is _____

Words to describe how
_____ look.

Words to describe what
_____ do.

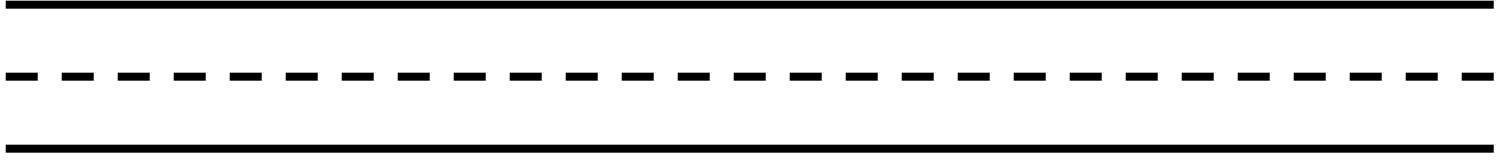
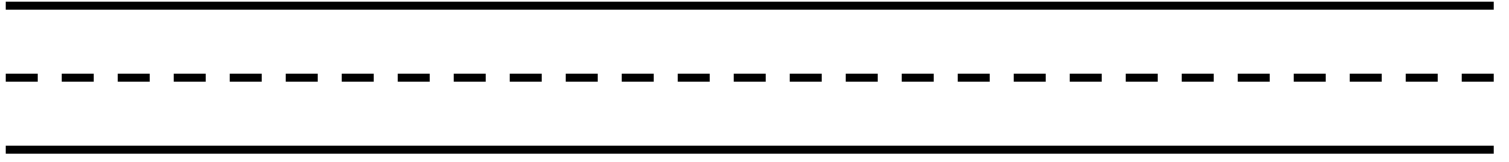
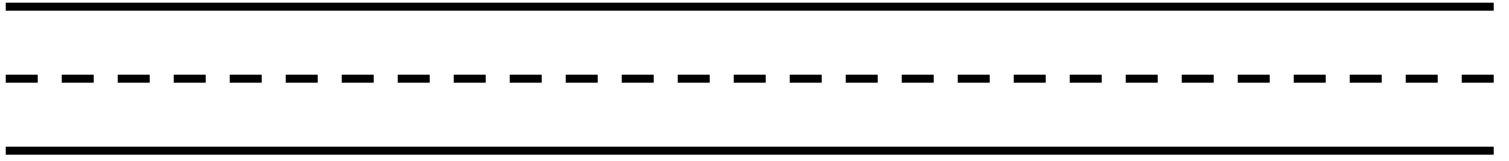
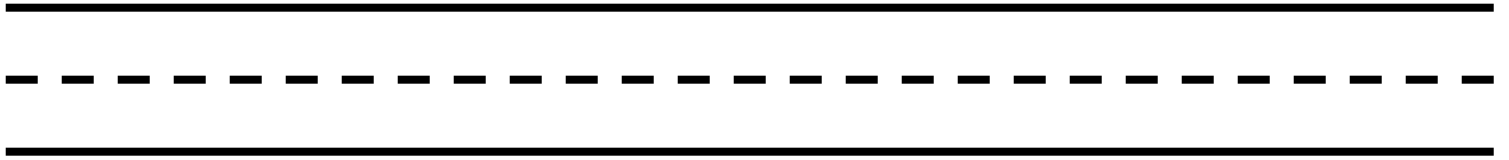
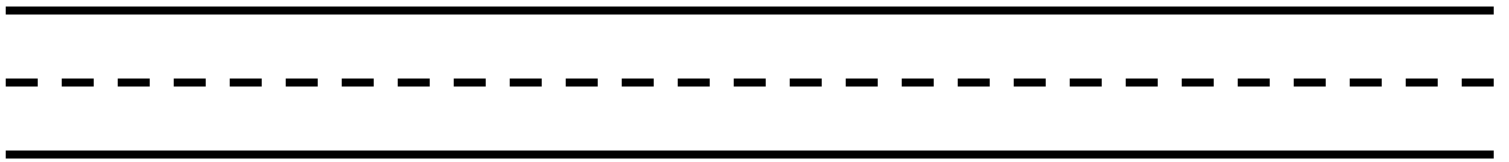
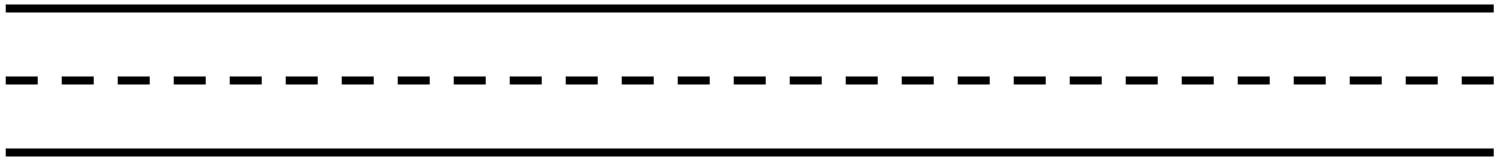
Words to describe feelings
about _____.

Words that mean the same
as a _____.

GO.19.35

DIAMANTE POEM

Name _____ Date _____



OBSERVATION CHART

Name: _____ Date: _____

Event or Subject Observed	
Visual Details	
Sounds	
Smells	
Tastes	
Feel/Textures	
Other Features: duration, function, condition, location, importance, value	

GO.20.1

TASK: _____

Name: _____

See

Hear

Feel

Smell

GO.20.2

PREDICTION WITH EVIDENCE

Name: _____

Date: _____

I predict that:

Evidence #1

Source:

Evidence #2

Source:

Evidence #3

Source:

Evidence #4

Source:

Evidence #5

Source:

GO.23.1

PREDICTION WITH SUPPORT

Name: _____

Date: _____

Evidence #1		Source
Evidence #2	I predict that:	Evidence #3
Source		Source
Evidence #4		Source

MAKE A PREDICTION

Name: _____ Date: _____

Story:

Check

Make a prediction:	
--------------------	--

Make a prediction:	
--------------------	--

Make a prediction:	
--------------------	--

Make a prediction:	
--------------------	--

Make a prediction:	
--------------------	--

PREDICTION

Name: _____

Date: _____

Prediction:

Facts	Cause/Effect Prediction	Patterns	Priority Rank

PERSUASIVE WRITING GRAPHIC ORGANIZER

Name: _____

Date: _____

Topic: _____

Opening Sentences:

Transition Word or Phrase

Reason #1 Topic Sentence: _____

Supporting Details:

1. _____

2. _____

3. _____

Transition Word or Phrase

Reason #2 Topic Sentence: _____

Supporting Details:

1. _____

2. _____

3. _____

Transition Word or Phrase

Reason #3 Topic Sentence: _____

Supporting Details:

1. _____

2. _____

3. _____

Concluding Summary: _____

What vocabulary words will I use to make my argument in a strong but polite way? _____

PERSUASIVE ESSAY ORGANIZER

Name: _____

Date: _____

INTRODUCTION

Main Idea Topic Sentence: _____

Supporting Reasons: Body 1 _____

Body 2 _____

Body 3 _____

Conclusion sentence: _____

BODY #1

Reason #1 _____

Detail/Example 1 _____

Detail/Example 2 _____

Detail/Example 3 _____

Conclusion sentence: _____

BODY #2

Reason #2 _____

Detail/Example 1 _____

Detail/Example 2 _____

Detail/Example 3 _____

Conclusion sentence: _____

BODY #3

Reason #3 _____

Detail/Example 1 _____

Detail/Example 2 _____

Detail/Example 3 _____

Conclusion sentence: _____

CONCLUSION

Restate Main Idea: _____

Restate Supporting Reasons: 1 _____

2 _____

3 _____

Recommendations and/or Predictions: _____

MY OPINION
A GRAPHIC ORGANIZER

Name: _____

Date: _____

My Opinion:

My Reasons:

1. _____

2. _____

3. _____

CONCEPT MAP

Name: _____

Date: _____

Reason #1

Reason #2

My Opinion:

Reason #3

Reason #4

PERSUASIVE PLANNING SHEET

Name: _____

Date: _____

Paragraph One: Introduction

Introductory Statement: _____

Background Information: _____

Main Transition Sentence to Bodies (State your opinions and three reasons): _____

Paragraph Two: Body 1

Topic Sentence: _____

Support one: _____

Example: _____

Support two: _____

Example: _____

Support three: _____

Example: _____

Closing/Transition Sentence: _____

Paragraph Three: Body 2

Topic Sentence: _____

Support one: _____

Example: _____

Support two: _____

Example: _____

Support three: _____

Example: _____

Closing/Transition Sentence: _____

Paragraph Four: Body 3

Topic Sentence: _____

Support one: _____

Example: _____

Support two: _____

Example: _____

Support three: _____

Example: _____

Closing/Transition Sentence: _____

Paragraph Five: Rebuttal

Topic Sentence: _____

Objection one: _____

Rebuttal: _____

Objection two: _____

Rebuttal: _____

Objection three: _____

Rebuttal: _____

Closing sentence: _____

Paragraph Six: Conclusion

Restatement of Opinion: _____

Powerful Ending: _____

PERSUASIVE PLANNER

Name: _____

Date: _____

Introduction:

Introductory Sentence:

Background Information:

Main Transition Sentence (Opinion, *1, *2, *3):

Body 1:

*1 Topic Sentence (one main reason):

- Supporting Argument 1:

Example:

- Supporting Argument 2:

Example:

- Supporting Argument 3:

Example:

Transition Sentence/Closing Sentence:

Body 2:

*2 Topic Sentence (one main reason):

- Supporting Argument 1:

Example:

- Supporting Argument 2:

Example:

- Supporting Argument 3:

Example:

Transition Sentence/Closing Sentence:

Body 3:

*3 Topic Sentence (one main reason):

- Supporting Argument 1:

Example:

- Supporting Argument 2:

Example:

- Supporting Argument 3:

Example:

Transition Sentence/Closing Sentence:

Rebuttal:

Topic Sentence (conciliatory tones):

- Objection 1:

Rebuttal:

- Objection 2:

Rebuttal:

- Objection 3:

Rebuttal:

Transition/Closing Sentence:

Conclusion:

Restated Opinion (*Hint: re-read introduction*):

Powerful Ending Statement:

PREPARING TO WRITE YOUR LETTER

Name: _____ Date: _____

Arguments Against _____

Based on your reading of the source materials, list below the most important arguments, or points of view, used to support this position. Also, list the evidence or claims which support each argument.

Arguments Against	Supporting Evidence or Claims

PREPARING TO WRITE YOUR LETTER

Name: _____ Date: _____

Arguments For _____

Based on your reading of the source materials, list below the most important arguments, or points of view, used to support this position. Also, list the evidence or claims which support each argument.

Arguments For	Supporting Evidence or Claims

DEBATE PLANNING CHART

STATING DEBATE ISSUES

Name: _____



Date: _____

PROPOSITION:	
POSSIBLE AFFIRMATIVE ARGUMENTS	POSSIBLE NEGATIVE ARGUMENTS

IS THIS A GOOD _____?

Name: _____

Date: _____

 Yes	 No
---	--

This is why I think so:

1. _____

2. _____

3. _____

My idea for a better _____ is:

EXPOSITORY PILLAR-PREWRITING FRAMEWORK

Name: _____

Date: _____

INTRODUCTION (lead/thesis statement):

MAIN IDEA #1 _____

Detail	

MAIN IDEA #2 _____

Detail	

MAIN IDEA #3 _____

Detail	

CONCLUSION:

DECISION-MAKING MODEL

Name: _____

Date: _____

Problem

Goal(s)

Alternatives	Pros (+) & Cons (-)
	(+)
	(-)
	(+)
	(-)
	(+)
	(-)
	(+)
	(-)

Decision(s)

Reason(s)

PERSUASIVE WRITING ORGANIZER

Name: _____

Date: _____

Introduction

Position Sentence

Reason 1:

Reason 2:

Reason 3:

Paragraph 2

Topic Sentence (Reason 1)

3 examples/details

Closing Sentence

Paragraph 3

Topic Sentence (Reason 2)

3 examples/details

Closing Sentence

Paragraph 4

Topic Sentence (Reason 3)

3 examples/details

Closing Sentence

Conclusion

Restate Position

Sum up major points

Clincher

ADVANTAGES vs. DISADVANTAGES

Name: _____ Date: _____

Advantages	Disadvantages

My position on _____ is: _____.

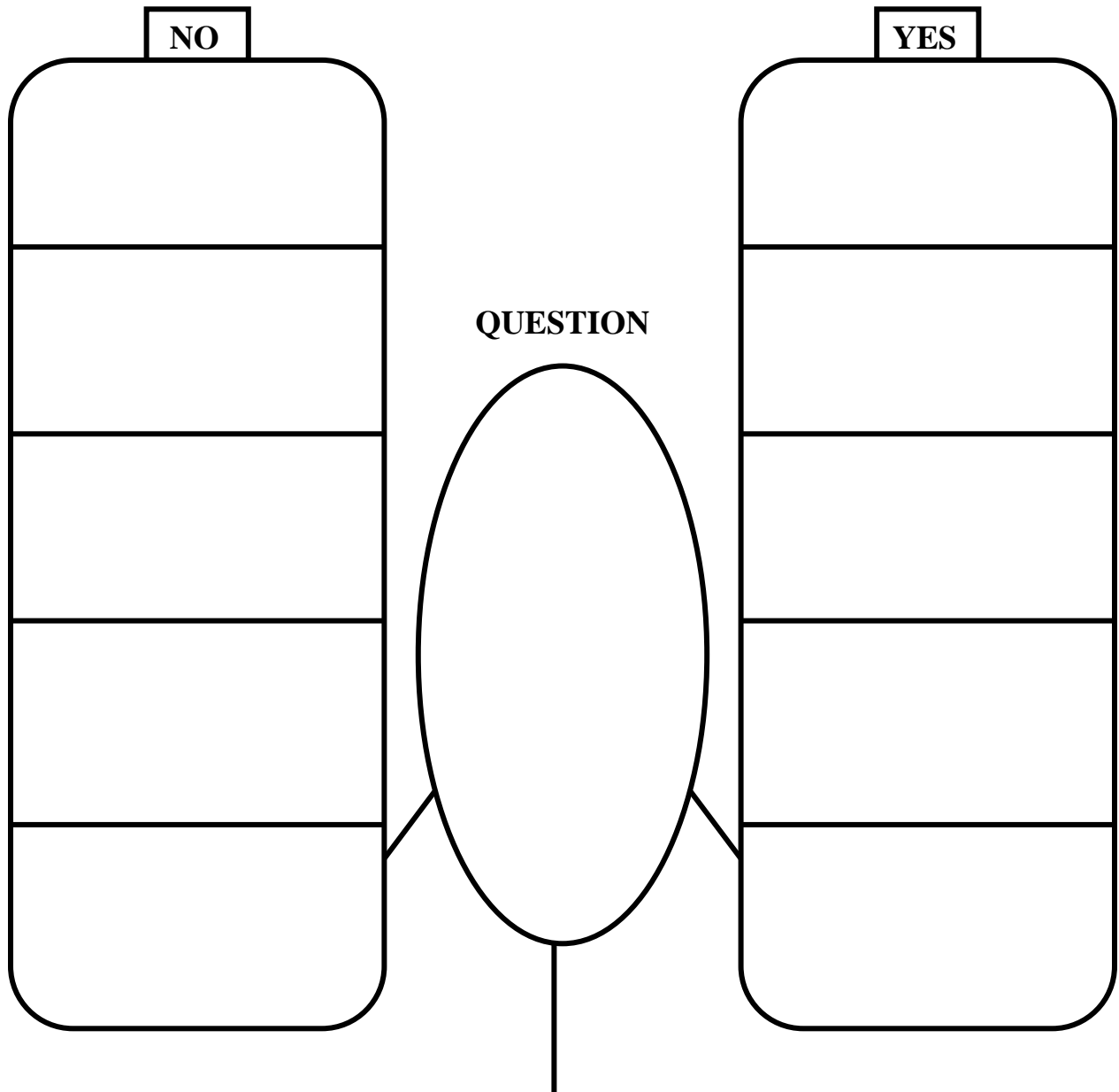
Assessment list for task:	Points Possible	Points Earned Assessed By	
		Self	Teacher
1. Brainstorm form is completed with sufficient details.	_____	_____	_____
2. Form contains relevant information and facts from relevant articles.	_____	_____	_____
3. Position is stated.	_____	_____	_____
TOTAL:	_____	_____	_____

GO.22.13

DISCUSSION WEB

Name: _____

Date: _____



CONCLUSION

DEBATE PLANNING CHART

SIGNIFICANCE OF ARGUMENTS

Name: _____ Date: _____

<p>Least Significant Argument</p>	
↓	
↓	
↓	
<p>Most Significant Argument</p>	

TOPIC: _____

Name: _____

Date: _____

My opinion is _____

because

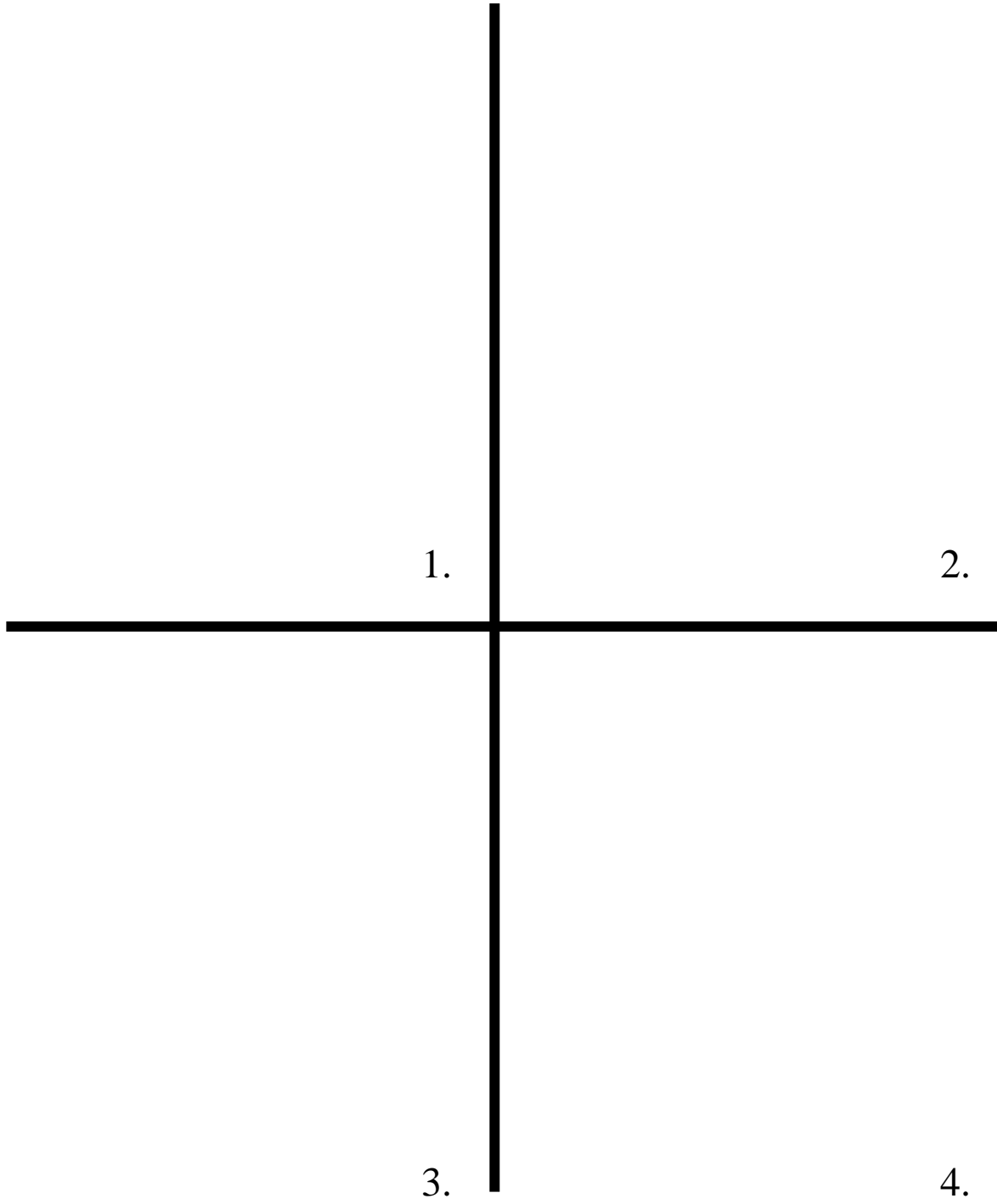
1. _____

2. _____

3. _____

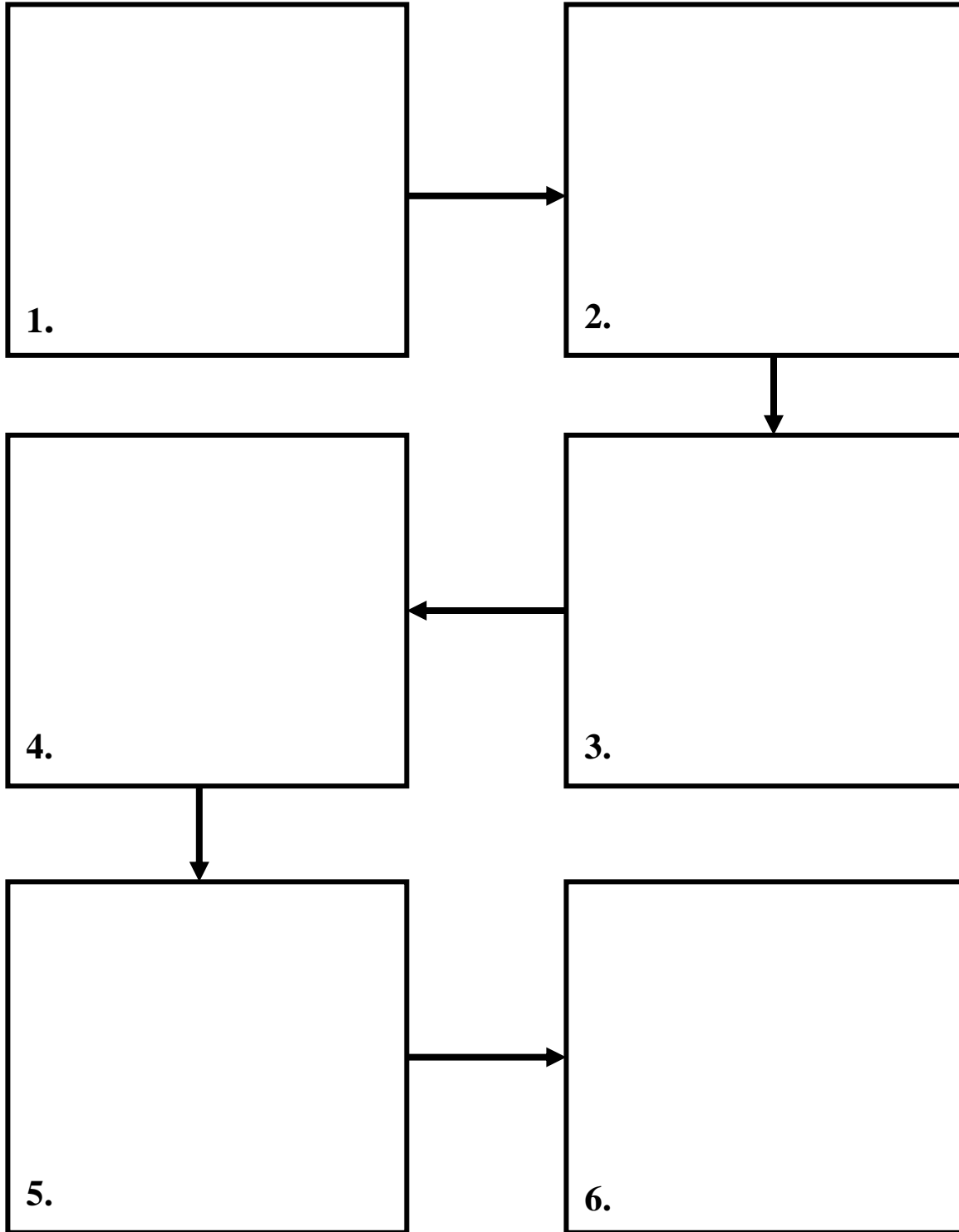
FOUR EVENT SEQUENCE

Name: _____ Date: _____



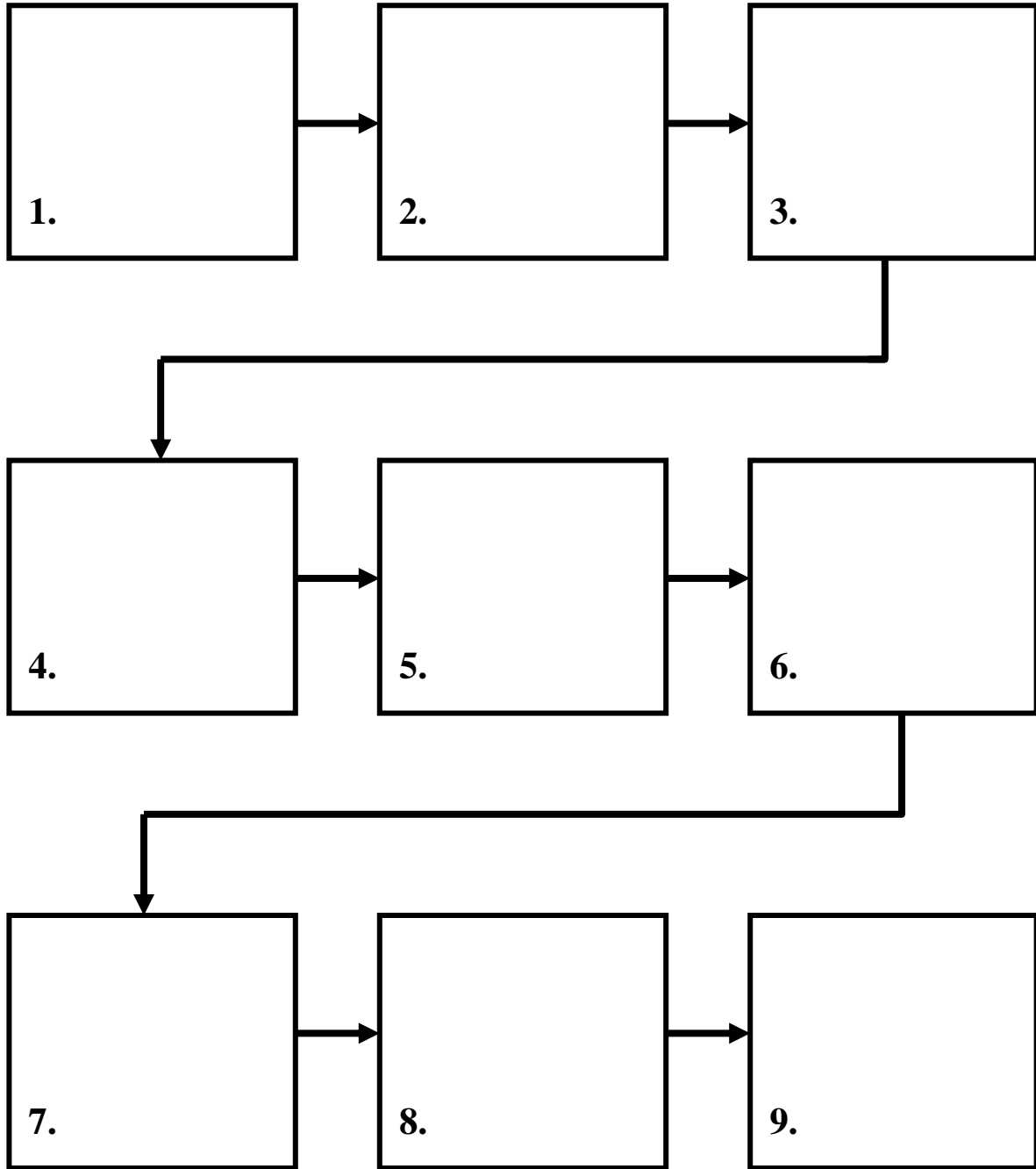
SIX EVENT SEQUENCE CHART

Name: _____ Date: _____



NINE EVENT SEQUENCE CHAIN

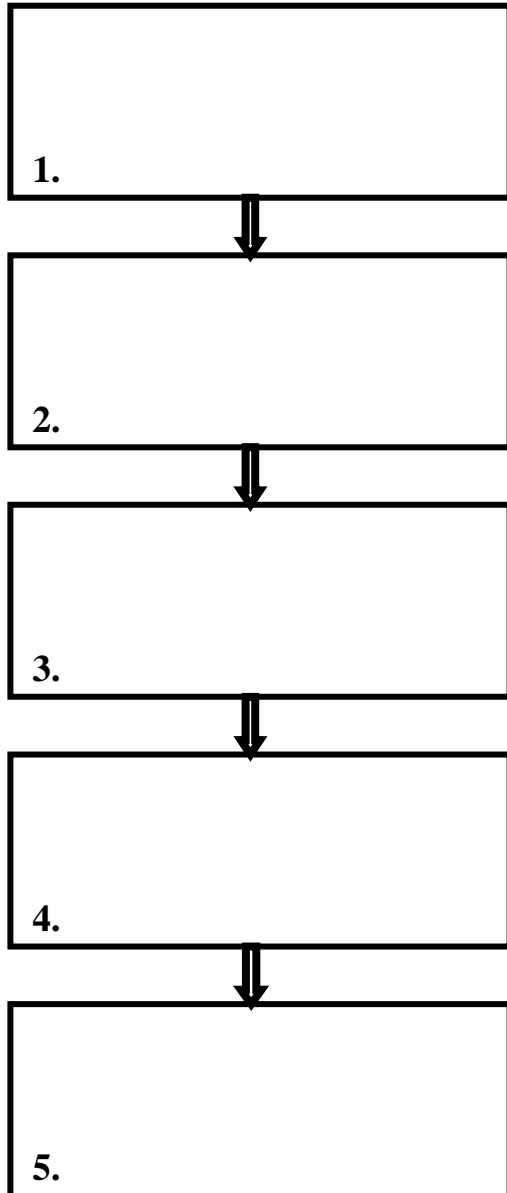
Name: _____ Date: _____



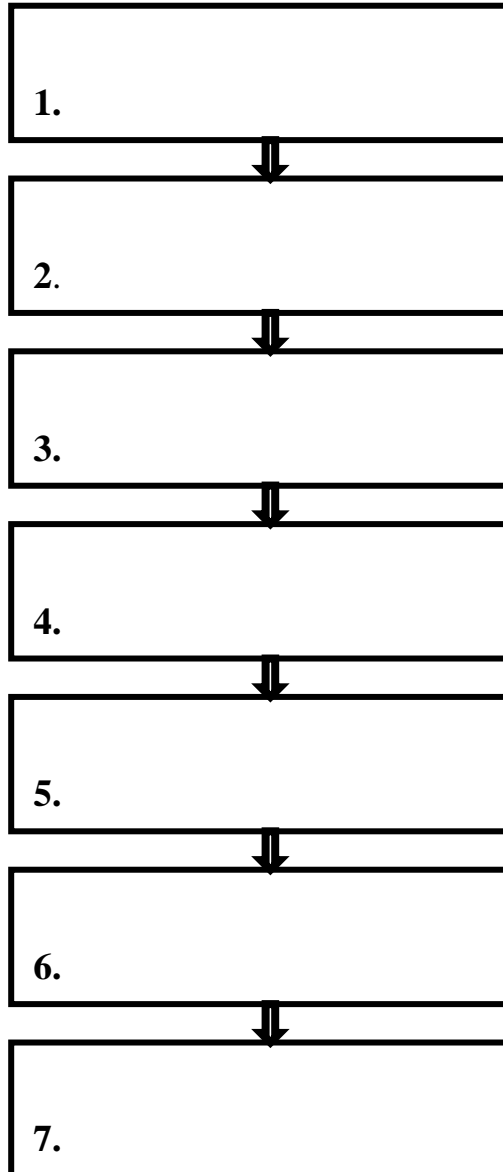
STEPS

Name: _____ Date: _____

A. _____

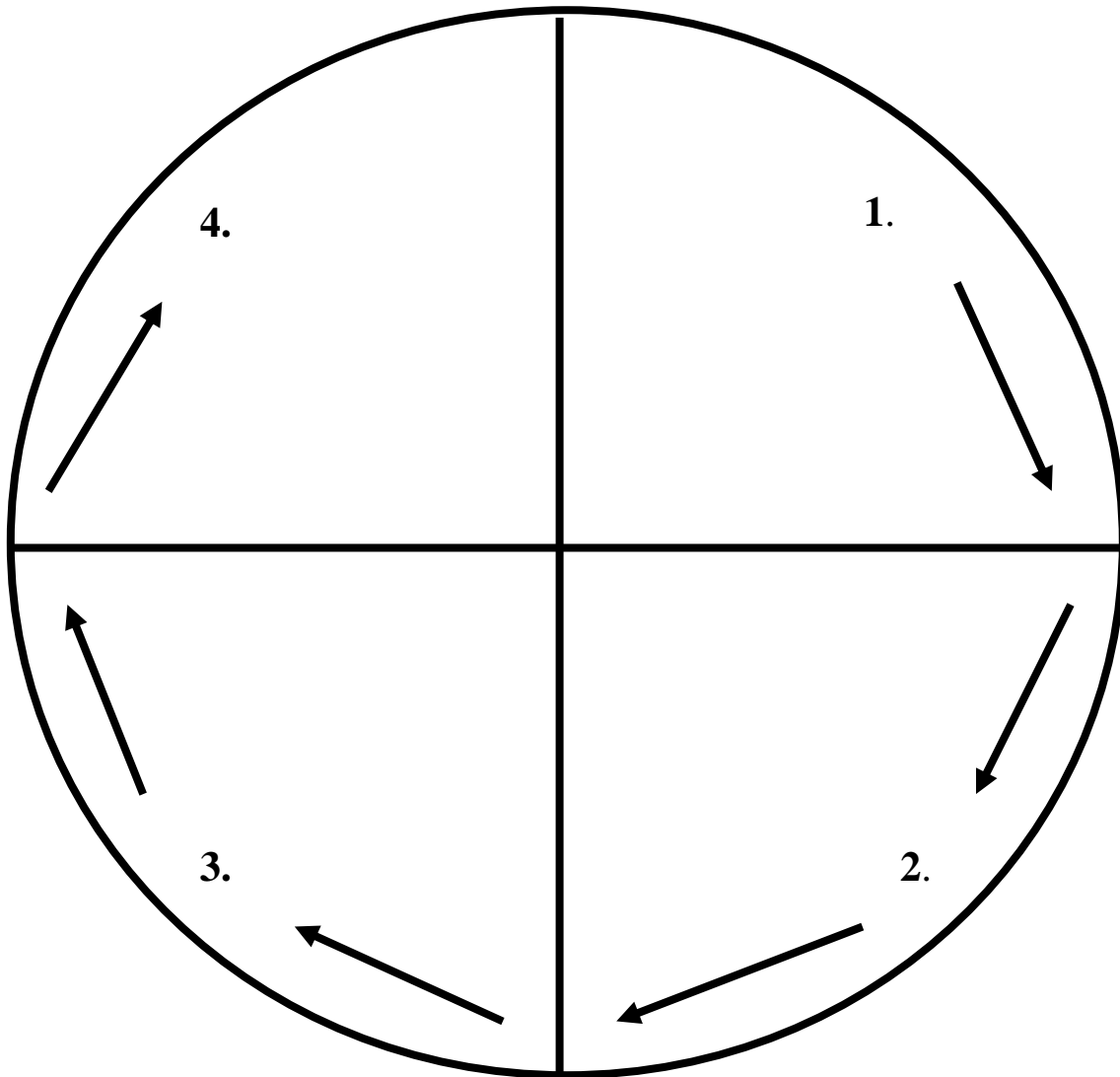


B. _____



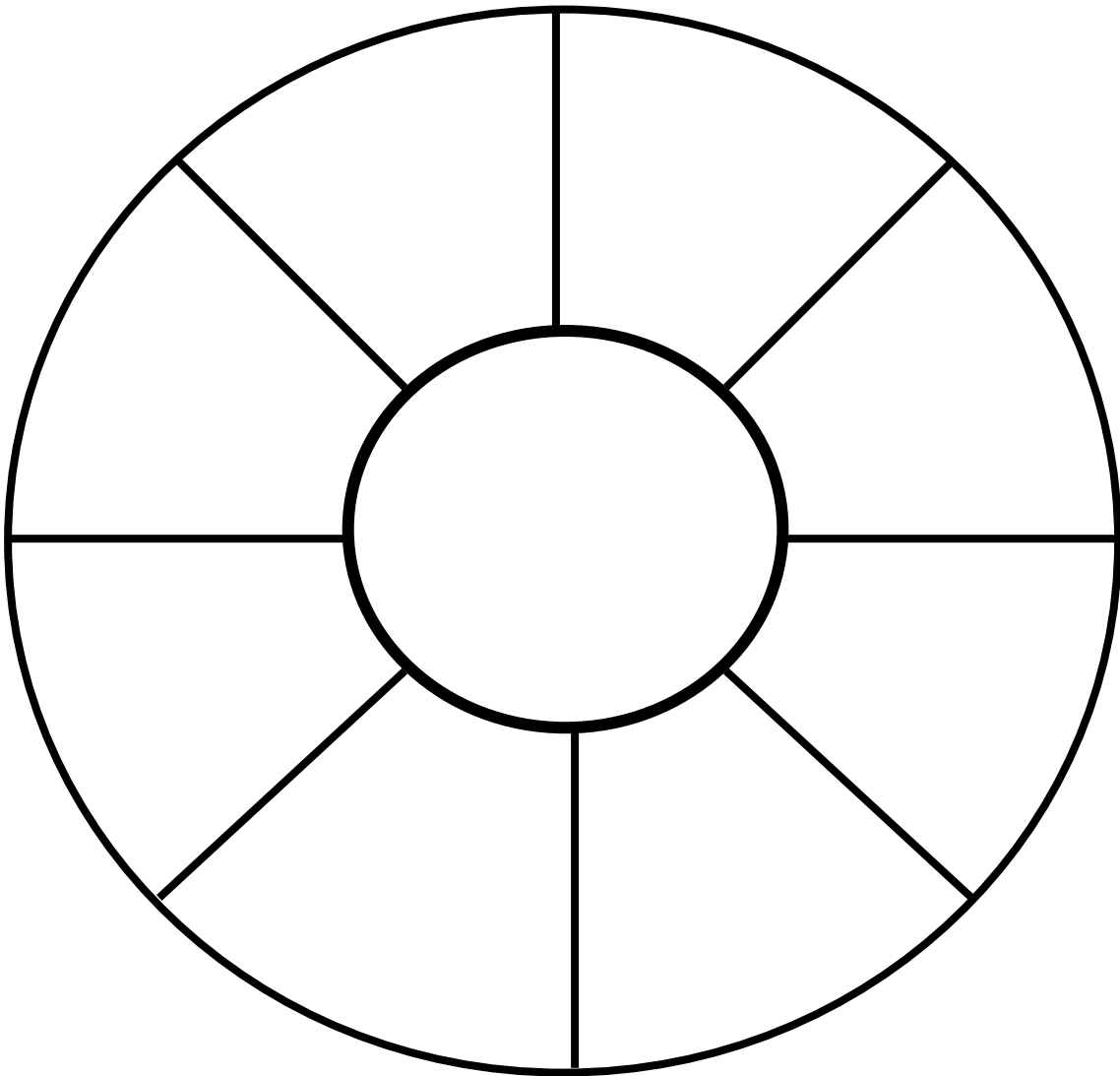
CIRCLE SEQUENCE

Name: _____ Date: _____



THE WHEEL

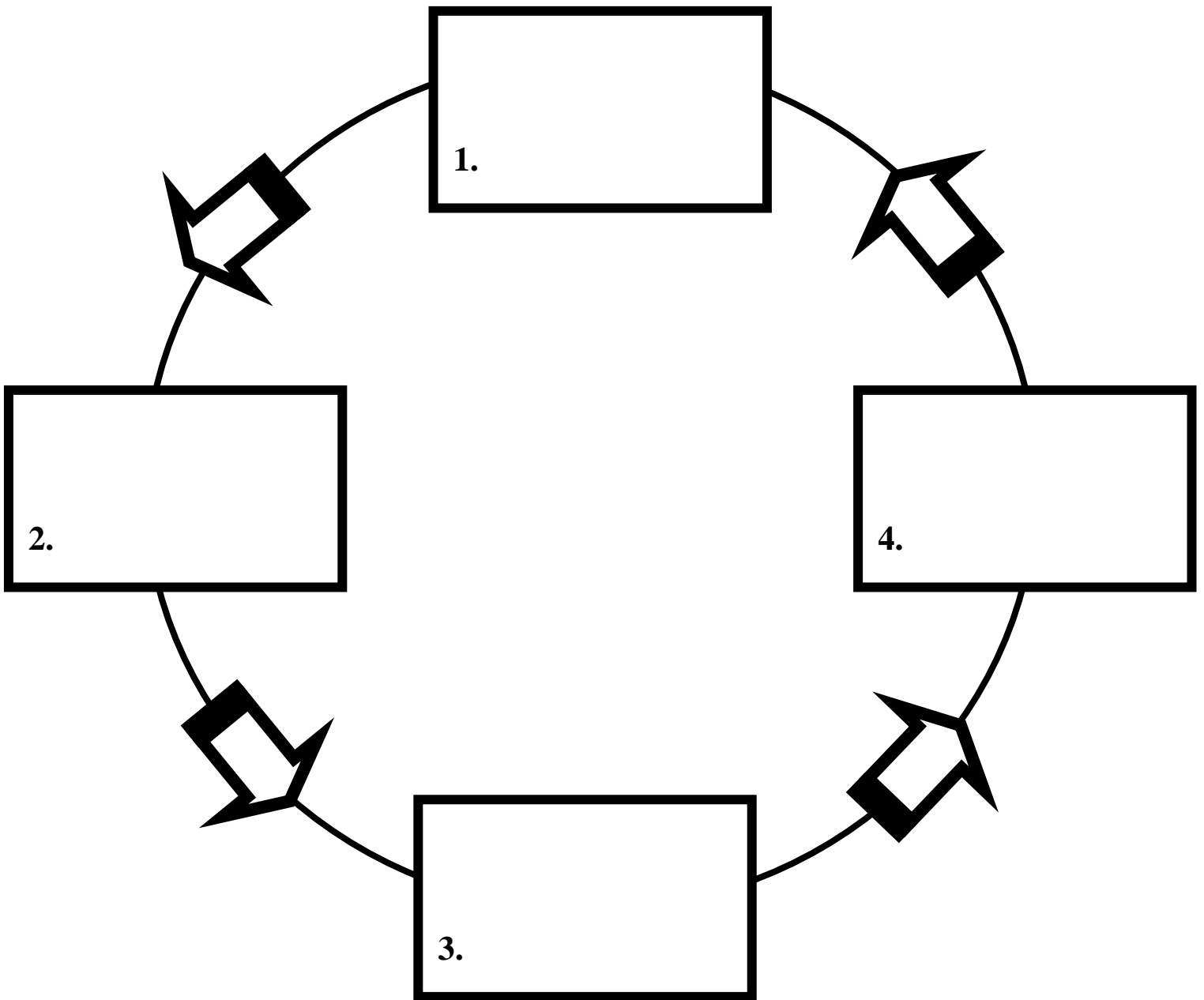
Name: _____ Date: _____



CYCLE GRAPH

Name: _____ Date: _____

Title: _____



GO.30.7

STORY FRAME SUMMARY

Name: _____ Date: _____

Title of story _____

In this story, the problem begins when _____

After this, _____

Next, _____

Then, _____

The problem is finally solved when _____

The story ends _____

CHAIN OF EVENTS

Name: _____ Date: _____

Start

Event: Time: Notes:
--



Event: Time: Notes:
--



Event: Time: Notes:
--



Event: Time: Notes:
--



Event: Time: Notes:
--

Finish

SEQUENCING

Name: _____ Date: _____

Chapter _____

Find 6 main events in this chapter, and write them in order.

1.



2.



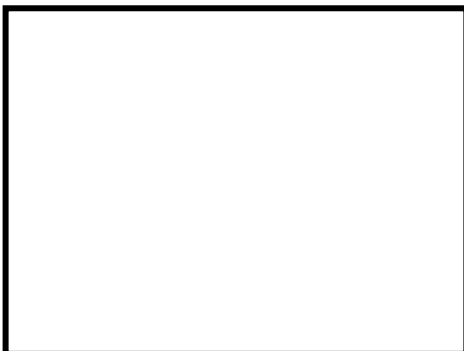
3.



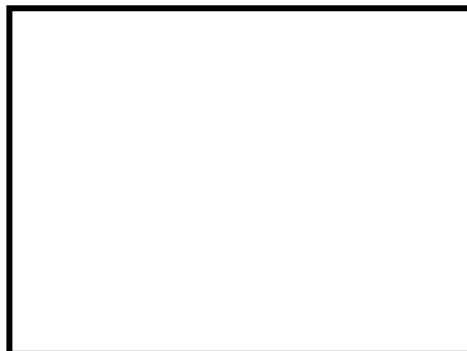
4.



5.



6.



TIME LINE FOR _____

Name: _____ Date: _____

1.	2.	3.	4.
----	----	----	----

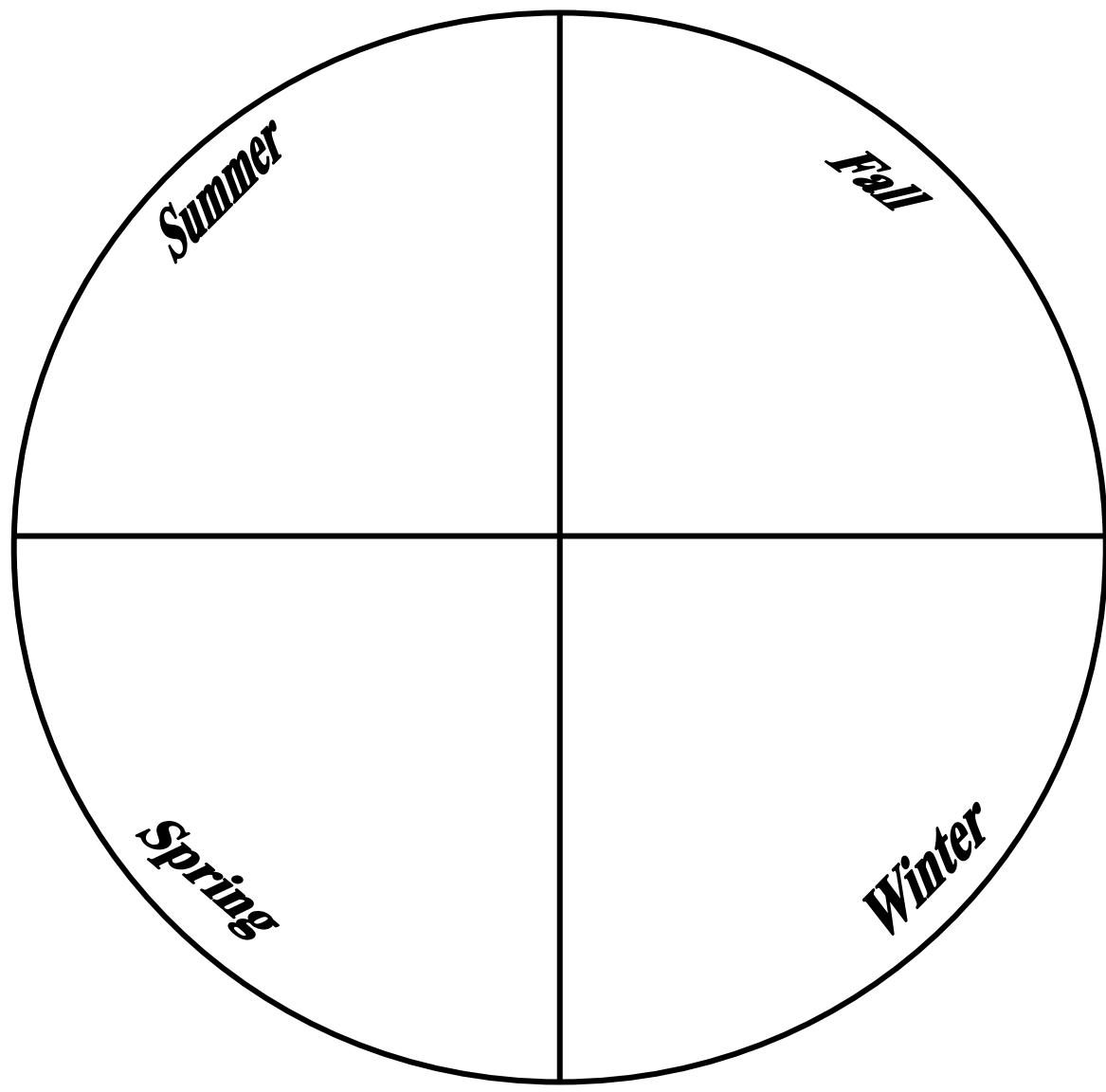
TITLE: _____

Name: _____ **Date:** _____

Summer	Fall
Winter	Spring

TITLE: _____

Name: _____ **Date:** _____



GO.30.13

DIRECTIONS ON HOW TO MAKE A _____

BY: _____

First,

Second,

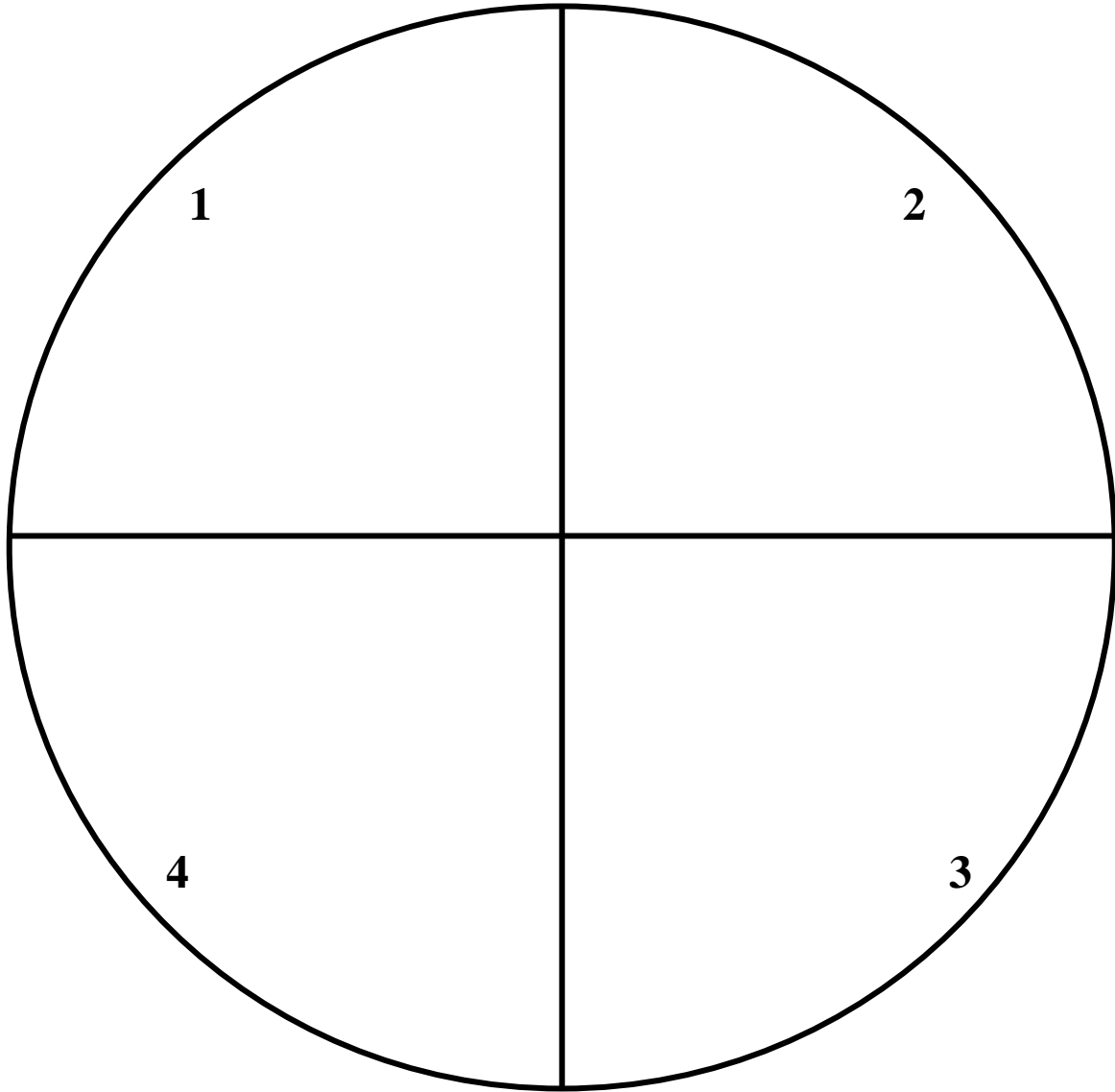
Third,

Then,

Last,

TOPIC: _____

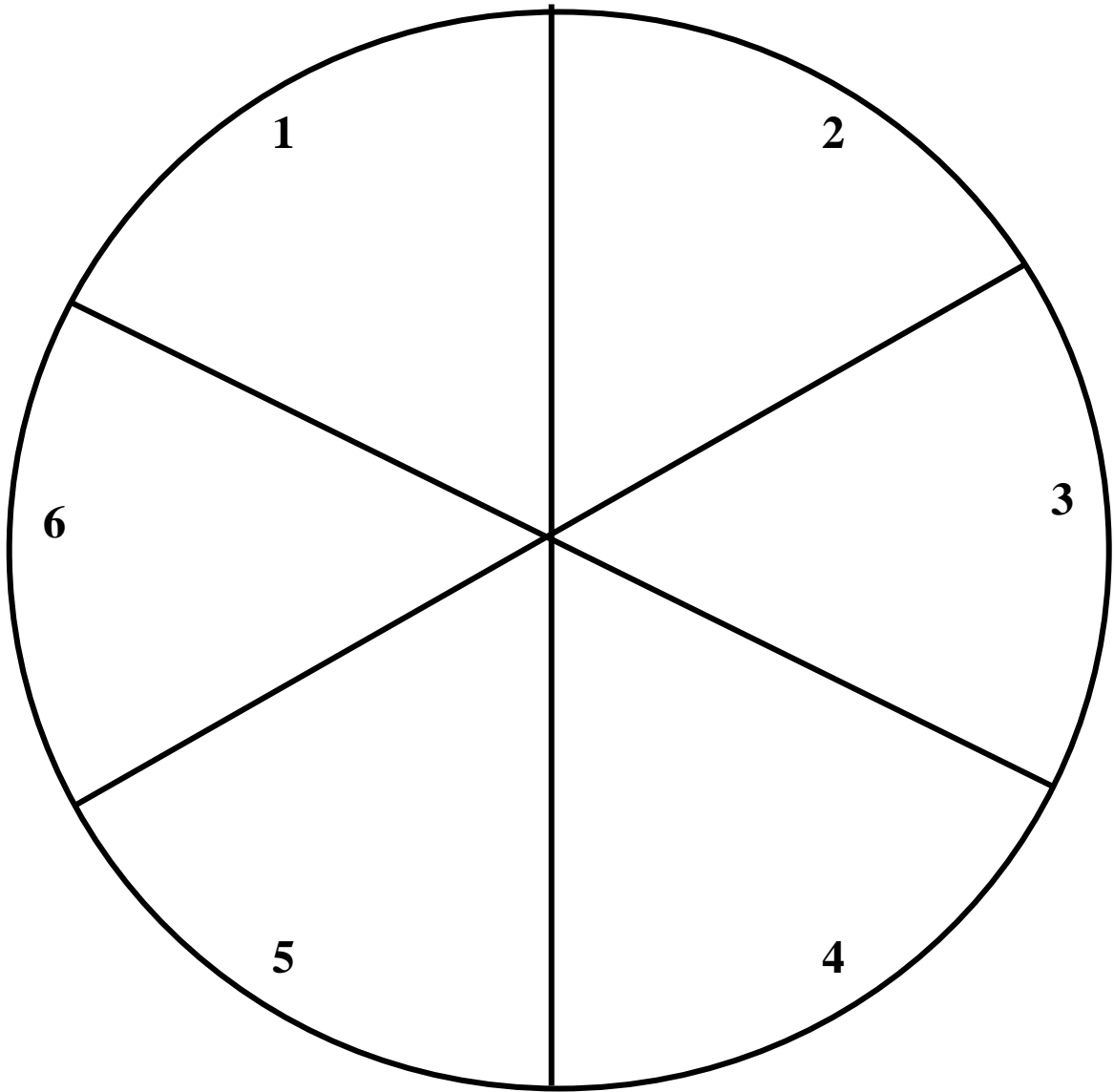
Name: _____ **Date:** _____



GO.30.15

TOPIC: _____

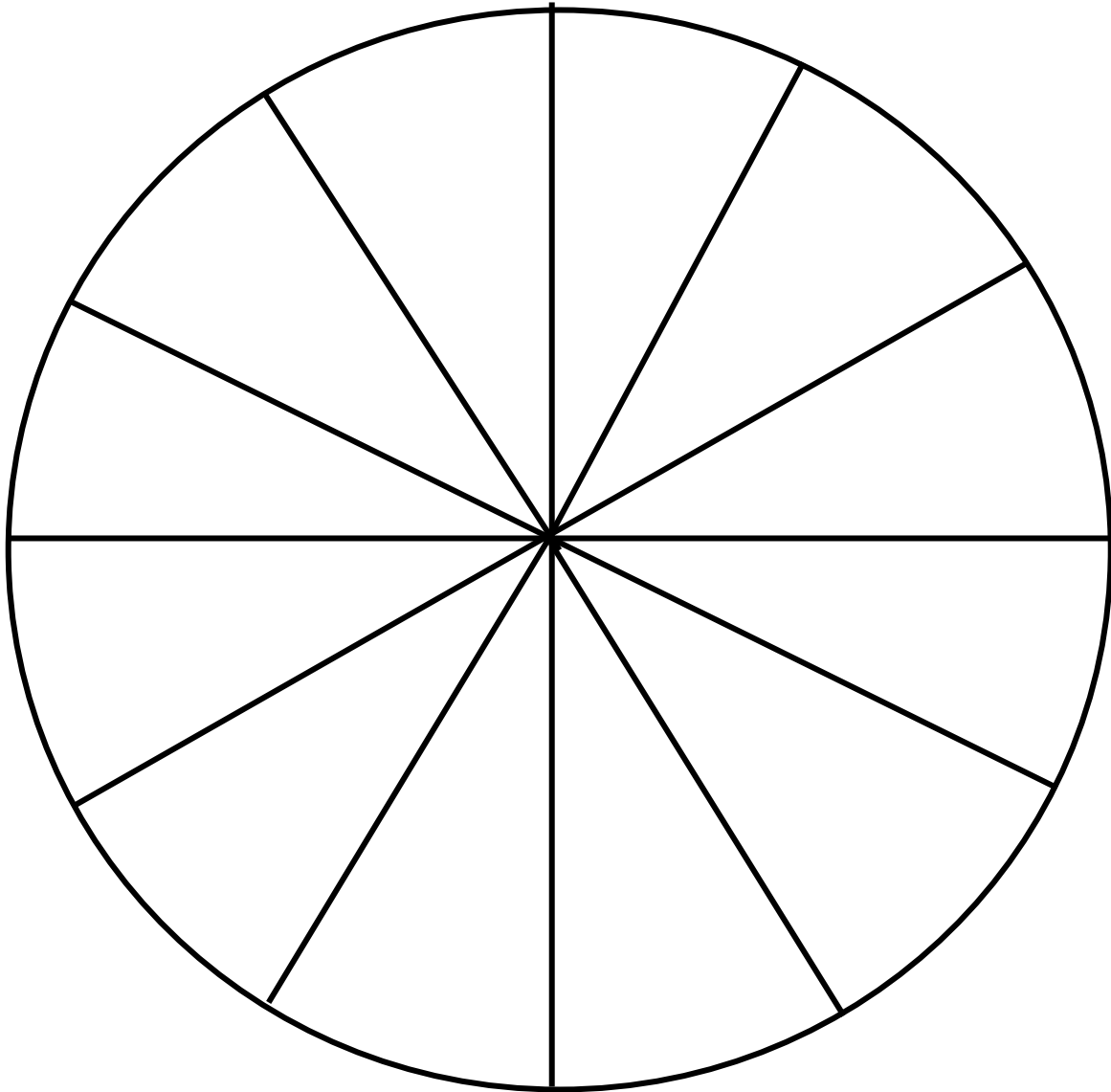
Name: _____ **Date:** _____



GO.30.16

TOPIC: _____

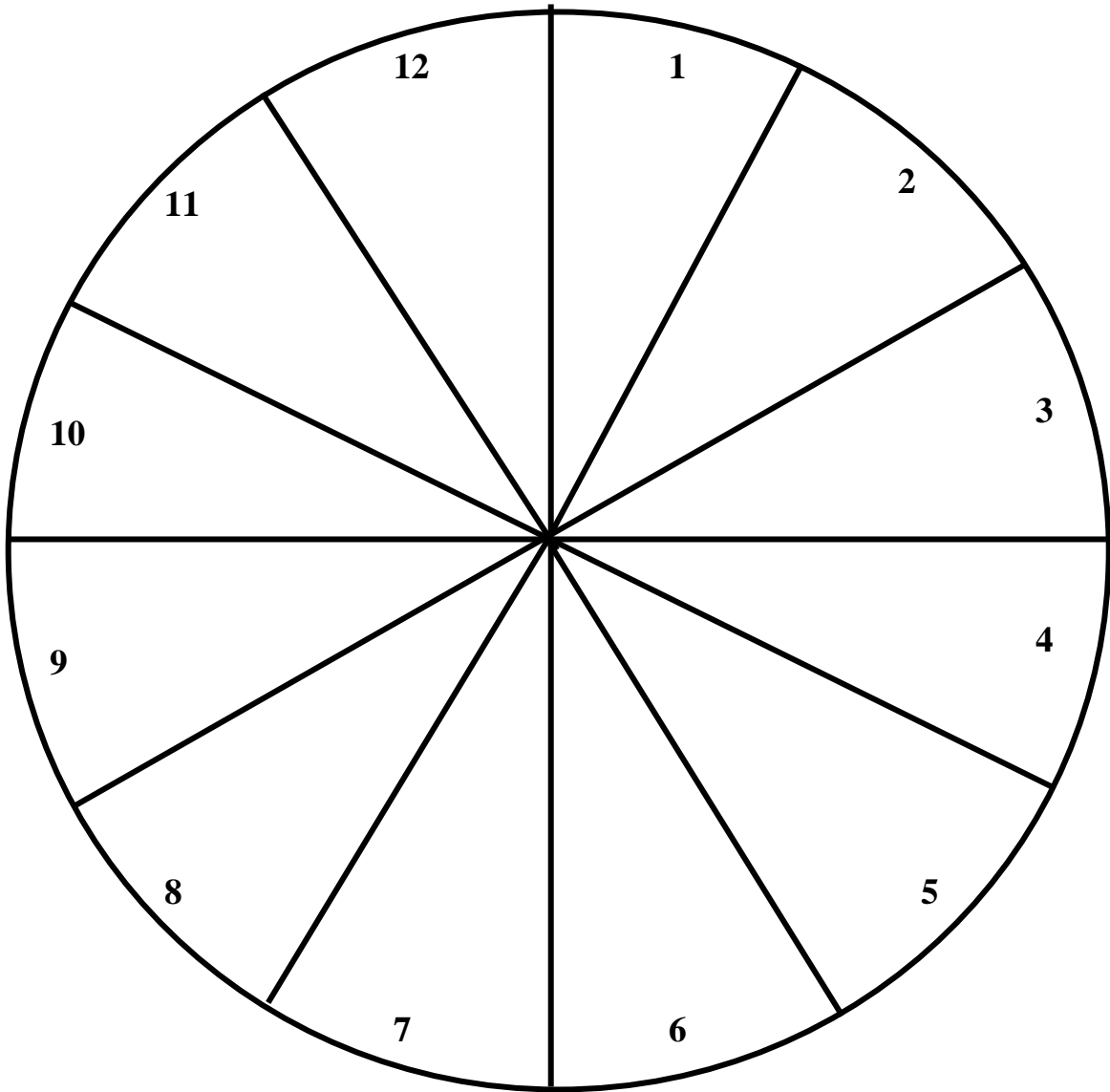
Name: _____ **Date:** _____



GO.30.17

TOPIC: _____

Name: _____ **Date:** _____



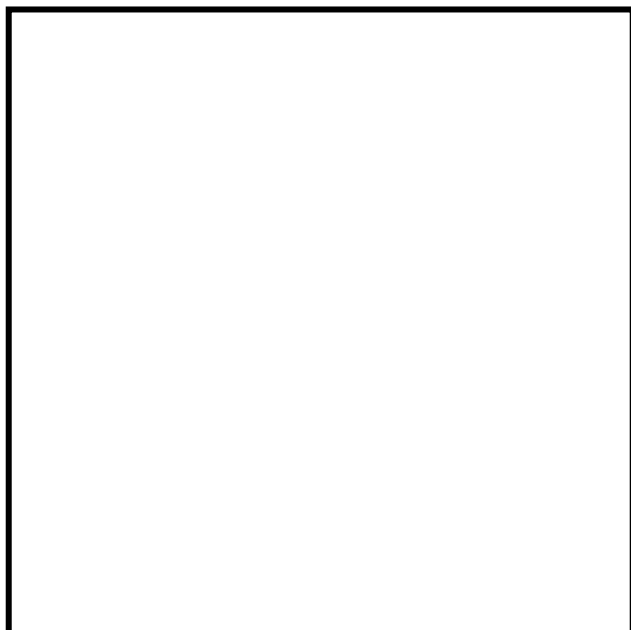
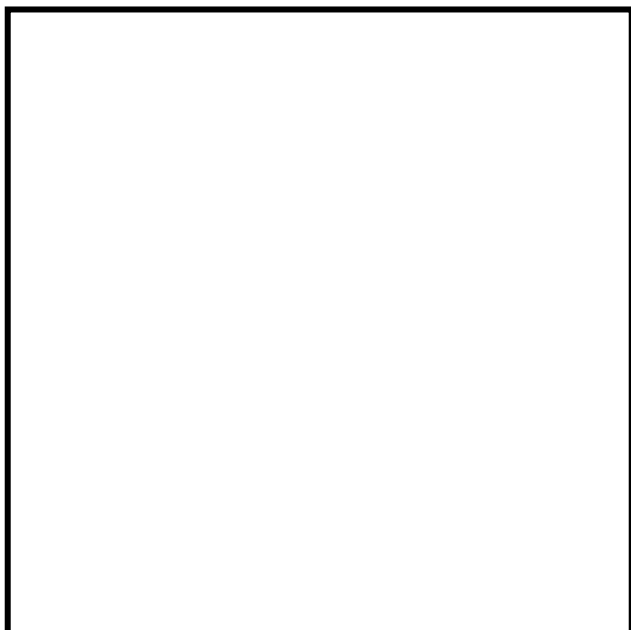
GO.30.18

TITLE: _____

Name: _____ **Date:** _____

A.

B.



SIMILE SHEET (LIKE)

Name: _____ Date: _____

Person, Place or Thing: _____

1

Like

2

Like

3

Like

4

Like

5

Like

6

Like

SIMILE SHEET (AS)

Name: _____ Date: _____

Person, Place or Thing: _____

1

As

2

As

3

As

4

As

5

As

6

As

THE THIRTEEN COLONIES

Name: _____ Date: _____

	New England	Middle	Southern
Farming			
Trade			
Religion			
Education			
Government			

GO.32.9

FARMING IN THE COLONIES STUDY GUIDE

Name: _____ Date: _____

We will be concentrating on certain parts of the next chapter.
Please read ALL of paragraphs 2 – 9 to complete the grid below.

	New England	Middle	Southern
Problems			
Advantages			
Type of Farming			
Size of Farms			
Crops			
Additional Information			

GO.32.10

LEADER TRAITS

Name: _____ Date: _____

Leader's Name: _____

Term Served: _____

Type of Government: _____

Characteristic	Definition	Example	The example is realistic.	The example is specific.	The example supports the characteristic.

WHAT WERE THE CAUSES OF THE AMERICAN REVOLUTION?

Name: _____ Date: _____

BRITISH LAWS

USE YOUR TEXT AND OTHER SOURCES TO FILL IN THE CHART.

British Law And Description	Why Did The Colonists Oppose The Law?	How Colonists Showed Opposition
Proclamation of 1763		
Sugar Act - 1764		
Quartering Act - 1765		
Stamp Act - 1765		
Townshend Acts- 1767		
Tea Act - 1773		
Intolerable Acts - 1774		

GO.32.1

FRENCH AND INDIAN WAR

Name: _____ Date: _____

Both sides in the French and Indian War (called the Seven Years War in Great Britain) felt confident that they would win. Both sides had legitimate reasons for their confidence. In the t-chart below, list the advantages each side had going into this war.

France	Great Britain

Name: _____ Date: _____

EXPLORER RECORD SHEET

Explorer Name: _____ Time Frame: _____

Country Represented:

Personal Background:

Goals of the Explorer:

Goals of the Explorer's Patron:

Ships/Supplies:

Route:

Hardships:

Contact with Natives:

Results:

GO.32.3

GRAPHIC ORGANIZER

EXPORTS

Name: _____ Date: _____

1. Item: _____

Description: _____

Why you export it: _____

Why the receiving country needs it: _____

2. Item: _____

Description: _____

Why you export it: _____

Why the receiving country needs it: _____

3. Item: _____

Description: _____

Why you export it: _____

Why the receiving country needs it: _____

4. Item: _____

Description: _____

Why you export it: _____

Why the receiving country needs it: _____

GRAPHIC ORGANIZER

IMPORTS

Name: _____ Date: _____

1. Item: _____

Description: _____

Why your country needs it: _____

Why the sending country can send it: _____

2. Item: _____

Description: _____

Why your country needs it: _____

Why the sending country can send it: _____

3. Item: _____

Description: _____

Why your country needs it: _____

Why the sending country can send it: _____

4. Item: _____

Description: _____

Why your country needs it: _____

Why the sending country can send it: _____

A TYPICAL FAMILY IN MY COUNTRY - PLANNING SHEET

Name: _____ Date: _____

Introduction

Introductory statement			
Background			
Setting			
Description of Family Member			
Transition sentence to bodies	Topic 1*	2*	3*

Body 1

Topic sentence* for (1) family's belief, religion or philosophy	
• Detail 1	• Examples
• Detail 2	• Examples
• Detail 3	• Examples
Closing/Transition sentence	

Body 2

Topic sentence* for (2) jobs and responsibilities of each family member	
• Detail 1	• Examples
• Detail 2	• Examples
• Detail 3	• Examples
Closing/Transition sentence	

Body 3

Topic sentence* for (3) entertainment: sports, the arts, trips, etc.

- | | |
|-------------------|-------------------|
| • Detail 1 | • Examples |
| • Detail 2 | • Examples |
| • Detail 3 | • Examples |

Closing/Transition sentence

Conclusion

Summary sentence

Prediction for the family's future

Good ending sentence

PLANNING SHEET: A TYPICAL FAMILY IN MY COUNTRY

Name: _____ Date: _____

Introduction:

Family Member	Age	Physical Description	Personality Trait

GRAPHIC ORGANIZER PICTURE DICTIONARY

Name: _____ Date: _____

Landform:

Definition:

Name:

Location:

Special Description:

Landform:

Definition:

Name:

Location:

Special Description:

Landform:

Definition:

Name:

Location:

Special Description:

Landform:

Definition:

Name:

Location:

Special Description:

Landform:

Definition:

Name:

Location:

Special Description:

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Name:

Location:

Special Description:

Landform:

Definition:

Name:

Location:

Special Description:

Landform:

Definition:

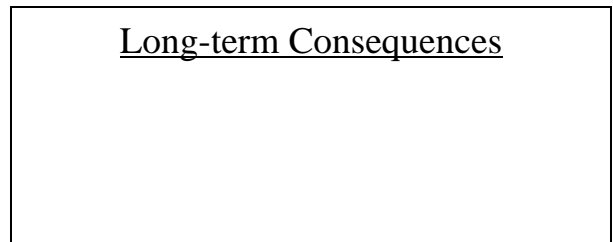
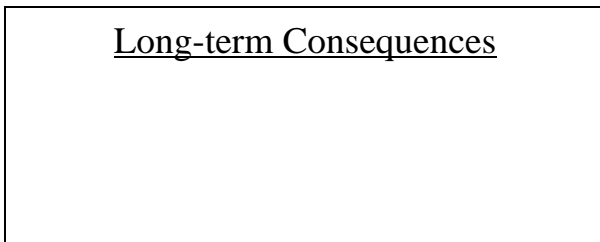
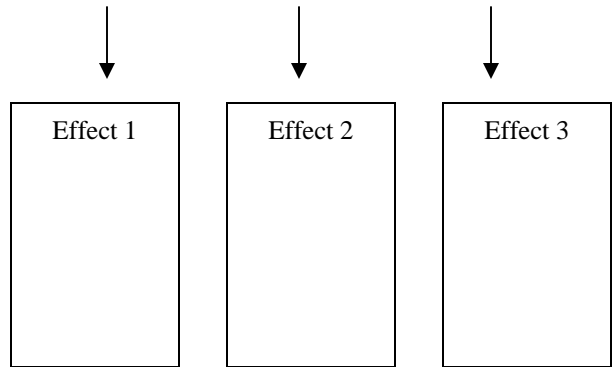
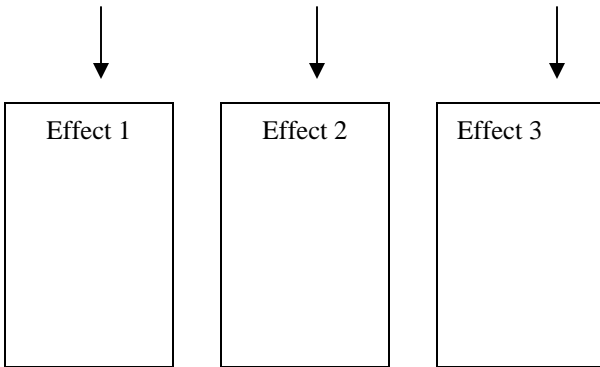
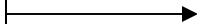
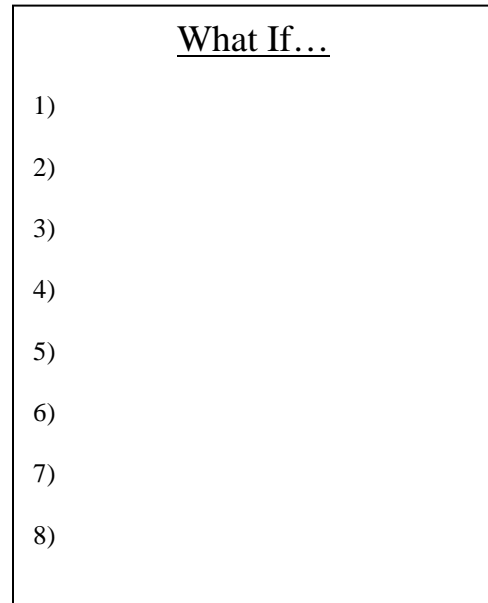
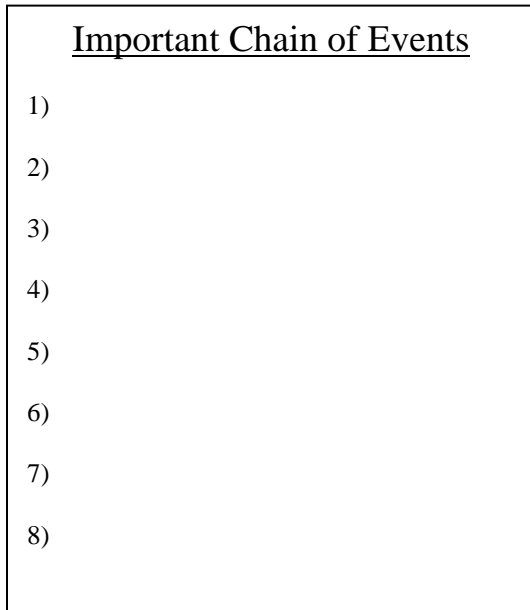
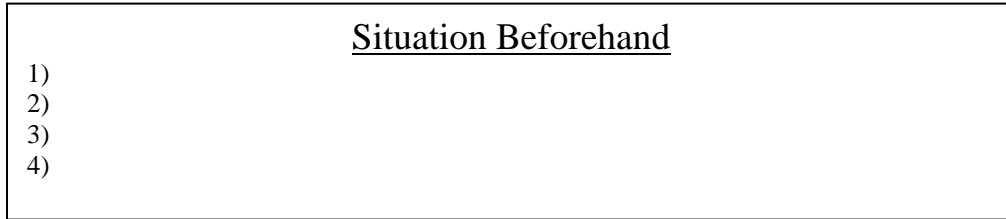
Name:

Location:

Special Description:

Counter-Factuals

Event/Battle:



WRITING AN “IF/THEN”

Name:

1st paragraph--Who/What/Where/When/Why:

Major long-term consequence(s) of the event:

Major long-term consequence(s) of the “what if”

2nd paragraph--Statement of the situation beforehand

3rd paragraph--Which important events change in the “what if”?

4th paragraph--Description of the effects of the event

Contrast the possible effects of the “what if”

5th paragraph--Re-state/contrast the long term consequences

WRITING YOUR AUTOBIOGRAPHY

Name: _____ Date: _____

**Important
Memories**

A vertical line with horizontal tick marks for writing important memories.

**Key
Events**

A vertical line with horizontal tick marks for writing key events.

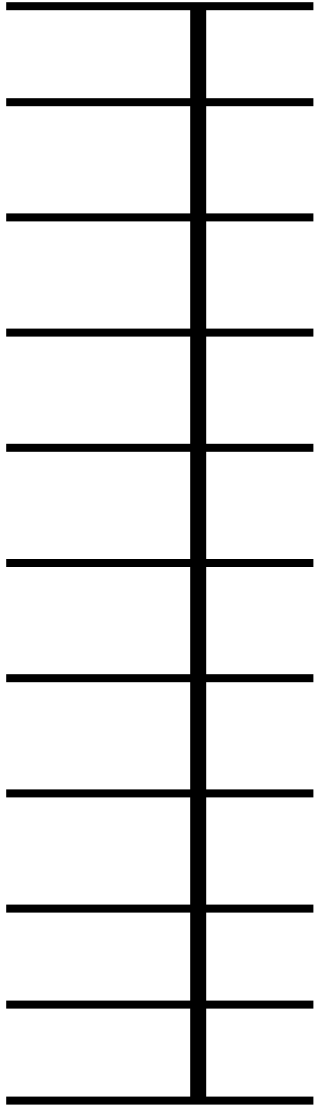
GO.33.1

TIME LINE INTERVAL GRAPH

Name: _____ Date: _____

Title

Quantity Being Represented



TIME LINE

Name: _____ Date: _____

A vertical timeline template consisting of a single vertical line on the left side. Eleven horizontal lines extend to the right from the vertical line, creating a series of rectangular boxes for writing. The lines are evenly spaced and extend across most of the page width.

GO.33.3

Graphic Organizer

A TIMELINE

Name: _____ Date: _____ Group: _____

Event 1

Date: _____

Event: _____

Qualifier: _____

Event 6

Date: _____

Event: _____

Qualifier: _____

Event 2

Date: _____

Event: _____

Qualifier: _____

Event 7

Date: _____

Event: _____

Qualifier: _____

Event 3

Date: _____

Event: _____

Qualifier: _____

Event 8

Date: _____

Event: _____

Qualifier: _____

Event 4

Date: _____

Event: _____

Qualifier: _____

Event 9

Date: _____

Event: _____

Qualifier: _____

Event 5

Date: _____

Event: _____

Qualifier: _____

Event 10

Date: _____

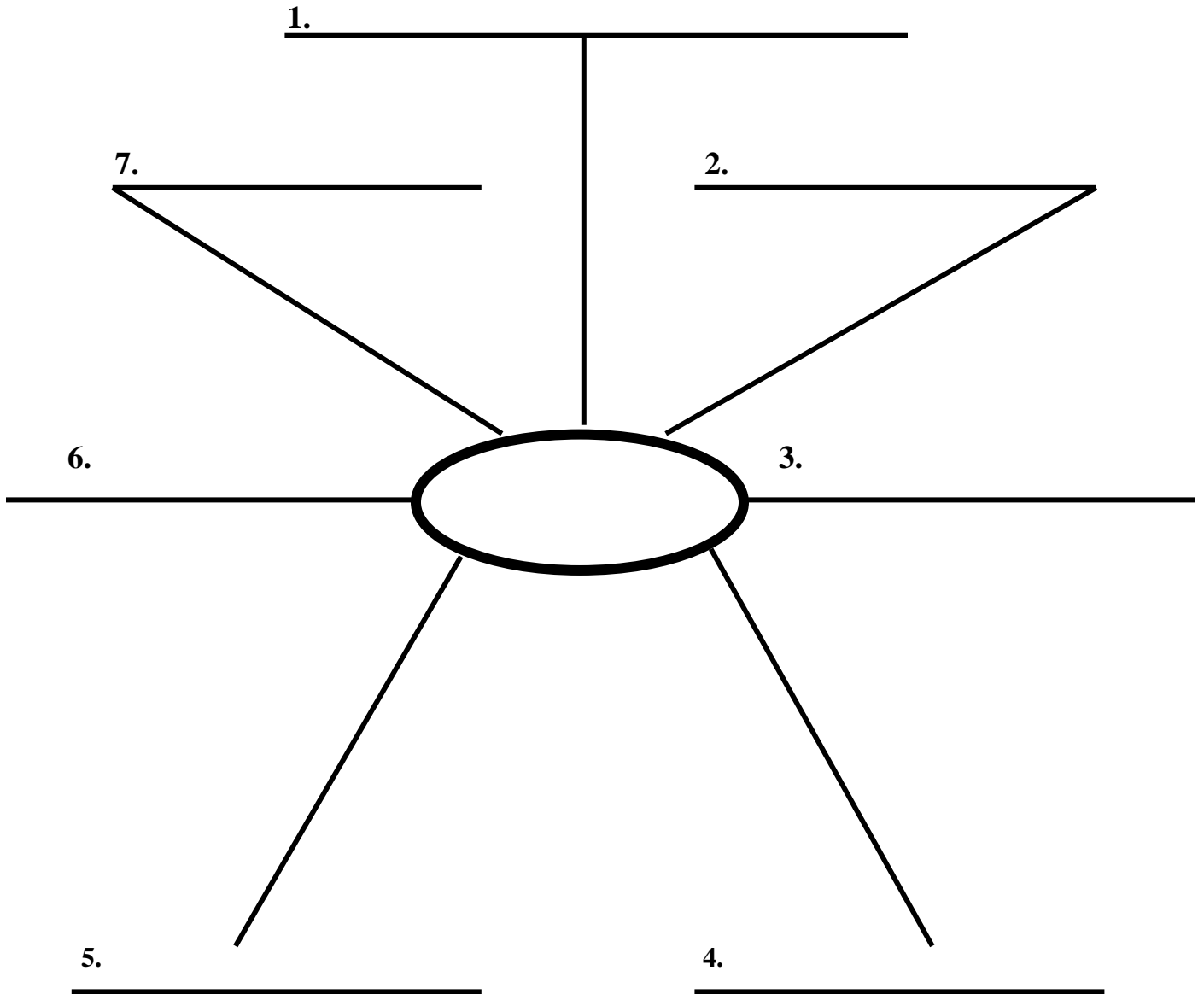
Event: _____

Qualifier: _____

GO.33.4

CONNECT

Name: _____ Date: _____



GO.34.1

WORD CLASSIFICATION

Name: _____ Date: _____

Find as many words as you can for each box, from our vocabulary list.
You may change the form of the words if you wish.

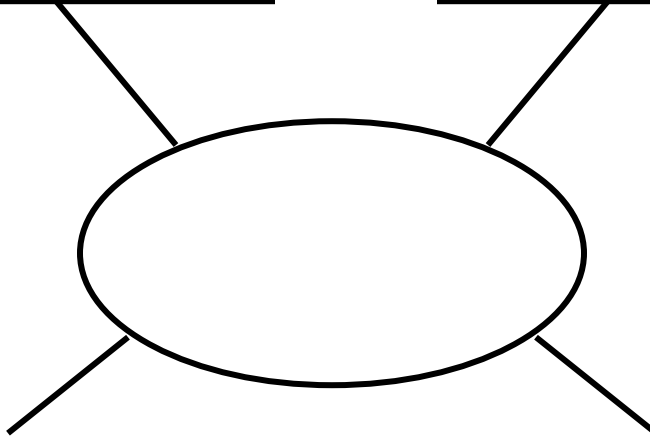
Objects that can fit in a box

1.



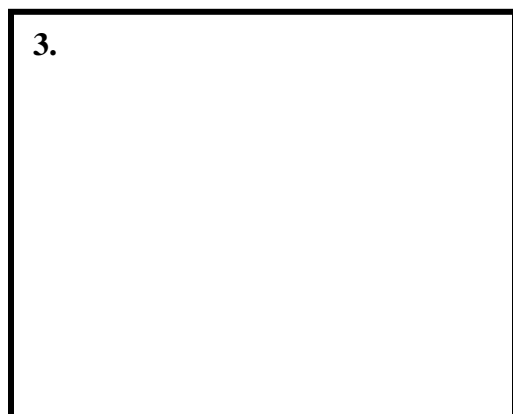
Things we don't want

2.



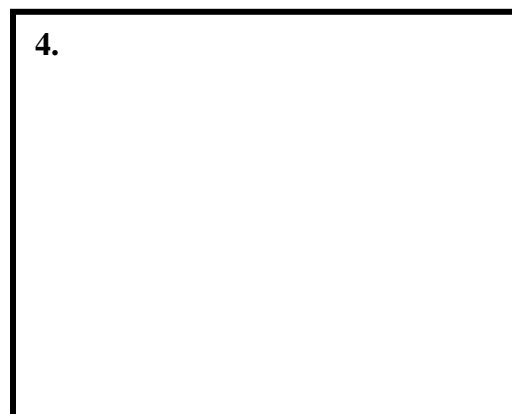
Things we can say/do with our voice

3.



Words related to money

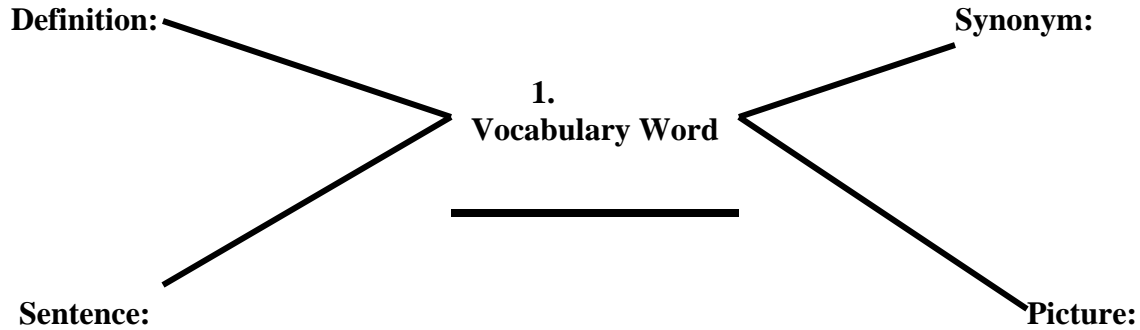
4.



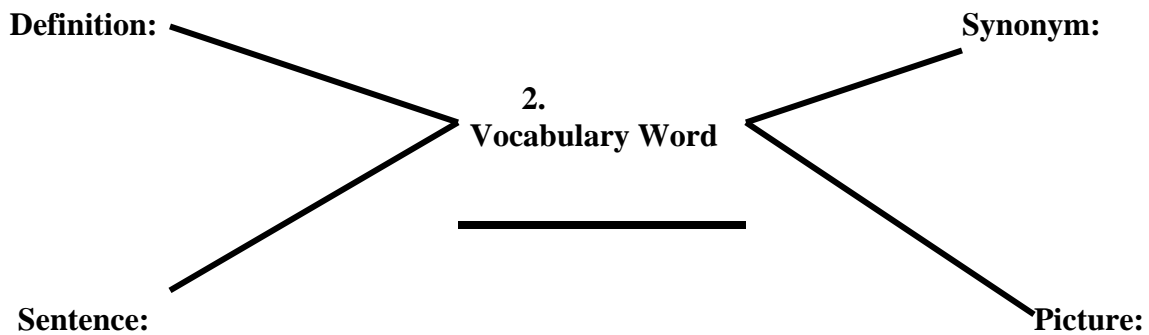
VOCABULARY JOURNAL

Name: _____ Date: _____

1. Before reading, write the word to be learned _____
2. Brainstorm – What is it? What is it like? What are some examples?
3. Graphic Organizer:



1. Before reading, write the word to be learned _____
2. Brainstorm – What is it? What is it like? What are some examples?
3. Graphic Organizer:



GO.34.3

BOOK: _____
CONTEXT CLUES
VOCABULARY CHAPTER: ____

Name: _____ Date: _____

1. Write each word from the chapter vocabulary list in the first column.
2. Read each word as it is used in the above novel before you look it up.
3. Write your guess for the meaning of each word in the column on the right.
4. Look up the word in the dictionary.
5. In the middle column, place the definition of the word which best matches the use of the word in the book.

Word	Definition	Guess
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		

VOCABULARY WORKSHEET CHAPTER ____

Name: _____ Date: _____

1.

Word

Part of Speech

Definition

In the book, it is on page _____. Copy the complete sentence below.



2.

Word

Part of Speech

Definition

In the book, it is on page _____. Copy the complete sentence below.

NEW WORDS I LEARNED IN THIS CHAPTER

Name: _____ Date: _____

1. Word: _____ (on page _____)
Part of Speech: _____
Definition: _____

2. Word: _____ (on page _____)
Part of Speech: _____
Definition: _____

3. Word: _____ (on page _____)
Part of Speech: _____
Definition: _____

4. Word: _____ (on page _____)
Part of Speech: _____
Definition: _____

5. Word: _____ (on page _____)
Part of Speech: _____
Definition: _____

6. Word: _____ (on page _____)
Part of Speech: _____
Definition: _____

PARAPHRASING WORKSHEET

Name: _____ Date: _____

Sentence: _____

Sentence Written Word by Word Vertically	Another Way of Saying This Word (if possible)	My Assumptions

VOCABULARY BUILDER

Name: _____ Date: _____

Word: _____

Definition from Dictionary: _____

My Paraphrase: _____

Makes Me Think of: _____

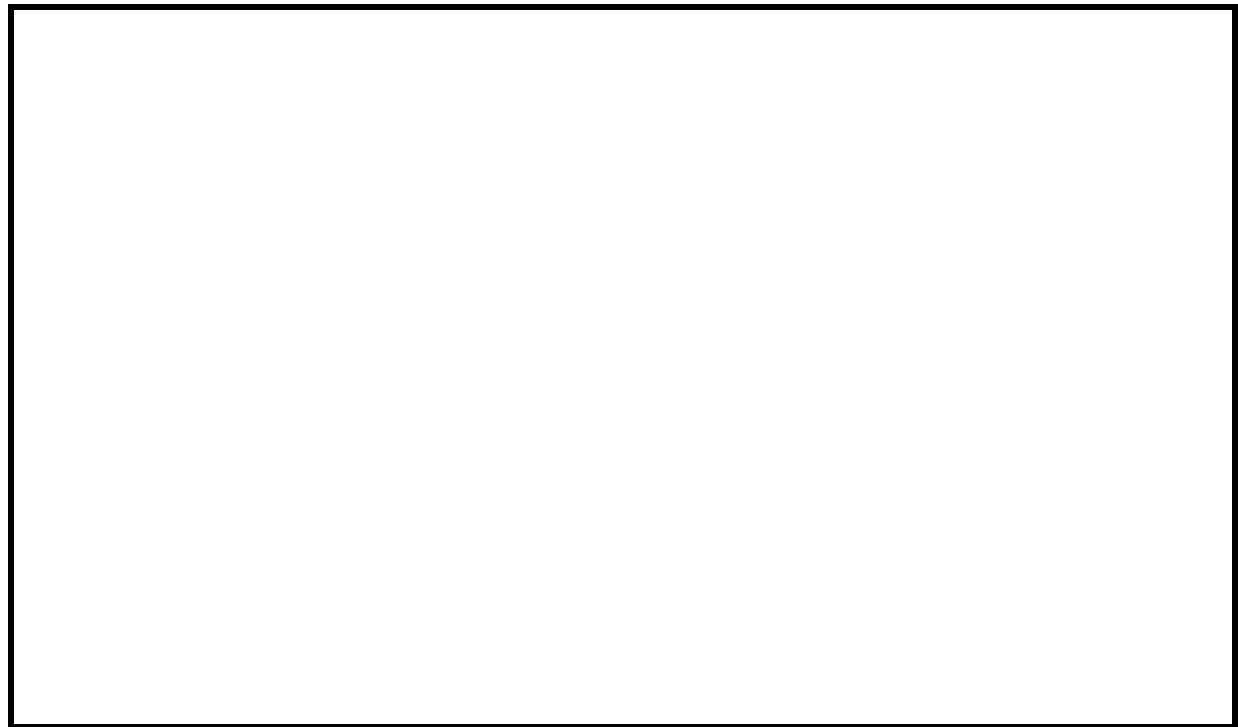
Related to:

Questions I have: _____

TOPIC: _____

Name: _____ **Date:** _____

This is a picture of _____



Describing Words

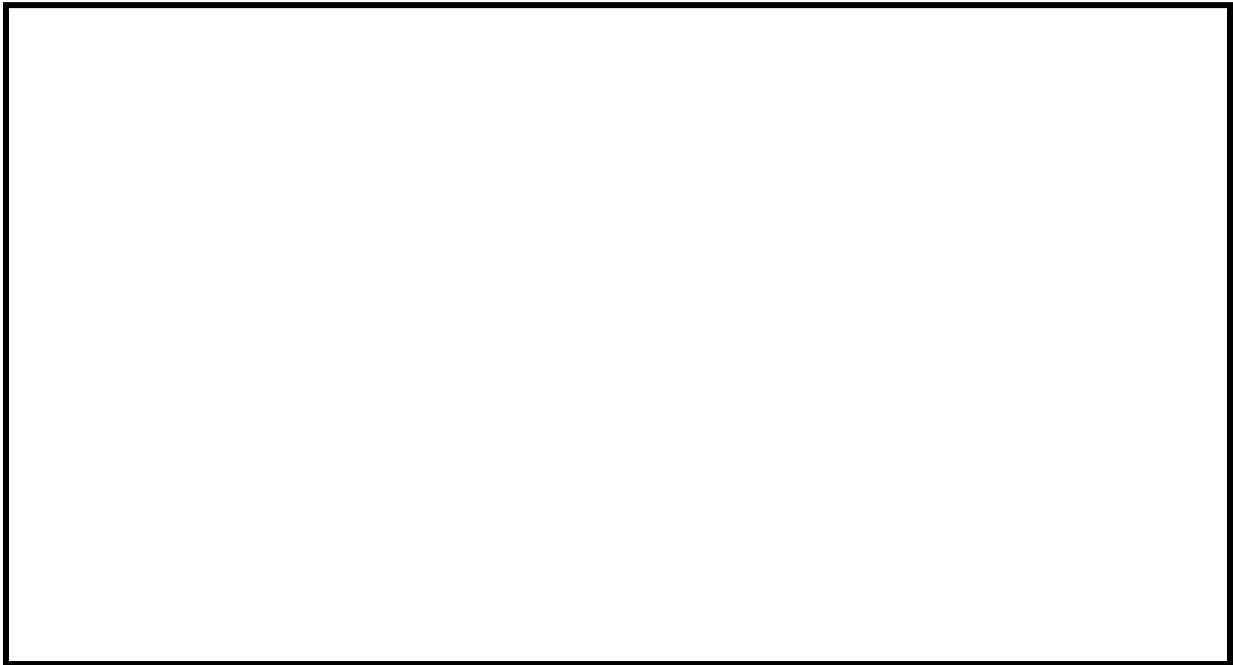
Color	Size
Taste	Number
Smell	Good
Texture	Looks
Shape	Sounds

TOPIC: _____

Name: _____ **Date:** _____

Drawing of a Person, Place, or Thing

Title: _____



Describing Words

Looks Like	Sounds Like	Feels Like	Smells Like	Tastes Like

DESCRIBING WORDS

Name: _____ Date: _____

People, Places, Things	Describing Words to Use

Menu of Some Describing Words

Color

bold	dark	drab	dusty	radiant
bright	dazzling	dreary	faded	shining
brilliant	dim	dull	murky	

Size

average	enormous	long	puny	teeny
big	gigantic	mammoth	short	thick
bony	grand	massive	skinny	thin
bulky	huge	medium	small	tremendous
chubby	immense	miniature	tall	
chunky	large	narrow	teensy-	
dwarf	little	pudgy	weensy	

Taste

bitter	luscious	salty	stale	tasty
delicious	peppery	sour	sugary	yummy
fresh	rotten	spicy	sweet	

GO.34.11.a

Number

bit	dozen	group	morsel	some
bunch	dozen	half	numerous	too many
cluster	enough	loads	pair	week
countless	few	lots	piece	year
couple	fraction	many	plenty	
decade	fragment	month	several	

Smell

fishy	mildewy	smelly	stale
fragrant	rotten	smoky	sweet
fresh	salty	spicy	

Good

agreeable	delightful	magical	spectacular	wonderful
amazing	exceptional	magnificent	splendid	
awesome	gorgeous	marvelous	superb	
brilliant	grand	nice	superior	
dazzling	lovely	outstanding	terrific	

Texture

brisk	crisp	hard	rubbery	spiky
brittle	crumbly	hard	sharp	sticky
bumpy	crunchy	hot	slimy	tacky
chalky	crusty	itchy	slippery	warm
chewy	dry	lumpy	smooth	watery
clammy	firm	moist	snappy	
cold	flexible	prickly	soft	
cool	giggly	rocky	soggy	
crisp	hairy	rough	solid	

Looks

attractive	dreary	glittering	radiant	sparkling
beautiful	dull	gloomy	scary	tacky
bloody	dusty	glowing	shimmer	twinkle
bright	faded	handsome	shimmering	twinkling
brilliant	fair	itchy	shine	ugly
clean	gleam	lowing	shining	watery
colorful	gleaming	messy	shiny	
dark	glisten	plain	slimy	
dim	glitter	pretty	sparkle	

Shape

almond
cone
crescent
cube

curved
cylinder
diamond
fat

heart
line
narrow
oval

peanut
skinny
sphere
straight

thick
thin
wide

Sounds

bump
burst

crash
crash

crunch
explosion

grind
ring

scream

VOCABULARY BUILDER II

Name: _____ Date: _____

Action Verbs I Will Use in My Writing

Menu of Some Action Verbs

argue	chew	dazzle	find	groan
babble	chime	defend	flap	growl
bang	chirp	demolish	flare	grumble
beam	chisel	dent	flash	guard
beat	choose	depart	flee	gulp
bellow	chuckle	design	flicker	hammer
bend	clamor	destroy	flop	hike
bicker	clang	devour	flutter	hiss
bite	clash	disappear	fly	hit
blast	collapse	discover	frolic	hold
blaze	collide	dive	frown	hoot
bolt	command	dodge	gallop	hop
bombard	complain	doze	gash	howl
boo	crack	draft	gather	hug
boom	crackle	drag	gaze	hunt
bow	crash	draw	giggle	hurry
brag	crawl	droop	glance	hustle
bump	creep	drop	glare	instruct
burst	crumple	eat	gleam	investigate
call	crunch	elbow	glide	jab
capture	crush	erupt	glimmer	jabber
carve	cry	escape	glisten	jangle
catch	cuddle	example	glitter	jeer
chant	curve	explode	glow	jerk
chase	cut	explore	gorge	jingle
chat	dab	fade	grab	jog
chatter	dangle	fall	grip	jump
cheer	dash	fight	groan	knockdown

laugh
locate
march
melt
mimic gawk
moan
mope
mumble
munch
murmur
mutter
nibble
nick
nip
notice
nudge
open
paint
pat
peek
peer
pelt
pick
pinch
plan
plaster
pluck

plunge
poke
pop
pounce
pound
pout
prance
prod
protect
pull
push
quarrel
ramble
rattle
ring
roar
roar
romp
ruin
rumble
run skip
runaway
rush
sag
say
scowl
scratch

search
see
seek
seize
select
shake
shatter
shore
shout
shove
shriek
shuttle
sketch
slap
sleep
slice
slide
slip
slither
smash
smile
smirk
snap
snarl
snicker
snooze
snort

snuggle
sparkle
speak
spoil
spread
squeeze
squirm
stalk
stare
stride
strike
strut
stumble
sulk
swab
swallow
swing
swirl
take
throw
thrust
thunder
tinkle
tittle tattle
topple
touch
trail

tramp
trap
trash
trip
twinkle
twirl
twitter
uncover
unfasten
unlock
vanish
vibrate
vail
walk
wander
wave
whack
whine
whisper
whistle
wreck
wriggle
write
yank
yawn
yell

CHARACTER TRAIT PLANNER

Name: _____ Date: _____

Character	Character Trait(s)	Behaviors That Show Character Trait

GO.34.13.a

Menu of Some Character Traits

Positive Character Traits

active	delighted	humorous	proud
admirable	dependable	innocent	quick-witted
adventurous	determined	inquiring	quiet
affectionate	devoted	inquisitive	relaxed
agreeable	eager	intelligent	reliable
amazing	efficient	jolly	responsible
ambitious	elegant	joyous	self-satisfied
amusing	enchanting	jubilant	serene
attentive	enthusiastic	kind	shy
attractive	exceptional	lively	sly
awesome	fair	lovely	smart
bashful	faithful	loving	spectacular
beautiful	fantastic	loyal	spirited
bold	fearless	magnificent	splendid
brave	friendly	marvelous	stunning
bright	frisky	neighborly	stylish
brilliant	funny	nice	superb
calm	gallant	obedient	superior
capable	gentle	observant	talented
charming	glad	optimistic	tasteful
cheerful	gleeful	outgoing	tender
clever	gorgeous	outstanding	terrific
contented	graceful	overjoyed	thoughtful
courageous	handsome	patient	timid
courteous	happy	peaceful	trustworthy
crafty	helpful	perky	truth worthy
creative	heroic	playful	truthful
cunning	honest	pleasant	valiant
curious	honorable	pleased	watchful
daring	hopeful	polite	well-mannered
decent	humble	pretty	wonderful

Menu of Some Character Traits (continued...)

Negative Character Traits

absentminded	disrespectful	lonesome	snooping
afraid	downcast	loud	sorrowful
alone	embarrassed	mean	spiteful
angry	enraged	melancholy	stubborn
anxious	envious	mischievous	talkative
ashamed	evil	miserable	tense
awkward	exhausted	mortified	timid
bad	fearful	nasty	tired
bad-tempered	flustered	naughty	unaware
blue	frightened	nervous	uneasy
boast	furious	noisy	unfriendly
boisterous	gloomy	nosy	ungraceful
bored	glum	oblivious	unhappy
bossy	greedy	obnoxious	unhelpful
cautious	grumpy	outspoken	unpleasant
chatty	harsh	prying	unreliable
clumsy	humiliated	resentful	upset
companionless	ill-tempered	resentful	useless
conceited	impolite	rough	vain
confused	inactive	rude	vicious
cowardly	indignant	rude	weak
cruel	irresponsible	sad	weakened
depressed	irritable	secretive	weary
disagreeable	jittery	selfish	wicked
dishonest	jumpy	shaky	worried
disloyal	lazy	slow	
disobedient	lonely	sluggish	

VOCABULARY BUILDER III

Name: _____ Date: _____

People, Places, Things	Adjectives to Use

Menu of Some Adjectives

- | | | | |
|---------------|------------|-------------|--------------|
| aching | fabulous | humid | repeatedly |
| amusing | fast | icy | roasting |
| baggy | fearful | imagined | seldom |
| brisk | fiery | incredible | shocking |
| cheap | fine | invisible | sore |
| chilly | fishy | likable | speedy |
| clammy | flabby | marvelous | strange |
| cold | flashy | messy | superior |
| cool | fragile | moist | suspicious |
| costly | freezing | mucky | swift |
| dainty | frequently | never | tender |
| damp | frightful | odd | terrible |
| delicate | frigid | often | throbbing |
| dingy | frosty | outstanding | unbelievable |
| dirty | frozen | painful | unusual |
| dismal | gaudy | peculiar | valuable |
| dreary | ghastly | precious | vigorous |
| droopy | gloomy | priceless | weird |
| enjoyable | grubby | quick | wet |
| excellent | gruesome | rainy | wonderful |
| exceptional | horrible | rapid | |
| extraordinary | hot warm | regularly | |

DIVISION OF LABOR CHART

Name

Role

Responsibilities

Due Date(s)

Name	Role	Responsibilities	Due Date(s)

GO.35.15

T CHART PLAN FOR IMPROVING WORK HABITS

Name: _____ Date: _____

Select one of the following work habits or another from the work we have done in class. Complete the T Chart. Then select a specific “Look Like” and a specific “Sound Like” behavior as you focus for improvement.

Work Habits: **Listening, Being Prepared, Managing My Time,
Being Organized, Working Independently,
Working With Others, Being Persistent,
Accurately Assessing My Work,
Showing Concern For The Quality Of My Work**

When I _____, it would:
(put the work habit here)

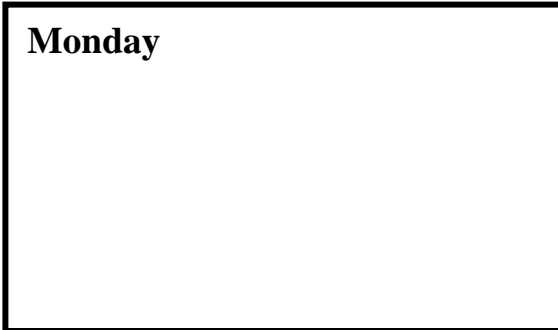
Look Like (be very specific)

Sound Like (be very specific)

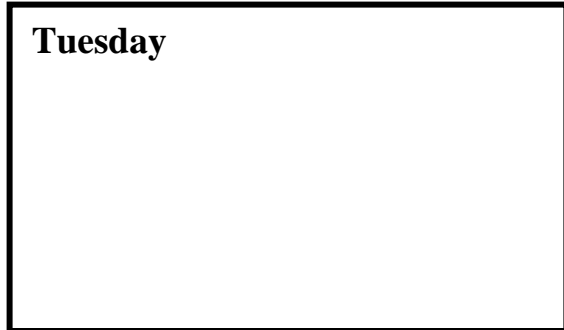
MY PLAN FOR THE WEEK

Name: _____ Date: _____

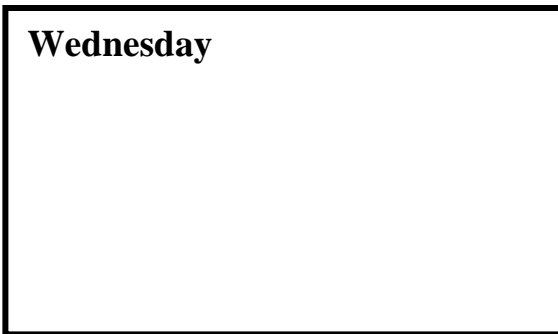
Monday



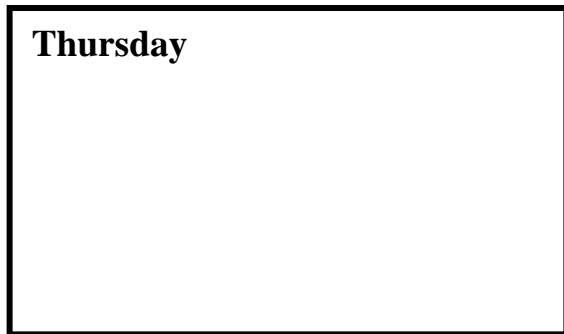
Tuesday



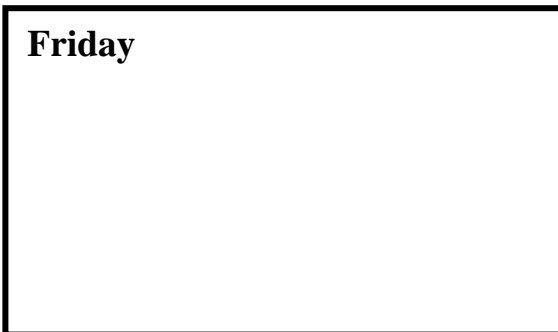
Wednesday



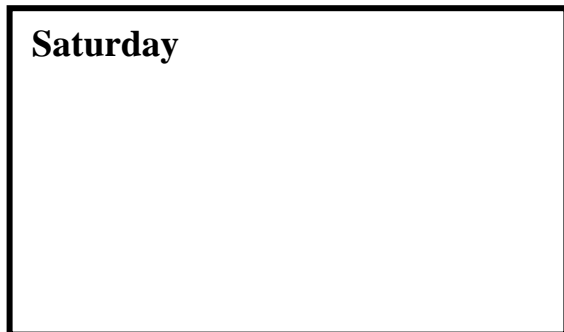
Thursday



Friday



Saturday



Sunday



TASK AND TIME PLAN

Name: _____ Date: _____ Due Date: _____

Project: _____

M	T	W	Th	F	Sat	Sun

TASK AND TIME PLAN

Name: _____ Date: _____ Due Date: _____

Project Title: _____

Steps to get my project finished	Date to Complete

WHAT COULD KEEP ME FROM GETTING MY PROJECT DONE

Name: _____ Date: _____

Problems	Solutions

GO.35.5

TASK AND TIME PLAN

Name: _____ Date: _____ Due Date: _____

Task: _____

Action To Take	Date To Complete
Potential Barriers	Ways To Overcome These Barriers

GO.35.6

PROJECT CONTRACT

Course Title: _____

Name: _____ Contract Due Date: _____

First Check Point - **Date:** _____
Tasks To Be Completed:

Second Check Point - **Date:** _____
Tasks To Be Completed:

To Finish Project On - **Date:** _____
Tasks To Be Completed:

Signature: _____

GO.35.7

MY TIME DIARY

Time	Mon.	Tues.	Wed.	Thurs.	Fri.
6:00 AM					
6:30					
7:00					
7:30					
8:00					
8:30					
9:00					
9:30					
10:00					
10:30					
11:00					
11:30					
12:00 PM					
12:30					
1:00					
1:30					
2:00					
2:30					
3:00					
3:30					
4:00					
4:30					
5:00					
5:30					
6:00					
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7:00					
7:30					
8:00					
8:30					
9:00					
9:30					
10:00					
10:30					
11:00					
11:30					
12:00 AM					

IMPROVING MY WORK HABITS AND STUDY SKILLS

Name: _____ Date: _____

I want to improve: _____

Short Term Action Plan:

Long Term Action Plan:

I want to improve: _____

Short Term Action Plan:

Long Term Action Plan:

GO.35.9

HOW I USE MY TIME

Name: _____ Date: _____

Minutes I Spend Doing Each Thing

Activity	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.

GOOD THINKING HABITS

Name: _____ Date: _____

Select one Good Thinking Habit to analyze. Put your selection in the box below.

Good Thinking Habits	
Being Persistent	Thinking Before Acting
Using Clear Language	Checking My Own Work
Clearly Knowing What Is Expected	Asking Good Questions
Checking For Accuracy	Being Creative
Using What I Already Know	Working With Others
Using All My Senses	Working Independently
Considering Other Points Of View	Being Curious
Listening Carefully	Thinking About How I Think

My Choice To Analyze: _____

What I have seen others do who are good at this.

What I do.

PLANNING MY PROJECT

Name: _____ Date: _____

Sub-Task	What To Do	By When
Define exactly what I am to do.		
Audience for my work.		
Intended impact of my work on my audience.		
How will my work be assessed?		
Information Sources I will use.		
Steps in getting at organizing information.		
Steps in using the information to complete my project.		

GO.35.12

MAKING THE BEST USE OF MY TIME

Name: _____ Date: _____

How I Sometimes Waste Time	How I Could Improve

MAKING THE BEST USE OF MY TIME #2

Name: _____ Date: _____

How I Spend My Time Now	How I Could Improve

