



Memories from Little Minds

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This curriculum unit is recommended for:
Writing in grades K-2

Keywords: memoir, author, children, memories, writing process

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit

Synopsis: This unit will focus on students learning what a memoir is, writing their own memoir about people, places and events and sharing their published memoir with others. Students will discover their voices have power and the experiences they have lived are worth sharing. During this unit, students will hear read alouds and journal connections they have with the text. After being exposed to several memoirs, the students will pick a topic they want to write about and be guided by the teacher to share their experiences through the Writing Process. This unit will include lessons on brainstorming, drafting, revising, editing, and publishing. The goal of this unit will be for students to create memoirs that tell a story of the memories from their young minds. In this unit students will take the experiences of their lives and create a final product they will be able to share with their peers and the world.

I plan to teach this unit during the coming year to 22 students in my first grade classroom.

I give permission for the Institute to publish my curriculum unit and synopsis in print and online. I understand I will be credited as the author of my work.

Introduction

“A person is a fool to become a writer. It’s only compensation is absolute freedom.”
-Roald Dahl

Writing is not a career most students would choose. You don’t hear the average first grader stating, “When I grow up, I want to be a writer,” especially not students in the community where I serve as an educator. However, of all the people who need to experience a sense of absolute freedom, my students do. Everyone has a right to be free. I am finding my freedom, my truth in writing and my students have a right to experience this freedom. They have stories to tell of experiences some couldn’t fathom being reality for someone who has lived no longer than six years. You would be amazed by the stories I’ve heard over the last four years. Some which moved me to tears of joy and some tears of sadness. These stories have yet to grace a piece of paper so others can realize the strength of someone the world might consider powerless.

Despite what people may think five- and six-year olds have experienced various travesties in their lives. I’ve heard everything from stories about parents and siblings going to jail to students frustrated about their parents arguing or moving out. Some have experienced molestation and abuse. Some have experienced the loss of pets or family members they loved.

Likewise, they’ve gone through monumental moments of triumph where they’ve mastered something they thought impossible like receiving a black belt or being part of a winning team. They’ve celebrated the birth of a sibling or getting a pet they’ve been hopelessly waiting for. They’ve journeyed to places that have given them the greatest joy like visiting Disney World, the beach or a family member in another state or country.

I’ve heard these stories sometimes inwardly cringing in agony at the thought that a child would have had to have these life experiences and sometimes I have the privilege of celebrating joyous moments in their lives with them. Now I want them to write these experiences down through pictures and words.

Through this unit my hope is my students recognizing the power and strength their words possess. This unit will help them generate ideas for their memoir by providing multiple opportunities for discussions about life experiences through a variety of texts. The students will list story ideas in journals and brainstorm ideas for memoir topics.

The goal is the memoirs they hear will help them create personal stories by having them think of a “small moment” when something happened which made them feel a strong emotion. Then students will write about the event that happened in this important moment. They could also choose to write about people and memorable places to them. Students will achieve first grade writing standards by using details to describe the event and focus on writing a story that describes that moment in order.

Rationale

This unit is for teachers of students in Kindergarten through second grade who want to connect with their students. Their memoirs will give teachers a window into their students’ lives so they can better understand where the students are coming from. Memoirs give students a chance to identify who they are through the exploration of the people, places and events that are important in their lives.

Kindergarten, first and second Grade are foundational grades and in these grades writing is sometimes neglected for the more prevalent foundational skills of Reading and Math. This unit provides time to focus on this necessary skill. Additionally, memoirs encompass one of the primary focuses of Writing in K-2, student's ability to write narratives. In memoirs students, recount sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. Not only does this unit allow students the opportunity to do that, they are also tasked with being able to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. As students create their memoir they will be writing with the purpose of sharing their story of their life experiences with their peers and possibly the world.

Demographics

I have been a teacher in North Carolina for 13 years. I am currently a first grade teacher at Allenbrook Elementary School in Charlotte, North Carolina. Allenbrook is an elementary school in the Charlotte Mecklenburg School System ten minutes away from uptown Charlotte. It is a low performing Title I school with a diverse student population. Allenbrook is part of the Project LIFT Learning Community. It is a Title I school that currently serves approximately 275 students in pre-kindergarten through fifth grade. Of these students the majority are African American, the rest are Latino/Hispanic, White, Asian, American Indian and Native Hawaii/Pacific. Allenbrook, serves students who are considered to live in high poverty, are Limited English Proficient, classified as Exceptional Students and Academically Gifted.

We have an intimate school community this year, there are 2 pre-kindergarten classes, 3 kindergarten, 2 first grade, 3 second grade, 2 third grade, 2 fourth grade, and 3 fifth grade classrooms. Our average class size is 17. The school follows a traditional school calendar. Regular instruction for students begins at 7:45am and ends at 2:45pm.

Allenbrook has a small group of students who walk to school; however, the majority of the students are bused in from a home school zone made up of nearby neighborhoods and apartment complexes. Currently there are twenty-one students in my class. Of the twenty-one students there are two students classified as Limited English Proficient. There are two students on a Tier II or III plan so we can determine if they will classify as exceptional children. I currently have 5 out of 22 students who are at or above grade level.

Unit Goals

This curriculum unit will start with the reading of variety culturally diverse memoirs to relate to the students. The children will learn about the characteristics of memoirs and make connections to their lives. Overall, I want students to be able to write a memoir in which they recount two or more appropriately sequenced events that include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure.

This will be accomplished through the following goals:

- a.) Students will be able to produce and publish writing using the writing process.
- b.) Students will participate in collaborative conversations with diverse partners about various memoirs and how they relate to their lives with peers and adults in small and larger groups.

c.) Students will produce complete sentences in a form of a memoir that describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Content Research

According to Why Teach Memoir? Reasons That Will Change Your Teaching and Your Life, we write memoirs to:

- Break the silences surrounding who we are
- Make meaning of our lives and by doing so, heal them
- Awaken the “I” and come to know who the “I” is
- Give the gift of personal and family history to love ones
- Record what must never be forgotten
- Bear Witness
- Understand broader social and political realitiesⁱ

According to Katherine Bomer in her book, *Writing a Life: Teaching Memoir to Sharpen Insight, Shape Meaning and Triumph Over Tests*, “when teaching memoir some activities relate directly to stimulating memories while other provide windows into developing a concept of identity. Both will become necessary in the writing of the memoir draft. People also write so they can know what they think and feel about their lives.”ⁱⁱ

Gibson states “I have found, in the past, that memoir can be an accessible genre for all students because everyone has a story to tell.”ⁱⁱⁱ Additionally, Gibson states that, “writing memoir becomes an individualistic and community-minded creative act, engaging even the struggling writer.”^{iv}

Katherine Bomer suggests that, “writers will do some of the work alone, in their writer’s notebook, in response to your prompting and questioning. Some they will do in conversation with you in writing conferences, and some can become the work for writing partners or response groups, since having more minds think about a text can result in multiple ideas for writers to play with.”^v She also states that, “writing memoir is a device, a powerful one, for constructing meaning of one’s life. Writing a memoir gives them the opportunity first to destroy the silence about who they are and what has happened in their life and then to try to make meaning for themselves.”^{vi}

Additionally, she stated that, “students should never feel that the writing most valued in their classrooms, or that most pleases their teacher, is writing about abuse and neglect, grief, or humiliation. The craft of memoir involves writing from the inside out, but that inside can be full of light; it can be funny, inquisitive, sweet, cautious.”^{vii} She adds that, “when you revise memoir, you become the author of your life...As you write and remember and add layer upon layer to the stories of your life, you begin to realize this frustrating truth: that your life, anyone’s life, is so thick and complicated that it can never be fully revealed. Revision helps us shape, regroup, and make sense of all those complexities.”^{viii} She further explains that, “the art of the well-written memoir is like any art: It pays attention to detail, it surprises and delights the viewer with its unique perspective, and it touches us with an honesty that reminds us we are human.”^{ix}

Dean states that, “Genres can be, and often are, engaged for purposes beyond those intended in their original situation. This flexibility inherent in genre is an important concept for students to understand as they develop as writers: it means they have choices as writers, but it also means they have responsibilities to readers and to situations.”^x

When it comes to memoirs, Fletcher and Portalupi add that, “you might also encourage your students to tell personal stories, either to the whole class or a partner....A typical elementary school student can write only ten or fifteen words per minute, but he or she can speak two or three hundred words per minute! Storytelling takes advantage of this oral fluency. When students tell stories, they draw on the familiar and can quickly get comfortable with their own voice.”^{xi}

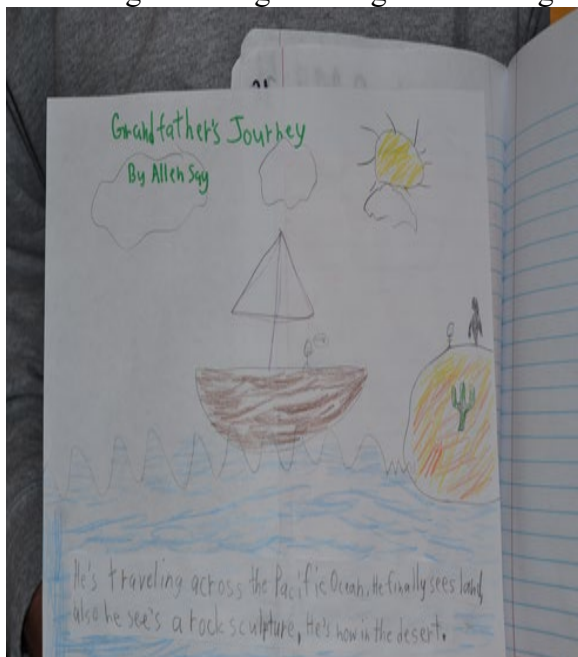
When assessing students, Lucy Calkins suggest a “Student-friendly checklists for each genre. allow students to assess their own writing, set goals for themselves, and with your help, work to make palpable progress toward those goals.”^{xii}

Instructional Implementation

Teaching Strategies

Daybooks

One teaching strategy I will incorporate is the use of daybooks to write special memories in it and connections to memoirs they are hearing. The purpose is that during the reading of memoirs they will engage with the text and record information that they are relating to. They can share their thoughts through writing and drawing.




Making Text Connections

Another teaching strategy I will use will be making text connections. Students will be provided with different types of diverse texts for read alouds. During the reading I will point out the various features of memoirs. During the reading I will have students make text to self connections with the text as it relates to people, places or events that are special in their lives. They will jot down any connections that they make and share out those connections with their peers.

TEXT TO SELF CONNECTION

You are connecting the story to
your own life, experiences, and
feelings.



- This reminds me of . . .
- I understand how the character feels because . . .
- The setting makes me think about another place . . .
- I experienced this myself . . .

Name _____

Making Connections

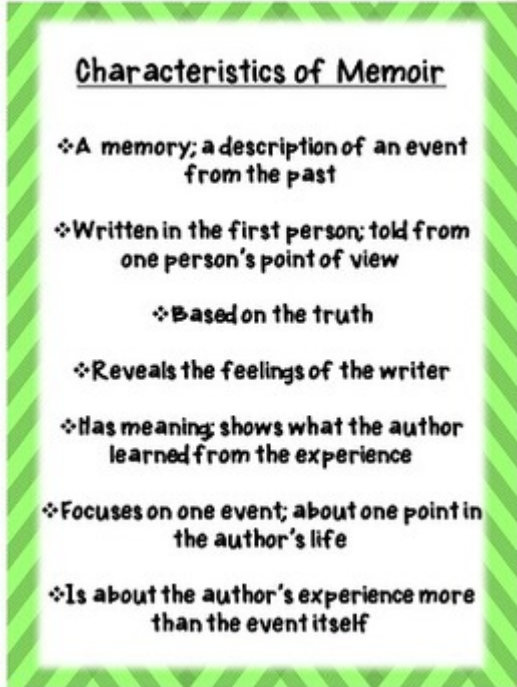
Complete each section below.

When I read...	It made me think of...	This is a...
		Text-to- <i>Self</i> Connection Text-to-Text Connection Text-to- <i>World</i> Connection
		Text-to- <i>Self</i> Connection Text-to-Text Connection Text-to- <i>World</i> Connection
		Text-to- <i>Self</i> Connection Text-to-Text Connection Text-to- <i>World</i> Connection

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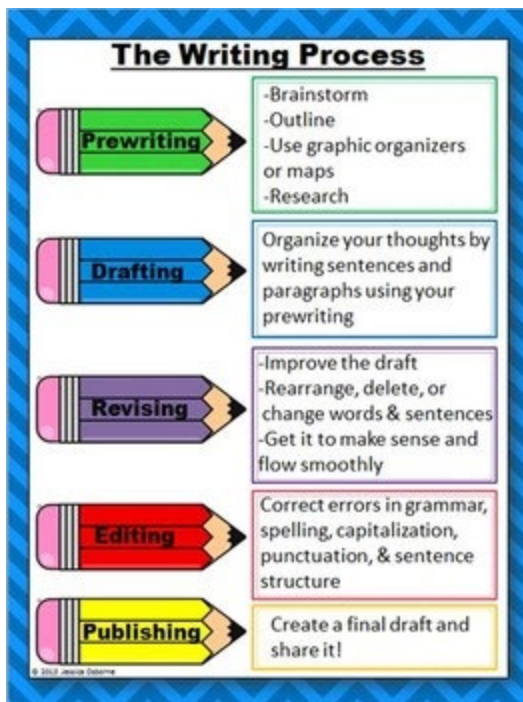
Read Aloud

I will read memoirs to students so they will know how they sound and how they are structured. These memoirs will provide them with ideas. After reading these memoirs we will discuss whether these memoirs focus on people, places or events. We will also examine the characteristics of memoirs found in each book.



Teaching the Writing Process

Through this unit students will be participating in Prewriting in their journals. As we progress through the unit students will engage in different parts of the writing process.



Four Square Writing Template

Students will use the four square writing template to organize thoughts. Prewriting and organizational skills are taught through the use of this graphic organizer. This visual and kinesthetic aid is employed to focus writing, to provide detail and to enhance focus writing.

The image shows a worksheet titled "Four-Square Writing Method". At the top, there are lines for "Name:", "Date:", and "Class:". Below the title is a large square divided into four quadrants by a vertical and a horizontal line. The top-left quadrant is labeled "Opening Supportive Sentence", the top-right is "Supportive Sentence", the bottom-left is "Supportive Sentence", and the bottom-right is "Summary Sentence". In the center of the four quadrants is a smaller square labeled "Topic Sentence". Below the main square is a section labeled "Notes:" followed by several horizontal lines for writing. At the bottom of the page, there is a small footer that reads "Free Printables for K-12 Education" and "www.STUDENTHANDOUTS.com".

Materials for Classroom Use

Bigmamas by Donald Crews

Shortcut by Donald Crews

Grandma's Records by Eric Valesquez

When I Was Young in the Mountains by Cynthia Rylant

When I was Little A four year old's memoir of her youth by Jaime Lee Curtis.

When I was Five by Arthur Howard

My Very Own Room by Amanda Irma Perez

My Diary from Here to There Amanda Irma Perez

A Chair for My Mommy by Vera B. Williams

Lessons

Week 1 Lesson 1

I Do: Tell the students we will be doing a study on memoirs. Discuss what a memoir is using the memoir anchor chart. Tell the students the title of this book is Bigmamas which is a place. Today we will be thinking about special places we remember in our lives. Tell students as the book Bigmama by Donald Crews is being read students are to look for elements of memoir.

We Do: After the reading discuss the elements of memoir heard. Did the author share a memory from the past? Was it written from the author's point of view? Was it based on the truth? Does it focus on one event from the author's life? Discuss how we know using evidence from the text.

I Do: Share with students a place important to me using the prompts "This reminds me of" from the text to self connection chart.

We Do: Students will share with a partner about a place important to them using the prompts from the text to self connection chart. (This reminds me of... this setting reminds me of... I understand how the character feels because...)

I Do: Tell the students today we are going to practice Prewriting which is a part of Writing Process. Refer to the Writing Process chart and tell them we will be brainstorming. I will model brainstorm by creating a list of places important to me.

You Do: Brainstorm a list of places important to you and complete the Making Connections Chart where they complete the phrase: when I read, it reminded me of... this is a ___ to ___ connection. We want students to focus on text to self connection not text to text or text to world.

Week 1 Lessons 2-5

Repeat the Process with different memoir text from the list. On each day teachers should introduce the theme of the book, refer to the elements of memoir chart before the reading, discuss the elements found after the reading, share out what the book reminds them of, have students share out, teacher models brainstorming ideas and students brainstorm ideas. They also complete the making connections chart daily. If you find yourself running out of time choose the parts of the lesson your students need most to become a better writer.

Week 2 Lesson 1

I Do: Remind students of the memoirs we heard last week and review the elements of memoir chart. Show students the list of places I brainstormed. Model thinking aloud about how to narrow down the list and deciding the one place I can write the most about. Tell students this week they will continue working on the brainstorming stage using the Four Square Template. Model writing the name of my special place in the middle square and giving four memories around the square that tells about what I remember about my special place. For examples of how to use the Four Square template see the following link. I will slightly modify it to meet the purpose of memoir writing.

<https://www.hasdk12.org/cms/lib/PA01001366/Centricity/Domain/5/Four%20Square%20Writing%20Technique.pdf>

You Do: Students will write the name of their special place in the middle square and give four memories around the square that tells about what they remember about their special place.

Week 2 Lessons 2-5

Teachers will practice narrowing down their lists to one topic for each of the lists they wrote last week and practice using the Four Square Template to jot down their memories about the topics

of the day. Then students will narrow down their lists to one topic for each of the lists they wrote last week and practice using the Four Square Template to jot down their memories about the topics of the day. Teacher will confer with students to help them through the process. Most likely students will be in various stages. Teachers should allow students to move at their own pace in the process. The important factor is that students get their ideas down. It may have to be modified for some students by the usage of pictures and labeling.

Week 3 Lesson 1

I Do: Remind students that last week we used the Four Square Writing Template to organize our thinking. This week we are going to practice Drafting. Refer back to the Writing Process chart, tell students that Drafting is organizing our thoughts by writing sentences and paragraphs using our prewriting. Model the drafting stage, use the ideas in the four square template to write sentences and paragraphs about my special place. I will model using approximate spelling (sounding out) when they come to challenging words to encourage students to continue writing when they get to challenging words.

You Do: Use the ideas in the four square template to write sentences and paragraphs about your special place. Use approximate spelling (sounding out) when they come to challenging words to continue writing when they get to challenging words.

Week 3 Lessons 2-5 Continue Drafting different papers based off of the other Four Square Templates/Brainstorming List created the previous weeks. Teacher will confer with students to help them through the process. Most likely students will be in various stages. Teachers should allow students to move at their own pace in the process. The important factor is that students get their ideas down. Teachers will modify lessons when necessary for some students by the usage of pictures and labeling.

Week 4 Lesson 1

I Do: Model the revising part of the writing process by looking at my drafts from last week. Pick one that I really want to write about out of all five. This is the one that I will focus on revising.

Refer back to the Writing Process chart, tell students that revising the draft means I am rearranging, deleting, change words or sentences. Model rereading my memoir about my special place.

We Do: With the help of students model how to rearrange, delete and change words in my paper utilizing the word wall to look for correct spelling of basic high frequency words.

I Do: Have descriptive words poster (Appendix 5) displayed that focuses on sounds, smell, touch, sight and taste. Model looking for opportunities to add details about what sounds I heard, what I smelled in my special place, what I saw, touched and tasted. I will share out some of the revisions I made.

We Do: Ask students how they think the revisions helped make my paper sound better. Pass out clean paper and a descriptive words paper to all students.

Week 4 Lesson 2

I Do: Remind students of the process I went through revising my paper using word wall and descriptive writing.

You Do: Looking at your drafts from last week. Pick one that you really want to write about out of all five. This is the one that you will focus on revising and practice rearranging, deleting and changing words in your paper.

We Do: Students will turn and talk to a partner about which memory/memoir they chose to write about and why. I will choose a few students to share out their choices.

You Do: Utilize your descriptive words chart and word wall to change words in your sentences. Add details about what sounds you heard, what you smelled in my special place, what you saw, touched and tasted.

Week 4 Lessons 3-5

Students will continue to work on revising papers. Teacher will continue to circulate and conference with students during revisions. Students will share out some of the revisions they made and how they think it helped make their paper sound better.

Week 5 Lesson 1

I Do: Show students a copy of the Narrative rubric checklist (See Appendix 6) to evaluate if I had the necessary elements. After that discussion students can also share out what they might want to know more about. I will model how authors can choose to add to their stories based on feedback.

We Do: Students will be given the opportunity to share out their memoirs with classmates. Classmates will be able to evaluate peers using the narrative rubric checklist and give feedback on if the student's memoir met some of the requirements of a memoir. Students can also share out what they might want to know more about. Authors can choose to add to their stories based on feedback.

Lesson 2 - Students will continue sharing and receiving feedback.

Lesson 3-4 Students will work on editing their papers based on the checklist and feedback.

Week 5 Day 5

Students will have a publishing party and share memoirs with family and friends. Refreshments can be served. Teacher will grade students paper based off elements of Narrative Rubric (See Appendix 7)

Appendix 1: Teaching Standards

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure. a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. b. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers

SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups

SL.1.4 Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly

Appendix 2: Resources for Teachers

- Katherine Boomer, Writing a Life Teaching Memoir to Shape Meaning- and Triumph Over Test
- Making Meaning of Memories, Selecting, Collecting and Layering
- Kathryn Gullo, Teacher Center : Memoir, Easing into Memoirs
- Repository Citation Hollander, S. A. (2001). Taking it Personally: The Role of Memoirs in Teacher Education, Electronic Journal for Inclusive Education, 1 (5).
- Tara Gibney, Teaching Memoir in the Elementary School Classroom: A Genre Study Approach
- Camille, Pires, Memoir: Magical Moments in Young Children’s Lives
- Anchor Charts
 - Characteristics of Memoir anchor chart
<https://www.teacherspayteachers.com/Product/Characteristics-of-Memoir-Poster-1062244>
 - The Writing Process <https://www.teacherspayteachers.com/Product/Writing-Process-Posters-2-Versions-Student-Notes-plus-fill-in-the-blank-774187>
 - Text to Self Connection anchor chart
<https://www.pinterest.com/pin/409898003569271033/?lp=true>
- Playlist for Mentor Text
<https://www.youtube.com/playlist?list=PLzKau1XEt7tUsFZYHQ7zVqTLG74DalrMi>

Appendix 3: Student Resources

- Four square template- <https://www.studenthandouts.com/english/expository-writing/four-square-writing-method-worksheet.htm>
- Making Connections Template- <https://www.pinterest.com/pin/275001120972107181>
- Playlist for Mentor Text
<https://www.youtube.com/playlist?list=PLzKau1XE7tUsFZYHQ7zVqTLG74DalrMi>
- Sight word lists <http://www.mrsperkins.com/files/dolch-words-all-alpha-printable.pdf>
- Writing paper
- Pencils
- Crayons/Markers
- Playlist for Mentor Text
<https://www.youtube.com/playlist?list=PLzKau1XE7tUsFZYHQ7zVqTLG74DalrMi>

Appendix 4: Student Reading List

Crews, Donald. Bigmamas. 1998

This memoir is good when writing about a special place. It is about his childhood experiences visiting his grandparents in Florida. He evokes the sights, sounds and emotions of a memorable childhood experience.

Crews, Donald. Shortcut. 1996

This memoir would be good when teaching about a special event. It is him sharing a memory of being on the train tracks at night with family by Bigmamas house.

Valesquez, Eric. Grandma's Records. 2004

This is a memoir is good when writing about a special place. It is about the author going to live with his grandmother in El Barrio in Spanish Harlem while his parents work.

Rylant, Cynthia. When I Was Young in the Mountains. 1993

This memoir is good when writing about a special place. She shares the simple joys and loving relationships built while living with grandparent in the Appalachian Mountains.

Lee Curtis, Jaime. When I was Little A four year old's memoir of her youth. 1995

This memoir is good when writing about events. It is a memoir of a little girl's simple, joyous celebration of herself as she looks back on her childhood. It is a spirited view of growing up.

Howard, Arthur. When I was Five. 1999

This memoir he shares how things change as you grow up, but some things just might stay the same-like like your best friend.

Irma Perez, Amanda. My Very Own Room. 2008

This memoir is also good for writing about an event or place. It is an inspiring story of a California family that pulled together to give a young girl her own room. It imparts lessons on problem solving and bonds of family.

Irma Perez, Amanda. My Diary from Here to There. 2009

This is a memoir perfect for writing about events. In this memoir she recounts the story of her family's immigration to America.

Williams, Vera B. A Chair for My Mommy. 2007

This memoir is good for writing about an event. It tells the story of Rosa, her mother and grandmother saving their coins to buy a comfortable chair after their home is destroyed by fire.

Appendix 5: Descriptive Word Anchor Chart

Sensory Words

Your senses can help you to think of interesting words:

 Sound	 Smell	 Touch	 Taste	 Sight
whizzing	stale	silky	bitter	messy
rustling	fresh	rusty	sweet	crowded
pounding	mouldy	spongy	sour	deserted
rumbling	burnt	sticky	spicy	healthy
whining	rotten	delicate	salty	heavy
scraping	salty	prickly	bland	clean
muffled	spicy	greasy	tangy	tidy
bubbling	sweaty	slippery	tart	ancient
gurgling	vile	slimy	nutty	peaceful

Appendix 6: Student Checklist for Individual and Peer Reflection

Narrative Writing Checklist

	Grade 1	NOT YET	STARTING TO	YES!
	Structure			
Overall	I wrote about when I did something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lead	I tried to make a beginning for my story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions	I put my pages in order. I used words such as <i>and</i> and <i>then</i> , <i>so</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ending	I found a way to end my story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	I wrote my story across three or more pages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Development			
Elaboration	I put the picture from my mind onto the page. I had details in pictures and words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craft	I used labels and words to give details.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Language Conventions			
Spelling	I used all I knew about words and chunks of words (<i>at</i> , <i>op</i> , <i>it</i> , etc.) to help me spell. I spelled all the word wall words right and used the word wall to help me spell other words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation	I ended sentences with punctuation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix 7: Assessment for teacher to evaluate student work

Writing Strand

W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure.

a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.

b. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

- I can write about a story by using details to tell two events in order, using words demonstrating an order with details and an ending.

Learning Target	Developing (D)	Progressing (P)	Mastering (M)	Exemplary Mastery (E)
Overall	Tells a story with pictures and some "writing".	Talks, draws, and writes a story.	Writes about a familiar event	Writes about a time during a familiar event
Lead	Starts the piece by drawing or saying something.	Starts the piece with a page showing what happened first.	Starts the piece with a beginning.	Starts the piece with an action, dialogue, or setting.
Transition	Continues to work on the writing.	Puts pages in order.	Puts pages in order using words such as and, then, and so.	Uses words such as when, then, and after.
Ending	Ends the piece after talking, drawing, and attempting to write as much as possible.	Ends the piece with a page showing what happened last.	Ends the piece with an ending.	Ends the piece with an action, dialogue or feeling.
Organization	Organizes the piece with a place for the drawing and a place for trying to write words.	Organizes the piece with a page for the beginning, a page for the middle, and a page for the end.	Organizes the piece, in order, across three or more pages.	Organizes the piece across a lot of pages with a lot of lines on each page.
Elaboration	Adds drawing and attempted writings to the page.	Shows who was there, what happened, or how the characters felt.	Shows who was there, what happened, and how the characters felt in pictures and words.	Shows who was there, what happened, how the characters felt, and what the characters say and do in pictures and words.
Craft	Talks and draws some details about the events.	Draws and writes some details about the events.	Uses labels and words to give details about the characters and events.	Uses words to help readers visualize the story.
Revise and Edit	Responds to questions about a writing piece.	Responds to questions and suggestions from teacher and peers.	Responds to questions and incorporates suggestions from teacher and peers into a piece of writing.	Incorporates suggestions from teachers and peers, and continues to explore those suggestions to strengthen a piece of writing.

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