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Grade Span			ICLE Application Model			
K-4	5-8	9-12 X	A	B	C X	D

Instructional Focus:

Writing

Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Performance Task

In this writing assignment, students are asked to recall and write about a significant event from their childhood, an event that occurred at least seven years ago. The reason for stipulating seven years lapse in time comes from Ken Macrorie, author of *WRITING TO BE READ*, Heinemann Press who points out that students very often write well about their personal experiences especially if they have achieved some distance.

As a pre-writing exercise, construct a chart on the black board that has three columns and three rows. The columns will be labeled, "people", "places", "events". The three rows will be labeled "pre-school to early elementary school", "late elementary school", "middle school". Adjust these time suggestions to fit the age group of the students in the class. Ask students to copy the blank chart in their notebooks or you prepare a blank chart as a handout. Instruct students to close their eyes and try to recall people, places, and events in each of those time frames and then to fill in the nine slots in the chart on the blackboard. When complete, the students will have nine idea squares filled in. As teacher, you give examples from your own experience to stimulated thinking. Use brainstorming strategies to encourage students to share a few sentences about their squares to help others think of good topics. As in all brainstorming sessions, all ideas are considered suitable and the point is to elicit as many rich responses as possible. Time spent in pre-writing is time well spent. When you are reasonably confident that students have the chart filled in with ideas, ask students to put a star in the square that contains the topic they would most like to write about.

Ask students to put that favorite topic on the top line of a blank piece of paper. On this paper, they jot-list as many details as they can about the person, place or event that was a significant childhood memory. Ask them to include rich sensory details (sights, sounds, feelings, tastes, and smells) in their list. You might ask them to include any narrative skills you have been working on such as effective dialogue or comparisons, or whatever else you have stressed.

Now ask students to begin drafting a narrative about their significant childhood experience. Some will be amusing, some will be heartfelt, and many will be very good. After students have a first draft, pair them and ask each pair to read their first drafts aloud, one at a time to each other. The listening partner will point to specific in the draft places they especially like. This is a signal for the writer to add detail at this place. The listener will ask questions about any place in the narrative that is not clear. The writer cleans up any misunderstandings on the draft.

After the pairings, students re-write the first draft into a final draft that is edited and proofread. Arrange for some kind of sharing or publishing of final drafts. They might be read in small peer groups of five or so students. They might be posted on a bulletin board or made into a classroom booklet.

The writing process steps described in this activity will work with any writing assignment.

ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ela1)

Follow oral or written directions. (ela 4)

Present information in well-organized fashion that will be clear to the target audience. (ela11)

Use brainstorming, role playing, and standard problem solving strategies to define a problem and suggest solutions. (ela19)

Use writing as a way of expressing personal creativity. (ela31)

Understand the importance of accuracy in final drafts. (ela33)

Use ideas from journals, class discussion and literary criticism to write a paper that expresses a personal opinion, sustains a controlling idea, or uses specific evidence from literary texts to support an opinion. (ela 34)

Scoring Guide

4 Points = The student has a firm understanding of the purpose of the assignment: to narrate a childhood experience with enough telling detail to be of interest to the identified audience. The narrative is well developed: it is detailed, it is “long enough”, and it incorporates sense detail and other narrative elements that have been stressed in class. The narrative has a sense of clear organization. It might be sequential, spatial, climactic, but in any event there is a clear indication of beginning, middle, and end that make it easy for the reader to follow the narrative. Sentences are well constructed and follow standard English usage. There may be some effective and controlled use of fragments and authentic sounding dialogue. Mechanical features are nearly perfect. The paper shows evidence of careful editing and proofreading. Taken as a whole, the narrative is one of the best in class.

3 Points = The student has a correct if not sophisticated understanding of the assignment and does, in fact, narrate an appropriate childhood experience without some of the nuances of a “4” paper. The narrative is quite well developed although there are places that could be improved with the addition of detail. The narrative is well organized in a fairly traditional and safe “first, then, finally” organizational pattern. Sentences are satisfactory and follow standard English usage. There is little experimentation with sensory detail, interesting comparison or dialogue. Mechanical features have a few minor errors that do not detract from meaning. The paper has been edited and proofread. Taken as a whole, the narrative is above average for the class.

2 Points = The student has a rudimentary if unsophisticated understanding of the assignment. A retelling of a childhood memory is produced although there are several places in the narrative where the reader is left wondering or wishing for more detail. Organization is somewhat intuitive and random with events left out or out of order. Sentences contain structural errors such as fragments and run-ons that distract the reader. There is little or no attempt to include sensual detail, dialogue, or interesting comparisons. Mechanical errors make reading the narrative difficult. Taken as a whole, the narrative is below average for the class, but not entirely unsatisfactory.

1 Point = The student has produced a product that attempts a retelling of a childhood memory, but the narrative is only a few paragraphs in length. The paper lacks detail, organization, and accuracy. The paper could not be published or displayed without considerable revision and editing. Taken as a whole, the narrative is well below average for the class.

Keywords

English Language Arts	Mathematics	Science
Reading	Algebra	Earth Science
Writing Composition Conventions Creative Writing Draft Editing Narrative Peer Review Prewrite	Geometry	Life Science
Communications	Statistics	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	