

## PICTURE READING - PARAGRAPH WRITING

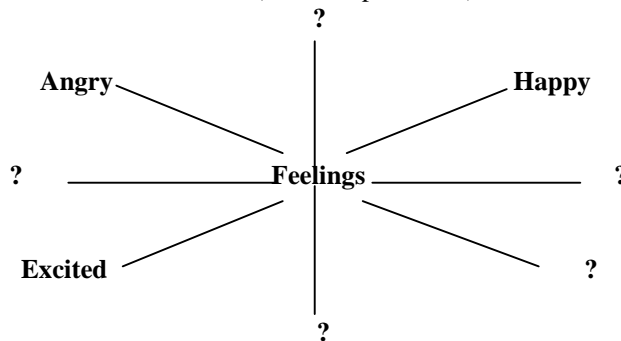
### Performance Standard 3A.C

Write a paragraph about a situation that a picture portrays accordingly:

- *Developing a paragraph:* Formulate a topic sentence that clearly identifies the situation; provide appropriate elaboration in 4 or more detailed sentences; creatively close paragraph with a conclusion.
- *Capitalizing and punctuating:* Correctly use of appropriate capitalization and punctuation.
- *Spelling:* Consistently use correct spelling of grade level appropriate words.
- *Using subject-verb agreement and parts of speech:* Correctly use subject-verb agreement and parts of speech.

### Procedures

1. ***In order to use correct grammar, spelling, punctuation, capitalization and structure (3A)***, students should experience sufficient learning opportunities to develop the following skills:
  - Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
  - Construct complete sentences.
  - Demonstrate subject/verb agreement.
  - Use end marks, commas, and quotation marks.
  - Use appropriate capitalization.
  - Use appropriate punctuation.
  - Use correct spelling of high frequency words.
  - Use knowledge of letter-sound relationships to spell unfamiliar words.
  - Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
  - Proofread and revise one's own work.
2. Have students review and discuss the task to be completed and how the rubric will be used to evaluate it.
3. Have students read and discuss several text selections that involve memorable events in characters' lives. Engage students in a pre-writing activity involving "reading" illustrations. Write the word *Feelings* on the board or overhead transparency. Ask students to name words that suggest various emotions or feelings and use those words to make a word/semantic web (see example below).



4. Ask each student to draw a situation that shows a character feeling an emotion from the word/semantic web. Tell students: "Look at the picture you drew of a person feeling one of the emotions from your word web. Write a paragraph telling about the situation that the character in your picture is experiencing. Tell how the character feels about this situation. Give supporting examples from your picture to go with the explanation of the situation in your paragraph." Have students proofread and revise their drafts.
5. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level.

### Examples of Student Work follow

### Resources

- Reading selections
- Drawing paper and art supplies
- Picture Reading: Paragraph Writing Rubric

### Time Requirements

- Two class periods

### ASSESSMENT 3A.C

**PICTURE READING - PARAGRAPH WRITING**

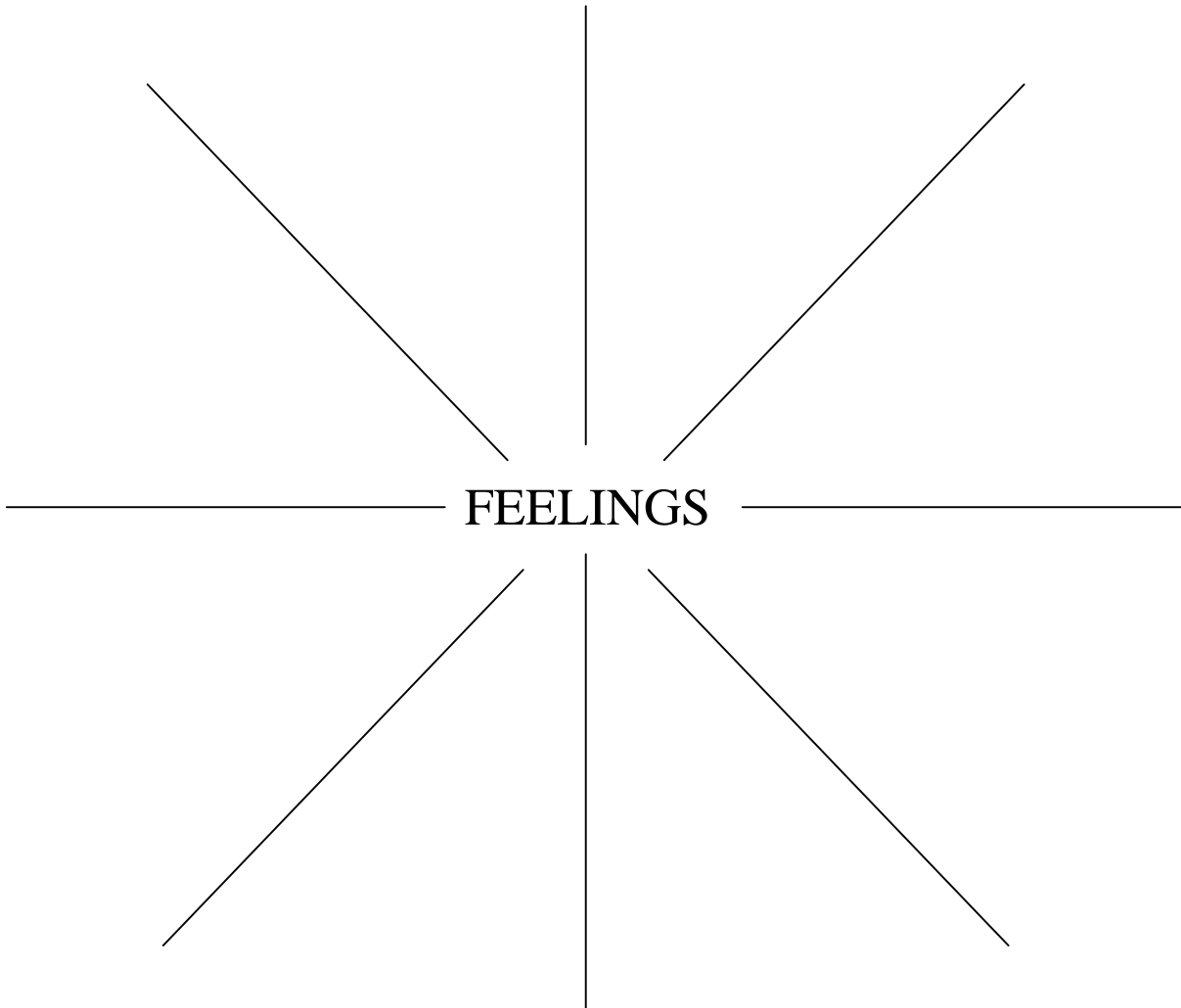
NAME \_\_\_\_\_ DATE \_\_\_\_\_

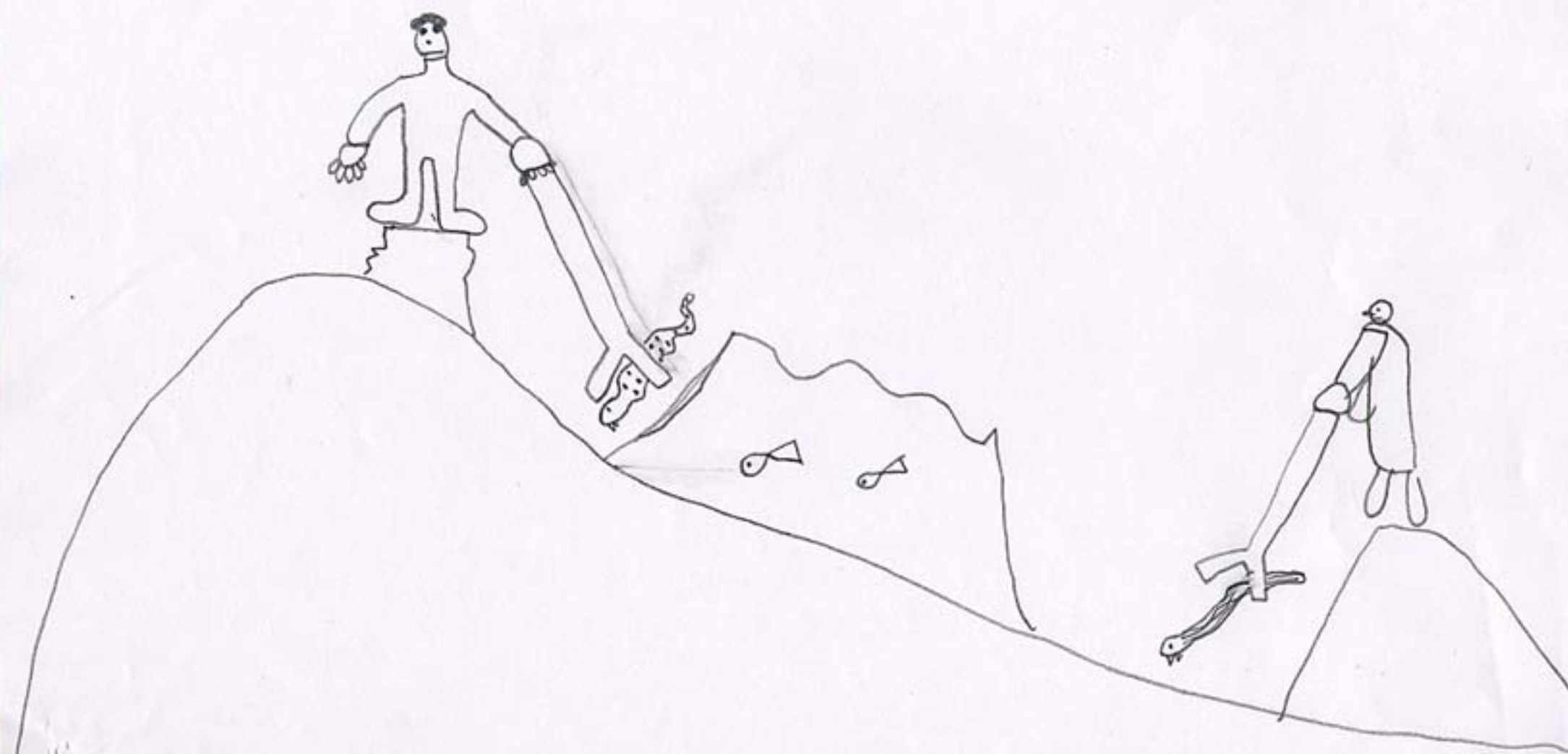
- Exceeds standard (must receive 15 - 16 total points)
- Meets standard (must receive 11 - 14 total points)
- Approaches standard (must receive 7 - 10 total points)
- Begins standard or absent (must receive 4 - 6 total points)

	<b>Paragraph Development</b>	<b>Capitalization and Punctuation</b>	<b>Spelling</b>	<b>Subject/Verb Agreement and Parts of Speech</b>
<b>4</b>	<ul style="list-style-type: none"> <li>• Formulates topic sentence (main idea) that clearly identifies the situation.</li> <li>• Appropriate elaboration provided in 4 or more detail sentences.</li> <li>• Summary (conclusion) creatively closes paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently demonstrates use of grade-level-appropriate capitalization and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently demonstrates correct spelling of grade-level-appropriate words.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently demonstrates subject/verb agreement.</li> <li>• Consistently demonstrates correct use of grade-level-appropriate parts of speech.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Formulates topic sentence (main idea) that clearly identifies the situation.</li> <li>• Appropriate elaboration provided in 3 or more detail sentences.</li> <li>• Summary (conclusion) closes paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>• Usually demonstrates use of grade-level-appropriate capitalization and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Usually demonstrates correct spelling of grade-level-appropriate words.</li> </ul>	<ul style="list-style-type: none"> <li>• Usually demonstrates subject/verb agreement</li> <li>• Frequently demonstrates correct use of grade-level-appropriate parts of speech.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Formulates topic sentence (main idea), which only suggests the situation.</li> <li>• Some elaboration provided in 2 detail sentences.</li> <li>• Weak closing.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally demonstrates use of grade-level-appropriate capitalization and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally demonstrates correct spelling of grade-level-appropriate words.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally demonstrates subject/verb agreement</li> <li>• Occasionally demonstrates correct use of grade-level-appropriate parts of speech.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• No evidence of a topic sentence (main idea).</li> <li>• Few or no details given</li> <li>• Closing absent or weak.</li> </ul>	<ul style="list-style-type: none"> <li>• Seldom/never demonstrates use of grade-level-appropriate capitalization and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Seldom/never demonstrates correct spelling of grade-level-appropriate words.</li> </ul>	<ul style="list-style-type: none"> <li>• Seldom/never demonstrates subject/verb agreement</li> <li>• Seldom/never demonstrates correct use of grade-level-appropriate parts of speech.</li> </ul>
<b>Score</b>				

NAME \_\_\_\_\_ DATE \_\_\_\_\_

**PICTURE READING - PARAGRAPH WRITING**



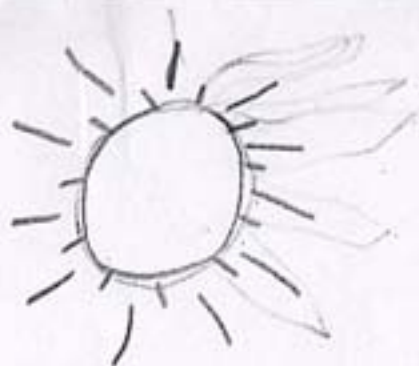


Write a paragraph about what is shown in the "picture." Be sure to write your paragraph in proper form using complete sentences with proper punctuation.

Be sure to proofread your work once it is completed.

I drew a picture of Julian being amazed because he caught a snake for the first time. He was scared too because he was scared of snakes because it was his first time catching a snake. I also drew him with his brother in the woods trying to hold the snakes down. I drew something for them to stand on so they wouldn't get bite. I drew the pond because that's where the snakes came from. He was feeling amazed because he couldn't believe that he caught one.

6



Amazed & Scared



Write a paragraph about what is shown in the "picture." Be sure to write your paragraph in proper form using complete sentences with proper punctuation.

Be sure to proofread your work once it is completed.

I drew a picture of Julian being amazed and scared. The reason he is amazed, is he caught two big snakes and he never did that before. The reason he was scared, was he always has been scared of snakes his whole life. The reason he caught the snakes, is he thought that, that was what his Dad wanted for his birthday but it wasn't. Julian's Dad