

TAKE-OFFS ON PREDICTABLE PATTERNS: CREATIVE STORY WRITING

Performance Standard 3A.D

Write a take-off of a book or poem with repetitive, predictable patterns changing the words but maintaining the patterns accordingly:

- *Capitalizing and punctuating*: Consistently use of grade-level appropriate capitalization and punctuation.
- *Spelling*: Consistently use correct spelling of grade-level appropriate words.
- *Making subject and verb agree*: Consistently demonstrate subject/verb agreement.
- *Using correct parts of speech*: Consistently use grade-level appropriate 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:
 - Write fully developed paragraphs using proper form (e.g., topic sentence, details, summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative, exclamatory).
 - Demonstrate subject/verb agreement.
 - Use appropriate capitalization.
 - Use appropriate punctuation.
 - Use correct spelling of appropriate high frequency words.
 - Demonstrate progression from phonetic to conventional spelling of words.
 - Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective, adverb).
 - Proofread one's own work and the work of others and revise accordingly.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Read aloud to students, books and poems that contain a repetitive, predictable pattern and discuss the patterns. Good examples of predictable books are *Brown Bear, Brown Bear What Do You See* by Bill Martin, Jr. and Eric Carle; *Mary Wore Her Red Dress and Henry Wore His Green Sneakers* adapted and illustrated by Merle Peek; *The Mitten, Trouble With Trolls, and Christmas Trolls* written and illustrated by Jan Brett; and *If You Give A Mouse A Cookie, If You Give A Moose A Muffin, If You Give A Pig A Pancake, and If You Take A Mouse To The Movies* by Numeroff.
4. Have students review and discuss the task to be completed and how the rubric will be used to evaluate it.

Example from *If You Give A Mouse A Cookie*: If you give a mouse a cookie, he's probably going to want a glass of milk. After you give him the milk, he's going to want a napkin to wipe off his milk moustache. After he wipes off his milk mustache, he's going to want to check himself in the mirror to be sure that he looks okay. When he looks in the mirror, he'll see that his hair needs a trim. He'll ask you for a pair of nail scissors.

Student Example: *If You Take A Pig To Pittsfield*: If you take a pig to Pittsfield, he'll see the cornfields as he looks out the window of the truck. When he sees the cornfields, he'll remember that he didn't have any breakfast. He'll ask you to take him to Farm and Home Supply to buy some pig feed. After he eats his pig feed, he'll want to look around a little bit. While he's in Farm and Home Supply, he'll see a dog bed. When he sees the dog bed, he'll curl up and take a nap in it. After his nap, he'll be ready to run around so you take him to visit a farm. When you get him to the farm, he's going to want to take a ride on the John Deere tractor. He'll make squealing noises as he rides. Those squealing noises will make him thirsty, so he'll want a drink of Mountain Dew. You will give him the Mountain Dew and that will remind him that he didn't have any lunch. So.... you'll have to load him up in the truck and take him back to Farm and Home Supply to buy some more pig feed!
5. Have each student choose a book or poem to write a take-off. The students should write a repetitive, predictable, patterned story or poem like those that have been read to them. Students should create a new stem or "hook." Students should proofread and revise their drafts for "publishing" purposes.
6. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level.

Examples of Student Work follow**Time Requirements**

- Three class periods

Resources

- Three or more predictable, patterned books or poems
- Overhead projector, transparencies, and markers
- Take-Offs on Predictable Patterns: Creative Story Writing Rubric

TAKE-OFFS ON PREDICTABLE PATTERNS: CREATIVE STORY 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)

	Capitalization and Punctuation	Spelling	Subject/Verb Agreement	Parts of Speech
4	<ul style="list-style-type: none"> • Consistently demonstrates use of grade-level-appropriate capitalization and punctuation. 	<ul style="list-style-type: none"> • Consistently demonstrates correct spelling of grade-level-appropriate words. 	<ul style="list-style-type: none"> • Consistently demonstrates subject/verb agreement. 	<ul style="list-style-type: none"> • Consistently demonstrates correct use of grade-level-appropriate parts of speech.
3	<ul style="list-style-type: none"> • Frequently demonstrates use of grade-level-appropriate capitalization and punctuation. 	<ul style="list-style-type: none"> • Frequently demonstrates correct spelling of grade-level-appropriate words. 	<ul style="list-style-type: none"> • Frequently demonstrates subject/verb agreement 	<ul style="list-style-type: none"> • Frequently demonstrates correct use of grade-level-appropriate parts of speech.
2	<ul style="list-style-type: none"> • Occasionally demonstrates use of grade-level-appropriate capitalization and punctuation. 	<ul style="list-style-type: none"> • Occasionally demonstrates correct spelling of grade-level-appropriate words. 	<ul style="list-style-type: none"> • Occasionally demonstrates subject/verb agreement 	<ul style="list-style-type: none"> • Occasionally demonstrates correct use of grade-level-appropriate parts of speech.
1	<ul style="list-style-type: none"> • Seldom/never demonstrates use of grade-level-appropriate capitalization and punctuation. 	<ul style="list-style-type: none"> • Seldom/never demonstrates correct spelling of grade-level-appropriate words. 	<ul style="list-style-type: none"> • Seldom/never demonstrates subject/verb agreement 	<ul style="list-style-type: none"> • Seldom/never demonstrates correct use of grade-level-appropriate parts of speech.
Score				

If You Buy a Horse a House

If you buy a horse a house then he will want to paint it. So he will ask you for some paint and paint brushes. After he finishes painting his house he will want to get some furniture. So he will ask to go to the furniture store. Once he gets home with his furniture he will want to decorate the walls. So he will want some crayons and markers. After he decorates the walls he will want to take a nap. So he will want a pillow and blanket. After he takes his nap he will want to read a book. So he will ask you for a picture book. Once he gets the book he will ask you to read it to him. So you start reading the story and then he wants to look at the pictures. After he looks at the pictures he will want to draw a picture of his family and his house. Once he's finished he will look at it and it will remind him of his new house. So he will want you to buy him a new house. And if you buy him a new house he will probably want some paint and paint brushes too!

If You Give a Pig a By:

Popsicle

If you give a pig a Popsicle, he might feel a little cold. If he's cold he will want a jacket. If you give him a jacket he will probably want you to zip it up. If you zip it up you'll catch it on his chin. If you hurt his chin, he will want you to give him a kiss. When he feels the kiss, he'll remember his mother. If he remembers his mother, he'll want to visit her in Florida. If he goes to Florida, he might feel hot. So... he might want a popsicle.