

Personal Recount Poetry Observation Tool

Child's Name: _____

	Yes, date observed and notes	Not Yet, notes and next steps
Structure		
<p>Orientation: introduces who the story is about, where and when it happened, and what happened (Note how the child expresses each part: verbally or through illustration.)</p>		
<p>Sequence of Events: includes all events documented in sequence</p>		
<p>Conclusion: concludes the recount with a final event, by talking about why the experience was important, or with a feeling (Indicate which is used.)</p>		
<p>Title: is informative (previews the topic of the story) and enticing (draws the reader in)</p>		

Writing U4 W7 D4

	Yes, date observed and notes	Not Yet, notes and next steps
Language		
Verbs: uses a variety of past tense verbs to develop the topic		
Medium: Poetry Note: Children should be experimenting with repetition and rhyme as they are introduced, but should not be required to use them in their final poems. Final poems should be evaluated on the intentional use of poetic devices and the effectiveness of the devices chosen.		
Repetition: repeats lines or sounds to emphasize a point or create an effect		
Rhyme: creates a pattern of rhyming words		

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Conventions: List 1-2 areas of instruction that would most greatly improve the child's ability to communicate with an audience, for example: encoding sounds, writing high-frequency words, putting spaces between words, using punctuation.

Note that for poetry, children should be afforded more freedom in conventions.

Suggestions for revisions, based on observations