

Personal Recount 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: through illustration or with words.)</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>		

	Yes, date observed and notes	Not Yet, notes and next steps
<p>Medium: Poetry Note: Children should be experimenting with repetition, rhyme, and rhythm 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.</p>		
<p>Rhythm: uses regular beats; creates rhythm through line breaks</p> <p>Week 1, Day 2 and Week 2, Day 5</p>		
<p>Repetition: repeats lines or sounds to emphasize a point or create an effect</p> <p>Week 2, Days 1 and 2</p>		
<p>Rhyme: creates a pattern of rhyming words</p> <p>Week 2, Days 3 and 4</p>		
<p>Use of Poetic Devices: uses poetic devices intentionally to communicate an idea or feeling</p>		

Language		
Adjectives: includes adjectives that describe the object		
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. Note that for poetry, children should be afforded more freedom in conventions.		

Suggestions for Week 4 revisions, based on observations

A large, empty rectangular box with a thin black border, intended for handwritten notes or suggestions. It occupies the central portion of the page.