

# PRE- AND POST-ASSESSMENT



Simplify Writing's skill-based pre- and post-assessments provide more meaningful data than traditional rubrics by pinpointing specific skills students of all levels have mastered and identifying areas needing support. The skill-based checklists offer a more objective and precise way to evaluate writing. This ensures that even students below grade level receive targeted feedback rather than low, generalized scores. **Teachers who use the Simplify Writing® program are never left with data they can't use—our differentiation library and flexible core units provide immediate, actionable resources to address student needs effectively.**



## What's Included

- Simple, stress-free assessment prompts
- Skill-based scoring sheets
- Training on how to score and use the data to set goals
- Resources to address learning gaps identified on the assessment

## HOW IT WORKS

### Pre-Assessment

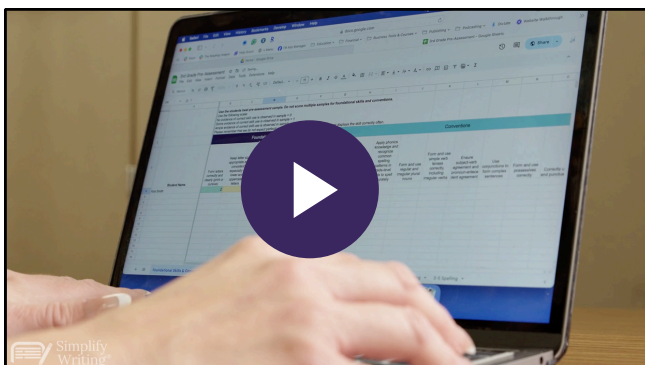
- Students write one piece of a specific genre or multiple pieces to cover all genres depending on school preference.
  - Score only the best sample for foundational skills.
  - Score multiple pieces using genre-specific rubrics.
- Provides a baseline of student writing skills and identifies areas needing support.

### Skill-Based Scoring Sheets

- Pinpoint specific writing skills, making scoring objective and precise.
- Ensure students, including those below grade level, receive targeted feedback instead of generalized low scores.
- May help identify students with learning disabilities like dyslexia and dysgraphia, revealing challenges not visible on traditional rubrics (e.g., handwriting, letter formation, spacing).

### Post-Assessment

- Used to measure student growth in writing skills over time.
- Helps teachers adjust instruction and plan steps for the next school year.



- ✓ **Less Subjective – Focuses on skill mastery instead of broad, unclear categories**
- ✓ **More Meaningful Data – Highlights specific strengths and gaps**
- ✓ **Flexible Implementation – Can be used at different points in the year to gather useful insights**

Samples shown are personal narrative assessments from a 3rd grade student with dyslexia and dysgraphia.

## PRE-ASSESSMENT (AUGUST)

mi babo hor WEM  
we got candy we had fun  
fun we had candy we had fun  
we got lot of candy we had fun  
ma bo babe app foww labo  
hrb bec us u clo freat

I got scared because Tom and  
Kim has had a thing that  
screams mi babo tho thn wu  
fun.

When it is difficult to read the handwriting in the sample, it's imperative to have the child read it back to you before you collect it. The following is a transcription of the child reading their text. Errors from the writing, such as capitalization and spelling, may not be reflected in the transcription.

My dad Halloween. We got change we had fun. We got. It was fun. We got lots of candy. We had candy a lot. We laughed hard because a kid got frightened. I got scared because Tom and Kim has had a thing that screams. My dad thought that was funny.

## POST-ASSESSMENT (MAY)

Last month, I went to  
FOT Cats arcade. I played  
marvel coin shooter game  
A Thanos drop. We had  
a full set.  
I traded my card for 30000  
tickets. I got mini skate  
board. Last, we went  
home.

### Individual Writing Scoring

Directions: Mark as you observe each skill in the student's sample. Use the following scale:  
No evidence of correct skill use is observed in sample = 0  
Some evidence of correct skill use is observed in sample = 1  
Ample evidence of correct skill use is observed in sample = 2

Please remember that we do not expect perfection. Ample evidence means that the student often displays the skill correctly. If you are giving more than one prompt, only score the student's best sample for foundational skills and conventions.

Student Name: \_\_\_\_\_

#### Foundational Skills

Skill	Pre-Assessment Score	Post-Assessment Score
Form letters correctly and clearly (print or cursive)	1	2
Keep letter size appropriate and consistent, especially in lower and uppercase letters	1	1
Place letters and words neatly on the line and within the margins	1	2
Use appropriate spacing between words and sentences to make writing clear and easy to read	1	2
Write left to right and top to bottom on a page	2	2
<b>Total Score</b>	<b>6/10</b>	<b>9/10</b>

#### Conventions

Skill	Pre-Assessment Score	Post-Assessment Score
Use capital and lowercase letters correctly	1	2
Write in complete sentences, including a subject and predicate	1	2
Apply phonics knowledge and recognize common spelling patterns in grade-level words to spell accurately	1	2
Form and use regular and irregular plural nouns	1	1
Form and use simple verb tenses correctly, including irregular verbs	1	2
Ensure subject-verb agreement and pronoun-antecedent agreement	1	1
Use conjunctions to form complex sentences	0	0
Form and use possessives correctly	0	2
Correctly use end punctuation	1	2
Use commas correctly	0	2
<b>Total Score</b>	<b>7/20</b>	<b>16/20</b>

#### Narrative Writing Skills

Skill	Pre-Assessment Score	Post-Assessment Score
Plan and brainstorm writing by generating and organizing ideas using graphic organizers	0	1
Craft an engaging beginning to capture the reader's attention	0	1
Create a focused piece that stays on topic using details that directly relate to the story	1	2
Arrange events in logical order (beginning, middle, end) to ensure clarity and coherence	1	2
Identify or use a narrative perspective, such as first-person, third-person limited, or omniscient	2	2
Incorporate dialogue to reveal character personality and advance the plot	0	0
Employ transitional words to connect events smoothly (e.g., then, next, suddenly, finally)	0	2
Incorporate sensory details and precise language to paint a clear picture for the reader	0	1
Utilize powerful verbs to enhance the energy and clarity of actions in the story	1	1
Provide a sense of closure	0	1
<b>Total Score</b>	<b>5/20</b>	<b>13/20</b>

### Interventions Received:

- Direct Spelling Instruction Combined With Phonics Program During Reading Intervention
- Handwriting (Intervention Library)
- Spacing Reminders
- Complete Sentences (Intervention Library)

Child also received on-grade level instruction using Simplify Writing® with scaffolds in their general education classroom.

# ASSESSMENT SCORING MANUAL

This scoring guide is designed to support educators in scoring student writing pre- and post-assessments with clarity and consistency. Samples of student writing at a range of grade levels are included, along with detailed scoring rubrics. Each sample includes annotations that highlight key elements of writing across multiple categories, helping educators understand how to evaluate writing and pinpoint specific strengths and weaknesses.

Each grade-level sample also includes a recommended instruction plan, showing how teachers can take data from the assessment and use it to inform instruction across a variety of categories, including handwriting, spelling, conventions, and genre writing skills. By using this guide, teachers can confidently assess student progress, quantify achievement for growth, and guide instruction to strengthen writing skills over time.

## Scoring Notes:

Each skill is marked as evidence is observed within the student's sample, using the following scale:

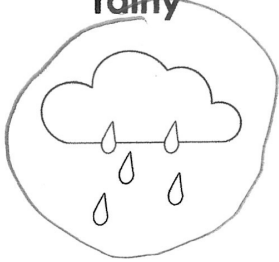
- 0 = No evidence of skill use is observed in sample
- 1 = Some evidence of correct skill use is observed in sample
- 2 = Ample evidence of correct skill use is observed in sample

**Ample evidence means that the student displays the skill correctly *often*, not perfectly.** The purpose of scoring this writing sample in this way is to provide a more objective way to quantify students' skills and growth over time.

## Opinion Pre-Assessment

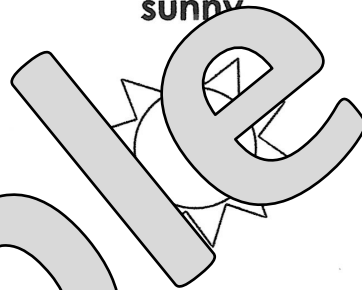
Do you prefer rainy weather or sunny weather? Why?

rainy



OR

sunny



Draw a picture. Then, write your opinion on lined paper.



Assessment Scoring  
FIRST GRADE STUDENT

I prefer rainy  
weather because  
I like to  
learn how to  
read inside

Sample

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“I prefer rainy, weather because I like to learn how to read inside.”

# Assessment Scoring

## FIRST GRADE STUDENT

Scoring	0 = No evidence
	1 = Some evidence
	2 = Ample evidence

### Foundational Skills Total Score: 10/10

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#### Form letters correctly and clearly – 2

Letters are easily distinguishable.

#### Keep letter size appropriate and consistent, especially in lower and uppercase letters – 2

Letters are sized appropriately with clear distinction between upper and lowercase letters.

#### Place letters and words neatly on the line and within the margins – 2

Writing follows the lines well without straying outside lines and margins.

#### Use appropriate spacing between words and sentences to make writing clear and easy to read – 2

Individual words are easily distinguished with clear spacing.

#### Write left to right and top to bottom on a page – 2

Writing follows the correct movement and fills the page from left to right and top to bottom.

### Opinion Skills Total Score: 10/12

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#### Generate ideas using illustrations – 2

Student draws a clear image to show the stated preference, which aligns with written ideas.

#### Write a topic sentence that states an opinion – 2

Topic sentence clearly states the student's opinion and aligns to the prompt ("I prefer rainy weather...").

#### Supply reason(s) to support the opinion – 2

Student provides a clear reason that supports the stated opinion ("...because I like to learn how to read inside.").

#### Use linking words and phrases to connect ideas (e.g., also, another, because) – 2

Student connects opinion to reasons using the conjunction 'because.'

#### Stay on topic, ensuring all reasons and details directly support the stated opinion – 2

All details relate directly to the student's opinion.

#### Write a concluding statement that reinforces the opinion – 0

No conclusion is present.

# Assessment Scoring

## FIRST GRADE STUDENT

Scoring	0 = No evidence
	1 = Some evidence
	2 = Ample evidence

### Conventions Total Score: 16/26

#### Use capital and lowercase letters correctly – 2

The first letter of the sentence and the pronoun 'I' are capitalized, with other letters lowercase.

#### Use common, proper, and possessive nouns – 1

One common noun is used correctly (*weather*), while proper and possessive nouns are not present in this sample.

#### Use singular and plural nouns with matching verbs in basic sentences – 1

Subject-verb agreement is evident with singular nouns ("*I prefer,*" "*I like*"). Plural nouns are not present in this sample.

#### Use personal, possessive, and indefinite pronouns – 1

The personal pronoun 'I' is used correctly, while other types of pronouns are not present in this sample.

#### Use verbs to convey a sense of past, present, and future – 1

Present tense verbs are used correctly, while other tenses are not present in this sample.

#### Use frequently occurring adjectives – 2

The adjective 'rainy' is used to describe weather.

#### Use frequently occurring conjunctions (*and, or, but, etc.*) – 2

The conjunction 'because' is used to connect ideas.

#### Use articles (*a, an, the*) and demonstratives (*this, that, these, those*) – 0

No articles or demonstratives are present in this sample.

#### Use frequently occurring prepositions (*in, on, up, during, over, etc.*) – 2

The preposition 'in' is used to describe location.

#### Use complete sentences, including declarative, interrogative, imperative, and exclamatory sentences – 1

The writing uses one complete declarative sentence, while other sentence types are not present in this sample.

#### Use end punctuation for sentences – 0

No end punctuation is present in this sample.

#### Use commas in dates and to separate single words in a series – 0

A comma is attempted but used incorrectly.

#### Apply phonics knowledge and recognize common spelling patterns in grade-level words to spell accurately – 2

Many grade-level spelling patterns are correct (*like, to*), as well as more advanced spelling patterns (*prefer, weather, because*). Other words include phonetically-accurate spellings (*learn, read, inside*).

# Assessment Scoring

## FIRST GRADE STUDENT

### Areas of Strength

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- ✓ Letter formation
- ✓ Penmanship and spacing
- ✓ Clear focus and on-topic ideas
- ✓ Complete sentences, including nouns and simple verb tenses
- ✓ Grade-level spelling patterns

### Areas of Need

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- Expanding ideas to include additional details
- Increase volume of output
- End punctuation
- Grade-level application of commas
- Wider use of nouns, include proper, possessive, and plural nouns

### Instructional Plan & Recommendations

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- **Grammar:** Instruction in basic parts of speech, including frequently occurring nouns, verbs, adjectives, conjunctions, pronouns, and prepositions. *Suggested resources: Spiral Review and In-Depth Grammar Units (Grammar Library)*
- **Spelling:** Direct instruction of advanced vowel patterns, including vowel teams, silent-e, and r-controlled vowels; practice with copying words based on segmenting sounds, using sound-mapping boxes as needed. *Suggested resources: Spelling and dictation activities (Spelling Library)*
- **Sentence Expansion:** Scaffolded practice in enhancing simple sentences using descriptive details, conjunctions, prepositional phrases, and vivid language; use sentence starters, prompts, or word banks to encourage the use of sensory details and complex sentences. *Suggested resources: Expanding Sentences and Word Choice activities (Elaboration section of Intervention Library)*
- **Opinion Writing:** Use of oral discussions and graphic organizers to generate multiple reasons to support an opinion prior to writing; expand expectations to encourage multiple sentences that connect to the same idea; provide instruction on simple paragraph organization, including topic, body, and closing sentences. *Suggested resources: Opinion lessons (core units); Paragraph Structure (Intervention Library)*

Assessment Scoring  
FOURTH GRADE STUDENT

Name:

Date:

## Narrative Pre-Assessment

**Prompt:** Some days go better for us than others. Think of a day that you might have called “The Best Day Ever” or “The Worst Day Ever”. Write a story telling all about that day. Be sure to include everything that will help your reader feel the emotions of this story.

**Remember:**

- Start by telling your reader who is in your story and when it happens (setting).
- Tell the events in order.
- Add details about how you felt or what you were thinking.
- Include what people said (dialogue).
- Wrap up your story with an ending.

Complete your brainstorming and planning on the left and back of this page. Write your narrative on lined paper.

Sample

h	m	e
me b saki zi went on	went too lers of ex. bats bubble. Police. bad. half.	Went to gift shop. Went back on bus
The bus together.		

Assessment Scoring  
FOURTH GRADE STUDENT

Me and Yaretzi were cold as Pertrior  
then our teacher lined us up  
by groups. Next we walked in a  
line to the. Me and Yaretzi sat on  
the bus we were in the front row  
Then the bus started to move. After  
a 45 min singing time we finally  
got to the science center. Me and  
Yaretzi were so excited. We have  
never went to this center!

Next we went to the Gift Shop  
and bought some for the day. After  
we finished them we went to the  
bubble rooms. Every body had  
bubbles because nobody could  
the only my favorite. Yaretzi had  
so much so we left.

Then we went to the Gift Shop  
I got Scittles and Yaretzi got  
Juice. Finally we went on the bus.

# Assessment Scoring

## FOURTH GRADE STUDENT

Scoring	0 = No evidence
	1 = Some evidence
	2 = Ample evidence

### Foundational Skills Total Score: 9/10

#### Form letters correctly and clearly (print or cursive) – 2

Letters are easily distinguished. There are no obvious errors in letter formation, such as backwards letters.

#### Keep letter size appropriate and consistent, especially in lower and uppercase letters – 1

Upper and lowercase letters are evident, though some lowercase letters are noticeably taller than needed.

#### Place letters and words neatly on the line and within the margins – 2

Writing follows the lines and letters do not often fall too far above or below.

#### Use appropriate spacing between words and sentences to make writing clear and easy to read – 2

Individual words are easily distinguished and spacing does not impede readability.

#### Write left to right and top to bottom on a page – 2

Writing follows the correct movement and fills the page left to right and top to bottom.

### Conventions Total Score: 12/20

#### Use capital and lowercase letters correctly – 2

Most sentences and proper nouns begin with a capital letter, with other letters lowercase.

#### Write in complete sentences, including a subject and predicate – 2

Complete sentences are evident throughout the writing, though occasional run-on sentences are included.

#### Apply phonics knowledge and recognize common spelling patterns in grade-level words to spell accurately – 1

Some grade-level spelling patterns are correctly used (*teacher, groups, bubble, singing*) while some patterns are not yet mastered (*finally, science, said, wrote*).

#### Form and use verbs correctly, including progressive and modal verbs – 1

Verbs are used correctly throughout most of the writing, but are limited to simple tenses. No progressive or modal verbs are used (*was, were, called, walked, went, got*).

#### Form and use prepositional phrases correctly – 2

Several prepositional phrases are used correctly throughout the writing (*in a line, to the science center, through the gift shop*).

#### Use relative pronouns and relative adjectives – 0

No relative pronouns or adjectives are present in the writing.

#### Order adjectives according to conventional patterns – 1

Few adjectives are evident in the writing, though one example is present and ordered correctly (*boring bubble room*).

#### Correctly use end punctuation – 1

End punctuation is limited to mostly periods, which are used correctly throughout some of the writing, though some sentences are missing end punctuation altogether.

#### Use commas correctly – 0

No commas are used within the writing.

#### Use quotation marks correctly – 2

Quotation marks are used to set dialogue apart, with end punctuation inside the quotation marks (*"after we play ok."*).

# Assessment Scoring

## FOURTH GRADE STUDENT

Scoring	0 = No evidence
	1 = Some evidence
	2 = Ample evidence

### Narrative Skills Total Score: 12/20

#### Plan and brainstorm writing by generating and organizing ideas using graphic organizers – 1

Student uses a beginning, middle, end organizer to plan some initial ideas, but lacks details.

#### Craft an engaging beginning to capture the reader's attention — 0

Response begins by jumping into the action of the narrative (“*Me and Yarezi went to the science center as partners then our teacher lined us up by groups.*”) without attempting to provide background information or an engaging introduction to the story.

#### Create a focused piece that stays on topic using details that directly relate to the story — 2

All details are related to the trip to the science center.

#### Arrange events in logical order (beginning, middle, end) to ensure clarity and coherence — 2

Response is organized in chronological order with a clear beginning, middle, and end.

#### Identify or use a narrative perspective (such as first-person, third-person limited, or omniscient) — 2

Student writes from a clear first-person perspective, using first-person pronouns such as ‘I’ and ‘we.’

#### Incorporate dialogue to reveal character personality and advance the plot — 1

Response includes only one short line of dialogue, which connects to the action (“*Our guardians for the day said “after we go, ok.”*”).

#### Employ transitional words to connect events smoothly (e.g., then, next, suddenly, finally) — 2

Details are organized in order using several transition words (*next, then, after, finally*).

#### Incorporate sensory details and precise language to paint a clear picture for the reader — 1

Response includes occasional description and clear vocabulary (*45-minute singing ride, boring bubble room*) but is limited to mostly vague details.

#### Utilize powerful verbs to enhance the energy and clarity of actions in the story — 0

Verbs used are vague and limited to basic, frequently-occurring verbs (*got, went, were*).

#### Provide a sense of closure — 1

An ending is included (“*Finally we went on the bus.*”), but the writer does not reflect on the events or provide much resolution.

# Assessment Scoring

## FOURTH GRADE STUDENT

### Areas of Strength

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- ✓ Focus and on-topic writing
- ✓ Organizing ideas logically
- ✓ Complete sentences, including nouns and simple verb tenses
- ✓ Foundational handwriting skills
- ✓ Simple spelling patterns, including consonant sounds, short vowels, blends/digraphs

### Areas of Need

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- Consistency in letter sizing, in both upper and lowercase letters
- Expanding sentences and ideas with sensory details and vivid language
- Crafting engaging beginnings and endings to narratives
- Using more advanced punctuation, including commas and apostrophes
- Grade-level spelling patterns, including complex vowel sounds

### Instructional Plan & Recommendations

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- **Handwriting:** Provide practice using lined paper with visual guides to practice maintaining appropriate and consistent letter sizes for both upper and lowercase letters. *Suggested resources: letter practice activities (Handwriting section of Intervention Library)*
- **Spelling:** Direct instruction of specific patterns, including long vowels, diphthongs, and word endings; practice with breaking multisyllabic words into syllables and segmenting each syllable by phoneme to while writing, using sound-mapping boxes as needed. *Suggested resources: Spelling and dictation activities (Spelling Library)*
- **Sentence Expansion:** Scaffolded practice in enhancing simple sentences using descriptive details, conjunctions, prepositional phrases, and vivid language; use sentence starters, prompts, or word banks to encourage the use of sensory details and complex sentences. *Suggested resources: Expanding sentence and word choice activities (Elaboration section of Intervention Library)*
- **Narrative Writing:** Use of graphic organizers to brainstorm specific details prior to drafting; provide instruction on crafting narrative hooks to captivate readers; build in opportunities for regular feedback and scaffolds for revision strategies to develop more detailed, precise language over time. *Suggested resources: Personal and Creative Narrative lessons (core units)*

Assessment Scoring  
SEVENTH GRADE STUDENT

Name:

Date:

## Narrative Pre-Assessment

**Prompt:** Some of the most important skills in life take hard work and practice. Think about a time you learned a difficult skill. Write a story telling about what happened and how you felt.

**Remember:**

- Start by telling your reader who is in your story and when it happened (setting).
- Tell the events in order.
- Add details about how you felt or what you were thinking.
- Include what people said (dialogue).
- Wrap up your story with an ending.

Complete your brainstorming and planning on the back of this page. Write your narrative on lined paper.

Lesson

I'm in my math class, we do a warm-up before the lesson. I was feeling confused because the last question was something I didn't know. My math teacher then said, "Today we're learning algebra" and started the lesson. It took a long time but eventually I understood it. now I use algebra all the time.

# Assessment Scoring

## SEVENTH GRADE STUDENT

Scoring	0 = No evidence
	1 = Some evidence
	2 = Ample evidence

### Foundational Skills Total Score: 10/10

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#### Form letters correctly and clearly (print or cursive) – 2

Letters are easily distinguished. There are no obvious errors in letter formation, such as backwards letters.

#### Keep letter size appropriate and consistent, especially in lower and uppercase letters – 2

Upper and lowercase letters are evident and distinguished from one another.

#### Place letters and words neatly on the line and within the margins – 2

Writing follows the lines and letters do not often fall too far above or below.

#### Use appropriate spacing between words and sentences to make writing clear and easy to read – 2

Individual words are easily distinguished and spacing does not impede readability.

#### Write left to right and top to bottom on a page – 2

Writing follows the correct movement and fills the page left to right and top to bottom.

### Conventions Total Score: 16/20

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#### Use capital and lowercase letters correctly – 2

Most sentences and proper nouns begin with a capital letter, with only a few lowercase, though occasionally errors occur.

#### Write in complete sentences, including subject and predicate – 2

Complete sentences are evident throughout the writing.

#### Apply phonics knowledge and use common spelling patterns in grade-level words to spell accurately – 2

Some grade-level spelling patterns are used correctly (*algebra, eventually*).

#### Use a variety of sentences, including simple, compound, complex, and compound-complex – 1

The response includes only simple and compound sentences, with little variety.

#### Place phrases and clauses correctly in sentences, avoiding dangling or misplaced modifiers – 2

Sentences are composed of a variety of phrases and clauses, used correctly.

#### Form and use verbs correctly, including various verb tenses – 1

The response includes mostly simple verbs, with inconsistent verb tenses (present: *I'm in math class. We do a warm up*; past: *I was feeling...I understood it*).

#### Form and use adjectives and adverbs correctly – 1

The response includes a limited number of simple adjectives and adverbs (*confused, last*).

#### Form and use pronouns clearly and correctly – 2

Basic pronouns are used often and correctly (*I, we, my*).

#### Form and use prepositional phrases correctly – 2

Prepositional phrases are used correctly throughout (*in math class, before the lesson, all the time*).

#### Use punctuation correctly, including commas between coordinate adjectives – 1

Some punctuation is applied correctly (*periods, quotation marks, comma after introductory phrase: In Math class*), though some is missing (*end punctuation, apostrophe, comma after dialogue*).

# Assessment Scoring

## SEVENTH GRADE STUDENT

Scoring	0 = No evidence
	1 = Some evidence
	2 = Ample evidence

### Narrative Skills Total Score: 10/20

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#### Plan and brainstorm writing by generating and organizing ideas using graphic organizers – 0

No attempt was made to generate ideas prior to writing.

#### Craft an engaging beginning to capture the reader's attention – 0

Response begins by providing simple background to the reader without attempting an engaging hook.

#### Create a focused piece that stays on topic using details that directly relate to the story – 2

All details are related to topic of the math lesson.

#### Arrange events in logical order (beginning, middle, and end) to ensure clarity and coherence – 2

Response is organized in chronological order with clear beginning, middle, and end.

#### Identify or use a narrative perspective, such as first-person, third-person limited, or omniscient – 2

Student writes from a clear first-person perspective, using first-person pronouns such as 'I' and 'we.'

#### Incorporate dialogue to reveal character personality and advance the plot – 1

Response includes only one short line of dialogue, which connects to the topic (*Today we're learning algebra*).

#### Employ transitional words to connect events smoothly (e.g., then, next, suddenly, finally) – 1

Details are organized in order using limited transition words (*eventually, now*).

#### Incorporate sensory details and precise language to paint a clear picture for the reader – 0

Response is limited to vague details with no sensory language or vivid description.

#### Utilize powerful verbs to enhance the energy and clarity of actions in the story – 0

Verbs used are vague and limited to basic, frequently-occurring verbs (*was, said, use*).

#### Provide a sense of closure – 2

An ending is included that briefly reflects on the lesson learned.

# Assessment Scoring

## SEVENTH GRADE STUDENT

### Areas of Strength

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- ✓ Foundational handwriting skills
- ✓ On-topic writing
- ✓ Complete sentences, including nouns and simple verb tenses
- ✓ Organizing ideas logically
- ✓ Spelling patterns, including some advanced vowel patterns and simple suffixes

### Areas of Need

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- Increase volume of output
- Elaborating on ideas to include specific details and sensory language
- Use of strong verbs, adjectives, and adverbs to strengthen writing
- Narrative elements, including a more engaging action, rising actions, climax, and falling actions that lead to a resolution
- Use of dialogue to further the plot or develop characters

### Instructional Plan & Recommendations

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- **Stamina:** Provide daily time for writing, challenging student to increase volume of output by building writing stamina. *Suggested resources: Writing Stamina unit (Focus Section of Intervention Library)*
- **Crafting Dialogue:** Use models from trade books to showcase how dialogue can advance a story and develop characters' actions, thoughts, and feelings; provide opportunity to experiment with the use of dialogue as a revision strategy to develop narratives. *Suggested resources: Narrative lessons (core units); Dialogue Structure (Conventions section of Intervention Library)*
- **Narrative Writing:** Provide instruction on narrative elements, elements of plot; use a planning organizer prior to writing to help generate and organize ideas; build in opportunities for regular feedback and scaffolds for revision strategies to develop narratives. *Suggested resources: Narrative lessons (core units)*
- **Elaboration:** Model how to expand ideas using sensory language, examples and details, or action to increase both volume and quality of writing; use sentence starters, word banks, or paragraph frames to expand on initial ideas. *Suggested resources, Word Choice, Figurative Language, Revising units (Language section of Intervention Library); Sentence Frames, Word Banks templates (ELL Modification Library)*