



RAZZLE DAZZLE

CREATIVE WRITING

SAMPLER

Takes the Stress Out of Teaching Writing
Incorporates the Six Writing Traits
Makes the Student an Independent Writer
Includes a Tool Box
A Full Years Program With 32 Lessons

\$149.95 + S&H

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Introduction to Razzle Dazzle Creative Writing

This creative writing program has 32 lessons specifically designed to make writing fun and interesting for students of varied age levels.

The program includes:

- Easy to follow instructions that incorporate the writing process of brainstorming, pre-writing, writing rough drafts, editing, producing a final draft, art, and publishing by sharing with others.
- Helpful hints for teaching writing and keeping the student motivated.
- Two scoring guides.
- Thirty-two fun and interesting writing lessons.
 - Each lesson has an idea organizer page with helpful topic ideas.
 - There is a story paragraph organizer that breaks the writing down into the introduction, body, and conclusion.
 - An art task is included in each lesson.
- A Tool Box that students may refer to if they have questions about punctuation, grammar, parts of speech, or capitalization.

Razzle Dazzle

Creative Writing

Sample Lesson

And

Scoring Guides

Wanted Poster Story

Student objectives:

- Write a description of something they really want.
- To practice putting their personal feelings into writing (voice).
- To critique the paper by using the writing rubric and scoring guide.

In this assignment the students are to think of one thing they would really, really like to have. It can be a person, toy, object, pet, or a friend.

1. Put the story idea organizer on the overhead and/or pass out one to each student.
2. Brainstorm a few of the things students this age could want.
3. Brainstorm briefly what they would have to do to get it.
4. Discuss briefly why they want it.
5. Discuss what they would do with it once they got it.
6. Have students finish their organizer on their own.
7. Pass out the story paragraph organizer so students can set up their story in appropriate paragraphs.
8. Discuss voice explaining how students need to put their own feelings into their writing.
9. Students write first rough draft.
10. Peer edits first draft.
11. Write second draft.
12. Edit second draft.
13. Write final draft in ink or on the computer.
14. Attach a scoring guide to paper and critique story using the scoring guide.
15. Draw picture.
16. Share with class, friends, and parents.

Incorporate art into writing assignments as much as possible. Often art is the avenue to writing for reluctant students. Encourage the students to write the story first, and then draw the picture, unless instructed otherwise, because, given a choice, many students will work on the picture and never get to the writing.

“Wanted Poster” Idea Organizer

What do you want?

Why do you want it or what do you
want it for?

What do you have to do to get it?

What will you do with it once you
have it?

“Wanted Poster” Paragraph Story Organizer

First Paragraph – Introduction: What do you want?

Second Paragraph – Why do you want it?

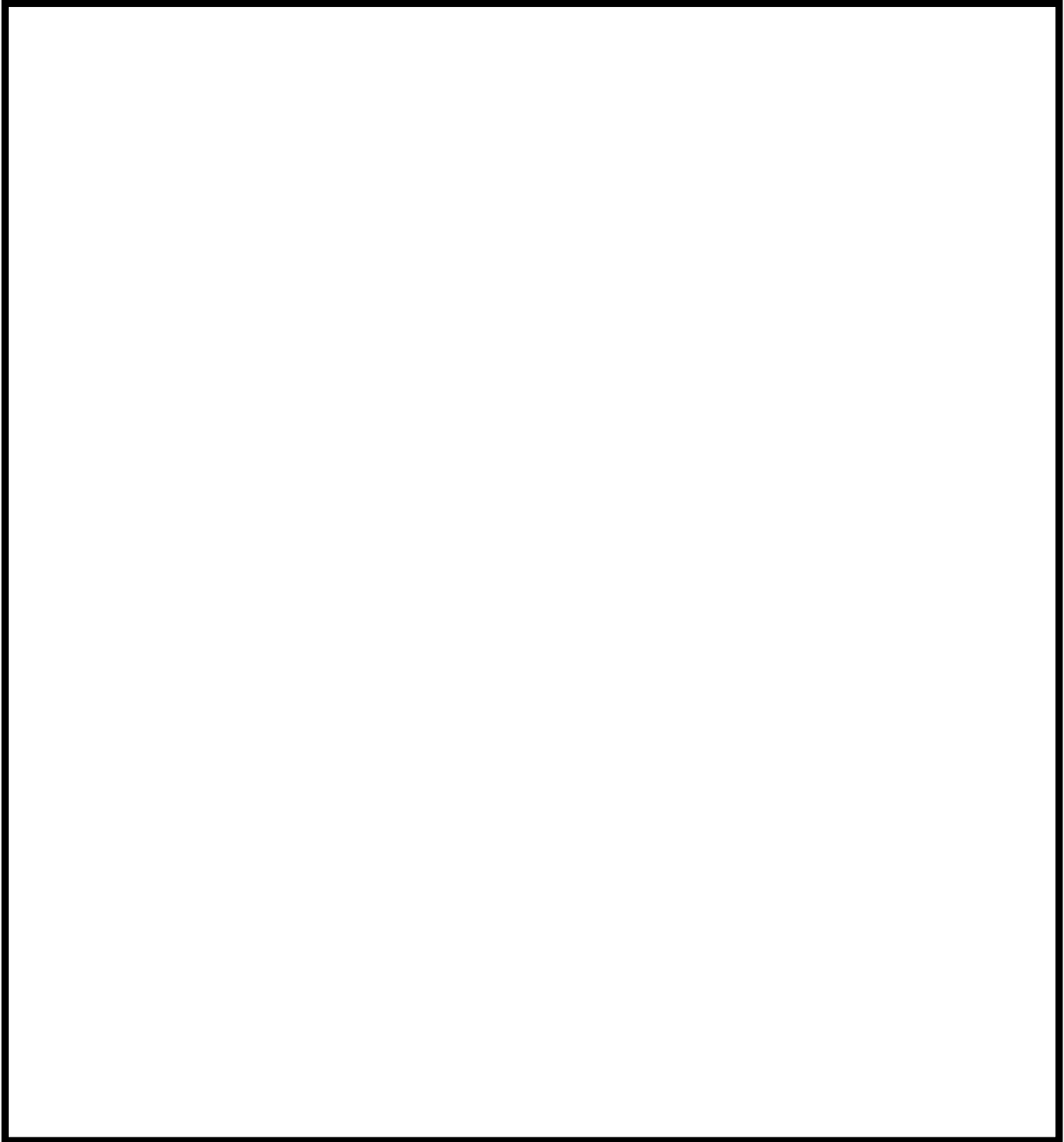
Third Paragraph – What will you have to do to get it?

Fourth Paragraph – What will you do with it once you have it?

Fifth Paragraph – Conclusion: Are you happy you got it? Write an interesting ending that tells whether or not you are happy with what you wanted. Be sure to express your feelings.

WANTED BY

Name: _____



Description: _____

Creative Writing Scoring Guide I

Name _____ Date _____

Assignment _____

- | | | | |
|----|---|-----------|-------|
| 1. | Written in specified format | 1 – 4pts | _____ |
| | 1 – no formatting 2 – some formatting 3 – mostly formatted 4 – formatted perfectly | | |
| 2. | Length of story is 1 page or more | 1 – 4pts | _____ |
| | 1 – story less than half page 2 – half a page 3 – more than half page 4 – full page or more | | |
| 3. | Clear introduction, body, and conclusion | 1 – 4pts | _____ |
| | 1 – no paragraphs 2 – at least one 3 – all three, but not interesting 4 – all interesting/informative | | |
| 4. | Paper is neat and legible (readable) | 1 – 4pts | _____ |
| | 1 – not able to read story 2 – story somewhat neat 3 – story mostly neat & readable 4 – totally neat | | |
| 5. | Thought was put into conventions – spelling, grammar, paragraphing, capitalization, punctuation | 1 – 4pts | _____ |
| | 1 – no conventions 2 – a few conventions 3 – most conventions correct 4 – correct conventions | | |
| 6. | Rough drafts are attached | 4pts | _____ |
| 7. | Rough draft signed by peer editor* | 4pts | _____ |
| | Total | 5 – 28pts | _____ |

Final Grade **25-28=A** **22-24=B** **20-21=C** **17-19=D** **5-16=F**

Comments _____

***Peer editor's responsibilities:** Read the rough drafts and suggest areas that can be improved. Write suggestions in a colored pen or pencil and discuss improvements with the author. When you have finished, sign your name on the rough draft.

Creative Writing Scoring Guide II

NAME _____ DATE _____

ASSIGNMENT _____

- | | | | |
|-----|--|------------------|-------|
| 1. | Rough draft/drafts are attached | 4pts | _____ |
| 2. | Rough drafts signed by peer editor* | 4pts | _____ |
| 3. | Written in specified format | 1 – 4pts | _____ |
| | <u>1</u> – no formatting <u>2</u> – some formatting <u>3</u> – mostly formatted <u>4</u> – formatted perfectly | | |
| 4. | Paper is at least one page in length | 1 - 4pts | _____ |
| | <u>1</u> – story less than half page <u>2</u> – half a page <u>3</u> – more than half a page <u>4</u> – full page or more | | |
| 5. | Organization -includes introduction, body, and closing | 1 – 4pts | _____ |
| | <u>1</u> – no organization <u>2</u> – some organization <u>3</u> – organized, can be followed <u>4</u> – organized, easy to read | | |
| 6. | Ideas/content -has a clear purpose and makes a point | 1 – 4pts | _____ |
| | <u>1</u> – no purpose <u>2</u> – too many ideas <u>3</u> – One idea and makes a point <u>4</u> – One idea, memorable details | | |
| 7. | Voice -paper reflects writer’s thoughts and feelings | 1 – 4pts | _____ |
| | <u>1</u> – no feeling <u>2</u> – uninteresting and dull <u>3</u> – sincere and expressive <u>4</u> – very expressive and sincere | | |
| 8. | Word choice -uses powerful and interesting words | 1 – 4pts | _____ |
| | <u>1</u> – uninteresting vocab <u>2</u> – some interesting words <u>3</u> – good use of vocab. <u>4</u> – exceptional vocab | | |
| 9. | Fluency -sentences are clear and make sense | 1 – 4pts | _____ |
| | <u>1</u> – unclear <u>2</u> –most sentences same length <u>3</u> – use long and short sentence <u>4</u> – interesting and varied | | |
| 10. | Conventions -thought was put into paragraphing, spelling, grammar, punctuation, and capitalization | 1 – 4pts | _____ |
| | <u>1</u> – no conventions <u>2</u> – a few conventions <u>3</u> – most conventions correct <u>4</u> – correct conventions | | |
| | Total | 8 – 40pts | _____ |

Final Grade 36-40=A 32-35=B 28-31=C 24-27=D 4-23=F

***Peer editor’s responsibilities:** Read the rough draft and suggest areas that can be improved. Write suggestions in a colored pen or pencil, and discuss improvements with the author. When you have finished, sign the rough draft.