

# WR.3 NARRATIVE

## Lesson 4 Reading Sources

### Introduction


In this lesson, students continue to examine source material related to the moon landing in order to prepare for their own narrative drafts. In pairs or small groups, students read and discuss the first third of the article “The Flight of Apollo 11” by Kenneth F. Weaver (from “Two thousand feet above the Sea of Tranquility” to “settled just an inch or two into the surface”). This article describes the descent of the lunar lander and the steps the astronauts took to successfully land it. Students then examine iconic photographs of the moon landing and discuss them in groups. Student learning is assessed via a Quick Write at the end of the lesson: Write a brief description of the moment in the photograph from the perspective of one of the people in the picture, or the person taking the picture. Choose at least three different senses about which to include details (e.g., what being there sounded like, looked like, felt like).

For homework, students continue reading the article “The Flight of Apollo 11” and respond briefly in writing to questions about the text.

### Standards

Assessed Standard(s)	
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Addressed Standard(s)	
W.9-10.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>

## Assessment

Assessment(s)
<p>Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, using sensory details to complete their responses.</p> <ul style="list-style-type: none"> <li>Write a brief description of the moment in the photograph from the perspective of one of the people in the picture, or the person taking the picture. Choose at least three different senses about which to include details (e.g., what being there sounded like, looked like, felt like).</li> </ul> <p> The Quick Writes in WR.3 Lessons 4 and 5 will be assessed using the Sensory Writing Rubric.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>Establish a perspective in relation to the photograph (e.g., At Mission Control I was constantly looking at one of two things: my computer monitor and the big screen showing the craft up in front.).</li> <li>Use at least three sensory details to describe the scene (e.g., Even though they air-conditioned the place down to almost freezing, I could feel the sweat on my forehead. The constant beeping and voices on the radio and in our headsets did not make for a calm atmosphere. We had to wear ties, of course, but at least they let us wear short sleeves. Our computers were running so hot all day you could almost smell the heat coming off the electronics and plastic. I only drank two things during those long days, water and coffee, and the bitter taste of the cheap brew was often in my mouth.).</li> </ul>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>gyrating (v.) – moving back and forth with a circular motion</li> <li>simulators (n.) – machines that are used to show what something looks or feels like and are usually used to study something or to train people</li> <li>palpable (adj.) – capable of being touched or felt</li> <li>beleaguered (adj.) – troubled, harassed</li> <li>vigil (n.) – an act or period of watching or surveillance</li> <li>profound (adj.) – deep-seated</li> <li>impede (v.) – slow the movement, progress, or action of (someone or something)</li> </ul>

Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> <li>None.</li> </ul>
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> <li>target (n.) – something that you are trying to reach or do</li> <li>boulders (n.) – very large stones or rounded pieces of rock</li> <li>failures (n.) – situations or occurrences in which something does not work as it should</li> <li>launch (n.) – the act of shooting something (such as a rocket or missile) into the air or into outer space</li> <li>fulfilled (v.) – succeeded in achieving (something)</li> <li>climax (n.) – the most interesting and exciting part of something; the high point</li> </ul>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: W.9-10.5, W.9-10.9.b</li> <li>Text: “The Flight of Apollo 11” by Kenneth F. Weaver</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>Reading and Discussion</li> <li>Quick Write</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>5%</li> <li>10%</li> <li>55%</li> <li>25%</li> <li>5%</li> </ol>

## Materials

- Student copies of the Settings, Characters, and Events Charts (refer to WR.3 Lesson 3) (optional)—students may need additional blank copies
- Copies of “The Flight of Apollo 11” by Kenneth F. Weaver for each student
- Copies of the Lunar Landing Images Handout for each student
- Copies of the Sensory Writing Rubric and Checklist for each student

- ① Consider numbering the sections and paragraphs of “The Flight of Apollo 11” before the lesson, starting at paragraph 1 for each section.

## Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
①	Indicates instructional notes for the teacher.

### Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda. In this lesson, students read and analyze the first third of the article “The Flight of Apollo 11” by Kenneth F. Weaver, gathering details to prepare for writing their own narratives. Students then discuss iconic photographs of the moon landing in groups, connecting the photographs to the texts they have read.

- Students look at the agenda.

### Activity 2: Homework Accountability

10%

Instruct students to take out their responses to the previous lesson’s homework assignment. (Read and annotate the article “They Remember Where They Were That Night” by Denny Gainer and respond briefly in writing to the following question using evidence from the article: Choose one person’s recollection. How does this recollection influence your understanding of the significance of the first lunar landing?)

Instruct students to form pairs or small groups to discuss their responses.

- 💬 Student responses may include:
  - Aaron Strickland’s recollection clearly demonstrates the significance of the lunar landing. Although he was only 9 at the time, he had constructed a model of the lunar lander and pretended to land it at the same time as the actual ship. His perspective shows how the mission captured the imagination of people of all ages. His memory of thinking, about

America, “Well, we can do anything, can’t we?” (par. 10) shows how significantly the event influenced the way people thought about their country and what was possible.

Lead a brief whole-class discussion of student responses.

- ① **Differentiation Consideration:** Students may use their Settings, Characters, and Events Chart to record the significant settings, characters, and events they identified and discussed.

### Activity 3: Reading and Discussion

**55%**

- ① The following activity addresses the expectations of W.9-10.9.b.

Instruct students to remain in their pairs or small groups from the previous activity. Distribute a copy of the article “The Flight of Apollo 11” by Kenneth F. Weaver to each student. Inform students that this article describes the moon landing and provides further background about the mission and what it accomplished. The article was first published in December 1969, which was roughly 5 months after the Apollo 11 moon landing took place.

- ① **Differentiation Consideration:** If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.

Post or project each set of questions below for students to discuss. Instruct students to annotate the article and/or use their charts to record details about the settings, characters, events, and other important details as they discuss each question.

Instruct student pairs or groups to read section 1 (from “Two thousand feet above the Sea of Tranquility” to “neither autopilot nor astronaut could guide *Eagle* to a safe landing”) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *gyrating* means “moving back and forth with a circular motion,” *simulators* means “machines that are used to show what something looks or feels like and are usually used to study something or to train people,” and *palpable* means “capable of being touched or felt.”

- ① Students may be familiar with these words. Consider asking students to volunteer the definitions before providing them to the class.
  - ▶ Students write the definitions of *gyrating*, *simulators*, and *palpable* on their copies of the text or in the appropriate section of their vocabulary journals.
- ① **Differentiation Consideration:** Consider providing students with the following definitions: *target* means “something that you are trying to reach or do,” *boulders* means “very large stones or rounded pieces of rock,” and *failures* means “situations or occurrences in which something does not work as it should.”

- ▶ Students write the definitions of *target*, *boulders*, and *failures* on their copies of the text or in the appropriate section of their vocabulary journals.

**How does the writer use details and descriptive language to engage and orient the reader in the first paragraph?**

💬 Student responses may include:

- The writer describes how the “silver, black and gold space bug named Eagle” was “two thousand feet above the Sea of Tranquility” (sec. 1, par. 1) which is a location on the moon. With words like *silver*, *black*, *gold*, and *bug*, the author establishes a visual picture of the ship. The words *two thousand* and *Sea of Tranquility* give the ship’s precise location above an area of the moon in order to establish the setting.
- The author uses words like “tail of flame” and “plunged” (sec. 1, par. 1) to show that the spacecraft was moving quickly and uncontrollably toward the moon, which creates a sense of suspense.
- From these details, the reader knows this will be a story about the moon landing.

**Who are the two characters introduced in this section? What does the reader learn about them?**

💬 Student responses may include:

- The writer introduces Astronaut Neil Armstrong and his companion, Astronaut Edwin (Buzz) Aldrin.
- The reader learns that Neil Armstrong is a skilled pilot who has successfully survived dangerous situations before, as when he “ejected safely” from a training vehicle “just before it crashed” (sec. 1, par. 3). This time, Neil Armstrong is displaying “coolness and skill” (sec. 1, par. 3) in piloting the lunar lander at a time when it appears to be in danger.
- The reader does not learn much about Aldrin except that he is on the craft with Armstrong.

① **Differentiation Consideration:** Consider asking students the following question to support comprehension of the text:

**What difficulties are the astronauts encountering?**

- 💬 The astronauts are headed for a “sharply etched crater” that is “surrounded by heavy boulders” (sec. 1, par. 2), which seems to have taken them by surprise.

**How does the author’s choice of language to describe the astronaut’s descent create suspense?**

- 💬 The writer uses words like “suddenly” and “onrushing target” (sec. 1, par. 2) to show how quickly the ship is moving, which creates suspense in the narrative because it seems the ship is going to crash on the moon. He also describes the scene in the control room where there is a

“palpable tension” because communication with the astronauts has been “blacking out” (sec. 1, par. 6). This “tension” and loss of communication with Earth also creates suspense in the narrative because those in control are nervous and cannot speak to the astronauts who seem to be out of control.

Lead a brief whole-class discussion of student responses.

- ① **Differentiation Consideration:** Students may use their Settings, Characters, and Events Chart to record the significant settings, characters, and events they identified and discussed.
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Instruct student pairs or groups to read section 2 (from “Armstrong revealed nothing to the ground controllers about the crater” to “It was 4:17:43 p.m., Eastern Daylight Time, Sunday, July 20, 1969”) and answer the following questions before sharing out with the class.

Provide students with the following definition: *beleaguered* means “troubled, harassed.”

- ① Students may be familiar with this word. Consider asking students to volunteer the definition before providing it to the class.
- ▶ Students write the definition of *beleaguered* on their copies of the text or in the appropriate section of their vocabulary journals.
- ① **Differentiation Consideration:** Consider providing students with the following definition: *launch* means “the act of shooting something (such as a rocket or missile) into the air or into outer space.”
- ▶ Students write the definition of *launch* on their copies of the text or in the appropriate section of their vocabulary journals.

**What techniques does the author use to increase the suspense of the article in this section?**

💬 Student responses may include:

- The author describes Armstrong as being “much too busy” (sec. 2, par. 1) to say anything to Mission Control. By the time Aldrin speaks, “the control room in Houston realized something was wrong” (sec. 2, par. 5). This lack of dialogue shows that everyone is too busy or too nervous to speak. Through these details, the reader can feel the characters’ tension.
- Then the author includes dialogue with the number of feet and speed at which the lunar lander is approaching the moon in order to create suspense. As it gets closer, the reader is uncertain and can sense the tension about whether the astronauts will land safely.

- ① **Differentiation Consideration:** If students struggle, consider asking the following scaffolding question:

### How does the structure of the paragraphs in the description of the landing create suspense in the narrative?

- The author breaks the whole landing into 23 different paragraphs, most of which are very short. This increases the speed with which the reader reads each paragraph and increases the focus on the landing itself. This increase in pacing helps the reader experience the fast pace of the actual event. The fast pace increases the tension of the scene because the reader has the sense that things are moving quickly and beyond everyone's control.

### What does the phrase “Thirty seconds to failure” mean in paragraph 16?

- The author has described how the crew must land in a certain amount of time or else “abort (give up) the attempt to land on the moon” (sec. 2, par. 8). Therefore, “thirty seconds to failure” means the crew must land within 30 seconds or give up on their mission.

### How does the use of dialogue from paragraph 16–23 help to tell the story of the landing?

- Student responses may include:
  - The author uses the dialogue from the astronauts and the control center to first create suspense and then to relieve that suspense in these paragraphs.
  - The mission director is “pleading silently: ‘Get it down, Neil! Get it down!’” (sec. 2, par. 16), which increases the tension because mission directors are expert scientists and would likely only plead in a very dangerous situation.
  - Aldrin announces that they are “drifting right” (sec. 2, par. 18), which increases the tension by indicating that there is yet another problem: they are not landing straight.
  - Then the author relieves the tension with Aldrin’s “magic words: ‘Contact light’” (sec. 2, par. 19). The tension leaves as the men at Mission Control—and the reader—realize that the Eagle has landed safely.
  - The author describes Mission Control’s relief by using CapCom’s own words: “You got a bunch of guys about to turn blue. We’re breathing again” (sec. 2, par. 22). In other words, the people at Mission Control were so nervous they were holding their breaths and turning blue, but now they are relieved and breathing again.
  - This use of dialogue reveals the strength of the different characters’ motivations and desires and how important it was to everyone involved to successfully complete the mission.
  - The use of dialogue is more effective than simply describing what happened because it helps to place the reader in the scene.

Lead a brief whole-class discussion of student responses.

- ① **Differentiation Consideration:** Students may use their Settings, Characters, and Events Chart to record the significant settings, characters, and events they identified and discussed.



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Instruct student pairs or groups to read section 3 (from “Man’s dream of going to the moon was fulfilled” to “settled just an inch or two into the surface”) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *vigil* means “an act or period of watching or surveillance,” *profound* means “deep-seated,” and *impede* means “slow the movement, progress, or action of (someone or something).”

① Students may be familiar with some of these words. Consider asking students to volunteer definitions before providing them to the class.

- ▶ Students write the definitions of *vigil*, *profound*, and *impede* on their copies of the text or in the appropriate section of their vocabulary journals.

① **Differentiation Consideration:** Consider providing students with the following definitions: *fulfilled* means “succeeded in achieving (something)” and *climax* means “the most interesting and exciting part of something; the high point.”

- ▶ Students write the definitions of *fulfilled* and *climax* on their copies of the text or in the appropriate section of their vocabulary journals.

**What new points of view does the author introduce in this section? How do these points of view add to the reader’s sense of the importance of the moon landing?**

- 💬 The author switches from describing the landing from the point of view of the people involved to people’s reaction to it around the world. The author also uses the first person to talk about the importance of the landing from his own point of view. These new points of view emphasize how much the mission to the moon meant for people at the time, including those around the world and the author himself.

**What is the “race” that adds to the excitement (sec. 3, par. 8)?**

- 💬 The author describes how the “Soviet Union was racing to put a Russian on the moon first” (sec. 3, par. 8). The United States and the Soviet Union were in a race to get there first, and because Apollo 11 was successful, the United States was the first country to put a person on the moon.

**How does the author’s description of the landing from paragraphs 10–17 develop Armstrong’s character?**

- 💬 Student responses may include:

- The author describes how Armstrong “did not really know where he was” (sec. 3, par. 11) but that he “had no doubts ... about what to do” (sec. 3, par. 12), demonstrating how confident Armstrong is.
- Armstrong’s training in the simulators had taught him how to handle these situations, and he was able to take over “partial control from Eagle’s autopilot” (sec. 3, par. 13) in order to avoid the “frightful rocks” of the West Crater (sec. 3, par. 14). The author shows how skilled Armstrong is.

Lead a brief whole-class discussion of student responses.

- ① **Differentiation Consideration:** Students may use their Settings, Characters, and Events Chart to record the significant settings, characters, and events they identified and discussed.

## Activity 4: Quick Write

25%

Inform students that throughout the unit they use pictures and videos in addition to texts and audio to help them gather material for their narratives. Explain that in this lesson, students examine a set of photographs taken of the moon landing and the events surrounding it. Then they select one photograph and write a sensory description of the photograph. Students should draw on what they read in this lesson to write about not only what they see, but what one person in the photograph might have heard, smelled, felt, touched, or even tasted during the moment of the photograph. The purpose of this exercise is to practice incorporating sensory details into writing. Explain to students that sensory details make writing more vivid and help to place the reader “in the moment.”

Instruct students to remain in their pairs or small groups from the previous activity. Display or distribute the Lunar Landing Images Handout. Instruct students to discuss the photographs and relate them to what they have read about the lunar landing thus far. Instruct students to individually choose one photograph about which to complete a sensory Quick Write. Inform students that they will choose a different photograph to write about in the following lesson.

- ▶ Students discuss the photographs in their small groups or pairs and select one photograph about which to write.

Distribute and introduce the Sensory Writing Rubric and Checklist. Briefly explain the purpose of the rubric and checklist: to help students improve their Quick Write responses in this lesson and the following lesson. Inform students that they should use the Sensory Writing Rubric and Checklist to guide their responses and ensure they develop complete responses to the prompts.

- ① If necessary, lead a brief discussion of the Sensory Writing Rubric and Checklist. Review the components of high-quality responses.

Instruct students to respond briefly in writing to the following prompt:

**Write a brief description of the moment in the photograph from the perspective of one of the people in the picture, or the person taking the picture. Choose at least three different senses about which to include details (e.g., what being there sounded like, looked like, felt like).**

- ① **Differentiation Consideration:** Consider providing the following questions to guide students in their sensory writing:

**What would the person in the picture see when he or she looked around?**

**What noises would the objects in the room make (e.g., telephones, computers, vehicles)?**

**What smells are associated with settings like the one in the picture (e.g., the ocean)?**

**What would the objects near the person feel like to the person?**

**What might have happened just before or after the picture was taken (e.g., did the person in the picture eat or drink something or talk to another person)?**

Remind students to use the Sensory Writing Rubric and Checklist to guide their written responses.

- ▶ Students listen and read the Quick Write prompt.

- ① Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Quick Write.

- ▶ Students independently answer the prompt using sensory details related to the image.
- 🗣 See the High Performance Response at the beginning of this lesson.

## Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to read and annotate sections 4–9 of “The Flight of Apollo 11” by Kenneth F. Weaver (from “Inside the spacecraft, Armstrong and Aldrin set calmly about” to “nuclear heaters, fueled with radioactive plutonium 238, would keep the transmitter warm”).

Instruct students to respond briefly in writing to the following questions based on the reading:

**What new information does the reader get from the description of the space suits? What do these descriptions suggest about the mission?**

**What perspective does the author use to describe the first step on the moon (sec. 5, par. 2)? How does the author’s choice of perspective create interest or suspense in the narrative?**

**How does the author describe how the astronauts move around on the moon? What overall impression do these descriptions create of how the astronauts move?**

- ▶ Students follow along.

## Homework

Read and annotate sections 4–9 of “The Flight of Apollo 11” by Kenneth F. Weaver (from “Inside the spacecraft, Armstrong and Aldrin set calmly about” to “nuclear heaters, fueled with radioactive plutonium 238, would keep the transmitter warm”).

In addition, respond briefly in writing to the following questions based on the reading:

**What new information does the reader gain from the description of the space suits? What do these descriptions suggest about the mission?**

**What perspective does the author use to describe the first step on the moon (sec. 5, par. 2)? How does the author’s choice of perspective create interest or suspense in the narrative?**

**How does the author describe how the astronauts move around on the moon? What overall impression do these descriptions create of how the astronauts move?**

## Model Settings, Characters, and Events Chart

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Record the significant settings, characters, and events from each text in this chart. Include details (e.g., dialogue, description, etc.) that develop each of these elements. Cite textual evidence to support your work.

<b>Text Title:</b>	<b>“They Remember Where they Were That Night”</b>	
<b>Settings</b>	<b>Characters</b>	<b>Events</b>
Cape Canaveral, Florida West Berlin, Germany Portland, Oregon Virginia Colorado Wyoming Vietnam Atlanta Wisconsin	Bill Wilhelm, 26, working for Grumman—at the site of the launch, remembers Lindbergh being there Brian Davenport, 26, serving in Army—soldiers in Berlin made a small TV to watch the event Steve Brozene, 16, staying at a hotel—watched event on hotel TV, later met Neil Armstrong Cathy Learnard, 13, birthday—was hoping they landed on her birthday and they did Chris Volberding, 14—watched on a TV his dad built Steve Tooley, 15—watched during a cross country road trip Roger L. Ruhl, 25—in Vietnam and wondering why America would go to the moon instead of stop war, but later reconsiders Aaron Strickland, 9—playing with paper lunar module while the real one landed. Thought “well, we can do anything, can’t we?” Jerry Vegter, 22, on honeymoon—confused as to why the sign said “moon day” because he was on his honeymoon	This article describes how different people who were watching the moon landing on television experienced the event.

Text Title:	“The Flight of Apollo 11”	
Settings	Characters	Events
<p>The Moon</p> <p>Control Room, Houston</p> <p>Italy</p>	<p>Neil Armstrong:</p> <ul style="list-style-type: none"> <li>Pilot of lunar module</li> <li>Highly skilled: “all the coolness and skill acquired” (sec. 1, par. 3)</li> </ul> <p>Buzz Aldrin:</p> <ul style="list-style-type: none"> <li>Fellow astronaut on lunar module</li> <li>He communicates where the astronauts are during their descent: “750 [altitude], coming down at 23 [feet per second, or about 16 miles an hour] ... 600 feet, down at 19 ... 540 feet, down at 15 ... 400 feet, down at 9 ... 8” (sec. 2, par. 4).</li> </ul> <p>Charles Duke:</p> <ul style="list-style-type: none"> <li>the capsule commander in Houston, communicating with astronauts</li> </ul> <p>Dr. Wright:</p> <ul style="list-style-type: none"> <li>An American in Italy during the moon landing, describes reaction of people there, who say “fantastico” to him on the streets (sec. 3, par. 6)</li> </ul>	<p>As the article opens, the lunar lander is headed for a crater, but Neil Armstrong skillfully guides it away from the crater.</p> <p>A warning about low fuel comes on, which means the astronauts only have 94 seconds to land the module or else give up the mission. This creates suspense.</p> <p>The lander successfully reaches the surface of the moon, which Armstrong describes as being like “landing through light ground fog” (sec. 3, par. 15). Provides a first-hand perspective on landing on the moon.</p>

## Lunar Landing Images Handout

Image 1



The Apollo 11 crew relaxes during training

Image 2



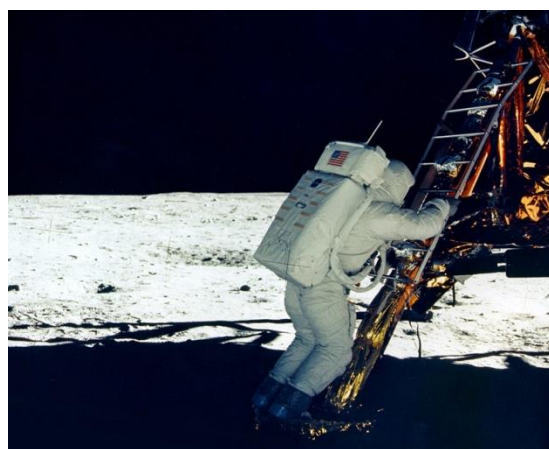
Liftoff of Apollo 11

Image 3



Flight controllers during lunar module descent

Image 4



Aldrin on the lunar module footpad



## Lunar Landing Images Handout(cont'd)

**Image 5**



Aldrin salutes the U.S. Flag

**Image 6**



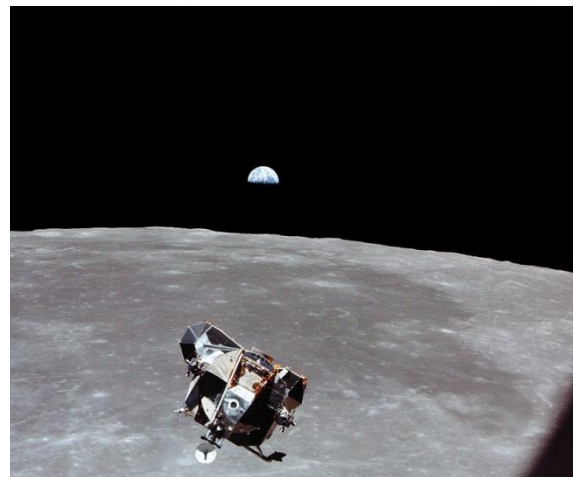
Aldrin assembles seismic experiment

**Image 7**



Armstrong in LM after historic moonwalk

**Image 8**



Lunar module approaches CSM for docking /  
earthrise in background



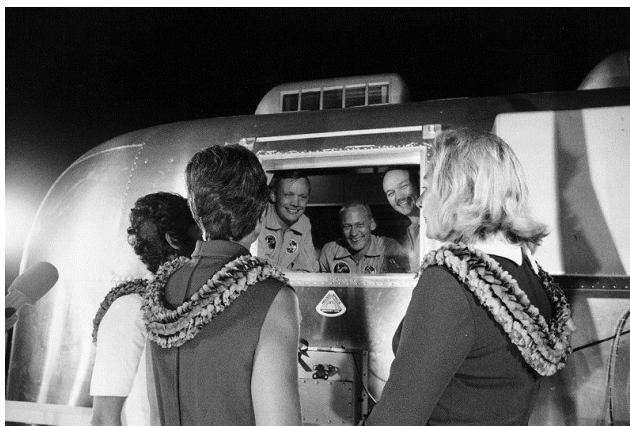
## Lunar Landing Images Handout (cont'd)

### Image 9



Mission Control celebrates after splashdown

### Image 10



Apollo 11 astronauts, still in their quarantine van, are greeted by their wives upon arrival at Ellington Air Force Base

Photo Source: <http://history.nasa.gov/ap11ann/kippsphotos/apollo.html>

## Sensory Writing Rubric

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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2-Point Response	1-Point Response	0-Point Response
Establishes a clear perspective in relation to the photograph.	Establishes a somewhat clear perspective in relation to the photograph.	Fails to establish a perspective in relation to the photograph.
Includes details about three different senses.	Includes details about fewer than three different senses.	The response is blank.
Develops each sense with rich, descriptive details.	Develops each sense with some descriptive details.	Fails to develop the senses with descriptive details.
Uses complete sentences where errors do not impact readability.	Includes incomplete sentences or bullets.	The response is unintelligible or indecipherable.

## Sensory Writing Checklist

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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Did I...	✓
Establish a perspective in relation to the photograph?	<input type="checkbox"/>
Include three details about three different senses?	<input type="checkbox"/>
Develop each sense with descriptive details?	<input type="checkbox"/>
Use complete sentences?	<input type="checkbox"/>
Reread my writing to ensure it means exactly what I want it to mean?	<input type="checkbox"/>
Review my writing for correct grammar, spelling, and punctuation?	<input type="checkbox"/>