

# Writer's Workshop Handbook

Elementary – Grades K-5

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Joplin School District

2011

## ACKNOWLEDGEMENT

It is important that teachers and staff from all elementary levels collaboratively develop the writing curriculum for grades K-5. In 2011, writing curriculum was significantly changed to support the Writer's Workshop model as well as align with Common Core Standards. The Joplin Schools Writing Committee developed new prompts and rubrics for quarterly assessments. In addition, the committee felt it was necessary to create a Writing Handbook that encompassed all aspects of Writer's Workshop. The handbook was created through collaborative efforts through the following committee members:

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**“Generous amounts of close, purposeful reading, rereading, writing, and talking are the essence of authentic literacy. These simple activities are the foundation for a trained, powerful mind—and a promising future.”**

Source: Mike Schmoker, *Results Now* (2006), p. 53

## Introduction to Writer’s Workshop

Writer’s Workshop is a framework for teaching writing. In Writer’s Workshop, students write every day for real purposes about things that interest them. Students learn the craft of writing through *practice*, *conferring* and *studying mentor texts*. This framework is successful in all grades starting in Kindergarten. The Writer’s Workshop has a structured order of events that occur daily within a block of time. Writer’s Workshop opens with a Mini-lesson directed by the teacher to the whole class group. This is followed by an Independent Writing time during which the teacher conferences with either individuals or small groups of students. Additional instruction takes place during this time where the teacher focuses on a single skill. Writer’s Workshop typically closes with sharing time. However, sharing can include the whole group, small group or partners and can be done **any time** during Writer’s Workshop.

Ralph Fletcher believes that writers need:

- Time
- To separate composing from editing
- Response
- Responsibility

Conditions for real writing:

- Personal (choice)
- Interpersonal (social)
- Time/space to do quality work
- Pay-off (purpose/feedback)

Some important questions we will ask ourselves as writers:

- Can we read like a writer?
- What are we reading that is like what we are writing?
- Do you call yourself a writer?
- Do we show not tell?

Energize your Writer's Workshop:

- Change genre
- Conduct an author study
- Have an author's day

Resources in Writer's Workshop

- Anchor charts
- Anchor texts
- Word wall
- Dictionary (standard and personal or class)

## Types of Writing

### **Modeled Writing**

Modeled writing introduces students to the joys of writing. Teachers demonstrate strategies as a proficient adult writer. Teachers model the writing process and through the process add to, revise, ask questions, and clarify purpose of the writing.

### **Shared Writing**

Shared writing provides an opportunity for all students to successfully participate in the writing process. The students and teacher share the task of writing. The writing comes from the students' thoughts and ideas. Teachers identify and discuss with students the conventions, structures, and language features of written text.

### **Guided Writing**

Guided writing provides an opportunity to work with groups of students or an individual student on effective writing strategies as determined through teacher observation of student behaviors and work. The needed strategies and skills are demonstrated within the context of authentic writing tasks. This is an opportunity to develop a student's independence and ability to self-monitor own learning of writing strategies and skills.

### **Independent Writing**

Independent writing provides an opportunity for students to practice using the writing strategies they have learned during modeled writing, shared writing, and guided writing. Students are encouraged to write for authentic purposes and use a variety of styles. Teachers conference with students and encourage them to publish their work.

Writer's Workshop can be linked to Science notebooks, Math notebooks and Social Studies notebooks. Those resources can be brought to Writer's Workshop as a resource for writing.

## Common Core Genres of Writing

### ***Narrative***

Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures, postures, and expressions); to use dialogue and interior monologue that provide insight into the narrator's and characters' personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense. In history/social studies, students write narrative accounts about individuals. They also construct event models of what happened, selecting from their sources only the most relevant information. In science, students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results. With practice, students expand their repertoire and control of different narrative strategies.

*\*\*\*The narrative category does not include all of the possible forms of creative writing, such as many types of poetry. The Standards leave the inclusion and evaluation of other such forms to teacher discretion.*

### ***Informative/Explanatory***

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (What are the different types of poetry?) and components (What are the parts of a motor?); size, function, or behavior (How big is the United States? What is an X-ray used for? How do penguins find food?); how things work (How does the legislative branch of government function?); and why things happen (Why do some authors blend genres?). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing.

They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point.

Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions,

manuals, memos, reports, applications, and résumés. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Although information is provided in both arguments and explanations, the two types of writing have different aims.

Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view.

In short, arguments are used for persuasion and explanations for clarification.

Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the “pros” (supporting ideas) and “cons” (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.

### ***Opinion/Argument***

Arguments are used for many purposes—to change the reader’s point of view, to bring about some action on the reader’s part, or to ask the reader to accept the writer’s explanation or evaluation of a concept, issue, or problem.

An argument is a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. **In grades K–5, the term “opinion” is used to refer to this developing form of argument.**



*\*\*\*Argument versus Persuasion – When writing to persuade, writers employ a variety of persuasive strategies. One common strategy is an appeal to the credibility, character, or authority of the writer (or speaker). When writers establish that they are knowledgeable and trustworthy, audiences are more likely to believe what they say. Another is an appeal to the audience’s self-interest, sense of identity, or emotions, any of which can sway an audience. A logical argument, on the other hand, convinces the audience because of the perceived merit and reasonableness of the claims and proofs offered rather than either the emotions the writing evokes in the audience or the character or credentials of the writer. The Standards place special emphasis on writing logical arguments as a particularly important form of college- and career-ready writing.*

## The Writing Process

- 1) Prewriting
- 2) First Draft
- 3) Sharing/Revising (Does it SOUND right?)
- 4) Editing (Does it LOOK right?)
- 5) Publishing

### ***Prewriting***

Prewriting simply means what you do “before you write.” It allows the author to explore initial ideas about the subject. Students can engage in prewriting through graphic organizers, brainstorming, etc. Prewriting should not be skipped, because it is an important part of the writing process.

### ***First Draft***

This is where sentences and paragraphs start to form, stemmed from the graphic organizer. Although students should be attentive to conventions, it is not the most important part of this step. The goal of the first draft is to get your ideas from the graphic organizer on paper. Have your students skip lines when writing their first draft. This will become very important once they begin the revising and editing process. Ideally, students should not stop writing once they start their first draft; instead, just let their ideas flow.

### ***Sharing***

Hopefully you find sharing one of the most powerful tools in writer’s workshop. It is literally the students teaching the class and helping out one another...very powerful! This is the stage where students are conferencing with each other to make their writing better. Sharing and revising go hand in hand. It’s a collaborative effort between 2 students, a small group, and sometimes the entire class.

What are some things students might share during a peer conference?

- Finding a more powerful word to use
- Wondering if a sentence or paragraph catches the reader’s attention
- Wanting help in adding details
- Checking for transitional words
- Making sure the piece flows naturally
- Getting feedback on the interest of the piece

Below you will find how to teach students to peer conference. Before letting students just jump in and start peer conferencing, the recommendation is to go over the criteria as a class and have some role play what a conference might look like and sound like. Also consider a common meeting area where peer conferencing can occur so it doesn't distract other students who are trying to write.

### **Peer Conferences**

#### Role of Writer

- 1) Choose a partner
- 2) Tell partner what kind of help is needed
- 3) Read the piece out loud and listen to it
- 4) Consider the partner's response
- 5) What will you do next?

#### Role of Partner

- 1) Find out what kind of help the writer needs
- 2) Listen carefully
- 3) Start by telling the writer what works
- 4) Make a suggestion

#### General Rules

- 1) Keep conferences short (4-5 minutes)
- 2) Use conference areas
- 3) Only one conference per writing period
- 4) No back-to-back conferences
- 5) Use soft voices

### ***Revising***

Does it sound right? Revising is where students will improve their writing. They "change it." True authors go through many revisions before actually publishing their work. Students need to be aware of this – that it's okay to make changes to your work once you get the first draft completed. You **SHOULD** make changes to your work, because there's always room for improvement. One strategy students can use to revise (besides peer conferencing) is to do a wall read. This is where students go to a designated wall with their writing and read their piece aloud. This will help the writer see if the piece makes sense, or where possible revisions can be made.

Things students may want to do during revisions:

- Add more information that the reader would need to know
- Rearrange information so it is more logical and effective
- Remove unnecessary information or extra details
- Replace words or details with clearer and stronger expressions

As students share their work they should be revising. Therefore, a student may go back and forth from sharing to revising until they are satisfied with the content of their piece.

Revising is NOT fixing spelling, capitalization, punctuation, or grammar mistakes.

### **Editing**

Does it look right? Editing is simply “fixing it.” This is where you check for spelling, capitalization, punctuation, grammar, sentence structure, subject/verb agreement, consistent verb tense, and word usage. Students may engage in a self-edit and/or peer edit.

*\*Note: As the teacher, DO NOT pick up a student’s work, mark it up with edits, and hand it back to the student. If you choose to help your student edit it should be a collaborative process. Choose **one** skill to focus on, show the student the correct way to use the skill, edit a few of their sentences together, and then have the student go to their seat and finish the rest. This is an example of conferencing with a student, focusing on editing.*

Self Edit Checklist:

- Read your own work backwards (read the last sentence, the second to last sentence, etc.)
- Does each sentence make sense when you read it on its own?
- Do you see or hear any errors in that sentence?

Peer Edit Checklist:

- Are the main words in the title capitalized?
- Are paragraphs indented?
- Does each sentence begin with a capital?
- Does each sentence end with punctuation?
- Does each sentence have a subject and predicate and make sense?
- Circle any spelling errors.
- Are quotations used correctly?
- Are proper nouns capitalized?

Here's a problematic proofreading checklist:

Did you check for ending punctuation?

Are the words spelled correctly?

Have you left out anything important?

(This one mixes blurs with revising. I suggest you keep them separate!)

-Ralph Fletcher

Good writers separate composing from transcription:

<u>Revision</u>	<u>Editing</u>
Change lead	Spelling
Re-sequence	Punctuation
Add a section	Paragraphing
Prune/Cut	Capital Letters
Focus on a part	Spacing

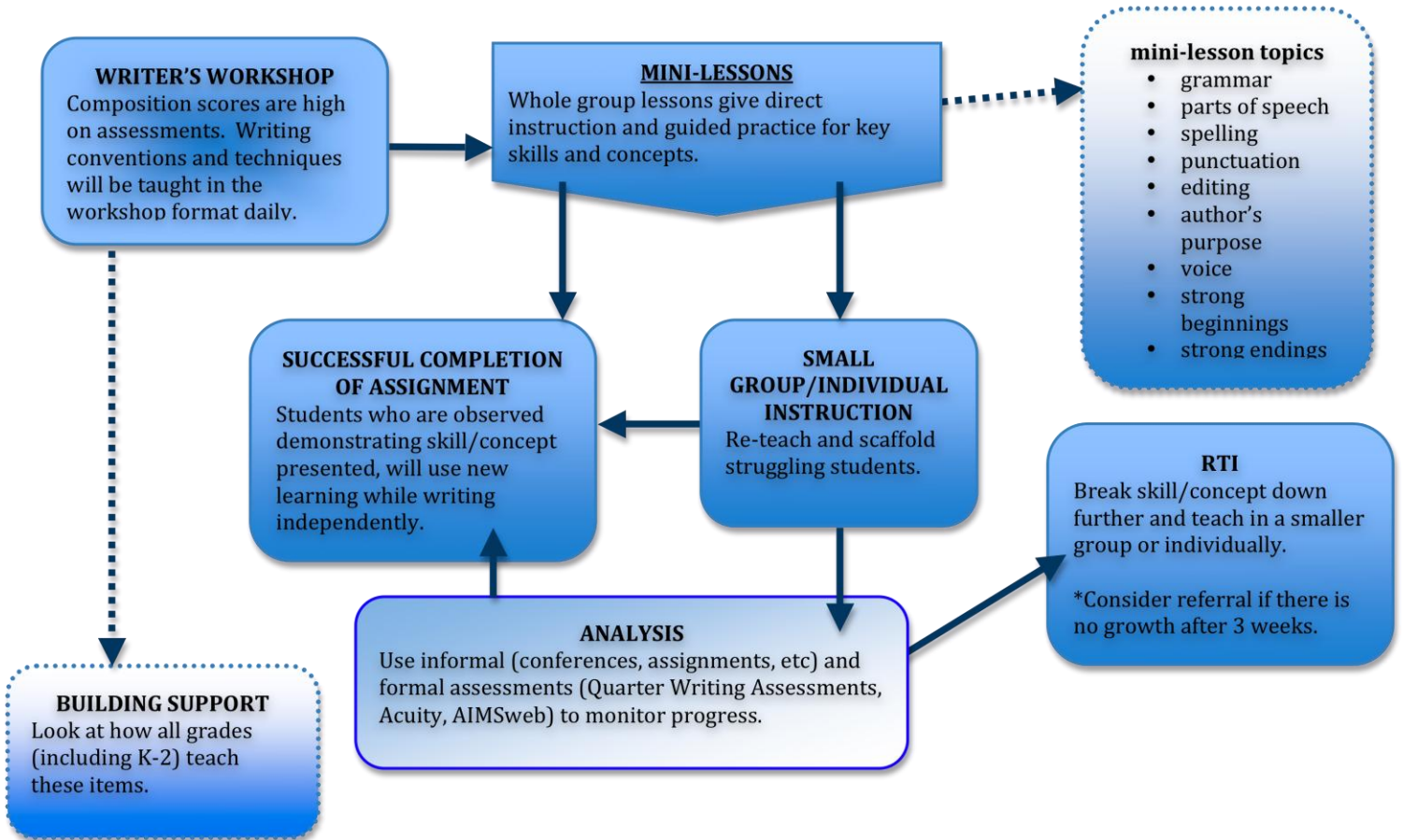
### ***Publishing***

Publishing is the final step of the writing process. This is the “final copy.” Depending on teacher preference, some may want published pieces in blue or black ink or word-processed. In addition, consider things like: Will they only write on the front side? Will they skip lines? Do you want them to turn in their prewriting and first draft with their final copy? Do you want a certain heading? There are many questions to consider when asking students to publish a piece of writing. Determine ahead of time your teacher preference and make sure the students are aware.

Publishing should be copying exactly what you have on paper. If a student finds a mistake or decides they’d like to add something – that’s okay – BUT they will need to go back to the revising step. Publishing is simply taking the first draft with revisions and edits, and writing it neatly on a new piece of paper. You may also ask your students to have their writing word-processed. Again, this is a teacher preference.

Published pieces should be kept throughout the school year to show student growth. Consider a filing system where students can keep track of their published pieces. In addition, you may consider having a Publishing Party various times throughout the year. A Publishing Party is where you celebrate the success of student writing. You can invite guests in to hear/read the pieces, or simply celebrate with your own class. This is a rewarding time for students after all their hard work. There are many websites where students can publish their writing into books.

# WRITING FLOW CHART



## How to Get Started

### ***Setting Up Writer's Workshop***

Writer's Workshop is an approach to writing in which students are in charge of their own writing. The teacher facilitates the learning through a mini-lesson at the beginning of writing time. The goal of Writer's Workshop is to get students to develop the same thought processes as real writers.

To set up Writer's Workshop consider the following questions:

- Where will the central location be for students to access supplies?
- What kind of supplies will you provide for Writer's Workshop?
- How will you and students track their progress through the writing process?
- Where will you conference with individuals or small groups?
- Where will peer conferencing occur?
- What notebooks, folders, or resources will students use?
- Will you have a visual students can see while you are conferencing so they know not to interrupt you?
- Will you keep a portfolio of students' published pieces throughout the year?
- What will the expectations be during each step of the writing process?
- What does Writer's Workshop look like in your classroom?
- What does Writer's Workshop sound like in your classroom?

### Writing Workshop Format

- Mini-lesson (5-10 minutes) – focus is on procedures, process, or craft
- Independent writing (30–45 minutes)
  - Individual/small group student conferences
  - Peer conferences as needed
- Sharing (5-10 minutes)

We have found the following things useful:

- Correction tape for Interactive Writing
- Chart Paper
- Chart Markers
- Date stamp with stamp pad
- Stapler
- File crate in which to put hanging files for student work
- Trays in which to put different types of assembled blank books (make books that are both portrait and landscape, lined and unlined)
- Writing Workshop pocket folder or notebook for each student
- Illustrating tubs filled with colored pencils and marker
- Unit of Study folders for the teacher to insert lesson plans and ideas for the particular unit

### What Matters Most

- Time – make writing a priority in your schedule.
- All parts are important.
- Stamina – children should be able to write for a sustained period. This will increase over time (especially in the lower grades).
- Expectations – children need to know that they need to stick with it and finish a piece of writing.
- You have to know something about a subject to write about it.
- We are always teaching about something.
- Sharing student books from former students is a powerful way to illustrate craft.



## ***The 8 Day Planner***

New to Writer's Workshop? Need help getting started? This 8-Day Planner uses a prewriting strategy to take the students through the entire writing process in 8 days.

The goal of this 8-Day Planner is to acquaint students with what Writer's Workshop will involve. However, it is important to enforce that true Writer's Workshop is an ongoing process with many steps taking more than one day to complete. The 8-Day Planner is just an example of what each step of the Writing Process looks like.

\*\*\*Note: *Focus more on the content* than the number of days this planner takes. For larger class sizes or more intensive students, you may need more than 8 days. For smaller class sizes or advanced students, you may need less than 8 days.\*\*\*

### **Teacher Prep before beginning Writer's Workshop:**

Get 7 sheets of large poster paper. On each poster paper put one of the six steps in the writing process (prewriting, drafting, sharing, revising, editing, publishing) and on the 7th poster put "Writing Rules." Laminate these posters so they can be used year after year; then choose a wall to hang them on. As you go through each stage over the next 8 days, the class will fill in the chart using a dry erase marker.

### **Student Prep before beginning Writer's Workshop**

Decide what notebooks/folders you want students to use. For example, you may want students to have a Writer's Notebook (used for drafts) and a Writing Folder (used to keep drafts that are going through the writing process). In addition, you may want a filing system for students to put published pieces of work. This would serve as a student portfolio that would be added to throughout the year. Portfolios are great resources to show growth as well as allowing the students to write self-reflections to their finished work.

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\*\*\*Keep in mind that you should MODEL what you expect your students to do before asking them to do it.\*\*\*

### **Day 1:**

Tell the students they will be doing Writer's Workshop this year. If they have done Writer's Workshop in the past, some things may be the same, but some may also be different. Point out the writing posters you hung up on the wall. Tell the students these are the 6 steps of the writing process and you'll be visiting each one over the next several days. Next, go to the "Writing Rules" poster and decide what these rules will be for the year. Feel free to utilize a cooperative learning strategy here. Finally, students will make a Topic T-Chart with their "likes" and "dislikes." This chart can go on a single bright colored sheet of paper, in the back of their Writer's Notebook, or wherever you see fit. Explain to students the difference between a "topic" and a "main idea." A topic is what the piece is mostly about, while the main idea is the one most important thing you want your audience to know about. Give students the remaining class time to work

on their Topic T-Chart. Of course, you're modeling this before you ask the students to do it.

### **Day Two:**

Students get out their Topic T-Chart from yesterday. Explain that this is a resource they can come back to all year to get ideas to write about. Give them a few minutes to choose one they'd like to write about first. When they decide, have them circle that topic. Next, go to the "Prewriting" poster. Break down the word into "pre" and "writing" and discuss what it means. The conclusion should be "everything you do before writing" - then put that on the chart. Discuss how the Topic T-Chart is one type of prewriting, and add that to the chart as well.

Next, have the students get out their Writer's Notebook. Discuss and model where the spiral edge, holes, and margin should be. Never assume students know.

Introduce the Draw-Label-Caption prewriting strategy. In this strategy, students draw a picture representing their topic, label different parts of the picture, and write a short caption underneath. A D-L-C focuses on ideas like a camera: it shows us some important things that you will concentrate on in your story. At this point, talk about what belongs in the picture: it has to be something they really did, something they can really remember, and they have to be in the picture because this is a story about them. Then, do a quick pencil sketch — rough shapes and lines only, no shading or coloring, stick people are just fine. And that's all you'll probably have time for.

### **Day Three:**

Students get back out their D-L-C and discuss what you did yesterday in Writer's Workshop. Review of the previous day is a good way to start Writer's Workshop each day. This will help you and the students.

Next comes the "labeling" part of D-L-C. This is quick and easy. Students will use "sound spelling" to label. Teach them this poem (even useful to have on a poster hanging up in the room) "Say it slowly. Hold the sound. Find the letter. Write it down." This is an excellent strategy that students can utilize instead of always raising their hand asking, "How do you spell..."

Point out on your paper (because you are always modeling) how to label. Draw a line with an arrow to an object. By the line write what that object is called. Students need to label every single thing in their picture. This is the connection from words to sentences and can be used in any grade level. Give students time to label their picture.

Then discuss what a caption is - using comics or pictures in the newspaper. Tell them this will be one sentence that tells what they are doing in the picture. Write one sentence about your picture, but purposely leave out details and some grammar mistakes to use in the steps ahead. Give the students time to complete their caption for

their picture.

Add Draw-Label-Caption to the prewriting poster. Explain that normally D-L-C will only be used during prewriting, but for the next few days you are going to use it as an example to go through the entire writing process.

Finally, get the “drafting” poster and discuss how writing their caption was an example of how you draft. Depending on your grade level will depend on what drafting really means. For primary grades, the caption (one sentence) may be a good example of a draft. However, in upper elementary grades this would not be the case. Your students may end up using 5 D-L-C for main events in their story. THEN create paragraphs about each D-L-C as their “draft.” Write what drafting means on the poster.

#### **Day Four:**

Today get out the “Sharing” and “Revising” poster. Show students your D-L-C and ask them if anyone has a question about your sentence. Of course, they do! Take two questions. This is an example of sharing, so add a definition to your poster. Tell them having peers ask questions will help add detail and clarification to your sentences. Show them how to use a “caret” to add detail to your sentence based on the questions you answered. Reread your sentence with revisions and discuss how much better it sounds. This is an example of revising, so add a definition to your poster.

Next, teach sharing procedures. Predetermine a place in the room where students can go to share. Cover things like where to sit/stand, how to hold their notebook, what kind of voice to use, etc. Also teach good audience skills - eyes and attention on speaker, ears open, mouths off, etc. Add all of these things you come up with to the “Sharing” poster.

Finally, students will get to come up one at a time with their D-L-C. The student will read their sentence and ask for two questions only. Based on the two questions his/her peers ask, the student will go back to their seat and “revise” by adding in detail from the questions. Continue to go through as many students as time allows. You’ll finish the rest tomorrow.

#### **Day Five:**

Review what you learned yesterday. Finish having students come up one at a time to “share” their sentence, then return to their seat to “revise” based on the questions asked.

#### **Day Six:**

Get out the “Editing” poster. For the first time, keep it simple. Discuss with students that editing means, “fixing it” and add this to the poster. Focusing on complete sentences is the main focus for beginning editing (capital letter, no words left out, makes sense, punctuation, etc.) Add these non-negotiables to the “Editing” poster.

Each student will edit his/her own paper while you go over each non-negotiable editing your paper. Once you've went over each one, take time to let students peer edit. However, discuss ahead of time the expectations for peer editing.

**Day Seven:**

Get out the "Publishing" poster today. Show the students some books, magazines, and/or newspapers. Tell the students everything they did over the last 6 days had to be done before publishing their work. On the poster, write how publishing is the "final copy." You may also want to share that "publish" is derived from the word "public." They are getting their writing ready for the public to view.

Next, go over any criteria you need to share before publishing - things like: where to get paper, skip lines or don't skip lines, neat work, copy things exactly the way they are in the draft, etc. If students find a change they need to go back to the revising process.

Finally, students will get a piece of paper to publish their D-L-C. *Remember you are only using D-L-C as an example to go through the writing process. Students will not need to do this when they use D-L-C solely as a prewriting strategy.* Students will need to publish their D-L-C, complete with labels, a colored illustration of the same sketch, and their complete sentence.

**Day Eight:**

Review the six steps of the writing process, using the posters. To see how much really sunk in you will have the students choose a new topic and do another D-L-C like you just did the past 7 days, but this time on their own. CONGRATULATIONS - you have just helped your students go through the writing process.

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As you continue Writer's Workshop, students will refer back to the processes you set up the last 8 days. A simple workshop format is a mini lesson (5-10 minutes), independent writing time (30-45 minutes) - you are conferencing during this time as well as peers conferencing, and students simply share an excerpt of their writing (5-10 minutes).

## Mini-lesson Ideas and Strategies

### ***Nonfiction Mini-lessons***

Independent Research Steps (also see MULTI-DAY WRITING DEMONSTRATION):

1. Choose a topic. If the teacher needs to assign a topic for standard purposes, make it as broad as possible so the student can still choose the specific topic to study. (e.g. The teacher gives the topic “Civil War,” but the student chooses to study the Generals of the war.)
2. Create a graphic organizer to help find out what information is needed/wanted.
3. Begin research – What resources will the student be able to use?
4. While researching, the student should be taking notes on his graphic organizer.
5. Begin a first draft by putting related information together.
6. Continue the writing process until the piece becomes published.

*\*The following mini-lessons can be found in Ralph Fletcher’s Nonfiction Craft Lessons.*

#### Exploratory: Taking Notes from an Illustration (K-2)

Read the book Amazing Snakes by Alexandra Parsons. Explain to the students that we can learn so much from the pictures in a book. As you go through ask the student from the picture you see what have you learned, note these thoughts on a sticky and place it next to the picture. Have the students then return to their desks with their information book to do the same on their own.

#### Anticipating Reader’s Questions (K-2)

Explain to students that when writing an informational piece of writing we have to think about what our reader will want to know about this topic. To help make this more relative to the writers have a student sit in the author’s chair and share his information about his topic. After he is done then let students ask questions that they may be wondering about.

#### Narrowing Your Focus (3-4)

When allowing students to choose from a wide spectrum of topics many get bogged down with choosing something. It is our job to help guide them and narrow topics so they become more manageable. Read the book Poison Dart Frogs by Jennifer Owings Dewey. Explain that many times students choose a topic that is broad, like the universe, frogs, horses, or rocks. Jennifer Owings Dewey could have written about frogs but instead she chose one specific type of frog as a focus. Ask them to go back and think about their topic.

### Writing an Introduction (3-4)

Read the first page of All About Rattlesnakes by Jim Arnosky. Ask the students if they are interested in the book at this point. Define what we mean by introduction. Have the students think about their introduction tell them that it should:

- Explain your purpose for writing it.
- State the main ideas that will follow.
- Get your reader interested.

### Selecting Fascinating Facts (3-4)

As you research you will find that you have come up with a ton of information. Now it is time to sift through what needs to be included in your writing. Many facts will be things that your readers already know or think is boring. We want to find facts that are interesting. Read the book All About Rattlesnakes by Jim Arnosky. Point out some of the facts that are interesting. As the students begin their research ask them to focus on the Whoa! facts from their sources.

### Introduction and Using New Vocabulary (5-8)

When you introduce vocabulary in your story you need to make sure that first you describe it in common terms and then provide the technical term. Read the book The Honey Makers by Gail Gibbons. Point out the use of the word metamorphosis in the story. Point out that after you have introduced a new word that you can then continue to use it throughout your work.

The difference? Nonfiction writing has an introduction, body and conclusion while narrative writing has a beginning, middle, and end.

### ***Narrative Mini-lessons***

*\*The following mini-lessons can be found in Ruth Culham's 6 + 1 Traits of Writing.*

#### Ideas

Your ideas and content are the reasons for writing a paper. Every paper should convey a message and be easy to follow.

#### Organization

Organizing your ideas helps a reader move through your paper in a meaningful way.

#### Voice

Your voice is what gives your writing personality, flavor and style.

#### Word Choice

The specific words that you choose create images, capture a reader's attention and make your story memorable.

#### Sentence Fluency

Fluent writing has rhythm. Sentences vary in length and structure. It is easy and pleasurable to read aloud.

#### Conventions

These include spelling, punctuation, grammar, capitalization and paragraphing. A proper use of conventions makes your story easy for others to read.

*\*The following mini-lessons can be found in Ralph Fletcher's Craft Lessons.*

#### Beginning, Middle, and End (K-2)

Read the book Fireflies! by Julie Brinckloe. When you are finished reading the story ask the students to tell you what part was the beginning, middle and end. Record in a three box graphic organizer on chart paper. Pg. 19

#### Using details (general vs. specific)(K-2)

Create a chart with two columns; one side titled 'General' and the other titled 'Specific.' Talk to the students about the words that you see in their writing on the 'General' side. Tell them that those words are okay but we cannot see words like: nice, good, fun, happy. Our goal is to give the reader a picture in their minds and those words we cannot see. Then change the story to something more concrete and have the students list the things that they can now see. Challenge them to do this in their own writing. Pg.23

### Match Words with the Picture (K-2)

Read the book Officer Buckle and Gloria by Peggy Rathmann. Ask the students if they can understand how important the pictures are with the story and if they match with the words on the page. When they go back to write ask them if the words on the page match their picture or if the picture matches the words. Pg. 21

### Using Sensory Detail (3-4)

Talk to the students about how they use the 5 senses to help them describe things in their stories. Read the story Owl Moon by Jane Yolen. As you begin to read, ask the students to pay attention to what senses she used to describe things in her story. When they go to write that day ask them to use their senses to help create a visual picture. Then next day have them reread their writing and ask them to see which of the 5 senses they tend to use the most. Pg.53

### Crafting A Title (3-4)

Talk with the students about how the title of a story is the doorway to their writing. Read My Rotten Redhead Older Brother by Patricia Polacco. Ask why the author decided to use the title that she did. Explain that a good way to choose a title is to make a list of eight to ten as you are writing your piece and then choose one at the end that you feel works the best. Pg. 72

### Exercising the Imagination (3-4)

Ask students if they have ever asked themselves “what if.” Give some examples like: if they lived in another place, if they were born before their sibling, or if they had unlimited money. Read the book Cecil’s Story by George Ella Lyon. Point out that the character in the story tries to answer a “what if” question, but doesn’t just come to the answer quickly. Pg.48

### Naming a Place or a Character (5-8)

Often times in the introduction of a story, students leave characters and places nameless. For example: One day a boy went riding through a park. To add interest, name those characters and places from the beginning. Read the book What Jamie Saw by Carolyn Coman, for author examples. Pg. 88

### Using Surprising Imagery (5-8)

Some students play it safe when using description in their writing. Stories become much more interesting when the writer starts to compare things with each other to help the reader get a clearer picture. Read pg. 111 out of the book Parrot in the Oven by Victor Martinez. Then ask the student to look back on their writing and find places that their description could be more vivid and try to compare things to make the reader understand.



## **90-90-90 Strategies**

Writing taught once or twice a week is just frequently enough to remind children that they cannot write. They are like athletes who never get in condition, yet have to play the game before cynical spectators. - *Donald Graves*

Sustainability in High Performing High Poverty Schools

90-90-90 Research— Replicated over time by independent researchers with virtually identical findings:

1. Laser-like focus on achievement
2. Collaborative scoring
3. Non-fiction writing
4. Multiple opportunities for success

To make a difference in areas with high mobility, successful schools have:

- Family involvement
- Monthly discipline assemblies
- **Nonfiction writing**

Writing goals for sustainable improvement

- Focused – can you monitor them?
- Balanced – students AND teachers AND leaders
- Example: Percentage of students proficient or higher in monthly collaboratively scored nonfiction writing

TEACHING ≠ TALKING  
TEACHING = MODELING

COMMON STRATEGIES + COMMON LANGUAGE + COMMON VISION +  
CONSISTENT, SYSTEMATIC, EXPLICIT INSTRUCTION = **SUCCESS**

## **MULTI-DAY WRITING DEMONSTRATION**

\*\*\*Briefly review every day what you did the day before (3-5 minutes).

\*\*\*This demonstration is outlined in 5 days, but it can be more. The purpose is to understand all parts, not necessarily getting everything done within 5 days. It is a recommended timeline of how to break up the demonstration.

\*\*\*As the teacher, you may do this entire demonstration as a class. You may even do it a second time with a different topic. Gradually, students will do more and more on their own, while the teacher becomes more of a facilitator.

## DAY 1

**Analyze** a nonfiction piece of writing OR do a nonfiction shared/model write.

Discuss the following:

- Topic
- Audience
- Key words

**Brainstorm** more ideas you already know about the topic – Make a list as a class, including everyone’s ideas about the topic.

**Highlight** the ideas you want to use – This is where you’ll weed out the brainstorm ideas that don’t apply to your specific topic.

**Plan** (ex: umbrella, t-chart, number notes)

*Note: Anything on a plan can’t be more than 5 words.*

## DAY 2

Color-coding connects to known, organizes information, bridges language and teaches informative text structure (like expository or persuasive pieces); not used forever.

- Green: where you get going
- Yellow: slow down for the big ideas
- Red: stop and tell you more

**Turn and Talk** with colored unifix cubes. **This is a MANDATORY** piece of the writing routine. If you can say it, you can write it. If you can write it, you can read it.

For this demonstration, you can call up four students to the front or put students in groups of four. Each student will have a job as the holder, picker-upper, builder, or pointer. The teacher will begin orally telling the paragraph; eventually, the students will take over as the talker. As the sentences are being told, the students will build with the corresponding cubes.

Use the unifix cubes to orally build the paragraph.

- Holder
  - holds the cubes
- Picker-upper
  - picks up the cubes
- Builder
  - builds the tower
- Pointer
  - points to the cube/place you are in the story
- Teacher is the talker in the beginning, then the students take over

Depending on the grade level, you may or may not have additional paragraphs. This strategy can be used to orally tell each paragraph of the story. Eventually, students will independently use this as a prewriting strategy.

### DAY 3

**First Draft** – Students can use the Turn and Talk with unifix cubes again. However, this time they can put the sentences in writing. If you still want to do this whole class (especially in younger grades), the teacher can model write as the story is told. When the sentences are getting put on paper, you can use that colored writing utensil, use colored sentence strips, or just highlight for the color the sentence needs to be.

The main idea sentence is green, there is a yellow "slow down" detail sentence, and then red "stop and explain" sentences, with another "green" sentence to wrap it up at the end (it goes back and reminds them of the green main idea at the beginning, or gives a thought or a feeling about the topic).

Examples from <http://www.proteacher.net/discussions/showthread.php?t=309744>

#### Example 1

The city is a wonderful place to live. You can see and hear so many things in the city. Busy people are rushing down the sidewalks. Tall skyscrapers are touching the clouds. Honk! Honk! Impatient drivers are stuck in a traffic jam. Vendors are yelling, "Hot dogs! Hot dogs!" I am so lucky to live in the exciting city.

#### Example 2

Abraham Lincoln was an amazing man. Abe was very honest. He told the truth when he ruined a farmer's book. He once walked three miles to return a woman's money when she overpaid. Abe was a very funny person. He loved playing tricks. He once tricked his stepmother by putting muddy footprints on the ceiling. He also kept joke books in his desk when he was President! Abe was a great president. He abolished slavery. He also helped keep our country united after the Civil War. Abraham Lincoln was an exceptional person and an excellent leader.

DAY 4 – (It's okay if this takes more than 1 day)

**Review** – Go over the color-coding and what was produced yesterday.

**Revise** – Add/change any sentences to make the paragraph(s) SOUND right. An example to have better word choice is Flower Power Adjectives. This is where you put the word in the middle of the flower and new similar words on each petal.

**Edit** – Students are fixing their paragraph(s) to make it LOOK right. The teacher uses the word CUPS (Capitalization, Usage, Punctuation, Spelling) to help with editing. If the teacher is conferencing with a student and notices a spelling error, the teacher simply puts the letter "S" in the margin of that line where the error is located. Then the student is responsible to go back to their seat and search for the spelling error to fix it.

This takes the editing off the teacher and allows the student to learn where and how to fix mistakes. Eventually, this leads to student/peer editing.

*Day 5*

**Final Copy** – After revising and editing, write a final copy.

**Publishing** – (This is one idea of several you could do here). Take a large piece of construction paper folded in half like a booklet. Identify the topic on the outside. Place the graphic organizer on the inside left page. Place the first copy behind the final copy and staple on the inside right page. Turn in the entire project to the teacher, so she can see the complete process.

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The 90-90-90 writing strategy with unifix cubes should be utilized for **NONFICTION** text only. When studying informative and opinion writing, this would be an excellent resource. However, narrative writing does not fit this strategy.

Other ideas within the 5-day demonstration can be used across all genres in the writing process. **CUPS** is an excellent teacher strategy for the editing process.

## Anchor Texts

To make anchor texts most effective and powerful, the story should be read as a read-aloud before being used as a source. The first texts can be read for enjoyment at the beginning of the school year while rules and procedures are being established.

*Sample list of books used by Joplin teachers*

Book Title	Author	Genre	Mini-lesson/Skill	Trait
A House for Hermit Crab	Carle, Eric	Narrative	Home for writer's notebook	
Anno's Mysterious Multiplying Jar	Anno, Mitsumasa	Informational		Ideas
Arthur Writes a Story	Brown, Marc	Narrative	Author's Purpose, Story Ideas: Anchor Chart	Ideas
Bunnycakes	Wells, Rosemary	Narrative	Author's Purpose, pre-writing	
Click, Clack, Moo: Cows That Type	Cronin, Doreen	Narrative	Problem Solving	Voice, Word Choice, Organization
Dear Mr. Blueberry	James, Simon	Narrative	Author's Purpose, Letter Writing	
Diary of a Fly	Cronin, Doreen	Narrative	What is a journal?	
Diary of a Worm	Cronin, Doreen	Narrative, diary	Point of View, personification	
Fireflies	Brinckloe, Julie	Narrative		Ideas
G is for Googal: A Math ABC Book	Schwartz, David M.	Informational	Research	Organization
Inside Notebooks	Buckner, Aimee	Narrative		Voice, Word Choice, Organization, Ideas
Miss Alaineus: A Vocabulary Disaster	Frasier, Debra	Narrative	Vocabulary	Word Choice
Notebook Know-How	Buckner, Aimee	Narrative, Expository		Ideas
Oh, The Places You'll Go	Suess, Dr.	Poetry	Sentence Length	Sentence Fluency, Ideas
PARTS	Arnold, Ted	Narrative	Parts of writer's notebook	
Saturday and Teacakes	Laminack, Lester	Narrative	Figurative Language, Setting, Sequence, Character Development, Character Traits,	Voice, Word Choice, Ideas, Sentence Fluency,

			Vocabulary, Point of View, Simile to Contrast	Conventions
Stone Soup	Muth, Jon J.	Narrative		Ideas
Testing Miss Malarkey	Finchler, Judy	Narrative		Voice
Thank You, Mr. Falker	Polacco, Patricia	Narrative	Author's Purpose	Ideas
The Important Book	Brown, Margaret Wise	Poetry	Poetry Patterns	Organization, Sentence Fluency, Ideas
The Paperboy	Pilkey, Dav	Narrative	Transition Words	Organization
The Polar Express	Van Allsburg, Chris	Narrative	Themes	Ideas
The Relatives Came	Rylant, Cynthia	Poetry	Point of View, Circular Writing	Voice, Ideas
Through My Eyes	Bridges, Ruby	Autobiography	Point of View, Research	Organization
Tops and Bottoms	Stevens, Janet	Narrative	Top and bottom of journal paper	
Using the Writer's Notebook in Grades 3-5	Elliot, Janet L.	Narrative, Poetry		Ideas
Wemberly Worried	Henkes, Kevin	Narrative	Character Development, Problem/Solution	
When I Was Young In The Mountains	Rylant, Cynthia	Poetry	Snapshot Writing, Patterns	Voice, Word Choice, Sentence Fluency, Ideas
ZOOM	Banyai, Istvan	Wordless		Organization, Ideas

*Additional anchor texts (especially nonfiction) can be found using the following resource:  
Altland, V., & Higgins, C. (2002). Books that spark an idea for writing.*

*When using anchor texts, consider the following:*

- 1. Read the complete text first for enjoyment.*
- 2. When emphasizing a skill, read only the selection that matches your mini-lesson focus.*
- 3. Do not be afraid to use the same text multiple times for various skills.*

## Assessment

### Timeline

1 <sup>st</sup> Quarter	Study narrative writing Begin several narrative pieces Publish at least <b>ONE</b> narrative piece
2 <sup>nd</sup> Quarter	Study informative/explanatory writing Begin several informative pieces Publish at least <b>ONE</b> informative piece
3 <sup>rd</sup> Quarter	Study opinion/argument writing Begin several opinion pieces Publish at least <b>ONE</b> opinion piece
4 <sup>th</sup> Quarter	Publish at least <b>TWO</b> pieces of writing <b>ONE</b> must be an end of the year narrative <b>ONE</b> must be an end of the year informative <i>(This will be student choice – conducting an independent research)</i>

### Prompts

#### Kindergarten

##### Kindergarten Process Writing Assessment Quarter 1 (Narrative)

**Reference Material:** Houghton Mifflin Reading Series  
“Down on the Farm”  
Other related to topic stories, poems, and songs

**Directions:** This is a writing process assessment. The writing process will take place over **several days**. Students will brainstorm and write a first draft. Then with support from adults and peers, students will add details to strengthen, revise and edit their writing as needed, before writing the final draft. For this writing assessment use the story of “Down on the Farm,” Houghton Mifflin Reading Series. The story should be **read aloud** with students; then they will write a narrative about the farm.

**Sample Teacher Prompt:** Teacher uses the story and says: “We are going to write a narrative about a trip to a farm. Can anyone explain/define what a farm is? How many of you have been to a farm? When did you visit the farm? What did you see? Who did you go with? Close your eyes and imagine a story about a trip to the farm, using the information we read about in “Down on the Farm.” Think about or imagine what you did and what you saw. You might write about your family. Now write a narrative about a trip to the farm or about your family going to the farm.”

**Kindergarten Process Writing Assessment Quarter 2  
(Informative)**

**Reference Material:** Houghton Mifflin Reading Series  
“Down on the Farm”  
Other related to topic stories, poems, and songs

**Directions:** This is a writing process assessment. The writing process will take place over **several days**. Students will brainstorm and write a first draft. Then with support from adults and peers, students will add details to strengthen, revise and edit their writing as needed, before writing the final draft. For this writing assessment use the story of “Down on the Farm,” Houghton Mifflin Reading Series. The story should be **read aloud** with students; then they will write an informative about the farm.

**Sample Teacher Prompt:** Teacher uses the story and says: “We are going to write an informative piece of writing. What does it mean to inform? How many of you have been to a farm? When did you visit the farm? What did you see? What did you learn about the farm on your visit? Imagine you have been asked to write a story for the newspaper to teach and inform others about the farm using the information we read about in “Down on the Farm.” Think about what you saw and discovered at the farm. You might write about things found at the farm. Now write an informative piece of writing about the farm so that others may learn from you.”



### Kindergarten Process Writing Assessment Quarter 3 (Opinion)

**Reference Material:** Houghton Mifflin Reading Series  
“Down on the Farm”  
Other related to topic stories, poems, and songs

**Directions:** This is a writing process assessment. The writing process will take place over **several days**. Students will brainstorm and write a first draft. Then with support from adults and peers, students will add details to strengthen, revise and edit their writing as needed, before writing the final draft. For this writing assessment use the story of “Down on the Farm,” Houghton Mifflin Reading Series. The story should be **read aloud** with students; then they will write an opinion about the farm.

**Sample Teacher Prompt:** Teacher uses the story and says: “What is an opinion? How many of you have an opinion about the farm? Do you have strong reasons for feeling the way you do? Let’s review and remember what we have learned about farms through our research and in our story “Down on the Farm.” What is your opinion about the farm? Can you support your opinion with specific details? Now write your opinion piece about the farm. Be sure to include the reasons for your opinion.”

### Kindergarten Process Writing Assessment Quarter 4 (End of the Year Narrative)

The first writing piece this quarter is an end of the year narrative. Please refer to Quarter 1 for a Sample Teacher Prompt. This piece will be used to **show growth in narrative writing** for the academic school year.

#### (End of the Year Informative)

The second writing piece this quarter is an independent informative piece, **topic is chosen by the student**. Please refer to the “*Independent Research Mini-Lesson*” for steps on how to conduct this research with students. This piece will be used to **show growth in informative writing** for the academic school year.

## 1<sup>st</sup> Grade

### First Grade Process Writing Assessment Quarter 1 (Narrative)

**Reference Material:** Houghton Mifflin Reading Series  
“The Forest”  
Other related to topic stories, poems, and songs

**Directions:** This is a writing process assessment. The writing process will take place over **several days**. Students will brainstorm and write a first draft. Then with support from adults and peers, students will add details to strengthen, revise and edit their writing as needed, before writing the final draft. For this writing assessment use the story of “The Forest,” Houghton Mifflin Reading Series. The story should be **read aloud** with students; then they will write a narrative about the forest.

**Sample Teacher Prompt:** Teacher uses the story and says: “We are going to write a narrative about a trip to a Forest. Can anyone explain/define what a forest is? How many of you have been in a forest? When did you visit the forest? What did you see? Who did you go with? Close your eyes and imagine a story about a trip into the forest, using the information we read about in “The Forest.” Think about or imagine what you did and what you saw. You might write about your family. Now write a narrative about a trip to the forest or about your family exploring in the forest.”

**First Grade Process Writing Assessment Quarter 2  
(Informative)**

**Reference Material:** Houghton Mifflin Reading Series  
“The Forest”  
Other related to topic stories, poems, and songs

**Directions:** This is a writing process assessment. The writing process will take place over **several days**. Students will brainstorm and write a first draft. Then with support from adults and peers, students will add details to strengthen, revise and edit their writing as needed, before writing the final draft. For this writing assessment use the story of “The Forest,” Houghton Mifflin Reading Series. The story should be **read aloud** with students; then they will write a narrative about the forest.

**Sample Teacher Prompt:** Teacher uses the story and says: “We are going to write an informative piece of writing. What does it mean to inform? How many of you have been in a forest? When did you visit the forest? What did you see? What did you learn about the forest on your visit? Imagine you have been asked to write a story for the newspaper to teach and inform others about the forest using the information we read about in “The Forest.” Think about what you saw and discovered in the forest. You might write about things found in the forest. Now write an informative piece of writing about the forest so that others may learn from you.”

**First Grade Process Writing Assessment Quarter 3  
(Opinion)**

**Reference Material:** Houghton Mifflin Reading Series  
“The Forest”  
Other related to topic stories, poems, and songs

**Directions:** This is a writing process assessment. The writing process will take place over **several days**. Students will brainstorm and write a first draft. Then with support from adults and peers, students will add details to strengthen, revise and edit their writing as needed, before writing the final draft. For this writing assessment use the story of “The Forest,” Houghton Mifflin Reading Series. The story should be **read aloud** with students; then they will write a narrative about the forest.

**Sample Teacher Prompt:** Teacher uses the story and says: “What is an opinion? How many of you have an opinion about the forest? Do you have strong reasons for feeling the way you do? Let’s review and remember what we have learned about forests through our research and in our story “The Forest”. What is your opinion about the forest? Can you support your opinion with specific details? Now write your opinion piece about the forest. Be sure to include the reasons for your opinion.”

**First Grade Process Writing Assessment Quarter 4  
(End of the Year Narrative)**

The first writing piece this quarter is an end of the year narrative. Please refer to Quarter 1 for a Sample Teacher Prompt. This piece will be used to **show growth in narrative writing** for the academic school year.

**(End of the Year Informative)**

The second writing piece this quarter is an independent informative piece, **topic is chosen by the student**. Please refer to the “*Independent Research Mini-Lesson*” for steps on how to conduct this research with students. This piece will be used to **show growth in informative writing** for the academic school year.

## 2<sup>nd</sup> Grade

### Second Grade Process Writing Assessment Quarter 1 (Narrative)

**Reference Material:** Houghton Mifflin Reading Series  
“Exploring Parks with Ranger Dockett,” Theme 2: Nature Walk  
Other related to topic stories, poems, and songs

**Directions:** This is a writing process assessment. The writing process will take place over **several days**. Students will brainstorm and write a first draft. Then with support from adults and peers, students will add details to strengthen, revise and edit their writing as needed, before writing the final draft. For this writing assessment use the story of “Exploring Parks with Ranger Dockett,” Houghton Mifflin Reading Series. The story should be **read aloud** with students; then they will write a narrative about a visit to the park.

**Sample Teacher Prompt:** Teacher uses the story and says: “We are going to write a narrative about a visit to a park. How many of you have visited a park? When did you visit the park? What did you see? Who did you go with? Close your eyes and imagine a story about a visit to a park, based on the information we read about in “Exploring Parks with Ranger Dockett.” Think about or imagine what you did and what you saw. You might write about your family. Now write a narrative about a visit to a park or about your family exploring a park.”

**Second Grade Process Writing Assessment Quarter 2  
(Informative)**

**Reference Material:** Houghton Mifflin Reading Series  
“Exploring Parks with Ranger Dockett,” Theme 2: Nature Walk  
Other related to topic stories, poems, and songs

**Directions:** This is a writing process assessment. The writing process will take place over **several days**. Students will brainstorm and write a first draft. Then with support from adults and peers, students will add details to strengthen, revise and edit their writing as needed, before writing a final draft. For this writing assessment use the story of “Exploring Parks with Ranger Dockett,” Houghton Mifflin Reading Series. The story should be **read aloud** with students; then they will write an informative paper about a visit to the park.

**Sample Teacher Prompt:** Teacher uses the story and says: “Let’s review and remember what we have learned about exploring parks. What can you find in parks? What areas can you visit? What is the park visited famous for? Close your eyes and think about information we have read about in “Exploring Parks with Ranger Dockett” and any other non-fiction reference materials you have read, or Internet websites you looked at, to find more information about parks. Think about what you can see, differences between parks, animal comparisons, and climate comparisons. Describe a park to a person who might like to visit one. Now write about the park you visited. Be sure to site all your sources.”

## Second Grade Process Writing Assessment Quarter 3 (Opinion)

**Reference Material:** Houghton Mifflin Reading Series  
“Exploring Parks with Ranger Dockett” Theme 2: Nature Walk  
Other related to topic stories, poems, and songs

**Directions:** This is a writing process assessment. The writing process will take place over **several days**. Students will brainstorm and write a first draft. Then with support from adults and peers, students will add details to strengthen, revise and edit their writing as needed, before writing a final draft. For this writing assessment use the story of “Exploring Parks with Ranger Dockett,” Houghton Mifflin Reading Series. The story should be **read aloud** with students; then they will write an opinion paper about a visit to the park.

**Sample Teacher Prompt:** Teacher uses the story and says: “Let’s review and remember what we have learned about exploring parks. What things can you find in parks? How are the parks different from others you have seen or heard of? Do you like parks? Why or why not? Which type of park do you like to visit? Why or why not? Close your eyes and think about information we have read about in “Exploring Parks with Ranger Dockett” and any other non-fiction reference materials you have read, or Internet websites you looked at, to find more information about parks. Think about how you feel about things, places, people or animals in a park. Give your opinion and state reasons why you feel that way. Now write your opinion paper about exploring parks. Be sure to cite all your sources.”

## Second Grade Process Writing Assessment Quarter 4 (End of the Year Narrative)

The first writing piece this quarter is an end of the year narrative. Please refer to Quarter 1 for a Sample Teacher Prompt. This piece will be used to **show growth in narrative writing** for the academic school year.

### (End of the Year Informative)

The second writing piece this quarter is an independent informative piece, **topic is chosen by the student**. Please refer to the “*Independent Research Mini-Lesson*” for steps on how to conduct this research with students. This piece will be used to **show growth in informative writing** for the academic school year.

## 3<sup>rd</sup> Grade

### Third Grade Process Writing Assessment Quarter 1 (Narrative)

**Reference Material:** Houghton Mifflin Reading Series  
“Dancing Rainbow” Theme 2  
Other related topic stories, poems, and songs

**Directions:** This is a writing process assessment. The writing process will take place over **several days**. Students will brainstorm and write a first draft. Then with support from adults and peers, students will add details to strengthen, revise and edit their writing as needed, before writing the final draft. For this writing assessment use the story of “Dancing Rainbows,” from Houghton Mifflin Reading Series, Theme 2. The story should be **read aloud** with students; then they will write a narrative about Native Americans.

**Sample Teacher Prompt:** Teacher uses the story and says: “We are going to write a narrative about Native Americans. Close your eyes and imagine a story about Native Americans, based on the information we read about in “Dancing Rainbow.” Think about or imagine what you did and what you saw. You might write about being a dancer, an elder, a child, a spectator, or maybe you are a chief! Now write a narrative about a Native American.”



**Third Grade Process Writing Assessment Quarter 2  
(Informative)**

**Reference Material:** Houghton Mifflin Reading Series  
“Dancing Rainbow” Theme 2  
Other related non-fiction references, Website sources

**Directions:** This is a writing process assessment. The writing process will take place over **several days**. Students will brainstorm and write a first draft. Then with support from adults and peers, students will add details to strengthen, revise and edit their writing as needed, before writing a final draft. For this writing assessment use the story of “Dancing Rainbows,” from Houghton Mifflin Reading Series, Theme 2. The story should be **read aloud** with students; then they will write an informative paper about Native Americans.

**Sample Teacher Prompt:** Teacher uses the story and says: “Let’s review and remember what we have learned about Native Americans. Think about information we have read about in “Dancing Rainbows,” and other related non-fiction reference materials you have read, or Internet websites you looked at, to find information about Native Americans. Use multiple sources. Think about interesting facts you can share. Think about Native Americans, The Tewa Tribe, the elders, the children, traditions, or discuss any other fact you would like to develop in your informative paper. Now write about Native Americans. Be sure to site all your sources.”

### Third Grade Process Writing Assessment Quarter 3 (Opinion)

**Reference Material:** Houghton Mifflin Reading Series  
“Dancing Rainbow” Theme 2  
Other related non-fiction references, Website sources

**Directions:** This is a writing process assessment. The writing process will take place over **several days**. Students will brainstorm and write a first draft. Then with support from adults and peers, students will add details to strengthen, revise and edit their writing as needed, before writing a final draft. For this writing assessment use the story of “Dancing Rainbow” from Houghton Mifflin Reading Series, Theme 2. The story should be **read aloud** with students; then they will write an opinion paper about Native Americans.

**Sample Teacher Prompt:** Teacher uses the story and says: “Let’s review and remember what we have learned about Native Americans. Think about information we have read about in “Dancing Rainbow” and other related non-fiction reference materials you have read, or Internet sources you looked at, to find information about Native Americans. Use multiple sources. Think about your opinion, and how you feel about what you have learned. Think about your feelings about Native Americans, or discuss any other opinion you would like to develop. State your opinion and give reasons why you feel that way. Now write an opinion paper about Native Americans. Be sure to site all your sources.”

### Third Grade Process Writing Assessment Quarter 4 (End of the Year Narrative)

The first writing piece this quarter is an end of the year narrative. Please refer to Quarter 1 for a Sample Teacher Prompt. This piece will be used to **show growth in narrative writing** for the academic school year.

#### (End of the Year Informative)

The second writing piece this quarter is an independent informative piece, **topic is chosen by the student**. Please refer to the “*Independent Research Mini-Lesson*” for steps on how to conduct this research with students. This piece will be used to **show growth in informative writing** for the academic school year.

## 4<sup>th</sup> Grade

### Fourth Grade Process Writing Assessment Quarter 1 (Narrative)

**Reference Material:** Houghton Mifflin Reading Series  
“Finding the Titanic”  
Theme 1: Journeys  
Other material related to topic: stories, poems, and songs

**Directions:** This is a writing process assessment. The writing process will take place over **several days**. Students will brainstorm and write a first draft. Then with support from adults and peers, students will add details to strengthen, revise and edit their writing as needed, before writing the final draft. For this writing assessment use the story of “Finding the Titanic,” Houghton Mifflin Reading Series. The story should be **read aloud** with students; then they will write a narrative about exploring for/or finding a sunken ship.

**Sample Teacher Prompt:** Teacher uses the story and says: “We are going to write a narrative about exploring for/or finding an important sunken ship. Based on the information we read about in “Finding the Titanic,” imagine a narrative about diving into the ocean looking for a great, lost ship. Think about or imagine what you did and what you saw. You might write about being a ship’s captain, a scientist, or a deep-sea diver. Now write a narrative about finding a sunken ship.”

**Fourth Grade Process Writing Assessment Quarter 2  
(Informative)**

**Reference Material:** Houghton Mifflin Reading Series  
“Finding the Titanic”  
Theme 1: Journeys  
Other related non-fiction references, website sources

**Directions:** This is a writing process assessment. The writing process will take place over **several days**. Students will brainstorm and write a first draft. Then with support from adults and peers, students will add details to strengthen, revise and edit their writing as needed, before writing the final draft. For this writing assessment use the story of “Finding the Titanic,” Houghton Mifflin Reading Series. The story should be **read aloud** with students; then they will write an informative paper about exploring for/or finding a sunken ship.

**Sample Teacher Prompt:** Teacher uses the story and says: “Let’s review and remember what we have learned about exploring for/or finding an important sunken ship. Think about information we read about in “Finding the Titanic,” and other related non-fiction materials you have read, or Internet websites you looked at, to find more information about exploring for/or finding a lost ship. Use multiple sources. Think about interesting facts you can share. Think about deep sea diving, the equipment you might use, and the people who help with the exploring. Think about the challenges for the divers or discuss any other fact you would like to develop in your informative paper. Now write about finding a sunken ship. Be sure to site all your sources.”

### Fourth Grade Process Writing Assessment Quarter 3 (Opinion)

**Reference Material:** Houghton Mifflin Reading Series  
“Finding the Titanic”  
Theme 1: Journeys  
Other related non-fiction references, Website sources

**Directions:** This is a writing process assessment. The writing process will take place over **several days**. Students will brainstorm and write a first draft. Then with support from adults and peers, students will add details to strengthen, revise and edit their writing as needed, before writing a final draft. For this writing assessment use the story of “Finding the Titanic,” from The Houghton Mifflin Reading Series. The story should be **read aloud** with students; then they will write an opinion paper about exploring for/or finding a sunken ship.

**Sample Teacher Prompt:** Teacher uses the story and says: “Let’s review and remember what we have learned about exploring and/or finding an important sunken ship. Think about information we have read about in “Finding the Titanic,” and other related non-fiction reference materials you have read, or Internet websites you looked at, to find information about exploring for/or finding a lost ship. Use multiple sources. Think about your opinion, and how you feel about what you have learned. Think about your feelings about diving into the depths of the ocean, or the person who does this, the challenges you might face, or discuss any other opinion you would like to develop. State your opinion and give reasons why you feel that way. Now write an opinion paper about exploring for/or finding an important lost ship. Be sure to site all your sources.”

### Fourth Grade Process Writing Assessment Quarter 4 (End of the Year Narrative)

The first writing piece this quarter is an end of the year narrative. Please refer to Quarter 1 for a Sample Teacher Prompt. This piece will be used to **show growth in narrative writing** for the academic school year.

#### (End of the Year Informative)

The second writing piece this quarter is an independent informative piece, **topic is chosen by the student**. Please refer to the “*Independent Research Mini-Lesson*” for steps on how to conduct this research with students. This piece will be used to **show growth in informative writing** for the academic school year.

## 5<sup>th</sup> Grade

### Fifth Grade Process Writing Assessment Quarter 1 (Narrative)

**Reference Material:** The Houghton Mifflin Reading Series  
“Mom’s Best Friend”  
Theme 4: Person to Person  
Other related to topic stories, poems, and songs

**Directions:** This is a writing process assessment. The writing process will take place over **several days**. Students will brainstorm and write a first draft. Then with support from adults and peers, students will add details to strengthen, revise and edit their writing as needed, before writing the final draft. For this writing assessment use the story of “Mom’s Best Friend,” from the Houghton Mifflin Reading Series. The story should be **read aloud** with students; then they will write a narrative about someone with a disability who has a service animal or about a service animal.

**Sample Teacher Prompt:** Teacher uses the story and says: “We are going to write a narrative about a person with a disability who has a service animal. Based on the information we read about in “Mom’s Best Friend,” imagine a narrative of a person with a disability with a service animal. Think about the disability, what kind of service animal would be necessary? You might write about a quadriplegic, a hearing impaired person, a paraplegic, or someone with a disease such as Muscular Dystrophy. Use your creativity to develop your narrative. Now write a narrative about a person with a disability that needs a service animal or write about a service animal.”

**Fifth Grade Process Writing Assessment Quarter 2  
(Informative)**

**Reference Material:** The Houghton Mifflin Reading Series  
“Mom’s Best Friend”  
Theme 4: Person to Person  
Other related non-fiction references, Website sources

**Directions:** This is a writing process assessment. The writing process will take place over **several days**. Students will brainstorm and write a first draft. Then with support from adults and peers, students will add details to strengthen, revise and edit their writing as needed, before writing the final draft. For this writing assessment use the story of “Mom’s Best Friend” from The Houghton Mifflin Reading Series. The story should be **read aloud** with students; then they will write an informative paper about a person with a disability who uses a service animal, or about a service animal.

**Sample Teacher Prompt:** Teacher uses the story and says: “Let’s review and remember what we have learned about people with disabilities who use a service animal. Think about information we have read about in “Mom’s Best Friend,” and other related non-fiction reference materials you have read, or Internet websites you looked at, to find more information about people with disabilities who use service animals. Use multiple sources. Think about interesting facts you can share. Think about different disabilities that use service animals as a help. Think about any other fact you would like to develop in your informative paper. Now write about a disabled person with a service animal or write about a service animal. Be sure to site all your sources.”

### Fifth Grade Process Writing Assessment Quarter 3 (Opinion)

**Reference Material:** The Houghton Mifflin Reading Series  
“Mom’s Best Friend”  
Theme 4: Person to Person  
Other related non-fiction references, Website sources

**Directions:** This is a writing process assessment. The writing process will take place over **several days**. Students will brainstorm and write a first draft. Then with support from adults and peers, students will add details to strengthen, revise and edit their writing as needed, before writing the final draft. For this writing assessment use the story of “Mom’s Best Friend” from The Houghton Mifflin Reading Series. The story should be **read aloud** with students; then they will write an opinion paper about a person with a disability who uses a service animal or they will write about a service animal.

**Sample Teacher Prompt:** Teacher uses the picture and says: “Let’s review and remember what we have learned about people with disabilities and service animals. Think about information we have read about in “Mom’s Best Friend” and other related non-fiction reference materials you have read, or Internet websites you looked at, to find information about people with disabilities and service animals. Use multiple sources. Think about your opinion, and how you feel about what you have learned. Think about your feelings about different disabilities, service animals, and challenges people with disabilities have to face. Think about any other fact you would like to develop. State your opinion and give reasons why you feel that way. Now write an opinion paper about people with disabilities who use a service animal or about a service animal. Be sure to site all your sources.”

### Fifth Grade Process Writing Assessment Quarter 4 (End of the Year Narrative)

The first writing piece this quarter is an end of the year narrative. Please refer to Quarter 1 for a Sample Teacher Prompt. This piece will be used to **show growth in narrative writing** for the academic school year.

#### (End of the Year Informative)

The second writing piece this quarter is an independent informative piece, **topic is chosen by the student**. Please refer to the “*Independent Research Mini-Lesson*” for steps on how to conduct this research with students. This piece will be used to **show growth in informative writing** for the academic school year.



## Rubrics

### Kindergarten Narrative

Name \_\_\_\_\_

Date \_\_\_\_\_

Overall Level \_\_\_\_\_  
(Developing, Meeting, or Exceeding)

### Kindergarten Narrative Rubric – 1<sup>st</sup>/4<sup>th</sup> Quarter

	DEVELOPING	MEETING	EXCEEDING
Narrative	(1) Uses any <b>combination of drawing and dictating</b> to narrate a single event or several loosely linked events.	(2) Uses any <b>combination of drawing, dictating, and writing</b> to narrate a single event or several loosely linked events. <i>*By 4<sup>th</sup> Quarter, no longer dictating.</i>	(3) Uses any <b>combination of drawing and writing</b> to narrate a single event.
	(1) Tells about the events, but <b>not in sequential order</b> .	(2) Tells about the events <b>in the sequential order in which they occurred</b> .	(3) Tells about the events <b>in the sequential order in which they occurred with detail</b> .
	(1) Provides an <b>unrelated</b> reaction to what happened.	(2) Provides <b>one</b> reaction to what happened.	(3) Provides <b>more than one</b> reaction to what happened.
Organization and Focus	(1) Completes anywhere from <b>one to four</b> components of the writing process.	(2) Completes <b>all</b> components of the writing process (prewriting, first draft, share/revise, edit, publish) with or without guidance.	(3) Completes <b>all</b> components of the writing process in a <b>timely manner without guidance</b> .
	(1) Correctly forms <b>some</b> letters.	(2) Correctly forms <b>most</b> letters, <b>including correct capitalization and spacing</b> .	(3) Correctly forms <b>all</b> letters, <b>including correct capitalization, punctuation, and spacing</b> .
	(1) Writing reflects <b>some</b> conventions mastered that were taught that quarter, but <b>not all</b> .	(2) Writing reflects <b>most</b> conventions mastered that were <b>taught that quarter</b> . <i>(Typically 3-4 conventions taught per quarter)</i>	(3) Writing reflects <b>all</b> conventions mastered that were taught in <b>previous</b> quarters as well as the <b>current</b> quarter. <i>(Applies to Qtr 2-4)</i>

*\*Students who do not meet "Developing" may receive a "zero" score for that particular area. Make note of the "zero" in the left hand margin.*

**Directions:** Circle the appropriate score for each row. Add the scores in parenthesis () and use the following Scoring Guide.

TOTAL Score \_\_\_\_\_

*Developing (0-11)*

*Meeting (12-16)*

*Exceeding (17-18)*

Joplin Schools Writing Committee

Revised August 9, 2011

# Kindergarten Informative

Name \_\_\_\_\_

Date \_\_\_\_\_

Overall Level \_\_\_\_\_  
(Developing, Meeting, or Exceeding)

## Kindergarten Nonfiction (Informative) Rubric – 2<sup>nd</sup>/4<sup>th</sup> Quarter

	DEVELOPING	MEETING	EXCEEDING
Informative	(1) Uses any <b>combination of drawing and dictating</b> to write a sentence telling the reader about the topic you are writing about.	(2) Uses any <b>combination of drawing, dictating, and writing</b> to writes <b>two</b> sentences telling the reader about the topic you are writing about. <i>*By 4<sup>th</sup> Quarter, no longer dictating.</i>	(3) Uses any <b>combination of drawing and writing</b> to writes <b>three or more</b> sentences telling the reader about the topic you are writing about.
	(1) Supplies <b>one</b> piece of information about the topic.	(2) Supplies <b>some</b> information about the topic, but not extensive.	(3) Supplies <b>extensive</b> information about the topic.
Organization and Focus	(1) Completes anywhere from <b>one to four</b> components of the writing process.	(2) Completes <b>all</b> components of the writing process (prewriting, first draft, share/revise, edit, publish) with or without guidance.	(3) Completes <b>all</b> components of the writing process in a <b>timely manner without guidance</b> .
	(1) Correctly forms <b>some</b> letters.	(2) Correctly forms <b>most</b> letters, <b>including correct capitalization and spacing</b> .	(3) Correctly forms <b>all</b> letters, <b>including correct capitalization, punctuation, and spacing</b> .
	(1) Writing reflects <b>some</b> conventions mastered that were taught that quarter, but <b>not all</b> .	(2) Writing reflects <b>most</b> conventions mastered that were <b>taught that quarter</b> . <i>(Typically 3-4 conventions taught per quarter)</i>	(3) Writing reflects <b>all</b> conventions mastered that were taught in <b>previous</b> quarters as well as the <b>current</b> quarter. <i>(Applies to Qtr 2-4)</i>

*\*Students who do not meet "Developing" may receive a "zero" score for that particular area. Make note of the "zero" in the left hand margin.*

**Directions:** Circle the appropriate score for each row. Add the scores in parenthesis () and use the following Scoring Guide.

TOTAL Score \_\_\_\_\_

*Developing (0-9)*

*Meeting (10-13)*

*Exceeding (14-15)*

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## Kindergarten Opinion

Name \_\_\_\_\_

Date \_\_\_\_\_

Overall Level \_\_\_\_\_  
(Developing, Meeting, or Exceeding)

### Kindergarten Nonfiction (Opinion) Rubric – 3<sup>rd</sup> Quarter

	DEVELOPING	MEETING	EXCEEDING
Opinion	(1) Uses any <b>combination of drawing, writing, and dictating</b> to tell the reader about the topic or the name of the book you are writing about.	(2) Uses any <b>combination of drawing and writing</b> to tell the reader about the topic or the name of the book you are writing about.	(3) Uses any <b>combination of drawing and writing to extensively</b> tell the reader about the topic or the name of the book you are writing about.
	(1) Opinion is unclear.	(2) <b>States an opinion</b> or preference about the topic or book (e.g., <i>My favorite book is...</i> ).	(3) <b>States an opinion</b> or preference about the topic or book <b>and use a detail explaining why</b> (e.g., <i>My favorite book is...because...</i> ).
Organization and Focus	(1) Completes anywhere from <b>one to four</b> components of the writing process.	(2) Completes <b>all</b> components of the writing process (prewriting, first draft, share/revise, edit, publish) with or without guidance.	(3) Completes <b>all</b> components of the writing process in a <b>timely manner without guidance</b> .
	(1) Correctly forms <b>some</b> letters.	(2) Correctly forms <b>most</b> letters, <b>including correct capitalization and spacing</b> .	(3) Correctly forms <b>all</b> letters, <b>including correct capitalization, punctuation, and spacing</b> .
	(1) Writing reflects <b>some</b> conventions mastered that were taught that quarter, but <b>not all</b> .	(2) Writing reflects <b>most</b> conventions mastered that were <b>taught that quarter</b> . (Typically 3-4 conventions taught per quarter)	(3) Writing reflects <b>all</b> conventions mastered that were taught in <b>previous</b> quarters as well as the <b>current</b> quarter. (Applies to Qtr 2-4)

*\*Students who do not meet "Developing" may receive a "zero" score for that particular area. Make note of the "zero" in the left hand margin.*

**Directions:** Circle the appropriate score for each row. Add the scores in parenthesis () and use the following Scoring Guide.

TOTAL Score \_\_\_\_\_

*Developing (0-9)*

*Meeting (10-13)*

*Exceeding (14-15)*

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# 1<sup>st</sup> Grade Narrative

Name \_\_\_\_\_

Date \_\_\_\_\_

Overall Level \_\_\_\_\_  
(Developing, Meeting, or Exceeding)

## 1<sup>st</sup> Grade Narrative Rubric – 1<sup>st</sup>/4<sup>th</sup> Quarter

	DEVELOPING	MEETING	EXCEEDING
Narrative	(1) Provides <b>one</b> event.	(2) Provides <b>two</b> events in sequential order.	(3) Provides <b>more than two</b> events in sequential order.
	(1) Uses <b>one</b> detail to describe what happened.	(2) Uses <b>two to three details</b> to describe what happened.	(3) Uses <b>four or more details</b> to describe what happened.
	(1) Uses transitional words <b>incorrectly</b> .	(2) Uses transitional words to signal <b>event order</b> .	(3) Uses transitional words to signal <b>event order</b> and uses transitional words from <b>one detail to the next</b> .
Organization and Focus	(1) Provides a <b>sense</b> of closure.	(2) Provides closure.	(3) Provides a <b>detailed</b> closure.
	(1) Completes anywhere from <b>one to four</b> components of the writing process.	(2) Completes <b>all</b> components of the writing process (prewriting, first draft, share/revise, edit, publish) with or without guidance.	(3) Completes <b>all</b> components of the writing process in a <b>timely manner without guidance</b> .
	(1) Uses <b>some</b> complete sentences.	(2) Uses <b>many</b> complete sentences.	(3) Uses <b>all</b> complete sentences.
	(1) <b>Some</b> of the paper is neat and legible.	(2) <b>Most</b> of the paper is neat and legible.	(3) <b>Entire</b> paper is neat and legible.
	(1) Stays on topic throughout <b>some</b> of the paper.	(2) Stays on topic throughout <b>most</b> of the paper.	(3) Stays on topic throughout the <b>entire</b> paper.
	(1) Writing reflects <b>some</b> conventions mastered that were taught that quarter, but <b>not all</b> .	(2) Writing reflects <b>all</b> conventions mastered that were <b>taught that quarter</b> . (Typically 3-4 conventions taught per quarter)	(3) Writing reflects <b>all</b> conventions mastered that were taught in <b>previous</b> quarters as well as the <b>current</b> quarter. (Applies to Qtr 2-4)

*\*Students who do not meet "Developing" may receive a "zero" score for that particular area. Make note of the "zero" in the left hand margin.*

**Directions:** Circle the appropriate score for each row. Add the scores in parenthesis () and use the following Scoring Guide.

TOTAL Score \_\_\_\_\_

*Developing (0-17)*

*Meeting (18-24)*

*Exceeding (25-27)*

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# 1<sup>st</sup> Grade Informative

Name \_\_\_\_\_

Date \_\_\_\_\_

Overall Level \_\_\_\_\_  
(Developing, Meeting, or Exceeding)

## 1<sup>st</sup> Grade Nonfiction (Informative) Rubric – 2<sup>nd</sup>/4<sup>th</sup> Quarter

	DEVELOPING	MEETING	EXCEEDING
Informative	(1) Incorrectly names a topic.	(2) <b>Names</b> a topic.	(3) <b>Clearly</b> names a topic.
	(1) Uses <b>one</b> fact about the topic.	(2) Uses <b>two to three</b> facts about the topic.	(3) Uses <b>two to three</b> facts <b>and definitions</b> about the topic.
	(1) Provides a <b>sense</b> of closure.	(2) Provides closure.	(3) Provides a <b>detailed</b> closure.
Organization and Focus	(1) Completes anywhere from <b>one to four</b> components of the writing process.	(2) Completes <b>all</b> components of the writing process (prewriting, first draft, share/revise, edit, publish) with or without guidance.	(3) Completes <b>all</b> components of the writing process in a <b>timely manner without guidance</b> .
	(1) Uses <b>some</b> complete sentences.	(2) Uses <b>many</b> complete sentences.	(3) Uses <b>all</b> complete sentences.
	(1) <b>Some</b> of the paper is neat and legible.	(2) <b>Most</b> of the paper is neat and legible.	(3) <b>Entire</b> paper is neat and legible.
	(1) Stays on topic throughout <b>some</b> of the paper.	(2) Stays on topic throughout <b>most</b> of the paper.	(3) Stays on topic throughout the <b>entire</b> paper.
	(1) Writing reflects <b>some</b> conventions mastered that were taught that quarter, but <b>not all</b> .	(2) Writing reflects <b>all</b> conventions mastered that were <b>taught that quarter</b> . (Typically 3-4 conventions taught per quarter)	(3) Writing reflects <b>all</b> conventions mastered that were taught in <b>previous</b> quarters as well as the <b>current</b> quarter. (Applies to Qtr 2-4)

*\*Students who do not meet "Developing" may receive a "zero" score for that particular area. Make note of the "zero" in the left hand margin.*

**Directions:** Circle the appropriate score for each row. Add the scores in parenthesis () and use the following Scoring Guide.

TOTAL Score \_\_\_\_\_

*Developing (0-15)*

*Meeting (16-21)*

*Exceeding (22-24)*

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# 1<sup>st</sup> Grade Opinion

Name \_\_\_\_\_

Date \_\_\_\_\_

Overall Level \_\_\_\_\_  
(Developing, Meeting, or Exceeding)

## 1<sup>st</sup> Grade Nonfiction (Opinion) Rubric – 3<sup>rd</sup> Quarter

	DEVELOPING	MEETING	EXCEEDING
Opinion	(1) <b>Incorrectly</b> names a topic.	(2) <b>Names</b> a topic.	(3) <b>Clearly</b> names a topic.
	(1) Opinion is <b>unclear</b> .	(2) Opinion is <b>clear</b> .	(3) Opinion is <b>complex and clear</b> .
	(1) Provides <b>one</b> reason that <b>lacks</b> support of the opinion.	(2) Provides <b>one</b> reason that <b>supports</b> the opinion.	(3) Provides <b>more than one</b> reason that <b>supports</b> the opinion.
	(1) Provides a <b>sense</b> of closure.	(2) Provides closure.	(3) Provides a <b>detailed</b> closure.
Organization and Focus	(1) Completes anywhere from <b>one to four</b> components of the writing process.	(2) Completes <b>all</b> components of the writing process (prewriting, first draft, share/revise, edit, publish) with or without guidance.	(3) Completes <b>all</b> components of the writing process in a <b>timely manner without guidance</b> .
	(1) Uses <b>some</b> complete sentences.	(2) Uses <b>many</b> complete sentences.	(3) Uses <b>all</b> complete sentences.
	(1) <b>Some</b> of the paper is neat and legible.	(2) <b>Most</b> of the paper is neat and legible.	(3) <b>Entire</b> paper is neat and legible.
	(1) Stays on topic throughout <b>some</b> of the paper.	(2) Stays on topic throughout <b>most</b> of the paper.	(3) Stays on topic throughout the <b>entire</b> paper.
	(1) Writing reflects <b>some</b> conventions mastered that were taught that quarter, but <b>not all</b> .	(2) Writing reflects <b>all</b> conventions mastered that were <b>taught that quarter</b> . (Typically 3-4 conventions taught per quarter)	(3) Writing reflects <b>all</b> conventions mastered that were taught in <b>previous</b> quarters as well as the <b>current</b> quarter. (Applies to Qtr 2-4)

*\*Students who do not meet "Developing" may receive a "zero" score for that particular area. Make note of the "zero" in the left hand margin.*

**Directions:** Circle the appropriate score for each row. Add the scores in parenthesis () and use the following Scoring Guide.

TOTAL Score \_\_\_\_\_

*Developing (0-17)*

*Meeting (18-24)*

*Exceeding (25-27)*

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## 2<sup>nd</sup> Grade Narrative

Name \_\_\_\_\_

Date \_\_\_\_\_

Overall Level \_\_\_\_\_  
(Developing, Meeting, or Exceeding)

### 2<sup>nd</sup> Grade Narrative Rubric – 1<sup>st</sup>/4<sup>th</sup> Quarter

	DEVELOPING	MEETING	EXCEEDING
Narrative	(1) Provides <b>one</b> event.	(2) Provides a <b>well-elaborated</b> event or a <b>short sequence</b> of two to three events.	(3) Provides a <b>complex sequence</b> of more than three events.
	(1) Provides events that are <b>out of sequence</b> or only gives one event.	(2) Provides events that are in <b>sequential order</b> .	(3) Provides events that are <b>well-developed</b> and in <b>sequential order</b> .
	(1) Uses <b>one</b> detail to describe actions, thoughts, or feelings <b>for each event</b> .	(2) Uses <b>two to three</b> details to describe actions, thoughts, and feelings <b>for each event</b> .	(3) Uses <b>two to three</b> details <b>and dialogue</b> to describe actions, thoughts, and feelings <b>for each event</b> .
	(1) Uses <b>one</b> transitional word to signal event order or only gives one event.	(2) Uses transitional words to signal <b>event order</b> for <b>all</b> events.	(3) Uses transitional words to signal <b>event order</b> for <b>all</b> events and uses transitional words from <b>one detail to the next</b> .
	(1) Provides a sense of closure <b>unrelated</b> to the narrated experience.	(2) Provides a sense of closure <b>related</b> to the narrated experience.	(3) Provides a <b>well-developed</b> sense of closure <b>related</b> to the narrated experience.
Organization and Focus	(1) Completes anywhere from <b>one to four</b> components of the writing process.	(2) Completes <b>all</b> components of the writing process (prewriting, first draft, share/revise, edit, publish).	(3) Completes <b>all</b> components of the writing process in a <b>timely manner</b> .
	(1) Uses <b>some</b> complete sentences.	(2) Uses <b>all</b> complete sentences.	(3) Uses <b>all</b> complete sentences and <b>some</b> paragraphing.
	(1) <b>Parts</b> of the paper are neat and legible.	(2) <b>Entire</b> paper is neat and legible.	<i>***Once "meeting," the skill is mastered.</i>
	(1) Stays on topic throughout <b>most</b> of the paper.	(2) Stays on topic throughout the <b>entire</b> paper.	(3) <b>Elaborates on topic</b> throughout the <b>entire</b> paper.
	(1) Writing reflects <b>some</b> conventions mastered that were taught that quarter, but <b>not all</b> .	(2) Writing reflects <b>all</b> conventions mastered that were <b>taught that quarter</b> . (Typically 3-4 conventions taught per quarter)	(3) Writing reflects <b>all</b> conventions mastered that were taught in <b>previous</b> quarters as well as the <b>current</b> quarter. (Applies to Qtr 2-4)

*\*Students who do not meet "Developing" may receive a "zero" score for that particular area. Make note of the "zero" in the left hand margin.*

**Directions:** Circle the appropriate score for each row. Add the scores in parenthesis () and use the following Scoring Guide.

TOTAL Score \_\_\_\_\_

*Developing (0-19)*

*Meeting (20-26)*

*Exceeding (27-29)*

Joplin Schools Writing Committee

Revised August 9, 2011

## 2<sup>nd</sup> Grade Informative

Name \_\_\_\_\_

Date \_\_\_\_\_

Overall Level \_\_\_\_\_  
(Developing, Meeting, or Exceeding)

### 2<sup>nd</sup> Grade Nonfiction (Informative) Rubric – 2<sup>nd</sup>/4<sup>th</sup> Quarter

	DEVELOPING	MEETING	EXCEEDING
Informative	(1) <b>Unclearly</b> introduces a topic or text.	(2) Introduces a topic or text <b>clearly</b> .	(3) Introduces a <b>complex</b> topic or text <b>clearly</b> .
	(1) Uses facts <b>or</b> definitions to develop points in own words.	(2) Uses facts <b>and</b> definitions to develop points in own words.	(3) Uses facts, definitions, <b>and details</b> to develop points in own words.
	(1) Provides a concluding statement or section <b>unrelated</b> to the information presented.	(2) Provides a concluding statement or section <b>related</b> to the information presented.	(3) Provides a <b>well-developed</b> concluding statement or section <b>related</b> to the information presented.
Organization and Focus	(1) Completes anywhere from <b>one to four</b> components of the writing process.	(2) Completes <b>all</b> components of the writing process (prewriting with note-taking, first draft, share/revise, edit, publish).	(3) Completes <b>all</b> components of the writing process in a <b>timely manner, using multiple sources</b> .
	(1) Uses <b>some</b> complete sentences.	(2) Uses <b>all</b> complete sentences.	(3) Uses <b>all</b> complete sentences and <b>some</b> paragraphing.
	(1) <b>Parts</b> of the paper are neat and legible.	(2) <b>Entire</b> paper is neat and legible.	***Once "meeting," the skill is mastered.
	(1) Stays on topic throughout <b>most</b> of the paper.	(2) Stays on topic throughout the <b>entire</b> paper.	(3) <b>Elaborates on topic</b> throughout the <b>entire</b> paper.
	(1) Writing reflects <b>some</b> conventions mastered that were taught that quarter, but <b>not all</b> .	(2) Writing reflects <b>all</b> conventions mastered that were <b>taught that quarter</b> . (Typically 3-4 conventions taught per quarter)	(3) Writing reflects <b>all</b> conventions mastered that were taught in <b>previous</b> quarters as well as the <b>current</b> quarter. (Applies to Qtr 2-4)

\*Students who do not meet "Developing" may receive a "zero" score for that particular area. Make note of the "zero" in the left hand margin.

**Directions:** Circle the appropriate score for each row. Add the scores in parenthesis () and use the following Scoring Guide.

TOTAL Score \_\_\_\_\_

Developing (0-15)

Meeting (16-20)

Exceeding (21-23)

Joplin Schools Writing Committee

Revised August 9, 2011



## 2<sup>nd</sup> Grade Opinion

Name \_\_\_\_\_

Date \_\_\_\_\_

Overall Level \_\_\_\_\_  
(Developing, Meeting, or Exceeding)

### 2<sup>nd</sup> Grade Nonfiction (Opinion) Rubric – 3<sup>rd</sup> Quarter

	DEVELOPING	MEETING	EXCEEDING
Opinion	(1) Introduction of topic or text is <b>unclear</b> .	(2) Introduction of topic or text is <b>clear</b> .	(3) Introduction of topic or text is <b>clear</b> and <b>catches reader's attention</b> .
	(1) Opinion is <b>unclear</b> .	(2) Opinion is <b>clear</b> .	(3) Opinion is <b>complex</b> and <b>clear</b> .
	(1) Provides <b>one</b> reason that supports the opinion in own words.	(2) Provides <b>two to three</b> reasons that support the opinion in own words.	(3) Provides <b>two to three</b> reasons that are supported by <b>facts and details</b> in own words.
	(1) Uses <b>one</b> linking word to connect opinion and reason.	(2) Uses linking words (e.g., <i>because, and, also</i> ) to connect opinion and reasons.	(3) Uses a <b>variety</b> of linking words and phrases to connect opinion and reasons.
	(1) Provides a concluding statement or section <b>unrelated</b> to the opinion presented.	(2) Provides a concluding statement or section <b>related</b> to the opinion presented.	(3) Provides a <b>well-developed</b> concluding statement or section <b>related</b> to the opinion.
Organization and Focus	(1) Completes anywhere from <b>one to four</b> components of the writing process.	(2) Completes <b>all</b> components of the writing process (prewriting, first draft, share/revise, edit, publish).	(3) Completes <b>all</b> components of the writing process in a <b>timely manner</b> .
	(1) Uses <b>some</b> complete sentences.	(2) Uses <b>all</b> complete sentences.	(3) Uses <b>all</b> complete sentences and <b>some</b> paragraphing.
	(1) <b>Parts</b> of the paper are neat and legible.	(2) <b>Entire</b> paper is neat and legible.	<i>***Once "meeting," the skill is mastered.</i>
	(1) Stays on topic throughout <b>most</b> of the paper.	(2) Stays on topic throughout the <b>entire</b> paper.	(3) <b>Elaborates on topic</b> throughout the <b>entire</b> paper.
	(1) Writing reflects <b>some</b> conventions mastered that were taught that quarter, but <b>not all</b> .	(2) Writing reflects <b>all</b> conventions mastered that were <b>taught that quarter</b> . (Typically 3-4 conventions taught per quarter)	(3) Writing reflects <b>all</b> conventions mastered that were taught in <b>previous</b> quarters as well as the <b>current</b> quarter. (Applies to Qtr 2-4)

*\*Students who do not meet "Developing" may receive a "zero" score for that particular area. Make note of the "zero" in the left hand margin.*

**Directions:** Circle the appropriate score for each row. Add the scores in parenthesis () and use the following Scoring Guide.

TOTAL Score \_\_\_\_\_

*Developing (0-19)*

*Meeting (20-26)*

*Exceeding (27-29)*

Joplin Schools Writing Committee

Revised August 9, 2011

### 3<sup>rd</sup> Grade Narrative

Name \_\_\_\_\_

Date \_\_\_\_\_

Overall Level \_\_\_\_\_  
(Developing, Meeting, or Exceeding)

### 3<sup>rd</sup> Grade Narrative Rubric – 1<sup>st</sup>/4<sup>th</sup> Quarter

	DEVELOPING	MEETING	EXCEEDING
Narrative	(1) Paper <b>states</b> a real or imagined experience.	(2) Paper <b>develops</b> a real or imagined experience.	(3) Paper <b>develops a complex</b> real or imagined experience.
	(1) Uses details and sequencing.	(2) Uses <b>descriptive</b> details and <b>clear</b> sequencing.	(3) Uses <b>complex, descriptive</b> details and <b>clear</b> sequencing.
	(1) Dialogue <b>or</b> description of actions, thoughts, and feelings, to develop experiences are <b>unclear</b> .	(2) Uses dialogue <b>and</b> description of actions, thoughts, and feelings, to develop experience.	(3) Uses dialogue <b>and</b> description of actions, thoughts, and feelings, to develop experience <b>throughout</b> .
	(1) Uses transitional words <b>along with</b> phrases to signal event order <b>or</b> uses transitional words from one detail to the next.	(2) Uses transitional words <b>along with</b> phrases to signal event order <b>and</b> uses transitional words from one detail to the next.	(3) Uses a <b>variety</b> of transitional words <b>along with</b> phrases to signal event order <b>and</b> uses transitional words from one detail to the next.
	(1) Uses words and phrases to convey experiences and events.	(2) Uses <b>concrete</b> words and phrases to convey experiences and events.	(3) Uses <b>concrete</b> words, phrases, and <b>sensory details</b> to convey experiences and events precisely.
	(1) Provides a sense of closure <b>unrelated</b> to the narrated experience.	(2) Provides a sense of closure <b>related</b> to the narrated experience.	(3) Provides a <b>well-developed</b> sense of closure <b>related</b> to the narrated experience.
Organization and Focus	(1) Completes anywhere from <b>one to four</b> components of the writing process.	(2) Completes <b>all</b> components of the writing process (prewriting, first draft, share/revise, edit, publish).	(3) Completes <b>all</b> components of the writing process in a <b>timely manner</b> .
	(1) Uses <b>some</b> complete sentences.	(2) Uses <b>all</b> complete sentences and <b>some</b> paragraphing.	(3) Uses <b>all</b> complete sentences and <b>correct</b> paragraphing <b>throughout</b> .
	(1) <b>Parts</b> of the paper are neat and legible.	(2) <b>Entire</b> paper is neat and legible.	<b>***Once "meeting," skill is mastered.</b>
	(1) Stays on topic throughout <b>most</b> of the paper.	(2) Stays on topic throughout the <b>entire</b> paper.	(3) <b>Elaborates on topic</b> throughout the <b>entire</b> paper.
	(1) Writing reflects <b>some</b> conventions mastered that were taught this quarter, but <b>not all</b> .	(2) Writing reflects <b>all</b> conventions mastered that were <b>taught this quarter</b> . (Typically 3-4 conventions taught per quarter)	(3) Writing reflects <b>all</b> conventions mastered that were taught in <b>previous</b> quarters as well as the <b>current</b> quarter. (Applies to Qtr 2-4)

*\*Students who do not meet "Developing" may receive a "zero" score for that particular area. Make note of the "zero" in the left hand margin.*

**Directions:** Circle the appropriate score for each row. Add the scores in parenthesis () and use the following Scoring Guide.

TOTAL Score \_\_\_\_\_

*Developing (0-21)*

*Meeting (22-28)*

*Exceeding (29-32)*

Joplin Schools Writing Committee

Revised August 9, 2011

### 3<sup>rd</sup> Grade Informative

Name \_\_\_\_\_

Date \_\_\_\_\_

Overall Level \_\_\_\_\_  
(Developing, Meeting, or Exceeding)

### 3<sup>rd</sup> Grade Nonfiction (Informative) Rubric – 2<sup>nd</sup>/4<sup>th</sup> Quarter

	DEVELOPING	MEETING	EXCEEDING
Informative	(1) Introduces a topic or text <b>unclearly</b> .	(2) Introduces a topic or text <b>clearly</b> .	(3) Introduces a <b>complex</b> topic or text <b>clearly</b> .
	(1) Groups related information <b>incorrectly</b> .	(2) Groups related information <b>together</b> ; include illustrations when useful to aid comprehension.	(3) Groups related information in <b>paragraphs and sections</b> ; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
	(1) Supports with facts, details, <b>or</b> definitions related to the topic in own words.	(2) Supports with facts, details, <b>and</b> definitions related to the topic in own words.	(3) Supports with facts, <b>concrete</b> details, definitions, <b>quotations, and examples</b> related to the topic in own words.
	(1) Uses linking word to connect ideas within categories of information.	(2) Uses linking words such as, <i>also, another, and, more,</i> and <i>but</i> <b>and</b> phrases to connect ideas within <b>all</b> categories of information.	(3) Uses a <b>variety</b> of linking words <b>and</b> phrases to connect ideas within <b>all</b> categories of information.
	(1) Uses language and vocabulary to inform about or explain the topic in own words.	(2) Uses language and <b>domain-specific</b> vocabulary to inform about or explain the topic in own words.	(3) Uses <b>precise</b> language and <b>domain-specific</b> vocabulary to inform about or explain the topic in own words.
	(1) Provides a concluding statement or section <b>unrelated</b> to the information presented.	(2) Provides a concluding statement or section <b>related</b> to the information presented.	(3) Provides a <b>well-developed</b> concluding statement or section <b>related</b> to the information presented.
Organization and Focus	(1) Completes anywhere from <b>one to four</b> components of the writing process.	(2) Completes <b>all</b> components of the writing process (prewriting with note-taking, first draft, share/revise, edit, publish) using multiple sources.	(3) Completes <b>all</b> components of the writing process in a <b>timely manner</b> .
	(1) Uses <b>some</b> complete sentences.	(2) Uses <b>all</b> complete sentences and <b>some</b> paragraphing.	(3) Uses <b>all</b> complete sentences and <b>correct</b> paragraphing <b>throughout</b> .
	(1) <b>Parts</b> of the paper are neat and legible.	(2) <b>Entire</b> paper is neat and legible.	<b>***Once "meeting," skill is mastered.</b>
	(1) Stays on topic throughout <b>most</b> of the paper.	(2) Stays on topic throughout the <b>entire</b> paper.	(3) <b>Elaborates on topic</b> throughout the <b>entire</b> paper.
	(1) Writing reflects <b>some</b> conventions mastered that were taught this quarter, but <b>not all</b> .	(2) Writing reflects <b>all</b> conventions mastered that were <b>taught this quarter</b> . (Typically 3-4 conventions taught per quarter)	(3) Writing reflects <b>all</b> conventions mastered that were taught in <b>previous</b> quarters as well as the <b>current</b> quarter. (Applies to Qtr 2-4)

*\*Students who do not meet "Developing" may receive a "zero" score for that particular area. Make note of the "zero" in the left hand margin.*

**Directions:** Circle the appropriate score for each row. Add the scores in parenthesis () and use the following Scoring Guide.  
TOTAL Score \_\_\_\_\_      *Developing (0-21)*      *Meeting (22-28)*      *Exceeding (29-32)*

Joplin Schools Writing Committee

Revised August 9, 2011

### 3<sup>rd</sup> Grade Opinion

Name \_\_\_\_\_

Date \_\_\_\_\_

Overall Level \_\_\_\_\_  
(Developing, Meeting, or Exceeding)

### 3<sup>rd</sup> Grade Nonfiction (Opinion) Rubric – 3<sup>rd</sup> Quarter

	DEVELOPING	MEETING	EXCEEDING
Opinion	(1) Introduction of topic or text is <b>unclear</b> .	(2) Introduction of topic or text is <b>clear</b> .	(3) Introduction of topic or text is <b>clear</b> and <b>catches reader's attention</b> .
	(1) Opinion is <b>unclear</b> .	(2) Opinion is <b>clear</b> .	(3) Opinion is <b>complex</b> and <b>clear</b> .
	(1) <b>Incorrectly</b> creates an organizational structure.	(2) Creates an <b>organizational structure</b> in which reasons are given.	(3) Creates an <b>organizational structure</b> in which reasons are given and <b>related ideas are grouped</b> to support the writer's purpose.
	(1) Provides <b>one to two</b> reasons that support the opinion in own words.	(2) Provides <b>three or more</b> reasons that support the opinion in own words.	(3) Provides <b>three or more</b> reasons that are supported by <b>facts and details</b> in own words.
	(1) Links opinion and reasons using words <b>and</b> phrases.	(2) Links opinion and reasons using <b>grade level</b> words (e.g., <i>because, therefore, since, for example</i> ) <b>and</b> phrases.	(3) Links opinion and reasons using a <b>variety</b> of <b>grade level</b> words, phrases, <b>and/or</b> clauses.
	(1) Provides a concluding statement or section <b>unrelated</b> to the opinion presented.	(2) Provides a concluding statement or section <b>related</b> to the opinion presented.	(3) Provides a <b>well-developed</b> concluding statement or section <b>related</b> to the opinion.
Organization and Focus	(1) Completes anywhere from <b>one to four</b> components of the writing process.	(2) Completes <b>all</b> components of the writing process (prewriting with note-taking, first draft, share/revise, edit, publish) using multiple sources.	(3) Completes <b>all</b> components of the writing process using multiple resources in a <b>timely manner</b> .
	(1) Uses <b>some</b> complete sentences.	(2) Uses <b>all</b> complete sentences and <b>some</b> paragraphing.	(3) Uses <b>all</b> complete sentences and <b>correct</b> paragraphing <b>throughout</b> .
	(1) <b>Parts</b> of the paper are neat and legible.	(2) <b>Entire</b> paper is neat and legible.	<b>***Once "meeting," skill is mastered.</b>
	(1) Stays on topic throughout <b>most</b> of the paper.	(2) Stays on topic throughout the <b>entire</b> paper.	(3) <b>Elaborates on topic</b> throughout the <b>entire</b> paper.
	(1) Writing reflects <b>some</b> conventions mastered that were taught this quarter, but <b>not all</b> .	(2) Writing reflects <b>all</b> conventions mastered that were <b>taught this quarter</b> . (Typically 3-4 conventions taught per quarter)	(3) Writing reflects <b>all</b> conventions mastered that were taught in <b>previous</b> quarters as well as the <b>current</b> quarter. (Applies to Qtr 2-4)

*\*Students who do not meet "Developing" may receive a "zero" score for that particular area. Make note of the "zero" in the left hand margin.*

**Directions:** Circle the appropriate score for each row. Add the scores in parenthesis () and use the following Scoring Guide.  
TOTAL Score \_\_\_\_\_      *Developing (0-21)*      *Meeting (22-28)*      *Exceeding (29-32)*

# 4<sup>th</sup> Grade Narrative

Name \_\_\_\_\_

Date \_\_\_\_\_

Overall Level \_\_\_\_\_  
(Developing, Meeting, or Exceeding)

## 4<sup>th</sup> Grade Narrative Rubric – 1<sup>st</sup>/4<sup>th</sup> Quarter

	DEVELOPING	MEETING	EXCEEDING
Narrative	(1) Orients the reader by establishing a real or imagined experience.	(2) Orients the reader by establishing a <b>situation and introducing a narrator and/or characters.</b>	(3) Orients the reader by establishing <b>more than one situation</b> that ties the story together at the end.
	(1) Organizes an event sequence.	(2) Organizes an event sequence that <b>unfolds naturally.</b>	(3) Organizes a <b>complex</b> event sequence with more than one situation that <b>unfolds naturally.</b>
	(1) Uses dialogue <b>or</b> description to develop experiences and events or show the responses of characters to situations.	(2) Uses dialogue <b>and</b> description to develop experiences and events or show the responses of characters to situations.	(3) Uses dialogue, description, <b>and pacing</b> , to develop experiences and events or show the responses of characters to situations.
	(1) Uses transitional words <b>and</b> phrases to manage the sequence of events.	(2) Uses a <b>variety</b> of transitional words <b>and</b> phrases to manage the sequence of events.	(3) Uses a <b>variety</b> of <b>logical</b> transitional words <b>and</b> phrases to manage the sequence of events.
	(1) Uses concrete words <b>and</b> phrases to convey experiences and events.	(2) Uses concrete words, phrases, <b>and sensory details</b> to convey experiences and events precisely.	(3) Uses concrete words, phrases, <b>and descriptive sensory details</b> to convey experiences and events precisely.
	(1) Provides a conclusion <b>unrelated</b> to the narrated experiences or events.	(2) Provides a conclusion that <b>follows</b> the narrated experiences or events.	(3) Provides a <b>complex</b> conclusion that brings all situations to a closing and <b>follows</b> the narrated experiences or events.
Organization and Focus	(1) Completes anywhere from <b>one to four</b> components of the writing process.	(2) Completes <b>all</b> components of the writing process (prewriting, first draft, share/revise, edit, publish).	(3) Completes <b>all</b> components of the writing process in a <b>timely manner.</b>
	(1) Uses <b>some</b> complete sentences.	(2) Uses <b>all</b> complete sentences and <b>some</b> paragraphing <b>throughout.</b>	(3) Uses <b>all</b> complete sentences and <b>correct</b> paragraphing <b>throughout.</b>
	(1) <b>Parts</b> of the paper are neat and legible.	(2) <b>Entire</b> paper is neat and legible.	<b>***Once "meeting," skill is mastered.</b>
	(1) Stays on topic throughout <b>most</b> of the paper.	(2) Stays on topic throughout the <b>entire</b> paper.	(3) <b>Elaborates on topic</b> throughout the <b>entire</b> paper.
	(1) Writing reflects <b>some</b> conventions mastered that were taught this quarter, but <b>not all.</b>	(2) Writing reflects <b>all</b> conventions mastered that were <b>taught this quarter.</b> (Typically 3-4 conventions taught per quarter)	(3) Writing reflects <b>all</b> conventions mastered that were taught in <b>previous</b> quarters as well as the <b>current</b> quarter. (Applies to Qtr 2-4)

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**Directions:** Circle the appropriate score for each row. Add the scores in parenthesis () and use the following Scoring Guide.  
TOTAL Score \_\_\_\_\_      Developing (0-21)      Meeting (22-28)      Exceeding (29-32)

Joplin Schools Writing Committee

Revised August 9, 2011

# 4<sup>th</sup> Grade Informative

Name \_\_\_\_\_

Date \_\_\_\_\_

Overall Level \_\_\_\_\_  
(Developing, Meeting, or Exceeding)

## 4<sup>th</sup> Grade Nonfiction (Informative) Rubric – 2<sup>nd</sup>/4<sup>th</sup> Quarter

	DEVELOPING	MEETING	EXCEEDING
Informative	(1) Introduction of topic or text is <b>unclear</b> .	(2) Introduction of topic or text is <b>clear</b> .	(3) Introduction of topic or text is <b>clear</b> and <b>catches reader's attention</b> .
	(1) Groups related information together.	(2) Groups related information in <b>paragraphs and sections</b> ; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.	(3) Groups related information <b>logically</b> in <b>paragraphs and sections</b> ; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
	(1) Develops the topic with facts, definitions, <b>or</b> details related to the topic in own words.	(2) Develops the topic with facts, definitions, <b>concrete</b> details, quotations, or other information <b>and examples</b> related to the topic in own words.	(3) <b>Elaborates</b> on the topic with facts, definitions, <b>concrete</b> details, <b>quotations</b> , or other information <b>and examples</b> related to the topic in own words.
	(1) Links ideas <b>within</b> categories of information using words <b>and</b> phrases.	(2) Links ideas <b>within all categories</b> of information using words <b>and</b> phrases.	(3) Links ideas <b>within and across all categories</b> of information using words, phrases, <b>and/or</b> clauses.
	(1) Uses language and <b>domain-specific</b> vocabulary to inform about or explain the topic in own words.	(2) Uses <b>precise</b> language and <b>domain-specific</b> vocabulary to inform about or explain the topic in own words.	(3) Uses <b>precise and eloquent</b> language and <b>domain-specific</b> vocabulary to inform about or explain the topic in own words.
	(1) Provides a concluding statement or section <b>unrelated</b> to the information presented.	(2) Provides a concluding statement or section <b>related</b> to the information presented.	(3) Provides a <b>well-developed</b> concluding statement or section <b>related</b> to the information presented.
Organization and Focus	(1) Completes anywhere from <b>one to four</b> components of the writing process.	(2) Completes <b>all</b> components of the writing process (prewriting with note-taking, first draft, share/revise, edit, publish) using multiple sources.	(3) Completes <b>all</b> components of the writing process using multiple resources in a <b>timely manner</b> .
	(1) Uses <b>some</b> complete sentences.	(2) Uses <b>all</b> complete sentences and <b>some</b> paragraphing <b>throughout</b> .	(3) Uses <b>all</b> complete sentences and <b>correct</b> paragraphing <b>throughout</b> .
	(1) <b>Parts</b> of the paper are neat and legible.	(2) <b>Entire</b> paper is neat and legible.	<b>***Once "meeting," skill is mastered.</b>
	(1) Stays on topic throughout <b>most</b> of the paper.	(2) Stays on topic throughout the <b>entire</b> paper.	(3) <b>Elaborates on topic</b> throughout the <b>entire</b> paper.
	(1) Writing reflects <b>some</b> conventions mastered that were taught this quarter, but <b>not all</b> .	(2) Writing reflects <b>all</b> conventions mastered that were <b>taught this quarter</b> . (Typically 3-4 conventions taught per quarter)	(3) Writing reflects <b>all</b> conventions mastered that were taught in <b>previous</b> quarters as well as the <b>current</b> quarter. (Applies to Qtr 2-4)

*\*Students who do not meet "Developing" may receive a "zero" score for that particular area. Make note of the "zero" in the left hand margin.*

**Directions:** Circle the appropriate score for each row. Add the scores in parenthesis () and use the following Scoring Guide.  
TOTAL Score \_\_\_\_\_      *Developing (0-21)*      *Meeting (22-29)*      *Exceeding (30-33)*

Joplin Schools Writing Committee

Revised August 9, 2011

# 4<sup>th</sup> Grade Opinion

Name \_\_\_\_\_

Date \_\_\_\_\_

Overall Level \_\_\_\_\_  
(Developing, Meeting, or Exceeding)

## 4<sup>th</sup> Grade Nonfiction (Opinion) Rubric – 3<sup>rd</sup> Quarter

	DEVELOPING	MEETING	EXCEEDING
Opinion	(1) Introduction of topic or text is <b>unclear</b> .	(2) Introduction of topic or text is <b>clear</b> .	(3) Introduction of topic or text is <b>clear</b> and <b>catches reader's attention</b> .
	(1) Opinion is <b>unclear</b> .	(2) Opinion is <b>clear</b> .	(3) Opinion is <b>complex</b> and <b>clear</b> .
	(1) Creates an organizational structure in which reasons are given.	(2) Creates an organizational structure in which related ideas are <b>grouped</b> to support the writer's purpose.	(3) Creates an organizational structure in which related ideas are <b>logically grouped</b> to support the writer's purpose.
	(1) Provides reasons that support the opinion in own words.	(2) Provides reasons that are supported by <b>facts and details</b> in own words.	(3) Provides reasons that are <b>logically</b> supported by <b>facts and details</b> in own words.
	(1) Links opinion and reasons using <b>simple</b> words (e.g., <i>first, also, next</i> ) and phrases.	(2) Links opinion and reasons using <b>grade level</b> words (e.g., <i>for instance, in order to, in addition</i> ) and phrases.	(3) Links opinion and reasons using a <b>variety</b> of <b>grade level</b> words, phrases, and/or clauses.
Organization and Focus	(1) Provides a concluding statement or section <b>unrelated</b> to the opinion presented.	(2) Provides a concluding statement or section <b>related</b> to the opinion presented.	(3) Provides a <b>well-developed</b> concluding statement or section <b>related</b> to the opinion.
	(1) Completes anywhere from <b>one to four</b> components of the writing process.	(2) Completes <b>all</b> components of the writing process (prewriting with note-taking, first draft, share/revise, edit, publish) using multiple sources.	(3) Completes <b>all</b> components of the writing process using multiple resources in a <b>timely manner</b> .
	(1) Uses <b>some</b> complete sentences.	(2) Uses <b>all</b> complete sentences and <b>some</b> paragraphing <b>throughout</b> .	(3) Uses <b>all</b> complete sentences and <b>correct</b> paragraphing <b>throughout</b> .
	(1) <b>Parts</b> of the paper are neat and legible.	(2) <b>Entire</b> paper is neat and legible.	<b>***Once "meeting," skill is mastered.</b>
	(1) Stays on topic throughout <b>most</b> of the paper.	(2) Stays on topic throughout the <b>entire</b> paper.	(3) <b>Elaborates on topic</b> throughout the <b>entire</b> paper.
(1) Writing reflects <b>some</b> conventions mastered that were taught this quarter, but <b>not all</b> .	(2) Writing reflects <b>all</b> conventions mastered that were <b>taught this quarter</b> . (Typically 3-4 conventions taught per quarter)	(3) Writing reflects <b>all</b> conventions mastered that were taught in <b>previous</b> quarters as well as the <b>current</b> quarter. (Applies to Qtr 2-4)	

\*Students who do not meet "Developing" may receive a "zero" score for that particular area. Make note of the "zero" in the left hand margin.

**Directions:** Circle the appropriate score for each row. Add the scores in parenthesis () and use the following Scoring Guide.  
TOTAL Score \_\_\_\_\_      *Developing (0-21)*      *Meeting (22-28)*      *Exceeding (29-32)*

# 5<sup>th</sup> Grade Narrative

Name \_\_\_\_\_

Date \_\_\_\_\_

Overall Level \_\_\_\_\_  
(Developing, Meeting, or Exceeding)

## 5<sup>th</sup> Grade Narrative Rubric – 1<sup>st</sup>/4<sup>th</sup> Quarter

	DEVELOPING	MEETING	EXCEEDING
Narrative	(1) Orients the reader by establishing a situation <b>or</b> introducing a narrator and/or characters.	(2) Orients the reader by establishing a situation <b>and</b> introducing a narrator and/or characters.	(3) Orients the reader by establishing <b>more than one situation</b> that ties the story together at the end.
	(1) Organizes an event sequence.	(2) Organizes an event sequence that <b>unfolds naturally</b> .	(3) Organizes a <b>complex</b> event sequence with more than one situation that <b>unfolds naturally</b> .
	(1) Uses narrative techniques, such as dialogue and description, to develop experiences and events or shows the responses of characters to situations.	(2) Uses narrative techniques, such as dialogue, description, <b>and pacing</b> , to develop experiences and events or shows the responses of characters to situations.	(3) Uses narrative techniques, such as dialogue, description, <b>and pacing</b> , to develop experiences and events <b>and</b> shows the responses of characters to situations.
	(1) Uses transitional words <b>and</b> phrases to manage the sequence of events.	(2) Uses <b>grade-level</b> transitional words, phrases, <b>and/or</b> clauses to manage the sequence of events.	(3) Uses a <b>variety</b> of <b>grade-level</b> transitional words, phrases, <b>and/or</b> clauses to manage the sequence of events.
	(1) Uses concrete words <b>and</b> phrases to convey experiences and events precisely.	(2) Uses concrete words, phrases, <b>and sensory details</b> to convey experiences and events precisely.	(3) Uses concrete words, phrases <b>and descriptive sensory details</b> to convey experiences and events precisely.
	(1) Provides a conclusion <b>unrelated</b> to the narrated experiences or events.	(2) Provides a conclusion that <b>follows</b> the narrated experiences or events.	(3) Provides a <b>complex</b> conclusion that brings all situations to a closing and <b>follows</b> the narrated experiences or events.
Organization and Focus	(1) Completes anywhere from <b>one to four</b> components of the writing process.	(2) Completes <b>all</b> components of the writing process (prewriting, first draft, share/revise, edit, publish).	(3) Completes <b>all</b> components of the writing process in a <b>timely manner</b> .
	(1) Uses <b>some</b> complete sentences and <b>some</b> paragraphing.	(2) Uses <b>all</b> complete sentences and <b>some</b> paragraphing <b>throughout</b> .	(3) Uses well-developed sentences of <b>varying lengths and structures</b> and <b>correct</b> paragraphing <b>throughout</b> .
	(1) <b>Parts</b> of the paper are neat and legible.	(2) <b>Entire</b> paper is neat and legible.	<b>***Once "meeting," skill is mastered.</b>
	(1) Stays on topic throughout <b>most</b> of the paper.	(2) Stays on topic throughout the <b>entire</b> paper.	(3) <b>Elaborates on topic</b> throughout the <b>entire</b> paper.
	(1) Writing reflects <b>some</b> conventions mastered that were taught this quarter, but <b>not all</b> .	(2) Writing reflects <b>all</b> conventions mastered that were <b>taught this quarter</b> . (Typically 3-4 conventions taught per quarter)	(3) Writing reflects <b>all</b> conventions mastered that were taught in <b>previous</b> quarters as well as the <b>current</b> quarter. (Applies to Qtr 2-4)

*\*Students who do not meet "Developing" may receive a "zero" score for that particular area. Make note of the "zero" in the left hand margin.*

**Directions:** Circle the appropriate score for each row. Add the scores in parenthesis () and use the following Scoring Guide.

TOTAL Score \_\_\_\_\_

*Developing (0-21)*

*Meeting (22-28)*

*Exceeding (29-32)*

Joplin Schools Writing Committee

Revised August 9, 2011



# 5<sup>th</sup> Grade Informative

Name \_\_\_\_\_

Date \_\_\_\_\_

Overall Level \_\_\_\_\_  
(Developing, Meeting, or Exceeding)

## 5<sup>th</sup> Grade Nonfiction (Informative) Rubric – 2<sup>nd</sup>/4<sup>th</sup> Quarter

	DEVELOPING	MEETING	EXCEEDING
Informative	(1) Introduction of topic or text is <b>unclear</b> .	(2) Introduction of topic or text is <b>clear</b> .	(3) Introduction of topic or text is <b>clear</b> and <b>catches reader's attention</b> .
	(1) Groups related information; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.	(2) Groups related information <b>logically</b> ; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.	(3) Groups related information <b>logically</b> ; include <b>complex</b> formatting (e.g., headings), illustrations, & multimedia when useful to aid comprehension.
	(1) Develops the topic with facts, definitions, concrete details, quotations, <b>or</b> examples related to the topic in own words.	(2) Develops the topic with facts, definitions, concrete details, quotations, or other information <b>and</b> examples related to the topic in own words.	(3) Develops the topic with <b>complex</b> facts, definitions, concrete details, quotations, or other information <b>and</b> examples related to the topic in own words.
	(1) Links ideas <b>within</b> categories of information using words <b>and</b> phrases.	(2) Links ideas <b>within and across</b> categories of information using words (e.g., <i>in contrast, especially</i> ), phrases, <b>and/or</b> clauses.	(3) Links ideas <b>within and across</b> categories of information using a <b>variety</b> of words, phrases, <b>and/or</b> clauses.
	(1) Uses language and <b>domain-specific</b> vocabulary to inform about or explain the topic in own words.	(2) Uses <b>precise</b> language and <b>domain-specific</b> vocabulary to inform about or explain the topic in own words.	(3) Uses <b>precise and eloquent</b> language and <b>domain-specific</b> vocabulary to inform about or explain the topic in own words.
	(1) Provides a concluding statement or section <b>unrelated</b> to the information presented.	(2) Provides a concluding statement or section <b>related</b> to the information presented.	(3) Provides a <b>well-developed</b> concluding statement or section <b>related</b> to the information presented.
Organization and Focus	(1) Completes <b>some</b> components of the writing process.	(2) Completes <b>all</b> components of the writing process (prewriting with note-taking, first draft, share/revise, edit, publish) using multiple sources.	(3) Completes <b>all</b> components of the writing process using multiple resources in a <b>timely manner</b> .
	(1) Uses <b>some</b> complete sentences and <b>some</b> paragraphing.	(2) Uses <b>all</b> complete sentences and <b>some</b> paragraphing <b>throughout</b> .	(3) Uses well-developed sentences of <b>varying lengths and structures</b> and <b>correct</b> paragraphing <b>throughout</b> .
	(1) <b>Parts</b> of the paper are neat and legible.	(2) <b>Entire</b> paper is neat and legible.	<b>***Once "meeting," the skill is mastered.</b>
	(1) Stays on topic throughout <b>most</b> of the paper.	(2) Stays on topic throughout the <b>entire</b> paper.	(3) <b>Elaborates on topic</b> throughout the <b>entire</b> paper.
	(1) Writing reflects <b>some</b> quarterly conventions mastered.	(2) Writing reflects <b>all quarterly</b> conventions mastered.	(3) Writing reflects <b>all grade level</b> conventions mastered.

*\*Students who do not meet "Developing" may receive a "zero" score for that particular area. Make note of the "zero" in the left hand margin.*

**Directions:** Circle the appropriate score for each row. Add the scores in parenthesis () and use the following Scoring Guide.  
TOTAL Score \_\_\_\_\_      *Developing (0-21)*      *Meeting (22-28)*      *Exceeding (29-32)*

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# 5<sup>th</sup> Grade Opinion

Name \_\_\_\_\_

Date \_\_\_\_\_

Overall Level \_\_\_\_\_  
(Developing, Meeting, or Exceeding)

## 5<sup>th</sup> Grade Nonfiction (Opinion) Rubric – 3<sup>rd</sup> Quarter

	DEVELOPING	MEETING	EXCEEDING
Opinion	(1) Introduction of topic or text is <b>unclear</b> .	(2) Introduction of topic or text is <b>clear</b> .	(3) Introduction of topic or text is <b>clear</b> and <b>catches reader's attention</b> .
	(1) Opinion is <b>unclear</b> .	(2) Opinion is <b>clear</b> .	(3) Opinion is <b>complex</b> and <b>clear</b> .
	(1) Creates an organizational structure in which related ideas are <b>grouped</b> to support the writer's purpose.	(2) Creates an organizational structure in which related ideas are <b>logically grouped</b> to support the writer's purpose.	(3) Creates a <b>complex</b> organizational structure in which related ideas are <b>logically grouped</b> to support the writer's purpose.
	(1) Provides reasons that are supported by facts and details in own words.	(2) Provides <b>logically ordered</b> reasons that are supported by facts and details in own words.	(3) Provides <b>logically ordered</b> reasons that are supported by <b>complex</b> facts and details in own words.
	(1) Links opinion and reasons using words <b>and</b> phrases.	(2) Links opinion and reasons using <b>grade-level</b> words (e.g., <i>consequently, specifically</i> ), phrases, <b>and/or</b> clauses.	(3) Links opinion and reasons using a <b>variety</b> of <b>grade-level</b> words, phrases, <b>and/or</b> clauses.
	(1) Provides a concluding statement or section <b>unrelated</b> to the opinion presented.	(2) Provides a concluding statement or section <b>related</b> to the opinion presented.	(3) Provides a <b>well-developed</b> concluding statement or section <b>related</b> to the opinion.
Organization and Focus	(1) Completes anywhere from <b>one to four</b> components of the writing process.	(2) Completes <b>all</b> components of the writing process (prewriting with note-taking, first draft, share/revise, edit, publish) using multiple sources.	(3) Completes <b>all</b> components of the writing process using multiple resources in a <b>timely manner</b> .
	(1) Uses <b>some</b> complete sentences and <b>some</b> paragraphing.	(2) Uses <b>all</b> complete sentences and <b>some</b> paragraphing <b>throughout</b> .	(3) Uses well-developed sentences of <b>varying lengths and structures</b> and <b>correct</b> paragraphing <b>throughout</b> .
	(1) <b>Parts</b> of the paper are neat and legible.	(2) <b>Entire</b> paper is neat and legible.	<b>***Once "meeting," skill is mastered.</b>
	(1) Stays on topic throughout <b>most</b> of the paper.	(2) Stays on topic throughout the <b>entire</b> paper.	(3) <b>Elaborates on topic</b> throughout the <b>entire</b> paper.
	(1) Writing reflects <b>some</b> conventions mastered that were taught this quarter, but <b>not all</b> .	(2) Writing reflects <b>all</b> conventions mastered that were <b>taught this quarter</b> . (Typically 3-4 conventions taught per quarter)	(3) Writing reflects <b>all</b> conventions mastered that were taught in <b>previous</b> quarters as well as the <b>current</b> quarter. (Applies to Qtr 2-4)

\*Students who do not meet "Developing" may receive a "zero" score for that particular area. Make note of the "zero" in the left hand margin.

**Directions:** Circle the appropriate score for each row. Add the scores in parenthesis () and use the following Scoring Guide.  
TOTAL Score \_\_\_\_\_      Developing (0-21)      Meeting (22-28)      Exceeding (29-32)

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## ***Conventions***

You will find a Conventions Checklist for each grade level (K-5). The idea is that each student will have an ongoing checklist throughout the school year.

By the end of the school year ALL grade level conventions should be mastered, unless otherwise noted. If a convention should be mastered during a specific quarter, that box will be unshaded. Shaded boxes indicate that it is not necessary to cover that convention at that time. Please note that conventions may be taught as the students have need. These quarterly suggestions are intended to ensure all conventions are covered through the year.

Once taught, the convention is expected to continue to be used and the teachers must hold the students responsible for those conventions in student writing throughout the year.

## Kindergarten

# Kindergarten Language Conventions Checklist

Language Conventions are used as a mastery checklist. The recommendation is to cover 3-5 skills per quarter to ensure that students master all grade level conventions by the end of the year. A check (✓) represents mastery, a slash (/) represents developing, a blank ( ) represents not assessed at this time.

Convention	1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.
Print many upper- and lowercase letters.				
Use frequently occurring nouns and verbs.				
Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ).				
Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i> ).				
Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ).				
Produce and expand complete sentences in shared language activities (e.g. shared & interactive writing, oral language activities).				
Capitalize the first word in a sentence and the pronoun <i>I</i> .				
Recognize and name end punctuation.	.	. ?	. ? !	. ? ! ""
Write a letter or letters for most consonant and short-vowel sounds (phonemes).				
Spell simple words phonetically, drawing on knowledge of sound-letter relationships.				

## 1<sup>st</sup> Grade

# 1<sup>st</sup> Grade Language Conventions Checklist

Language Conventions are used as a mastery checklist. The recommendation is to cover 3-5 skills per quarter to ensure that students master all grade level conventions by the end of the year. A check (√) represents mastery, a slash (/) represents developing, a blank ( ) represents not assessed at this time.

Convention	1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.
Print all upper- and lowercase letters.				
Use common, proper, and possessive nouns.				
Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).				
Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).				
Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).				
Use frequently occurring adjectives. (color words, shape words, size words)				
Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i> ).				
Use determiners (e.g., articles [a, the, every] demonstratives [this, that, those]).				
Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i> ).				
Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.				
Capitalize dates and names of people.				
Use end punctuation for sentences.				
Use commas in dates and to separate single words in a series.				
Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.				
Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.				

## 2<sup>nd</sup> Grade

# 2<sup>nd</sup> Grade Language Conventions Checklist

Language Conventions are used as a mastery checklist. The recommendation is to cover 3-5 skills per quarter to ensure that students master all grade level conventions by the end of the year. A check (✓) represents mastery, a slash (/) represents developing, a blank ( ) represents not assessed at this time.

Convention	1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.
Use collective nouns (e.g., <i>group, crowd, family, class, crew</i> ).				
Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i> ).				
Use reflexive pronouns (e.g., <i>myself, ourselves</i> ).				
Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i> ).				
Use adjectives and adverbs, and choose between them depending on what is to be modified.				
Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i> ).				
Capitalize holidays, product names, and geographic names.				
Use commas in greetings and closings of letters.				
Use an apostrophe to form contractions and frequently occurring possessives.				
Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i> ).				
Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.				

### 3<sup>rd</sup> Grade

## 3<sup>rd</sup> Grade Language Conventions Checklist

Language Conventions are used as a mastery checklist. The recommendation is to cover 3-5 skills per quarter to ensure that students master all grade level conventions by the end of the year. A check (√) represents mastery, a slash (/) represents developing, a blank ( ) represents not assessed at this time.

Convention	1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.
Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.				
Form and use regular and irregular plural nouns. (e.g., mice, teeth, geese)				
Use abstract nouns - A type of noun that refers to something a person cannot physically interact with (e.g., <i>childhood, gossip, beauty</i> ).				
Form and use regular and irregular verbs. (e.g., irregular verbs - child; children)				
Form and use the simple verb tenses. (e.g., <i>I walked; I walk; I will walk</i> )				
Ensure subject-verb and pronoun-antecedent agreement.* (An antecedent is a word for which a pronoun stands for e.g., President Lincoln - his)				
Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (They are <u>better</u> . - He is the <u>best</u> .; lovely, lovelier, loveliest)				
Use coordinating and subordinating conjunctions.( Coordinating - and, but, for, nor, or so, yet -- Subordinating - although, after, until.)				
Produce simple, compound, and complex sentences.				
Capitalize appropriate words in titles.				
Use commas in addresses.				
Use commas and quotation marks in dialogue.				
Form and use possessives.				
Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i> ).				
Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i> ) in writing words.				
Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.				

## 4<sup>th</sup> Grade

# 4<sup>th</sup> Grade Language Conventions Checklist

Language Conventions are used as a mastery checklist. The recommendation is to cover 3-5 skills per quarter to ensure that students master all grade level conventions by the end of the year. A check (✓) represents mastery, a slash (/) represents developing, a blank ( ) represents not assessed at this time.

Convention	1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.
Use relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ).				
Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i> ) verb tenses.				
Use modal auxiliaries (e.g., <i>can, may, must</i> ) to convey various conditions.				
Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i> ).				
Form and use prepositional phrases.				
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.				
Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i> ).				
Use correct capitalization.				
Use commas and quotation marks to mark direct speech and quotations from a text.				
Use a comma before a coordinating conjunction in a compound sentence.				
Spell grade-appropriate words correctly, consulting references as needed.				



## 5<sup>th</sup> Grade

# 5<sup>th</sup> Grade Language Conventions Checklist

Language Conventions are used as a mastery checklist. The recommendation is to cover 3-5 skills per quarter to ensure that students master all grade level conventions by the end of the year. A check (✓) represents mastery, a slash (/) represents developing, a blank ( ) represents not assessed at this time.

Convention	1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.
Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.				
Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i> ) verb tenses.				
Use verb tense to convey various times, sequences, states, and conditions.				
Recognize and correct inappropriate shifts in verb tense.				
Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i> ).				
Use punctuation to separate items in a series.				
Use a comma to separate an introductory element from the rest of the sentence.				
Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i> ), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i> ), and to indicate direct address (e.g., <i>Is that you, Steve?</i> ).				
Use underlining, quotation marks, or italics to indicate titles of works.				
Spell grade-appropriate words correctly, consulting references as needed.				

## ***Common Core Anchor Papers***

Please visit the following website to view the Common Core Anchor Papers for Writing. Anchor papers provide you with an example of *real* student work aligned with the Common Core Writing Standards. This is a great resource to use as professional development, as well as using with your class. When students can see examples of the expectation, they tend to perform better.

<http://www.corestandards.org/the-standards>

Scroll down and click on **English Language Arts Appendix C**. Click **OK** to download and prepare to wait a few minutes, as it is a large file.

You will find student examples of the three types of writing: narrative, informative, and opinion. Although each grade level is required to write three types of writing, you will only find two out of the three genres. Therefore, view the previous or proceeding grade level for the missing genre you need.

## Glossary

<b>Word</b>	<b>Joplin Writer's Workshop Definition</b>
Across categories	multiple categories within an informative piece of writing
Catches reader's attention	clever, intriguing, the reader wants to go on because they're interested
Clause	contains a subject and predicate to form a simple sentence or part of a sentence
Clearly	without a doubt
Combination	putting together several skills
Complex	consists of many different and connected parts
Concrete	real or solid, not abstract
Conference	Sitting side by side with the student or small group on the same level looking at their writing, discussing <b>one</b> skill or area to improve on
Descriptive	provides a good mental image of what is being described
Detailed	provides individual features or facts, provides a good mental image
Developing	showing progress, but not mastery
Dictating	say aloud, while someone else is writing what's being said
Domain-specific	vocabulary specific to a particular field of study (domain)
Elaborates	detailed and complicated in design and planning
Eloquent	expressive, articulate, powerful
Entire	no part left out, whole
Event order	sequence events occur
Exceeding	masters grade level skill, plus goes beyond (typically meeting requirements for the next grade level or higher) and provides detailed, complex writing
Facts	true information
Formatting	titles, headings, captions, spacing, and overall organization of informative work
Grouped	put together
Logically	provides clear, sound reasoning
Logically ordered	makes sense, naturally progresses
Loosely linked events	events are provided, but very vague and may leave out events in between
Many	several, but not all
Meeting	masters grade-level skill
Mini-lesson	No more than 10 minutes in length, focusing on a <b>SINGLE</b> skill
Most	almost or nearly all
Multimedia	using more than one medium of expression or communication
Multiple sources	using more than one source (e.g. Internet, books, interviews, etc.)
Pacing	natural flow to the writing, not choppy
Paragraphs	indented, contains main idea and details
Parts	piece or segment is provided
Phrase	small group of words standing together as a conceptual unit
Precise	exact and accurate expression or detail
Quotations	taking exactly what someone said in text or speech or character comes to life by talking in the story
Reasons	cause or explanation of an action or event

Related	connecting one thing to another
Sections	divisions within a paper that provides distinct parts
Sense	aware, but not able to fully define something
Sensory details	provides features related to the five senses (What does it look like? What does it sound like? What does it feel like? What does it taste like? What does it smell like?)
Sequence of events	related events follow each other in order
Some	having few parts of the entire whole
Spacing	making sure letters, words, and paragraphs are formatted correctly - not crammed together or too far apart
Throughout	all the way through the entire paper, not just portions
Timely manner	effectively and efficiently finishes a piece of writing and is able to begin a new piece, while classmates are finishing their writing
Transitional words	connecting from either sentence to sentence OR section to section
Variety	diverse, provides many different types
Well-developed	carefully or extensively elaborated
Well-elaborated	carefully or extensively developed
Within categories	looking inside a single category

## References

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