

# WRITING CONTINUUM

## (Pre-Emergent)

Name \_\_\_\_\_ Date \_\_\_\_\_

### *Writing Continuum (Early Childhood)*

Qualities of Writing	Pre-Emergent (-0 entry)
<b>Structure</b> <small>(Oral Language Development)</small>	<ul style="list-style-type: none"> <li>● Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems</li> <li>● Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity</li> <li>● Shows awareness that speech can be written down</li> <li>● Develops understanding that writing is a way of communicating for a variety of purposes</li> <li>● Begins to verbally match their story to their picture</li> <li>● Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, or questions</li> </ul>
<b>Development</b>	<ul style="list-style-type: none"> <li>● Progresses from using scribbles and shapes to pictures to represent ideas</li> <li>● The student's picture is recognizable when the student talks about it</li> <li>● Attempts to give a dictation from the picture</li> <li>● Able to identify their favorite part (specific small moment) with teacher questioning (in an oral dictation)</li> <li>● Begins to represent stories and experiences through pictures, dictation, and in play</li> <li>● Verbally labels items/characters in a picture (without telling a story)</li> <li>● Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers</li> </ul>
<b>Language Conventions</b>	<ul style="list-style-type: none"> <li>● Begins to use left to right</li> <li>● Holds pencil with consistent hand preference</li> <li>● Shows increasing ability to discriminate and identify sounds in spoken language (verbally or written)</li> <li>● Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems (verbally)</li> <li>● Associates sounds with written words, such as awareness that different words begin with the same sound (verbally)</li> <li>● Shows progress in associating the names of letters with their shapes and sounds.</li> <li>● Identifies at least 10 letters of the alphabet, especially those in their own name.</li> <li>● Knows that letters of the alphabet are a special category of visual graphics that can be individually named</li> <li>● Begins to use letter-like symbols in letter strings. moving towards copying or writing familiar words such as their own name</li> </ul>

# Writing Continuum (Beginning Stage- Kindergarten June)

	<b>(0)</b> 0=Even with help the student demonstrates a lack of grade level skills	<b>(1-2)</b> 1=With help, the student demonstrates a partial understanding of some of the skills 2=The students has become independent with a partial understanding of some skills		<b>(3)</b> 3=while writing grade-appropriate material, the student applies most skills	<b>(4)</b> 4=while writing above grade level material, the student applies skills
<b>Qualities of Writing</b>	<b>Emergent (0 entry)</b>	<b>Emergent (0.25- October of K)</b>	<b>Emergent (0.5- January of K)</b>	<b>Emergent (0.75 –March-June of K)</b>	<b>Early 1 (1.0-June of K)</b>
<b>Writing Process</b>	<p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>Uses <u>background knowledge and personal experiences to generate, explore, and develop ideas for writing (choice)</u></li> </ul> <p><b>DRAFTING</b></p> <ul style="list-style-type: none"> <li><u>Draws pictures, labels, and scribbles to generate and express ideas.</u></li> </ul> <p><b>PUBLISHING/SHARING</b></p> <ul style="list-style-type: none"> <li>Teacher publishes the writing and supports in creating matching illustration.</li> </ul>	<p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>Orally rehearses to help choose, clarify, focus and/or expand topics (a memorable/favorite part).</li> </ul> <p><b>DRAFTING</b></p> <ul style="list-style-type: none"> <li>Creates story/picture match.</li> </ul> <p><b>REVISION</b></p> <ul style="list-style-type: none"> <li>Can point to the pictures, add on to the pictures , and perhaps label with support</li> </ul> <p><b>PUBLISHING/SHARING</b></p> <ul style="list-style-type: none"> <li>Students independently illustrates teacher’s published writing</li> </ul>	<p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>Draws a few details in plan</li> </ul> <p><b>DRAFTING</b></p> <ul style="list-style-type: none"> <li><u>Moves towards writing on their own</u></li> <li><u>Begins to use simple sentence forms</u></li> </ul> <p><b>REVISION</b></p> <ul style="list-style-type: none"> <li>Can add on to the pictures , and perhaps label with support</li> </ul> <p><b>PUBLISHING/SHARING</b></p> <ul style="list-style-type: none"> <li>Teacher publishes the writing</li> <li>Reads own story back</li> <li>Orally includes a title when prompted</li> </ul>	<p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li><u>Planning sequence with beginning, middle, and end</u></li> </ul> <p><b>DRAFTING</b></p> <ul style="list-style-type: none"> <li>Writing includes a full simple sentence with specific nouns (ex. I went swimming in my grandma’s pool).</li> <li>Tells what is happening (not thinks/feels)</li> <li>Begins to use speech bubbles</li> </ul> <p><b>REVISION</b></p> <ul style="list-style-type: none"> <li><u>Revises plan and adding on to own story.</u></li> <li>Is able to make corrections when text is read back by the teacher.</li> <li><u>Writing for a variety of purposes to communicate own ideas and thoughts to be read by self and others.</u></li> </ul> <p><b>PROOFREADING</b></p> <ul style="list-style-type: none"> <li><u>Checking and correcting learned words for spelling.</u></li> </ul> <p><b>PUBLISHING/SHARING</b></p> <ul style="list-style-type: none"> <li><u>Rehearses and shares published piece with audience both in and outside the classroom</u></li> <li><u>Explores a variety of digital tools to produce and publish writing in collaboration w/ peers w/ guidance and support from adults.</u></li> </ul>	<p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>Includes enhanced drawings with many details including characters, setting, and action</li> <li>Begins to plan with pictures, words (labels), and phrases</li> </ul> <p><b>DRAFTING</b></p> <ul style="list-style-type: none"> <li>Includes three or more appropriate details/examples/sentences (from prior knowledge and experiences)</li> <li>Writes with an accurate picture match in sequence</li> <li>Uses physical descriptions (size, shape, color)</li> <li>Begins to use sparkle/sound effects</li> </ul> <p><b>REVISION</b></p> <ul style="list-style-type: none"> <li><u>Reading over writing to check for meaning and make revisions</u></li> <li>Inserts information appropriately in text/picture</li> </ul> <p><b>PROOFREADING</b></p> <ul style="list-style-type: none"> <li>Proofreads independently for what they know</li> </ul> <p><b>PUBLISHING/SHARING</b></p> <ul style="list-style-type: none"> <li><u>Exploring a variety of digital tools to produce and publish writing, including in collaboration with peers with guidance and support from adults.</u></li> <li>Includes a title</li> <li><u>Reads and rereads published pieces for fluency</u></li> </ul>
<b>Text Type and Purposes</b>	<p><u>Narrative Texts</u> Uses a combination of <b>drawing and dictating</b> to narrate a simple event</p> <p><b>STRUCTURE</b></p> <ul style="list-style-type: none"> <li>Begins to draw recognizable pictures.</li> </ul> <p><b>DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Is able to tell a story about his or her work through teacher questioning.</li> <li>Understands speech/thoughts can be written down (print holds meaning).</li> <li>Is eager to play at writing.</li> </ul> <p><b>LANGUAGE CONVENTIONS</b></p> <ul style="list-style-type: none"> <li>Writing includes random letters or words (shows no use of writing conventions or sound-letter correspondence).</li> </ul>	<p><u>Narrative Texts</u></p> <p><b>STRUCTURE</b></p> <ul style="list-style-type: none"> <li>Tells a matching story from the picture.</li> <li>Drawings include real-life objects with some details.</li> </ul> <p><b>DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Dictates a sentence for scribing.</li> <li>Is able to tell a simple story verbally (staying on topic) without teacher support.</li> <li>The student’s work is recognizable, but lacks important detail that is critical to the story.</li> <li>Writing may be incomplete, but includes an oral dictation that holds the reader’s attention.</li> </ul> <p><b>LANGUAGE CONVENTIONS</b></p> <ul style="list-style-type: none"> <li>Holds pencil correctly.</li> <li>Shows some knowledge of alphabet through attempting some letter forms to represent message.</li> <li>Writing shows some use of writing conventions or sound-letter correspondence.</li> <li>Follows directionality.</li> </ul>	<p><u>Narrative Texts</u> Uses a combination of <b>drawing, dictating, and writing</b> to narrate a single event.</p> <p><b>STRUCTURE</b></p> <ul style="list-style-type: none"> <li>Writing is on topic.</li> </ul> <p><b>DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Writing is attempted, but sentences and vocabulary may be simple with limited vocabulary, description, etc. (A general thought).</li> <li>Details and examples may be limited (one or less)</li> </ul> <p><b>LANGUAGE DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Most words are represented with one or more sounds.</li> <li>Begins to spell some simple words correctly.</li> </ul> <p>Opinion Texts</p> <ul style="list-style-type: none"> <li><u>Tells the name of a book they are writing about</u></li> </ul> <p>Informational/Explanatory Texts</p> <ul style="list-style-type: none"> <li><u>Uses a combination of drawing, dictating, and writing.</u></li> <li><u>Naming what they are writing about</u></li> </ul>	<p><u>Narrative Texts</u> Uses a combination of drawing and writing to narrate a single event.</p> <p><b>STRUCTURE</b></p> <ul style="list-style-type: none"> <li>Writing is on topic and shows development of a topic w/ clear details and examples (2 or more)</li> <li>Narrows topic to 1 specific event</li> <li><u>Provide some sense of closure</u></li> <li><u>Provides a reaction to what happened</u></li> </ul> <p><b>DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Development of a topic with clear details and examples (two or more).</li> <li>Retells an important event in his/her life.</li> <li>Tells who and what and includes one of the following (when, where, why, or how).</li> <li>Working towards two or more sentences that are linked in meaning.</li> <li>Adds on to story.</li> <li>Includes a title</li> </ul> <p><b>LANGUAGE CONVENTIONS</b></p> <ul style="list-style-type: none"> <li>Begins to use spaces between words</li> <li>The writing demonstrates knowledge of sound-letter correspondence (2 or more sounds in each word).</li> </ul> <p>Opinion Texts</p> <ul style="list-style-type: none"> <li><u>States an opinion or preference about the books (e.g. My favorite books is...)</u></li> </ul> <p>Informational/Explanatory Texts</p> <ul style="list-style-type: none"> <li><u>Writes 1-3 related sentences about an informational topic.</u></li> <li><u>Supplying some information about the topic</u></li> </ul>	<p><u>Narrative Texts</u> Uses a combination of drawing and writing to narrate a single event</p> <p><b>STRUCTURE</b></p> <ul style="list-style-type: none"> <li>Writes with a focused, narrowed topic independently</li> <li><u>Recounts two or more appropriately sequenced events</u></li> <li><u>Provides a sense of closure (i.e. a reaction to what happened. Ex. “I felt”)</u></li> <li>Begins to use transition words such as then, first, next</li> </ul> <p><b>DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li><u>Includes some details regarding what happened</u></li> <li>Tells who, what when, why and how to elaborate</li> <li>Taking risks with new words.</li> </ul> <p><b>LANGUAGE CONVENTIONS</b></p> <ul style="list-style-type: none"> <li>Consistently demonstrates knowledge of sound-letter correspondence (most consonant sounds and some vowels).</li> <li>Includes spacing between words consistently.</li> <li>Can differentiate between capital and lowercase letters</li> <li>Use capitalization with a pronoun “I”</li> <li>Attempts to use full stops/punctuation (?, !, .)</li> <li>Spells an increasing number of words accurately (about 25).</li> <li>Writes legibly in correct formation.</li> </ul> <p><u>Opinion Texts</u></p> <ul style="list-style-type: none"> <li><u>Introduces the topic or naming the books they are writing about</u></li> <li><u>States an opinion</u></li> <li><u>Supplies a reason for the opinion</u></li> <li><u>Provided some sense of closure</u></li> </ul> <p><u>Informational/Explanatory Texts</u></p> <ul style="list-style-type: none"> <li><u>Names a topic</u></li> <li><u>Supplies some facts about the topic</u></li> <li><u>Provides some sense of closure</u></li> </ul>
<b>Research</b>			<ul style="list-style-type: none"> <li>Creates illustrations that match text.</li> <li>Participates in shared research and writing projects (e.g., explore a book and express an opinion about it)</li> </ul>	<ul style="list-style-type: none"> <li>Participates in shared research and writing projects (e.g. explore a number of “how to” books on a given topic and use them to write a sequence of instructions)</li> <li>Recalling information from experience or gathering information from provided sources to answer a question with guidance and support from adults.</li> </ul>	

# Writing Rubric and Continuum (1<sup>st</sup> Grade Oct- 1<sup>st</sup> Grade June)

	(1-2) 1=With help, the student demonstrates a partial understanding of some of the skills 2=The students has become independent with a partial understanding of some skills	(3) 3=while writing grade-appropriate material, the student applies most skills	(4) 4=while writing above grade level material, the student applies skills	
Qualities of Writing	Early 2 (1.25 – Oct. of 1 <sup>st</sup> )	Early 3 (1.5 – Jan. of 1 <sup>st</sup> )	Early 4 (1.75- March of 1 <sup>st</sup> )	
Writing Process  (Includes Content and Ideas, Organization, Style and Voice, Conventions)  (underlines items from writing of SBR)	Early 2 (1.25 – Oct. of 1 <sup>st</sup> ) CONTENT AND IDEAS <ul style="list-style-type: none"><li>• Generates/selects “small moments” topics generally based on own world experience</li><li>• Using at least 3-4 linked actions in a short, familiar event</li><li>• Continues to look for meaning in own writing by Rereading.</li><li>• Revises writing to make meaning clear</li><li>• Beginning to understand that writing is a process.</li><li>• Understands and uses what they are practicing as a writer.</li></ul> ORGANIZATION <ul style="list-style-type: none"><li>• Planning with pictures, labels, words and phrases</li><li>• Uses plan as a flexible guide for writing.</li><li>• Inserts information appropriately in text.</li></ul> STYLE AND VOICE <ul style="list-style-type: none"><li>• *Beginning to use simple sentence forms with different sentence beginnings.</li><li>• Using personal, possessive and indefinite pronouns (e.g., I, me, my, they, them, everyone, everything)</li><li>• Uses descriptive detail (uses senses to paint a picture for the reader).</li><li>• Writes with specific verbs. (moving from going, went, to hopped, danced)</li><li>• Using simple sentences</li><li>• Provides a sense of closure (provide a reaction to what happened, “I felt happy”).</li><li>• Using physical descriptions (size, shape, color)</li><li>• Uses senses to enhance description.</li></ul> CONVENTIONS <ul style="list-style-type: none"><li>• Checks spelling approximations including consonants, medial, sounds, vowel blends, plurals.</li><li>• Applying spelling patterns (onset and rime-bat, cat: short vowel patterns- Hat)</li><li>• Attempts spelling of unknown words by taking risks.</li><li>• Begins to use known essential words when writing. (about 30)</li><li>• Uses full stops/punctuation (?, !, .)</li><li>• Attempting to use capitalization (beginning of a sentence or an important name).</li></ul> PUBLISHING/SHARING <ul style="list-style-type: none"><li>• Sharing published piece with audience(s) in the classroom</li><li>• Understands that texts need further work before reaching the audience</li><li>• Realizes the audience expects to see correct script</li><li>• Makes decisions about how text will be published</li></ul>	Early 3 (1.5 – Jan. of 1 <sup>st</sup> ) CONTENT AND IDEAS <ul style="list-style-type: none"><li>• Selects Topic that is narrow and manageable</li><li>• Retelling an event in his or her life</li><li>• Orally rehearses with teachers and peers to clarify ideas, audience,<ul style="list-style-type: none"><li>• and purpose</li></ul></li><li>• Develops a setting in their plan and in writing</li><li>• Uses significant detail that supports the main idea.</li><li>• Expects and applies constructive feedback/questions from others throughout the writing process.</li><li>• Writes for a variety of purposes.</li><li>• Begins to choose alternate catchy titles</li></ul> ORGANIZATION <ul style="list-style-type: none"><li>• Telling a story through a sequencing of events</li><li>• Planning with pictures, words and phrases</li></ul> STYLE AND VOICE <ul style="list-style-type: none"><li>• Using a simple lead such as time or place using simple sentence forms</li><li>• Able to insert information into the text.</li><li>• Providing a sense of closure</li><li>• Uses Speech Bubbles</li><li>• Starts sentences with phrases and clauses.</li><li>• Chooses words to make meaning clear.</li><li>• Includes some indirect speech, e.g., Mary said...</li><li>• Includes a greater range of verbs: “shrieked,” “yelled”.</li><li>• Using singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)</li><li>• Uses frequently occurring adjectives</li><li>• Begins to use sounds effects.</li></ul> CONVENTIONS <ul style="list-style-type: none"><li>• Using Punctuation for sentences (period, question mark, exclamation mark)</li><li>• *Selects and maintains correct tense.</li><li>• Writes legibly in correct formation.</li><li>• Spells essential words/given spelling words correctly in writing. (about 50)</li><li>• Confers with teacher to set proofreading goals</li><li>• Proofreading, Checking and correcting writing based on learned punctuation and capitalization</li></ul> PUBLISHING <ul style="list-style-type: none"><li>• Exploring a variety of digital tools</li><li>• Presenting text with varied, detailed illustrations that match text</li></ul>	Early 4 (1.75- March of 1 <sup>st</sup> ) CONTENT AND IDEAS <ul style="list-style-type: none"><li>• Generates/selects “small moments” topics generally based on own world experience</li><li>• Uses interesting beginning, expanded middle and succinct end.</li><li>• Writes for a longer period of time (stays with one story taking it through the whole process)</li><li>• Beginning to show rather than tell</li><li>• Reads over own writing to check for meaning and make revisions</li><li>• Showing a beginning awareness of the reader/audience</li></ul> ORGANIZATION <ul style="list-style-type: none"><li>• Explores a variety of ways to plan based on understanding of forming intentions.</li><li>• Planning with a series of pictures (expanded middle)</li><li>• Uses chronological sequence over a short period of time</li><li>• Adding details to plan and inserting information appropriately in text</li></ul> STYLE AND VOICE <ul style="list-style-type: none"><li>• Begins to use humor and sparkle</li><li>• Using simple transitions (i.e. before, after, now and finally)</li><li>• Maintains consistent tense</li><li>• Using physical descriptions (size, shape, color)</li><li>• Beginning to use creative language</li><li>• Using first person point of view</li><li>• Begins to use a variety of techniques to include detail (active verbs, specific nouns, onomatopoeia, dialogue)</li><li>• Uses common, proper and possessive nouns</li><li>• Uses verbs to convey a sense of past, present and future (yesterday, today, tomorrow)</li><li>• Using frequently occurring conjunctions (but, or, so because)</li><li>• Using frequently occurring prepositions (during, beyond, toward)</li></ul> CONVENTIONS <ul style="list-style-type: none"><li>• Checking and correcting writing based on learned punctuation and capitalization</li><li>• Spells essential words/given spelling words correctly in writing. (about 75)</li><li>• Realizes the audience expects to see a correct script and proofreads independently for what they know.</li><li>• Using conventional spelling for words with common spelling patterns and for frequently occurring irregular words</li><li>• Spelling untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li><li>• Printing all upper and lower case letters</li><li>• Adds word endings accurately (s, ed, ing)</li><li>• Capitalizing dates and names of people</li></ul> PUBLISHING <ul style="list-style-type: none"><li>• Selecting text to be published and shared with others.</li><li>• Makes decisions about how own text will be published.</li><li>• Shares text with audiences both inside and outside the classroom</li><li>• Giving and receiving feedback from audience</li><li>• Exploring a variety of digital tools to produce and publish writing, including in collaboration with peers and guidance and support from adults.</li></ul>	Fluent 1 (2.0-June of 1 <sup>st</sup> ) CONTENT AND IDEAS <ul style="list-style-type: none"><li>• Knows how to groups ideas on a topic.</li><li>• Generating/selecting from a wide range of topics</li><li>• Using form and purpose in order to help structure the plan.</li><li>• Selecting details and examples that are the most significant to the topic</li><li>• Rereading for meaning, audience and purpose</li><li>• Adding/Deleting detail to clarify meaning and enhance writing</li><li>• Communicating clear main points</li><li>• Expanding middle of the story</li><li>• Creates a sense of the whole story (character, setting, conflict, sequence of events, and resolution)</li><li>• Ask questions of other writers in order to confirm choices and make revisions to clarify meaning.</li></ul> ORGANIZATION <ul style="list-style-type: none"><li>• Using some visual tools for planning (brainstorm, list, web, graphic organizer)</li><li>• Groups ideas on a topic to form paragraphs (2 or more)</li></ul> STYLE AND VOICE <ul style="list-style-type: none"><li>• Demonstrating the difference between revision and proofreading.</li><li>• Beginning to acquire toe “language of the writer” (Lead, tone, voice, dialogue, onomatopoeia, details, story language)</li><li>• Engaging the reader and evoking some emotion</li><li>• Studies the work of authors to find examples of good writing techniques to replicate.</li><li>• Using leads such as using sound, question to establish a situation/time/place</li><li>• Providing a sense of closure/reflective statement</li><li>• Begins to show individual style – adds humor and personal.</li></ul> CONVENTIONS <ul style="list-style-type: none"><li>• Checking and correcting spelling, capitalization, punctuation and word usage by using appropriate resources</li><li>• Using commas in dates and to separate single words in a series</li><li>• Spells about 150 essential words correctly in writing.</li><li>• Generalize learned spelling patterns</li><li>• Using punctuation to show feeling (exclamation, ellipses, BIG letters)</li><li>• Capitalizing holidays, product names and geographic names</li><li>• Using an apostrophe to form contractions and frequently occurring possessives</li></ul> PUBLISHING <ul style="list-style-type: none"><li>• Selecting text to be published and shared with others</li><li>• Planning and rehearsing for sharing pieces that are intended to be delivered orally.</li><li>• Exploring a variety of digital tools to produce and publish writing, including in collaboration with peers with guidance from adults.</li><li>• Realizes the audience expects to see a correct script and proofreads independently for what they know.</li></ul>
Text Type and Purposes  (from writing SBR)	Opinion Texts <ul style="list-style-type: none"><li>• Using a combination of drawing, dictating and writing</li><li>• Telling a reader the topic or the name of the book they are writing about</li><li>• Stating an opinion or preference about the topic of a book (e.g. My favorite book is...)</li><li>• Using linking words (e.g., because, and, also) to connect opinion and reasons</li><li>• Providing a concluding statement or section</li></ul> Informational/Explanatory Texts <ul style="list-style-type: none"><li>• Using a combination of drawing, dictating and writing</li><li>• Naming what they are writing about</li><li>• Supplying some information about the topic</li><li>• Providing some sense of closure</li></ul> Narrative Texts <ul style="list-style-type: none"><li>• Using a combination of drawing, dictating and writing</li><li>• Telling about the event in the order in which they occurred</li><li>• providing a reaction to what happened.</li><li>• Recounting two or more appropriately sequenced events</li><li>• Including some details regarding what happened</li><li>• Using temporal words to signal event order</li><li>• Providing some sense of closure</li></ul>	Opinion Texts Continue E 2  Informational/Explanatory Texts <ul style="list-style-type: none"><li>• Naming a topic</li><li>• supplying some facts about the topic</li><li>• Providing some sense of closure</li></ul> Narrative Texts <ul style="list-style-type: none"><li>• Recounting two or more appropriately sequenced events</li><li>• Including some details regarding what happened</li><li>• Using temporal words to signal event order</li><li>• * Providing some sense of closure</li></ul>	Opinion Texts Continue E 2  Informational/Explanatory Texts <ul style="list-style-type: none"><li>• Introducing a topic</li><li>• Using facts and definitions to develop points</li><li>• Providing a concluding statement or section</li></ul> Narrative Texts <ul style="list-style-type: none"><li>• Recounting a well elaborated event or short sequence of events</li><li>• Including details to describe actions, thoughts and feelings</li><li>• Using temporal words to signal event order</li><li>• Providing a sense of closure</li></ul>	
Research  (from writing SBR)	<ul style="list-style-type: none"><li>• Exploring at least 1-2 “how to” books on a given topic</li><li>• Recording science observations</li></ul> <ul style="list-style-type: none"><li>• Using “how to” books to begin to write a sequence of instructions. \</li><li>• Reading a number of books on a single topic to produce a report</li></ul>	<ul style="list-style-type: none"><li>• Exploring a number of “how to” books on a given topic and use them to write a sequence of instructions</li><li>• Recalling information from experiences or gathering information from provided sources to answer a question with guidance and support from adults.</li></ul>	<ul style="list-style-type: none"><li>• Reading a number of books on a single topic to produce a report</li><li>• Recording science observations</li><li>• Recalling information from experiences for gathering information from provided sources to answer a question</li></ul>	

# Writing Rubric and Continuum (2<sup>nd</sup> Grade September- 3<sup>rd</sup> Grade October)

	(1-2) 1=With help, the student demonstrates a partial understanding of some of the skills 2=The students has become independent with a partial understanding of some skills	(3) 3=while writing grade-appropriate material, the student applies most skills	(4) 4=while writing above grade level material, the student applies skills
<b>Qualities of Writing</b>	<b>Fluent 2</b> <small>1=With help, the student demonstrates a partial understanding of some of the skills 2=The students has become independent with a partial understanding of some of the skills</small> (2.25 - October of 2 <sup>nd</sup> )	<b>Fluent 3</b> <small>1=With help, the student demonstrates a partial understanding of some of the skills 2=The students has become independent with a partial understanding of some of the skills</small> (2.5 – January of 2 <sup>nd</sup> )	<b>Fluent 4</b> <small>3=While reading grade-appropriate material, the student applies skills 4=While reading above grade level material, the student applies skills</small> (2.75- March of 2 <sup>nd</sup> )
<b>Writing Process</b>  (Includes Content and Ideas, Organization, Style and Voice, Conventions)  (underlines items from writing of SBR)	<p style="text-align: center;"><b>CONTENT AND IDEAS</b></p> <ul style="list-style-type: none"> <li>Orally rehearses to help choose, clarify, focus and/or expand topics (focus on meaning).</li> <li>Selects what is most significant to the topic.</li> <li>Includes more incidents in text.</li> <li>Knows what to leave out of a piece of writing.</li> <li>Varies detail and includes more inference.</li> <li>Chooses a title that captures the text.</li> </ul> <p style="text-align: center;"><b>ORGANIZATION</b></p> <ul style="list-style-type: none"> <li>Plans writing more purposefully.</li> <li>Uses logical and effective sequential details.</li> </ul> <p style="text-align: center;"><b>STYLE AND VOICE</b></p> <ul style="list-style-type: none"> <li>Understands that an idea can be stated in more than one way to add affect.</li> <li>Employs great variety of sentences structures and beginnings.</li> <li>Enjoys playing with language-some play on words.</li> <li>Displays individual voice.</li> </ul> <p style="text-align: center;"><b>CONVENTIONS</b></p> <ul style="list-style-type: none"> <li>Uses phonetic approximations for challenging words.</li> <li>Uses known essential words when writing.</li> <li>Attempts the spelling of unknown words by taking risks.</li> <li>Uses some word sources.</li> <li>Proofreads for learned spelling and conventions with support.</li> </ul> <p style="text-align: center;"><b>PUBLISHING</b></p> <ul style="list-style-type: none"> <li>Presents writing in different ways.</li> <li>Selects text to be shared with others.</li> </ul>	<p style="text-align: center;"><b>CONTENT AND IDEAS</b></p> <ul style="list-style-type: none"> <li>Rereading for meaning, audience, AND/OR purpose.</li> <li>Adding/deleting details to clarify meaning AND/OR enhance writing.</li> <li>Topics are narrow and manageable.</li> </ul> <p style="text-align: center;"><b>ORGANIZATION</b></p> <ul style="list-style-type: none"> <li>Revises text to accommodate new ideas and information.</li> <li>Adds detail to clarify meaning and enhance writing.</li> <li>Sees revision as different than proofreading.</li> <li>Knows how to connect ideas.</li> <li>Plans structure and details before writing.</li> <li>Uses sequence to shape text.</li> <li>Revises structure and ideas.</li> <li>Knows how to connect ideas in text.</li> </ul> <p style="text-align: center;"><b>STYLE AND VOICE</b></p> <ul style="list-style-type: none"> <li>Strong verbs and specific nouns.</li> <li>Structured sentences that enhance meaning.</li> <li>Includes use of humor.</li> </ul> <p style="text-align: center;"><b>CONVENTIONS</b></p> <ul style="list-style-type: none"> <li>Attempting to check and correct spelling</li> <li>Uses grade level appropriate spelling patterns (diagraph-e.g. nt,ng).</li> <li>Uses the visual strategy of “look”, say, name, cover, write, check” technique to practice spelling.</li> <li>Uses some word sources.</li> <li>Proofreads for learned spelling and conventions with support.</li> <li>Working towards 2<sup>nd</sup> grade expectations for grammar, punctuation, and capitalization.</li> <li>Begins to use capitalizes local geographic names and first word in greeting and closing of a letter.</li> <li>Beings to use commas after greeting and closing of a friendly letter.</li> <li>Begins to use some quotation marks in dialogue.</li> <li>Beings to use colon when writing time.</li> <li>Begins to use apostrophes when writing time.</li> <li>Begins to use commas in a series.</li> </ul> <p style="text-align: center;"><b>PUBLISHING</b></p> <ul style="list-style-type: none"> <li>Selecting text to be published and shared with others.</li> <li>Uses support from teacher when preparing an error free final copy.</li> <li>Plans for, rehearses for, and shares pieces that are to be delivered orally.</li> </ul>	<p style="text-align: center;"><b>CONTENT AND IDEAS</b></p> <ul style="list-style-type: none"> <li>Generates/selects topics from a wide range of topics.</li> <li>Selecting details and examples that are the most significant to the topic.</li> <li>Rereading for meaning, audience, and purpose.</li> <li>Adding/deleting details to clarify meaning and enhance writing.</li> <li>Demonstrating the difference between revision and proofreading.</li> <li>Turns a text into another genre.</li> <li>Orally rehearses with teacher and peers to clarify, expand, or plan ideas.</li> <li>Works for accuracy at drafting stage.</li> <li>Knows how to control the reader.</li> </ul> <p style="text-align: center;"><b>ORGANIZATION</b></p> <ul style="list-style-type: none"> <li>Using the form and purpose in order to help structure the plan.</li> <li>Using some visual tools for planning (brainstorm, list, web, graphic organizers)</li> <li>Uses detail and inferences to anticipate and answer the readers’ questions.</li> <li>Justifies main idea with supporting details.</li> <li>Portrays main character clearly.</li> <li>Writes for different purposes, to inform, request and entertain.</li> <li>Understand how criticism and analysis can help them improve writing.</li> </ul> <p style="text-align: center;"><b>STYLE AND VOICE</b></p> <ul style="list-style-type: none"> <li>Beginning to acquire the “language of the writer” (lead, tone, voice, dialogue, (onomatopoeia, details, story language).</li> <li>Uses dialogue to develop character (not just dialogue of what was said).</li> <li>Understands writing for a specific audience.</li> <li>Uses an increasing range of structures and transitions.</li> <li>Uses a variety of grammatical structures such as nouns, verbs, proper nouns, and contractions.</li> </ul> <p style="text-align: center;"><b>CONVENTIONS</b></p> <ul style="list-style-type: none"> <li>Checking and correcting spelling, capitalization, punctuation and word usage by using appropriate resources (dictionary, spell check, and word usage)</li> <li>Uses phonetic approximations for challenging words.</li> <li>Uses grade level appropriate spelling patterns (diagraph-e.g., nt,ng).</li> <li>Uses known essential words when writing.</li> <li>Capitalizes local geographic names and first word in greeting and closing of a letter.</li> <li>Uses commas after greeting and closing of a friendly letter.</li> <li>Uses some quotation marks in dialogue.</li> <li>Uses colon when writing time.</li> <li>Uses apostrophes when writing time.</li> <li>Uses commas in a series.</li> </ul> <p style="text-align: center;"><b>PUBLISHING</b></p> <ul style="list-style-type: none"> <li>Exploring a variety of digital tools to produce and publish writing, including in collaboration with peers with guidance and support from adults.</li> <li>Uses support from the teacher when preparing an error free final copy.</li> <li>Seeks feedback from peers.</li> <li>Prepares a legible error free final copy</li> <li>Plans for, rehearses for, and shares pieces that are to be delivered orally.</li> </ul>
<b>Text Type and Purposes</b>  (from writing SBR)	<p><b>Narrative Texts</b></p> <ul style="list-style-type: none"> <li>Recounting at least two sequenced events</li> <li>Including some details regarding what happened</li> </ul>	<p><b>Opinion Texts</b></p> <ul style="list-style-type: none"> <li>Introducing the topic or naming the book they are writing about</li> <li>Stating an opinion</li> <li>Supplying a reason for the opinion</li> <li>Providing some sense of closure</li> </ul> <p><b>Informative/Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>Naming a topic</li> <li>Supplying some facts about the topic</li> <li>Providing some sense of closure</li> </ul> <p><b>Narrative Texts</b></p> <ul style="list-style-type: none"> <li>Recounting two or more appropriately sequenced events with details.</li> <li>Using temporal words to signal event order</li> <li>Providing some sense of closure</li> </ul>	<p><b>Opinion Texts</b></p> <ul style="list-style-type: none"> <li>Supplying reasons that support the opinion</li> <li>Using linking words (e.g., because, and, also) to connect opinion and reasons</li> <li>Providing a concluding statement or section</li> </ul> <p><b>Informative/Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>Introducing a topic (using a lead)</li> <li>Using facts and definitions to develop points</li> <li>Providing a concluding statement or section</li> </ul> <p><b>Narrative Texts</b></p> <ul style="list-style-type: none"> <li>Recounting a well elaborated event or short sequence of events</li> <li>Including details to describe actions, thoughts, and feelings.</li> </ul>
<b>Research</b>  (from writing SBR)	<p>Begin working towards fluent 3</p>	<p><b>Participating in shared research and writing projects by:</b></p> <ul style="list-style-type: none"> <li>Exploring a number of “how-to” books on a given topic and use them to write one.</li> </ul>	<p><b>Participating in shared research and writing projects by:</b></p> <ul style="list-style-type: none"> <li>Reading a number of books on a single topic to produce a report</li> <li>Recording science observations</li> <li>Recalling information from experiences or gathering information from</li> </ul>
			<p><b>Conducting short research projects that build knowledge about a topic by:</b></p> <ul style="list-style-type: none"> <li>Recalling information from experiences or gathering information from print and digital sources</li> <li>Taking brief notes on sources</li> <li>Sorting evidence into provided categories</li> </ul>



# Writing Rubric and Continuum (3<sup>rd</sup> Grade)

	(1-2) 1=With help, the student demonstrates a partial understanding of some of the skills 2=The students has become independent with a partial understanding of some skills		(3) 3=While engaged in grade appropriate tasks, the student demonstrated all grade appropriate skills.	
Qualities of Writing	September–November	November– February	February–March	April–June
<b>Writing Process</b>  (underlines items from writing standards rubric)	<p style="text-align: center;"><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>Using visual tools for planning (brainstorming, list, web, graphic organizers).</li> <li>Selects from a wide range of topics</li> <li>Organizing information during planning into sections (paragraphs/chapters)</li> </ul> <p style="text-align: center;"><b>DRAFTING</b></p> <ul style="list-style-type: none"> <li>Begins to make decision to sequence a story using characters, setting, plot, sequential order</li> <li>Writes routinely over a short time frame (a single sitting or a day or two)</li> <li>Varies vocabulary for interest, accuracy, and precision.</li> <li>Demonstrated personal voice in developing style</li> <li>Attempts the spelling of unknown words by taking risks.</li> </ul> <p style="text-align: center;"><b>REVISING</b></p> <ul style="list-style-type: none"> <li>Re-reads for meaning</li> <li>Revising based on need to clarify</li> </ul> <p style="text-align: center;"><b>PROOFREADING</b></p> <ul style="list-style-type: none"> <li>Checking and correcting some spelling using some resources</li> <li>Checking and correcting capitalization with some resources.</li> </ul> <p style="text-align: center;"><b>PUBLISHING/SHARING</b></p> <ul style="list-style-type: none"> <li>Makes choices about which pieces to take to publication and can articulate reasons for the choices.</li> <li>Elicits feedback from intended audience.</li> <li>Listens objectively to other’s response and makes appropriate adjustments for future writing ideas.</li> </ul>	<p style="text-align: center;"><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>Is able to sequence ideas to compare and contrast.</li> <li>Generated topics from several areas of the curriculum based on purpose</li> <li>Begins to apply more than one strategy in order to generate a sequence and structure ideas (characters, setting, plot, compare/contrast, sequential order, conflict/resolution)</li> <li>Develops topic by deciding what readers are to know, think, or decide (topic, theme, issue)</li> </ul> <p style="text-align: center;"><b>DRAFTING</b></p> <ul style="list-style-type: none"> <li>Writing routinely over extended time frame (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks.</li> <li>Groups ideas on a topic to form paragraphs</li> <li>Portrays emotion through action (choice of verbs)</li> </ul> <p style="text-align: center;"><b>REVISING</b></p> <ul style="list-style-type: none"> <li>Re-reading for meaning, audience and purpose</li> <li>Revising based on need to clarify</li> <li>Interacting and collaborating with others with a high level of guidance and support from adults</li> <li>Sets purpose for revision and shares draft with others to receive feedback and make adjustments to improve writing</li> </ul> <p style="text-align: center;"><b>PROOFREADING</b></p> <ul style="list-style-type: none"> <li>Checking and correcting spelling, capitalization, and punctuation with some resources (dictionary, spell check and writing references)</li> </ul> <p style="text-align: center;"><b>PUBLISHING/SHARING</b></p> <ul style="list-style-type: none"> <li>Making choices about what pieces to take to publication and the reasons for the decisions</li> <li>Using technology to produce and publish writing with guidance and support from adults</li> </ul>	<p style="text-align: center;"><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</li> <li>Considers their audience in making decisions about what to describe explicitly and what to leave to the reader’s interpretation.</li> </ul> <p style="text-align: center;"><b>DRAFTING</b></p> <ul style="list-style-type: none"> <li>Is able to sequence ideas to create conflict/resolutions</li> <li>Writing routinely over extended time frames (time for research, reflections, and revision( appropriate to discipline specific tasks, purpose, and audiences</li> <li>Uses knowledge of their audience to make decisions about content, inclusions, and exclusions.</li> <li>Creates text which expresses own personality or feelings helping the reader feel a strong interaction with the writer</li> <li>Uses knowledge of published author’s style to influence own writing</li> </ul> <p style="text-align: center;"><b>REVISING</b></p> <ul style="list-style-type: none"> <li>Revising based on need to change audience, topic, purpose and/or form</li> <li>Demonstrate revision independently</li> <li>Interacting and collaborating with others with guidance and support from adults</li> </ul> <p style="text-align: center;"><b>PROOFREADING</b></p> <ul style="list-style-type: none"> <li>Checking and correcting spelling, capitalization, punctuation, and word usage, by using appropriate resources (dictionary, spelling check and writing references)</li> <li>Uses essential words when writing.</li> </ul> <p style="text-align: center;"><b>PUBLISHING/SHARING</b></p> <ul style="list-style-type: none"> <li>Planning for and creating published piece that reflects the form, purpose, and audience.</li> <li>With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</li> </ul>	<p style="text-align: center;"><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>Generates topics from all areas of the curriculum based on purpose</li> </ul> <p style="text-align: center;"><b>DRAFTING</b></p> <ul style="list-style-type: none"> <li>Continuing to acquire the “language of the writer” (lead, tone, voice, dialogue, onomatopoeia, details, story language)</li> </ul> <p style="text-align: center;"><b>REVISING</b></p> <ul style="list-style-type: none"> <li>Rereading for audience</li> </ul> <p style="text-align: center;"><b>PROOFREADING</b></p> <ul style="list-style-type: none"> <li>Prepares an error free final copy</li> <li>Uses a variety of media to publish own writing</li> </ul>
<b>Text Type and Purposes</b>  (from writing standards rubric)	<p><b>Narrative Texts</b> <b>STRUCTURE</b></p> <ul style="list-style-type: none"> <li>Using temporal words to signal event order</li> <li>Providing a sense of closure</li> </ul> <p><b>DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Recounting a well elaborated event or short sequence</li> <li>Includes details to describe actions, thoughts, and feeling</li> </ul> <p><b>Opinion Texts</b> <b>STRUCTURE</b></p> <ul style="list-style-type: none"> <li>Introducing the topic or book they are writing about</li> <li>Providing a concluding statement or section</li> <li>Using linking words (e.g. because, and, also) to connect opinion and reasons</li> </ul> <p><b>DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Supplying reasons that support the opinion</li> </ul> <p><b>Informational/Explanatory Texts</b> <b>STRUCTURE</b></p> <ul style="list-style-type: none"> <li>Introducing a topic (using a lead)</li> <li>Providing a sense of closure</li> </ul> <p><b>DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Using facts and definition to develop points</li> </ul>	<p><b>Narrative Texts</b> <b>STRUCTURE</b></p> <ul style="list-style-type: none"> <li>Establishing a situation and introducing a narrator and/or characters</li> <li>Using temporal words and phrases to signal event order(e.g. litter later, after that, etc.)</li> <li>Organizing an event sequence that unfolds naturally;</li> <li>Providing a sense of closure</li> </ul> <p>Included a beginning introducing the characters and setting</p> <p>The writer uses paragraphs to separate ideas</p> <p><b>DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Using dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations</li> <li>Creates a picture of what is happening in the reader’s head to bring the story to life.</li> </ul> <p><b>Opinion Texts</b> <b>STRUCTURE</b></p> <ul style="list-style-type: none"> <li>Creating an organizational structure that lists reasons</li> <li>Using linking words and phrases (e.g. because, therefore, since, for example) to connect opinion and reasons</li> </ul> <p><b>DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Providing reasons that support the opinion</li> </ul> <p><b>Informational/Explanatory Texts</b> <b>STRUCTURE</b></p> <ul style="list-style-type: none"> <li>Introducing a topic and grouping related information together</li> <li>Using linking words and phrases (e.g. also, another, and, more, but) to connect ideas within categories of information</li> <li>Providing a concluding statement or section</li> </ul> <p><b>DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Including illustrations when useful in aiding comprehension</li> <li>Developing the topic with facts, definitions, and details</li> </ul>	<p><b>Narrative Texts</b> <b>STRUCTURE</b></p> <ul style="list-style-type: none"> <li>cont.</li> </ul> <p><b>DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>cont.</li> </ul> <p><b>Opinion Texts</b> <b>STRUCTURE</b></p> <ul style="list-style-type: none"> <li>cont.</li> </ul> <p><b>DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>cont.</li> </ul> <p><b>Informational/Explanatory Texts</b> <b>STRUCTURE</b></p> <ul style="list-style-type: none"> <li>cont.</li> </ul> <p><b>DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>cont.</li> </ul>	<p><b>Narrative Texts</b> <b>STRUCTURE</b></p> <ul style="list-style-type: none"> <li>cont.</li> </ul> <p><b>DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>cont.</li> </ul> <p><b>Opinion Texts</b> <b>STRUCTURE</b></p> <ul style="list-style-type: none"> <li>cont.</li> </ul> <p><b>DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>cont.</li> </ul> <p><b>Informational/Explanatory Texts</b> <b>STRUCTURE</b></p> <ul style="list-style-type: none"> <li>cont.</li> </ul> <p><b>DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>cont.</li> </ul>
<b>Language Conventions</b>  For Narrative, Opinion, and Informational/ Explanatory Texts	<p>Demonstrate command of the conventions of standard English grammar usage when writing or speak</p> <ul style="list-style-type: none"> <li>Form and use the simple (e.g., I walked; I walk; I will walk) verb tense</li> </ul> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>Capitalize appropriate words in titles</li> <li>Use commas in addresses</li> <li>Use commas and quotation marks in dialogue</li> </ul> <p>Use knowledge of language and it’s conventions when writing, speaking, reading, or listening.</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <ul style="list-style-type: none"> <li>Produce simple, compound, and complex sentences</li> <li>Explain the function of nouns, pronouns, verbs, adjective, and adverbs</li> </ul> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>Use spelling patterns and generalizations (e.b. words families, positionbased spellings, syllab patterns, ending rules, meaningful word parts) in writing words.</li> </ul> <p>Use knowledge of language and it’s conventions when writing, speaking, reading, or listening.</p> <p>Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speak</p> <ul style="list-style-type: none"> <li>in general and their function in particular sentences</li> <li>Form and use regular and irregular plural nouns</li> <li>Use abstract nouns (e.g., childhood)</li> <li>Form and use regular and irregular verbs</li> </ul> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>Use conventional spelling for high-frequency and other studies words for adding suffixes</li> <li>Consulting reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul> <p>Use knowledge of language and it’s conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>Choose words and phrases for effect</li> </ul>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speak</p> <ul style="list-style-type: none"> <li>Form and use comparative and superlative adjective and adverbs, and choose between them depending on what is to be modified.</li> <li>Ensure subject-verb and pronoun-antecedent agreement</li> <li>Use coordinating and subordinating conjunctions.</li> </ul> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>Forms and use possessives</li> <li>Use knowledge of language and it’s conventions when writing, speaking, reading, or listening.</li> </ul>
<b>Research</b>  (from writing standard rubric)	<p>Conducting short research projects that build knowledge about a topic by:</p> <ul style="list-style-type: none"> <li>Recalling information from experiences or gathering information from print and digital sources</li> <li>Taking brief notes on sources</li> <li>Sorting evidence into provided categories</li> </ul>	<p>Participating in shared research and writing projects by:</p> <ul style="list-style-type: none"> <li>Reading a number of books on a simple topic to produce a report</li> <li>Recording science observations</li> <li>Recalling information from experiences or gathering information from provided sources to answer a question.</li> </ul>	<p>Conducting short research projects that build knowledge about a topic by:</p> <ul style="list-style-type: none"> <li>Recalling information from experiences or gathering information from print and digital sources</li> <li>Taking brief notes on sources</li> <li>Sorting evidence into provided categories</li> </ul>	<ul style="list-style-type: none"> <li>Cont.</li> </ul>

# Writing Rubric and Continuum (4<sup>th</sup> Grade)

	(1-2) 1=With help, the student demonstrates a partial understanding of some of the skills 2=The students has become independent with a partial understanding of some skills	(3) 3=While engaged in grade appropriate tasks, the student demonstrated all grade appropriate skills.	
<b>Qualities of Writing</b>	<b>September-November</b>	<b>November-February</b>	
<b>Writing Process</b>	<b>PLANNING</b> <ul style="list-style-type: none"> <li>Developing a topic by deciding what readers are to know, think (topic)</li> <li>Using a variety of pre-writing strategies in order to generate a structure for ideas (story mapping, outlining, free writing, and brainstorming).</li> </ul> <b>DRAFTING</b> <ul style="list-style-type: none"> <li>Writing routinely over extended time frames</li> <li>Produce clear and coherent writing in which the development is appropriate to task.</li> <li>Uses an inviting lead/intro to draw the reader in.</li> <li>Chooses the title that captures the text.</li> </ul> <b>REVISING</b> <ul style="list-style-type: none"> <li>Developing and strengthen writing as needed by planning, revising, and editing to clarify meaning with guidance and support from adults.</li> </ul> <b>PROOFREADING</b> <ul style="list-style-type: none"> <li>Realizing the audience expects to see a correct script and proofreads for what they know with support.                             <ul style="list-style-type: none"> <li>Uses known essential words when writing</li> <li>Checks and corrects learned words for spelling</li> <li>Reads like a speller, slowing down and looking at letters and patterns in sequence.</li> <li>Uses strategies for changing words to meet conventional spelling.</li> </ul> </li> </ul> <b>PUBLISHING/SHARING</b> <ul style="list-style-type: none"> <li>Making choices about which pieces to take to publication</li> </ul>	<b>PLANNING</b> <ul style="list-style-type: none"> <li>Developing a topic by deciding what readers are to know, think (topic and theme)</li> <li>Cont. pre-writing strategies</li> </ul> <b>DRAFTING</b> <ul style="list-style-type: none"> <li>Writing routinely over extended time frames (time for research, reflection, and revision) and shorter time frame (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audience.                             <ul style="list-style-type: none"> <li>Stays on topic</li> <li>Selects what is most significant to the topic</li> <li>Uses details and inferences to anticipate reader's questions.</li> <li>Adds details to clarify meaning and enhance writing.</li> </ul> </li> <li>Continue working on lead.</li> <li>Chooses the title that captures the text.</li> <li>Produce clear and coherent writing in which the development and organization are appropriate to task.</li> </ul> <b>REVISING</b> <ul style="list-style-type: none"> <li>Cont. to develop and strengthen writing by planning, revising, and editing.</li> <li>Rereads to affirm and/or adjust original intentions                             <ul style="list-style-type: none"> <li>Adds, changes to improve message.</li> </ul> </li> <li>Rereads for meaning purpose, and audience.</li> </ul> <b>PROOFREADING</b> <ul style="list-style-type: none"> <li>Realizing when writing sounds right and makes sense                             <ul style="list-style-type: none"> <li>Variety of grammatical structures such as direct and indirect objects</li> <li>Adjectives</li> <li>Common and proper nouns</li> </ul> </li> </ul> <b>PUBLISHING/SHARING</b> <ul style="list-style-type: none"> <li>Making choices about which pieces to take to publication</li> <li>Using technology to interact and collaborate with other with some guidance and support from adults.</li> <li>Using technology, including the internet, to produce and publish writing</li> </ul>	<b>PLANNING</b> <ul style="list-style-type: none"> <li>Matching an authentic purpose to an appropriate audience.</li> <li>Cont. Pre-writing strategies</li> </ul> <b>DRAFTING</b> <ul style="list-style-type: none"> <li>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</li> <li>Applies a variety of strategies in order to generate sequence and structure ideas (plot, time, setting, conflict/resolution, compare contrast, question/answer, cause and effect.</li> </ul> <b>REVISING</b> <ul style="list-style-type: none"> <li>Developing and strengthening writing as needed by planning, revising, and editing to clarify meaning and message with guidance and support from peers and adults.                             <ul style="list-style-type: none"> <li>Continues to add, changes, and deletes to improve message.</li> <li>Complex sentences and simple sentences to aid in understanding and fluency.</li> </ul> </li> <li>Continues to reread for meaning purpose, and audience.</li> </ul> <b>PROOFREADING</b> <ul style="list-style-type: none"> <li>Cont.</li> </ul> <b>PUBLISHING/SHARING</b> <ul style="list-style-type: none"> <li>Continues to use technology to interact and collaborate with other with less guidance from support and adults.</li> <li>Demonstrating a sufficient command of keyboarding skills to type a minimum of one page in a single setting.</li> </ul>
<b>Text Type and Purposes</b>	<b>Narrative Texts</b> <b>STRUCTURE</b> <ul style="list-style-type: none"> <li>Orients the reader by establishing a situation</li> <li>Organizing an event sequence</li> <li>Starting to use transitional words and phrases to manage the sequence of events</li> <li>Provides a conclusion</li> </ul> <b>DEVELOPMENT</b> <ul style="list-style-type: none"> <li>Uses dialogue and description to develop experiences and events.                             <ul style="list-style-type: none"> <li>Begins to use Dialogue to add to the heart of the story</li> <li>Begins to use Character actions to add to the heart of the story.</li> <li>Begins to use Thoughts and Feelings to add to the heart of the story.</li> </ul> </li> </ul> <b>Opinion Texts</b> <ul style="list-style-type: none"> <li>Introducing a topic or text clearly.</li> <li>Stating an opinion.</li> <li>Providing reasons that are supported by facts.</li> <li>Linking opinion and reasons using words and phrases e.g., for instance, in order to, in addition with support.</li> <li>Provides a concluding statement or section.</li> </ul> <b>DEVELOPMENT</b> <ul style="list-style-type: none"> <li>Develops a point of view and supports                             <ul style="list-style-type: none"> <li>Provides reasons that support their opinion.</li> </ul> </li> </ul> <b>Informational/Explanatory Texts</b> <b>STRUCTURE</b> <ul style="list-style-type: none"> <li>Introduces a topic clearly and includes related information with the writing.</li> </ul> <b>DEVELOPMENT</b> <ul style="list-style-type: none"> <li>Develops the topic with facts, concrete details, quotations, or other information and examples related to the topic with support</li> </ul>	<b>Narrative Texts</b> <b>STRUCTURE</b> <ul style="list-style-type: none"> <li>Orients the reader by establishing a situation and introducing the narrator and/or characters.</li> <li>Organizing an event sequence that unfolds naturally</li> <li>Using a variety of transitional words and phrases to manage the sequence of events.</li> <li>Providing a conclusion that follows from the narrated experiences or events                             <ul style="list-style-type: none"> <li>Wrote ending that connected to the beginning or middle of story.</li> </ul> </li> <li>Uses paragraphs to separate the different parts or times of the story</li> <li>Writes from different perspectives</li> </ul> <b>DEVELOPMENT</b> <ul style="list-style-type: none"> <li>Uses dialogue and description to develop experiences and events or show the response of character to situations with support.                             <ul style="list-style-type: none"> <li>Uses Dialogue to add to the heart of the story</li> <li>Uses Character actions to add to the heart of the story.</li> <li>Uses Thoughts and Feelings to add to the heart of the story.</li> <li>Shows why characters acted the way they did.</li> <li>Uses strong verbs and specific nouns</li> <li>Uses context specific vocab to explain, describe, and define.</li> </ul> </li> <li>Includes sensory details and figurative language to bring story to life.                             <ul style="list-style-type: none"> <li>Simile</li> <li>Metaphoric language</li> <li>Personification</li> </ul> </li> </ul> <b>Opinion Texts</b> <b>STRUCTURE</b> <ul style="list-style-type: none"> <li>Cont.</li> </ul> <b>DEVELOPMENT</b> <ul style="list-style-type: none"> <li>Cont.</li> </ul> <b>Informational/Explanatory Texts</b> <b>STRUCTURE</b> <ul style="list-style-type: none"> <li>Cont.</li> </ul> <b>DEVELOPMENT</b> <ul style="list-style-type: none"> <li>Cont.</li> </ul>	<b>Narrative Texts</b> <b>STRUCTURE</b> <ul style="list-style-type: none"> <li>Using a variety of transitional words and phrases to manage the sequence of events.                             <ul style="list-style-type: none"> <li>Show how much time went by with words and phrases (just then, suddenly, or after a while, a little later).</li> </ul> </li> <li>Providing a conclusion that follows from the narrated experiences or events                             <ul style="list-style-type: none"> <li>Used action dialogue, or feeling to bring story to a close.</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>Uses paragraphs to show when a new character is peaking.</li> </ul> <b>DEVELOPMENT</b> <ul style="list-style-type: none"> <li>Uses dialogue and description, and pacing to develop experiences and events or show the response of character to situations</li> </ul> <b>Opinion Texts</b> <b>STRUCTURE</b> <ul style="list-style-type: none"> <li>Creating an organizational structure in which related ideas are grouped to support the writer's purpose.</li> <li>Continues to provide a concluding statement or section related to the opinion presented.</li> </ul> <b>DEVELOPMENT</b> <ul style="list-style-type: none"> <li>Cont.</li> <li>Has the voice of a writer                             <ul style="list-style-type: none"> <li>Includes strong verbs and specific nouns</li> </ul> </li> </ul> <b>Informational/Explanatory Texts</b> <b>STRUCTURE</b> <ul style="list-style-type: none"> <li>Introduces a topic clearly and groups related information in paragraphs and sections.</li> </ul> <b>DEVELOPMENT</b> <ul style="list-style-type: none"> <li>Has the voice of a writer                             <ul style="list-style-type: none"> <li>Includes strong verbs and specific nouns</li> </ul> </li> <li>Including formatting (e.g., headings).</li> <li>Illustrations and multimedia when useful to aiding comprehension.</li> </ul>
<b>Language Conventions (For Narrative, Informational, and Opinion Pieces)</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>Use punctuation to separate items in a series</li> <li>Commas to separate introductory elements from rest of sentence.</li> <li>Use a comma to set off the words yes and no (Yes, thank you)</li> <li>Use commas to tag questions from the rest of the sentence (It's true, isn't it?)</li> <li>Use commas to indicate direct address (Is that you, Steve?)</li> <li>Spell grade-appropriate words correctly, consulting resources as needed.</li> <li>Use underlining, quotation marks, or italics to indicate titles of work.</li> </ul>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>Order adjectives within sentences according to conventional patterns (a small red bag rather than a red small bag)</li> <li>Correctly use frequently confused words (to, too, there, their)                             <ul style="list-style-type: none"> <li>Homonyms</li> </ul> </li> <li>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> </ul> Demonstrates command of the conventions of standard English Grammar and Usage when writing and speaking. <ul style="list-style-type: none"> <li>Form and use the perfect verb tenses (I had walked; I have walked; I will have walked)</li> <li>Use verb tense to convey various times, sequences, states, and conditions.</li> <li>Recognize and correct inappropriate shifts in verb tense</li> <li>Use correlative conjunctions (either/or, neither/nor)</li> <li>Differentiate for situations that call for Standard English and situations where informal discourse is appropriate.</li> </ul>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why)</li> <li>Use modal auxiliaries (can, may, must) to convey various conditions.</li> <li>Form and use prepositional phrases</li> </ul> Demonstrate command of the conventions of standard English Grammar and Usage when writing and speaking. <ul style="list-style-type: none"> <li>Cont.</li> </ul>
<b>Research</b>	<b>STRUCTURE</b> <ul style="list-style-type: none"> <li>Gathers relevant information from print and digital sources.</li> <li>Takes notes and categorizes information</li> </ul> <b>DEVELOPMENT</b> Literature <ul style="list-style-type: none"> <li>Describes a character in depth drawing on specific details from the text.</li> <li>Describes a setting in depth drawing on specific details in the text.</li> <li>Describes a specific event in depth drawing on specific details in the text</li> </ul>	<b>STRUCTURE</b> <ul style="list-style-type: none"> <li>Recalls relevant information from experiences</li> <li>Gathers relevant information from print and digital sources.</li> <li>Takes notes and categorizes information</li> </ul> <b>DEVELOPMENT</b> Literature <ul style="list-style-type: none"> <li>Cont.</li> </ul> Informational <ul style="list-style-type: none"> <li>Explains how an author uses reasons and evidence to support the points they've made.</li> </ul>	<b>PLANNING</b> <ul style="list-style-type: none"> <li>Cont.</li> </ul> <b>DRAFTING</b> <ul style="list-style-type: none"> <li>Using knowledge of published author's style to influence own writing.</li> </ul> <b>REVISING</b> <ul style="list-style-type: none"> <li>Developing and strengthening writing as needed by planning, revising, and editing to clarify meaning and message with guidance and support from peers and adults.                             <ul style="list-style-type: none"> <li>Continues to add, change, and delete to improve message.</li> <li>Continue to change sentence length for fluency. Complex sentence and simple sentences.</li> </ul> </li> </ul> <b>PROOFREADING</b> <ul style="list-style-type: none"> <li>Realizing when writing sounds right and makes sense</li> <li>Pronouns as antecedents</li> <li>Regular and irregular verbs.</li> <li>Prepositional phrases</li> </ul> <b>PUBLISHING/SHARING</b> <ul style="list-style-type: none"> <li>Cont.</li> </ul>

