



# Elementary Writing Grades 3-5

Literacy Cadre 2016



Delaware  
Department of Education

# Agenda

- Overview of Writing Process
- Focus Standards
- Text Types and Purposes
- Accommodations
- Writing Across the Curriculum

# Outcomes

- Increase familiarity with CCSS Writing Standards
- Understand each writing type (opinion, informative/explanatory, narrative)
- Identify characteristics of each writing type
- Increase knowledge of DDOE Writing Learning Progressions

# Essential Questions

- Why is it important to know the characteristics of each writing type?
- How will knowing these characteristics impact classroom instruction for all learners?
- How do learning progressions help educators scaffold instruction for all learners?

# Anchor Standard 4:

**Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

Kindergarten	First	Second	Third	Fourth	Fifth
(Begins in grade 3)	(Begins in grade 3)	Begins in grade 3)	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3.)	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

# Anchor Standard 5:

**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

Kindergarten	First	Second	Third	Fourth	Fifth
With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. ((Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. ((Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. ((Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)

# Revisiting the Writing Process



# Prewriting

- Brainstorming/Making Lists
- Mentor Texts
- Quick Writes
- Graphic Organizers
- Conducting Research



# Drafting

- Draft
- Writing stamina

# Revising

**"The first draft is a skeleton....just bare bones. The rest of the story comes later with revising."**

**Judy Blume**

# Revising vs. Editing



# Revising

- Suggestions for “sentence level” revision/teaching grammar in context
  - Using a first or second draft of a paper...
    - Highlight all of the “to be” verbs in the paper and try to eliminate half of them.
    - Highlight the first two or three words of each sentence. If they are repetitive, change one or more.
    - Look at your sentence length. If all sentences are short/simple, combine some to form complex sentences.

# Editing

- Grammar and spelling
- Peer editing/clocking

# Publishing

- Author's Chair
- Make a book or display
- Make a gift for a friend
- Share on a blog or website

# Writing as a Process

- <http://dwwlibrary.wested.org/media/teaching-students-to-use-the-writing-process-for-a>

# Ways to Use Mentor Texts

- Idea: the text inspires the writer to create an original idea based on one from the text.
- Structure: the text presents an organizational structure that the writer tries to emulate using original ideas.
- Written Craft: the author's writing style, ways with words, or sentence structure inspires the writer to try out these techniques.



# Using Mentor Texts

- Select a text to emulate and reread– one that inspires an idea, models a structure, or demonstrates an author’s craft worth trying.
  - **Read it** (Read like a reader)
  - **Analyze it** (Read like a writer)
  - **Emulate it** (Write like the writer)

Adapted from Kelly Gallagher

# Questions to Consider

- ✓ Does the book provide examples of the kind of writing you want from your students?
- ✓ Can it be revisited multiple times for a number of purposes?
- ✓ Do you select text that represents a variety of genres and diverse cultures?
- ✓ Does this text link to other areas of the curriculum?

# Text Types and Purposes

- Argument/Opinion
- Informative
- Narrative



# Characteristics of Opinion Writing

- Opinion writing ...
  - states your point of view based on your beliefs, feelings, or perspective
  - is supported by an argument that includes evidence (facts/details) and examples
  - is organized to include a clear topic, opinion statement, and evidentiary support
  - is the foundation for argumentative writing

# Anchor Standard 1:

## Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Kindergarten	First	Second	Third	Fourth	Fifth
Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	Write opinion pieces on topics or texts, supporting a point of view with reasons. <ol style="list-style-type: none"> <li>Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>Provide reasons that support the opinion.</li> <li>Use linking words and phrases to connect opinion and reasons.</li> <li>Provide a concluding statement or section.</li> </ol>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> <li>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</li> <li>Provide reasons that are supported by facts and details.</li> <li>Link opinions and reasons using words and phrases.</li> <li>Provide a concluding statement or section related to the opinion presented.</li> </ol>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> <li>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</li> <li>Provide logically ordered reasons that are supported by facts and details.</li> <li>Link opinion and reasons using words, phrases, and clauses.</li> <li>Provide a concluding statement or section related to the opinion presented.</li> </ol>

## Learning Progressions Grade 3 – Writing Standard 1

### a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>Identify an issue in a topic or text</li> <li>Agree or disagree with the issue</li> <li>Choose an opening technique</li> <li>Create an introduction that hooks the reader using an opening technique</li> <li>Create a list of reasons that support the opinion</li> <li>Determine the best way to organize reasons that support the opinion</li> <li>Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons</li> </ul>	<ul style="list-style-type: none"> <li>Opinion/Position</li> <li>Reasons/support</li> <li>Evidence</li> <li>Structure</li> <li>Opening Techniques (e.g., direct statement, personal connection, fact based question, quotation, analogy, fact or detail)</li> </ul>	<ul style="list-style-type: none"> <li>How did you introduce the piece?</li> <li>What is the topic of the text you are writing about?</li> <li>What is your opinion and have you explained why?</li> <li>Can the reader tell what you think about the topic? How?</li> <li>In the introduction did you hook the reader into caring about your opinion?</li> <li>How did you introduce the reasons?</li> </ul>

### b. Provide reasons that support the opinion.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>Differentiate between relevant and irrelevant reasons</li> <li>Choose reasons based on facts, examples, and/or evidence that support the opinion</li> <li>Prioritize reasons</li> <li>Elaborate on each reason</li> <li>Provide reasons that support the opinion</li> </ul>	<ul style="list-style-type: none"> <li>Relevant and irrelevant reasons/support</li> <li>Elaboration</li> <li>Prioritize</li> </ul>	<ul style="list-style-type: none"> <li>How is this piece organized?</li> <li>What reasons did you give to support your opinion?</li> <li>Are there other reasons you could include?</li> <li>Are there any reasons here that don't support your opinion?</li> <li>Is there additional information you could you add to each reason?</li> </ul>

## Learning Progressions Grade 3 – Writing Standard 1

### c. Use linking words and phrases (e.g. *because, therefore, since, for example*) to connect opinion and reasons.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>Provide examples that connect to the reasons using linking words</li> <li>Determine linking words that best connect the reasons</li> <li>Use linking words when stating a new point</li> <li>Use linking words when shifting from stating reasons to providing evidence</li> <li>Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons</li> </ul>	<ul style="list-style-type: none"> <li>Linking words (e.g., <i>because, therefore, since, for example</i>)</li> </ul>	<ul style="list-style-type: none"> <li>What linking words did you use?</li> <li>Did they help you make connections between your reasons and evidence?</li> <li>Why did you use a linking word here?</li> <li>Have you connected your reasons and evidence with linking words such as <i>because, therefore, since</i> and <i>for example</i>?</li> </ul>

### d. Provide a concluding statement or section.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>Recognize closure techniques for creating a concluding statement or section</li> <li>Provide a concluding statement or section</li> </ul>	<ul style="list-style-type: none"> <li>Concluding statement or section</li> <li>Techniques for closure (e.g., reinforcement, quotation, personal story, question)</li> </ul>	<ul style="list-style-type: none"> <li>Which technique did you choose to create your concluding statement or section?</li> <li>Does your concluding statement or section help the reader consider the point one more time?</li> </ul>

## Learning Progressions Grade 4 – Writing Standard 1

**a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.**

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>Identify an issue in a topic or text</li> <li>Agree or disagree with the issue</li> <li>Develop an opinion and hook the reader into caring about their opinion</li> <li>Introduce reasons that will be developed later to support opinion</li> <li>Group related information together to support writer's purpose</li> <li>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose</li> </ul>	<ul style="list-style-type: none"> <li>Opinion/Position</li> <li>Reason/support</li> <li>Evidence</li> <li>Grouping related information</li> <li>Writer's purpose</li> <li>Opening Techniques (e.g., direct statement, personal connection, fact based question, quotation, analogy, fact or detail)</li> </ul>	<ul style="list-style-type: none"> <li>What is the topic or text you are writing about?</li> <li>Can the reader tell what you think about the topic? How?</li> <li>What is your opinion and have you explained why?</li> <li>How did you introduce the piece?</li> <li>In the introduction did you hook the reader into caring about your opinion?</li> <li>How did you introduce your reasons?</li> <li>What is the best way to group your information?</li> <li>Does it support your purpose?</li> </ul>

**b. Provide reasons that are supported by facts and details.**

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>Provide an appropriate variety of reasons</li> <li>Differentiate between relevant and irrelevant reasons</li> <li>Prioritize reasons</li> <li>Choose the best reasons to convince the reader</li> <li>Elaborate on each reason</li> <li>Use paraphrasing to appropriately reference text</li> <li>Provide reasons that are supported by facts and details</li> </ul>	<ul style="list-style-type: none"> <li>Relevant and irrelevant reasons/support</li> <li>Elaboration</li> <li>Prioritize</li> </ul>	<ul style="list-style-type: none"> <li>How is this piece organized?</li> <li>What reasons did you give to support your opinion?</li> <li>Are there other reasons you could include?</li> <li>Are there any reasons here that don't support your opinion? What should you do with those?</li> <li>What else can you say about this reason?</li> <li>What facts and details did you use to support each reason?</li> <li>Why did you use this reason first? Or last?</li> <li>Is there additional information you could you add to each reason?</li> </ul>



## Learning Progressions Grade 4 – Writing Standard 1

### c. Link opinion and reasons using words and phrases (e.g. *for instance, in order to, in addition*).

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>Provide examples that connect to the reasons using linking words</li> <li>Determine linking words that best connect the reasons</li> <li>Use linking words when stating a new point</li> <li>Use linking words when shifting from stating reasons to providing evidence</li> <li>Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Linking words (e.g., <i>for instance, in order to, in addition</i>)</li> </ul>	<ul style="list-style-type: none"> <li>What linking words or phrases would help make the best connections within your piece?</li> <li>Have you grouped your reasons?</li> <li>Why did you use a linking word here?</li> <li>Are the linking words or phrases you have chosen the best ones? If not, which ones might fit your piece better?</li> <li>Have you connected your reasons with linking words and phrases such as <i>for instance, in order to, and in addition</i>?</li> </ul>

### d. Provide a concluding statement or section related to the opinion presented.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>Recognize closure techniques for creating a concluding statement or section</li> <li>Determine a technique that helps the reader consider the key point(s) one more time</li> <li>Provide a concluding statement or section related to the opinion presented</li> </ul>	<ul style="list-style-type: none"> <li>Concluding statement</li> <li>Techniques for closure (e.g., reinforcement, quotation, personal story, question)</li> </ul>	<ul style="list-style-type: none"> <li>How did you close the piece?</li> <li>What else could you try?</li> <li>How did you remind the reader of your opinion?</li> <li>How did you reflect on the opinion in the conclusion?</li> <li>Does your concluding statement relate to the opinion stated in the introduction?</li> </ul>

## Learning Progressions Grade 5 – Writing Standard 1

**a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.**

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>Identify an issue in a topic or text</li> <li>Agree or disagree with the issue</li> <li>Develop an opinion and hook the reader into caring about the opinion</li> <li>Introduce reasons that will be developed later to support opinion</li> <li>Organize and logically group ideas to support writer's purpose</li> <li>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose</li> </ul>	<ul style="list-style-type: none"> <li>Opinion/Position</li> <li>Reason/support</li> <li>Evidence</li> <li>Writer's purpose</li> <li>Opening Techniques (e.g., direct statement, personal connection, fact based question, quotation, analogy, fact or detail)</li> </ul>	<ul style="list-style-type: none"> <li>What is the topic or text you are writing about?</li> <li>What is your opinion?</li> <li>Why do you think this?</li> <li>Can the reader tell what you think about the topic? How?</li> <li>How did you introduce the piece?</li> <li>In the introduction did you hook the reader into caring about your opinion?</li> <li>How did you introduce your reasons?</li> <li>What is the best way to group your information?</li> <li>Does it support your purpose?</li> </ul>

**b. Provide logically ordered reasons that are supported by facts and details.**

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>Provide an appropriate variety of reasons</li> <li>Differentiate between relevant and irrelevant reasons</li> <li>Prioritize reasons</li> <li>Choose the best reasons to convince the reader</li> <li>Elaborate on each reason</li> <li>Provide reasons that are supported by facts and details</li> <li>Order reasons in a logical sequence</li> <li>Provide logically ordered reasons that are supported by facts and details</li> </ul>	<ul style="list-style-type: none"> <li>Relevant and irrelevant reasons/support</li> <li>Elaboration</li> </ul>	<ul style="list-style-type: none"> <li>How is this piece organized?</li> <li>What reasons did you give to support your opinion?</li> <li>Are there other reasons you could include?</li> <li>Are there any reasons here that don't support your opinion?</li> <li>What else can you say about this reason?</li> <li>How did you support each reason?</li> <li>Why did you use this reason first? Or last?</li> <li>Does your piece have a logical flow/order?</li> </ul>

## Learning Progressions Grade 5 – Writing Standard 1

### c. Link opinion and reasons using words, phrases, and clauses (e.g. *consequently*, *specifically* ).

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>Provide examples that connect to the reasons using linking words, phrases, clauses</li> <li>Determine linking words, phrases, and clauses that best connect the reasons</li> <li>Use linking words when stating a new point</li> <li>Use linking words when shifting from stating reasons to providing evidence</li> <li>Use phrases and clauses to link opinions and reasons</li> <li>Link opinion and reasons using words, phrases and clauses (e.g., <i>consequently</i>, <i>specifically</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Linking words (e.g., <i>consequently</i>, <i>specifically</i>)</li> <li>Clauses, phrases</li> </ul>	<ul style="list-style-type: none"> <li>What linking words, phrases or clauses would help make the best connections within your piece?</li> <li>Why did you use a linking word here?</li> <li>Are the linking words, phrases, clauses you have chosen the best ones? If not, which ones might fit your piece better?</li> <li>Have you linked your reasons with words such as <i>consequently</i> and <i>specifically</i>?</li> </ul>

### d. Provide a concluding statement or section related to the opinion presented.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>Recognize closure techniques for creating a concluding statement or section</li> <li>Determine a technique that helps the reader consider the key point(s) one more time</li> <li>Remind the reader of the stated opinion</li> <li>Reflect on opinion and highlight key points</li> <li>Provide a concluding statement or section related to the opinion presented</li> </ul>	<ul style="list-style-type: none"> <li>Concluding statement</li> <li>Techniques for closure (e.g., reinforcement, quotation, personal story, question)</li> </ul>	<ul style="list-style-type: none"> <li>How did you close the piece?</li> <li>What else could you try?</li> <li>How did you remind the reader of your opinion?</li> <li>How did you reflect on the opinion in the conclusion?</li> <li>How did you highlight key points in the conclusion?</li> <li>Does your concluding statement relate to the opinion stated in the introduction?</li> </ul>

# Writing Rubric Changes

Changes	Then	Now
Traits	Reading/Research Organization Development Lang./Conventions	Evidence/Elaboration Organization/Purpose Lang./Conventions
<b>Reading/Research &amp; Development = Evidence/Elaboration</b>		
Weighting	Reading/Research – 2 Organization – 2 Development – 3 Lang./Conventions - 1	Evidence/Elaboration – 2 Organization/Purpose – 2
Non-Scorable Responses	.....	Added
PL Descriptors	1-4	Added: Above, At, Approaching, Below
PL4	Approaching next grade level	At next grade level

### Opinion Writing Rubric Grade 3

Score of 4—Above Grade Level	Score of 3—At Grade Level	Score of 2—Approaching Grade Level	Score of 1—Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> <li>introduces the topic or text clearly (4W1a)</li> <li>skillfully states an opinion (4W1a)</li> <li>creates an organizational structure in which related ideas are grouped to support the writer's purpose (4W1a)</li> <li>links opinion and reasons using words and phrases (4W1c)</li> <li>provides a concluding statement or section related to the opinion presented (4W1d)</li> <li>produce clear and coherent writing appropriate to task, purpose, and audience (4W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>introduces the topic or text being written about (3W1a)</li> <li>states an opinion (3W1a)</li> <li>creates an organizational structure that lists reasons (3W1a)</li> <li>uses linking words and phrases to connect opinion and reasons (3W1c)</li> <li>provides a concluding statement or section (3W1d)</li> <li>produce writing appropriate to task and purpose, with guidance and support from adults (3W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to introduce the topic or text being written about</li> <li>attempts to state an opinion</li> <li>attempts to create an organizational structure that lists reasons</li> <li>attempts to use linking words and phrases to connect opinion and reasons</li> <li>attempts to provide a concluding statement or section</li> <li>attempts to produce writing appropriate to task and purpose, with guidance and support from adults</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to introduce the topic or text being written about</li> <li>makes little or no attempt to state an opinion</li> <li>makes little or no attempt to create an organizational structure that lists reasons</li> <li>makes little or no attempt to use linking words and/or phrases to connect opinion and reasons</li> <li>makes little or no attempt to provide a sense of closure</li> <li>makes little or no attempt to produce writing appropriate to task and purpose, with guidance and support from adults</li> </ul>	<p style="text-align: center;">Organization/Purpose 2 x =</p>
<p>The writing –</p> <ul style="list-style-type: none"> <li>provides reasons that are supported by facts and details (4W1b)</li> <li>uses relevant information from experiences or print and digital sources (4W8)</li> <li>provides a list of sources, when appropriate (4W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>provides reasons to support opinion (3W1b)</li> <li>uses information from experiences or print and digital sources (3W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to provide reasons to support opinion</li> <li>attempts to use information from experiences or print and digital sources</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to provide reasons to support opinion</li> <li>makes little or no attempt to use information from experiences or print and digital sources</li> </ul>	<p style="text-align: center;">Evidence / Elaboration 2 x =</p>
<p>The writing –</p> <ul style="list-style-type: none"> <li>demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (4L1-2)*</li> <li>has errors that do not interfere with understanding (4L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (3L1-2)*</li> <li>has errors that do not interfere with understanding (3L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>has errors that may interfere with understanding</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>has errors that interfere with understanding</li> </ul>	<p style="text-align: center;">Language/Conventions 1 x =</p>

Non-scorable responses: insufficient information and/or blank paper, copied text, in a language other than English, off topic, and/or off purpose

\*Conventions Chart p. 2



## CONVENTIONS CHART GRADE 3

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness) (3L2e)</li> <li>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (3L2f)</li> <li>Correctly spell words at grade level and below</li> </ul>	<p>Capitalize</p> <ul style="list-style-type: none"> <li>Appropriate words in titles (3L2a)</li> </ul>	<p>Commas:</p> <ul style="list-style-type: none"> <li>In addresses (e.g. 12345 67<sup>th</sup> Ave., Spokane, WA) (3L2b)</li> <li>use commas and quotation marks in dialogue (3L2c)</li> </ul> <p>Apostrophe:</p> <ul style="list-style-type: none"> <li>In possessive nouns (e.g., the dog's house, the dogs' houses) (3L2d)</li> </ul>	<p>Nouns:</p> <ul style="list-style-type: none"> <li>Correctly use regular and irregular plural nouns. (3L1b)</li> <li>Correctly use abstract nouns (e.g., childhood). (3L1c)</li> </ul> <p>Verbs:</p> <ul style="list-style-type: none"> <li>Correctly use regular and irregular verbs. (3L1d)</li> <li>Correctly use simple verb tenses (e.g. I walked; I walk; I will walk). (3L1e)</li> </ul> <p>Adjectives:</p> <ul style="list-style-type: none"> <li>Correctly use comparative and superlative adjectives and adverbs. (3Lg)</li> </ul> <p>Agreement:</p> <ul style="list-style-type: none"> <li>Correctly use pronouns that match a (close) antecedent* (<i>The boy walked his dog</i>) (3L1f)</li> <li>Correctly use subject verb agreement* (<i>He has ...; They have ...</i>) (3L1f)</li> </ul> <p>Conjunctions:</p> <ul style="list-style-type: none"> <li>Correctly use coordinate (e.g., and but) and subordinate conjunctions (e.g., because) (3L1h)</li> </ul>	<ul style="list-style-type: none"> <li>Produce simple, compound, and complex sentences. (3L1i)</li> </ul>

\* as appropriate for grade level

Adapted from the *Smarter Balanced – Conventions Chart – April, 2014*

Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier

### Opinion Writing Rubric Grade 4

<b>Score of 4—Above Grade Level</b>	<b>Score of 3—At Grade Level</b>	<b>Score of 2—Approaching Grade Level</b>	<b>Score of 1—Below Grade Level</b>	
<p>The writing –</p> <ul style="list-style-type: none"> <li>• Skillfully introduces the topic or text clearly (5W1a)</li> <li>• Skillfully states an opinion (5W1a)</li> <li>• creates an organizational structure in which ideas are logically grouped to support the writer's purpose (5W1a)</li> <li>• links opinion and reasons using words, phrases and clauses (5W1c)</li> <li>• skillfully provides a concluding statement or section related to the opinion presented (5W1d)</li> <li>• skillfully produce clear and coherent writing appropriate to task, purpose, and audience (5W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• introduces the topic or text clearly (4W1a)</li> <li>• states an opinion (4W1a)</li> <li>• creates an organizational structure in which related ideas are grouped to support the writer's purpose (4W1a)</li> <li>• links opinion and reasons using words and phrases (4W1c)</li> <li>• provides a concluding statement or section related to the opinion presented (4W1d)</li> <li>• produce clear and coherent writing appropriate to task, purpose, and audience (4W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• attempts to introduce the topic or text clearly</li> <li>• attempts to state an opinion</li> <li>• attempts to create an organizational structure in which related ideas are grouped to support the writer's purpose</li> <li>• attempts to link opinion and reasons using words and phrases</li> <li>• attempts to provide a concluding statement or section related to the opinion presented</li> <li>• attempts to produce clear and coherent writing appropriate to task, purpose, and audience</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• makes little or no attempt to introduce the topic or text clearly</li> <li>• makes little or no attempt to state an opinion</li> <li>• makes little or no attempt to create an organizational structure in which related ideas are grouped to support the writer's purpose</li> <li>• makes little or no attempt to link opinion and reasons using words and phrases</li> <li>• makes little or no attempt to provide a concluding statement or section related to the opinion presented</li> <li>• makes little or no attempt to produce clear and coherent writing appropriate to task, purpose, and audience</li> </ul>	<p style="text-align: center;"><b>Organization/ Purpose</b></p> <p style="text-align: center;">2 x</p>
<p>The writing –</p> <ul style="list-style-type: none"> <li>• provides logically ordered reasons that are supported by facts and details (5W1b)</li> <li>• skillfully uses relevant information from experiences or print and digital sources (5W8)</li> <li>• summarizes or paraphrases information in finished work (5W8)</li> <li>• skillfully provides a list of sources, when appropriate (5W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• provides reasons that are supported by facts and details (4W1b)</li> <li>• uses relevant information from experiences or print and digital sources (4W8)</li> <li>• provides a list of sources when appropriate, when appropriate (4W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• attempts to provide reasons that are supported by facts and details</li> <li>• attempts to recall relevant information from experiences or print and digital sources</li> <li>• attempts to provide a list of sources, when appropriate</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• makes little or no attempt to provide reasons that are supported by facts and details</li> <li>• makes little or no attempt to recall relevant information from experiences or print and digital sources</li> <li>• makes little or no attempt to provide a list of sources, when appropriate</li> </ul>	<p style="text-align: center;"><b>Evidence/ Elaboration</b></p> <p style="text-align: center;">2 x</p>
<p>The writing –</p> <ul style="list-style-type: none"> <li>• demonstrates a command of grade level appropriate standard English grammar, usage, and conventions (5L1-2)*</li> <li>• has errors that do not interfere with understanding (5L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (4L1-2)*</li> <li>• has errors that do not interfere with understanding (4L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>• has errors that may interfere with understanding</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>• has errors that interfere with understanding</li> </ul>	<p style="text-align: center;"><b>Language/ Conventions</b></p> <p style="text-align: center;">1 x</p>

Non-scorable responses: insufficient information and/or blank paper, copied text, in a language other than English, off topic, and/or off purpose

\*Conventions Chart p. 2

## CONVENTIONS CHART GRADE 4

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>Spell grade-appropriate words correctly, consulting references as needed. (4L2d)</li> </ul>	<ul style="list-style-type: none"> <li>Uses correct capitalization. (4L2a)</li> </ul>	<p>Commas:</p> <ul style="list-style-type: none"> <li>Use commas and quotation marks to mark direct speech and quotations from a text. (4L2b)</li> <li>Use a comma before a coordinating conjunction (and, but, for (n)or, yet, so) in a compound sentence. (4L2c)</li> </ul>	<p>Pronouns:</p> <ul style="list-style-type: none"> <li>Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). (4L1a)</li> </ul> <p>Verbs:</p> <ul style="list-style-type: none"> <li>Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. (4L1b)</li> <li>Use modal auxiliaries (can, may, must) to convey various conditions. (4L1c)</li> </ul> <p>Adjectives:</p> <ul style="list-style-type: none"> <li>Use conventional patterns to order adjectives within sentences (e.g., <i>a small red bag, not a red small bag</i>). (4L1d)</li> </ul> <p>Agreement:</p> <ul style="list-style-type: none"> <li>Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). (4L1a)</li> </ul> <p>Frequently Confused Words:</p> <ul style="list-style-type: none"> <li>Use frequently confused words* correctly (e.g., to, two, too; their, there, they're; it's, its; your, you're)</li> </ul>	<ul style="list-style-type: none"> <li>Produce complete sentences, recognizing and correcting in appropriate fragments and run-ons. (4L1g)</li> </ul>

\* as appropriate for grade level

Adapted from the *Smarter Balanced – Conventions Chart – April, 2014*

Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades



### Opinion Writing Rubric Grade 5

Score of 4—Above Grade Level	Score of 3—At Grade Level	Score of 2—Approaching Grade Level	Score of 1—Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> <li>introduces the claim(s) (6W1a)</li> <li>organizes reasons and evidence (6W1a)</li> <li>uses words, phrases, and clauses to clarify the relationships among claim(s) and reasons (6W1c)</li> <li>skillfully provides a concluding statement or section that follows from the argument presented (6W1e)</li> <li>skillfully produce clear and coherent writing appropriate to task, purpose, and audience (6W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>introduces the topic or text clearly (5W1a)</li> <li>states an opinion (5W1a)</li> <li>creates an organizational structure in which ideas are logically grouped to support the writer's purpose (5W1a)</li> <li>links opinion and reasons using words, phrases and clauses (5W1c)</li> <li>provides a concluding statement or section related to the opinion presented (5W1d)</li> <li>produce clear and coherent writing appropriate to task, purpose, and audience (5W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to introduce the topic or text</li> <li>attempts to state an opinion</li> <li>attempts to create an organizational structure in which ideas are logically grouped to support the writer's purpose</li> <li>attempts to link opinion and reasons using words, phrases and clauses</li> <li>Attempts to provide a concluding statement or section related to the opinion presented</li> <li>Attempts to produce clear and coherent writing appropriate to task, purpose, and audience</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to introduce the topic or text</li> <li>makes little or no attempt to state an opinion</li> <li>makes little or no attempt to create an organizational structure in which ideas are logically grouped to support the writer's purpose</li> <li>makes little or no attempt to link opinion and reasons using words, phrases and clauses</li> <li>makes little or no attempt to provide a concluding statement or section related to the opinion presented</li> <li>makes little or no attempt to produce clear and coherent writing appropriate to task, purpose, and audience</li> </ul>	<p>Organization/ Purpose</p> <p>2 x _____ = _____</p>
<p>The writing –</p> <ul style="list-style-type: none"> <li>supports claim(s) with clear reasons and relevant evidence (6W1b)</li> <li>uses credible sources (6W1b)</li> <li>uses relevant information from multiple print and digital sources (6W8)</li> <li>quotes or paraphrases the data and conclusions of others while avoiding plagiarism (6W8)</li> <li>provides basic bibliographic information for sources, when appropriate (6W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>provides logically ordered reasons that are supported by facts and details (5W1b)</li> <li>uses relevant information from experiences or print and digital sources (5W8)</li> <li>summarizes or paraphrases information in finished work (5W8)</li> <li>provides a list of sources, when appropriate (5W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to provide logically ordered reasons that are supported by facts and details</li> <li>attempts to use relevant information from experiences or print and digital sources</li> <li>attempts to summarize or paraphrase information</li> <li>attempts to provide a list of resources, when appropriate</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to provide logically ordered reasons that are supported by facts and details</li> <li>makes little or no attempt to use relevant information from experiences or print and digital sources</li> <li>makes little or no attempt to summarize or paraphrase information</li> <li>makes little or no attempt to provide a list of resources, when appropriate</li> </ul>	<p>Evidence/ Elaboration</p> <p>2 x _____ = _____</p>
<p>The writing –</p> <ul style="list-style-type: none"> <li>demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (6L1-2)*</li> <li>has errors that do not interfere with understanding (6L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (5L1-2)*</li> <li>has errors that do not interfere with understanding (5L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>has errors that may interfere with understanding</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>has errors that interfere with understanding</li> </ul>	<p>Language/ Conventions</p> <p>1 x _____ = _____</p>

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

Conventions Chart p. 2

# CONVENTIONS CHART GRADE 5

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>Spell grade-appropriate words correctly consulting references as needed. (5L2e)</li> </ul>	<ul style="list-style-type: none"> <li>Uses capitalization rules from the previous grades. (L2a)</li> </ul>	<p>Commas:</p> <ul style="list-style-type: none"> <li>Use punctuation to separate items in a series. (5L2a)</li> <li>Use a comma to separate an introductory element from the rest of the sentence. (5L2b)</li> <li>Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). (5L2c)</li> </ul>	<p>Verbs:</p> <ul style="list-style-type: none"> <li>Use the perfect tense (e.g., I had walked, I have walked; I will have walked) (5L1b)</li> <li>Uses verb tense to convey various times, sequences, states, and conditions. (5L1c)</li> <li>Avoids inappropriate shifts in verb tense.* (5L1d)</li> </ul> <p>Conjunctions:</p> <ul style="list-style-type: none"> <li>Use correlative conjunction (e.g., either/or, neither/nor) (5L1e)</li> </ul> <p>Agreement:</p> <ul style="list-style-type: none"> <li>Use agreement rules from previous grade. (L1a)</li> </ul> <p>Frequently Confused Words:</p> <ul style="list-style-type: none"> <li>Use from previous grade. (L1g)</li> </ul>	<ul style="list-style-type: none"> <li>Use previous grade. (L1g)</li> </ul>

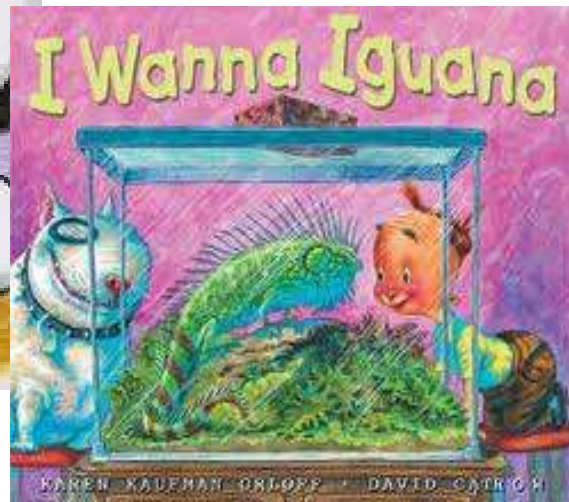
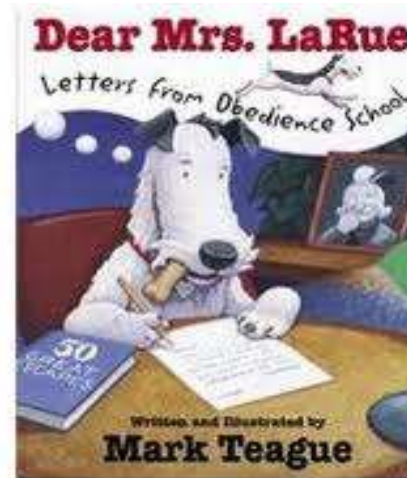
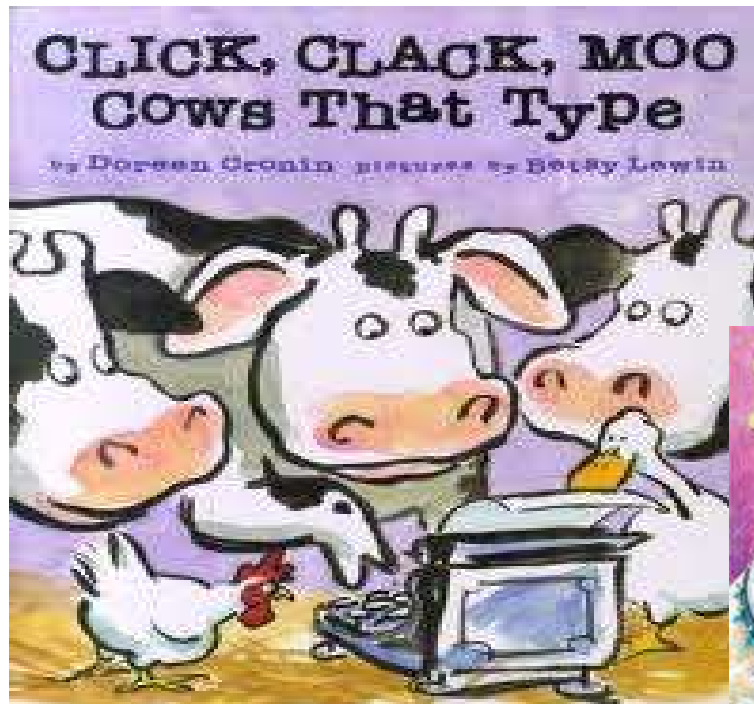
\* as appropriate for grade level

Adapted from the Smarter Balanced – Conventions Chart – April, 2014

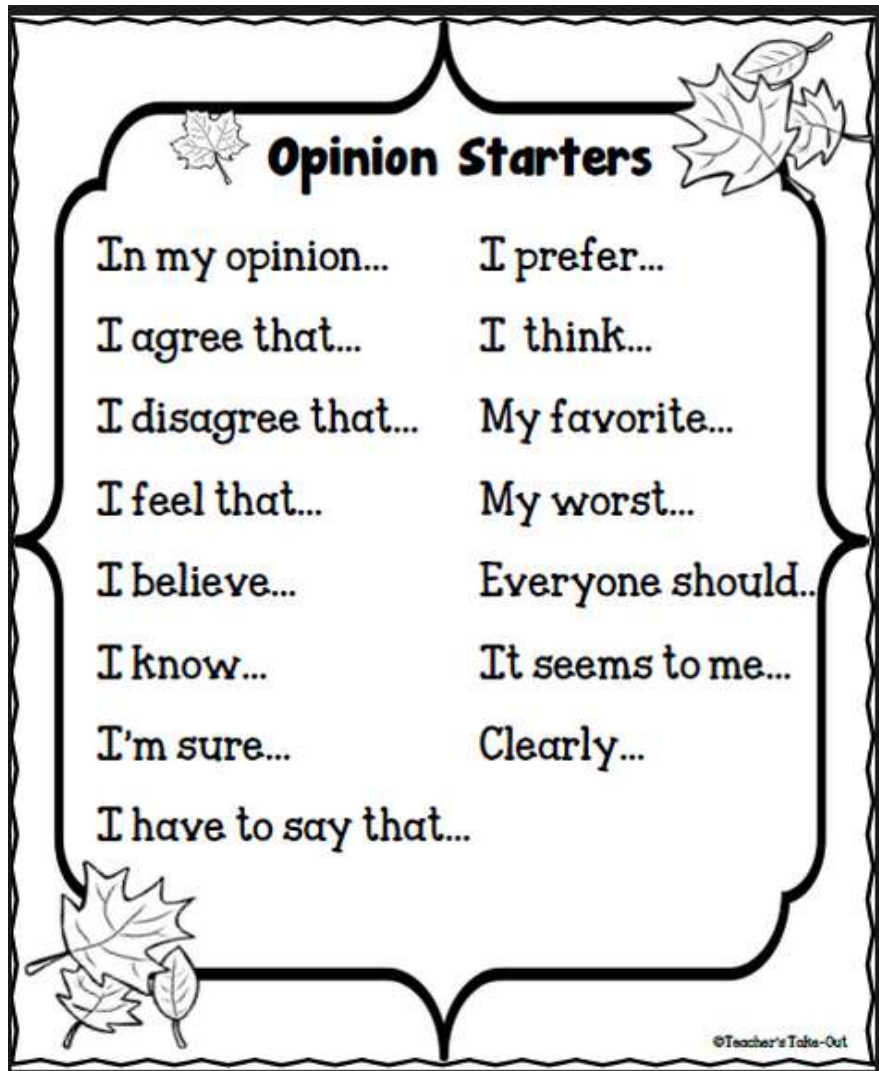
\* Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.



# Opinion Mentor Texts



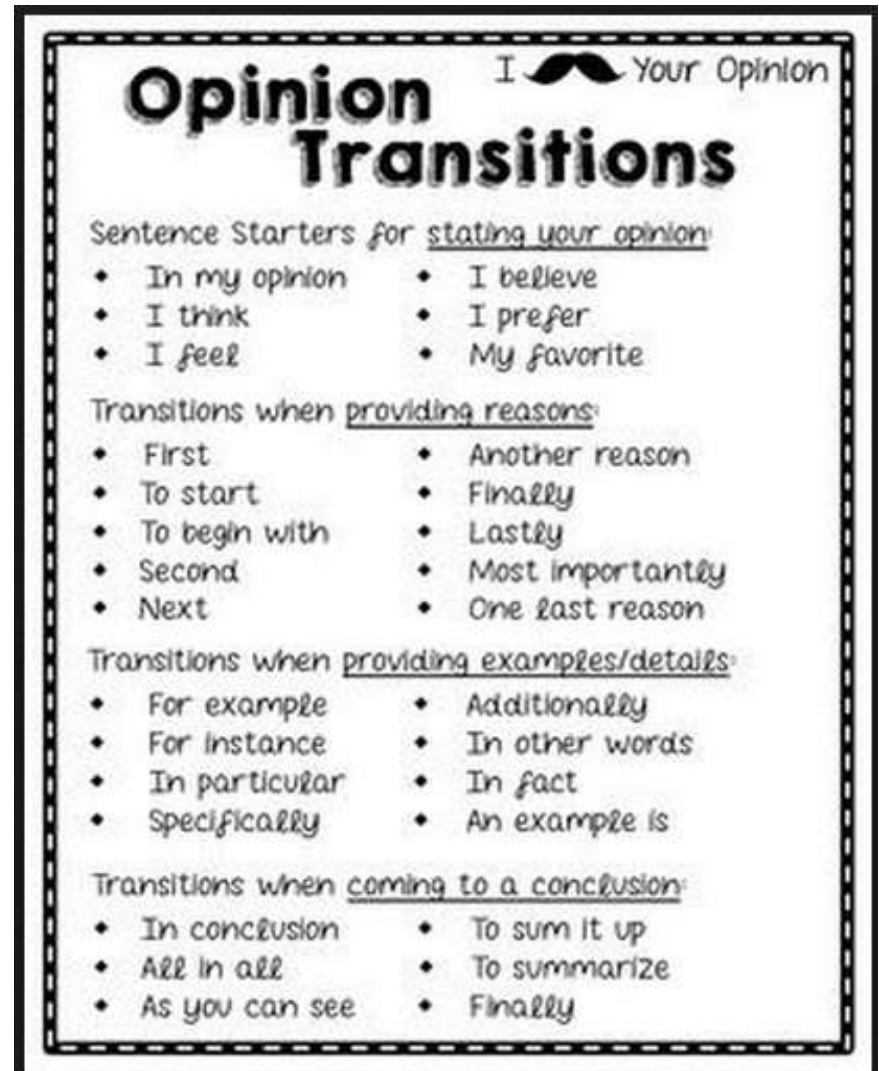
# Writing An Opinion




**Opinion Starters**

In my opinion...	I prefer...
I agree that...	I think...
I disagree that...	My favorite...
I feel that...	My worst...
I believe...	Everyone should...
I know...	It seems to me...
I'm sure...	Clearly...
I have to say that...	

©Teacher's Take-Out



**Opinion Transitions** I  Your Opinion

Sentence Starters for stating your opinion:

- In my opinion
- I think
- I feel
- I believe
- I prefer
- My favorite

Transitions when providing reasons:

- First
- To start
- To begin with
- Second
- Next
- Another reason
- Finally
- Lastly
- Most importantly
- One last reason

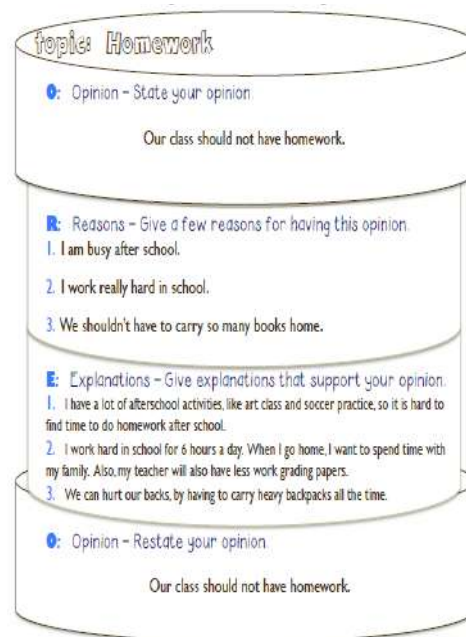
Transitions when providing examples/details:

- For example
- For instance
- In particular
- Specifically
- Additionally
- In other words
- In fact
- An example is

Transitions when coming to a conclusion:

- In conclusion
- All in all
- As you can see
- To sum it up
- To summarize
- Finally

# Organizing Opinion Writing





# Organizing Opinion Writing

<p>2 To begin with, I love snow falls</p> <ul style="list-style-type: none"><li>• look at pretty snowflakes</li><li>• turns everything white</li><li>• help Dad shovel</li></ul>	<p>3 In addition, Get to play in snow</p> <ul style="list-style-type: none"><li>• go sledding</li><li>• make snowmen</li><li>• build snow forts</li></ul>
<p>1 Main Idea 4 Winter is my favorite season.</p>	
<p>Finally, Get to warm up</p> <ul style="list-style-type: none"><li>• drink hot chocolate</li><li>• sit by the fireplace</li><li>• snuggle in a warm quilt</li></ul>	<p>5 Winter is my favorite season because I love snowfalls, get to play in the snow and like to get warmed up.</p>

Linking word _____ Reason 1	Linking word _____ Reason 2
<p>Topic _____ _____</p>	
Linking word _____ Reason 3	Conclusion

# Activity: Mentor Text Investigation

- Select a mentor text from the list of recommended opinion titles or one you have used in the classroom
- Complete the Mentor Text Template to help you determine what characteristic of opinion writing the mentor text would best support
- Complete a Gallery Walk of completed templates to get additional ideas

The image shows a tilted version of a 'Mentor Text Template' form. The form is divided into several sections for analysis. At the top is a box labeled 'Title:'. Below that is a box labeled 'Summary:'. The main body of the form is divided into three vertical columns labeled 'Issues:', 'Structure:', and 'Craft:'. At the bottom of the form is a wide box labeled 'Ideas for Integration:'. The form is tilted at an angle, giving it a three-dimensional appearance.

# Pre/Post Assessment: Opinion

Read aloud the articles *Why Cats Make Better Pets than Dogs* and *Why Dogs Make Good Pets*. Then have students respond to the following prompt:

Which kind of pet is best, a cat or a dog?

Source: [achievethecore.org](http://achievethecore.org)



# Opinion Sample

**File Name: O5P Dogs are Best**

**Opinion/Argument**

**Grade 5**

**On-Demand Writing - Uniform Prompt**

## **Dogs are Best**

**Introduces  
a topic or  
text clearly**

Cats and dogs can be very entertaining. But when it comes down

to the best pet, I would say the dog.

**States an opinion**

One reason why I think a dog is the best pet to have, is because  
you can talk to them. And they listen to you. You can tell them secrets,  
and how you feel. Kind of like a personal journal, except they actually  
hear what your saying.

**Links opinion and  
reasons using words,  
phrases, and clauses**

# Scoring Activity

With a partner, score the 5<sup>th</sup> grade response to this prompt using the DOE Opinion Writing Rubric.

# Characteristics of Informative Writing

- Informative writing ...
  - conveys information accurately
  - can include summaries and instructions
  - is organized to include a clear structure (compare/contrast, cause/effect, problem/solution, sequence, and description)
  - answers the questions of why or how

## Anchor Standard 2:

# Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Kindergarten	First	Second	Third	Fourth	Fifth
Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they what they are writing about and supply some information about the topic.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ol style="list-style-type: none"><li>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li><li>Develop the topic with facts, definitions, and details.</li><li>Use linking words and phrases to connect ideas within categories of information.</li><li>Provide a concluding statement or section.</li></ol>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ol style="list-style-type: none"><li>Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension.</li><li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li><li>Link ideas within categories of information using words and phrases.</li><li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li><li>Provide a concluding statement or section related to the information or explanation presented.</li></ol>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ol style="list-style-type: none"><li>Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension.</li><li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li><li>Link ideas within and across categories of information using words, phrases, and clauses.</li><li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li><li>Provide a concluding statement or section related to the information or explanation presented.</li></ol>

## Learning Progressions Grade 3 – Writing Standard 2

### a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>Identify a topic</li> <li>List information related to the topic</li> <li>Organize and group related information together</li> <li>Identify &amp; demonstrate an appropriate writing format</li> <li>Write a beginning statement that introduces topic and presents information</li> <li>Draw illustrations that relate to topic as necessary</li> <li>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Purpose of Informative Writing</li> <li>Topic</li> <li>Organizational patterns (definition, classification, comparison/contrast, and cause/effect)</li> <li>Awareness of audience</li> <li>Relevant information</li> <li>Irrelevant information</li> <li>Text Features</li> <li>Awareness of paragraphs</li> </ul> <p>- Explicitly taught in 4<sup>th</sup> grade</p>	<ul style="list-style-type: none"> <li>What do you want to tell the reader? What do you want the reader to learn?</li> <li>What is the appropriate writing format?</li> <li>What do you already know about the topic?</li> <li>How can you turn your list into complete thoughts?</li> <li>Who is your intended reader?</li> <li>Who? What? Where? When? Why? How?</li> <li>Is there a different way to help your reader to better understand your topic?</li> </ul>

### b. Develop the topic with facts, definitions, and details.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>Choose a source to research facts, definitions and details about the topic</li> <li>Identify information from the source</li> <li>Differentiate between relevant and irrelevant reasons</li> <li>Develop information using facts, definitions and details found in research</li> <li>Develop the topic with facts, definitions, and details</li> </ul>	<ul style="list-style-type: none"> <li>Relevant reason</li> <li>Irrelevant reason</li> <li>Facts</li> <li>Definitions</li> <li>Details</li> </ul>	<ul style="list-style-type: none"> <li>Where could you find more facts about your topic? Where can you find the meaning of words?</li> <li>Is this information important? Does it relate to your topic?</li> <li>How can you put this information into your own words?</li> </ul>

## Learning Progressions Grade 3 – Writing Standard 2

### c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>Provide examples that connect to the information using linking words</li> <li>Determine linking words and phrases that best connect the information</li> <li>Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information</li> </ul>	<ul style="list-style-type: none"> <li>Linking words and phrases</li> <li>Topics</li> <li>Category</li> </ul>	<ul style="list-style-type: none"> <li>What linking words or phrases did you use to connect your information?</li> <li>How can you organize your information clearly?</li> <li>Why did you use a linking word here?</li> <li>Have you connected your information with linking words and phrases such as <i>also</i>, <i>another</i>, <i>and</i> <i>more</i>, <i>but</i>?</li> </ul>

### d. Provide a concluding statement or section.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>Recognize closure techniques for creating a concluding statement or section.</li> <li>Provide a concluding statement or section</li> </ul>	<ul style="list-style-type: none"> <li>Concluding statement or section</li> </ul>	<ul style="list-style-type: none"> <li>What is the last thing you want to tell the reader about your topic?</li> </ul>

## Learning Progressions Grade 4 – Writing Standard 2

**a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.**

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>Identify a topic</li> <li>List information related to the topic</li> <li>Organize and group related information together</li> <li>Identify &amp; demonstrate an appropriate writing format</li> <li>Write a beginning statement that introduces topic and presents information</li> <li>Organize sentences into paragraphs</li> <li>Add formatting where appropriate (heading, bold print, italics, etc.)</li> <li>Draw illustrations and/or use media that relate to topic as necessary</li> <li>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>Topic</li> <li>Organizational patterns (definition, classification, comparison/contrast, and cause/effect)</li> <li>Awareness of audience</li> <li>Relevant information</li> <li>Irrelevant information</li> <li>Formatting</li> </ul>	<ul style="list-style-type: none"> <li>What do you want the reader to learn?</li> <li>What do you already know about your topic?</li> <li>How can you develop your list into complete thoughts?</li> <li>How are you going to present your information? Who is the intended reader?</li> <li>Who? What? Where? When? Why? How?</li> <li>Are there groups of sentences you can place together?</li> <li>Can you share your information any other way?</li> </ul>

## Learning Progressions Grade 4 – Writing Standard 2

### b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>Choose a source to research facts, definitions and details about the topic</li> <li>Identify information from the source</li> <li>Differentiate between relevant and irrelevant reasons</li> <li>Construct sentences from researched information that support the topic</li> <li>Quote information from the source</li> <li>Develop the topic with information gathered from sources</li> <li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic</li> </ul>	<ul style="list-style-type: none"> <li>Facts</li> <li>Definitions</li> <li>Topic</li> <li>Details</li> <li>Sources</li> <li>Relevant reasons</li> <li>Irrelevant reasons</li> <li>Quotation</li> </ul>	<ul style="list-style-type: none"> <li>Where could you find more facts about your topic? Where could you find word meanings?</li> <li>Is this important information? Does it have to do with your topic?</li> <li>How can you re-write this information into your own words?</li> <li>How does this information fit into your writing piece? Where does this information fit into your writing piece?</li> </ul>

### c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>Provide examples that connect to the topic</li> <li>Use linking words and phrases to connect topic and ideas ( <i>another</i>, <i>also</i>, <i>and</i>, <i>but</i> )</li> <li>Use linking words and phrases to connect topic and ideas and categorize information</li> <li>Use linking/ transition words and phrases to connect ideas within categories</li> <li>Link ideas within categories of information using words and phrases (e.g. <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Linking words</li> <li>Phrases</li> <li>Categorize information</li> <li>Transition words</li> </ul>	<ul style="list-style-type: none"> <li>What are some concrete examples of...?</li> <li>Do you have similar ideas that you can combine together?</li> <li>Can you combine groups of ideas with other groups of ideas?</li> </ul>



## Learning Progressions Grade 4 – Writing Standard 2

### d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>Identify vocabulary specific to the topic</li> <li>Use specific relevant vocabulary to inform or explain topic</li> <li>Use vivid verbs and precise nouns to inform or explain topic</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic</li> </ul>	<ul style="list-style-type: none"> <li>Vivid verbs</li> <li>Precise nouns</li> </ul>	<ul style="list-style-type: none"> <li>Are there any new words in this source that relate to your topic?</li> <li>How can you use this word/phrase to tell about your topic?</li> <li>Can you think of a verb that would grab the reader's attention? Can you think of a noun that specifically states who or what you are writing about?</li> </ul>

### e. Provide a concluding statement or section related to the information or explanation presented.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>Recognize closure techniques for creating a concluding statement or section</li> <li>Write a statement or section that consists of multiple sentences that provide a conclusion related to information and topic</li> <li>Provide a concluding statement or section related to the information or explanation as presented</li> </ul>	<ul style="list-style-type: none"> <li>Concluding statement or section</li> </ul>	<ul style="list-style-type: none"> <li>What is the last statement you want to write about your topic?</li> <li>Does your statement relate to the information in your writing piece?</li> </ul>

## Learning Progressions Grade 5 – Writing Standard 2

**a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.**

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>Identify a topic</li> <li>List information related to the topic</li> <li>Group information logically</li> <li>Decide on text structure</li> <li>Write a beginning statement that introduces topic and presents information</li> <li>Engage the reader with an introduction that presents the topic and focus</li> <li>Organize sentences into paragraphs</li> <li>Organize information with various formatting (headings)</li> <li>Draw illustrations and/or use media that relates to topic when useful</li> <li>Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Topic</li> <li>Awareness of audience</li> <li>Primary sources (first-hand)</li> <li>Secondary sources (second-hand)</li> <li>Relevant information</li> <li>Text Features</li> <li>Text structure/patterns of organization (e.g., chronology, comparison, cause/effect, problem/solution)</li> </ul>	<ul style="list-style-type: none"> <li>What do you want the reader to learn?</li> <li>What do you already know about your topic?</li> <li>How can you develop your list into complete thoughts? Are you able to group them together?</li> <li>How are you going to present your information? Who is the intended reader?</li> <li>Who? What? Where? When? Why? How?</li> <li>Are there groups of sentences you can place together?</li> <li>Can you show your information any other way?</li> </ul>

## Learning Progressions Grade 5 – Writing Standard 2

### b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>Choose a source to research facts, definitions and details about the topic</li> <li>Identify and analyze information from the source</li> <li>Differentiating between relevant and irrelevant reasons</li> <li>Construct sentences from researched information that support the topic</li> <li>Develop the topic with information gathered from sources</li> <li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic</li> </ul>	<ul style="list-style-type: none"> <li>Sources</li> </ul>	<ul style="list-style-type: none"> <li>Where could you find more facts about your topic? Where could you find word meanings?</li> <li>Is this important information? Does it have to do with your topic? Are you able to learn any facts from this information?</li> <li>How can you re-write this information into your own words?</li> <li>How does this information fit into your writing piece? Where does this information fit into your writing piece?</li> </ul>

### c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>Provide examples that connect to the topic</li> <li>Determine linking words, phrases, and clauses that best connect information</li> <li>Use linking words and phrases to connect information and ideas (<i>in contrast</i>, <i>especially</i>)</li> <li>Use linking words and phrases to connect information and ideas and categorize information</li> <li>Use linking/transition words and phrases to connect ideas across categories</li> <li>Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Linking/transition words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>What are some concrete examples of...?</li> <li>Do you have similar ideas that you can combine together?</li> <li>Can you combine groups of ideas with other groups of ideas?</li> <li>What word/phrase could you use to connect different categories of information?</li> </ul>

## Learning Progressions Grade 5 – Writing Standard 2

### d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>Identify vocabulary specific to the topic</li> <li>Use specific relevant vocabulary to inform or explain topic</li> <li>Use vivid verbs and precise nouns to inform or explain topic</li> <li>Use graphics to inform about or explain the topic</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic</li> </ul>	<ul style="list-style-type: none"> <li>Relevant vocabulary</li> <li>Vivid verbs</li> <li>Precise nouns</li> <li>Graphics</li> </ul>	<ul style="list-style-type: none"> <li>Are there any new words in this source that relate to your topic?</li> <li>How can you use this word/phrase to tell about your topic?</li> <li>Can you think of a verb that would grab the reader's attention? Can you think of a noun that specifically states who or what you are writing about?</li> </ul>

### e. Provide a concluding statement or section related to the information or explanation presented.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>Write a statement or section that consists of multiple sentences that provide a conclusion related to information</li> <li>Write an effective conclusion that moves beyond summarization</li> <li>Provide a concluding statement or section related to the information or explanation presented.</li> </ul>	<ul style="list-style-type: none"> <li>Concluding statement or section</li> </ul>	<ul style="list-style-type: none"> <li>What is the last statement you want to write about your topic?</li> <li>Does your statement relate to the information in your writing piece?</li> <li>Does your closing just summarize information? Or does your conclusion leave the reader with ideas to consider?</li> </ul>

### Informative/Explanatory Writing Rubric Grade 3

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> <li>introduces the topic clearly (4W2a)</li> <li>groups related information together in paragraphs and sections (4W2a)</li> <li>links ideas within categories of information using words and phrases (4W2c)</li> <li>provides a concluding statement or section related to the information or explanation presented (4W2e)</li> <li>produces clear and coherent writing appropriate to task, purpose and audience (4W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>introduces the topic (3W2a)</li> <li>groups related information together (3W2a)</li> <li>uses linking words and phrases to connect ideas within categories of information (3W2c)</li> <li>provides a concluding statement or section (3W2d)</li> <li>produces writing appropriate to task and purpose, with guidance and support from adults (3W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to introduce the topic</li> <li>attempts to group related information together</li> <li>attempts to use linking words and phrases to connect ideas within categories of information</li> <li>attempts to provide a concluding statement or section</li> <li>attempts to produce writing appropriate to task and purpose, with guidance and support from adults</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to introduce the topic</li> <li>makes little or no attempt to group related information together</li> <li>makes little or no attempt to use linking words and phrases to connect ideas within categories of information</li> <li>makes little or no attempt to provide a concluding statement or section</li> <li>makes little or no attempt to produce writing appropriate to task and purpose, with guidance and support from adults</li> </ul>	<p>Organization/ Purpose</p> <p>2 x ____ = ____</p>
<p>The writing –</p> <ul style="list-style-type: none"> <li>includes formatting, illustrations, and multimedia when useful to aiding comprehension (4W2a)</li> <li>develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic (4W2b)</li> <li>uses precise language and domain specific vocabulary to inform or explain about the topic (4W2d)</li> <li>uses relevant information from experiences or print and digital sources (4W5)</li> <li>provides a list of sources, when appropriate (4W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>includes illustrations when useful to aiding comprehension (3W2a)</li> <li>develops topic with facts, definitions, and details (3W2b)</li> <li>uses information from experiences or print and digital sources (3W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to include illustrations when useful to enhance comprehension</li> <li>attempts to develop topic with facts, definitions, and details</li> <li>attempts to make use of information from experiences or print and digital sources</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to include illustrations when useful to enhance comprehension</li> <li>makes little or no attempt to develop topic with facts, definitions, and details</li> <li>makes little or no attempt to make use of information from experiences or print and digital sources</li> </ul>	<p>Evidence/Elaboration</p> <p>2 x ____ = ____</p>
<p>The writing –</p> <ul style="list-style-type: none"> <li>demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (4L1-2)*</li> <li>has errors that do not interfere with understanding (4L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (3L1-2)*</li> <li>has errors that do not interfere with understanding (3L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>has errors that may interfere with understanding</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>has errors that interfere with understanding</li> </ul>	<p>Language/ Conventions</p> <p>2 x ____ = ____</p>

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

\*Conventions Chart p. 2



## CONVENTIONS CHART GRADE 3

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness) (3L2e)</li> <li>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words (3L2f)</li> <li>Correctly spell words at grade level and below</li> </ul>	<p>Capitalize</p> <ul style="list-style-type: none"> <li>Appropriate words in titles (3L2a)</li> </ul>	<p>Commas:</p> <ul style="list-style-type: none"> <li>In addresses (e.g. 12345 67<sup>th</sup> Ave., Spokane, WA) (3L2b)</li> <li>use commas and quotation marks in dialogue (3L2c)</li> </ul> <p>Apostrophe:</p> <ul style="list-style-type: none"> <li>In possessive nouns (e.g., the dog's house, the dogs' houses) (3L2d)</li> </ul>	<p>Nouns:</p> <ul style="list-style-type: none"> <li>Correctly use regular and irregular plural nouns (3L1b)</li> <li>Correctly use abstract nouns (e.g., childhood) (3L1c)</li> </ul> <p>Verbs:</p> <ul style="list-style-type: none"> <li>Correctly use regular and irregular verbs (3L1d)</li> <li>Correctly use simple verb tenses (e.g. I walked; I walk; I will walk) (3L1e)</li> </ul> <p>Adjectives:</p> <ul style="list-style-type: none"> <li>Correctly use comparative and superlative adjectives and adverbs (3Lg)</li> </ul> <p>Agreement:</p> <ul style="list-style-type: none"> <li>Correctly use pronouns that match a (close) antecedent* (<i>The boy walked his dog</i>) (3L1f)</li> <li>Correctly use subject verb agreement* (<i>He has ...; They have ...</i>) (3L1f)</li> </ul> <p>Conjunctions:</p> <ul style="list-style-type: none"> <li>Correctly use coordinate (e.g., and but) and subordinate conjunctions (e.g., because) (3L1h)</li> </ul>	<ul style="list-style-type: none"> <li>Produce simple, compound, and complex sentences. (3L1i)</li> </ul>

\* as appropriate for grade level

Adapted from the *Smarter Balanced – Conventions Chart – April, 2014*

Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier

### Informative/Explanatory Writing Rubric Grade 4

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> <li>introduces the topic clearly providing a general observation and focus (5W2a)</li> <li>groups related information logically (5W2a)</li> <li>links ideas within and across categories of information using words, phrases, and clauses (5W2c)</li> <li>skillfully provides a concluding statement or section related to the information or explanation presented (5W2e)</li> <li>skillfully produces clear and coherent writing appropriate to task, purpose, and audience (5W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>introduces the topic clearly (4W2a)</li> <li>groups related information together in paragraphs and sections (4W2a)</li> <li>links ideas within categories of information using words and phrases (4W2c)</li> <li>provides a concluding statement or section related to the information or explanation presented (4W2e)</li> <li>produces clear and coherent writing appropriate to task, purpose, and audience (4W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to introduce the topic clearly</li> <li>attempts to group related information together in paragraphs and sections</li> <li>attempts to link ideas within categories of information using words and phrases</li> <li>attempts to provide a concluding statement or section related to the information or explanation presented</li> <li>attempts to produce clear and coherent writing appropriate to task, purpose, and audience</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to introduce the topic clearly</li> <li>makes little or no attempt to group related information together in paragraphs and sections</li> <li>makes little or no attempt to link ideas within categories of information using words and phrases</li> <li>makes little or no attempt to provide a concluding statement or section related to the information or explanation presented</li> <li>makes little or no attempt to produce clear and coherent writing appropriate to task, purpose and audience</li> </ul>	<p style="text-align: center;"><b>Organization/Purpose</b></p> <p style="text-align: center;">2 x _____ = _____</p>
<p>The writing –</p> <ul style="list-style-type: none"> <li>skillfully includes formatting, illustrations, and multimedia when useful to aiding comprehension (5W2a)</li> <li>skillfully develops the topic with facts, definitions, concrete details, quotations, or other information and examples that are related to the topic (5W2b)</li> <li>skillfully uses precise language and domain specific vocabulary to inform about or explain the topic (5W2d)</li> <li>skillfully uses relevant information from experiences or print and digital sources (5W8)</li> <li>summarizes or paraphrases information in finished work (5W8)</li> <li>skillfully provides a list of sources, when appropriate (5W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>includes formatting, illustrations, and multimedia when useful to aiding comprehension (4W2a)</li> <li>develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic (4W2b)</li> <li>uses precise language and domain specific vocabulary to inform or explain about the topic (4W2d)</li> <li>uses relevant information from experiences or print and digital sources (4W8)</li> <li>provides a list of sources, when appropriate (4W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to include formatting, illustrations, and multimedia when useful to aiding comprehension</li> <li>attempts to develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic</li> <li>attempt to use precise language and domain specific vocabulary to inform or explain about the topic</li> <li>attempts to use relevant information from experiences or print and digital sources</li> <li>attempts to provide a list of sources, when appropriate</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to include formatting, illustrations, and multimedia when useful to aiding comprehension</li> <li>makes little or no attempt to develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic</li> <li>makes little or no attempt to use precise language and domain specific vocabulary to inform or explain about the topic</li> <li>makes little or no attempt to use relevant information from experiences or print and digital sources</li> <li>makes little or no attempt to provide a list of sources, when appropriate</li> </ul>	<p style="text-align: center;"><b>Evidence/Elaboration</b></p> <p style="text-align: center;">2 x _____ = _____</p>
<p>The writing –</p> <ul style="list-style-type: none"> <li>demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (5L1-2)*</li> <li>has errors that do not interfere with understanding (5L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (4L1-2)*</li> <li>has errors that do not interfere with understanding (4L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>has errors that may interfere with understanding</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>has errors that interfere with understanding</li> </ul>	<p style="text-align: center;"><b>Language/Conventions</b></p> <p style="text-align: center;">1 x _____ = _____</p>

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

\*Conventions Chart p. 2



## CONVENTIONS CHART GRADE 4

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>Spell grade-appropriate words correctly, consulting references as needed (4L2d)</li> </ul>	<ul style="list-style-type: none"> <li>Uses correct capitalization (4L2a)</li> </ul>	<p>Commas:</p> <ul style="list-style-type: none"> <li>Use commas and quotation marks to mark direct speech and quotations from a text (4L2b)</li> <li>Use a comma before a coordinating conjunction (and, but, for {n}or, yet, so) in a compound sentence (4L2c)</li> </ul>	<p>Pronouns:</p> <ul style="list-style-type: none"> <li>Use relative pronouns (who, whose, whom, which, that) and relative adverbs (<i>where, when, why</i>) (4L1a)</li> </ul> <p>Verbs:</p> <ul style="list-style-type: none"> <li>Form and use the progressive (<i>e.g., I was walking; I am walking; I will be walking</i>) verb tenses (4L1b)</li> <li>Use modal auxiliaries (<i>can, may, must</i>) to convey various conditions (4L1c)</li> </ul> <p>Adjectives:</p> <ul style="list-style-type: none"> <li>Use conventional patterns to order adjectives within sentences (<i>e.g., a small red bag, not a red small bag</i>) (4L1d)</li> </ul> <p>Agreement:</p> <ul style="list-style-type: none"> <li>Use relative pronouns (who, whose, whom, which, that) and relative adverbs (<i>where, when, why</i>) (4L1a)</li> </ul> <p>Frequently Confused Words:</p> <ul style="list-style-type: none"> <li>Use frequently confused words* correctly (<i>e.g., to, two, too; their, there, they're; it's, its; your, you're</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Produce complete sentences, recognizing and correcting in appropriate fragments and run-ons (4L1g)</li> </ul>

\* as appropriate for grade level

Adapted from the *Smarter Balanced – Conventions Chart – April, 2014*

Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades



## Informative/Explanatory Writing Rubric Grade 5

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> <li>Introduces a topic (6W2a)</li> <li>organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect (6W2a)</li> <li>Uses appropriate transitions to clarify the relationships among ideas and concepts. (6W2c)</li> <li>skillfully provides a concluding statement or section related to the information or explanation presented (6W2f)</li> <li>skillfully produces clear and coherent writing appropriate to task, purpose, and audience (6W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>introduces the topic clearly providing a general observation and focus (5W2a)</li> <li>groups related information logically (5W2a)</li> <li>links ideas within and across categories of information using words, phrases, and clauses (5W2c)</li> <li>provides a concluding statement or section related to the information or explanation presented (5W2e)</li> <li>produce clear and coherent writing appropriate to task, purpose, and audience (5W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to introduce the topic with a general observation or focus</li> <li>attempts to group related information logically</li> <li>attempts to link ideas within and across categories of information using words, phrases, and clauses</li> <li>attempts to provide a concluding statement or section related to the information or explanation presented</li> <li>attempts to produce clear and coherent writing appropriate to task, purpose, and audience</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to introduce the topic with a general observation or focus</li> <li>makes little or no attempt to group related information logically</li> <li>makes little or no attempt to link ideas within and across categories of information using words, phrases, and clauses</li> <li>makes little or no attempt to provide a concluding statement or section related to the information or explanation presented</li> <li>makes little or no attempt to produce clear and coherent writing appropriate to task, purpose, and audience</li> </ul>	<p>Organization / Purpose</p> <p>2 * ____ = ____</p>
<p>The writing –</p> <ul style="list-style-type: none"> <li>develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples (6W2b)</li> <li>includes formatting, graphics, and multimedia when useful to aiding comprehension (6W2a)</li> <li>skillfully uses precise language and domain-specific vocabulary to inform about or explain the topic (6W2d)</li> <li>uses relevant information from multiple print and digital sources (6W8)</li> <li>quotes or paraphrases the data and conclusions of others while avoiding plagiarism (6W8)</li> <li>provides basic bibliographic information for sources, when appropriate (6W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are related to the topic (5W2b)</li> <li>includes formatting, illustrations, and multimedia when useful to aiding comprehension (5W2a)</li> <li>uses precise language and domain-specific vocabulary to inform about or explain the topic (5W2d)</li> <li>uses relevant information from experiences or print and digital sources (5W8)</li> <li>summarizes or paraphrases information in finished work (5W8)</li> <li>provides a list of sources, when appropriate (5W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to develop the topic using facts, definitions, concrete details, quotations, or other information and examples that are related to the topic</li> <li>attempts to include formatting, illustrations, and multimedia when useful to aiding comprehension</li> <li>attempts to use precise language and domain-specific vocabulary to inform about or explain the topic</li> <li>attempts to use relevant information from experiences or print and digital sources</li> <li>attempts to summarize or paraphrase information in finished work</li> <li>attempts to provide a list of sources, when appropriate</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to develop the topic using facts, definitions, concrete details, quotations, or other information and examples that are related to the topic</li> <li>makes little or no attempt to include formatting, illustrations, and multimedia when useful to aiding comprehension</li> <li>makes little or no attempt to use precise language and domain-specific vocabulary to inform about or explain the topic</li> <li>makes little or no attempt to use relevant information from experiences or print and digital sources</li> <li>makes little or no attempt to summarize or paraphrase information in finished work</li> <li>makes little or no attempt to provide a list of sources, when appropriate</li> </ul>	<p>Evidence/Elaboration</p> <p>2 * ____ = ____</p>
<p>The writing –</p> <ul style="list-style-type: none"> <li>Establishes and maintains a formal style (6W2e)</li> <li>demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (6L1-2)*</li> <li>has errors that do not interfere with understanding (6L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (5L1-2)*</li> <li>has errors that do not interfere with understanding (5L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>has errors that may interfere with understanding</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>has errors that interfere with understanding</li> </ul>	<p>Language/Conventions</p> <p>1 * ____ = ____</p>

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

\*Conventions Chart p. 2

## CONVENTIONS CHART GRADE 5

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>Spell grade-appropriate words correctly consulting references as needed (5L2e)</li> </ul>	<ul style="list-style-type: none"> <li>Uses capitalization rules from the previous grades (L2a)</li> </ul>	<p>Commas:</p> <ul style="list-style-type: none"> <li>Use punctuation to separate items in a series (5L2a)</li> <li>Use a comma to separate an introductory element from the rest of the sentence (5L2b)</li> <li>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>) (5L2c)</li> </ul>	<p>Verbs:</p> <ul style="list-style-type: none"> <li>Use the perfect tense (e.g., <i>I had walked, I have walked; I will have walked</i>) (5L1b)</li> <li>Uses verb tense to convey various times, sequences, states, and conditions (5L1c)</li> <li>Avoids inappropriate shifts in verb tense* (5L1d)</li> </ul> <p>Conjunctions:</p> <ul style="list-style-type: none"> <li>Use correlative conjunction (e.g., <i>either/or, neither/nor</i>) (5L1e)</li> </ul> <p>Agreement:</p> <ul style="list-style-type: none"> <li>Use agreement rules from previous grade (L1a)</li> </ul> <p>Frequently Confused Words:</p> <ul style="list-style-type: none"> <li>Use from previous grade (L1g)</li> </ul>	<ul style="list-style-type: none"> <li>Use previous grade (L1g)</li> </ul>

\* as appropriate for grade level

*Adapted from the Smarter Balanced – Conventions Chart – April, 2014*

\* Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.

# Using Nonfiction and Fiction Texts to Produce Informative Writing Pieces

## Nonfiction

- It is important to understand the purpose for which we are writing and then to select a text type match our goals.
- Identify features in a non-fiction text (communicative features; graphs diagrams and attention features; titles, bold print).

<http://www.readingrockets.org/sites/default/files/TeachingNonfictionWriting.pdf>

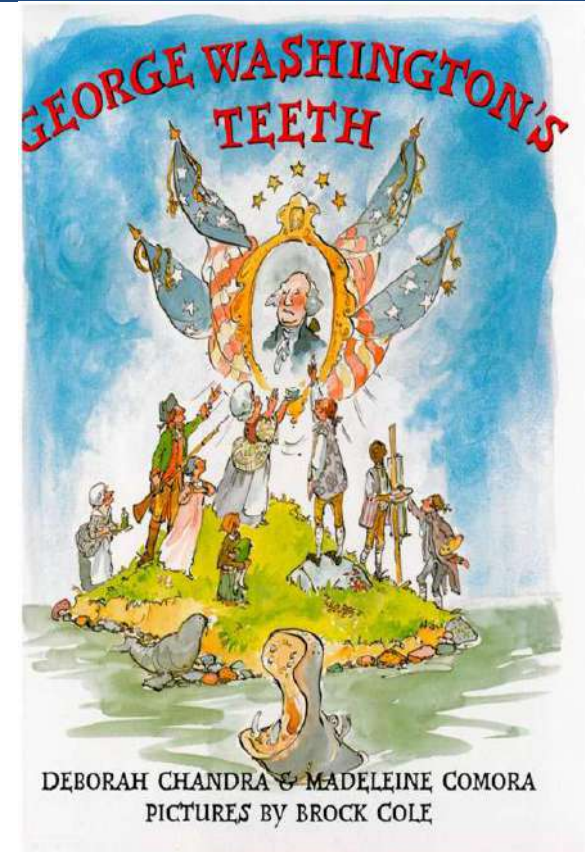
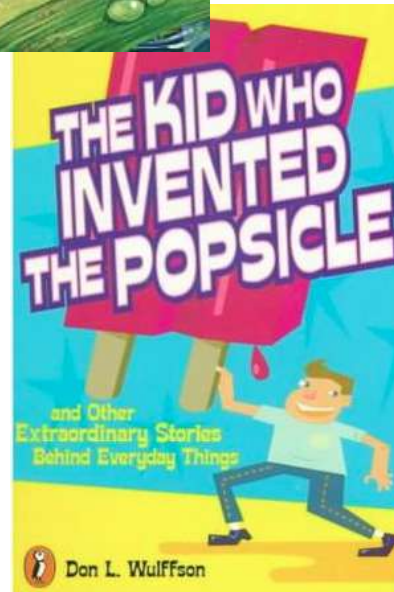
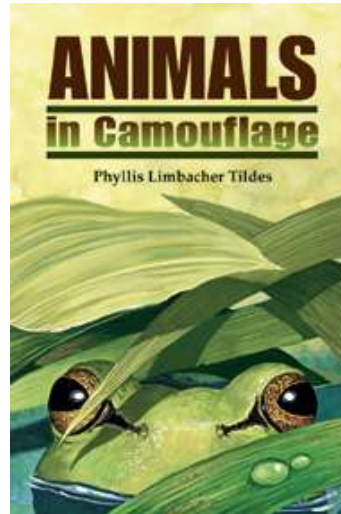
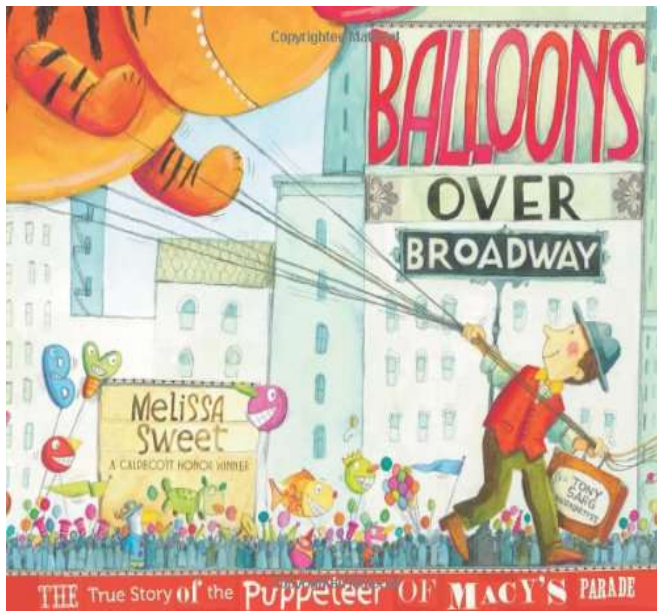
## Fiction

- Avoid the obvious (in other words, it won't argue a conclusion that most readers could reach on their own from a general knowledge of the story).
- Support its main points with strong evidence from the story.
- Use careful reasoning to explain how that evidence relates to the main points of the interpretation.

(The Writing Center, University of North Carolina at Chapel Hill)



# Mentor Texts



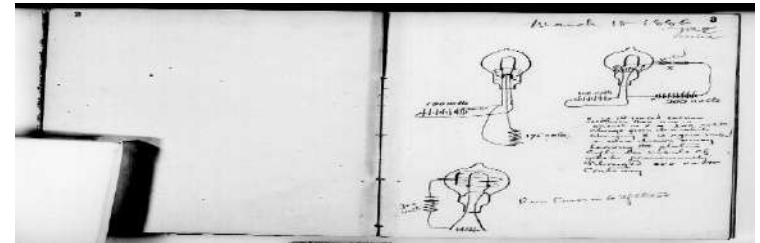
# Organizing Informative Writing

## ❑ RAN chart

[Teacherspayteachers.com](http://Teacherspayteachers.com)



## ❑ Research Notebook



## ❑ Research Folder

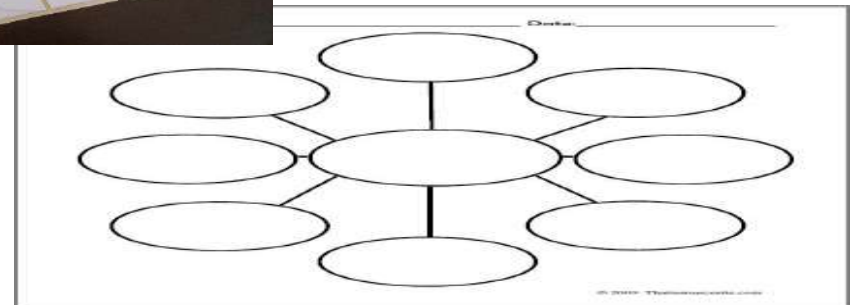


## ❑ Webbs

[Explorations in Non-Fiction](#)

[Writing](#)

Tony Stead Linda Hoyt



# Pre/Post Assessment: Informative

Show the video *The Adventures of EcoRilla* and discuss why it is important to save water. Then read aloud the article *Save our Water!* and have students respond to the following prompt:

What can you do to save water?

Source: [achievethecore.org](http://achievethecore.org)

# Informative Sample

**Informative/Explanatory**

**Grade 3**

**On-Demand Writing, Uniform Prompt**

## **Water Use**

What can I do to save water? Lots of people waste gallons of water a day.

Some people don't even have 5-2 gallons of water a day. We need water to drink, wash clothes, bath, and much more so we need to save water.

One good way to save water is leave buckets outside to fill up with rain.

Take quike showers. bathes take at least 37 gallons of water. Remind people to turn off the water when not in use. Lots of people wait for the

water from there sink to get hot and cold. If you put a bucket in your sink

**Introduces the topic with a question and some context about why it might be important to save water**

**Develops the topic with facts and details**

**Uses linking words**

# Scoring Activity

With a partner, score the 3<sup>rd</sup> grade response to this prompt using the DOE Informative Writing Rubric.



# Characteristics of Narrative Writing

Uses a setting, characters, circumstances or events, a plot, and a point of view to present and tell a story. (*Thorough description of these elements is a key factor*).

May employ strategies such as flashback, foreshadowing, dialogue, tension, or suspense to develop the story

Includes a beginning, middle, and end and these sections are usually (*but not always*) presented chronologically.

# Anchor Standard 3:

## Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Kindergarten	First	Second	Third	Fourth	Fifth
Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ol style="list-style-type: none"> <li>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>Use temporal words and phrases to signal event order.</li> <li>Provide a sense of closure.</li> </ol>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ol style="list-style-type: none"> <li>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations.</li> <li>Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>Provide a conclusion that follows from the narrated experiences or events.</li> </ol>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ol style="list-style-type: none"> <li>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>Provide a conclusion that follows from the narrated experiences or events.</li> </ol>

## Learning Progressions Grade 3 – Writing Standard 3

### a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>Establish a situation (event/experience/topic)</li> <li>Introduce a narrator and/or characters</li> <li>Organize details that connect one event to another (event sequence)</li> <li>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally</li> </ul>	<ul style="list-style-type: none"> <li>Narrative</li> <li>Topic</li> <li>Characters</li> <li>Setting</li> <li>Narrator</li> <li>Event</li> <li>Event sequence and organizational patterns</li> <li>Relevant Details</li> </ul>	<ul style="list-style-type: none"> <li>How did you establish the situation?</li> <li>What is the setting? Why is it important?</li> <li>Who is telling the story?</li> <li>Who are the characters in the piece? How did you introduce them?</li> <li>How did you organize details to create an event sequence?</li> </ul>

### b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>Use details to describe people, places, or things</li> <li>Select an important event and elaborate on it one step at a time</li> <li>Use dialogue of the characters to move story along</li> <li>Use dialogue to show how characters respond to or feel about situations</li> <li>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations</li> </ul>	<ul style="list-style-type: none"> <li>Develop</li> <li>Dialogue</li> <li>Elaboration</li> <li>Relevant details</li> <li>Responses (Actions, thoughts, feelings)</li> </ul>	<ul style="list-style-type: none"> <li>Have you described the people, places, and things in your story?</li> <li>What details did you use?</li> <li>How did your character respond or feel about the situation?</li> <li>Did you use dialogue to develop the events?</li> <li>How did you use dialogue to show characters' thoughts or feelings?</li> </ul>

## Learning Progressions Grade 3 – Writing Standard 3

### c. Use temporal words and phrases to signal event order.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>Use temporal words (<i>after, before</i>) to create a sequence to the story</li> <li>Use phrases such as <i>a little later</i> and <i>after that</i> to create a sequence to the story</li> <li>Use temporal words and phrases to signal event order</li> </ul>	<ul style="list-style-type: none"> <li>Temporal words and phrases</li> <li>Event order</li> </ul>	<ul style="list-style-type: none"> <li>What words or phrases did you use to show event order?</li> <li>Are the events in the story organized in order?</li> </ul>

### d. Provide a sense of closure.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>Provide a sense of closure through a character's actions or words that indicates their growth</li> <li>Provide a sense of closure</li> </ul>	<ul style="list-style-type: none"> <li>Closure</li> </ul>	<ul style="list-style-type: none"> <li>How did you close the piece?</li> <li>Does it make sense to the reader?</li> <li>Why did you include <u>(teacher names a specific action, dialogue, or feeling)</u> in your conclusion?</li> </ul>

## Learning Progressions Grade 4 – Writing Standard 3

**a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.**

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>Establish a situation (event/experience/topic)</li> <li>Orient the reader by establishing a narrator and/or characters</li> <li>Organize an event sequence that establishes a plot</li> <li>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally</li> </ul>	<ul style="list-style-type: none"> <li>Narrative</li> <li>Topic</li> <li>Event(s)</li> <li>Characters</li> <li>Narrator</li> <li>Awareness of audience</li> <li>Relevant details</li> <li>Sequence</li> <li>Plot</li> </ul>	<ul style="list-style-type: none"> <li>Is what you are telling a real or imagined event?</li> <li>How did you orient your reader to your topic?</li> <li>How did you sequence the events to create the plot?</li> <li>How did you sequence the events?</li> <li>Who is telling the story?</li> <li>Who are the characters in the piece? How did you introduce them?</li> </ul>

**b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.**

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>Use details to describe people, places, or things</li> <li>Use dialogue to move story along</li> <li>Use dialogue to show how characters respond to or feel about situations</li> <li>Use dialogue and description to develop experiences and events or show the responses of characters to situations</li> </ul>	<ul style="list-style-type: none"> <li>Develop</li> <li>Dialogue</li> <li>Description</li> <li>Responses (actions, thoughts and feelings)</li> </ul>	<ul style="list-style-type: none"> <li>How did you use description to develop events?</li> <li>Have you described the people, places, and things in your story?</li> <li>How did your character respond or feel about the situation?</li> <li>How did you use dialogue to develop events?</li> <li>How did you use dialogue to show characters' thoughts or feelings?</li> </ul>

## Learning Progressions Grade 4 – Writing Standard 3

### c. Use a variety of transitional words and phrases to manage the sequence of events.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>Show passage of time with words and phrases that mark time (<i>just then, suddenly, after a little while a little later</i>)</li> <li>Use transitional words and phrases to organize events in a sequence</li> <li>Use a variety of transitional words and phrases to manage the sequence of events</li> </ul>	<ul style="list-style-type: none"> <li>Transitional words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>What words or phrases did you use to show event order?</li> <li>How does the sequence of events affect the plot?</li> <li>Have you used words and/or phrases to help the reader understand the order of events?</li> </ul>

### d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>Use concrete words and phrases (things you can see, hear, touch, taste and smell) to precisely convey events and experiences</li> <li>Use sensory details (descriptive details that use the five senses) to precisely convey events and experiences</li> <li>Use concrete words and phrases and sensory details to convey experiences and events precisely</li> </ul>	<ul style="list-style-type: none"> <li>Concrete words</li> <li>Sensory language</li> </ul>	<ul style="list-style-type: none"> <li>What words did you use to create a picture in the reader's mind?</li> <li>Is that the best word or phrase to help your reader visualize what is happening?</li> </ul>

### e. Provide a conclusion that follows from the narrated experiences or events.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>Provide a sense of closure through a character's actions or words that indicates their growth</li> <li>Provide a conclusion that follows from the narrated experiences or events</li> </ul>	<ul style="list-style-type: none"> <li>Conclusion</li> <li>Characterization</li> </ul>	<ul style="list-style-type: none"> <li>How did you close the piece?</li> <li>What did the character (do, say, realize) at the end?</li> <li>Why did you talk about <u>(teacher names a specific action, dialogue, or feeling)</u> in your conclusion?</li> <li>How did you connect the ending back to another part of the story? Why did you do this?</li> </ul>

## Learning Progressions Grade 5 – Writing Standard 3

**a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.**

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>Establish a situation (event/experience/topic)</li> <li>Orient the reader by establishing a narrator and/or characters</li> <li>Organize an event sequence that establishes a plot</li> <li>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> </ul>	<ul style="list-style-type: none"> <li>Narrative</li> <li>Topic</li> <li>Event(s)</li> <li>Characters</li> <li>Narrator</li> <li>Awareness of audience</li> <li>Relevant details</li> <li>Sequence</li> <li>Plot</li> </ul>	<ul style="list-style-type: none"> <li>Is what you are telling a real or imagined event?</li> <li>How did you orient your reader to your topic?</li> <li>How did you sequence the events to create the plot?</li> <li>How did you sequence the events?</li> <li>Who is telling the story?</li> <li>Who are the characters in the piece? How did you introduce them?</li> </ul>

**b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.**

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>Use details to describe people, places, or things</li> <li>Use dialogue to move story along</li> <li>Use dialogue to show how characters respond to or feel about situations</li> <li>Adjust pacing to speed up or slow down the story</li> <li>Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations</li> </ul>	<ul style="list-style-type: none"> <li>Develop</li> <li>Dialogue</li> <li>Pacing</li> <li>Description</li> <li>Responses (actions, thoughts and feelings)</li> </ul>	<ul style="list-style-type: none"> <li>Have you described the people, places, and things in your story?</li> <li>How did you use dialogue to develop events?</li> <li>How did you use dialogue to show characters' thoughts or feelings?</li> <li>Show me an example in your writing of how you slowed the pacing.</li> <li>Show me an example in your writing of how you made the pacing quicken.</li> <li>Find a few short sentences or fragments. What effects do these create?</li> <li>Find a few long sentences. What effect do these create</li> </ul>



## Learning Progressions Grade 5 – Writing Standard 3

### c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>Use transitional words, phrases and clauses to organize events in a sequence</li> <li>Show the transition of time in a variety of ways               <ul style="list-style-type: none"> <li>(things happening at same time – <i>meanwhile, at the same time, early that morning, three hours later</i>)</li> </ul> </li> <li>Use a variety of transitional words, phrases, and clauses to manage the sequence of events</li> </ul>	<ul style="list-style-type: none"> <li>Transitional words, phrases and clauses</li> </ul>	<ul style="list-style-type: none"> <li>What words, phrases, or clauses did you use to show event order?</li> <li>How does the sequence of events affect the plot?</li> <li>Have you used words, phrases and/or clauses to help the reader understand the order of events?</li> </ul>

### d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>Use concrete words and phrases (things you can see, hear, touch, taste and smell) to precisely convey events and experiences</li> <li>Use sensory details (descriptive details that use the five senses) to precisely convey events and experiences</li> <li>Use concrete words and phrases and sensory details to convey experiences and events precisely</li> </ul>	<ul style="list-style-type: none"> <li>Concrete words</li> <li>Sensory language</li> </ul>	<ul style="list-style-type: none"> <li>What words did you use to create a picture in the reader's mind?</li> <li>Is that the best word or phrase to help your reader visualize what is happening?</li> </ul>

### e. Provide a conclusion that follows from the narrated experiences or events.

Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> <li>Provide a sense of closure through a character's actions or words that indicates their growth</li> <li>Provide a conclusion that follows from the narrated experiences or events</li> </ul>	<ul style="list-style-type: none"> <li>Conclusion</li> <li>Characterization</li> </ul>	<ul style="list-style-type: none"> <li>How did you close the piece?</li> <li>What did the character (do, say, realize) at the end?</li> <li>Why did you talk about (<u>teacher names a specific action, dialogue, or feeling</u>) in your conclusion?</li> <li>How did you connect the ending back to another part of the story? Why did you do this?</li> </ul>

### Narrative Writing Rubric Grade 3

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> <li>• orients the reader by establishing a situation and introduces a narrator and/or characters (4W3a)</li> <li>• skillfully organizes an event sequence that unfolds naturally (4W3a)</li> <li>• uses a variety of transitional words and phrases to manage the sequence of events (4W3c)</li> <li>• provides a conclusion that follows from the narrated experiences or events (4W3e)</li> <li>• produces clear and coherent writing appropriate to task, purpose, and audience (4W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• establishes a situation and introduces a narrator and/or characters (3W3a)</li> <li>• organizes an event sequence that unfolds naturally (3W3a)</li> <li>• uses temporal words and phrases to signal event order (3W3c)</li> <li>• provides a sense of closure (3W3d)</li> <li>• produces writing appropriate to task and purpose, with guidance and support from adults (3W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• attempts to establish a situation and introduces a narrator and/or characters</li> <li>• attempts to organize an event sequence that may unfold naturally</li> <li>• attempts to use temporal words and phrases to signal event order</li> <li>• attempts to provide a sense of closure</li> <li>• attempts to produce writing appropriate to task and purpose, with guidance and support from adults</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• makes little or no attempt to establish a situation and introduces a narrator and/or characters</li> <li>• makes little or no attempt to organize an event sequence that may unfold naturally</li> <li>• makes little or no attempt to use temporal words and phrases to signal event order</li> <li>• makes little or no attempt to provide a sense of closure</li> <li>• makes little or no attempt to produce writing appropriate to task and purpose, with guidance from adults</li> </ul>	<p><b>Organization/Purpose</b> 2 x =</p>
<p>The writing –</p> <ul style="list-style-type: none"> <li>• uses dialogue and descriptions to develop experiences and events or show the response of characters to situations (4W3b)</li> <li>• uses concrete words and phrases and sensory details to convey experiences and events precisely (4W3d)</li> <li>• skillfully uses information from experiences or print and digital sources, when appropriate (4W8)</li> <li>• provides a list of sources, when appropriate (4W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• uses dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations (3W3b)</li> <li>• uses information from experiences or print and digital sources, when appropriate (3W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• attempts to use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations</li> <li>• attempts to use information from experiences or print and digital sources, when appropriate</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• makes little or no attempt to use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations</li> <li>• makes little or no attempt to use information from experiences or print and digital sources, when appropriate</li> </ul>	<p><b>Evidence/Elaboration</b> 2 x =</p>
<p>The writing –</p> <ul style="list-style-type: none"> <li>• demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (4L 1-2)*</li> <li>• has errors that interfere with understanding (4L 1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (3.L.1-2)*</li> <li>• has errors that do not interfere with understanding (3.L.1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>• has errors that may interfere with understanding</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>• has errors that interfere with understanding</li> </ul>	<p><b>Language/Conventions</b> 1 x =</p>

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

\*Conventions Chart p. 2

## CONVENTIONS CHART GRADE 3

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness) (3L2e)</li> <li>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words (3L2f)</li> <li>Correctly spell words at grade level and below</li> </ul>	<p>Capitalize</p> <ul style="list-style-type: none"> <li>Appropriate words in titles (3L2a)</li> </ul>	<p>Commas:</p> <ul style="list-style-type: none"> <li>In addresses (e.g. 12345 67<sup>th</sup> Ave., Spokane, WA) (3L2b)</li> <li>use commas and quotation marks in dialogue (3L2c)</li> </ul> <p>Apostrophe:</p> <ul style="list-style-type: none"> <li>In possessive nouns (e.g., the dog's house, the dogs' houses) (3L2d)</li> </ul>	<p>Nouns:</p> <ul style="list-style-type: none"> <li>Correctly use regular and irregular plural nouns (3L1b)</li> <li>Correctly use abstract nouns (e.g., childhood) (3L1c)</li> </ul> <p>Verbs:</p> <ul style="list-style-type: none"> <li>Correctly use regular and irregular verbs (3L1d)</li> <li>Correctly use simple verb tenses (e.g. I walked; I walk; I will walk) (3L1e)</li> </ul> <p>Adjectives:</p> <ul style="list-style-type: none"> <li>Correctly use comparative and superlative adjectives and adverbs (3Lg)</li> </ul> <p>Agreement:</p> <ul style="list-style-type: none"> <li>Correctly use pronouns that match a (close) antecedent* (<i>The boy walked his dog</i>) (3L1f)</li> <li>Correctly use subject verb agreement* (<i>He has ...; They have ...</i>) (3L1f)</li> </ul> <p>Conjunctions:</p> <ul style="list-style-type: none"> <li>Correctly use coordinate (e.g., and but) and subordinate conjunctions (e.g., because) (3L1h)</li> </ul>	<ul style="list-style-type: none"> <li>Produce simple, compound, and complex sentences (3L1i)</li> </ul>

\* as appropriate for grade level

*Adapted from the Smarter Balanced – Conventions Chart – April, 2014*

Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier



### Narrative Writing Rubric Grade 4

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> <li>skillfully orients a reader by establishing a situation and introducing a narrator and/or characters (5W3a)</li> <li>skillfully organizes an event sequence that unfolds naturally (5W3a)</li> <li>uses a variety of transitional words, phrases, and clauses to manage the sequence of events (5W3c)</li> <li>skillfully provides a conclusion that follows the narrated experiences or events (5W3e)</li> <li>skillfully produces clear and coherent writing appropriate to task, purpose, and audience (5W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>orients the reader by establishing a situation and introduces a narrator and/or characters (4W3a)</li> <li>organizes an event sequence that unfolds naturally (4W3a)</li> <li>uses a variety of transitional words and phrases to manage the sequence of events (4W3c)</li> <li>provides a conclusion that follows from the narrated experiences or events (4W3e)</li> <li>produces clear and coherent writing appropriate to task, purpose, and audience (4W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to orient the reader by establishing a situation and introducing a narrator and/or characters</li> <li>attempts to organize an event sequence that unfolds naturally</li> <li>attempts to use a variety of transitional words and phrases to manage the sequence of events</li> <li>attempts to provide a conclusion that follows from the narrated experiences or events</li> <li>attempts to provide clear and coherent writing appropriate to task, purpose and audience</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to orient the reader by establishing a situation and introducing a narrator and/or characters</li> <li>makes little or no attempt to organize an event sequence naturally</li> <li>makes little or no attempt to use a variety of transitional words and phrases to manage the sequence of events</li> <li>makes little or no attempt to provide a conclusion that follows from the narrated experiences or events</li> <li>makes little or no attempt to provide clear and coherent writing appropriate to task, purpose and audience</li> </ul>	<p style="text-align: center;">Organization/ Purpose 2 x =</p>
<p>The writing –</p> <ul style="list-style-type: none"> <li>uses narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations (5W3b)</li> <li>skillfully uses concrete words and phrases and sensory details to convey experiences or events precisely (5W3d)</li> <li>summarizes or paraphrases information in finished work (5W8)</li> <li>skillfully uses relevant information from experiences or print and digital sources, when appropriate (5W8)</li> <li>skillfully provides a list of sources, when appropriate (5W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>uses dialogue and descriptions to develop experiences and events or show the response of characters to situations (4W3b)</li> <li>uses concrete words and phrases and sensory details to convey experiences and events precisely (4W3d)</li> <li>uses relevant information from experiences or print and digital sources, when appropriate (4W8)</li> <li>provides a list of sources, when appropriate (4W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to use dialogue and descriptions to develop experiences and events or show the responses of characters to situations</li> <li>attempts to use concrete words and phrases and sensory details to convey experiences precisely</li> <li>attempts to use information from experiences or print and digital sources, when appropriate</li> <li>attempts to provide a list of sources, when appropriate</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to use dialogue and descriptions to develop experiences and events or show the responses of characters to situations</li> <li>makes little or no attempt to use concrete words and phrases and sensory details to convey experiences precisely</li> <li>makes little or no attempt to use information from experiences or print and digital sources, when appropriate</li> <li>makes little or no attempt to provide a list of sources, when appropriate</li> </ul>	<p style="text-align: center;">Evidence/ Elaboration 2 x =</p>
<p>The writing –</p> <ul style="list-style-type: none"> <li>demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (5L 1-2)*</li> <li>has errors that do not interfere with understanding (5L 1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (4L 1-2)*</li> <li>has errors that do not interfere with understanding (4L 1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>has errors that may interfere with understanding</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>has errors that interfere with understanding</li> </ul>	<p style="text-align: center;">Language/ Conventions 1 x =</p>

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

\*Conventions Chart p. 2

## CONVENTIONS CHART GRADE 4

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>Spell grade-appropriate words correctly, consulting references as needed (4L2d)</li> </ul>	<ul style="list-style-type: none"> <li>Uses correct capitalization (4L2a)</li> </ul>	<p>Commas:</p> <ul style="list-style-type: none"> <li>Use commas and quotation marks to mark direct speech and quotations from a text (4L2b)</li> <li>Use a comma before a coordinating conjunction (and, but, for {n}or, yet, so) in a compound sentence (4L2c)</li> </ul>	<p>Pronouns:</p> <ul style="list-style-type: none"> <li>Use relative pronouns (who, whose, whom, which, that) and relative adverbs (<i>where, when, why</i>) (4L1a)</li> </ul> <p>Verbs:</p> <ul style="list-style-type: none"> <li>Form and use the progressive (<i>e.g., I was walking; I am walking; I will be walking</i>) verb tenses. (4L1b)</li> <li>Use modal auxiliaries (<i>can, may, must</i>) to convey various conditions (4L1c)</li> </ul> <p>Adjectives:</p> <ul style="list-style-type: none"> <li>Use conventional patterns to order adjectives within sentences (<i>e.g., a small red bag, not a red small bag</i>) (4L1d)</li> </ul> <p>Agreement:</p> <ul style="list-style-type: none"> <li>Use relative pronouns (who, whose, whom, which, that) and relative adverbs (<i>where, when, why</i>) (4L1a)</li> </ul> <p>Frequently Confused Words:</p> <ul style="list-style-type: none"> <li>Use frequently confused words* correctly (<i>e.g., to, two, too; their, there, they're; it's, its; your, you're</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Produce complete sentences, recognizing and correcting in appropriate fragments and run-ons (4L1g)</li> </ul>

\* as appropriate for grade level

Adapted from the *Smarter Balanced – Conventions Chart – April, 2014*

Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades



### Narrative Writing Rubric Grade 5

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> <li>engages and orients the reader by establishing a context (6W3a)</li> <li>introduces a narrator and/or characters (6W3a)</li> <li>organizes an event sequence that unfolds naturally and logically (6W3a)</li> <li>uses a variety of transitions words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another (6W3c)</li> <li>skillfully provides a conclusion that follows from the narrated experiences or events (6W3e)</li> <li>skillfully produces clear and coherent writing appropriate to task, purpose, and audience (6W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>orients a reader by establishing a situation and introducing a narrator and/or characters (5W3a)</li> <li>organizes an event sequence that unfolds naturally (5W3a)</li> <li>uses transitional words, phrases, and clauses to manage the sequence of events (5W3c)</li> <li>provides a conclusion that follows the narrated experiences or events (5W3e)</li> <li>produce clear and coherent writing appropriate to task, purpose, and audience (5W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to orient a reader by establishing a situation and introducing a narrator and/or characters</li> <li>attempts to organize an event sequence that unfolds naturally</li> <li>attempts to use transitional words, phrases, and clauses to manage the sequence of events</li> <li>attempts to provide a conclusion that follows the narrated experiences or events</li> <li>attempts to produce clear and coherent writing appropriate to task, purpose, and audience</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to orient a reader by establishing a situation and introducing a narrator and/or characters</li> <li>makes little or no attempt to organize an event sequence that unfolds naturally</li> <li>makes little or no attempt to use transitional words, phrases, and clauses to manage the sequence of events</li> <li>makes little or no attempt to provide a conclusion that follows the narrated experiences or events</li> <li>makes little or no attempt to produce clear and coherent writing appropriate to task, purpose, and audience</li> </ul>	<p>Organization/ Purpose</p> <p>2 x _____ = _____</p>
<p>The writing –</p> <ul style="list-style-type: none"> <li>uses narrative techniques such as dialogue, pacing, and description, to develop experiences, events, and/or characters (6W3b)</li> <li>uses precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events (6W3d)</li> <li>uses relevant information from multiple print and digital sources, when appropriate (6W8)</li> <li>appropriately quotes or paraphrases while avoiding plagiarism (6W8)</li> <li>provides basic bibliographic information for sources, when appropriate (6W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>uses narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations (5W3b)</li> <li>uses concrete words and phrases and sensory details to convey experiences or events precisely (5W3d)</li> <li>summarizes or paraphrases information in finished work (5W8)</li> <li>uses relevant information from experiences or print and digital sources, when appropriate (5W8)</li> <li>provides a list of sources, when appropriate (5W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations</li> <li>attempts to use concrete words and phrases and sensory details to convey experiences or events precisely</li> <li>attempts to summarize or paraphrase information in finished work</li> <li>attempts to use relevant information from experiences or print and digital sources, when appropriate</li> <li>attempts to provide a list of sources, when appropriate</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations</li> <li>makes little or no attempt to use concrete words and phrases and sensory details to convey experiences or events precisely</li> <li>makes little or no attempt to summarize or paraphrase information in finished work</li> <li>makes little or no attempt to use relevant information from experiences or print and digital sources, when appropriate</li> <li>makes little or no attempt to provide a list of sources, when appropriate</li> </ul>	<p>Evidence/ Elaboration</p> <p>2 x _____ = _____</p>
<p>The writing –</p> <ul style="list-style-type: none"> <li>maintains consistency in style and tone (6L3b)</li> <li>demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (6L1-2)*</li> <li>has errors that do not interfere with understanding (6L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (5L 1-2)*</li> <li>has errors that do not interfere with understanding (5L 1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>has errors that may interfere with understanding</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>has errors that interfere with understanding</li> </ul>	<p>Language/ Conventions</p> <p>1 x _____ = _____</p>

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

\*Conventions Chart p. 2

## CONVENTIONS CHART GRADE 5

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>Spell grade-appropriate words correctly consulting references as needed (5L2e)</li> </ul>	<ul style="list-style-type: none"> <li>Uses capitalization rules from the previous grades (L2a)</li> </ul>	<p>Commas:</p> <ul style="list-style-type: none"> <li>Use punctuation to separate items in a series (5L2a)</li> <li>Use a comma to separate an introductory element from the rest of the sentence (5L2b)</li> <li>Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?) (5L2c)</li> </ul>	<p>Verbs:</p> <ul style="list-style-type: none"> <li>Use the perfect tense (<i>e.g., I had walked, I have walked; I will have walked</i>) (5L1b)</li> <li>Uses verb tense to convey various times, sequences, states, and conditions. (5L1c)</li> <li>Avoids inappropriate shifts in verb tense* (5L1d)</li> </ul> <p>Conjunctions:</p> <ul style="list-style-type: none"> <li>Use correlative conjunction (<i>e.g., either/or, neither/nor</i>) (5L1e)</li> </ul> <p>Agreement:</p> <ul style="list-style-type: none"> <li>Use agreement rules from previous grade (L1a)</li> </ul> <p>Frequently Confused Words:</p> <ul style="list-style-type: none"> <li>Use from previous grade (L1g)</li> </ul>	<ul style="list-style-type: none"> <li>Use previous grade. (L1g)</li> </ul>

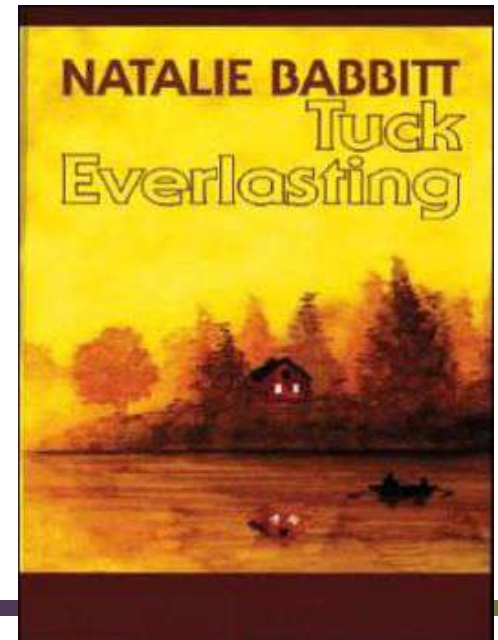
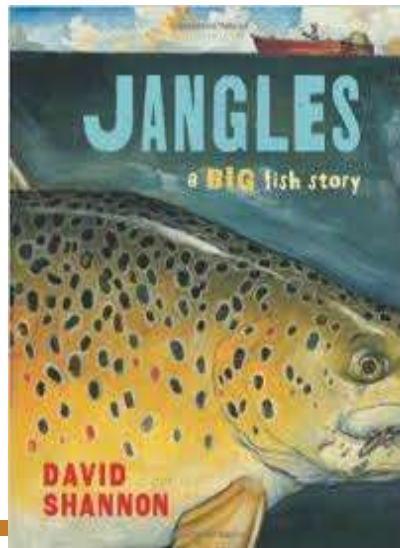
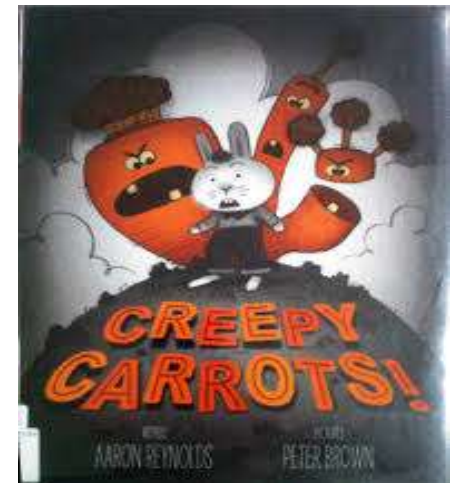
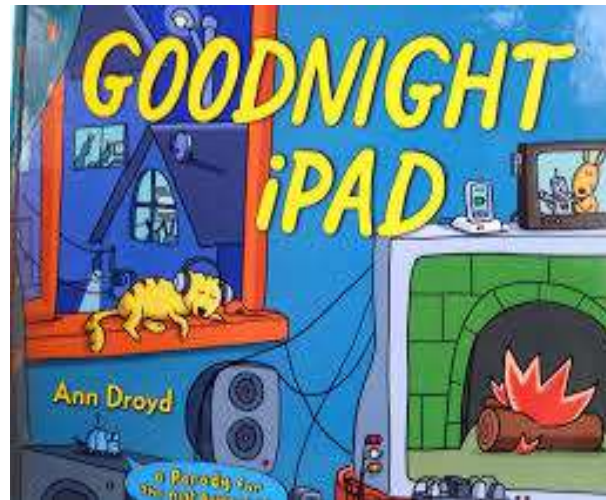
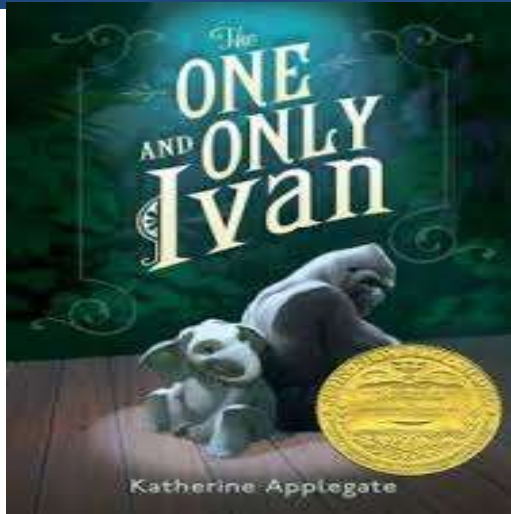
\* as appropriate for grade level

*Adapted from the Smarter Balanced – Conventions Chart – April, 2014*

\* Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.



# Narrative Mentor Texts



# Organizing Narrative Writing

**CLIMAX**

**PLOT**  
TITLE: \_\_\_\_\_  
AUTHOR: \_\_\_\_\_

**RISING ACTION**  
(List examples that create complications or suspense)

**FALLING ACTION**

**CONFLICT**

**EXPOSITION**  
Setting: \_\_\_\_\_  
Situation/climate: \_\_\_\_\_  
Characters: \_\_\_\_\_

**PROTAGONIST vs. ANTAGONIST**  
\_\_\_\_\_ vs. \_\_\_\_\_

**THEME:** \_\_\_\_\_

**RESOLUTION**

# Pre/Post Assessment: Narrative

Show the vintage picture of a cat with hounds and allow students to discuss what might be happening in the picture. Then have students respond to the following prompt:

Write a story to go with this picture. Your story may be realistic or imaginative.

Source: [achievethecore.org](http://achievethecore.org)

# Narrative Sample

**Narrative**

**Grade 4**

**On-Demand Writing- Uniform Prompt**

## **The Huanted House**

There once was a dog who roamed an alley with another dog. That dog's name was Max. The other dog's name was Rocky. Max and Rockey were brother and sister, although they look nothing alike. In another alley not far from Max and Rocky's there was a dog and a cat who lived together in that alley. The dog's name was Surgar and the cat's name was

**Introduces main  
characters**

# Scoring Activity

With a partner, score the 4<sup>th</sup> grade response to this prompt using the DOE Narrative Writing Rubric.

Source: [achievethecore.org](http://achievethecore.org)

# Writing Across the Curriculum

## **Writing-to-Learn**

- Strategies that teachers employ throughout and/or at the end of a lesson to engage students and develop big ideas and concepts
- Fosters critical thinking and learning.
- Impromptu, short/informal writing tasks designed by the teacher and included throughout the lesson to help students think through key concepts and ideas.
- Attention is focused on ideas rather than correctness of style, grammar or spelling. It is less structured than disciplinary writing.

## **Writing-to-Demonstrate-Knowledge**

- Assignment that teachers employ when they assign reports, essays, persuasive writing letters and papers, and research papers.
- Students show what they have learned by synthesizing information and explaining their understanding of concepts and ideas.
- Students write for an audience with a specific purpose.
- Products may apply knowledge in new ways or academic structures for research and/or formal writing.



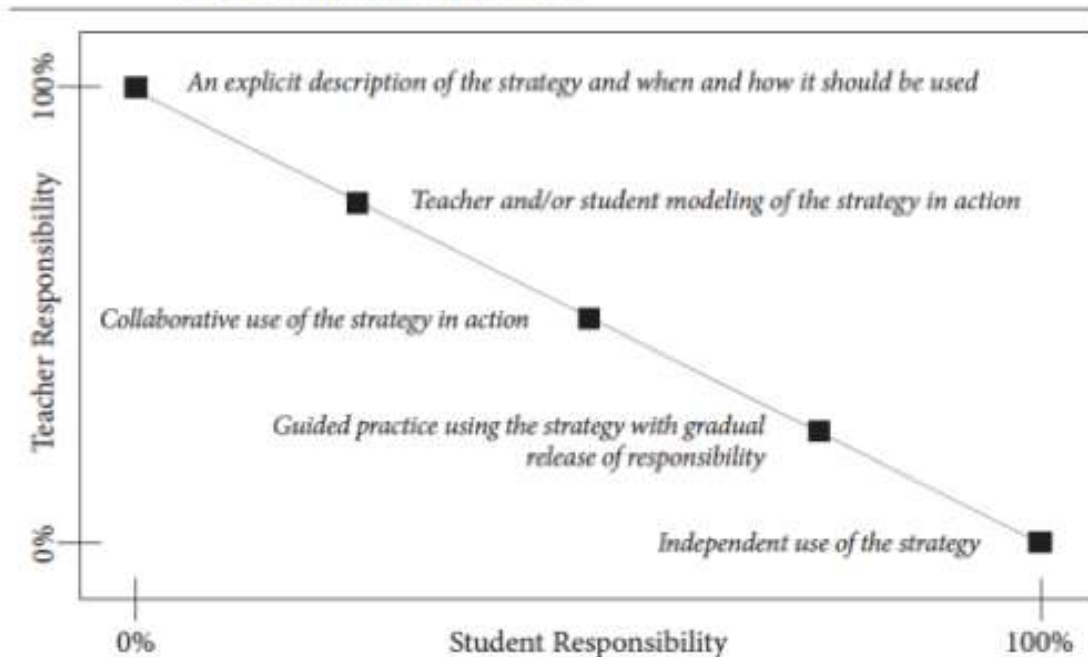
# Writing Across the Curriculum

## Strategies

- GIST (Generating Interactions between Schemata and Texts)
- Summarizing text
- RAFT (Role, Audience, Format, topic)
- List, group, label
- Note taking, Marginal notes, Journaling
- Quick Write, Essay, Report
- Thinking map
- Compare/Contrast
- Concept definition map

# Gradual Release of Responsibility

**Figure 3.1. An Adapted Version of the Gradual Release of Responsibility Model**



*Note.* Adapted from "The Instruction of Reading Comprehension," by P.D. Pearson & M.C. Gallagher, 1983, *Contemporary Educational Psychology*, 8(3), 317-344.

# Stages of Writing Development

- Students instructed at a level that is above their current stage of development will struggle with the task.
- When designing writing lessons, remember to keep the learning continuum and the developmental stage of your students in mind.

# Writing Accommodations

- Build upon students' strengths, interests, and needs
- Build in time every day for review of important concepts
- Make tasks meaningful
- Use symbols/signals to help students follow directions, i.e., arrow to continue, stop sign to stop
- Chunk/highlight key passages using markers or highlighting tape
- Use clear overlays that won't ruin the book
- Allow students to dictate their stories into a tape recorder

# Students with Disabilities (SWD)

## **For students with disabilities to be successful they will need:**

- Supports and related services to address their unique educational needs
- An IEP to help them build skills to access the general education curriculum
- High quality, evidence based, individualized instruction

## **Teacher should:**

- Be familiar with Standards and decide if student needs to master whole or part of the standard
- Analyze test results and determine student's Present Level of Performance (PLEP) and determine how far off grade level the student is working
- Define the student in terms that translate directly into instructional intervention

Lessons designed with the Universal Design of Learning Principles will allow the student the most access to grade level standards with minimal to no barriers.

# Activity

Divide table group in half.

Group A read Recommendations 1 and 2 and concluding statement.

Group B read Recommendations 3 and 4 and concluding statement.

Each group share what you learned with your table.



# Writing Lesson Resources and Modeling Resources

[Creative Writing Teacher Resources \(Grades K-12\) - TeacherVision.com](#)

[Achievethecore.org :: Home](#)

[The Reading & Writing Project – Home](#)

[Write Alouds - ReadWriteThink](#)

- [www.readwritethink.org](http://www.readwritethink.org) › Professional Development › Strategy Guides

[Shared Writing - ReadWriteThink](#)

- [www.readwritethink.org](http://www.readwritethink.org) › Professional Development › Strategy Guides

# English Language Learners

**A single approach to writing will not meet the needs of all students.**

- 2007-2008 10.6% of public school enrollment were English Language Learner students (5.3 million students)

Quality instruction has the greatest effect on achievement for these students.

- Explicit vocabulary instruction
- Cooperative learning groups
- Small group tutoring

Achievement data should drive all instruction, scheduling, and intervention.

# Instructional, Implementation and General Resources

- Application of the CCSS for Students with Disabilities from the Common Core State Standards Initiative:  
<http://www.corestandards.org/assets/application-to-students-with-disabilities.pdf>
- The IDEA Partnership's collection of tools and resources on the Common Core and assessments:  
[www.ideapartnership.org/index.php?option=com\\_content&view=article&id=1522&Itemid=151](http://www.ideapartnership.org/index.php?option=com_content&view=article&id=1522&Itemid=151)
- <http://www.leadered.com/pdf/Special%20Ed%20&%20CCSS%20white%20paper.pdf>
- ASCD webinar and related materials on *Common Core State Standards: Where Does Differentiation Fit?* <http://www.ascd.org/professional-development/webinars/tomlinson-and-britt-webinar.aspx>

# Group Work

In a group of 2 to 3 divide and read the article: Effective Instruction for English Language .

Write a summary and share out a strategy for effectively instructing ELL students.

## Effective Instruction for English Learners

*Margarita Calderón, Robert Slavin, and Marta Sánchez*

### Summary

The fastest-growing student population in U.S. schools today is children of immigrants, half of whom do not speak English fluently and are thus labeled English learners. Although the federal government requires school districts to provide services to English learners, it offers states no policies to follow in identifying, assessing, placing, or instructing them. Margarita Calderón, Robert Slavin, and Marta Sánchez identify the elements of effective instruction and review a variety of successful program models.

During 2007–08, more than 5.3 million English learners made up 10.6 percent of the nation's K–12 public school enrollment. Wide and persistent achievement disparities between these English learners and English-proficient students show clearly, say the authors, that schools must address the language, literacy, and academic needs of English learners more effectively.

Researchers have fiercely debated the merits of bilingual and English-only reading instruction. In elementary schools, English learners commonly receive thirty minutes of English as a Second Language (ESL) instruction but attend general education classes for the rest of the day, usually with teachers who are unprepared to teach them. Though English learners have strikingly diverse levels of skills, in high school they are typically lumped together, with one teacher to address their widely varying needs. These in-school factors contribute to the achievement disparities.

Based on the studies presented here, Calderón, Slavin, and Sánchez assert that the quality of instruction is what matters most in educating English learners. They highlight comprehensive reform models, as well as individual components of these models: school structures and leadership; language and literacy instruction; integration of language, literacy, and content instruction in secondary schools; cooperative learning; professional development; parent and family support teams; tutoring; and monitoring implementation and outcomes.

As larger numbers of English learners reach America's schools, K–12 general education teachers are discovering the need to learn how to teach these students. Schools must improve the skills of all educators through comprehensive professional development—an ambitious but necessary undertaking that requires appropriate funding.

[www.futureofchildren.org](http://www.futureofchildren.org)

Margarita Calderón is professor emerita of education at Johns Hopkins University. Robert Slavin is director of the Center for Research and Reform in Education at Johns Hopkins University. Marta Sánchez is a doctoral candidate in education at the University of North Carolina-Chapel Hill.

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## Performance Definitions for the Levels of English Language Proficiency in Grades K-12

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

<b>6</b> <b>Reaching</b>	<ul style="list-style-type: none"> <li>specialized or technical language reflective of the content areas at grade level</li> <li>a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</li> <li>oral or written communication in English comparable to English-proficient peers</li> </ul>
<b>5</b> <b>Bridging</b>	<ul style="list-style-type: none"> <li>specialized or technical language of the content areas</li> <li>a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports</li> <li>oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material</li> </ul>
<b>4</b> <b>Expanding</b>	<ul style="list-style-type: none"> <li>specific and some technical language of the content areas</li> <li>a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs</li> <li>oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support</li> </ul>
<b>3</b> <b>Developing</b>	<ul style="list-style-type: none"> <li>general and some specific language of the content areas</li> <li>expanded sentences in oral interaction or written paragraphs</li> <li>oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support</li> </ul>
<b>2</b> <b>Beginning</b>	<ul style="list-style-type: none"> <li>general language related to the content areas</li> <li>phrases or short sentences</li> <li>oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support</li> </ul>
<b>1</b> <b>Entering</b>	<ul style="list-style-type: none"> <li>pictorial or graphic representation of the language of the content areas</li> <li>words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support</li> <li>oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support</li> </ul>

# ELL Proficiency Levels

## English Language Development Proficiency Levels

- L1—Entering:** Speaking/understanding is limited to isolated words or expressions.
- L2—Beginning:** Conversationally struggles, has basic survival phrases, academic language tentative, difficulty w/ lessons or basic directions.
- L3—Developing:** Conversationally speaks and understands w/ less struggle, academic language usage (all domains) shows content knowledge **with scaffolding/supports**. Most classroom instructions understood.

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- [http://languagemagazine.com/?page\\_id=31244](http://languagemagazine.com/?page_id=31244) Calderon whole school approach to ELL and CCSS
- <http://widaatwcer.blogspot.com/2012/10/understanding-proficiency-levels-using.html>
- <http://www.learnalberta.ca/content/eslapb/video.html#20> potential videos for ELL

## English Language Development Proficiency Levels

- L4—Expanding:** Conversationally speaks and understands w/little struggle, increased ability of content and academic language in Speaking and Listening w/ scaffolding/support, generally achieves grade level expectations **with continued scaffolding/support** in Reading and Writing.
- L5—Bridging:** Conversationally speaks and understands w/out struggle. Academic language usage in all domains is **near native proficiency level**, learner expresses content at grade level expectations w/ little or no scaffolding/support.
- L6—Reaching (FLEP):** Native level fluency.

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# Exit Ticket

Complete the 3-2-1 Exit Ticket on your own. Then share with your table mates how you will use this new information.