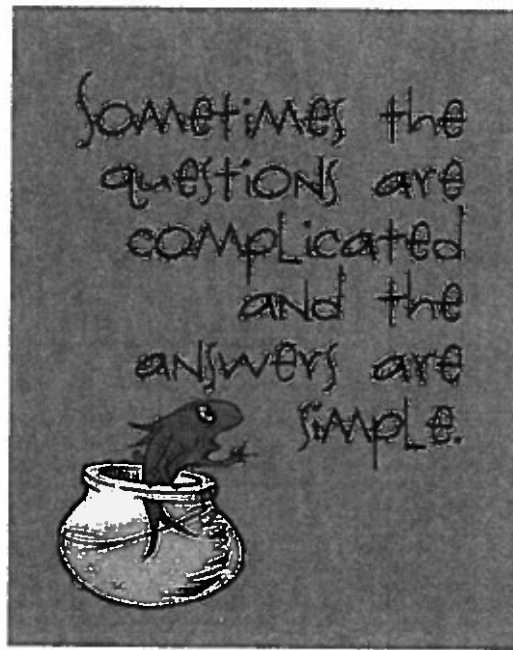


# Davison

## ELA Handbook 5-6

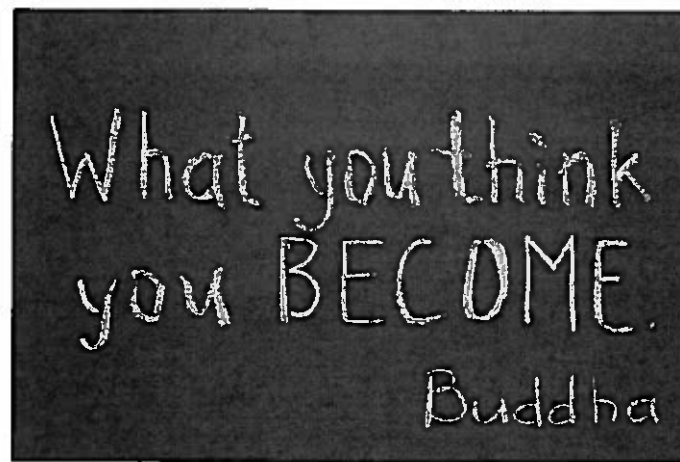
### 2016-2017



## District Strategies

Academic Vocabulary  
Learning Targets  
Formative Assessment  
Effective Feedback  
Self Assessment  
Peer Assessment  
Data Dialogue





"Success is no accident. It is hard work, perseverance, learning, studying, sacrifice, and most of all, love of what you are doing."

--Pele



Dena M. Downey  
Central Elementary  
591.1031 ext. 2748  
2016-2017

# ACC Process

The Davison Advisory Curriculum Council is a committee comprised of teachers, administrators, coordinators, and a board member.

Their purpose is to:

- Evaluate curriculum proposals
- Authorize curriculum studies and approve finished products
- Authorize textbook studies and approve finished products
- Communicate with Curriculum Office regarding P.D.
- Ensure K-12 curriculum coordination

**Phase I-II: Curriculum Development**

**Phase III: Materials Selection/Purchasing**

**Phase IV: Progress Update \*\***

**Phase V: Lesson Map**

**Phase VI: Course Audit**

**\*\*Note:**

- K-4 ELA is in Year 2 of Phase IV
- Assessments-Summative and Interim need to be completed for each unit in the ACC Document.
- Beginning Fall 2016, ALL K-4 Teachers will be giving the Spelling Inventory for Word Study as a Pre-Assessment and at two other times to show growth.
- In addition, ALL K-8 teachers will give an On-Demand Writing Prompt Pre-Test for Narrative, Opinion and Informational writing and then the same prompt as a Post-Test at the end of each Unit.

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# Assessment Calendar

## Word Study--Spelling Inventory- Words Their Way (WTW) 5th Grade

You will need:

- Spelling Inventory Word List-Elementary p.33
- A class set of Feature Guides p.34
- One class composite sheet p.35

Grade Level	First Testing Window	Second Testing Window	Third Testing Window
Kindergarten	Oct. 31-Nov. 9	Jan. 3-12	May 30-June 9
1-5th Grade	Aug. 22-Sept. 9	Jan. 3-12	May 30-June 9

## Writing--On-Demand writing prompts for Pre and Post tests (Summative Assessment)

You will need:

- Narrative-Opinion-Informational Teacher prompts p.13-18
- Student Guide for each piece p.19-57
- Rubrics-GISD or grade level rubric p.56-59
- Student scores on Pretest can be used for Teaching Points to help guide instruction

Grade Level	Pre-Test	Post-Test
Kindergarten	Aug. 22-Sept. 30	End of each Unit Narrative, Opinion, Informational
1-8th Grade	Aug. 22-Sept. 9	End of each Unit Narrative, Opinion, Informational

## Reading

Grade Level	DRA	Dibels	Unit Reading Assessments
Kindergarten	Oct. 3-Oct. 14 Jan. 3-Jan. 13 March 13-March 24 May 30-June 9	Aug. 29-Sept. 9 Jan. 3-Jan. 13 May 1-May 12	End of Each Unit <i>Assessments to be completed</i>
1-4th Grade			End of Each Unit <i>Assessments to be completed</i>
5th-6th Grade	NWEA August 29 to September 9, 2017		End of Each Unit <i>Assessments to be completed</i>
7th-8th Grade	STAR Reading		End of Each Unit <i>Assessments to be completed</i>

# Assessment Calendar...another view

## 2016

### JANUARY

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

### FEBRUARY

	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

### MARCH

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

### APRIL

				1	2
3	4	5	6	7	8
9	10	11	12	13	14
15	16	17	18	19	20
21	22	23	24	25	26
27	28	29	30		

### MAY

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

### JUNE

		1	2	3	4
5	6	7	8	9	10
11	12	13	14	15	16
17	18	19	20	21	22
23	24	25	26	27	28
29	30				

### JULY

				1	2
3	4	5	6	7	8
9	10	11	12	13	14
15	16	17	18	19	20
21	22	23	24	25	26
27	28	29	30	31	

### AUGUST

			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

### SEPTEMBER

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

### OCTOBER

					1
2	3	4	5	6	7
8	9	10	11	12	13
14	15	16	17	18	19
20	21	22	23	24	25
26	27	28	29	30	

### NOVEMBER

			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

### DECEMBER

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

## 2017

### January

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

### February

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

### March

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

### April

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

### May

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

### June

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

### July

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

### August

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

### September

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

### October

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

### November

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

### December

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Designed by Avery, averystudio.com

## Spelling Inventory-WTW

### Kindergarten

Oct. 31-Nov. 9

Jan. 3-12

May 30-June 9

### 1-5th\* Grade

Aug. 22-Sept. 9

Jan. 3-12

May 30-June 9

\*5th Grade to be trained

## Writing-On-Demand

*Narrative, Opinion, Informational*

### Kindergarten

Pre-Tests

Aug. 22-Sept. 30

### 1-8th Grade

Pre-Tests

Aug. 22-Sept. 9

### K-8th

Post-Tests

End of each Unit

*Narrative, Opinion, Informational*

\*\*8th Grade Narrative Post-Test will not be the same; it will be connected to Poetry Unit

## Reading-Common Assessments

### 1-8

End of each Unit

\*Assessments to be completed

# Leadership Meeting Calendar

All meetings: 2:35-3:35 or 4:35

Location: To Be Determined

Please bring: chromebook and ELA Folder

ACC-Phase IV Common Assessments

<b>All Team Leaders DK-4</b>	September 13 November 15 January 10 February 28 April 18 May 16
<b>DK, Kindergarten, 1st-2nd Grade</b>	October 11 December 6 March 21 June 6
<b>3rd-4th Grade</b>	October 18 December 13 March 14 June 13
<b>5th Grade</b>	TBD
<b>6th Grade</b>	TBD
<b>7th Grade</b>	TBD
<b>8th Grade</b>	TBD

## Role of ELA Team Leader...

- ★ Attend and Participate ELA Meetings
- ★ Intentionally share with other grade level teachers

## Grade Level PLC's to support ELA...

- ★ Make intentional time to discuss grade level rubrics and practice scoring with co-workers
- ★ Share committee work/decisions and get feedback
- ★ Clarify questions about ELA curriculum

## The following items should be in your ELA Folder

- ☐ Common Core “Cheat Sheets” (see Links p.9)
- ☐ ACC Document (see Links p.9)
- ☐ Word Study Resources for 5th Grade\* *Will be coming* (see Links p.9)
  - ☐ **Skill...Spelling Inventory**-words/sentences Primary and Elementary
    - ☐ Word Lists; Feature Guides; Class Composite Sheet
  - ☐ **Skill...Understanding Stages of Spelling and Word Sorts**
    - ☐ Emergent, Letter-Name Alphabetic, Within Word Pattern, Syllables and Affixes, Derivational
    - ☐ Word Sorts-Regular, Blind, Speed Sorts, Word Hunts, etc.
  - ☐ **Skill...Weekly/Daily Schedule**
  - ☐ **Resources**
    - ☐ *Words Their Way; Secret Stories; Fountas and Pinnell; Teacher's Edition Spelling Connections; Signs for Sounds; K-Pals*, etc.
  - ☐ **Action Plan**
    - ☐ Decide on a Schedule; Model and Train; Environment; Materials; Choose Activities
  - ☐ ***Words Their Way* Scope and Sequence** (blue)
  - ☐ **Word Study Tip Sheets** (green-Spelling Inventory, yellow-Instructional Strategies and pink-Parent Tips)
  - ☐ **Continuum** (Coming in October 2016)
- ☐ MAISA Units (see Links p.9)
  - ☐ Binder-with Units
  - ☐ Navigate Website
  - ☐ Teaching Points
  - ☐ Mentor Texts
- ☐ On-Demand Writing Prompts (see p.13-18)
  - ☐ Narrative, Opinion, Informational
- ☐ Writing Rubrics for Grade Level (see p.56-59)
  - ☐ Narrative, Opinion, Informational
- ☐ Question Stems aligned to Common Core (see Links p.9)
- ☐ ***Mechanically Inclined***-6th Grade
- ☐ ***Phonics for the Upper Grades*** by Pat Cunningham and Dorothy Hall-6th Grade (binders)

# Instructional Practices

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- ☐ Use Common Core to design lessons
- ☐ Use Question Stems to help guide instruction
- ☐ Stage of Spelling Development Groups for Word Study 5th Grade
- ☐ Reader's Workshop
  - ☐ Balanced Literacy Program (p. 7-8)
- ☐ Writer's Workshop
- ☐ Intentional Grammar Instruction
- ☐ Teach in order of units in ACC Document
- ☐ Use Teaching Points in MAISA Units
  - ☐ Teacher choice for Mentor Texts
- ☐ Teacher choice for Resources
  - ☐ List of Resources (p. 10-11) and *Managing Complex Change* (p. 12-13)
- ☐ Academic Vocabulary

## Balanced Literacy Components Chart

Balanced Literacy	Oral Language (To, With, By)	Word Study (To, With, By)	Read Aloud (To)	Shared Reading (With)
<p>A group of components in a literacy program that guides students, using a gradual release of responsibility model, as they journey to reading and writing proficiency. These components can be integrated with other content areas as well.</p> <p>The gradual release of responsibility model of instruction requires that the teacher shift from assuming "all the responsibility for performing a task ... to a situation in which the students assume all of the responsibility" (Duke &amp; Pearson, 2002, p. 211).</p>	<p>Students participate in a range of intentional and collaborative discussions that happen throughout the entire day:</p> <ul style="list-style-type: none"> <li>• "grand conversations"</li> <li>• whole group</li> <li>• small groups</li> <li>• instructional conversations</li> <li>• oral responses</li> </ul> <p>Students also listen to the teacher during:</p> <ul style="list-style-type: none"> <li>• read-aloud</li> <li>• mini-lessons</li> <li>• other oral responses</li> </ul>	<p>Teacher systematically teaches students about:</p> <ul style="list-style-type: none"> <li>• Letter-sound relationships</li> <li>• Spelling</li> <li>• Strategies for encoding and decoding words</li> <li>• Vocabulary acquisition</li> </ul> <p>Teacher must ensure that they are helping students apply/transfer what they learn into their own reading and writing</p>	<p>Teacher reads aloud text purely for enjoyment. This provides opportunities to expose students to wonderful literature, beautiful story language, a range of vocabulary, and beloved authors. (Kathy Collins)</p> <p>Read Aloud with Accountable Talk:</p> <ul style="list-style-type: none"> <li>• Teacher models (thinks aloud) the skills and strategies of a proficient reader</li> <li>• Students concentrate on using comprehension strategies and having accountable conversations</li> </ul>	<p>Whole or small group (carpet) reading where teacher models strategies and skills that they want readers to go back and begin using in their own reading. Exposing readers to higher level thinking with support.</p> <ul style="list-style-type: none"> <li>• Text that all students have or can see</li> <li>• Students actively involved</li> <li>• Text higher than student independent level (varying levels of complexity)</li> <li>• Teacher thinks aloud strategies they are using to help them navigate the text</li> <li>• Teacher and students read and think through the text together</li> <li>• Readers may be invited to read along</li> <li>• May model and practice retelling</li> </ul>
Guided Reading (With)	Strategy Group (With)	Literacy Workstation (By) (K-2)	Book Club/Literature Circles (By)	Independent Reading (By)
<p>As part of the Gradual Release of Responsibility Model, Guided Reading provides explicit instruction and guided support needed for students to read beyond their independent reading level (<a href="http://www.lanichandersonguidedreading.com">www.lanichandersonguidedreading.com</a>)</p> <ul style="list-style-type: none"> <li>• 3-6 readers of similar level</li> <li>• Readers begin by rereading familiar texts</li> <li>• Teacher selects one student to administer a running record</li> <li>• Teacher introduces new book, providing scaffolding with a particular skill, strategy (may include word work or vocabulary)</li> <li>• Readers read the book independently</li> <li>• Possible extension activity</li> <li>• <a href="http://blogs.scholastic.com/files/guided-reading-vs-strategy-lessons.doc">blogs.scholastic.com/files/guided-reading-vs-strategy-lessons.doc</a></li> </ul>	<ul style="list-style-type: none"> <li>• Small group of 3-6 readers with same strategy need (may be different reading levels)</li> <li>• Lesson always begins with teacher naming the strategy, briefly demonstrating the strategy, and then inviting readers to try it out</li> <li>• Strategy Lessons resemble mini-lessons</li> <li>• Readers read their book independently applying strategy</li> <li>• <a href="http://blogs.scholastic.com/files/guided-reading-vs-strategy-lessons.doc">blogs.scholastic.com/files/guided-reading-vs-strategy-lessons.doc</a></li> </ul>	<p>Place where readers actively engage in MEANINGFUL, RELEVANT and INDEPENDENT practice</p> <ul style="list-style-type: none"> <li>• Students work by themselves or in small groups</li> <li>• Explore literacy</li> <li>• Reinforce and expand literacy skills</li> <li>• Place to engage in learning through interaction</li> </ul>	<p>Literature circles are small, short term discussion groups who have chosen to read the same story, poem, article, or book. Each member prepares to take specific responsibilities in the upcoming discussion. (Harvey Daniels)</p>	<ul style="list-style-type: none"> <li>• Independent Reading is taking place when readers are able to read the text with 95%+ accuracy and can understand what they are reading</li> <li>• Readers read self-selected materials</li> <li>• Readers respond to reading</li> <li>• Teacher monitors and confers with readers</li> <li>• Independent Reading takes place after a demonstration or explicit teaching (mini-lesson)</li> <li>• Readers build stamina (40-45 minutes)</li> </ul>

## Balanced Literacy Components Chart

Grammar (To, With, By)	Modeled Writing (To)	Interactive Writing (With)	Shared Writing (With)
<ul style="list-style-type: none"> <li>Needs to be explicitly taught and practiced for students to demonstrate command of the conventions of standard English grammar and usage</li> </ul> <p>Teacher must ensure that they are helping students apply/transfer what they learn to their own reading and writing</p>	<ul style="list-style-type: none"> <li>Teacher acts as scribe and writes in front of the students putting words together to make meaning of print.</li> <li>Message is usually related to some individual or group experience.</li> <li>Teacher provides full support, modelling and demonstrating the process of putting teacher's ideas into written language.</li> <li>Teacher also "thinks out loud" and verbalizes what he/she is doing.</li> <li>Text becomes much richer than students can write themselves and becomes good material for students to read and should be displayed in the room.</li> <li>Teacher provides a piece of text to use as a teaching point</li> </ul>	<ul style="list-style-type: none"> <li>Involves a sharing of the pen between teacher and writers/</li> <li>The focus is on:               <ol style="list-style-type: none"> <li>concepts and conventions of print</li> <li>the sounds in words and how the sounds connect with letters</li> </ol> </li> <li>Writers actively plan and construct the text.</li> <li>For the most part, writers also control the writing of the text.</li> <li>Teacher guides this process and provides appropriate               <ol style="list-style-type: none"> <li>pacing</li> <li>assistance</li> <li>instruction</li> </ol> </li> <li>Writers and the teacher share the role of the scribe.</li> <li>Writers actively contribute by writing known letters and/or words.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher models writing process, craft, etc.</li> <li>Teacher begins by gathering writers and starting a discussion about a shared/common experience or topic</li> <li>Teacher elicits information and leads a discussion.</li> <li>Writers discuss the topic and share their ideas while the teacher records them on chart paper in story or paragraph form.</li> <li>As the teacher writes he/she verbalizes the skills he/she wants the writers to practice during the writing session that follows</li> <li>Writers provide the ideas and the teacher supports the process as a scribe.</li> </ul>
Guided Writing (With)	Independent Writing (By)		
<ul style="list-style-type: none"> <li>Teaching component designed to teach a specific skill or strategy to the whole group, a small group or individuals</li> <li>Gives students practice in writing.</li> <li>Writers do the writing but are supported as needed by the teacher</li> <li>Teacher provides instruction through mini-lessons and conferences</li> <li>Critical to maintain a balance in a lesson so that it is both student-centered and teacher-directed.</li> <li>Teachers need to ask appropriate questions, encourage group dialogue, help students become aware that they are responsible for correct syntax</li> </ul>	<ul style="list-style-type: none"> <li>Students write a variety of text on their own</li> <li>Teacher monitors and confers with students</li> <li>Independent writing takes place after a demonstration or explicit teaching (mini-lesson)</li> <li>Writers build stamina (40-45 minutes)</li> <li>Writers know how to use the resources in the room.</li> </ul>		

## Common Core

- <http://melissawingela.weebly.com/common-core-resources.html>

## Question Stems aligned to common core

- [http://commoncore.tcoe.org/content/public/doc/tcoe\\_ela\\_Templates\\_05.pdf](http://commoncore.tcoe.org/content/public/doc/tcoe_ela_Templates_05.pdf)
- [http://commoncore.tcoe.org/content/public/doc/tcoe\\_ela\\_Templates\\_06.pdf](http://commoncore.tcoe.org/content/public/doc/tcoe_ela_Templates_06.pdf)

## MAISA Units

- <https://oaklandk12-public.rubiconatlas.org/Atlas/Browse/View/Calendars>

## Mentor Texts (list)

- <http://melissawingela.weebly.com/mentor-text-for-maisa-units.html> Under Resources for K-5

## Word Study

- <http://www.isd500.k12.mn.us/uploads/3/5/9/9/3599199/wordstheirwayletterandpicturesortsforemergent spellers.pdf>
- <http://citrus elementary.weebly.com/uploads/2/6/6/1/26612042/words+their+way+letter+name+alphabetic+spellers.pdf>
- <http://www.isd500.k12.mn.us/uploads/3/5/9/9/3599199/wordstheirwayforwithwordpattern spellers.pdf>
- <http://wordstheirway.cmswiki.wikispaces.net/Syllable-Affix+Sorts>
- <http://barton.mpls.k12.mn.us/derivational+relations+sorts>
- [http://readingandwritingproject.com/public/resources/assessments/spelling/spelling\\_elementary.pdf](http://readingandwritingproject.com/public/resources/assessments/spelling/spelling_elementary.pdf)

## Writing Sites

- On-Demand Prompts  
<http://melissawingela.weebly.com/writing-assessment.html>  
<http://baburke.edublogs.org/files/2013/10/On-Demand-Writing-3-25-t2ni8r.pdf>
- GISD Rubrics  
<http://melissawingela.weebly.com/narrative.html>  
<http://melissawingela.weebly.com/opinionargument.html>  
<http://melissawingela.weebly.com/informativeexplanatory.html>
- Writing Workshop  
[http://www.ttms.org/PDFs/05%20Writers%20Workshop%20v101%20\(Full\).pdf](http://www.ttms.org/PDFs/05%20Writers%20Workshop%20v101%20(Full).pdf)  
[https://www.zaner-bloser.com/sites/default/files/public/pdf/SFW\\_WritersWorkshop.pdf](https://www.zaner-bloser.com/sites/default/files/public/pdf/SFW_WritersWorkshop.pdf)

## ACC Documents-Units follow MAISA units

- [https://drive.google.com/a/davisonschools.org/file/d/0BxSlQHOKyIK\\_RFVoMkxINTZpamc/view](https://drive.google.com/a/davisonschools.org/file/d/0BxSlQHOKyIK_RFVoMkxINTZpamc/view)
- [https://drive.google.com/a/davisonschools.org/file/d/0BxSlQHOKyIK\\_eFN0d3hpSVdpNGs/view](https://drive.google.com/a/davisonschools.org/file/d/0BxSlQHOKyIK_eFN0d3hpSVdpNGs/view)

## Google Classroom

- <https://classroom.google.com>  
Access code: 35bli6

## Reading Sites

- Read Works <http://www.readworks.org/>
- Reading and Writing Project  
<http://readingandwritingproject.org/>
- Reading Workshop <http://www.readersworkshop.org/>

## Running Records

- <http://scholastic.ca/education/movingupwithliteracyplace/pdfs/grade4/runningrecords.pdf>
- <https://www.readinga-z.com/guided/runrecord.html>

## Grammar

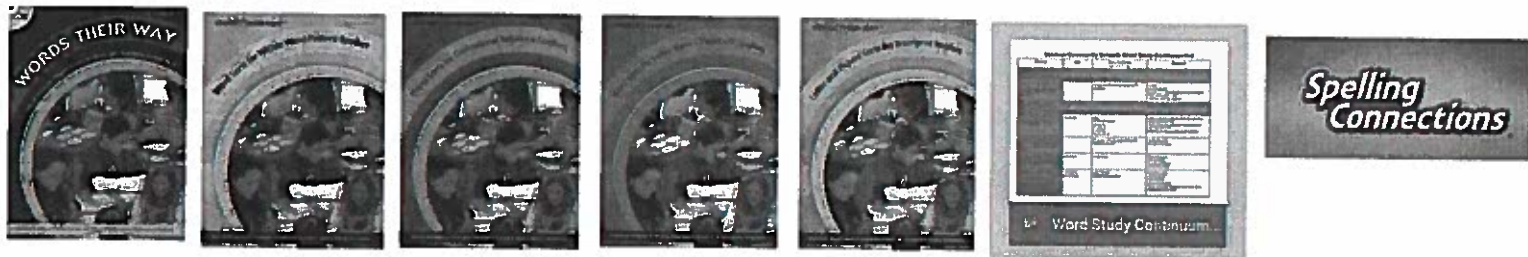
- Write Well  
<http://www.sccresa.org/toolsforschools/curriculumtools/writewell/introductiontowritewell/>
- Grammar that Transfers  
[https://drive.google.com/folderview?id=0Byorwz8C\\_W7gfmZlYzR0QIE2WkoteDlMWtIrNG9tdmtoMEhPak9DenNrTXluSmIMNUYnb1k&usp=sharing](https://drive.google.com/folderview?id=0Byorwz8C_W7gfmZlYzR0QIE2WkoteDlMWtIrNG9tdmtoMEhPak9DenNrTXluSmIMNUYnb1k&usp=sharing)
- IXL <https://www.ixl.com/ela/>

## Available Resources

- Words Their Way-Grade levels share Teacher's Edition and Word Sorts Grades K-5
- Word Study Continuum K-5th grade (Coming October 2016)
- Spelling Connections-Teacher's Edition
- MAISA Unit binders (required)
- Mentor Texts
- G.U.M. books-5th Grade
- Rigby Books-5th Grade
- Making Meaning
- Class novels
- Mechanically Inclined
- Word Wisdom-class set of books
- *Phonics for the Upper Grades* by Pat Cunningham and Dorothy Hall-6th Grade
- Scholastic *Story Works*-5th and 6th Grade

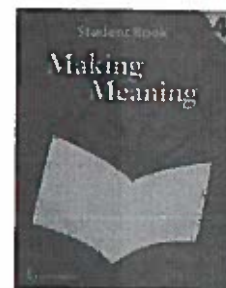
# Resources

## Word Study



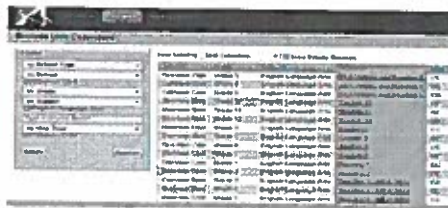
## Reading

- MAISA Units
- Mentor Texts-Varies by grade level
- Readworks.org
- Rigby Books-5th Grade
- Making Meaning
- Various Classroom Novels
- Literary Library



## Writing

- MAISA Units
- On-Demand prompts
- Rubrics
- *Phonics for the Upper Grades*



## Grammar

- Write Well
- Grammar that Transfers
- IXL
- G.U.M. books-5th Grade
- *Mechanically Incline*-6th Grade



# Managing Complex Change-ELA K-8

<b>Vision</b>	Students will become independent learners by taking control of their learning using strategies taught in class. Examples include using a mentor text for ideas, decoding words, spell correctly using patterns such as silent e, conferencing with others to improve their writing, setting goals, noticing connections between academic vocabulary in other disciplines such as social studies and science, etc.			
<b>Skills</b>	<b><u>Word Study K-5</u></b>  Clear understanding of the Common Core expectations for Spelling/Phonics  Administering the Spelling Inventory  Grouping students according to spelling stage and providing practice aimed at skill level  Clear understanding of word patterns  Working with groups to help identify word patterns  Modeling for students how to make connections and transfer knowledge  5th and 6th Grade-Greek and Latin affixes and root words	<b><u>Reading</u></b>  Clear understanding of the Common Core expectations for Reading-Literature <i>and</i> Informational Text  Using Reader's Workshop  Modeling for students how to use mentor texts to improve reading  Using running records to track student growth  Using NWEA and/or STAR data to guide instruction  Use common Reading Assessments, when completed, to guide instruction  Intentional Teaching of Close Reading Strategies-including Reciprocal Teaching	<b><u>Writing</u></b>  Clear understanding of the Common Core expectations for Writing-Narratives, Opinions/Argument, <i>and</i> Informational Text  Using Writer's Workshop  Modeling for students how to use mentor texts to improve writing  Conferencing with students to help identify areas for improvement  Using rubrics to guide instruction and help students self-assess  Using exemplar texts to help students see what a 4-3-2-1 paper looks like	<b><u>Grammar</u></b>  Clear understanding of the Common Core expectations for Grammar  Using a variety of resources to teach grammatical skills
<b>Incentives</b>	All students will show growth in Reading, Writing, Grammar and Word Study.			
<b>Resources</b>	<b><u>Word Study-K-5</u></b>  Spelling Inventory (required) Feature Guide Class Composite  <i>Words Their Way</i> Word Sorts  Google Classroom (resources) <ul style="list-style-type: none"> <li>Code to join: 35bli6</li> </ul> Teacher's Edition- <i>Spelling Connections</i>  <i>Making Meaning</i>	<b><u>Reading</u></b>  MAISA Units/Teaching Points (required)  Mentor Texts (lists available)  <i>Making Meaning</i>  Reader's Workshop  Rigby Books-5th Grade  Various books for classroom library  Scholastic magazines <ul style="list-style-type: none"> <li>Integrate Social Studies and Science</li> </ul> Question Stems aligned to Common Core  Running Records  DRA and Dibels data to guide instruction	<b><u>Writing</u></b>  MAISA Units/Teaching Points (required)  Mentor Texts (lists available)  Writer's Workshop  Question Stems aligned to Common Core  On-Demand Writing Prompts  Common Rubrics  <i>Phonics for the Upper Grades</i>	<b><u>Grammar</u></b>  Grammar that Transfers  Write Well  IXL  G.U.M. books  <i>Mechanically Inclined</i>

<b>Action Plan</b>	<b><u>Word Study-K-5</u></b>	<b><u>Reading</u></b>	<b><u>Writing</u></b>	<b><u>Grammar</u></b>
	<p>Get copies of Spelling Inventory, feature guide for each student, class composite sheet, and sorts that could be used for students at grade level.</p> <p>Plan how to train the whole class.</p> <p>Create a schedule or a couple of schedules.</p> <p>Plan activities to help teach patterns such as Sorts, Word Hunts, Games, Notebooks, etc.</p> <p>Figure out ways to manage groups-colors, bins, share with other teachers, etc.</p>	<p>Follow order of units in ACC Document.</p> <p>Follow the Teaching Points in MAISA and/or ACC document (Essential Understanding for unit).</p> <p>Look at new MAISA units and notice what has been changed...are they significant? Are there things we should think about using?</p> <p>Make sure you have all the Mentor Texts...or if you have found other texts that could work in place of a suggested Mentor text.</p> <p>Plan how to use Reader's Workshop.</p> <p>Put in order for Scholastic Magazine.</p> <p>Create Running Records Form.</p> <p>Check out the Reading and Writing Project, and Readworks.org.</p> <p>Check classroom libraries for a variety of books including informational text.</p> <p>Plan ways to use NWEA, STAR and unit Reading Assessment data to guide instruction.</p> <p>Know how to instruct intentional reading strategies such as Reciprocal Teaching.</p>	<p>Give On-Demand Writing Pre-Test for Narrative, Opinion and Informational pieces during Testing Window and Post Test at the conclusion of each Writing unit.</p> <p>Use common Rubric to score each writing piece: Narrative, Opinion and Informational.</p> <p>Follow order of units in ACC Document.</p> <p>Follow the Teaching Points in MAISA and/or ACC document (Essential Understanding for unit).</p> <p>Look at new MAISA units and notice what has been changed...are they significant? Are there things we should think about using?</p> <p>Gather student samples to use as exemplars.</p> <p>Plan how to use Writer's Workshop.</p> <p>Check out the Reading and Writing Project.</p>	<p>Look at the Common Core expectations for your grade level, then decide which resource(s) will work best.</p> <p>Decide scope and sequence for teaching grammar.</p> <p>Check on-line resources for Grammar: Write Well, Grammar that Transfers, IXL, etc.</p>

# On-Demand Writing Prompts

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For On-Demand writing, students are asked to write on a given topic during regular writers' workshop time. The purpose of this assessment is to see what students can write on their own, without teacher assistance.

- Teachers will administer the Pre-Tests during the testing window of August 22-September 9, before instruction.
- Pre and Post Tests will be in the same booklet and given at the completion of each unit.
- Pre-Test will be one day only; Post-Test will be 2 days.
- Teachers will collect booklets and use common rubric to score.

**Please use a YELLOW highlighter on the rubric for Pre-Test Assessment and a PINK highlighter on the same rubric for Post-Test Assessment to show growth.**

# Purpose of the On-Demands

On-Demand writing was designed as a way for teachers to measure a student's writing growth over time and determine a student's strengths and needs. Data collected from the Pre-Tests can be used to inform instructional decisions for individual students, small groups of students, and the entire class.

- During the unit, specific On-Demand prompts can be given that are timed looking for specific components.
- Students can be expected to write a complete piece in a set time such as 20 minutes (*for older students--six minutes to write the beginning, 6 minutes to write the middle and 6 minutes to write the end*).
- The Post-Test should measure growth from Pre-Test.
- The Pre-Test should be written in the booklet.
- The Post-Test can be typed on chromebook or computer, but their final copy should be printed and put into the booklet (*may be more appropriate for older students or availability of technology*).

## Informational On-Demand

WK-8.2

Checking to see if students can convey factual or personal information accurately.  
It explains, clarifies or defines something.

This text type accounts for 35% of students' writing.

It should begin with a sentence that introduces the topic, moves to logically organized facts and information, and finishes with a conclusion statement or paragraph.

This may include a brochure, essay, letter, report, news articles, etc

When writing **Informative/Explanatory** pieces, they should include:

- ☐ A main idea or message
- ☐ Carefully selected key points and details that connect to the main idea
- ☐ A text structure that supports their message
- ☐ Text features that make the writing easier to understand

## Argument On-Demand

WK-8.1

Checking to see if students can state their beliefs or conclusion and proving that it is valid.

Opinion/Argument writing should account for 30% of their writing.

It should begin with an opinion statement and include reasons and evidence to support it. Writing should be logically organized and have a conclusion that **links** the opinion with the reasons and evidence.

This may include book reviews, essays, letters, news articles, speeches, etc.

When writing **Argument** pieces, they should include:

- ☐ A clearly stated opinion
- ☐ Several important facts and/or examples to prove opinion
- ☐ Explanations for each fact
- ☐ A clear connection between the opinion and support
- ☐ A conclusion that calls the reader to action (*beginning at 6th grade*)

## **Narrative On-Demand**

WK-8.23

Checking to see if students can tell a story.

Narrative writing should account for 35% of students' writing in elementary grades, but decreases as students get older.

Students may be asked to create alternate endings, new versions of stories or sequels, blending their understanding of story structure with their understanding of a particular text.

When writing ***Narrative*** pieces, they should include:

- ☐ A beginning that hooks the reader's attention
- ☐ Vivid details and feelings that engage the reader
- ☐ Characters, actions, and dialogue that enhance the plot
- ☐ An ending that satisfies the reader

**\*\*In 8th grade the Narrative Pre-Test will be given to see if students understand and can write a Narrative. They will not do the same Post-Test. Instead, teachers will use the Pre-Tests as teaching points and help students make the connection to Narrative Poetry during this unit.**

**The On-Demands SHOULD NOT be used as a the sole indicator of a student's writing grade.**

**The department should look at the results to determine strengths and weaknesses in our curriculum and make any necessary adjustments in instruction.**

# Narrative 'On-Demand' Assessment Writing Prompt- *Teacher Directions*

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"Today, you are going to write your best personal narrative. This is a true story about one time in your life. Make sure you focus on just one or two moments. Remember that you need to plan, draft, revise and edit your work. This is your chance to show all you know about narrative writing. You can work on it today and you'll have more time tomorrow."

**For K-2nd grade students you will say:** "As you write your best personal narrative make sure you:

- Include a beginning, middle, and end
- Have details to help paint a picture for your reader (audience)
- Tell your story in the order that it happened

**For 1st-2nd grade students add:**

- Use temporal and linking words
- Have a sense of closure

**For 3rd-5th grade students you will say:** "As you write your best personal narrative make sure you:

- Include a beginning, middle, and a sense of closure
- Have details to help paint a picture for your reader (audience)
- Tell the story in the order that it happened
- Have temporal words and phrases (3rd grade only)
- Have a variety of transitional words and phrases (4th-5th only)

**For 6th-8th grade students you will say:** "As you write your best personal narrative make sure you:

- Include a beginning, middle, and a sense of closure
- Have details to help paint a picture for your reader (audience)
- Tell the story in the order that it happened
- Have a variety of transitional words, phrases and clauses

**Note:** It's important that students have two days to write for Post Test. This allows us to see if they have gone through the entire writing process: planning, drafting, revising and editing to see how students use what they know about narrative writing.

# Informational 'On-Demand' Assessment Writing Prompt- *Teacher Directions*

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**y Prior to Assessment:** "Think of a topic that you've studied or know a lot about. Tomorrow during writers' workshop you will write an informational (or all-about) piece that teaches others interesting and important information and ideas about that topic. If you want to find and use information from a book or another outside source, you may bring that with you tomorrow."

**Day of Assessment:** "Today, you are going to write your best informational (or all-about) piece on a topic you have studied or know a lot about. This is the topic you have been thinking about since yesterday. Remember that you want this to be interesting to your reader and include important information and ideas. You may use the additional information you brought with you to complete this piece."

**For K-2nd grade students you will say:** "As you write your best informational piece make sure you:

- Introduce your topic
- Include facts and information about your topic
- Organize your writing
- Have linking words or phrases

**For 1st-2nd grade students add:**

- Have a sense of closure

**For 3rd-5th grade students you will say:** "As you write your best informational piece make sure you:

- Introduce your topic
- Include facts, definitions, and details about your topic
- Organize your writing
- Have linking words and phrases

**For 6th-8th grade students you will say:** "As you write your best informational piece make sure you:

- Introduce your topic
- Include facts, definitions, and details about your topic
- Organize your writing
- Maintain a formal style
- Have appropriate transitions

**Note:** It's important that students have two days to write for Post Test. This allows us to see if they have gone through the entire writing process: planning, drafting, revising and editing to see how students use what they know about narrative writing.

# Opinion/Argument 'On-Demand' Assessment Writing Prompt- *Teacher Directions*

## For K-5th Grade:

**Day Prior to Assessment:** "Think of a topic or an idea that you have strong feelings about. Tomorrow during writers' workshop you will write an opinion piece in which you will write your opinion and reasons why you feel this way. Use everything you know about this type of writing. If you want to find and use information from a book or another outside source, you may bring that with you tomorrow."

**Day of Assessment:** "Today, you are going to write your best opinion piece. Remember, you will tell your readers about an idea or an opinion that you have strong feelings about. In your writing, write your opinion and convince your readers by telling them why you feel this way. Use everything you know about opinion writing. Your piece can be a letter, a review, or an essay. Just remember to make this your best piece."

**For K-2nd grade students you will say:** "As you write your best opinion piece make sure you:

- State your opinion
- Include reason(s)

**For 1st-2nd grade students add:**

- Use linking words
- Have a sense of closure

**For 3rd-5th grade students you will say:** "As you write your best opinion piece make sure you:

- Introduce your topic
- State your opinion
- Include reasons (3rd grade)
- Include reasons supported by facts and details (4th and 5th grades)
- Organize your writing
- Use linking words and phrases (3rd and 4th grade)
- Use linking words, phrases and clauses (5th grade)
- Include a concluding statement or section

## For 6th-8th Grade:

**Day Prior to Assessment:** "Think of a topic or an idea that you have strong feelings about. Tomorrow during writers' workshop you will write an argument text in which you will state your claim and reasons why you feel this way. Use everything you know about this type of writing. If you want to find and use information from a book or another outside source, you may bring that with you tomorrow."

**Day of Assessment:** "Today, you are going to write your best argument piece. Remember, you will tell your readers about an idea or an opinion that you have strong feelings about. Write your argument and convince your readers by telling them why you feel this way. Use everything you know about argument writing. Your piece can be a letter, a review, or an essay. Just remember to make this your best piece."

**For 6th-8th grade students you will say:** "As you write your best argument piece make sure you:

- Introduce your topic
- State your opinion
- Include reasons and evidence
- Organize your writing
- Maintain a formal style
- Use linking words, phrases and clauses
- Include a concluding statement or section

**Note:** It's important that students have two days to write for Post Test. This allows us to see if they have gone through the entire writing process: planning, drafting, revising and editing to see how students use what they know about narrative writing

# 5th Grade On-Demand Narrative/Realistic Fiction

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Pre and Post Assessment Packet

Student Name: \_\_\_\_\_

# Fifth Grade Narrative/Realistic Fiction On-Demand Pre-Assessment

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Today you are going to write your best **Personal Narrative** or **Realistic Fiction** piece. This is a true story about one time in your life. Make sure you focus on just one or two moments.

Remember that you need to plan, draft, revise and edit your work.

This is your chance to show all you know about narrative writing.

Be sure to include:

- A beginning, middle and a sense of closure
- Have details to help paint a picture for your reader (audience)
- Tell the story in the order that it happened
- Have a variety of transitional words and phrases

Planning:

# Fifth Grade Narrative/Realistic Fiction On-Demand Post-Assessment

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Today you are going to write your best **Personal Narrative** or **Realistic Fiction** piece. This is a true story about one time in your life. Make sure you focus on just one or two moments.

Remember that you need to plan, draft, revise and edit your work.

This is your chance to show all you know about narrative writing.

Be sure to include:

- A beginning, middle and a sense of closure
- Have details to help paint a picture for your reader (audience)
- Tell the story in the order that it happened
- Have a variety of transitional words and phrases

Planning:

# 5th Grade On-Demand Informational

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## Pre and Post Assessment Packet

**Student Name:** \_\_\_\_\_

# Fifth Grade Information On-Demand Pre-Assessment

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Today you are going to write your best **Informational** (or all-about) piece on a topic you have studied or know a lot about. Remember you want this to be interesting to your reader and include important information and ideas. You may use the additional information you brought with you to complete this piece. Just remember to make this your best piece.

Remember that you need to plan, draft, revise and edit your work.

As you write your best **Informational** piece make sure you:

- Introduce your topic
- Include facts, definitions, and details about your topic
- Organize your writing
- Have linking words and phrases

Planning:

# Fifth Grade Information On-Demand Post-Assessment

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Today you are going to write your best **Informational** (or all-about) piece on a topic you have studied or know a lot about. Remember you want this to be interesting to your reader and include important information and ideas. You may use the additional information you brought with you to complete this piece. Just remember to make this your best piece.

Remember that you need to plan, draft, revise and edit your work.

As you write your best **Informational** piece make sure you:

- Introduce your topic
- Include facts, definitions, and details about your topic
- Organize your writing
- Have linking words and phrases

Planning:

# 5th Grade On-Demand Opinion

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## Pre and Post Assessment Packet

Student Name: \_\_\_\_\_

# Fifth Grade Opinion On-Demand Pre-Assessment

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Today you are going to write your best **Opinion** piece. Remember, you will tell your readers about an idea or an opinion that you have strong feelings about. In your writing, write your opinion and convince your readers by telling them why you feel this way. Use everything you know about opinion writing. Your piece can be a letter, a review, or an essay. Just remember to make this your best piece.

Remember that you need to plan, draft, revise and edit your work.

As you write your best **Opinion** piece make sure you:

- Introduce your topic
- State your opinion
- Include reasons supported by facts and details
- Organize your writing
- Use linking words, phrases and clauses
- Include a concluding statement or section

Planning:

# Fifth Grade Opinion On-Demand Post-Assessment

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Today you are going to write your best **Opinion** piece. Remember you will tell your readers about an idea or an opinion that you have strong feelings about. In your writing, write your opinion and convince your readers by telling them why you feel this way. Use everything you know about opinion writing. Your piece can be a letter, a review, or an essay. Just remember to make this your best piece.

Remember that you need to plan, draft, revise and edit your work.

As you write your best **Opinion** piece make sure you:

- Introduce your topic
- State your opinion
- Include reasons supported by facts and details
- Organize your writing
- Use linking words, phrases and clauses
- Include a concluding statement or section

Planning:

# 6th Grade On-Demand Narrative/Realistic Fiction

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Pre and Post Assessment Packet

Student Name: \_\_\_\_\_

# Sixth Grade Narrative/Realistic Fiction On-Demand Pre-Assessment

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Today you are going to write your best **Personal Narrative** or **Realistic Fiction** piece. This is a true story about one time in your life. Make sure you focus on just one or two moments.

Remember that you need to plan, draft, revise and edit your work.

This is your chance to show all you know about narrative writing.

Be sure to include:

- A beginning, middle and a sense of closure
- Have details to help paint a picture for your reader (audience)
- Tell the story in the order that it happened
- Have a variety of transitional words, phrases and clauses

Planning:

# Sixth Grade Narrative/Realistic Fiction On-Demand Post-Assessment

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Today you are going to write your best **Personal Narrative** or **Realistic Fiction** piece. This is a true story about one time in your life. Make sure you focus on just one or two moments.

Remember that you need to plan, draft, revise and edit your work.

This is your chance to show all you know about narrative writing.

Be sure to include:

- A beginning, middle and a sense of closure
- Have details to help paint a picture for your reader (audience)
- Tell the story in the order that it happened
- Have a variety of transitional words, phrases and clauses

Planning:

# 6th Grade On-Demand Informational

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## Pre and Post Assessment Packet

Student Name: \_\_\_\_\_

# Sixth Grade Information On-Demand Pre-Assessment

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Today you are going to write your best **Informational** (or all-about) piece on a topic you have studied or know a lot about. Remember you want this to be interesting to your reader and include important information and ideas. You may use the additional information you brought with you to complete this piece. Just remember to make this your best piece.

Remember that you need to plan, draft, revise and edit your work.

As you write your best **Informational** piece make sure you:

- Introduce your topic
- Include facts, definitions, and details about your topic
- Organize your writing
- Maintain a formal style
- Have appropriate transitions

Planning:

# Sixth Grade Information On-Demand Post-Assessment

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Today you are going to write your best **Informational** (or all-about) piece on a topic you have studied or know a lot about. Remember you want this to be interesting to your reader and include important information and ideas. You may use the additional information you brought with you to complete this piece. Just remember to make this your best piece.

Remember that you need to plan, draft, revise and edit your work.

As you write your best **Informational** piece make sure you:

- Introduce your topic
- Include facts, definitions, and details about your topic
- Organize your writing
- Maintain a formal style
- Have appropriate transitions

Planning:

# 6th Grade On-Demand Argument

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Pre and Post Assessment Packet

Student Name: \_\_\_\_\_

# Sixth Grade Argument On-Demand Pre-Assessment

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Today you are going to write your best **Argument** piece. Remember you will tell your readers about an idea or an opinion that you have strong feelings about. Write your argument and convince your readers by telling them why you feel this way. Use everything you know about argument writing. Your piece can be a letter, a review, or an essay. Just remember to make this your best piece.

Remember that you need to plan, draft, revise and edit your work.

As you write your best **Argument** piece make sure you:

- Introduce your topic
- State your opinion
- Include reasons and evidence
- Organize your writing
- Maintain a formal style
- Use linking words, phrases and clauses
- Include a concluding statement or section

Planning:

# Sixth Grade Argument On-Demand Post-Assessment

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Today you are going to write your best **Argument** piece. Remember you will tell your readers about an idea or an opinion that you have strong feelings about. Write your argument and convince your readers by telling them why you feel this way. Use everything you know about argument writing. Your piece can be a letter, a review, or an essay. Just remember to make this your best piece.

Remember that you need to plan, draft, revise and edit your work.

As you write your best **Argument** piece make sure you:

- Introduce your topic
- State your opinion
- Include reasons and evidence
- Organize your writing
- Maintain a formal style
- Use linking words, phrases and clauses
- Include a concluding statement or section

Planning:

# 7th Grade On-Demand Narrative/Realistic Fiction

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Pre and Post Assessment Packet

Student Name: \_\_\_\_\_

# Seventh Grade Narrative/Realistic Fiction On-Demand Pre-Assessment

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Today you are going to write your best **Personal Narrative** or **Realistic Fiction** piece. This is a true story about one time in your life. Make sure you focus on just one or two moments.

Remember that you need to plan, draft, revise and edit your work.

This is your chance to show all you know about narrative writing.

Be sure to include:

- A beginning, middle and a sense of closure
- Have details to help paint a picture for your reader (audience)
- Tell the story in the order that it happened
- Have a variety of transitional words, phrases and clauses
- Use precise language

Planning:

## Seventh Grade Narrative/Realistic Fiction On-Demand Post-Assessment

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Today you are going to write your best **Personal Narrative** or **Realistic Fiction** piece. This is a true story about one time in your life. Make sure you focus on just one or two moments.

Remember that you need to plan, draft, revise and edit your work.

This is your chance to show all you know about narrative writing.

Be sure to include:

- A beginning, middle and a sense of closure
- Have details to help paint a picture for your reader (audience)
- Tell the story in the order that it happened
- Have a variety of transitional words, phrases and clauses
- Use precise language

Planning:

# 7th Grade On-Demand Informational

## Pre and Post Assessment Packet

**Student Name:** \_\_\_\_\_

# Seventh Grade Information On-Demand Pre-Assessment

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Today you are going to write your best **Informational** (or all-about) piece on a topic you have studied or know a lot about. Remember you want this to be interesting to your reader and include important information and ideas. You may use the additional information you brought with you to complete this piece. Just remember to make this your best piece.

Remember that you need to plan, draft, revise and edit your work.

As you write your best **Informational** piece make sure you:

- Have a clear introduction
- State a focus/topic clearly, precisely, and thoughtfully
- Use specific evidence to support and develop the topic and explain that evidence
- Conclude effectively
- Use precise language
- Show control over conventions

Planning:

# Seventh Grade Information On-Demand Post-Assessment

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Today you are going to write your best **Informational** (or all-about) piece on a topic you have studied or know a lot about. Remember you want this to be interesting to your reader and include important information and ideas. You may use the additional information you brought with you to complete this piece. Just remember to make this your best piece.

Remember that you need to plan, draft, revise and edit your work.

As you write your best **Informational** piece make sure you:

- Have a clear introduction
- State a focus/topic clearly, precisely, and thoughtfully
- Use specific evidence to support and develop the topic and explain that evidence
- Conclude effectively
- Use precise language
- Show control over conventions

Planning:

# 7th Grade On-Demand Argument

## Pre and Post Assessment Packet

Student Name: \_\_\_\_\_

# Seventh Grade Argument On-Demand Pre-Assessment

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Today you are going to write your best **Argument** piece. Remember you will tell your readers about an idea or an opinion that you have strong feelings about. Write your argument and convince your readers by telling them why you feel this way. Use everything you know about argument writing. Your piece can be a letter, a review, or an essay. Just remember to make this your best piece.

Remember that you need to plan, draft, revise and edit your work.

As you write your best **Argument** piece make sure you:

- Take your audience into account
- Have a clear introduction
- State a focus /position statement clearly, precisely, and thoughtfully
- Use specific evidence to support and develop the position, and explain your evidence logically
- Take into account what people who disagree with you might think and try to respond to that
- Conclude effectively
- Use precise language
- Show control over conventions

Planning:

# Seventh Grade Argument On-Demand Post-Assessment

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Today you are going to write your best **Argument** piece. Remember you will tell your readers about an idea or an opinion that you have strong feelings about. Write your argument and convince your readers by telling them why you feel this way. Use everything you know about argument writing. Your piece can be a letter, a review, or an essay. Just remember to make this your best piece.

Remember that you need to plan, draft, revise and edit your work.

As you write your best **Argument** piece make sure you:

- Take your audience into account
- Have a clear introduction
- State a focus /position statement clearly, precisely, and thoughtfully
- Use specific evidence to support and develop the position, and explain your evidence logically
- Take into account what people who disagree with you might think and try to respond to that
- Conclude effectively
- Use precise language

Planning:

# 8th Grade On-Demand Narrative/Realistic Fiction

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## Pre and Post Assessment Packet

Student Name: \_\_\_\_\_

## Eighth Grade Narrative/Realistic Fiction On-Demand Pre-Assessment

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Today you are going to write your best **Personal Narrative** or **Realistic Fiction** piece. This is a true story about one time in your life. Make sure you focus on just one or two moments.

Remember that you need to plan, draft, revise and edit your work.

This is your chance to show all you know about narrative writing.

Be sure to include:

- A beginning, middle and a sense of closure
- Have details to help paint a picture for your reader (audience)
- Tell the story in the order that it happened
- Have a variety of transitional words, phrases and clauses
- Use precise language

Planning:

# Eighth Grade Narrative/Realistic Fiction On-Demand Post-Assessment

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Today you are going to write your best **Personal Narrative** or **Realistic Fiction** piece. This is a true story about one time in your life. Make sure you focus on just one or two moments.

Remember that you need to plan, draft, revise and edit your work.

This is your chance to show all you know about narrative writing.

Be sure to include:

- A beginning, middle and a sense of closure
- Have details to help paint a picture for your reader (audience)
- Tell the story in the order that it happened
- Have a variety of transitional words, phrases and clauses
- Use precise language

Planning:

# 8th Grade On-Demand Informational

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## Pre and Post Assessment Packet

**Student Name:** \_\_\_\_\_

# Eighth Grade Information On-Demand Pre-Assessment

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Today you are going to write your best **Informational** (or all-about) piece on a topic you have studied or know a lot about. Remember you want this to be interesting to your reader and include important information and ideas. You may use the additional information you brought with you to complete this piece. Just remember to make this your best piece.

Remember that you need to plan, draft, revise and edit your work.

As you write your best **Informational** piece make sure you:

- Have a clear introduction
- State a focus/topic clearly, precisely, and thoughtfully
- Use specific evidence to support and develop the topic and explain that evidence
- Conclude effectively
- Use precise language
- Show control over conventions

Planning:

# Eighth Grade Information On-Demand Post-Assessment

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Today you are going to write your best **Informational** (or all-about) piece on a topic you have studied or know a lot about. Remember you want this to be interesting to your reader and include important information and ideas. You may use the additional information you brought with you to complete this piece. Just remember to make this your best piece.

Remember that you need to plan, draft, revise and edit your work.

As you write your best **Informational** piece make sure you:

- Have a clear introduction
- State a focus/topic clearly, precisely, and thoughtfully
- Use specific evidence to support and develop the topic and explain that evidence
- Conclude effectively
- Use precise language
- Show control over conventions

Planning:

# 8th Grade On-Demand Argument

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Pre and Post Assessment Packet

Student Name: \_\_\_\_\_

# Eighth Grade Argument On-Demand Pre-Assessment

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Today you are going to write your best **Argument** piece. Remember you will tell your readers about an idea or an opinion that you have strong feelings about. Write your argument and convince your readers by telling them why you feel this way. Use everything you know about argument writing. Your piece can be a letter, a review, or an essay. Just remember to make this your best piece.

Remember that you need to plan, draft, revise and edit your work.

As you write your best **Argument** piece make sure you:

- Take your audience into account
- Have a clear introduction
- State a focus /position statement clearly, precisely, and thoughtfully
- Use specific evidence to support and develop the position, and explain your evidence logically
- Take into account what people who disagree with you might think and try to respond to that
- Conclude effectively
- Use precise language
- Show control over conventions

Planning:

# Eighth Grade Argument On-Demand Post-Assessment

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Today you are going to write your best **Argument** piece. Remember you will tell your readers about an idea or an opinion that you have strong feelings about. Write your argument and convince your readers by telling them why you feel this way. Use everything you know about argument writing. Your piece can be a letter, a review, or an essay. Just remember to make this your best piece.

Remember that you need to plan, draft, revise and edit your work.

As you write your best **Argument** piece make sure you:

- Take your audience into account
- Have a clear introduction
- State a focus /position statement clearly, precisely, and thoughtfully
- Use specific evidence to support and develop the position, and explain your evidence logically
- Take into account what people who disagree with you might think and try to respond to that
- Conclude effectively
- Use precise language

Planning:

# 4<sup>th</sup>-5<sup>th</sup> Grade Narrative Instructional Analytic Writing Rubric

Name \_\_\_\_\_

Date \_\_\_\_\_

Mode \_\_\_\_\_

**Narrative: Stories about real or imagined experiences.**

	4—Meets Standards			3—Approaching Standards			2—Developing			1—Emergent		
Content /Ideas	<ul style="list-style-type: none"> <li>• Clear event sequence that unfolds naturally</li> <li>• Specific details that are topic appropriate and create mental images, clarify content, or provide information</li> <li>• Piece as a whole has balance, depth, and a sense of completeness</li> </ul>			<ul style="list-style-type: none"> <li>• Developed and focused topic</li> <li>• "Heart" of the Message evident</li> <li>• Three or more different yet relevant types of details that support the "Heart" of the Message (setting, internal thinking, physical description, character action, and dialogue)</li> <li>• Ideas read smoothly and flow naturally</li> </ul>			<ul style="list-style-type: none"> <li>• Narrow and mainly focused topic</li> <li>• May have minor drifts</li> <li>• Three or more details (setting, internal thinking, physical description, character action, and dialogue)</li> </ul>			<ul style="list-style-type: none"> <li>• Topic present, but little or no focus</li> <li>• May be brief or have major drifts</li> </ul>		
Organization	<ul style="list-style-type: none"> <li>• Well elaborated sequence of events</li> <li>• Effective paragraphing to organize ideas</li> <li>• Variety of transitional words/phrases to manage the sequence of events</li> <li>• Conclusion that follows from the experiences or events</li> </ul>			<ul style="list-style-type: none"> <li>• Uses paragraphs to organize ideas</li> <li>• Uses transitional words and phrases between ideas when appropriate</li> <li>• Sense of closure linking to the "Heart" of the Message</li> </ul>			<ul style="list-style-type: none"> <li>• There is a logical sequence including a beginning, middle, and an end</li> <li>• Evidence of grade level temporal and linking words when appropriate</li> <li>• Sense of closure, but doesn't link back to the "Heart" of the Message</li> <li>• Effective lead</li> <li>• Middle organized with linked details</li> <li>• Beginning to use paragraph structure to organize ideas (indent(s))</li> </ul>			<ul style="list-style-type: none"> <li>• Incorrect Text Type (informational or opinion)</li> <li>• Loosely linked sequence of events</li> <li>• Evidence of some grade level temporal and linking words when appropriate</li> <li>• May begin to use paragraphs to organize ideas (may demonstrate spaces or lines between ideas)</li> </ul>		
Style and Voice	<ul style="list-style-type: none"> <li>• Writer is aware of audience and purpose</li> <li>• Writes to entertain</li> <li>• Uses dialogue and description to develop experiences and events to show response of characters</li> <li>• Creates emotion through craft by the use of: surprise, humor, irony, exaggeration, sarcasm</li> <li>• Figurative language (similes, metaphors, sensory words, etc.)</li> </ul>			<ul style="list-style-type: none"> <li>• Attempts to create emotion through craft</li> <li>• Uses punctuation as a craft/purpose</li> <li>• Beginning to use dialogue and description to develop experiences and events</li> <li>• Taking risks with strong verbs, interesting language, and/or dialogue (May not be effective and/or overused)</li> <li>• Uses a variety of sentence structures</li> </ul>			<ul style="list-style-type: none"> <li>• Writer is aware of audience, yet the reader is unable to engage with the writer</li> <li>• Minimal sentence variety</li> <li>• Overuse and/or repetition of common word choices</li> </ul>			<ul style="list-style-type: none"> <li>• No clear voice</li> <li>• Limited vocabulary</li> <li>• Unaware of audience</li> </ul>		
Conventions See grade level CCSS Grade Level Standards Pg. 28	<ul style="list-style-type: none"> <li>• Well controlled grade appropriate language</li> <li>• Demonstrates command of Standard English (See Common Core State Language Standards)</li> <li>• Uses information from experiences and/or other sources when applicable</li> </ul>			<ul style="list-style-type: none"> <li>• Well controlled grade appropriate language. May have occasional lapses in writing conventions</li> <li>• Use of conventional spelling and spelling patterns with occasional lapses</li> <li>• Demonstrates command of Standard English with occasional lapses (See Common Core State Language Standards)</li> </ul>			<ul style="list-style-type: none"> <li>• High frequency words used are spelled correctly</li> <li>• Basic capitalization and punctuation generally correct</li> <li>• Understanding of basic grammar rules</li> </ul>			<ul style="list-style-type: none"> <li>• Few grade level high frequency words spelled correctly</li> <li>• No capitalization/incorrect capitalization</li> <li>• No punctuation/incorrect punctuation</li> <li>• Surface errors may make understanding difficult</li> </ul>		
Holistic	H (12) 60 59 58 57 56	M (11) 55 54 53 52 51	L (10) 50 49 48 47 46	H (9) 45 44 43 42 41	M (8) 40 39 38 37 36	L (7) 35 34 33 32 31	H (6) 30 29 28 27 26	M (5) 25 24 23 22 21	L (4) 20 19 18 17 16	H (3) 15 14 13 12 11	M (2) 10 9 8 7	L (1) 6 5

Please use a **YELLOW** highlighter on the rubric for Pre-Test Assessment and a **PINK** highlighter on the same rubric for Post-Test Assessment to show growth.

# 4<sup>th</sup>-5<sup>th</sup> Grade Opinion Instructional Analytic Writing Rubric

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

Opinion: a belief, judgment, or way of thinking about something, not necessarily based on fact or knowledge. (My favorite..., I think..., The best..., etc.)

	Meets Standards				Approaching Standards				Developing				Emergent			
Content/Ideas	<ul style="list-style-type: none"> <li>Writes opinion piece on topics or texts, supporting a point of view with reasons and information</li> <li>Introduces the topic</li> <li>Supplies at least 3 relevant reasons for the clearly stated opinion, with supporting details</li> <li>No extraneous details included</li> </ul>				<ul style="list-style-type: none"> <li>Clearly stated opinion</li> <li>Does not overuse pronouns: this, it, that, etc.</li> <li>Supplies at least 2 relevant reasons for the clearly stated opinion, with supporting details</li> <li>May include some extraneous details and/or irrelevant details</li> </ul>				<ul style="list-style-type: none"> <li>Stated opinion</li> <li>Statements not reasons</li> <li>No reasons</li> </ul>				<ul style="list-style-type: none"> <li>Gives declarative sentence about topic, not an opinion (I eat ice cream.)</li> <li>Unreadable</li> <li>No clear purpose or focus</li> <li>Undeveloped</li> </ul>			
Organization	<ul style="list-style-type: none"> <li>Clear introduction of opinion</li> <li>Clear and effective organizational structure with paragraphing</li> <li>Logical progression of ideas from beginning to end</li> <li>Use of linking words and phrases; <i>in addition, for instance, consequently, specifically</i></li> <li>Concluding section related to opinion with phrases such as: this points out, this shows, etc.</li> <li>May include solution to support opinion</li> </ul>				<ul style="list-style-type: none"> <li>Introduction is present</li> <li>Organizational structure includes at least 2 paragraphs</li> <li>Adequate progression of ideas from beginning to end</li> <li>Sense of closure present, may be irrelevant or unrelated to the opinion</li> </ul>								<ul style="list-style-type: none"> <li>Incorrect Text Type (narrative or informational)</li> <li>Little or no organizational structure</li> <li>Unclear progression of ideas</li> <li>No linking words</li> <li>Organizational structure is one paragraph</li> <li>Uneven progression of ideas</li> </ul>			
Style/Voice	<ul style="list-style-type: none"> <li>Well controlled grade appropriate language</li> <li>Demonstrates command of Standard English (See Common Core State Language Standards)</li> <li>Uses information from experiences and/or other sources when applicable</li> <li>Complete list of sources provided when applicable</li> </ul>				<ul style="list-style-type: none"> <li>Well controlled grade appropriate language; may have occasional lapses in writing conventions</li> <li>Use of conventional spelling and spelling patterns with occasional lapses</li> <li>Demonstrates command of Standard English with occasional lapses (See Common Core State Language Standards)</li> <li>Partial list of sources provided when applicable</li> </ul>				<ul style="list-style-type: none"> <li>High frequency words used are spelled correctly</li> <li>Basic capitalization and punctuation generally correct</li> <li>Understanding of basic grammar rules</li> </ul>				<ul style="list-style-type: none"> <li>Few grade level high frequency words spelled correctly</li> <li>No capitalization/incorrect capitalization</li> <li>No punctuation/incorrect punctuation</li> <li>Surface errors may make understanding difficult</li> </ul>			
Level CCSS Grade Level	Standards Pg. 28															
Holistic	H (12) 48 47 46 45 M (11) 44 43 42 41 L (10) 40 39 38 37				H (9) 36 35 34 33 M (8) 32 31 30 29 L (7) 28 27 26 25				H (6) 24 23 22 21 M (5) 20 19 18 17 L (4) 16 15 14 13				H (3) 12 11 10 9 M (2) 8 7 6 L (1) 5 4			

Please use a YELLOW highlighter on the rubric for Pre-Test Assessment and a PINK highlighter on the same rubric for Post-Test Assessment to show growth.

# 4<sup>th</sup>-5<sup>th</sup> Grade Informational/Expository Instructional Analytic Writing Rubric

Name \_\_\_\_\_

Date \_\_\_\_\_

Mode \_\_\_\_\_

Informational: increases readers' knowledge of a subject, help reader better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept.

	Meets Standards			Approaching Standards			Developing			Emergent		
Content/Ideas	<ul style="list-style-type: none"><li>Strong purpose/focus</li><li>Effectively supports topic with clear and relevant facts, definitions, quotations, and details</li><li>Accurate grade appropriate domain specific vocabulary</li></ul>	<ul style="list-style-type: none"><li>Clear purpose/focus</li><li>Adequately supports topic with facts, definitions, and details.</li><li>Grade appropriate domain specific vocabulary that could have misconceptions</li></ul>	<ul style="list-style-type: none"><li>Minimal focus</li><li>Contains facts. May be insufficient, unclear and/or irrelevant</li><li>May include extraneous details and information</li></ul>	<ul style="list-style-type: none"><li>No clear focus or purpose</li><li>Little or no supporting facts, definitions or details.</li><li>Basic vocabulary, little or no grade appropriate domain specific vocabulary</li><li>Undeveloped</li></ul>								
Organization	<ul style="list-style-type: none"><li>Text Structure(s): Description, sequence, compare &amp; contrast, cause &amp; effect, and/or problem &amp; solution</li><li>Organizes ideas using various (at least three) text features (such as table of contents, headings, diagrams, captions, bold print, labels, multimedia(5<sup>th</sup>), etc.)</li><li>Effective introduction, body, and conclusion</li><li>Linking words(4<sup>th</sup>), phrases and clauses (5<sup>th</sup>) are appropriate and connect the ideas within and between paragraphing</li></ul>	<ul style="list-style-type: none"><li>Structure is loosely organized and may not flow in a logical sequence</li><li>Writing text structure has an introduction, body, and conclusion</li><li>Uses paragraphs</li></ul>	<ul style="list-style-type: none"><li>Introduction, body, and/or conclusion are present. (Must have 2 or 3)</li><li>Some attempt at linking words and phrases</li><li>Attempting some type of organization</li></ul>	<ul style="list-style-type: none"><li>Incorrect Text Type (narrative or opinion)</li><li>Writing may be brief or focus may drift</li><li>Little or no organizational structure</li><li>Unclear progression of ideas</li><li>No linking words</li><li>Frequent extraneous ideas</li></ul>								
Style/Voice	<ul style="list-style-type: none"><li>Writer is aware of audience and purpose</li></ul>			<ul style="list-style-type: none"><li>Little sense of audience or purpose</li></ul>								
Conventions: See grade level CCSS Grade Level Standards Pg. 28	<ul style="list-style-type: none"><li>Well controlled grade appropriate language</li><li>Demonstrates command of Standard English (See Common Core State Language Standards)</li><li>Uses information from experiences and/or other sources when applicable</li><li>Complete list of sources provided when applicable</li></ul>	<ul style="list-style-type: none"><li>Well controlled grade appropriate language; may have occasional lapses in writing conventions</li><li>Use of conventional spelling and spelling patterns with occasional lapses</li><li>Demonstrates command of Standard English with occasional lapses (See Common Core State Language Standards)</li><li>Partial list of sources provided when applicable</li></ul>	<ul style="list-style-type: none"><li>High frequency words used are spelled correctly</li><li>Basic capitalization and punctuation generally correct</li><li>Understanding of basic grammar rules</li></ul>	<ul style="list-style-type: none"><li>Few grade level high frequency words spelled correctly</li><li>No capitalization/incorrect capitalization</li><li>No punctuation/incorrect punctuation</li><li>Surface errors may make understanding difficult</li></ul>								
Holistic	H (12) M (11) L (10)	H (9) M (8) L (7)	H (6) M (5) L (4)	H (3) M (2) L (1)								
	60 59 58 57 56	53 54 53 52 51	50 49 48 47 46	43 44 43 42 41	40 39 38 37 36	35 34 33 32 31	30 29 28 27 26	25 24 23 22 21	20 19 18 17 16	15 14 13 12 11	10 9 8 7	6 5

Please use a YEL.LOW highlighter on the rubric for Pre-Test Assessment and a F.K highlighter on the same rubric for Post-T Assessment to show growth.

# 5<sup>th</sup> and 6<sup>th</sup> Grade Narrative Rubric

Name \_\_\_\_\_

Content/Ideas W.3a; W.3b	3-On Grade Level		4-Developing		5-Exceeding Grade Level	
	2-On Grade Level	2-Approaching Standards	1-Developing	1-Approaching Standards	4-Exceeding Grade Level	4-Exceeding Grade Level
Content/Ideas W.3a; W.3b	<p>The writing is beginning to reveal a theme.</p> <ul style="list-style-type: none"> <li>Three or more different details (see level 2 details)</li> <li>Ideas read smoothly and flow naturally</li> <li>An attempt at developing the plot and problem toward a climax (decision, action, conversation or confrontation that shows the problem at its height).</li> <li>Major and minor characters evident and enhance the plot.</li> </ul>	<p>The writing narrows on topic with:</p> <ul style="list-style-type: none"> <li>Main idea established</li> <li>Three or more relevant details (setting, internal thinking, physical description, character action, and dialogue)</li> <li>Major and/or minor character(s) evident and relevant to the plot</li> </ul>	<p>The writing is on topic.</p> <ul style="list-style-type: none"> <li>Main idea evident</li> <li>Major character evident</li> <li>Two or more relevant details (setting, internal thinking, physical description, character action, and dialogue)</li> <li>The focus may wander</li> <li>May be a list</li> <li>Limited/No details</li> </ul>	<p>The writing shows insight into the theme.</p> <ul style="list-style-type: none"> <li>Relevant, quality details give the reader important information that goes beyond the obvious or predictable; creates a mental image</li> <li>The piece as a whole has balance, depth and a sense of completeness.</li> <li>Major and minor characters are well developed and enhance the plot.</li> <li>Develops the plot and problem toward a climax (decision, action, conversation or confrontation that shows the problem at its height).</li> </ul>		
	<p>Story reads smoothly and flows naturally. Includes the following:</p> <ul style="list-style-type: none"> <li>An effective lead that supports the topic</li> <li>Middle is logically organized with linked details</li> <li>Effective ending</li> <li>Smooth transitions between ideas and/or appropriate use of transition words (<i>and then, first, next, finally...</i>)</li> <li>Effective paragraphing to organize ideas</li> </ul>	<p>There is a logical sequence including a beginning, middle and an end. Includes the following:</p> <ul style="list-style-type: none"> <li>An attempted lead</li> <li>Developed middle</li> <li>Ending</li> <li>Use of transition words (<i>and then, first, next, finally...</i>) when appropriate</li> <li>May begin to use paragraphs to organize ideas (<i>may demonstrate spaces or lines between ideas</i>)</li> </ul>	<p>There is an attempt at a sequence of beginning to end.</p> <ul style="list-style-type: none"> <li>Topic is evident or topic sentence is present.</li> <li>A beginning, middle and end are present.</li> <li>Lacking transition words</li> </ul>	<p>The theme of the story is revealed and supported by the following:</p> <ul style="list-style-type: none"> <li>Paragraphing creates effective pacing (Writer knows when to slow down and elaborate and when to pick up the pace and move on)</li> <li>Creative lead</li> <li>Middle reveals the theme</li> <li>Thoughtful transitions clearly show how ideas connect.</li> <li>Ending that satisfies the reader and effectively ends the story connecting to the theme</li> </ul>		
Style and Voice W.3b; W.3d	<p>The writer engages the reader.</p> <ul style="list-style-type: none"> <li>Creates emotion through descriptive details</li> <li>Uses punctuation as a craft/purpose</li> <li>Uses strong verbs, interesting language and/or dialogue</li> <li>Personal tone matches purpose, audience, and topic.</li> <li>Uses a variety of sentence structures</li> </ul>	<p>The writer is beginning to choose words to interest the reader.</p> <ul style="list-style-type: none"> <li>Author personalizes writing by using one of the following:                             <ul style="list-style-type: none"> <li>descriptive detail, precise word choice, sentence variety, strong verbs, humor, sarcasm</li> <li>Sentences becoming more complex.</li> </ul> </li> </ul>	<p>The writer does not engage the reader, therefore fails to establish a connection with the reader.</p> <ul style="list-style-type: none"> <li>The writer uses simple sentences with little variety.</li> <li>No audience in mind</li> </ul>	<p>The writer connects strongly with the audience through the use of natural, engaging language:</p> <ul style="list-style-type: none"> <li>Writer's craft risks enhance the quality and content of the piece</li> <li>Emotional appeal</li> <li>Literary devices (personification, element of surprise, humor, irony, exaggeration, sarcasm)</li> <li>Figurative language (similes, metaphors, sensory words, etc.) enhances the quality and content</li> </ul>		
	<p>The writing demonstrates:</p> <ul style="list-style-type: none"> <li>Well controlled language with occasional lapses in writing conventions are hardly noticeable</li> <li>Use of conventional spelling and spelling patterns</li> <li>Generally consistent and accurate use of punctuation throughout the piece (Such as dialogue offset with paragraphs, commas, semicolons, etc.)</li> <li>Grammar and usage are correct (comparative adverb and adjectives, compound sentences, conjunctions, pronouns, proper nouns, verb tense, etc.)</li> <li>Compound predicates and subjects</li> </ul>	<p>The writing demonstrates knowledge of punctuation, capitalization, spelling and grammar rules.</p> <ul style="list-style-type: none"> <li>Uses spelling rules and patterns to spell most words correctly</li> <li>Understanding of basic grammar rules; simple conventions used correctly (commas, apostrophes, ellipses)</li> <li>Surface errors do not make understanding difficult</li> <li>Most high frequency words spelled correctly</li> <li>Basic capitalization and punctuation is generally correct</li> </ul>	<p>The writing may rely on phonetic spelling.</p> <ul style="list-style-type: none"> <li>Surface errors may make understanding difficult.</li> <li>There is ineffective, little or no use of punctuation.</li> <li>Simple basics like spelling and capitals need work.</li> </ul>	<p>The writing demonstrates:</p> <ul style="list-style-type: none"> <li>Punctuation is accurate</li> <li>Minimal errors</li> <li>Consistent verb tense</li> <li>Purposeful use of manipulating conventions for stylistic effect (italics, words in all caps, parenthetical remarks, etc.)</li> <li>Spelling correct on even above grade level words</li> <li>Grammar and usage are correct and contribute to clarity and style</li> </ul>		

Comments:

58

# Primary and Elementary Spelling Inventory-5th Grade

(adapted from Francine Johnston, 7/98)

## Purpose of Primary and Elementary Spelling Inventory

- to assess word knowledge students have to bring to the tasks of reading and spelling

**Students are not to study these words. Studying the words would invalidate the purpose of the inventory, which is to find out what they truly know about how words work.**

## Setting:

- This assessment can be administered to small groups (recommended in K-1) or the whole class.

## Materials:

- Sentences for words
- Individual Score Sheet
- Class Composite Sheet
- Blank paper for students

## Guidelines for Administration:

- Call out the word and use it in a sentence (just as you would for any spelling test).
- Score each student's assessment and record results on the Individual Score Sheet.
- Record class results on the Class Composite.

The words are ordered in terms of their relative difficulty for children in grades K-5. For this reason you only need to administer the words which sample features your students are likely to master during the year.

Below you will find the recommended word count per grade level:

- Kindergarten: the first 5-8 words from the Primary Inventory List
- First grade: at least the first 15 words from the Primary Inventory List
- Second and Third grade: the entire list from the Primary Inventory List and parts of the Elementary Inventory List if needed
- Fourth and Fifth grade: words from the Elementary Inventory List

*For those students who are spelling most words correctly in any grade level, you may call out additional words.*

## Scoring:

- Check off or highlight the features for each word which are spelled according to the descriptors at the top.
- Assign 1 point for each feature (some words are scored for some features and not others).
- Add an additional point in the "Word Correct" column for entire words that are spelled correctly.
- Total the number of points **across each word and under each feature**.
- Review the feature columns in order to determine the individual needs of your students.

*If a student does not receive any points for a particular feature, that feature is beyond their instructional level, and the earlier features should be addressed first.*

# Elementary Spelling Inventory

Word	Sentence	Word
1. bed	I hopped out of <b>bed</b> this morning.	1. bed
2. ship	The <b>ship</b> sailed around the island.	2. ship
3. when	<b>When</b> will you come back?	3. when
4. lump	He had a <b>lump</b> on his head after he fell.	4. lump
5. float	I can <b>float</b> on the water with my new raft.	5. float
6. train	I rode the <b>train</b> to the next town.	6. train
7. place	I found a new <b>place</b> to put my books.	7. place
8. drive	I learned to <b>drive</b> a car.	8. drive
9. bright	The light is very <b>bright</b> .	9. bright
10. shopping	She went <b>shopping</b> for new shoes.	10. shopping
11. spoil	The food will <b>spoil</b> if it is not kept cool.	11. spoil
12. serving	The restaurant is <b>serving</b> dinner tonight.	12. serving
13. chewed	The dog <b>chewed</b> up my favorite sweater yesterday.	13. chewed
14. carries	She <b>carries</b> apples in her basket.	14. carries
15. marched	We <b>marched</b> in the parade.	15. marched
16. shower	The <b>shower</b> in the bathroom was very hot.	16. shower
17. cattle	The cowboy rounded up the <b>cattle</b> .	17. cattle
18. favor	He did his brother a <b>favor</b> by taking out the trash.	18. favor
19. ripen	The fruit will <b>ripen</b> over the next few days.	19. ripen
20. cellar	I went down to the <b>cellar</b> for the can of paint.	20. cellar
21. pleasure	It was a <b>pleasure</b> to listen to the choir sing.	21. pleasure
22. fortunate	It was <b>fortunate</b> that the driver had snow tires during the snowstorm.	22. fortunate
23. confident	I am <b>confident</b> that we can win the game.	23. confident
24. civilize	They had the idea that they could <b>civilize</b> the forest people.	24. civilize
25. opposition	The coach said the <b>opposition</b> would give us a tough game.	25. opposition

Student's Name \_\_\_\_\_

Teacher \_\_\_\_\_

Words Spelled Correctly: \_\_\_\_\_ / 25

Feature Points: \_\_\_\_\_ / 62

Total: \_\_\_\_\_ / 87

Grade \_\_\_\_\_

Date \_\_\_\_\_

# Elementary Spelling Inventory Feature Guide

## SPELLING STAGES →

EMERGENT LATE EARLY

LETTER NAME-ALPHABETIC

WITHIN WORD PATTERN

SYLLABLES AND AFFIXES

DERIVATIONAL RELATIONS

EMERGENT LATE EARLY

EMERGENT LATE EARLY

EMERGENT LATE EARLY

EMERGENT LATE EARLY

Features →	Initial	Final	Short Vowels	Digraphs	Blends	Common Long Vowels	Other Vowels	Inflected Endings	Syllable Junctures	Unaccented Final Syllables	Harder Suffixes	Bases or Roots	Feature Points	Words Spelled Correctly
1. bed	b	d	e	sh										
2. ship		p	i											
3. when			e	wh										
4. lump	l		u		mp									
5. float		t			fl	oa								
6. train		n			tr	ai								
7. place					pl	a-e								
8. drive		v			dr	i-e								
9. bright					br	igh								
10. shopping			o	sh				pping						
11. spoil					sp	oi								
12. serving						er	ving							
13. chewed				ch		ew	ed							
14. carries						ar	les		rr					
15. marched				ch		ar	ed							
16. shower				sh		ow								
17. bottle										er				
18. favor						tt	le							
19. ripen						v	or							
20. cellar						p	en							
21. pleasure						ll	ar							
22. fortunate										ure	pleas			
23. confident						or				ale	fortun			
24. civilize										ent	confid			
25. opposition										ize	civil			
Totals	17	15	16	17	15	17	15	15	15	15	15	15	15	162

## Elementary Spelling Inventory Classroom Composite

Teacher \_\_\_\_\_

School \_\_\_\_\_

Grade \_\_\_\_\_

Date \_\_\_\_\_

SPELLING STAGES →	EMERGENT: LETTER NAME--ALPHABETIC			WITHIN WORD PATTERN			SYLLABLES AND AFFIXES			DERIVATIONAL RELATIONS			Total Rank Order
	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	
Students' ↓ Name	Consonants	Short Vowels	Digraphs	Blands	Long Vowels	Other Vowels	Inflected Endings	Syllable Junctures	Unaccented Final Syllables	Harder Suffixes	Bases or Roots	Correct Spelling	87
Possible Points	7	5	6	7	5	7	5	5	5	5	5	25	
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													
11.													
12.													
13.													
14.													
15.													
16.													
17.													
18.													
19.													
20.													
21.													
22.													
23.													
24.													
25.													
26.													
Highlight for Instruction*													

Note: \*Highlight students who miss more than 1 on a particular feature; they will benefit from more instruction in that area.

# Reciprocal Teaching

Reciprocal Teaching provides students with an opportunity to discuss texts and to further develop the skills that will help them better comprehend texts. The strategy is especially effective for struggling readers when they are allowed to participate at levels that are challenging but not frustrating. The extended discussion allows the struggling students to gather additional information that they may not have comprehended while reading the text in a traditional manner. .74 effect Feedback .73

Reciprocal Teaching promotes comprehension by focusing on the following skill areas:

- **Summarizing:** Students identify and condense most important aspects of a reading.
- **Questioning:** Students create questions about what they don't understand or still need to
- **Clarifying:** Students develop statements that make sense out of confusing or difficult portions of the text. They may explain vocabulary terms, for example.
- **Predicting:** Students consider the information (including information actually listed in the text, graphics, and background knowledge) to make a guess about what might occur in the next portion of the text.

**Model** each of the skill areas before beginning the Reciprocal Teaching process.

1. Put students into groups or have them choose a partner.
2. Assign students a role. Student A will be the first teacher and student B will be the first student.
3. Student A orally reads a short chunk of text.
4. When they finish, student B summarizes. If they forget important details, student A can help.
5. Then student A asks a question based on the chunk of text just summarized. Student B can and should look back in the text to help them find the answer. Most of these questions will initially be level 1.
6. Student A then helps to clarify confusing points in the passage. He/she can point out or ask partner to identify parts that were confusing. This can stimulate discussion about the meaning of the text.
7. Then student A asks for predictions about what will happen in the next chunk of text.
8. Student B will then be the teacher and repeat the process.

Students continue to switch roles until all chunks have been read and discussed.  
When groups complete the task,  
they can go back and formulate level 2-3 and 4 questions.

# JUST THREE WORDS

Summarize using Just Three Words...  
Helping One Another  
(communities)

- 3** Facts
- 2** Questions
- 1** Connection

## Summarizing

One Word	One Sentence	20 words or less

## NOTE TAKING

<u>Content</u>	<u>Thoughts/Questions/Connections</u>

## Essential Question

How does the past link to the present and determine the future?

Title: \_\_\_\_\_ pg. \_\_\_\_\_

Main Idea:

<b>Subheading- Vocabulary</b>	<b>Just Three Words</b>	<b>One Sentence</b>
<b>Subheading- Vocabulary</b>	<b>Just Three Words</b>	<b>One Sentence</b>
<b>Text Features:</b>		

So what?

# Essential Question

How does the past link to the present and determine the future?

Title: \_\_\_\_\_ pg. \_\_\_\_\_

Main Idea:

Subheading- Vocabulary		
Subheading- Vocabulary		
Text Features:		

**Essential Question ----How does the past link to the present and determine the future?**

**Title:** \_\_\_\_\_ **P.** \_\_\_\_\_

**Main Idea:**

1. How might the U.S. and Africa be different today if Europeans had not used African slave labor?
2. In what ways did the African slave trade impact both the Western Hemisphere and Africa?
3. In what ways do we see "slavery" in our modern world?

**Text Feature**

**Summary-Thoughts**

**First Sub-heading and Vocabulary**

**Second Sub-heading and Vocabulary**

**Other text features such as:  
Pictures-Graphs-Maps-Charts**

## Essential Question

### How does the past link to the present and determine the future?

#### Written Response

1. How might the U.S. and Africa be different today if Europeans had not used African slave labor?
2. In what ways did the African slave trade impact both the Western Hemisphere and Africa?
3. In what ways do we see "slavery" in our modern world?

Answer ONE of the questions above. Include the following in your response:

- At least 1 Vocabulary word
- At least 1 detail from Pictures-Graphs-Maps-Charts
- At least 1 detail from each Sub-heading

#### Model-Options:

- Can write whole class for the first one.
- Student pairs can write one together.
- Students can identify the Vocabulary word, detail from picture-graph-maps-chart and information from each sub-heading in your example.

Both the U.S. and Africa would be different today if Europeans had not used African slave labor. First, Africa would most likely have a higher population if they were not taken for slaves. According to, "The Middle Passage Chart" millions died. Most died from malnutrition, or lack of food. They also might have been a stronger continent because they would have been able to make progress without their men being taken and their communities being torn apart.

In the U.S., there probably would not be as many people today who trace their roots back to Africans so we would not see as much of their culture and traditions. We also may not have been able to gain such wealth because plantation owners would have had to pay for labor.

The African slave trade impacted both the Western Hemisphere and Africa. In Africa, it tore apart communities by taking mostly the males and young for slaves for over 300 years. There would be many more Africans today, had Europeans not been involved in the trans-Atlantic slave trade bringing them across the Atlantic Ocean to work on plantations in the colonies. The picture shows the cruel conditions the slaves had to endure on the ship which led to the death of many.

The Western Hemisphere would not have been able to rely on free labor, and therefore, their plantations would not have made such a big profit. This might have discouraged some European countries from even settling in the Americas and could have changed the entire make-up of the people in the Western Hemisphere today.

Although Africans are not being transported across the Atlantic Ocean to the United States in the trans-Atlantic slave trade today, many people are working in unfair conditions and being paid very low wages which is similar to slavery. An incentive for many companies is to earn a high profit, and that means trying to cut labor costs as much as possible. The pictures show the cruel conditions slaves had to endure on the ships, this is similar to children who are working in other parts of the world in unsafe buildings and being paid very little. Many of the workers who are being forced to work in modern slavery are young, just like the slaves that were taken from Africa in the 1500's.