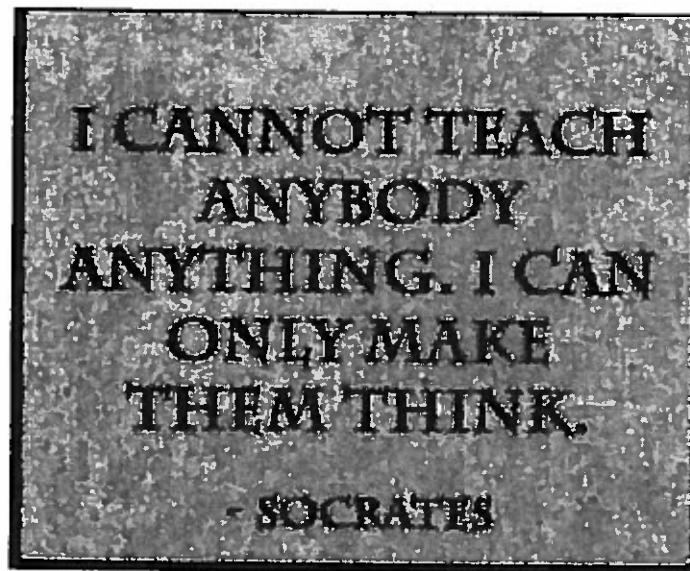


Davison

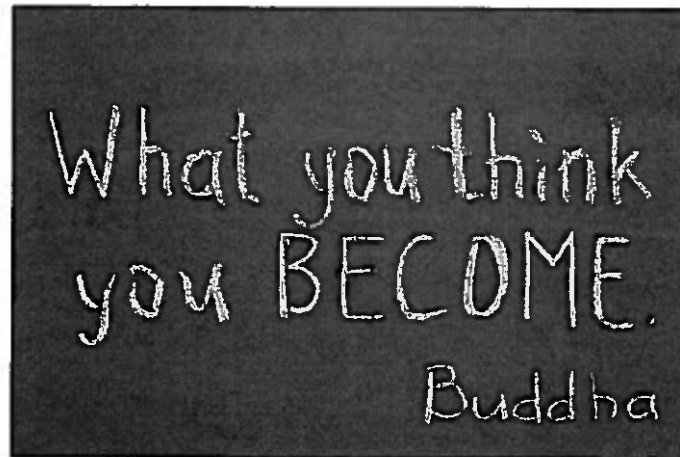
ELA Handbook K-4

2016-2017



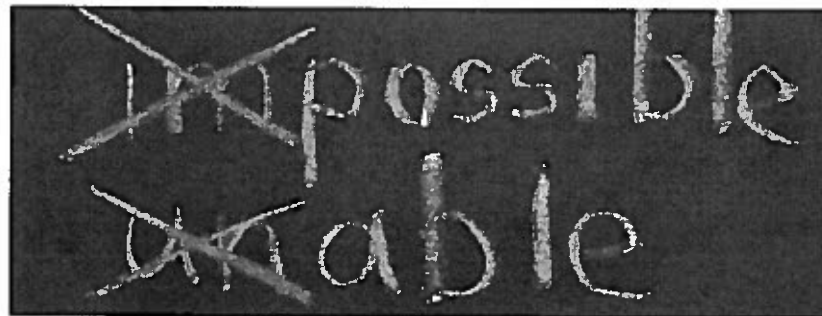
District Strategies

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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22. Class Composite Sheet	p. 60-61

Assessment Calendar

Word Study--Spelling Inventory- Words Their Way (WTW)

You will need:

- Spelling Inventory Word List-Kindergarten-Primary- Elementary p. 54-57
- A class set of Feature Guides p. 58-59
- One class composite sheet p. 60-61

Grade Level	First Testing Window	Second Testing Window	Third Testing Window
Kindergarten	Oct. 31-Nov. 9	Jan. 3-12	May 30-June 9
1-4th 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. 15-17
- Student Guide for each piece p.18-36
- Rubrics-GISD p. 37-51
- 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
1-4th Grade	Aug. 22-Sept. 9	End of each Unit Narrative, Opinion, Informational

Prompts: http://melissawingela.weebly.com/uploads/1/8/6/6/18663292/k-2_prompts_december_2015.pdf
http://melissawingela.weebly.com/uploads/1/8/6/6/18663292/3-5_prompts_december_2015.pdf

Rubrics-GISD

<http://melissawingela.weebly.com/opinionargument.html>
<http://melissawingela.weebly.com/informativeexplanatory.html>
<http://melissawingela.weebly.com/informativeexplanatory.html>

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>

Assessment Calendar...another view

2016

Spelling Inventory-WTW

Kindergarten

Oct. 31-Nov. 9

Jan. 3-12

May 30-June 9

1-4th Grade

Aug. 22-Sept. 9

Jan. 3-12

May 30-June 9

Writing-On-Demand

Narrative, Opinion, Informational

Kindergarten

Pre-Tests

Aug. 22-Sept. 30

1-4th Grade

Pre-Tests

Aug. 22-Sept. 9

K-4th

Post-Tests

End of each Unit

Narrative, Opinion, Informational

Reading-Common Assessments

1-4

End of each Unit

**Assessments to be completed*

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	31					

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	31					

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 Amy, amy@studio.com

DRA

Oct. 3-Oct. 14
Jan. 3-Jan. 13
March 13-March 24
May 30-June 9

Date Entered into Illuminate Deadline

Oct. 21
Jan. 16
March 31
June 16

Dibels

Aug. 29-Sept. 9
Jan. 3-Jan. 13
May 1-May 12

Leadership Meeting Calendar

All meetings: 4:15-6:15

Location: To Be Determined

Please bring: chromebook and Word Study Binder

ACC-Phase IV Common Assessments

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

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 (*Word Study Binder*)

- ☐ **Common Core “Cheat Sheets”** (see Links p.10)
- ☐ **ACC Document** (see Links p.10)
- ☐ **Word Study Resources** (see Links p.10)
 - ☐ **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.10)
 - ☐ Binder-with Units
 - ☐ Navigate Website
 - ☐ Teaching Points
 - ☐ Mentor Texts
- ☐ **On-Demand Writing Prompts** (p. 15-17)
 - ☐ Narrative, Opinion, Informational
- ☐ **Writing Rubrics for Grade Level**
 - ☐ Narrative, Opinion, Informational (p. 37-51)
- ☐ **Sight Words Rubric** for Kindergarten and 1st Grade (p. 52)
- ☐ **Question Stems aligned to Common Core** (see Links p.10)

Instructional Practices

- ☐ Use Common Core to design lessons
- ☐ Use Question Stems to help guide instruction
- ☐ Stage of Spelling Development Groups for Word Study
- ☐ 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)

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 & 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"> • "grand conversations" • whole group • small groups • instructional conversations • oral responses <p>Students also listen to the teacher during:</p> <ul style="list-style-type: none"> • read-aloud • mini-lessons • other oral responses 	<p>Teacher systematically teaches students about:</p> <ul style="list-style-type: none"> • Letter-sound relationships • Spelling • Strategies for encoding and decoding words • Vocabulary acquisition <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"> • Teacher models (thinks aloud) the skills and strategies of a proficient reader • Students concentrate on using comprehension strategies and having accountable conversations 	<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"> • Text that all students have or can see • Students actively involved • Text higher than student independent level (varying levels of complexity) • Teacher thinks aloud strategies they are using to help them navigate the text • Teacher and students read and think through the text together • Readers may be invited to read along • May model and practice retelling
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 (www.jarichardsonguidedReader.com)</p> <ul style="list-style-type: none"> • 3-6 readers of similar level • Readers begin by rereading familiar texts • Teacher selects one student to administer a running record • Teacher introduces new book, providing scaffolding with a particular skill, strategy (may include word work or vocabulary) • Readers read the book independently • Possible extension activity • blogs.scholastic.com/files/guided-reading-vs-strategy-lessons.doc 	<ul style="list-style-type: none"> • Small group of 3-6 readers with same strategy need (may be different reading levels) • Lesson always begins with teacher naming the strategy, briefly demonstrating the strategy, and then inviting readers to try it out • Strategy Lessons resemble mini-lessons • Readers read their book independently applying strategy • blogs.scholastic.com/files/guided-reading-vs-strategy-lessons.doc 	<p>Place where readers actively engage in MEANINGFUL, RELEVANT and INDEPENDENT practice</p> <ul style="list-style-type: none"> • Students work by themselves or in small groups • Explore literacy • Reinforce and expand literacy skills • Place to engage in learning through interaction 	<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"> • Independent Reading is taking place when readers are able to read the text with 95%+ accuracy and can understand what they are reading • Readers read self-selected materials • Readers respond to reading • Teacher monitors and confers with readers • Independent Reading takes place after a demonstration or explicit teaching (mini-lesson) • Readers build stamina (40-45 minutes)

Balanced Literacy Components Chart

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

Reader's Workshop

Correlation Chart for Reader's Workshop model with materials/MAISA units

90-120 Minutes Total		K	1	2	3	4
Workshop Block- 45-60 minutes	Mini Lesson 10 minutes	MAISA Reading Unit Use Mentor Text	MAISA Reading Unit Use Mentor Text	MAISA Reading Unit Use Mentor Text	MAISA Reading Unit Use Mentor Text	MAISA Reading Unit Use Mentor Text
	Independent Practice/Guided Reading/ Workstations 30-45 minutes	Use Classroom Libraries of Leveled Text & Literacy Library	Use Classroom Libraries of Leveled Text & Literacy Library	Use Classroom Libraries of Leveled Text & Literacy Library	Use Classroom Libraries of Leveled Text & Genre Books & Literacy Library	Use Classroom Libraries of Leveled Text & Genre Books & Literacy Library
	Wrap-up 10 minutes	Student Share	Student Share	Student Share	Student Share	Student Share
Shared Reading 15-20 minutes/5-days week	Comprehension Strategies Taught	Use Rigby Big Books	Use Rigby & Old Anthology Stories	Use Rigby & Old Anthology Stories	MAISA Reading Unit Use Mentor Text & Class Sets	MAISA Reading Unit Use Mentor Text & Class Sets
Read Aloud with Accountable Talk 15-20 minutes/2-3 days week	Additional Comprehension Work- May not be everyday	Making Meaning	Making Meaning	Making Meaning	*Carry over from MAISA Mentor Texts using Making Meaning Format	*Carry over from MAISA Mentor Texts using Making Meaning Format
Word Study/Spelling 15-20 minutes/5-days week	(K-Pals) (Scholastic HF Word Program) (Secret Stories) Words Their Way	Fountas & Pinnell (Secret Stories) Spelling Connections Words Their Way	Fountas & Pinnell (Secret Stories) G.U.M. Spelling Connections Words Their Way	(Secret Stories) G.U.M. Spelling Connections Words Their Way	(Secret Stories) G.U.M. Spelling Connections Words Their Way	(Secret Stories) G.U.M. Spelling Connections Words Their Way

Items in (*) are being used as supplements, but have not went through the ACC Process.

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_02.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 Tab

Word Study

- <http://www.isd500.k12.mn.us/uploads/3/5/9/9/3599199/wordstheirwayletterandpicturesortsforspellers.pdf>
- <http://citrusclementary.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/wordstheirwayforwithinwordpatternspellers.pdf>
- <http://wordstheirway.cmswiki.wikispaces.net/Syllable-Affix+Sorts>
- http://ede424uri.wikispaces.com/file/view/words_their_way_words_sorts_for_derivational_relations_spellers.pdf
- http://readingandwritingproject.com/public/resources/assessments/spelling/spelling_elementary.pdf
- **Signs for Sounds**
<http://www.readnaturally.com/knowledgebase/documents-and-resources/25/345>
- **Secret Stories** <http://thesecretstories.com/>

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.tlms.org/PDFs/05%20Writers%20Workshop%20v001%20\(Full\).pdf](http://www.tlms.org/PDFs/05%20Writers%20Workshop%20v001%20(Full).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/0BxSIOHOKy1K_OENua0lvVE9PO2c/view

Google Classroom

- <https://classroom.google.com>

Access code: etf8cb

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=0Bvorwz8C_W7gfmZlYzR0QIE2WkoteDlMWTlrNG9tdmtoMEhPak9DenNrTXluSmIMNUVnblk&usp=sharing

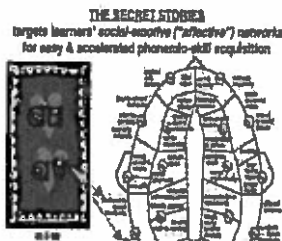
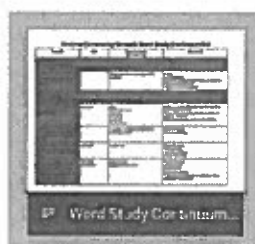
- IXL <https://www.ixl.com/ela/>

Available Resources

- MAISA Unit binders (required)
- Words Their Way-Grade levels share Teacher's Edition and Word Sorts
- Signs for Sounds
- Word Study Continuum (Coming October 2016)
- Fountas and Pinnell
- Spelling Connections-Teacher's Edition
- Secret Stories
- Mentor Texts
- G.U.M. books
- Rigby Books
- Making Meaning

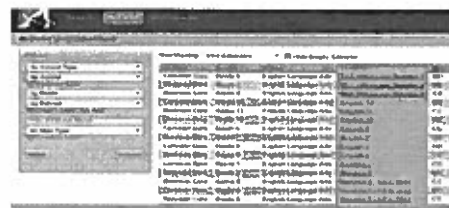
Resources

Word Study



Reading

- MAISA Units
- Mentor Texts-Varies by grade level
- Readworks.org
- Rigby Books
- Making Meaning



Writing

- MAISA Units
- On-Demand prompts
- Rubrics

Grammar

- Write Well
- Grammar that Transfers
- IXL
- G.U.M. books



Managing Complex Change-ELA K-4

Vision	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.			
Skills	<u>Word Study</u> 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	<u>Reading</u> 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 DRA and Dibels data to guide instruction	<u>Writing</u> 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	<u>Grammar</u> Clear understanding of the Common Core expectations for Grammar Using a variety of resources to teach grammatical skills
Incentives	All students will show growth in Reading, Writing, Grammar and Word Study.			
Resources	<u>Word Study</u> Spelling Inventory (required) Feature Guide Class Composite <i>Words Their Way</i> Word Sorts Google Classroom (resources) <ul style="list-style-type: none"> Code to join: etf8cb Teacher's Edition- <i>Spelling Connections</i> Fountas and Pinnell <i>Secret Stories</i> <i>Making Meaning</i> <i>Signs for Sounds</i>	<u>Reading</u> MAISA Units (required) Mentor Texts (lists available) Making Meaning Reader's Workshop (required) Rigby Books Various books for classroom library Scholastic magazines <ul style="list-style-type: none"> Integrate Social Studies and Science Question Stems aligned to Common Core Running Records (form not standard)	<u>Writing</u> MAISA Units (required) Mentor Texts (lists available) Writer's Workshop (required) Question Stems aligned to Common Core On-Demand Writing Prompts GISD Rubrics	<u>Grammar</u> Grammar that Transfers Write Well IXL G.U.M. books

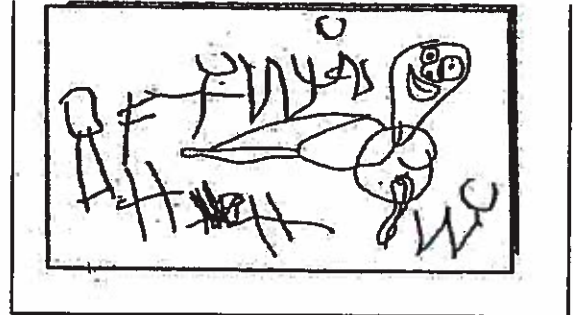
Action Plan	<u>Word Study</u>	<u>Reading</u>	<u>Writing</u>	<u>Grammar</u>
	<p>Get copies of Spelling Inventory, feature guide for each student, class composite sheet, and sorts that could be used for students at grade level.</p> <p>Plan how to train the whole class.</p> <p>Create a schedule or a couple 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>Choose Running Records Form.</p> <p>Check out the Reading and Writing Project, and Readworks</p> <p>Check classroom libraries for a variety of books including informational text.</p> <p>Plan ways to use DRA and Dibels data to guide instruction.</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 GISD 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>

Development Stages of Writing Rubric

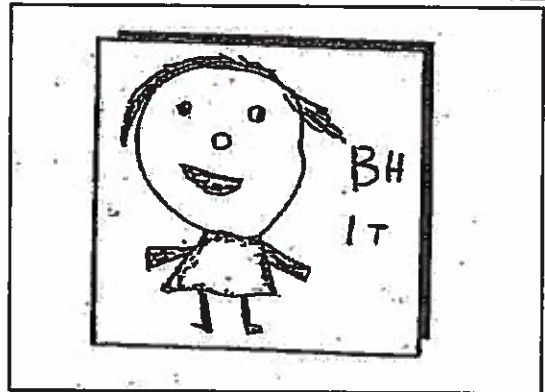
Take a writing sample and highlight what the writer can do and then circle the stage and staple to sample. It is helpful to take a writing sample at the beginning, middle, and end of year to record writing growth.

Pre-Writer

- ☐ Communicates using pictures
- ☐ Random letters or symbols do not convey meaning

**Emergent**

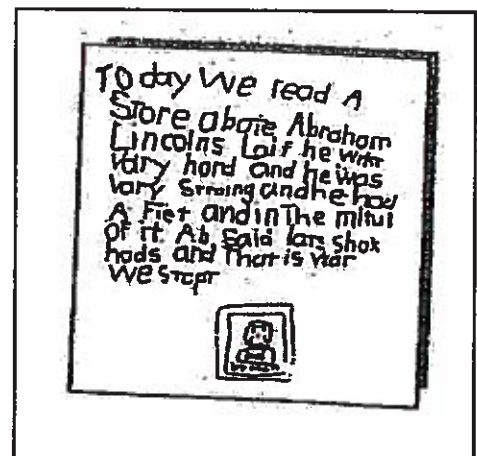
- ☐ Conveys message through a drawing
- ☐ Uses some familiar letters and words as labels
- ☐ May write some familiar words from memory
- ☐ May copy words, sentences displayed in classroom

**Beginning**

- ☐ Text conveys meaning
- ☐ Child can read it, but others may not
- ☐ Begins to use space to separate words
- ☐ Uses some beginning, middle, and ending letters

**Developing**

- ☐ Is developing fluency
- ☐ Conveys complete thoughts in a logical sequence
- ☐ May write simple, repetitive sentences
- ☐ Uses invented spellings that others can read
- ☐ Spells several words correctly
- ☐ Uses Spaces between words



On-Demand Writing Prompts

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.

On-Demand Writing Prompts

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

"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)

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 ‘On-Demand’ Assessment Writing Prompt- *Teacher Directions*

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

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*

Day 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

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.

Name: _____ Date: _____

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Narrative or Realistic Fiction On-Demand Post Test Kindergarten

Name _____ **Date** _____

Name: _____ Date: _____

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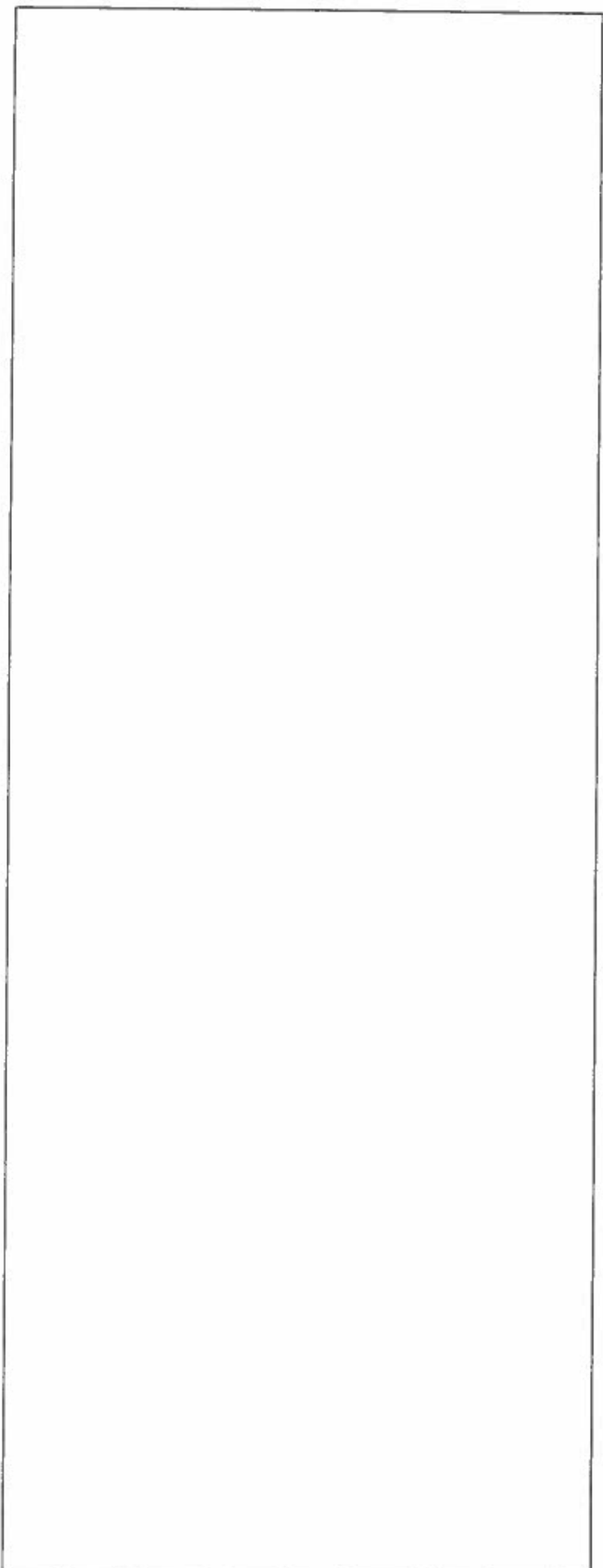
Opinion On-Demand Post Test Kindergarten

Name: _____

Date: _____



Name: _____ Date: _____



Informational On-Demand Post Test Kindergarten

Name: _____

Date: _____





Personal Narrative or Realistic Fiction “On-Demand” Assessment

Today is your day to show off your writing skills

Directions:

Write your best **personal narrative or realistic fiction**.

is is a true story about one time in your life or something that could be true.

- Remember to focus on just one moment.
- Make sure you go through the entire writing process:
planning, drafting, revising and editing.

As you write your best personal narrative or realistic fiction make sure you:

- ☐ Include a beginning, middle and an end
- ☐ 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

Name: _____

Date: _____

First Grade Narrative On-Demand Pre-Test

Name: _____

Date: _____

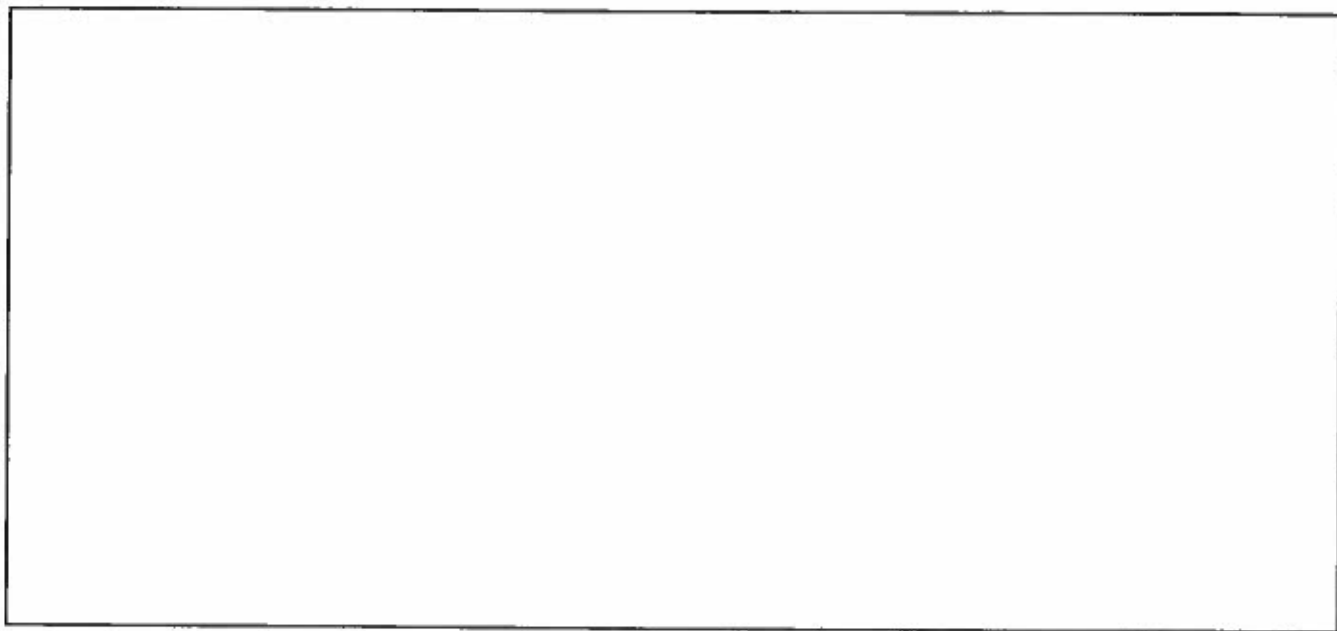
A large, empty rectangular box with a black border, intended for a student to write a narrative response.



First Grade Narrative On-Demand Post-Test

Name: _____

Date: _____





Opinion

"On-Demand"

Assessment

Today is your day to show off your writing skills.

Directions:

Write your best **opinion piece**. You will write about an idea or an opinion you have strong feelings about.

- Remember to use everything you know about this type of writing.
- Write your opinion and convince your reader by telling why you feel this way.
- Your piece can be a letter, a review or an essay.
- Make sure you go through the entire writing process: planning, drafting, revising and editing.

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

- ☐ State your opinion
- ☐ Include reasons stated by facts and details
- ☐ Use transition words and phrases
- ☐ Include a sense of closure

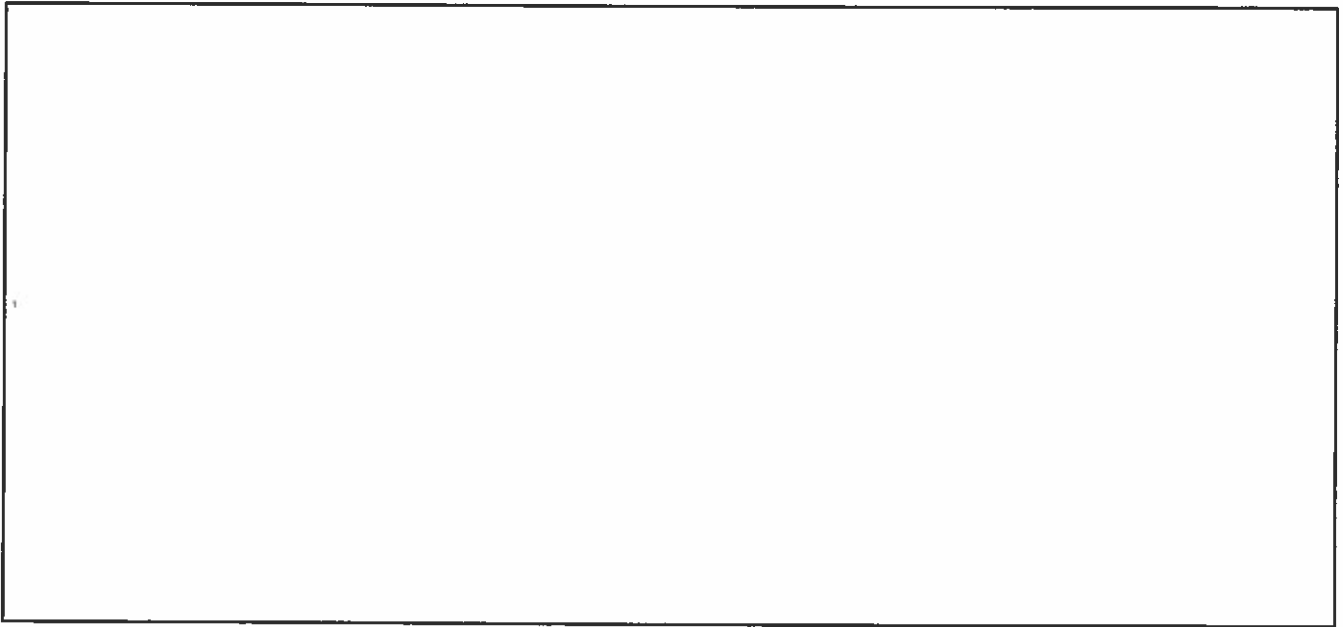
Name: _____

Date: _____

First Grade Opinion On-Demand Pre-Test

Name: _____

Date: _____



First Grade Opinion On-Demand Post-Test

Name: _____

Date: _____







Informational “On-Demand” Assessment

Today is your day to show off your writing skills.

Directions:

Write your best **informational piece** on a topic you have studied or know a lot about.

- Remember to make your writing interesting to the reader.
- Make sure you go through the entire writing process:
planning, drafting, revising and editing.

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

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

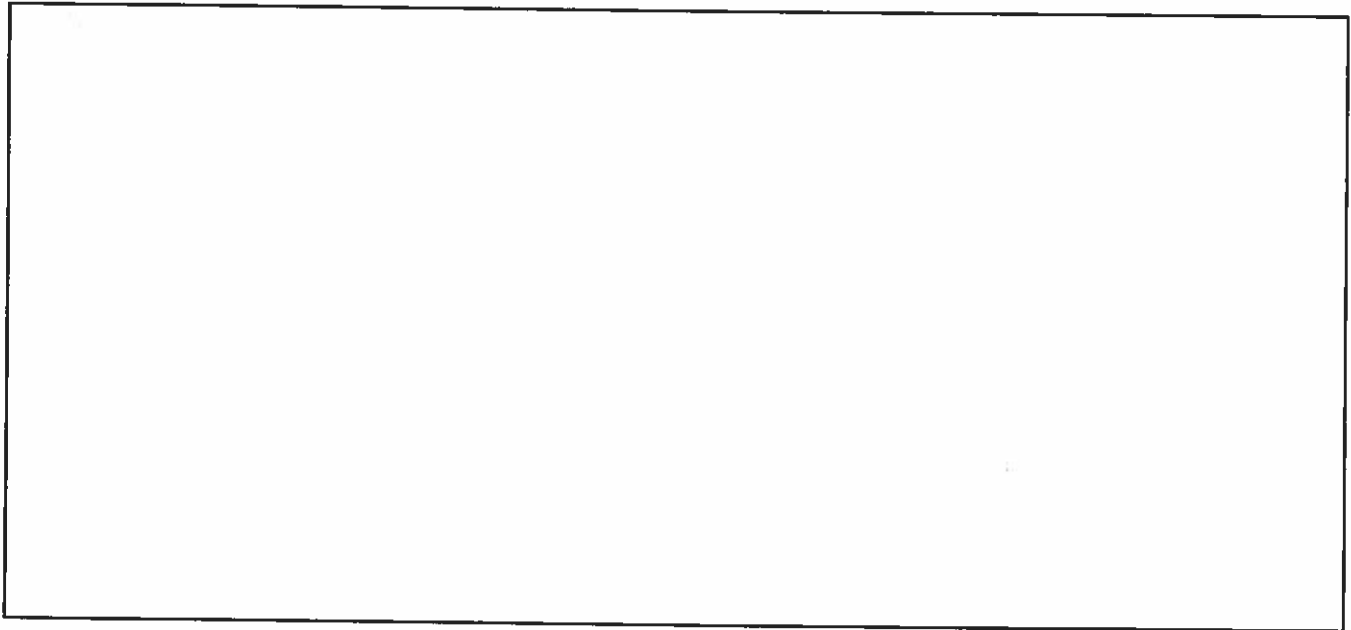
me: _____

Date: _____

First Grade Informational/Expository On-Demand Pre-Test

Name: _____

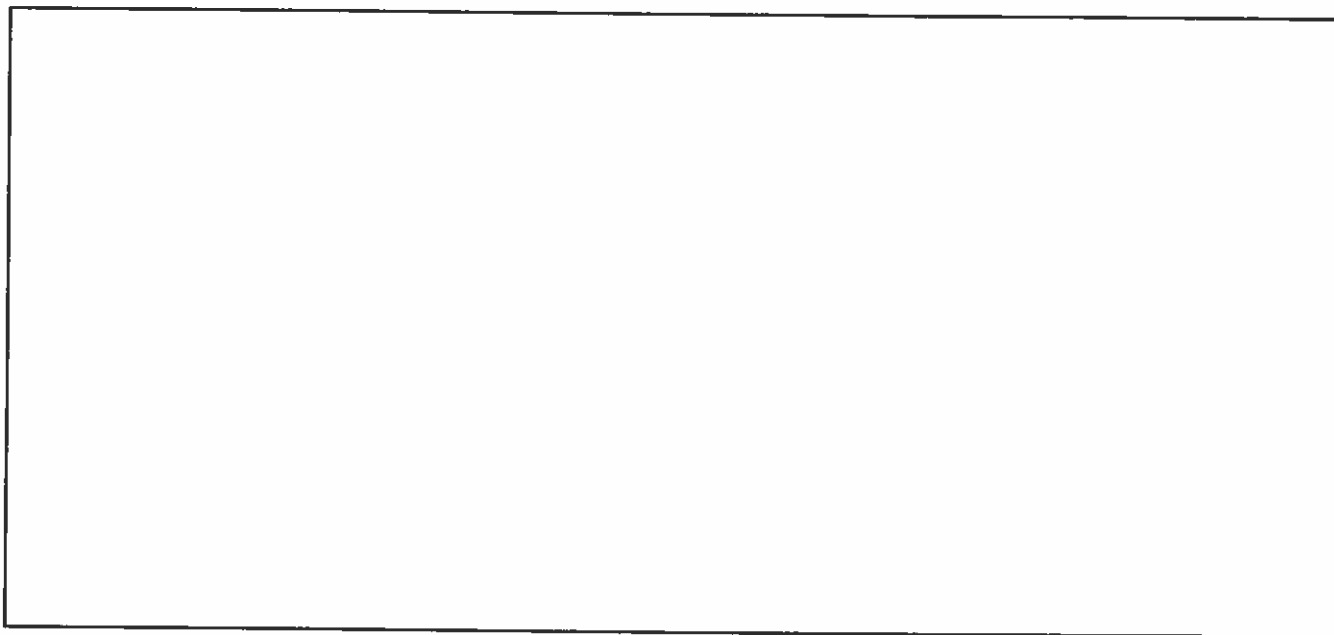
Date: _____



First Grade Informational/Expository On-Demand Post-Test

Name: _____

Date: _____





Personal Narrative or Realistic Fiction “On-Demand” Assessment

Today is your day to show off your writing skills

Directions:

Write your best **personal narrative or realistic fiction**.

This is a true story about one time in your life or something that could be true.

- Remember to focus on just one moment.
- Make sure you go through the entire writing process:
planning, drafting, revising and editing.

As you write your best personal narrative or realistic fiction 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 and phrases

Name: _____

Date: _____



Opinion

“On-Demand”

Assessment

Today is your day to show off your writing skills.

Directions:

Write your best **opinion piece**. You will write about an idea or an opinion you have strong feelings about.

- Remember to use everything you know about this type of writing.
- Write your opinion and convince your reader by telling why you feel this way.
- Your piece can be a letter, a review or an essay.
- Make sure you go through the entire writing process: planning, drafting, revising and editing.

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

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

Name: _____

Date: _____



Informational “On-Demand” Assessment

Today is your day to show off your writing skills.

Directions:

Write your best **informational** piece on a topic you have studied or know a lot about.

- Remember to make your writing interesting to the reader.
- Make sure you go through the entire writing process:
planning, drafting, revising and editing.

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

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

Name: _____

Date: _____

Kindergarten Narrative Instructional Analytic Writing Rubric

Name _____

Date _____

Mode _____

Narrative: Stories about real or imagined experiences.

	Meets Standards			Approaching Standards			Developing			Emergent		
Content /Ideas	<ul style="list-style-type: none"> • Writing and drawing stays on topic • Two or more relevant, different details in the writing that support the topic (setting, internal thinking, physical description, character action, and dialogue) • Drawing supports and enhances the writing 			<ul style="list-style-type: none"> • Writing and drawing stays on topic most of the time • Two or more relevant details in the writing that support the topic (setting, internal thinking, physical description, character action, and dialogue) 			<ul style="list-style-type: none"> • Drawing and writing is generally related to the topic; focus may wander • One relevant detail in the writing (setting, internal thinking, physical description, character action, and dialogue) • Reads like a list 			<ul style="list-style-type: none"> • No writing • Unreadable • Drawing and/or writing show little development of the topic • List or labels 		
Organization	<ul style="list-style-type: none"> • Logical sequence including a beginning, middle, and an end. • Lead • Uses transition words between ideas when appropriate • Reaction to what happened 			<ul style="list-style-type: none"> • Logical sequence from beginning to end • Beginning to use transition words between ideas when appropriate 			<ul style="list-style-type: none"> • Attempt at a sequence • Unreadable at times 			<ul style="list-style-type: none"> • Evidence of sketch or drawing with little to no labeling • No writing • Unreadable • Incorrect Text Type (opinion or informational) • 1 sentence 		
Style/Voice	<ul style="list-style-type: none"> • Personalizes writing by using two or more of the following: descriptive detail, precise word choice, strong verbs, humor, adjectives/adverbs • Uses a variety of sentence structures; sentences more complex 			<ul style="list-style-type: none"> • Personalizes writing by using one of the following: descriptive detail, precise word choice, strong verbs, humor, adjectives/adverbs • Few sentences are repetitive in nature 			<ul style="list-style-type: none"> • Simple sentences • Adjectives and/or adverbs 			<ul style="list-style-type: none"> • No writing • Unreadable • 1 simple sentence • Limited vocabulary 		
Conventions See grade level CCSS Grade Level Standards Pg. 26	<ul style="list-style-type: none"> • Grammar and usage (L.K.1 (a-d)) • Spelling, punctuation, and capitalization (L.K.2 (a-d)) • Hears and records most sounds in words • Capitalizes the first word in a sentence • Capitalizes the pronoun I • Uses upper and lower case letters appropriately within words most of the time • Forms most letters accurately 			<ul style="list-style-type: none"> • Uses end punctuation (period/question mark) correctly most of the time • Records some medial sounds • Many grade level high frequency words written correctly • Uses spaces between words 			<ul style="list-style-type: none"> • Writes initial sounds for most words • Demonstrates progression from left to right and top to bottom • Records some final sounds • Uses punctuation, not always correctly • Beginning to use spaces between words • Upper and lower case letters used inconsistently 			<ul style="list-style-type: none"> • No writing • Unreadable • Limited sound/letter correspondence • Lines, symbols, or squiggles • Random letters and numbers • Random words • No spaces 		
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	55 54 53 52 51	50 49 48 47 46	45 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 YELLOW highlighter on the rubric for Pre-Test Assessment and a **JK** highlighter on the same rubric for Post-Test Assessment to show growth.

Kindergarten 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"> Supplies at least one reason supporting the clearly stated opinion May include some extraneous details Includes some variety of nouns/pronouns 				<ul style="list-style-type: none"> Clearly stated opinion Reason(s) stated, but does not support opinion 								<ul style="list-style-type: none"> Gives declarative sentence about topic, not an opinion (I eat ice cream.) No writing Unreadable Drawing and/or writing show little development of the topic List or labels 			
Organization	H (24) Covered in Content and Ideas	M (22) Covered in Content and Ideas	L (20) Covered in Content and Ideas		H (18) Covered in Content and Ideas	M (16) Covered in Content and Ideas	L (14) Covered in Content and Ideas		H (12) Covered in Content and Ideas	M (10) Covered in Content and Ideas	L (8) Covered in Content and Ideas		H (6) Covered in Content and Ideas; may want to highlight if applicable: Incorrect Text Type (narrative or informational)	M (4) Covered in Content and Ideas; may want to highlight if applicable: Incorrect Text Type (narrative or informational)	L (2) Covered in Content and Ideas; may want to highlight if applicable: Incorrect Text Type (narrative or informational)	
Style	Not assessed for this grade level and text type.				Not assessed for this grade level and text type.				Not assessed for this grade level and text type.				Not assessed for this grade level and text type.			
Conventions: See grade level CCSS Grade Level Standards Pg. 26	<ul style="list-style-type: none"> Grammar and usage (L.K.1 (a-f)) Spelling, punctuation, and capitalization (L.K.2 (a-d)) Hears and records most sounds in words Capitalizes the first word in a sentence Capitalizes the pronoun I Uses upper and lower case letters appropriately within words most of the time Forms most letters accurately 				<ul style="list-style-type: none"> Uses end punctuation (period/question mark) correctly most of the time Records some medial sounds Many grade level high frequency words written correctly Uses spaces between words 				<ul style="list-style-type: none"> Writes initial sounds for most words Demonstrates progression from left to right and top to bottom Records some final sounds Uses punctuation, not always correctly Beginning to use spaces between words Upper and lower case letters used inconsistently 				<ul style="list-style-type: none"> No writing Unreadable Limited sound/letter correspondence Lines, symbols, or squiggles Random letters and numbers Random words No spaces 			
Holistic	H (12) 36 35 34	M (11) 33 32 31	L (10) 30 29 28		H (9) 27 26 25	M (8) 24 23 22	L (7) 21 20 19		H (6) 18 17 16	M (5) 15 14 13	L (4) 12 11 10		H (3) 9 8 7	M (2) 6 5	L (1) 4 3	

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.

Kindergarten 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"> Task/purpose is evident Adequately supports topic with more precise "facts" as the writer believes true Generally grade appropriate domain specific vocabulary with no more than one misconception 			<ul style="list-style-type: none"> Supports topic with some "facts" as the writer believes true Grade appropriate domain specific vocabulary that could have misconceptions May contain some extraneous facts/information 			<ul style="list-style-type: none"> Minimal focus on the task and/or too broad a purpose Contains at least one "fact" the writer believes true Minimal grade appropriate domain specific vocabulary that could have misconceptions 			<ul style="list-style-type: none"> No writing Unreadable Drawing and/or writing show little development of the topic List or labels 		
Organization	<ul style="list-style-type: none"> Text Structure(s): Description, sequence, compare & contrast, cause & effect, and/or problem & solution Organizes ideas using at least two text features (title, introduction, table of contents, headings, captions, categories, diagrams, conclusion, glossary, bold face words, chapters, drawing, zoom in, cut-away, directional arrows, etc.) 	H (24)	M (22)	L (20)	<ul style="list-style-type: none"> Organizes ideas using at least one text feature (title, introduction, table of contents, headings, captions, categories, diagrams, conclusion, glossary, bold face words, chapters, drawing, zoom in, cut-away, directional arrows, etc.) 	H (18)	M (16)	L (14)	<ul style="list-style-type: none"> Evidence of sketch or drawing with little to no labeling No writing Unreadable Incorrect Text Type (narrative or opinion) 1 sentence 	H (6)	M (4)	L (2)
Style	<ul style="list-style-type: none"> Not assessed for this grade level and text type. 	H (12)	M (11)	L (10)	<ul style="list-style-type: none"> Not assessed for this grade level and text type. 	H (9)	M (8)	L (7)	<ul style="list-style-type: none"> Not assessed for this grade level and text type. 	H (6)	M (5)	L (4)
Conventions: See grade level CCSS Grade Level Standards Pg. 26	<ul style="list-style-type: none"> Grammar and usage (L.K. 1 (a-f)) Spelling, punctuation, and capitalization (L.K. 2 (a-d)) Hears and records most sounds in words Capitalizes the first word in a sentence Capitalizes the pronoun I Uses upper and lower case letters appropriately within words most of the time Forms most letters accurately 				<ul style="list-style-type: none"> Uses end punctuation (period/question mark) correctly most of the time Records some medial sounds Many grade level high frequency words written correctly Uses spaces between words 				<ul style="list-style-type: none"> Writes initial sounds for most words Demonstrates progression from left to right and top to bottom Records some final sounds Uses punctuation, not always correctly Beginning to use spaces between words Upper and lower case letters used inconsistently 			
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)
	48 47 46 45	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 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.

1st Grade Narrative Instructional Analytic Writing Rubric

Name _____ Date _____ Mode _____

Narrative: Stories about real or imagined experiences.

	Meets Standards				Approaching Standards				Developing				Emergent			
	H (24)	M (22)	L (20)		H (18)	M (16)	L (14)		H (12)	M (10)	L (8)		H (6)	M (4)	L (2)	
Content/Ideas	<ul style="list-style-type: none"> Narrow and focused topic Three or more different yet relevant types of details (setting, internal thinking, physical description, character action, and dialogue) "Heart" of the Message is evident 				<ul style="list-style-type: none"> Writing stays on topic Two or more different yet relevant types of details (setting, internal thinking, physical description, character action, and dialogue) 				<ul style="list-style-type: none"> Drawing and writing is generally related to the topic; focus may wander Two relevant details in the writing (setting, internal thinking, physical description, character action, and dialogue) 				<ul style="list-style-type: none"> No writing Unreadable Drawing and/or writing show little development of the topic List or labels Lacks detail 			
Organization	<ul style="list-style-type: none"> Lead that matches the topic Sense of closure that may link back to "Heart" of the Message Evidence of temporal and/or linking words when appropriate Narrative reads smoothly and flows naturally 				<ul style="list-style-type: none"> Logical sequence including a beginning, middle, and an end. Beginning to use temporal and/or linking words when appropriate 				<ul style="list-style-type: none"> Unreadable at times Reaction to what happened, but no sense of closure Attempt at sequence but underdeveloped/incomplete 				<ul style="list-style-type: none"> Evidence of sketch or drawing with little to no labeling No writing Unreadable Incorrect Text Type (opinion or informational) 1 sentence 			
Style/Voice	<ul style="list-style-type: none"> Personalizes writing by using at least two (different) of the following: descriptive detail, precise word choice, strong verbs, humor, adjectives/adverbs Uses a variety of sentence structures; sentences more complex Takes risks with punctuation 				<ul style="list-style-type: none"> Personalizes writing by using two of the following: descriptive detail, precise word choice, strong verbs, humor, adjectives/adverbs Few sentences are repetitive in nature 				<ul style="list-style-type: none"> Simple sentences Personalizes writing by using one of the following: descriptive detail, precise word choice, strong verbs, humor, adjectives/adverbs 				<ul style="list-style-type: none"> No writing Unreadable 1 simple sentence Limited vocabulary 			
Conventions See Grade Level CCSS Standards Pg. 26	<ul style="list-style-type: none"> Grade level high frequency words written correctly Grammar and usage {L.1.1 (a-f)} Spelling, punctuation, and capitalization {L.1.2 (a-e)} 				<ul style="list-style-type: none"> Many grade level high frequency words written correctly Complete sentences are present Uses upper and lower case letters correctly Writes untaught words phonetically Uses upper and lower case letters appropriately within words Forms letters accurately 				<ul style="list-style-type: none"> Uses spaces between words Capitalizes the first word in a sentence Capitalizes the pronoun I Writes medial and final sounds Uses punctuation, not always correctly 				<ul style="list-style-type: none"> No writing Unreadable Limited sound/letter correspondence Random letters, words and/or numbers Upper and lower case letters used inconsistently Writes initial sounds for most words No spaces/inconsistent 			
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	55 54 53 52 51	50 49 48 47 46		45 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 YELLOW highlighter on the rubric for Pre-Test Assessment and a PINK highlighter on the same rubric for Post-Test Assessment to show growth.

1st 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		
	H (24)	M (22)	L (20)	H (18)	M (16)	L (14)	H (12)	M (10)	L (8)	H (6)	M (4)	L (2)
Content/Ideas	<ul style="list-style-type: none"> Introduces the topic Supplies at least one reason supporting the clearly stated opinion May include some extraneous details Includes some variety of nouns/pronouns for specificity 			<ul style="list-style-type: none"> Clearly stated opinion Reason(s) stated but does not support opinion 						<ul style="list-style-type: none"> Gives declarative sentence about topic, not an opinion (I eat ice cream.) Unreadable 		
Organization	<ul style="list-style-type: none"> Introduces the topic Linking word(s) such as <u>because</u> connecting the opinion <u>and</u> reason Sense of closure May include solution 									<ul style="list-style-type: none"> Evidence of sketch or drawing with little to no labeling No writing Unreadable Incorrect Text Type (narrative or informational) 1 sentence 		
Style/Voice	H (12)	M (11)	L (10)	H (9)	M (8)	L (7)	H (6)	M (5)	L (4)	H (3)	M (2)	L (1)
	Not assessed for this grade level and text type.			Not assessed for this grade level and text type.			Not assessed for this grade level and text type.			Not assessed for this grade level and text type.		
Conventions: See grade level CCSS Grade Level Standards Pg. 26	<ul style="list-style-type: none"> Grade level high frequency words written correctly Grammar and usage {L.1.1 (a-f)} Spelling, punctuation, and capitalization {L.1.2 (a-e)} 			<ul style="list-style-type: none"> Many grade level high frequency words written correctly Complete sentences are present Uses upper and lower case letters correctly Writes untaught words phonetically Uses upper and lower case letters appropriately within words Forms letters accurately 			<ul style="list-style-type: none"> Uses spaces between words Capitalizes the first word in a sentence Capitalizes the pronoun I Writes medial and final sounds Uses punctuation, not always correctly Uses spaces between words 			<ul style="list-style-type: none"> Limited sound/letter correspondence Random letters, words, and/or numbers Little to no writing Unreadable Student dictated and/or significant adult support Upper and lower case letters used inconsistently Writes initial sounds for most words No spaces/inconsistent 		
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.

1st 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"> Task/purpose is evident Adequately supports topic with more precise "facts" as the writer believes true Generally grade appropriate domain specific vocabulary with no more than one misconception Contains no more than one extraneous fact/information 				<ul style="list-style-type: none"> Supports topic with some "facts" as the writer believes true Grade appropriate domain specific vocabulary that could have misconceptions May contain some extraneous facts/information 				<ul style="list-style-type: none"> Minimal focus on the task and/or too broad a purpose Contains at least one "fact" the writer believes true Minimal grade appropriate domain specific vocabulary that could have misconceptions 				<ul style="list-style-type: none"> No writing Unreadable Drawing and/or writing show little development of the topic List or labels 			
Organization	<ul style="list-style-type: none"> Text Structure(s): Description, sequence, compare & contrast, cause & effect, and/or problem & solution Organizes ideas using at least two text features (title, introduction, table of contents, headings, captions, categories, conclusion, glossary, bold face words, chapters, drawing, zoom in, cut-away, directional arrows, etc.) Sense of closure Beginning to use spaces, lines or separate pages between categories 				<ul style="list-style-type: none"> Names/introduces the topic Organizes ideas using at least one text feature (title, introduction, table of contents, headings, captions, categories, diagrams, conclusion, glossary, bold face words, chapters, drawing, zoom in, cut-away, directional arrows, etc.) 								<ul style="list-style-type: none"> Evidence of sketch or drawing with little to no labeling No writing Unreadable Incorrect Text Type (narrative or opinion) 1 sentence 			
Style/Voice	<ul style="list-style-type: none"> Grade level high frequency words written correctly Grammar and usage (L.1.1 (a-f)) Spelling, punctuation, and capitalization (L.1.2 (a-e)) 				<ul style="list-style-type: none"> Many grade level high frequency words written correctly Complete sentences are present Uses upper and lower case letters correctly Writes untaught words phonetically Uses upper and lower case letters appropriately within words Forms letters accurately 				<ul style="list-style-type: none"> Uses spaces between words Capitalizes the first word in a sentence Capitalizes the pronoun I Writes medial and final sounds Uses punctuation, not always correctly Uses spaces between words 				<ul style="list-style-type: none"> No writing Unreadable Limited sound/letter correspondence Random letters, words and/or numbers Upper and lower case letters used inconsistently Writes initial sounds for most words No spaces/inconsistent 			
Grade level CCSS Conventions: See Pg. 26	<ul style="list-style-type: none"> Grade level high frequency words written correctly Grammar and usage (L.1.1 (a-f)) Spelling, punctuation, and capitalization (L.1.2 (a-e)) 				<ul style="list-style-type: none"> Many grade level high frequency words written correctly Complete sentences are present Uses upper and lower case letters correctly Writes untaught words phonetically Uses upper and lower case letters appropriately within words Forms letters accurately 				<ul style="list-style-type: none"> Uses spaces between words Capitalizes the first word in a sentence Capitalizes the pronoun I Writes medial and final sounds Uses punctuation, not always correctly Uses spaces between words 				<ul style="list-style-type: none"> No writing Unreadable Limited sound/letter correspondence Random letters, words and/or numbers Upper and lower case letters used inconsistently Writes initial sounds for most words No spaces/inconsistent 			
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.

2nd 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			
<ul style="list-style-type: none"> Narrow, focused and developed topic "Heart" of the Message evident Specific details that are topic appropriate and create mental images, clarify content, or provide information Ideas read smoothly and flow naturally 				<ul style="list-style-type: none"> Narrow and focused topic 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) 				<ul style="list-style-type: none"> Focused topic Topic developed with details that support main idea Three or more different yet relevant types of details (setting, internal thinking, physical description, character action, and dialogue) 				<ul style="list-style-type: none"> Unreadable Undeveloped topic Focus may wander May be list like 			
<ul style="list-style-type: none"> Well elaborated sequence of events Smooth transitions between ideas and/or appropriate use of transition Sense of closure that links back to the "Heart" of the Message May begin to use paragraphs to organize ideas (<i>may demonstrate spaces or lines between ideas</i>) 				<ul style="list-style-type: none"> An effective lead Beginning to write a well elaborated sequence of events Sense of closure that may link back to the "Heart" of the Message Story/sentences reads smoothly and flows naturally 				<ul style="list-style-type: none"> Lead Beginning, middle, and end present, but undeveloped middle Sense of closure unrelated to "Heart" of the Message Evidence of temporal and linking words when appropriate 				<ul style="list-style-type: none"> Incorrect Text Type (opinion or informational) Shows little direction and vocabulary Sentence structures are limited Sentences lack relation to one another in an organized way 			
<ul style="list-style-type: none"> Writer is aware of audience and purpose Personalizes writing by using a variety of the following: <ul style="list-style-type: none"> descriptive detail, precise word choice, strong verbs, humor Takes risks with strong verbs, interesting language, and/or dialogue Creates emotion with author's craft Uses punctuation as a craft 				<ul style="list-style-type: none"> Writer is aware of audience Personalizes writing by using two of the following: <ul style="list-style-type: none"> descriptive detail, precise word choice, strong verbs, humor Variety of word choice: Descriptive vocabulary (strong adjectives), strong verbs, and/or creative language Uses a variety of sentence structures; sentences more complex Adds a personal reflection to writing 				<ul style="list-style-type: none"> Variety of word choice: Must have at least one of the following: descriptive vocabulary (strong adjectives), strong verbs, and/or creative language Personalizes writing by using one of the following: <ul style="list-style-type: none"> descriptive detail, precise word choice, strong verbs, humor Takes risks with interesting words (gigantic vs big) 				<ul style="list-style-type: none"> No clear voice Limited vocabulary 			
<ul style="list-style-type: none"> Well controlled grade appropriate language Demonstrates command of Standard English (See Common Core State Language Standards) Uses information from experiences and/or other sources when applicable 				<ul style="list-style-type: none"> High frequency words used are spelled correctly Well controlled grade appropriate language; may have occasional lapses in writing conventions Use of conventional spelling and spelling patterns with occasional lapses Demonstrates command of Standard English with occasional lapses (See Common Core State Language Standards) 				<ul style="list-style-type: none"> Inconsistent spelling of high frequency words Basic capitalization and punctuation generally correct Understanding of basic grammar rules 				<ul style="list-style-type: none"> Few grade level high frequency words spelled correctly No capitalization/incorrect capitalization No punctuation/incorrect punctuation Surface errors may make understanding difficult 			
Conventions See grade level CCSS Grade Level Standards Pg. 26															
H (12) M (11) L (10)				H (9) M (8) L (7)				H (6) M (5) L (4)				H (3) M (2) L (1)			
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2nd 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"> Introduces the topic Supplies at least two reasons for the clearly stated opinion Includes some variety of nouns/pronouns for specificity May include some extraneous details 				<ul style="list-style-type: none"> Clearly stated opinion Includes some proper nouns/details Supplies at least one reason for the clearly stated opinion 				<ul style="list-style-type: none"> Stated opinion Statements not reasons No reasons 				<ul style="list-style-type: none"> Gives declarative sentence about topic, not an opinion (I eat ice cream.) Unreadable Undeveloped topic Focus may wander Shows little direction and vocabulary Sentence structures are limited Sentences lack relation to one another in an organized way 			
Organization	<ul style="list-style-type: none"> Linking word(s) such as <i>because</i>, <i>another</i>, <i>also</i>, and connecting the opinion and at least two reasons Concluding statement or section May include solution 				<ul style="list-style-type: none"> Linking word(s) such as <i>because</i>, <i>another</i>, <i>also</i>, and connect an opinion and one reason Sense of closure 				<ul style="list-style-type: none"> Incorrect Text Type (narrative or informational) Unreadable No linking words No sense of closure 				<ul style="list-style-type: none"> Incorrect Text Type (narrative or informational) Unreadable No linking words No sense of closure 			
Style / Voice	<ul style="list-style-type: none"> Well controlled grade appropriate language Demonstrates command of Standard English (See Common Core State Language Standards) Uses information from experiences and/or other sources when applicable 				<ul style="list-style-type: none"> High frequency words used are spelled correctly Well controlled grade appropriate language. May have occasional lapses in writing conventions Use of conventional spelling and spelling patterns with occasional lapses Demonstrates command of Standard English with occasional lapses (See Common Core State Language Standards) 				<ul style="list-style-type: none"> Inconsistent spelling of high frequency words Basic capitalization and punctuation generally correct Understanding of basic grammar rules 				<ul style="list-style-type: none"> Few grade level high frequency words spelled correctly No capitalization/incorrect capitalization No punctuation/incorrect punctuation Surface errors may make understanding difficult 			
Conventions: See grade level CCSS Grade Level Standards Pg. 26	<ul style="list-style-type: none"> Well controlled grade appropriate language Demonstrates command of Standard English (See Common Core State Language Standards) Uses information from experiences and/or other sources when applicable 				<ul style="list-style-type: none"> High frequency words used are spelled correctly Well controlled grade appropriate language. May have occasional lapses in writing conventions Use of conventional spelling and spelling patterns with occasional lapses Demonstrates command of Standard English with occasional lapses (See Common Core State Language Standards) 				<ul style="list-style-type: none"> Inconsistent spelling of high frequency words Basic capitalization and punctuation generally correct Understanding of basic grammar rules 				<ul style="list-style-type: none"> Few grade level high frequency words spelled correctly No capitalization/incorrect capitalization No punctuation/incorrect punctuation Surface errors may make understanding difficult 			
Holistic	H (12) M (11) L (10) 48 47 46 45 44 43 42 41 40 39 38 37				H (9) M (8) L (7) 36 35 34 33 32 31 30 29 28 27 26 25				H (6) M (5) L (4) 24 23 22 21 20 19 18 17 16 15 14 13				H (3) M (2) L (1) 12 11 10 9 8 7 6 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.

2nd 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">Introduces topicSupports topic with mostly accurate and relevant factsDefinitions and details develop the topicGenerally grade appropriate domain specific vocabulary			<ul style="list-style-type: none">Supports topic with some "facts" the writer believes to be trueContains some definitions and detailsMay contain some extraneous facts/information			<ul style="list-style-type: none">Minimal focus on the task and/or too broad a purposeContains simple "facts" the writer believes to be trueFew grade appropriate domain specific vocabulary that could have misconceptions			<ul style="list-style-type: none">UnreadableUndeveloped taskFocus may wanderMay be list likeLittle or no supporting facts, definitions, or detailsBasic vocabulary, little or no grade appropriate domain specific vocabulary		
Organization	H (24)	M (22)	L (20)	H (18)	M (16)	L (14)	H (12)	M (10)	L (8)	H (6)	M (4)	L (2)
	<ul style="list-style-type: none">Text Structure(s): Description, sequence, compare & contrast, cause & effect, and/or problem & solutionOrganizes ideas using various (at least three) text features (such as table of contents, headings, diagrams, captions, bold print, labels, etc.)Concluding statement or sectionLinking words and/or phrases connect the ideasUse spaces, lines or separate pages between categories			<ul style="list-style-type: none">Text structure is loosely organized and may not flow in sequenceOrganizes ideas using at least two text features (such as table of contents, headings, diagrams [words or drawings], caption, bold print, labels, etc.)Linking words and/or phrases are sometimes used to connect the ideasAttempt at closureBeginning to use spaces, lines, or separate pages between categories						<ul style="list-style-type: none">Incorrect Text Type (narrative or opinion)UnreadableShows little direction and vocabularySentence structures are limitedSentences lack relation to one another in an organized way		
Style/Voice	H (12)	M (11)	L (10)	H (9)	M (8)	L (7)	H (6)	M (5)	L (4)	H (3)	M (2)	L (1)
	Not assessed for this grade level and text type.			Not assessed for this grade level and text type.			Not assessed for this grade level and text type.			Not assessed for this grade level and text type.		
Conventions: See grade level CCSS Grade Level Standards Pg. 26	<ul style="list-style-type: none">Well controlled grade appropriate languageDemonstrates command of Standard English (See Common Core State Language Standards)Uses information from experiences and/or other sources when applicable			<ul style="list-style-type: none">High frequency words used are spelled correctlyWell controlled grade appropriate language; may have occasional lapses in writing conventionsUse of conventional spelling and spelling patterns with occasional lapsesDemonstrates command of Standard English with occasional lapses (See Common Core State Language Standards)			<ul style="list-style-type: none">Inconsistent spelling of high frequency wordsBasic capitalization and punctuation generally correctUnderstanding of basic grammar rules			<ul style="list-style-type: none">Few grade level high frequency words spelled correctlyNo capitalization/incorrect capitalizationNo punctuation/incorrect punctuationSurface errors may make understanding difficult		
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.

3rd 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">Clear event sequence that unfolds naturallySpecific details that are topic appropriate and create mental images, clarify content, or provide informationPiece as a whole has balance, depth, and a sense of completeness				<ul style="list-style-type: none">Developed and focused topic“Heart” of the Message evidentThree or more different yet relevant types of details that support the “Heart” of the Message (setting, internal thinking, physical description, character action, and dialogue)Ideas read smoothly and flow naturally				<ul style="list-style-type: none">Narrow and mainly focused topicMay have minor driftsThree or more details (setting, internal thinking, physical description, character action, and dialogue)				<ul style="list-style-type: none">Topic present, but little or no focusMay be brief or have major drifts			
Organization	<ul style="list-style-type: none">Well elaborated sequence of eventsEffective paragraphing to organize ideasVariety of transitional words/phrases to manage the sequence of eventsConclusion that follows from the experiences or events				<ul style="list-style-type: none">Uses paragraphs to organize ideasUses transitional words and phrases between ideas when appropriateSense of closure linking to the “Heart” of the Message				<ul style="list-style-type: none">There is a logical sequence including a beginning, middle, and an end.Evidence of grade level temporal and linking words when appropriateSense of closure, but doesn’t link back to the “Heart” of the MessageEffective leadMiddle organized with linked detailsBeginning to use paragraph structure to organize ideas (indent(s))				<ul style="list-style-type: none">Incorrect Text Type (informational or opinion)Loosely linked sequence of eventsEvidence of some grade level temporal and linking words when appropriateMay begin to use paragraphs to organize ideas (may demonstrate spaces or lines between ideas)			
Style and Voice	<ul style="list-style-type: none">Writer is aware of audience and purposeWrites to entertainUses dialogue and description to develop experiences and events to show response of charactersCreates emotion through craft by the use of:<ul style="list-style-type: none">Literary devices (personification, element of surprise, humor, irony, exaggeration, sarcasm)Figurative language (similes, metaphors, sensory words, etc.)				<ul style="list-style-type: none">Attempts to create emotion through craftUses punctuation as a craft/purposeBeginning to use dialogue and description to develop experiences and eventsTaking risks with strong verbs, interesting language, and/or dialogue (May not be effective and/or overused)Uses a variety of sentence structures				<ul style="list-style-type: none">Writer is aware of audience, yet the reader is unable to engage with the writerMinimal sentence varietyOveruse and/or repetition of common word choices				<ul style="list-style-type: none">No clear voiceLimited vocabularyUnaware of audience			
Conventions See Grade Level CCSS Standards Pg. 28	<ul style="list-style-type: none">Well controlled grade appropriate languageDemonstrates command of Standard English (See Common Core State Language Standards)Uses information from experiences and/or other sources when applicable				<ul style="list-style-type: none">Well controlled grade appropriate language. May have occasional lapses in writing conventionsUse of conventional spelling and spelling patterns with occasional lapsesDemonstrates command of Standard English with occasional lapses (See Common Core State Language Standards)				<ul style="list-style-type: none">High frequency words used are spelled correctlyBasic capitalization and punctuation generally correctUnderstanding of basic grammar rules				<ul style="list-style-type: none">Few grade level high frequency words spelled correctlyNo capitalization/incorrect capitalizationNo punctuation/incorrect punctuationSurface errors may make understanding difficult			
Holistic	60 59 58 57 56	55 54 53 52 51	50 49 48 47 46		45 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 YELLOW highlighter on the rubric for Pre-Test Assessment and a PINK highlighter on the same rubric for Post-Test Assessment to show growth.

3rd 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"> Writes opinion piece on topics or texts, supporting a point of view with reasons and information Introduces the topic Supplies at least 2 relevant reasons for clearly stated opinion, with supporting details No extraneous details included 			<ul style="list-style-type: none"> Clearly stated opinion Does not overuse pronouns: this, it, that, etc. Supplies at least 1 relevant reason for clearly stated opinion, with supporting details May include some extraneous details and/or irrelevant details 			<ul style="list-style-type: none"> Stated opinion Statements not reasons No reasons 			<ul style="list-style-type: none"> Gives declarative sentence about topic, not an opinion (I eat ice cream.) Unreadable No clear purpose or focus Undeveloped 		
Organization	<ul style="list-style-type: none"> Clear introduction of opinion Clear and effective organizational structure with paragraphing Logical progression of ideas from beginning to end Use of linking words and phrases; <i>because, since, for example</i> Concluding section related to opinion with phrases such as: this points out, this shows, etc. May include solution to support opinion 	H (24)	M (22)	L (20)	<ul style="list-style-type: none"> Introduction is present Organizational structure includes at least 2 paragraphs Adequate progression of ideas from beginning to end Sense of closure present, may be irrelevant or unrelated to the opinion 	H (18)	M (16)	L (14)	<ul style="list-style-type: none"> Incorrect Text Type (narrative or informational) Little or no organizational structure Unclear progression of ideas No linking words Organizational structure is one paragraph Uneven progression of ideas 	H (6)	M (4)	L (2)
Style/Voice	<ul style="list-style-type: none"> Not assessed for this grade level and text type. 	H (12)	M (11)	L (10)	<ul style="list-style-type: none"> Not assessed for this grade level and text type. 	H (9)	M (8)	L (7)	<ul style="list-style-type: none"> Not assessed for this grade level and text type. 	H (6)	M (5)	L (4)
Conventions: See grade level CCSS Grade Level Standards Pg. 28	<ul style="list-style-type: none"> Well controlled grade appropriate language Demonstrates command of Standard English (See Common Core State Language Standards) Uses information from experiences and/or other sources when applicable Complete list of sources provided when applicable 				<ul style="list-style-type: none"> Well controlled grade appropriate language; may have occasional lapses in writing conventions Use of conventional spelling and spelling patterns with occasional lapses Demonstrates command of Standard English with occasional lapses (See Common Core State Language Standards) Partial list of sources provided when applicable 				<ul style="list-style-type: none"> High frequency words used are spelled correctly Basic capitalization and punctuation generally correct Understanding of basic grammar rules 			
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)
	48 47 46 45	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 4

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3rd 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"> Strong purpose/focus Effectively supports topic with clear and relevant facts, definitions, and details Accurate grade appropriate domain specific vocabulary 				<ul style="list-style-type: none"> Clear purpose/focus Adequately supports topic with facts, definitions, and details. Grade appropriate domain specific vocabulary that could have misconceptions 				<ul style="list-style-type: none"> Minimal focus Contains facts: May be insufficient, unclear, and/or irrelevant May include extraneous details and information 				<ul style="list-style-type: none"> No clear focus or purpose Little or no supporting facts, definitions, or details Basic vocabulary, little or no grade appropriate domain specific vocabulary Undeveloped 			
Organization	<ul style="list-style-type: none"> Text Structure(s): Description, sequence, compare & contrast, cause & effect, and/or problem & solution Organizes ideas using various (at least three) text features (such as table of contents, headings, diagrams, captions, bold print, labels, etc.) Effective introduction, body, and conclusion Linking words and phrases are appropriate and connect the ideas within and between paragraphs 				<ul style="list-style-type: none"> Structure is loosely organized and may not flow in a logical sequence Writing text structure has an introduction, body, and conclusion Uses paragraphs 				<ul style="list-style-type: none"> Introduction, body, and/or conclusion are present. (Must have 2 or 3) Some attempt at linking words and phrases Attempting some type of organization 				<ul style="list-style-type: none"> Incorrect Text Type (narrative or opinion) Writing may be brief or focus may drift Little or no organizational structure Unclear progression of ideas No linking words Frequent extraneous ideas may intrude 			
Style/Voice	<ul style="list-style-type: none"> Writer is aware of audience and purpose 				<ul style="list-style-type: none"> Well controlled grade appropriate language; may have occasional lapses in writing conventions Use of conventional spelling and spelling patterns with occasional lapses Demonstrates command of Standard English with occasional lapses (See Common Core State Language Standards) Partial list of sources provided when applicable 				<ul style="list-style-type: none"> High frequency words used are spelled correctly Basic capitalization and punctuation generally correct Understanding of basic grammar rules 				<ul style="list-style-type: none"> Few grade level high frequency words spelled correctly No capitalization/incorrect capitalization No punctuation/incorrect punctuation Surface errors may make understanding difficult 			
Conventions: See Grade Level CCS Standards Pg. 28	<ul style="list-style-type: none"> Well controlled grade appropriate language Demonstrates command of Standard English (See Common Core State Language Standards) Uses information from experiences and/or other sources when applicable Complete list of sources provided when applicable 				<ul style="list-style-type: none"> Well controlled grade appropriate language; may have occasional lapses in writing conventions Use of conventional spelling and spelling patterns with occasional lapses Demonstrates command of Standard English with occasional lapses (See Common Core State Language Standards) Partial list of sources provided when applicable 				<ul style="list-style-type: none"> High frequency words used are spelled correctly Basic capitalization and punctuation generally correct Understanding of basic grammar rules 				<ul style="list-style-type: none"> Few grade level high frequency words spelled correctly No capitalization/incorrect capitalization No punctuation/incorrect punctuation Surface errors may make understanding difficult 			
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	55 54 53 52 51	50 49 48 47 46		45 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	

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4th-5th 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"> Clear event sequence that unfolds naturally Specific details that are topic appropriate and create mental images, clarify content, or provide information Piece as a whole has balance, depth, and a sense of completeness 			<ul style="list-style-type: none"> Developed and focused topic "Heart" of the Message evident Three or more different yet <u>relevant</u> types of details that support the "Heart" of the Message (setting, internal thinking, physical description, character action, and dialogue) Ideas read smoothly and flow naturally 			<ul style="list-style-type: none"> Narrow and mainly focused topic May have minor drifts Three or more details (setting, internal thinking, physical description, character action, and dialogue) 			<ul style="list-style-type: none"> Topic present, but little or no focus May be brief or have major drifts 		
Organization	<ul style="list-style-type: none"> Well elaborated sequence of events Effective paragraphing to organize ideas Variety of transitional words/phrases to manage the sequence of events Conclusion that follows from the experiences or events 			<ul style="list-style-type: none"> Uses paragraphs to organize ideas Uses transitional words and phrases between ideas <u>when appropriate</u> Sense of closure linking to the "Heart" of the Message 			<ul style="list-style-type: none"> There is a logical sequence including a beginning, middle, and an end Evidence of grade level temporal and linking words when appropriate Sense of closure, but doesn't link back to the "Heart" of the Message Effective lead Middle organized with linked details Beginning to use paragraph structure to organize ideas (indent(s)) 			<ul style="list-style-type: none"> Incorrect Text Type (informational or opinion) Loosely linked sequence of events Evidence of some grade level temporal and linking words when appropriate May begin to use paragraphs to organize ideas (<i>may demonstrate spaces or lines between ideas</i>) 		
Style and Voice	<ul style="list-style-type: none"> Writer is aware of audience and purpose Writes to entertain Uses dialogue and description to develop experiences and events to show response of characters Creates emotion through craft by the use of: literary devices (personification, element of surprise, humor, irony, exaggeration, sarcasm) Figurative language (similes, metaphors, sensory words, etc.) 			<ul style="list-style-type: none"> Attempts to create emotion through craft Uses punctuation as a craft/purpose Beginning to use dialogue and description to develop experiences and events Taking risks with strong verbs, interesting language, and/or dialogue (May not be effective and/or overused) Uses a variety of sentence structures 			<ul style="list-style-type: none"> Writer is aware of audience, yet the reader is unable to engage with the writer Minimal sentence variety Overuse and/or repetition of common word choices 			<ul style="list-style-type: none"> No clear voice Limited vocabulary Unaware of audience 		
Conventions See grade level CCSS Grade Level Standards Pg. 28	<ul style="list-style-type: none"> Well controlled grade appropriate language Demonstrates command of Standard English (See Common Core State Language Standards) Uses information from experiences and/or other sources when applicable 			<ul style="list-style-type: none"> Well controlled grade appropriate language. May have occasional lapses in writing conventions Use of conventional spelling and spelling patterns with occasional lapses Demonstrates command of Standard English with occasional lapses (See Common Core State Language Standards) 			<ul style="list-style-type: none"> High frequency words used are spelled correctly Basic capitalization and punctuation generally correct Understanding of basic grammar rules 			<ul style="list-style-type: none"> Few grade level high frequency words spelled correctly No capitalization/incorrect capitalization No punctuation/incorrect punctuation Surface errors may make understanding difficult 		
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.

4th-5th 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"> Writes opinion piece on topics or texts, supporting a point of view with reasons and information Introduces the topic Supplies at least 3 relevant reasons for the clearly stated opinion, with supporting details No extraneous details included 				<ul style="list-style-type: none"> Clearly stated opinion Does not overuse pronouns: this, it, that, etc. Supplies at least 2 relevant reasons for the clearly stated opinion, with supporting details May include some extraneous details and/or irrelevant details 				<ul style="list-style-type: none"> Stated opinion Statements not reasons No reasons 				<ul style="list-style-type: none"> Gives declarative sentence about topic, not an opinion (I eat ice cream.) Unreadable No clear purpose or focus Undeveloped 			
Organization	<ul style="list-style-type: none"> Clear introduction of opinion Clear and effective organizational structure with paragraphing Logical progression of ideas from beginning to end Use of linking words and phrases; <i>in addition, for instance, consequently, specifically</i> Concluding section related to opinion with phrases such as: this points out, this shows, etc. May include solution to support opinion 				<ul style="list-style-type: none"> Introduction is present Organizational structure includes at least 2 paragraphs Adequate progression of ideas from beginning to end Sense of closure present, may be irrelevant or unrelated to the opinion 								<ul style="list-style-type: none"> Incorrect Text Type (narrative or informational) Little or no organizational structure Unclear progression of ideas No linking words Organizational structure is one paragraph Uneven progression of ideas 			
Style/Voice	<ul style="list-style-type: none"> Well controlled grade appropriate language Demonstrates command of Standard English (See Common Core State Language Standards) Uses information from experiences and/or other sources when applicable Complete list of sources provided when applicable 				<ul style="list-style-type: none"> Well controlled grade appropriate language; may have occasional lapses in writing conventions Use of conventional spelling and spelling patterns with occasional lapses Demonstrates command of Standard English with occasional lapses (See Common Core State Language Standards) Partial list of sources provided when applicable 				<ul style="list-style-type: none"> High frequency words used are spelled correctly Basic capitalization and punctuation generally correct Understanding of basic grammar rules 				<ul style="list-style-type: none"> Few grade level high frequency words spelled correctly No capitalization/incorrect capitalization No punctuation/incorrect punctuation Surface errors may make understanding difficult 			
Conventions: See grade level CCSS Grade Level Standards Pg. 28	<ul style="list-style-type: none"> Well controlled grade appropriate language Demonstrates command of Standard English (See Common Core State Language Standards) Uses information from experiences and/or other sources when applicable Complete list of sources provided when applicable 				<ul style="list-style-type: none"> Well controlled grade appropriate language; may have occasional lapses in writing conventions Use of conventional spelling and spelling patterns with occasional lapses Demonstrates command of Standard English with occasional lapses (See Common Core State Language Standards) Partial list of sources provided when applicable 				<ul style="list-style-type: none"> High frequency words used are spelled correctly Basic capitalization and punctuation generally correct Understanding of basic grammar rules 				<ul style="list-style-type: none"> Few grade level high frequency words spelled correctly No capitalization/incorrect capitalization No punctuation/incorrect punctuation Surface errors may make understanding difficult 			
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			

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4th-5th 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"> Strong purpose/focus Effectively supports topic with clear and relevant facts, definitions, quotations, and details Accurate grade appropriate domain specific vocabulary 			<ul style="list-style-type: none"> Clear purpose/focus Adequately supports topic with facts, definitions, and details. Grade appropriate domain specific vocabulary that could have misconceptions 			<ul style="list-style-type: none"> Minimal focus Contains facts: May be insufficient, unclear and/or irrelevant May include extraneous details and information 			<ul style="list-style-type: none"> No clear focus or purpose Little or no supporting facts, definitions or details. Basic vocabulary, little or no grade appropriate domain specific vocabulary Undeveloped 		
Organization	<ul style="list-style-type: none"> Text Structure(s): Description, sequence, compare & contrast, cause & effect, and/or problem & solution Organizes ideas using various (at least three) text features (such as table of contents, headings, diagrams, captions, bold print, labels, multimedia(5th), etc.) Effective introduction, body, and conclusion Linking words(4th), phrases and clauses (5th) are appropriate and connect the ideas within and between paragraphing 			<ul style="list-style-type: none"> Structure is loosely organized and may not flow in a logical sequence Writing text structure has an introduction, body, and conclusion Uses paragraphs 			<ul style="list-style-type: none"> Introduction, body, and/or conclusion are present. (Must have 2 or 3) Some attempt at linking words and phrases Attempting some type of organization 			<ul style="list-style-type: none"> Incorrect Text Type (narrative or opinion) Writing may be brief or focus may drift Little or no organizational structure Unclear progression of ideas No linking words Frequent extraneous ideas 		
Style/Voice	<ul style="list-style-type: none"> Writer is aware of audience and purpose 									<ul style="list-style-type: none"> Little sense of audience or purpose 		
Conventions: See grade level CCSS Grade Level Standards Pg. 28	<ul style="list-style-type: none"> Well controlled grade appropriate language Demonstrates command of Standard English (See Common Core State Language Standards) Uses information from experiences and/or other sources when applicable Complete list of sources provided when applicable 			<ul style="list-style-type: none"> Well controlled grade appropriate language; may have occasional lapses in writing conventions Use of conventional spelling and spelling patterns with occasional lapses Demonstrates command of Standard English with occasional lapses (See Common Core State Language Standards) Partial list of sources provided when applicable 			<ul style="list-style-type: none"> High frequency words used are spelled correctly Basic capitalization and punctuation generally correct Understanding of basic grammar rules 			<ul style="list-style-type: none"> Few grade level high frequency words spelled correctly No capitalization/incorrect capitalization No punctuation/incorrect punctuation Surface errors may make understanding difficult 		
	H (12)	M (11)	L (10)	H (9)	M (8)	L (7)	H (6)	M (5)	L (4)	H (3)	M (2)	L (1)
Holistic	60-59-58-57-56	55-54-53-52-51	50-49-48-47-46	45-44-43-42-41	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 **YELLOW** highlighter on the rubric for Pre-Test Assessment and a **PINK** highlighter on the same rubric for Post-Test Assessment to show growth.

High Frequency Words (Colored Word Lists) Expectations by Marking Period

	1 st MP	2 nd MP	3 rd MP	4 th MP
Kindergarten	3= On grade level = 14 2= Approaching = 9-13 1= Below= Less than 9 PINK list (some RED possible)	3= On grade level = 25 2= Approaching = 20-24 1= Below= Less than 20 PINK list and RED list	3= On grade level = 36 2= Approaching = 27-35 1= Below= Less than 27 PINK list and RED list (some ORANGE possible)	3= On grade level = 42 2= Approaching = 35-41 1= Below= Less than 35 PINK list and RED list (some ORANGE possible)
1st Grade	3= On grade level = 72 2= Approaching = 58-71 1= Below= Less than 58 Students know PINK list and RED list; add ORANGE list; (some YELLOW possible)	3= On grade level = 112 2= Approaching = 90-111 1= Below= Less than ORANGE list; add YELLOW	3= On grade level = 152 2= Approaching = 122-151 1= Below= Less than 122 Add GREEN list	3= On grade level = 192 2= Approaching = 154-191 1= Below= Less than 154 Add BLUE (and possibly INDIGO) lists

Primary and Elementary Spelling Inventory

(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.

KINDERGARTEN SPELLING INVENTORY

Directions

From the Phonological Awareness Literacy Screening (PALS), Fall 2002 (Invernizzi & Meier).

Instructions

1. Tell the student that you want him or her to spell some words. First, demonstrate the procedure by "spelling" a word aloud, on a blackboard, or on chart paper. Say, "We're going to spell some words. I'll go first. The word I want to spell is *mat*. I am going to begin by saying the word slowly. MMM-AAA-TTT. Now I'm going to think about each sound I hear. Listen. MMM. I hear a /m/ sound so I will write down the letter *m*. MMM-AAA. After the /m/, I hear an /a/ sound so I will write down the letter *a*. MMM-AAA-TTT. At the end of the word, I hear a /t/ sound, so I will write down the letter *t*."
2. Say, "Now I want you to spell some words. Put down a letter for each sound you hear. You can use the alphabet strip at the top of your sheet if you forget how to make a letter. Ready?" (Note: Children should not have studied these before tests and they should not be posted in the room.)
3. Ask the student to spell the following words in this order: If it helps your students, use the word in a simple sentence (i.e., I ran to the *top* of the hill). Do not demonstrate the sounding and process except for the example word *mat*. You may prompt the student by saying "What else do you hear?"
4. Look over the students' writing as they work to be sure you can determine what letters they are using. Probe letter formation by asking each student what letter he or she intended to use by naming it or pointing to it on an alphabet strip.
 1. top
 2. lid
 3. wag
 4. bet
 5. run

Scoring

Please note that spelling is scored based on phonetically acceptable letter-sound matches. Therefore, you may see more than one possible phonetic representation for each sound.

1. Compare students' spelling to the boxes on the Student Summary Sheet.
2. Reading the grid for each word vertically, column by column, left to right, place one check per column in the box that matches the student's spelling. Each check is worth one point. Only one check per column is possible.
3. Leave each box blank if there are no matches and proceed to the next column.
4. Count the number of boxes checked and record on the line marked "# Checked."
5. One bonus point per word is awarded for perfect spelling. If the word is spelled correctly, record a 1 on the line marked "Bonus Point."
6. Add all points (# Checked and Bonus Points). Record this total on the line marked "Score."

Scoring Notes

- Static reversals, where the student writes a mirror image of a single letter (e.g., ʎ for R) and self-corrections are not counted as errors. Spellings that contain static reversals are still eligible for the bonus point.
- Kinetic reversals are errors of order, as in writing *net* for *ten*. These may be scored for the presence or absence of phonemic letter-sound matches by reading and scoring the sample from right to left. Spellings that contain kinetic reversals are not eligible for the bonus point.
- Note: Scoring examples may be found on the following page. You can find more scoring samples on the PALS website at <http://curry.edschool.virginia.edu/centers/pals/home.html>

Spelling

1. top

t	o	p
d	i	b

Checked

Bonus Point

2. lid

l	i	d
	e	t

Checked

Bonus Point

3. wag

w	a	g
r		k
y		c

Checked

Bonus Point

4. bet

b	e	t
p	a	d
	i	

Checked

Bonus Point

5. run

r	u	n
w	o	
y		

Checked

Bonus Point

Scoring Examples

• Spelling Example 1: Beginning and Ending Consonants

The sample has been scored left to right, with a check mark placed on the score sheet in each correct box. The check marks have been added together, resulting in a final word score of 2 for this child.

1. top	2
<u>tp</u>	# Checked
	0
	Bonus Point

• Spelling Example 2: Random Letter String

This is an example of a child writing a random string of letters. Although some of the letters listed might be correct, they are obviously within a random string, so they are given no credit. The score for this example is 0.

2. lid	0
<u>agct</u>	# Checked
	0
	Bonus Point

• Spelling Example 3: Phonetically Correct Letters Out of Order

This is an example of a child writing letters that are phonetically correct, yet placed out of order in the word. This sample should be scored left to right, with credit given for the consonants and the vowels. The bonus point is not awarded.

3. wag	3
<u>yga</u>	# Checked
	0
	Bonus Point

• Spelling Example 4: Correct Initial Letter Followed by a Random String of Letters

The child has correctly indicated the initial consonant sound, but followed it with a random string. Credit should be given for the first letter, but not the following letters because they are part of a random string.

4. bet	1
<u>bmzy</u>	# Checked
	0
	Bonus Point

• Spelling Example 5: Additional Letters with Correct Surrounding Letters

Here, the child has included additional letters with the correct letters. Count the most correct letter in each column, according to the scoring guide, and ignore other phonetic substitutions. Score the other appropriate representations. No bonus point is awarded.

5. run	2
<u>wrrn</u>	# Checked
	0
	Bonus Point

Primary Spelling Inventory

Word	Sentence	Word
1. fan	I could use a fan on a hot day.	1. fan
2. pet	I have a pet cat who likes to play.	2. pet
3. dig	He will dig a hole in the sand.	3. dig
4. rob	A racoon will rob a bird's nest for eggs.	4. rob
5. hope	I hope you will do well on the test.	5. hope
6. wait	You will need to wait for the letter.	6. wait
7. gum	I stepped in some bubble gum .	7. gum
8. sled	The dog sled was pulled by huskies.	8. sled
<i>You may stop here in kindergarten unless a student has spelled 5 words correct.</i>		
9. stick	I used a stick to poke in the hole.	9. stick
10. shine	He rubbed the coin to make it shine .	10. shine
11. dream	I had a funny dream last night.	11. dream
12. blade	The blade of the knife was very sharp.	12. blade
13. coach	The coach called the team off the field.	13. coach
14. fright	She was a fright in her Halloween costume.	14. fright
15. chewed	The dog chewed on the bone until it was gone.	15. chewed
<i>You may stop here in first grade unless a student has spelled 10 words correctly.</i>		
16. crawl	You will get dirty if you crawl under the bed.	16. crawl
17. wishes	In fairy tales, wishes often come true.	17. wishes
18. thorn	The thorn from the rose bush stuck me.	18. thorn
19. shouted	They shouted at the barking dog.	19. shouted
20. spoil	The food will spoil if it sits out too long.	20. spoil
21. growl	The dog will growl if you bother him.	21. growl
22. third	I was the third person in line.	22. third
23. camped	We camped down by the river last weekend.	23. camped
24. tries	He tries hard every day to finish his work.	24. tries
25. clapping	The audience was clapping after the program.	25. clapping
26. riding	They are riding their bikes to the park today.	26. riding

Elementary Spelling Inventory

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

Primary Spelling Inventory Feature Guide

Student's Name _____ Teacher _____ Grade _____ Date _____

Words Spelled Correctly: _____ / 26 Feature Points: _____ / 56 Total: _____ / 82 Spelling Stage: _____

SPELLING STAGES →	EMERGENT LATE		LETTER NAME--ALPHABETIC		WITHIN WORD PATTERN		SYLLABLES AND AFFIXES	
	Initial	Final	Short Vowels	Blends	Common Long Vowels	Other Vowels	Inflected Endings	Feature Points
1. fan	f	n	a					
2. pet	p	t	e					
3. dig	d	g	i					
4. rob	r	b	o					
5. hope	h	p						
6. wait	w	t			o-e			
7. gum	g	m	u		ai			
8. sled			e	sl				
9. stick			i	st				
10. shine				sh	i-e			
11. dream				dr	ea			
12. blade				bl	a-e			
13. coach				ch	oa			
14. fright				fr	igh			
15. chewed				ch		ew	-ed	
16. crawl				cr		aw		
17. wishes								
18. thorn				sh			-es	
19. shouted				th		or		
20. spoil				sh		ou	-ed	
21. growl						oi		
22. third						ow		
23. camped				th		ir		
24. tries							-ed	
25. clapping				tr			-ies	
26. riding							-pping	
Totals	17	17	17	17	17	17	17	156
								26

Student's Name _____

Elementary Spelling Inventory Feature Guide

Teacher _____

Words Spelled Correctly: _____ / 25

Feature Points: _____ / 62

Total: _____ / 87

Grade _____

Date _____

Spelling Stage: _____

SPELLING STAGES →		EMERGENT		LETTER NAME-ALPHABETIC		WITHIN WORD PATTERN			SYLLABLES AND AFFIXES			DERIVATIONAL RELATIONS		
		LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	
Features →	Consonants Initial	Consonants 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											
2. ship		p	i	sh										
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		ies	rr					
15. marched				ch		ar		ed						
16. shower				sh		ow				er				
17. bottle										le				
18. favor									tt	or				
19. ripen									v	en				
20. cellar									p	ar				
21. pleasure									ll					
22. fortunate										ure	pleas			
23. confident						or				ate	fortun			
24. civilize										ent	confid			
25. opposition										ize	civil			
Totals		17	15	16	17	15	17	15	15	15	15	15	162	25

Primary Spelling Inventory Classroom Composite

Teacher _____

School _____

Grade _____

Date _____

Students' Name	LETTER NAME - ALPHABETIC			WORD PATTERN			Syllables and Affixes			Total Rank Order
	Initial	Consonants	Final	Early	Middle	Late	Early	Middle	Late	
Possible Points	7	7	7	7	7	7	7	7	7	82
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*										

*Highlight the students who have more than 1 on a particular feature; they will benefit from more instruction in that area.

Teacher _____

Elementary Spelling Inventory Classroom Composite

School _____

Grade _____

Date _____

SPELLING STAGES →	EMERGENT			LETTER NAME-ALPHABETIC			WITHIN-WORD PATTERN			SYLLABLES AND AFFIXES			DERIVATIONAL RELATIONS		
	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	EARLY	MIDDLE	
Students' ↓ Name	Consonants	Short Vowels	Digraphs	Blends	Long Vowels	Other Vowels	Inflected Endings	Syllable Junctions	Unaccented Final Syllables	Harder Suffixes	Bases or Roots	Correct Spelling	Total Rank Order		
Possible Points	7	5	6	7	5	7	5	5	5	5	5	25	87		
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.

