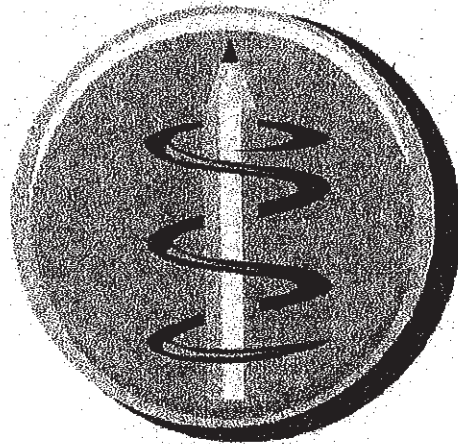


# Conneaut School District Elementary Writing K-6

July 2008



<p>4<sup>th</sup> Grade</p> <p>Usage benchmarks: Capital letters, periods, exclamation points, question marks, commas, quotation marks, apostrophes, simple and compound sentences, spell frequently used words correctly</p>	<ul style="list-style-type: none"> <li>Write a 5 paragraph essay with transitions among paragraphs. (25 sentences)</li> <li>Write a dog bone introduction.</li> <li>Use a variety of sentence types.</li> <li>Respond to prompts in all 3 modes of writing.</li> <li>Complete the given "Big Dog" graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>Write a 5 paragraph essay with transitions within and among paragraphs. (25 sentences)</li> <li>Use a rubric to self-evaluate writing.</li> <li>Collect data (counting sentences and transitions)</li> <li>Recreate "The Big Dog" graphic organizer.</li> <li>Use action verbs and descriptive words.</li> </ul>	<p>Dog bone for introduction and conclusion "The Big Dog" graphic organizer</p>	<p>Expanded list of transitions The Writing Rap</p>
<p>5<sup>th</sup> Grade</p> <p>Usage benchmarks: Capital letters, periods, exclamation points, question marks, commas, quotation marks, apostrophes, simple and compound sentences, spell frequently used words correctly</p>	<ul style="list-style-type: none"> <li>Write 5 paragraph essays in all 3 modes to standard. (25 sentences minimum)</li> <li>Create and complete graphic organizers.</li> <li>Use transitions within and among paragraphs.</li> <li>Use a variety of sentence types.</li> <li>Use rubrics to evaluate writing.</li> <li>Collect data (counting sentences and transitions)</li> </ul>	<ul style="list-style-type: none"> <li>Develop and practice strategies to improve style and stretch content.</li> <li>Use subtle transitions within and among paragraphs.</li> <li>Collect data (counting sentences, transitions, sentence types, be verbs, etc.)</li> <li>Self-diagnose problems and revise writing for improvement. (use checklist)</li> </ul>	<p>Dog bone and Funnel for introductions and conclusions. "The Big Dog" graphic organizer The Writing Rap</p>	<p>Funnel introduction for advanced writers.</p>
<p>6<sup>th</sup> Grade</p> <p>Usage benchmarks (8) Capital letters, periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semi-colons, parentheses, simple, compound and complex sentences, spell frequently used words correctly</p>	<ul style="list-style-type: none"> <li>Write 5 paragraph (minimum) essays to standard as assigned.</li> <li>Use subtle transitions within and among paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate on 5 paragraph essays in content areas of science, social studies and health.</li> <li>Practice strategies to improve style and stretch content.</li> <li>Collect data (counting sentences, transitions, sentence types, be verbs, etc.)</li> <li>Self-diagnose problems and revise writing for improvement (use checklist)</li> </ul>	<p>Dog bone and Funnel for introductions and conclusions. "The Big Dog" graphic organizer The Writing Rap</p>	<p>Live event writing Purposes for writing Varying genres Considering the audience</p>

## Conneaut School District Elementary Writing K-6 Benchmark Assessments

These assessments will be used as diagnostics at the beginning of each school year. They are based upon the scope and sequence chart independent skills for each grade level.

Grade Level	Benchmark Assessment
Kindergarten	Oral sentence: Tell me one thing you did this summer. Draw a picture to illustrate it.
Grade 1	Draw a self-portrait (picture of yourself). Write one or more sentences about yourself (minimum one complete sentence).
Grade 2	Draw a picture of something you did this summer on a t-shirt. Write at least three sentences to describe what you did.
Grade 3	What is your favorite subject in school and why? In a well-developed paragraph, explain why ____ is your favorite subject. (minimum five sentences: focus, 3 details, concluding sentence)
Grade 4	Should 4 <sup>th</sup> graders receive an allowance? Why or why not? Write an essay to support your viewpoint on this issue.
Grade 5	Choose what you think would be the best job for you when you become an adult. Write an essay to explain why that would be the best choice for you.
Grade 6	Many students own cell phones. The principal of your school has banned students from using cell phones during the school day. Should students be permitted to use cell phones at school? Write an essay to support your view on this issue.

# Kindergarten

Benchmark Prompt Sheet  
Kindergarten Rubric  
Example  
Hamburger 3 Graphic Organizer

Name: \_\_\_\_\_ Teacher \_\_\_\_\_ Date: \_\_\_\_\_

Conneaut School District Elementary Writing Assessment  
Writing Prompt Sheet (Kindergarten)

Planning:

- Think about what you want to say. Practice before you say it to the teacher.

Writing:

- Make sure the picture you draw matches the sentence you shared with the teacher.

**Read the Entire Prompt Carefully**

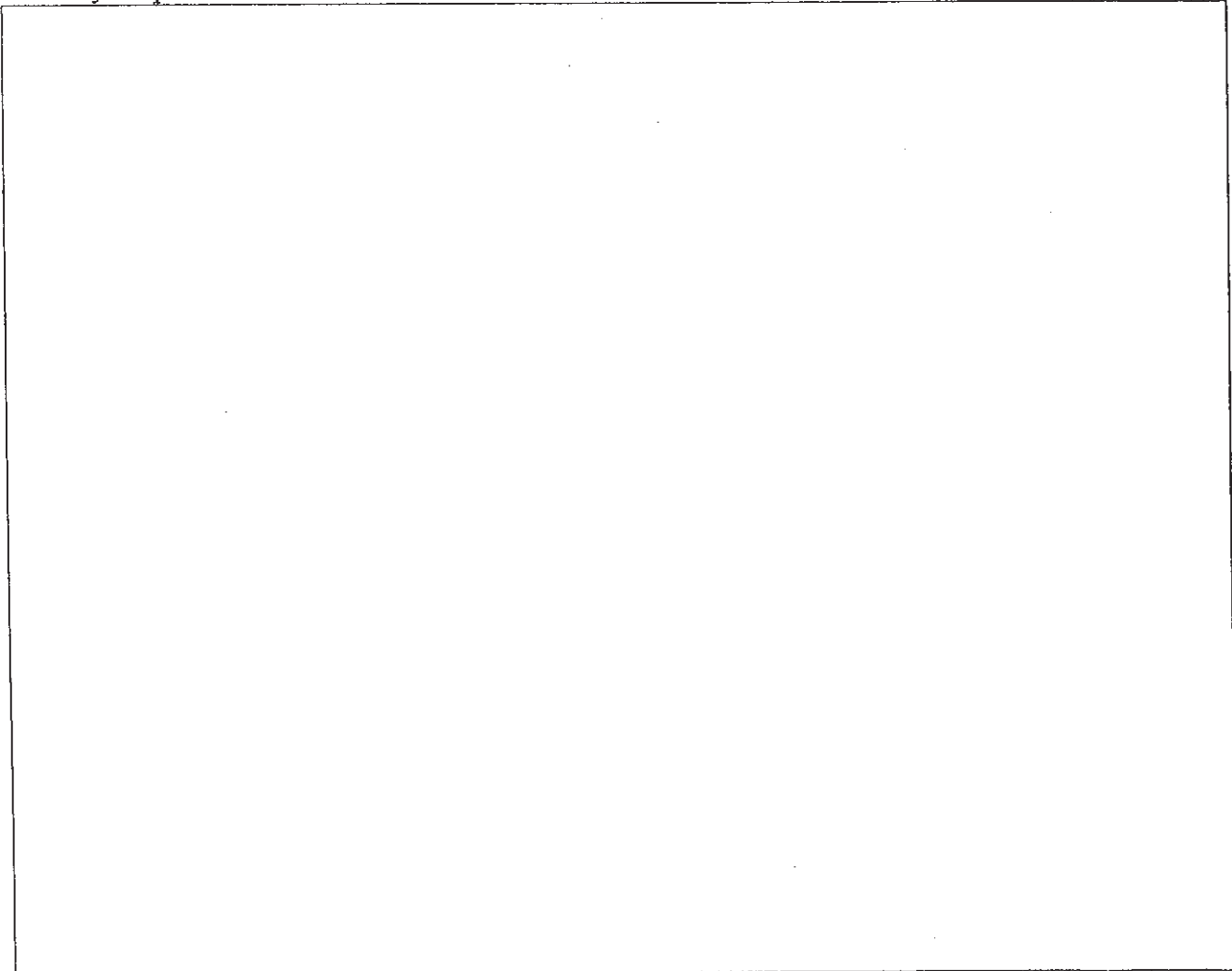
Oral sentence: Tell me one thing you did this summer. Draw a picture to illustrate it.

Sentence:

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Draw your picture here:



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

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

## Kindergarten Writing Rubric

Yes

No

Uses capital letter at beginning of a sentence.



Uses end punctuation mark.



Uses spaces between words.



Correctly spells high frequency words.



Sentence(s) matches illustration.



Writes dominant consonant sounds.



Writes dominant vowel sounds.



Five words (minimum) in a sentence.

\*(Applicable after February.)



# Kindergarten

Benchmark Activity: (beginning of year oral response)

Tell me one thing you did this summer.

- Looking for a complete sentence.

Independent Activity: (by end of year)

Student will write one complete sentence with a minimum of five words.

**Example Sentence:** I can pet the cow.

Guided Activity: (middle to end of the year)

Teacher will model hamburger graphic organizer (bun- meat- bun) and write three sentences in paragraph form based on topic.

**Example:** I went to the beach. The sand was hot. My feet got burnt.

# Grade 1

Benchmark Prompt Sheet  
Grade 1 Rubric  
Example  
Hamburger 3 Graphic Organizer  
Hamburger 5 Graphic Organizer



Name: \_\_\_\_\_ Teacher \_\_\_\_\_ Date: \_\_\_\_\_

Conneaut School District Elementary Writing Assessment  
Writing Prompt Sheet (1<sup>st</sup> grade)

Planning:

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.

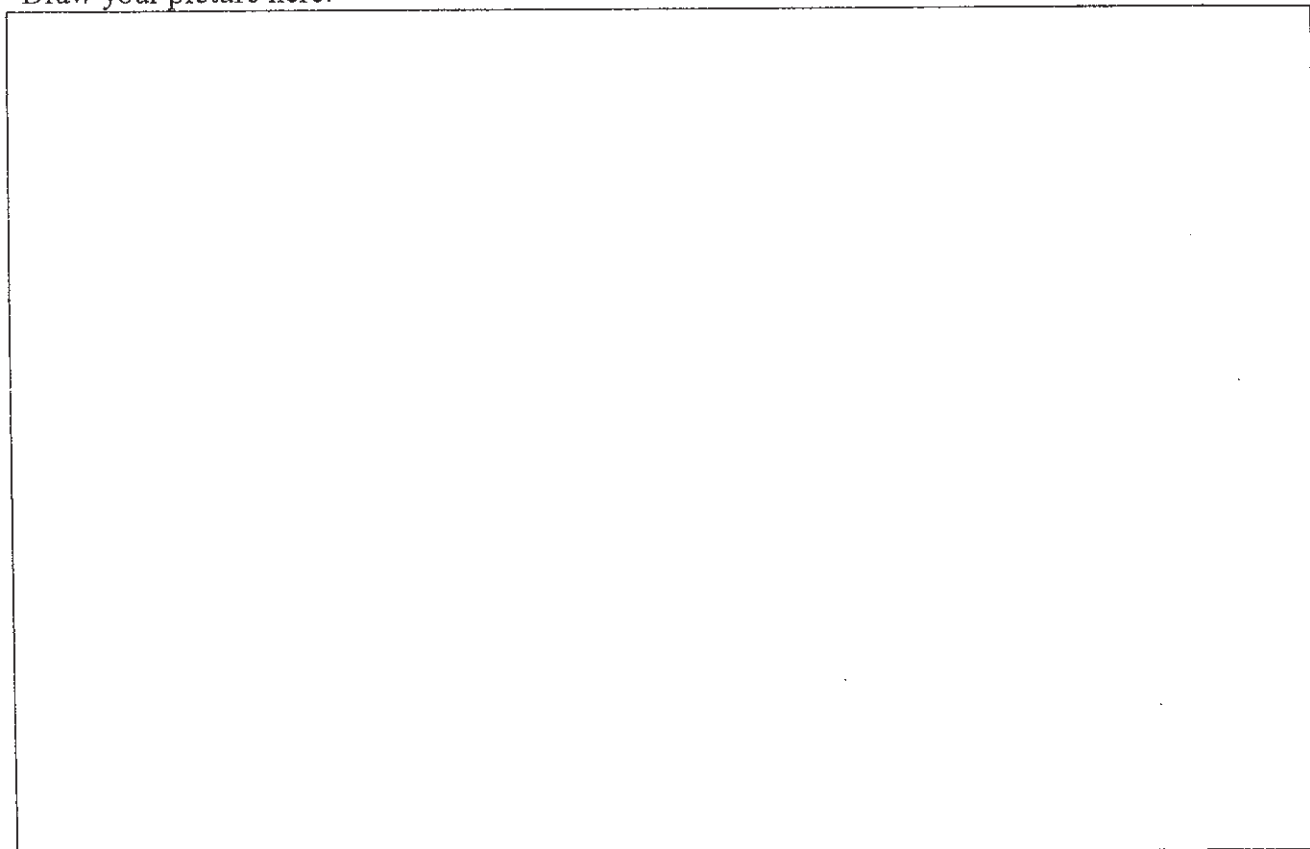
Writing:

- Make sure you use complete sentences.

**Read the Entire Prompt Carefully**

Draw a self-portrait (picture of yourself). Write one or more sentences about yourself (minimum one complete sentence).

Draw your picture here:



Sentences:

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NAME \_\_\_\_\_

DATE \_\_\_\_\_

## WRITING RUBRIC- GRADE 1

<u>FOCUS</u>	3	2	1
All sentences develop and stay on topic			
<u>CONTENT</u>	3	2	1
Relevant details to develop the topic			
<u>ORGANIZATION</u>	3	2	1
Sentences are in a logical order which include focus, detail, and ending sentence			
<u>STYLE</u>	3	2	1
Uses a variety of words and complete sentences			
<u>CONVENTIONS</u>			
Word wall words spelled correctly	3	2	1
Correct punctuation	3	2	1
Correct capitalization	3	2	1
Legible handwriting	3	2	1
<u>TOTAL SCORE</u>	_____		

# GRADE 1

## BENCHMARK ACTIVITY

Draw a self-portrait (a picture) of yourself and write one or more sentences about yourself.

## INDEPENDENT ACTIVITY

The students will write about their favorite toy. The students will write 3 sentences.

Sentence 1- focus sentence

Sentence 2- (1) detail

Sentence 3- restates the focus sentence

### Example

My favorite toy is Barbie. She is pretty and I like to change her clothes. Barbie is the best.

## GUIDED ACTIVITY

The students will write 5 sentences with guidance.

Sentence 1- focus sentence

Sentence 2- main point 1

Sentence 3- main point 2

Sentence 4- main point 3

Sentence 5- restates the focus sentence

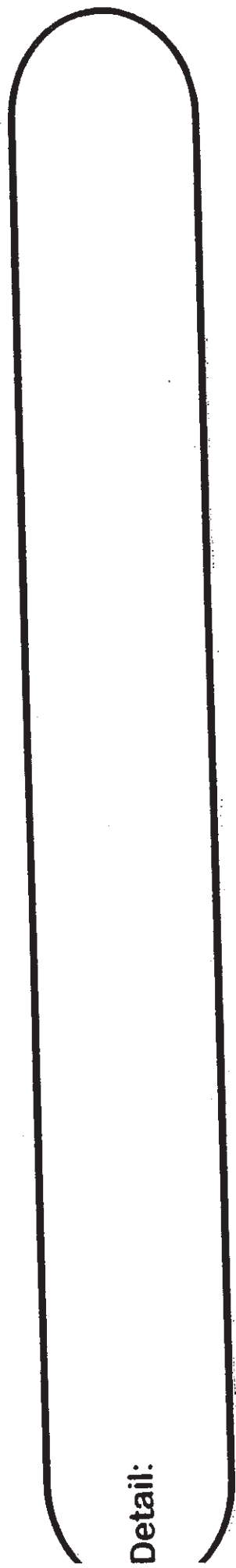
### Example

My favorite toy is Barbie. She is pretty and I like to change her clothes. Barbie can fly an airplane. She has a lot of friends. Barbie is the best!

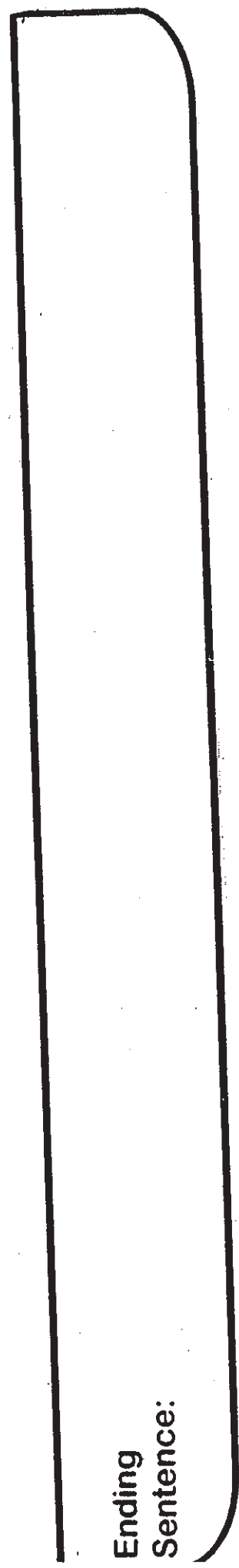
Name \_\_\_\_\_



**Big  
Idea:**



**Detail:**



**Ending  
Sentence:**

Name \_\_\_\_\_

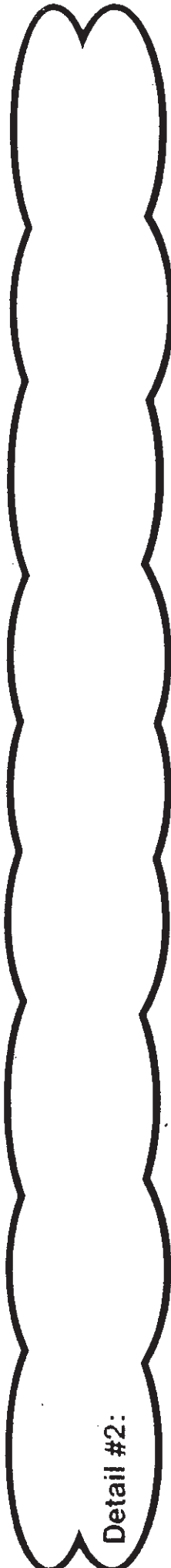
Graphic Organizer for Grade 1  
5 sentence paragraph




**Big Idea:**



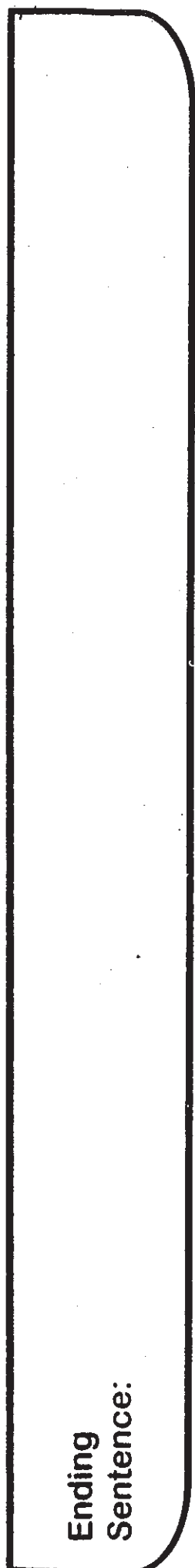
**Detail #1:**



**Detail #2:**



**Detail #3:**



**Ending Sentence:**

# Grade 2

Benchmark Prompt Sheet  
Grade 2 Rubric  
Example  
Hamburger 5 Graphic Organizer  
Dog Bone 3 Graphic Organizer

Name: \_\_\_\_\_ Teacher \_\_\_\_\_ Date: \_\_\_\_\_

Conneaut School District Elementary Writing Assessment  
Writing Prompt Sheet (2nd grade)

Planning:

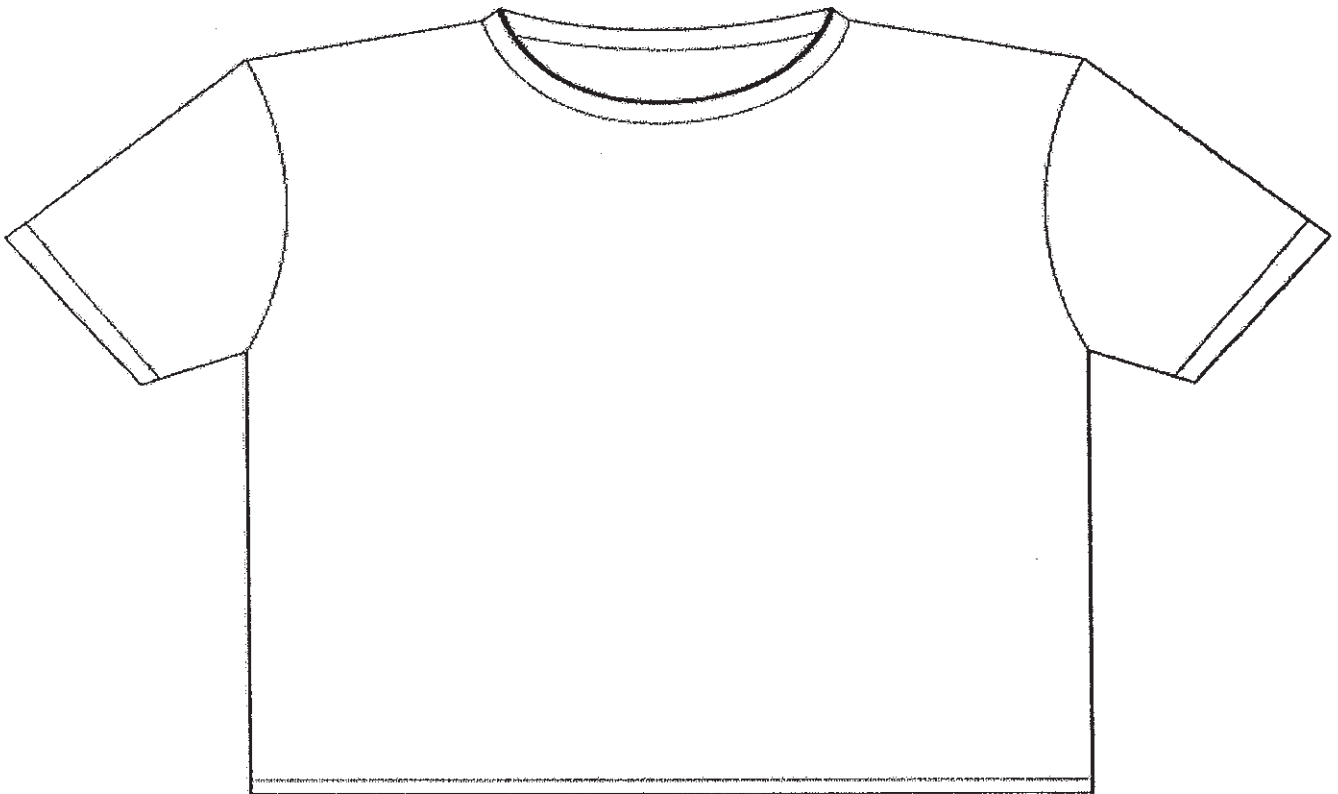
- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.

Writing:

- Make sure you use complete sentences. Count the sentences when you are finished. Proofread carefully.

**Read the Entire Prompt Carefully**

Draw a picture of something you did this summer on the t-shirt. Write at least three sentences to describe what you did.



Sentences:

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Name \_\_\_\_\_

## WRITING RUBRIC GRADE 2



### Focus

All sentences develop the topic  
and stay on topic

3

2

1

### Content

Good details develop the topic  
The reader gets a clear picture

3

2

1

### Organization

Details are in a logical order  
Good beginning, middle, and end  
The paragraph has 3 details

3

2

1

### Style

Uses a variety of words

3

2

1

### Conventions

Uses good spelling  
Uses grammar  
Uses good punctuation  
Uses capitalization  
Indented paragraphs  
Uses complete sentences

3

2

1

**TOTAL SCORE** \_\_\_\_\_



# GRADE 2

## BENCHMARK ACTIVITY

Draw a picture of what you did this summer on a t-shirt. Write 3 or more sentences about what you did.

## INDEPENDENT ACTIVITY

The students will write about why their school is the best. The students will write 5 sentences.

Sentence 1- focus sentence

Sentence 2- main point 1

Sentence 3- main point 2

Sentence 4- main point 3

Sentence 5- restates the focus sentence

### Example

My school is the best. Math is my favorite subject because I learned how to add. I have a lot of friends. We have fun playing on the swings at recess. School is a great place because I learn a lot, play outside, and have fun with my friends.

## **GUIDED ACTIVITY**

The students will write 3 paragraphs.

Paragraph 1- 3 sentences- introduction

Paragraph 2- 5 sentences- body

Paragraph 3- 3 sentences- conclusion

### **Example**

My school is the best. I learn new things, make many friends, and play outside at recess. This is why my school is the best.

I like learning new things. Math is my favorite subject. I learn how to regroup in addition and subtraction. Also, we go to the computer lab to practice Rainforest math. Learning new things is great.

Alice Schafer Elementary is the best school ever. Learning is fun at our school. Everyone should go to my school.

Name \_\_\_\_\_

**Big Idea:**

**Detail:**

**Ending Sentence:**

Graphic Organizer for Grade 1  
5 sentence paragraph

Name \_\_\_\_\_

**Big Idea:**

**Detail #1:**

**Detail #2:**

**Detail #3:**

**Ending Sentence:**

# Dog Bone Organizer

Topic: \_\_\_\_\_

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Big Idea: \_\_\_\_\_

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Concluding Sentence: \_\_\_\_\_

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# Grade 3

Benchmark Prompt Sheet  
Grade 3-6 Rubric  
Example  
Hamburger 5 Graphic Organizer  
Dog Bone 3 Graphic Organizer  
Dog Bone 5 Graphic Organizer  
Modified Big Dog Graphic Organizer  
Essay Checklist  
Narrative Checklist



**Conneaut School District Elementary Writing Rubric Grades 3-6 (July 2008)**

**4 (advanced)**

**3 (proficient)**

**2 (basic)**

**1 (below basic)**

	4 (advanced)	3 (proficient)	2 (basic)	1 (below basic)
<b>Focus</b>	Sharp, clear main idea established from the prompt. Evident awareness of mode and task.	Main idea is present. General awareness of mode and task.	No clear main idea established, but some points are mentioned. Limited awareness of mode and task.	Little or no sense of main idea. Minimal awareness of mode and task.
<b>Content</b>	Well-developed, relevant examples and supporting details (4-5) explain the main ideas.	Some supporting details (3) and examples explain the main ideas.	Few supporting details (1-2) explain the main ideas.	No supporting details explain the main ideas.
<b>Organization</b>	Highly organized using a variety of transition words to make ideas flow. Transitions evident within and between paragraphs.	Logically organized, using some transition words to make ideas flow. Transitions evident between paragraphs.	Little organization evident. Few transitions, ideas are not tied together.	No logical flow of ideas. No transition words evident.
<b>Style</b>	Strong variety of word choice, sentence length and sentence structure.	Some variety of word choice, sentence length and sentence structure.	Limited variety of word choice, sentence length and sentence structure.	Minimal variety of word choice, sentence length and sentence structure.
<b>Conventions</b>	Few errors, if any, are present in grammar, usage, spelling and punctuation. <u>Errors that are present do not interfere with meaning.</u>	Some errors may be present in grammar, usage, spelling and punctuation. <u>Few, if any, of the errors interfere with the meaning.</u>	Many errors may be present in grammar, usage, spelling and punctuation. Sentences awkward or fragmented. <u>Some errors interfere with the meaning.</u>	Many errors present in grammar, usage, spelling and punctuation. Minimal control of sentences. <u>Many errors interfere with meaning.</u>

Non-Scorable: illegible, incoherent (makes no sense), insufficient (not enough to score), blank paper



### Grade 3

Benchmark: 5 Sentence Paragraph (topic, 3 details, conclusion)

Example: My favorite subject in school is math. I love math because we play games. We also learn how to multiply and divide. What I really like about math class is that we sometimes have 3 teachers. I love going to math class everyday.

Independent: 3 paragraphs 3-5-3 (Intro, body, conclusion)

Example: My favorite subject in school is math. I love math because we get to play games. Math is my favorite class during the day.

My favorite subject is math because we get to play games. For example, we get to pick a partner. Then we choose a card, dice, clock, or money game. We usually switch games after 15 minutes. Games help make math my favorite subject.

Math is my favorite subject in school. We play games to practice what we have learned. I love going to math class.

Guided: 5 paragraphs (5 sentences each) (Intro, 3 detail paragraphs, conclusion)

Example: My favorite subject in school is math. I love math because we play games. We also learn how to multiply and divide. What I really like about math class is that we sometimes have 3 teachers. I love going to math class everyday.

My favorite subject is math because we get to play games. For example, we get to pick a partner. Then we choose a card, dice, clock, or money game. We usually switch games after 15 minutes. Games help make math my favorite subject.

We learned how to multiply and divide. We learned how to multiply by singing songs. We also practice with flashcards. We used candy and cereal to learn how to divide. Learning how to multiply and divide was fun.

I really like my math class because some days we get to have 3 teachers. The teachers help us when we don't understand. Sometimes the teachers run centers that we all get to go to. There is always one teacher available to work with me when I need it. I like having 3 teachers in my math class.

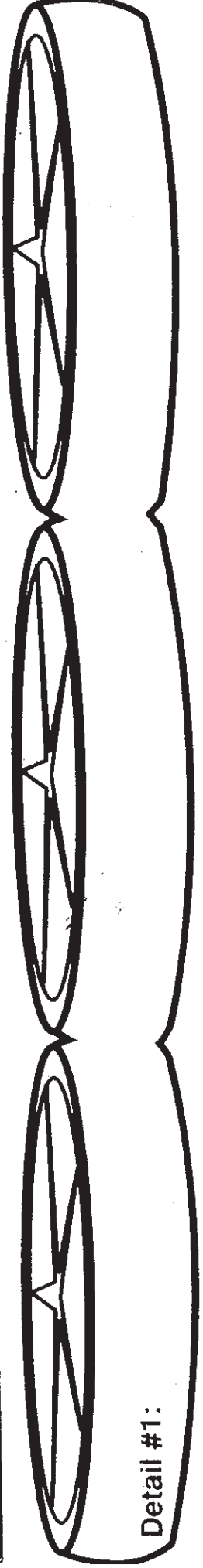
Math is my favorite subject. I really enjoy playing games with my friends. I also love learning how to multiply and divide. I really like having 3 teachers in my math class. I can't wait to go to math class everyday.

Graphic Organizer for Grade 1  
5 sentence paragraph

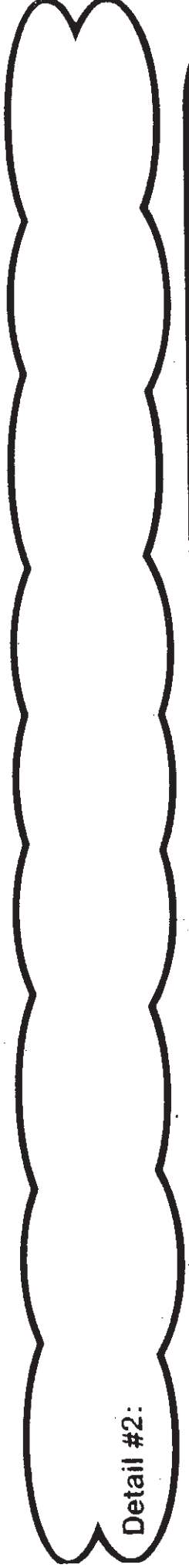
Name \_\_\_\_\_



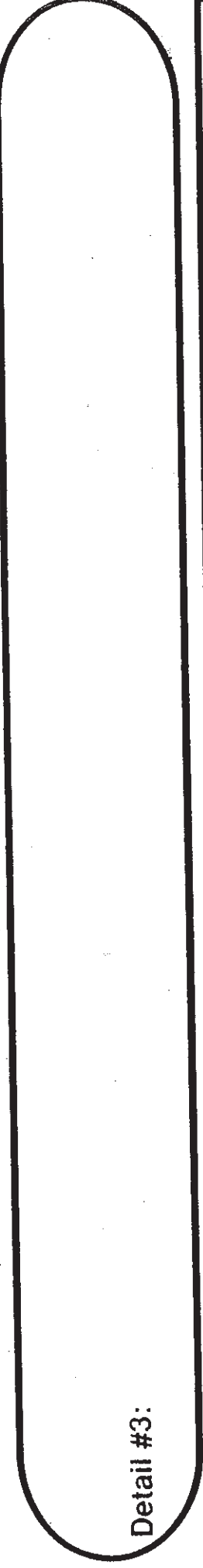
Big Idea:



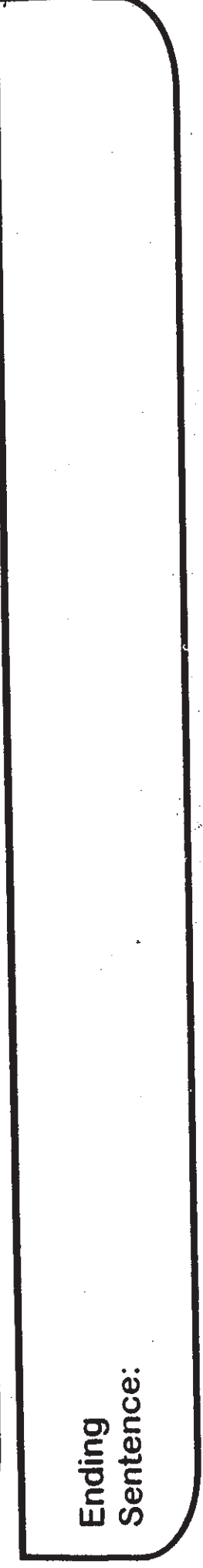
Detail #1:



Detail #2:



Detail #3:



Ending Sentence:

# Dog Bone Organizer

Topic: \_\_\_\_\_

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Big Idea: \_\_\_\_\_

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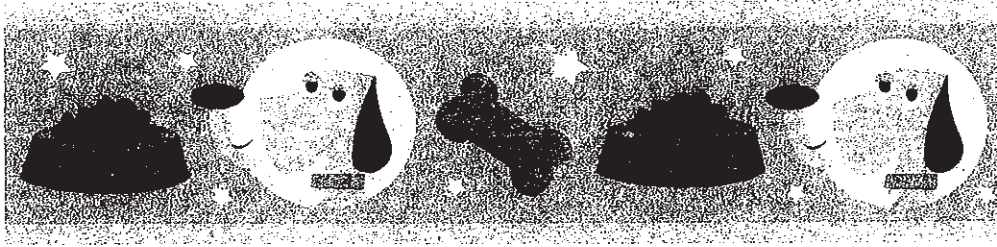
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Concluding Sentence: \_\_\_\_\_

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## The Big Dog Graphic Organizer

Write the prompt: \_\_\_\_\_

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Tell Me What You're Going to Say... Introductory Paragraph

- Use **prompt** words
- Use your **one big idea**

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

# Dog Bone Organizer

Topic: \_\_\_\_\_

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Big Idea: \_\_\_\_\_

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Big Idea: \_\_\_\_\_

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Big Idea: \_\_\_\_\_

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Concluding Sentence: \_\_\_\_\_

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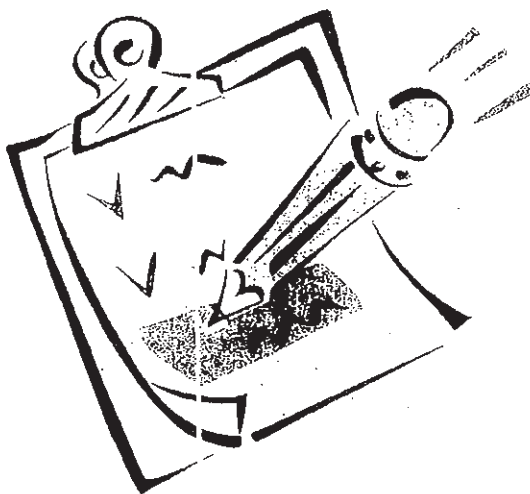
# Essay Checklist

Author: \_\_\_\_\_

Editor: \_\_\_\_\_

**Directions:** Answer the questions below as you read your partner's essay. Use proofreading marks on the essay to correct mistakes.

1. Does this essay have 5 paragraphs? YES or NO
2. Are there 5 sentences in each paragraph? YES or NO
3. Did the author restate the question? YES or NO
4. Are there 3 reasons in this essay? YES or NO
5. Does the author use transitional words? (first, second,...) YES or NO
6. Does every sentence start with a capital letter? YES or NO
7. Does every sentence end with a punctuation mark? YES or NO
8. Did you find more than 3 spelling mistakes? YES or NO
9. Does the author stay on task throughout the essay? YES or NO
10. Was it easy to read and understand this essay? YES or NO



Say It... Big Idea \_\_\_\_\_

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

Tell Me What You Said... Closing Paragraph

- Restate your **prompt** in **different** words
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

# Grades 4-6

Benchmark Prompt Sheets Grades 4, 5, 6

Grade 3-6 Rubric

Dog Bone Graphic Organizer

Big Dog Graphic Organizer

Essay Checklist

Narrative Checklist



# Narrative Essay Checklist

Author: \_\_\_\_\_

Editor: \_\_\_\_\_

**Directions:** Answer the questions below as you read your partner's essay. Use proofreading marks on the essay to correct mistakes.

1. Who?

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2. What?

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3. Where?

---

---

4. When?

---

---

5. Why?

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6. Does this essay have 5 paragraphs?

YES or NO

7. Did the author restate the question?

YES or NO

5. Does the story have a beginning, middle, and an end?

YES or NO

6. Does every sentence start with a capital letter?

YES or NO

7. Does every sentence end with a punctuation mark?

YES or NO

8. Did you find less than 3 spelling mistakes?

YES or NO

9. Does the author stay on task throughout the essay?

YES or NO

10. Was it easy to read and understand this essay?

YES or NO

Name: \_\_\_\_\_ Teacher \_\_\_\_\_ Date: \_\_\_\_\_

Conneaut School District Elementary Writing Assessment  
Writing Prompt Sheet (4th grade)

You will have approximately 60 minutes to plan, write and proofread your essay, making any necessary revisions. Any student may request extended time.

Planning:

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make a graphic organizer before you begin.
- Read carefully each of the statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

Writing:

- Write your essay neatly on the white lined paper.
- Make sure you have a minimum of three paragraphs (introduction, body, conclusion).
- Count the sentences in each paragraph (minimum of 3 – 5 – 3).
- Proofread your essay and make any necessary corrections.
- Staple this prompt sheet to the back of your essay.

Read the Entire Prompt Carefully

Should 4<sup>th</sup> graders receive an allowance? Why or why not? Write an essay to support your viewpoint on this issue.

As you write your essay, remember to:

- Clearly state your position in the introduction. Use the words from the prompt.
- Include specific details and examples to support your reason.
- Use transitions to connect paragraph to paragraph and idea to idea.
- Use a variety of words and well-constructed sentences.
- Correct errors in capitalization, punctuation, sentence formation, spelling and usage.

Name: \_\_\_\_\_ Teacher \_\_\_\_\_ Date: \_\_\_\_\_

Conneaut School District Elementary Writing Assessment  
Writing Prompt Sheet (5th grade)

You will have approximately 60 minutes to plan, write and proofread your essay, making any necessary revisions. Any student may request extended time.

Planning:

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make a graphic organizer before you begin.
- Read carefully each of the statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

Writing:

- Write your essay neatly on the white lined paper.
- Make sure you have a minimum of five paragraphs (introduction, 3 body paragraphs, conclusion).
- Count the sentences in each paragraph. Does each one have at least five?
- Proofread your essay and make any necessary corrections.
- Staple this prompt sheet to the back of your essay.

**Read the Entire Prompt Carefully**

Choose what you think would be the best job for you when you become an adult. Write an essay to explain why that would be the best choice for you.

As you write your essay, remember to:

- Clearly state your focus in the introduction. Use the words from the prompt.
- Include specific details and examples to support your body paragraphs.
- Use transitions to connect paragraph to paragraph and idea to idea.
- Use a variety of words and well-constructed sentences.
- Correct errors in capitalization, punctuation, sentence formation, spelling and usage.

Name: \_\_\_\_\_ Teacher \_\_\_\_\_ Date: \_\_\_\_\_

Conneaut School District Elementary Writing Assessment  
Writing Prompt Sheet (6th grade)

You will have approximately 60 minutes to plan, write and proofread your essay, making any necessary revisions. Any student may request extended time.

Planning:

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make a graphic organizer before you begin.
- Read carefully each of the statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

Writing:

- Write your essay neatly on the white lined paper.
- Make sure you have a minimum of five paragraphs (introduction, 3 body paragraphs, conclusion).
- Count the sentences in each paragraph. Does each one have at least five?
- Proofread your essay and make any necessary corrections.
- Staple this prompt sheet to the back of your essay.

Read the Entire Prompt Carefully

Many students own cell phones. The principal of your school has banned students from using cell phones during the school day. Should students be permitted to use cell phones at school? Write an essay to support your view on this issue.

As you write your essay, remember to:

- Clearly state your position in the introduction. Use the words from the prompt.
- Include specific details and examples to support your reasons.
- Use transitions to connect paragraph to paragraph and idea to idea.
- Use a variety of words and well-constructed sentences.
- Correct errors in capitalization, punctuation, sentence formation, spelling and usage.

# Conneaut School District Elementary Writing Rubric Grades 3-6 (July 2008)

		4 (advanced)	3 (proficient)	2 (basic)	1 (below basic)
<b>Focus</b>	<p>Sharp, clear main idea established from the prompt.</p> <p>Evident awareness of mode and task.</p>	<p>Main idea is present.</p> <p>General awareness of mode and task.</p>	<p>No clear main idea established, but some points are mentioned.</p> <p>Limited awareness of mode and task.</p>	<p>Little or no sense of main idea.</p> <p>Minimal awareness of mode and task.</p>	
<b>Content</b>	<p>Well-developed, relevant examples and supporting details (4-5) explain the main ideas.</p>	<p>Some supporting details (3) and examples explain the main ideas.</p>	<p>Few supporting details (1-2) explain the main ideas.</p>	<p>No supporting details explain the main ideas.</p>	
<b>Organization</b>	<p>Highly organized using a variety of transition words to make ideas flow.</p> <p>Transitions evident within and between paragraphs.</p>	<p>Logically organized, using some transition words to make ideas flow.</p> <p>Transitions evident between paragraphs.</p>	<p>Little organization evident. Few transitions, ideas are not tied together.</p>	<p>No logical flow of ideas. No transition words evident.</p>	
<b>Style</b>	<p>Strong variety of word choice, sentence length and sentence structure.</p>	<p>Some variety of word choice, sentence length and sentence structure.</p>	<p>Limited variety of word choice, sentence length and sentence structure.</p>	<p>Minimal variety of word choice, sentence length and sentence structure.</p>	
<b>Conventions</b>	<p>Few errors, if any, are present in grammar, usage, spelling and punctuation.</p> <p><u>Errors that are present do not interfere with meaning.</u></p>	<p>Some errors may be present in grammar, usage, spelling and punctuation.</p> <p><u>Few, if any, of the errors interfere with the meaning.</u></p>	<p>Many errors may be present in grammar, usage, spelling and punctuation. Sentences awkward or fragmented.</p> <p><u>Some errors interfere with the meaning.</u></p>	<p>Many errors present in grammar, usage, spelling and punctuation. Minimal control of sentences.</p> <p><u>Many errors interfere with meaning.</u></p>	

Non-Scorable: illegible, incoherent (makes no sense), insufficient(not enough to score), blank paper



# The Big Dog Graphic Organizer

Tell Me What You're Going To Say..... Introductory Paragraph

- Use words from the **prompt**
- Use your **three big** ideas

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Say It.....Big Idea \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Say It.....Big Idea \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Say It.....Big Idea \_\_\_\_\_

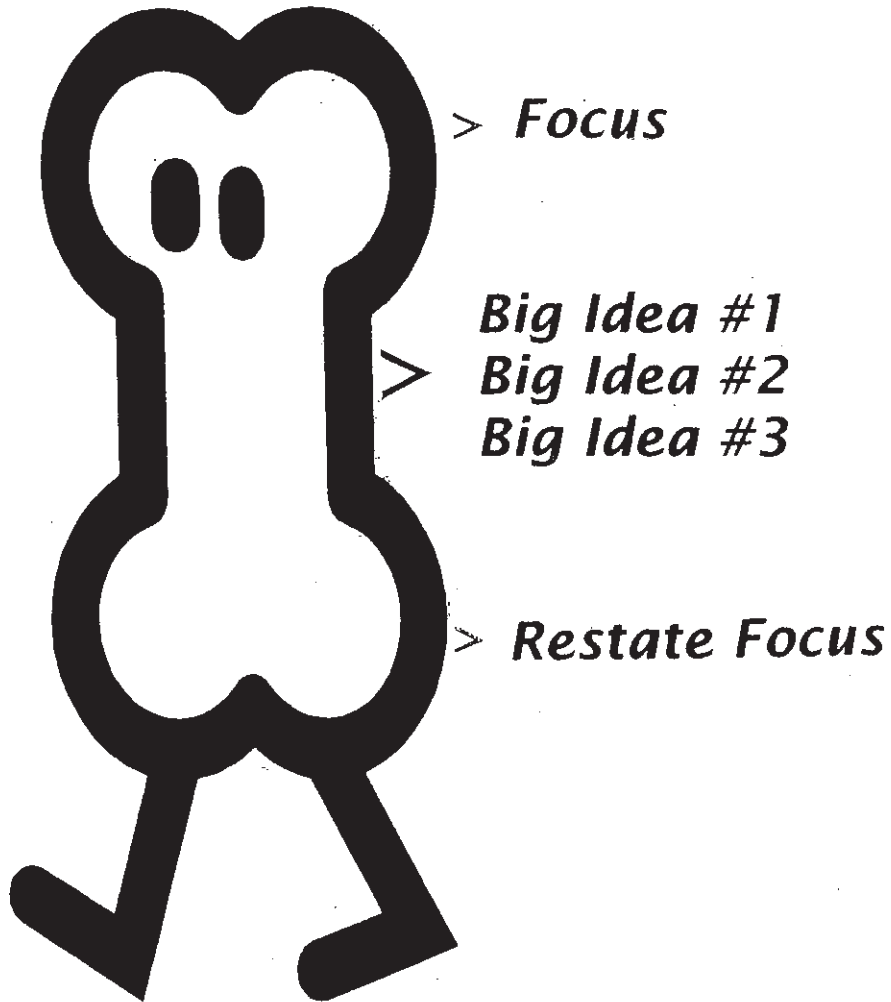
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Tell Me What You Said.....Closing Paragraph

- Restate your **prompt** in **different** words

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Dog Bone Introduction



**Focus:** Use the words from the prompt

**Big Idea #1**

**Big Idea #2**

**Big Idea #3**

**Restate Focus:** Use words from the prompt,  
but in a DIFFERENT way

# Narrative Essay Checklist

Author: \_\_\_\_\_

Editor: \_\_\_\_\_

**Directions:** Answer the questions below as you read your partner's essay. Use proofreading marks on the essay to correct mistakes.

1. Who?

---

---

2. What?

---

---

---

3. Where?

---

---

4. When?

---

---

5. Why?

---

---

---

6. Does this essay have 5 paragraphs? YES or NO

7. Did the author restate the question? YES or NO

5. Does the story have a beginning, middle, and an end? YES or NO

6. Does every sentence start with a capital letter? YES or NO

7. Does every sentence end with a punctuation mark? YES or NO

8. Did you find less than 3 spelling mistakes? YES or NO

9. Does the author stay on task throughout the essay? YES or NO

10. Was it easy to read and understand this essay? YES or NO



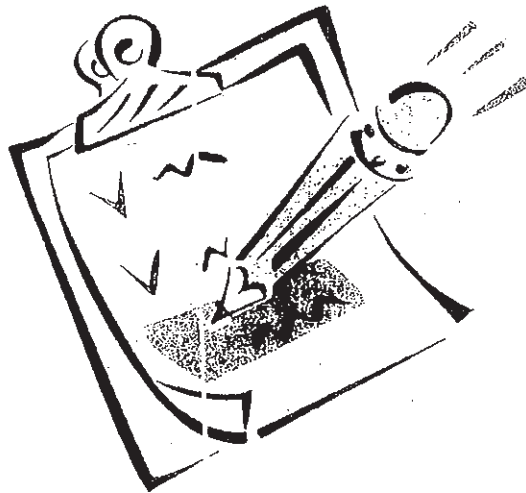
# Essay Checklist

Author: \_\_\_\_\_

Editor: \_\_\_\_\_

**Directions:** Answer the questions below as you read your partner's essay. Use proofreading marks on the essay to correct mistakes.

1. Does this essay have 5 paragraphs? YES or NO
2. Are there 5 sentences in each paragraph? YES or NO
3. Did the author restate the question? YES or NO
4. Are there 3 reasons in this essay? YES or NO
5. Does the author use transitional words? (first, second,...) YES or NO
6. Does every sentence start with a capital letter? YES or NO
7. Does every sentence end with a punctuation mark? YES or NO
8. Did you find more than 3 spelling mistakes? YES or NO
9. Does the author stay on task throughout the essay? YES or NO
10. Was it easy to read and understand this essay? YES or NO



# Common Writing Vocabulary

Focus

Content

Organization

Style

Conventions

Introduction

Body Paragraph

Conclusion

Transitions

Narrative

Persuasive

Informational

# Useful Transitions

Connect Paragraph to Paragraph  
Sentence to Sentence

## **To compare, contrast:**

Similarly  
Likewise  
In the same way  
On the other hand  
Even though  
Otherwise  
however (do not start sentences with)

## **To emphasize a point:**

In fact  
Truly  
There can be no doubt  
For these reasons

## **To add information:**

For instance  
For example  
Again  
Another  
also (do not start sentences with)  
In addition  
Furthermore

## **To conclude or summarize:**

Clearly  
Finally  
To sum up  
Therefore  
As a result  
All in all

## **To show time:**

Immediately  
Meanwhile  
First, second  
Next  
As soon as  
Later  
Then