

1. Planning - Student elicits suggestions from peers in writing group.

Purpose: To pick a final writing topic by getting feedback from peers on journals and ideas.

My group will have met this standard when _____

We will . . .

1. _____
2. _____
3. _____
4. _____
5. _____

How we will collect evidence of our feedback

3. Revising - Final draft is different from rough draft and incorporates relevant feedback from writing group. Draft incorporates strategies from mini-lessons in class.

Purpose: To add, change or delete details to make the writing stronger.

My group will have met this standard when _____

We will . . .

1. _____
2. _____
3. _____
4. _____
5. _____

How we will collect evidence of our feedback

4. Editing - Final draft has fixed mechanical errors found by the peer feedback.

Purpose: To find and correct mechanical errors (spelling, punctuation, grammar) and make the writing easier to read.

My group will have met this standard when

We will . . .

1.

2.

3.

4.

5.

How we will collect evidence of our feedback

--

5. Publishing - The final draft uses language and plot to make a story a specific audience would want to read. The topic is something that some people can relate to. The reader reads it, but isn't amazed.

Purpose: To share writing with an audience and see how they enjoy it.

My group will have met this standard when

We will . . .

6. _____

7. _____

8. _____

9. _____

10. _____

How we will collect evidence of our feedback

--

Groups use this sheet to think of their questions before the planning stage and to collect feedback from their group.

Name _____

Writing Process - Planning

WP #4

QUESTIONS FOR MY GROUP

--

Possible journals to use	What my group had to say (name and comment or question)

--	--

Model of the draft, with writing skills and standards listed.

Name: Ms. Mohr

I can create a logical sequence of events.

Standard 2.2b

I can use transition words and phrases effectively.

Standard 2.2e

mastery	proficiency	basic
<input type="checkbox"/> Events are vividly described and paced so that the reader is always engaged. <input type="checkbox"/> Advanced transition words and phrases are used to move between events in the story.	<input type="checkbox"/> Pacing of events generally matches the length of the story and readers stays mostly engaged. <input type="checkbox"/> Basic transition words and phrases are used to move between events.	<input type="checkbox"/> Too many events are happening in the length of the story. <input type="checkbox"/> Little or no transition between events.

I can vary the beginnings of my sentences.

Standard 2.1c

mastery	proficiency	basic
<input type="checkbox"/> Sentences use all types of beginnings.	<input type="checkbox"/> Sentences rely on 2-3 types of beginnings.	<input type="checkbox"/> Most sentences start the same way.

He knew it was going to be an unusual day when he awoke. The sunlight streamed through the window.

Stanton lay in his bed and thought about the day ahead.

He stretched and got out of bed. “Oh dear,” he said out loud “my slippers are not here.” He made his way to the bathroom to complete his morning rituals. He picked up the paper at the table and read the headline about a protest in his city. “Such an important cause,” he mused “and should make us all take pause.”

He hung up his coat when he got to work and put away his lunch. “What a lovely day now that the wind has gone away,” he said to his friend Julia.

She replied, “That’s quite a rhyme you’ve come up with, friend”

“I know,” he said, “I can’t seem to find any other way to end.” They laughed and Julia continued,

He walked to his office, nodding his head at people along the way. He sat down at his desk and opened his email.

Students listed what they did at each step of the process and what level they think they met.

Writing Process #2 Rubric

Name _____	mastery	proficiency	basic	What I did
2.1a I can use appropriate tools or strategies to plan my writing.	Students elicits and uses peer suggestions and suggestions from people outside of class.	Student elicits suggestions from peers in writing group.	Student does not elicit suggestions or does not engage in group discussion.	I'm at the _____ level because I _____ _____ _____
2.1b I can write a rough draft that has a beginning, middle and end.	Rough draft is carefully outlined and takes into account the feedback from the writing group. Rough draft has an identifiable beginning, middle and end.	Rough draft has an identifiable beginning, middle and end.	Rough draft lacks either a beginning, middle or end, or the draft is the same length as journal or is a summary of a story, lacking details.	
2.1c I can recognize and revise the content of my writing that needs improvement (level of detail, organization, fluency) by using appropriate resources, including peers and adults.	Final draft is substantially different from rough draft and incorporates relevant feedback from writing group and <u>peers outside of the writing group</u> . Draft incorporates strategies from mini-lessons in class.	Final draft is different from rough draft and incorporates relevant feedback from writing group. Draft incorporates strategies from mini-lessons in class.	Final draft is similar in length and content to the rough draft. Little or no evidence of strategies from mini-lessons.	
2.1d I can recognize and fix mechanical errors of my writing (spelling, punctuation, capitalization, word usage) by using appropriate resources, including peers and adults.	Final draft has fixed mechanical errors found by people outside of the writing group.	Final draft has fixed mechanical errors found by the peer feedback.	Final draft has no evidence of errors fixed by student or peers.	
2.1e I can prepare a final draft suitable for the intended audience and task.	The final draft uses language and action to make a story many different types of people would want to read. The topic is something that people can relate to. The reader has a hard time putting it down.	The final draft uses language and plot to make a story a specific audience would want to read. The topic is something that some people can relate to. The reader reads it, but isn't amazed.	The final draft has a plot that is difficult to understand and not many people want to read it. The topic is something few people can connect to. The reader doesn't finish the piece.	

* Students used this to find example of writing skills in their own work

I can use relevant, descriptive details to create a setting.

Standard 2.2

	mastery	proficiency	basic	basic
	<p>“Meets” plus, setting description paints a vivid picture in the reader’s mind. Details are specific and use precise and specific word choice.</p>	<p>Setting description includes details that show the time, place and environment or mood.</p> <p>Setting creates a visual for the reader or details are memorable.</p>	<p>Description is a summary of a setting but does not create a visual image for the reader.</p> <p>Description tells about the setting but does not show the setting specifics.</p>	<p>Description is vague or incomplete.</p>
<p>My Writing What specific sentences from your writing match the rubric standard? Write them in the box provided here.</p>	<p>EXAMPLE: The colorful yarns are stacked like plates of spaghetti.</p>			

Students use this page during the publishing step as they listen or read each others' writing.

Author's name:

	exceeds	meets	developing	
2.1e I can prepare and <u>publish</u> a final draft suitable for the intended audience and task.	The final draft uses language and action to make a story <u>many different types of people would want to read</u> . The topic is something that people can relate to. The reader has a hard time putting it down.	The final draft uses language and plot to make a story a specific audience would want to read. The topic is something that some people can relate to. The reader reads it, but isn't amazed.	The final draft has a plot that is difficult to understand and not many people want to read it. The topic is something few people can connect to. The reader doesn't finish the piece.	

2.1e I can prepare and <u>publish</u> a final draft suitable for the intended audience and task.	The final draft uses language and action to make a story <u>many different types of people would want to read</u> . The topic is something that people can relate to. The reader has a hard time putting it down.	The final draft uses language and plot to make a story a specific audience would want to read. The topic is something that some people can relate to. The reader reads it, but isn't amazed.	The final draft has a plot that is difficult to understand and not many people want to read it. The topic is something few people can connect to. The reader doesn't finish the piece.	
---------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

2.1e I can prepare and <u>publish</u> a final draft suitable for the intended audience and task.	The final draft uses language and action to make a story <u>many different types of people would want to read</u> . The topic is something that people can relate to. The reader has a hard time putting it down.	The final draft uses language and plot to make a story a specific audience would want to read. The topic is something that some people can relate to. The reader reads it, but isn't amazed.	The final draft has a plot that is difficult to understand and not many people want to read it. The topic is something few people can connect to. The reader doesn't finish the piece.	
---------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--