



Primary Writing

Writers Workshop

Read Aloud

Mini-Lessons/Modeled Writing

Independent/Journal Writing

Editing

Publishing

Student Writing Skills Checklist

Name _____

Date _____

	Student	Peer	Teacher
Date			
Title			
Capitals			
Periods			
Spelling			
Neatness			
Spaces between words			

Positive Comments:

Student Writing Skills Checklist

Name _____

Date _____

	Student	Peer	Teacher
Date			
Title			
Capitals			
Periods			
Spelling			
Neatness			
Spaces between words			

Positive Comments:

Shared Writing

Wall Stories and Big Books

Stories, Essays and Poems

Original Story Endings

Retellings

Class Journal Entries

Class Observations

Shared Experiences

Class Rules and Charts

Weekly Newsletters to Parents

News of the Day

Curriculum-Related Writing

Reports

Information Books

Evaluations of Books and Activities



Dear Parents,

Sharing in class will be a writing experience as well as an oral language experience. Your child may bring the item about which he/she has chosen to write. I am hoping that all students will participate each week on their sharing day. Please help them be prepared!

Your child, _____, may share on _____.

I have reprinted excerpts from a journal article to help you develop a "writing suitcase" for your child. The article suggests items to prepare your child's "suitcase." However, a "suitcase" may be a paper bag and the items may simply include paper, crayons, and a pencil.

You and your child will use this writing suitcase to prepare for his/her weekly sharing day. **It is up to the child** to decide what he or she will do, but let me offer a few suggestions to get you started:

- 1) Draw a picture and write a sentence about the item chosen. In the beginning, your child may wish to tell you the sentence and have you write it. This is fine; soon they will discover that they can do it themselves with help from you in spelling and spacing, etc.
- 2) Cut a picture from the newspaper or from a magazine. Dictate or write a sentence or two about it.
- 3) Dictate or write a story and then illustrate it.
- 4) Fold or staple paper together to make their own short story or picture book.
- 5) Cut out a picture of food and write the recipe. (It may sound silly, but that's fine.)
- 6) Copy a sentence or two from a favorite book and then illustrate it.
- 7) Collect items of interest and excitement throughout the week that will remind your child of an experience and write about it.
- 8) Be creative! These are only suggestions. The older your child becomes and the more practice he/she has with written language, the better he/she will be at writing.

As the year progresses, length and detail of the writing should increase, as will your child's interest and ability in reading and writing.

Thank you for your help and guidance. If you have any questions or comments, please do not hesitate to call. I will get back to you as soon as possible.

Sincerely,

What Goes Into a Writing Suitcase?

The following list may be used in preparing a writing suitcase. These relatively inexpensive materials are available in most homes. Other similar items that encourage drawing, writing, and reading might also be appropriate. A Writing Suitcase is a great way for parents to build children's interest in reading and writing.

- paper: various sizes, shapes color, textures, lined and unlined, notebooks, tablets, grocery pads, 3 x 5 cards
- pencils: dark color leads, large primary
- crayons: large and small
- markers: fat and thin, all water colors
- letters: magnetic, plastic, stencils, cardboard
- books: favorite picture books
- scissors: for right or left-handed children as needed
- tape: masking, transparent, colored cloth
- glue: white liquid, paste
- stapler: child sized
- hold punch:
- ruler or straight edge
- chalk and chalkboard
- white board and markers

How is it used?

After selecting the most appropriate items for the Writing Suitcase, conference with the children and/or parents, and explain how important it is for children to draw and write, as both skills are so closely related.

- Ask the child to be in charge of the Writing Suitcase by returning all materials.
- Add other items to the Suitcase if the child agrees, as it is the child's personal space.
- Change the books regularly to offer a variety.

Parents and teachers can demonstrate how valuable printed materials are through everyday activities that give children the experiences which will make the Writing Suitcase activities more meaningful.

- Read aloud each day to children. Let the child choose the book. Talk about the ideas or favorite parts.
- Read newspapers, books, and magazines for your own pleasure. Read signs, grocery labels, directions for putting toys together, recipes or any other printed words as you encounter them

Writing Assessment Development Scale

Kindergarten through Grade 2

EMERGENT WRITER

- 0 Uses pictures to communicate ideas.
- 1 Strings symbols together to represent words and sentences without directionality
- 2 Strings symbols together to represent words and sentences with directionality
- 3 Communicates ideas using letter-like forms (non-grouped)
- 4 Writes some letters connected resembling words (grouped) No knowledge of letter-sound relationship in spelling
- 5 Writers with letters representing sounds
Knowledge of letter-sound relationship in spelling
Inconsistent initial consonants
Copies words from environment without meaning
- 6 Writes with words
May have spaces between words
Sense of word length
Readable
Copies words from environment with meaning

EARLY WRITER

- 7 Writes simple, patterned and/or non-related sentences
May have spaces between words
Consistent initial consonants
Infrequent use of capitalization and punctuation
May have incomplete sentences
- 8 Writes simple, non-patterned and/or non-related sentences
May have spaces between words
Consistent initial consonants
Infrequent use of capitalization and punctuation
Uses complete sentences
- 9 Writes related, non-patterned sentences
Sticks to topic
Consistently uses spelling approximations
Infrequent use of capitalization and punctuation
Uses complete sentences
Sense of story

FLUENT WRITER

- 10 Writes related sentences
 - Sticks to topic
 - Consistently uses spelling approximations
 - Beginnings of an organized plan
 - Some capitalization and punctuation
 - Begins standardized spelling of common words

- 11 Writes related sentences
 - Uses varied sentence structures
 - Can control a chronological sequence
 - Begins to add details
 - Some capitalization and punctuation
 - Uses standardized spelling of most common words

- 12 Uses complex sentence structures
 - Clear organizational plan
 - Initial capitalization, ending punctuation used correctly most of the time
 - Imaginative, vivid language
 - Uses standardized spelling of common words

- 13 Sentence structure is varied
 - Author's voice is apparent, shows awareness of audience
 - Experimenting with uses of other punctuation
 - Uses standardized spelling of most common words
 - Begins to use figurative language
 - Initial capitalization, ending punctuation consistent

First Grade Writer's Workshop Checklist

Do I have my:

- Name
- Date
- Title
- Capitals and periods
- 3 Sentences
- Sentences that match my title
- Spacing

Expert Word Wall (HFW)

Sequence Words:

To begin	First	Second	Previously
Meanwhile	Moreover	Before	Next
Also	Last	Finally	Then

Blends: the friendliest letters in town.

The Secret Sounds of Best Friends:

ch, sh, th, ph, wh

First Grade Writer's Workshop Checklist

Name: _____

Do I have:

- My name
- The date
- A title
- Capitals and periods
- 3 Sentences
- Sentences that match my title
- Spacing

First Grade Writer's Workshop Checklist

Name: _____


Do I have:


- My name
- The date
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Informational Writing

Revising/Editing Checklist

 I gave my writing a title. _____

 I used a lead sentence to grab the attention of the reader. _____

 I put the information in order. _____

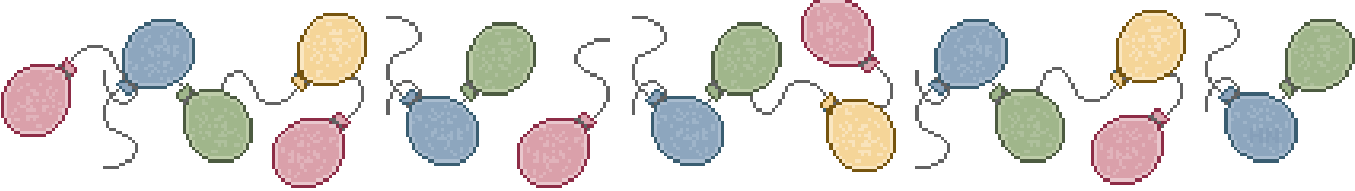
 I used a closing sentence. _____

 I circled misspelled words. _____

 I looked up circled words in a dictionary. _____

 I added capitals and punctuation. _____

My Birthday



Steps in an Interactive Writing Lesson

1. Negotiate a sentence. The teacher and students collaborate to write a meaningful text that can be read.
2. Count the words on fingers. As the teacher repeats the agreed upon sentence slowly, one finger is held up for each spoken word.
3. Recall the word to be written and stretch the word. The teacher articulates the word slowly using a technique known as stretching the word. As the word is stretched, or spoken slowly, the students listen for the individual phonemes that comprise the word.
4. Share the pen. A student volunteer uses the pen to write part of the word or the whole word on the chart paper. Conventional spelling is used.
5. Point and read. Once the word has been written on the chart, the teacher or a student can use the pointer to point to the word as it is read.
6. Recall the entire sentence to be written, then go back to step 3. The teacher and students repeat the sentence they have agreed to write to refresh their memory. The next word in the sentence becomes the new focus.

Source: Borski, Linda. Sharing the Pen: Interactive Writing With Young Children

My Writing Box

From Early Childhood Today

A homemade, portable writing suitcase can help make it fun for your child to express herself through spontaneous writing and drawing.

What You Need

- large cereal box
- construction paper
- glue
- scissors
- markers and crayons
- variety of decorating items (glitter, stickers, and so on)
- sturdy string or yarn
- paper and pencils

What You Do

- To create a writing suitcase, help your child cover a cereal box with construction paper. Encourage her to use crayons and other art supplies to decorate it.
- Cut a small hole near the top of two narrow sides of the box. Then insert the ends of a long piece of string or yarn into the holes and tie them into knots to create a shoulder strap.
- Set the "suitcase" aside and discuss the types of things your child would like to write about or draw. Then encourage her to use the writing materials to form letters and spell in her own way.
- Listen to your child talk about her work. Then help her place the paper, pencils, crayons, and markers into her suitcase. She will be able to use the materials to record stories wherever she goes!

Name _____ Date _____

Revision

	Yes	No	I fixed it.
Did I start each sentence with a capital letter ?			
Did I end each sentence with a period, an exclamation point, or a question mark ?			
Did I use my writing tools to check my spelling?			
Does my writing make sense ?			
Do I have enough details ?			
Does my title match the story ?			

Remember: If you have answered **no** to any of the questions, try your best to fix your mistakes.



2 STARS (what you liked):



1 WISH (a way to improve):

Classroom Assessment List
Journal Selections
Grade 1

Name _____

Date _____

1. Did I use capitals at the beginning of my sentences?



Terrific



OK



Needs Work

2. Did I use periods at the end of my sentences?



Terrific



OK



Needs Work

3. Did I put spaces between my words?



Terrific



OK



Needs Work

4. Is my work neat?



Terrific



OK



Needs Work

Classroom Assessment List
Journal Selections
Grade 1

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OK



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OK



Needs Work

3. Did I put spaces between my words?



Terrific



OK



Needs Work

4. Is my work neat?



Terrific



OK



Needs Work

"Tiny" Tales

(Retelling or Personal Narrative)

Materials:

3 x 5 cards
Colored pencils
Hole punch

Instructions:

Students write a brief retelling or personal narrative using the "first, next, then, finally format." Share with a friend and edit for content, grammar and punctuation. Fold a 3 x 5 card in half. Punch a hole in the corner. Transfer writing to card. Illustrate. Tie stories to shoestrings. Sit cross-legged facing a partner. Read each other's stories. Change partners and read again.

Note: Make sure that children wear shoes that tie when they share their stories.

Flap Book

(Mini Research Report)

Materials:

- 3 sheets of bond paper per student
- Tiny sticky notes
- Reference books at appropriate readability levels
- Pencils

Instructions:

Fold and staple three sheets of bond together as shown to form "flap" book. Label each flap as shown.

Folded edge



Description
Habitat
Food Gathering
Enemies and Protection
Interesting Fact

Students gather information for each main idea or category, writing detail phrases on small sticky notes. Each group of sticky notes may be used to form sentences for a paragraph.

Grade 1 Performance Task
Responding to Literature
How Spider Stopped the Litterbugs by Robert Kraus

Background:

You have just finished listening to the book How Spider Stopped the Litterbugs. This book is about what happens to our earth when it is not taken care of. You have been studying the effects that people have on our environment during our science unit. We have also studied the character, setting, problem, and solutions of many stories.

Task:

Your job is to remember the characters, setting, problem, and solution of the story. You will write and draw about these on the four section flip book.

Audience:

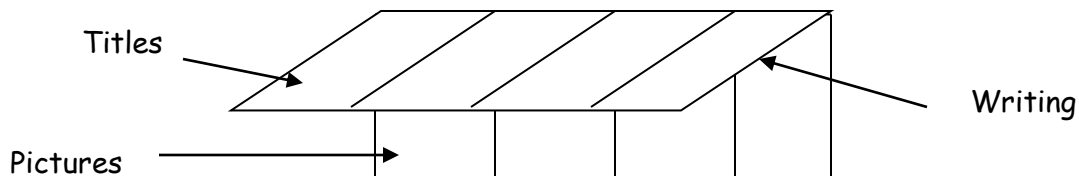
Your first grade class

Purpose:

To help you understand about the characters, setting, problem, and solution of a story and to help you understand how you can help to keep the earth clean.

Procedure:

1. You will have a folded four section flip book.
2. You will label the front of each section with the printed titles for characters, setting, problem, and solution.
3. Write about each topic on the back side of each flap.



4. Draw a picture to show what you wrote about on the bottom page of this book. Show details.

Grade 1 Performance Task Assessment List
Responding to Literature
How Spider Stopped the Litterbugs by Robert Kraus

1. Did I write the title of the story?



Terrific



OK



Needs Work

2. Did I write sentences about the characters, setting, problem, and solution?



Terrific



OK



Needs Work

3. Do my pictures match my sentences?



Terrific



OK



Needs Work

4. Did I start each sentence with a capital letter?



Terrific



OK



Needs Work

5. Did I end each sentence with a period?



Terrific



OK



Needs Work

6. Is my work neat?



Terrific



OK



Needs Work

What Happens to a Seed?

The Tiny Seed by Eric Carle

Grade 1

Background:

You have just finished listening to the book The Tiny Seed about the life of a seed. You have watched your own real seeds grow during science class.

Task:

Your job is to draw a picture to show the life cycle of a seed in each season. Your pictures will be put on the bulletin board.

Audience:

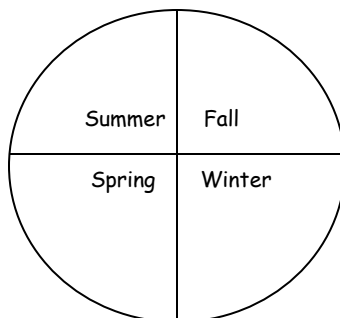
Your first grade class

Purpose:

To help you understand how a seed changes from a seed to a flower and how this cycle repeats itself.

Procedure:

1. You will have a large circular piece of paper divided into four parts.
2. Label the four seasons from the large chart.
3. Draw what happens to the tiny seed in each season.
4. Show details.
5. Label the things you draw in your picture.
6. Write a sentence about each part of the seed life cycle.



Grade 1 Performance Task Assessment List

Responding to Literature The Tiny Seed by Eric Carle

1. Did I draw what happens to a seed during each season?



Terrific



OK



Needs Work

2. Did I show details?



Terrific



OK



Needs Work

3. Did I label the parts of each picture?



Terrific



OK



Needs Work

4. Did I write a sentence that tells about each picture?



Terrific



OK



Needs Work

5. Did I start each sentence with a capital letter and end it with a period?



Terrific



OK



Needs Work

6. Is my work neat?



Terrific



OK



Needs Work