

Why Digital Writing Matters

Common Core ELA Standards & Digital Writing Alignment

Domain	Anchor Standard*	Grade Specific Description			
		Kindergarten	4th	8th	12th
Writing (Production & Distribution)	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Writing (Research to Build & Present Knowledge)	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes.
Reading Informational Text (Integration)	7. Integrate and evaluate content presented in diverse formats, including visually and quantitatively, as well as in words.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place thing, or idea in the text	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or a problem.

Domain	Anchor Standard*	<i>Grade Specific Description</i>			
		Kindergarten	4th	8th	12th
Reading Literature (Integration of Knowledge & Ideas)	<i>Same Anchor Standard as Above.</i>	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.).
Speaking & Listening (Comprehension & Collaboration)	<i>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</i>	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
Speaking & Listening (Presentation of Knowledge & Ideas)	<i>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</i>	Add drawings or other visual displays to descriptions as desired to provide additional detail.	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

*The National Common Core Standards (NCCS) are based upon a total of 32 anchor standards in four areas – Reading, Writing, Speaking & Listening, and Language. Grade specific standards are derived from these career and college readiness goals. The six displayed in this chart are the ones most directly linked to digital reading and writing, however digital texts are periodically mentioned throughout the entire NCCS document. All anchor standards can be viewed at <http://www.corestandards.org/the---standards/english---language---arts---standards>

Writing Standards Progression from Grade 2 to Grade 3

In grade 3, students write with increasing sophistication to present the relationships between ideas and information efficiently. Additionally, with guidance and support from adults, they use technology to produce and publish writing. They are also expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades (refer to L.3.1-3).

Specific changes in the Writing Standards from grade 2 to grade 3 are highlighted in the chart below:

<p>Grade 2, Standard 1 (W.2.1)</p> <p>Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>Grade 3, Standard 1 (W.3.1)</p> <p>Write opinion pieces on topics or texts, <u>supporting a point of view with reasons.</u></p> <ol style="list-style-type: none"> 1. Introduce the topic or text they are writing about, state an opinion, and <u>create an organizational structure that lists reasons.</u> 2. Provide reasons that support the opinion. 3. Use linking words <u>and phrases</u> (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. 4. Provide a concluding statement or section.
<p>Grade 2, Standard 2 (W.2.2)</p> <p>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>Grade 3, Standard 2 (W.3.2)</p> <p>Write informative/explanatory texts <u>to examine a topic and convey ideas and information clearly.</u></p> <ol style="list-style-type: none"> 1. Introduce a topic and <u>group related information together; include illustrations when useful to aiding comprehension.</u> 2. <u>Develop the topic with facts, definitions, and details.</u> 3. <u>Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</u> 4. Provide a concluding statement or section.
<p>Grade 2, Standard 3 (W.2.3)</p> <p>Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>Grade 3, Standard 3 (W.3.3)</p> <p>Write narratives <u>to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</u></p> <ol style="list-style-type: none"> 1. <u>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</u> 2. <u>Use dialogue and descriptions of actions, thoughts, and feelings to develop</u>

	<p><u>experiences and events or show the response of characters to situations.</u></p> <ol style="list-style-type: none"> Use temporal words <u>and phrases</u> to signal event order. Provide a sense of closure.
Grade 2, Standard 4	Grade 3, Standard 4 (W.3.4)
(Begins in grade 3)	<u>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</u>
Grade 2, Standard 5 (W.2.5)	Grade 3, Standard 5 (W.3.5)
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	With guidance and support from peers and adults, <u>develop and</u> strengthen writing as needed by <u>planning, revising, and editing.</u> (<u>Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on pages 28 and 29.</u>)
Grade 2, Standard 6 (W.2.6)	Grade 3, Standard 6 (W.3.6)
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	With guidance and support from adults, use <u>technology</u> to produce and publish writing (<u>using keyboarding skills</u>) as well as <u>to interact and collaborate with others.</u>
Grade 2, Standard 7 (W.2.7)	Grade 3, Standard 7 (W.3.7)
Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	<u>Conduct short research projects that build knowledge about a topic.</u>
Grade 2, Standard 8 (W.2.8)	Grade 3, Standard 8 (W.3.8)
Recall information from experiences or gather information from provided sources to answer a question.	Recall information from experiences or gather information from <u>print and digital sources; take brief notes on sources and sort evidence into provided categories.</u>
Grade 2, Standard 9	Grade 3, Standard 9
(Begins in grade 4)	(Begins in grade 4)
Grade 2, Standard 10	Grade 3, Standard 10 (W.3.10)
(Begins in grade 3)	<u>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</u>

Text Types and Genres

Text Type	Genres	Features	Writing Characteristics
Opinion and Persuasive	Essay, speeches, editorials, and letters to the editor	States an opinion or point of view and provide reasons and information Seeks to convince a reader about the validity of a position or action	Define a position. Offer supporting evidence using primary and secondary sources. Address concerns of the reader.
Informative and Explanatory	Report of information, summary, and technical analysis and literary analysis	Conveys factual reports containing information or observations Briefly restates a text’s main ideas Presents instruction and procedures	Use multiple sources and document sources. Refrain from expressing opinions. Identify sequence accurately. Use correct format for document.
Narrative	Autobiography, biography, creative fiction, and memoirs	Uses time as a deep structure Has a narrator Establishes a situation and sequence	Inform, instruct, persuade, or entertain. Use monologue or dialogue, visual details, and actions.

Adapted from NGA & CCSSO, 2010b, pp. 23-24.

Reading Researcher Advocates Strengthening Literacy Programs Through Reading-Writing Synergy

By: P. David Pearson

Date: Fall 2007

Summary: Reading researcher P. David Pearson shares his thoughts about how the synergy between reading and writing holds implications for developing literacy in classrooms.

NWP Board member and dean of the Graduate School of Education at the University of California, Berkeley, P. David Pearson is widely recognized for his research in reading and literacy evaluation. He has also served as co-director of two nationally prominent literacy research institutes: the Center for the Study of Reading at the University of Illinois, and Michigan State University's Center for the Improvement of Early Reading Achievement.



*In an interview conducted for the NWP book **Because Writing Matters: Improving Student Writing in Our Schools**, Pearson describes some synergies between reading and writing and the implications for developing literacy in classrooms.*

Though writing has a central role in early reading development, this understanding is almost diametrically opposed to how writing was viewed when I first came into the field in the middle to late 60s, when linguistic readers explicitly forbade or discouraged the teaching of writing until reading was under control on the grounds that presenting the child with two tasks would be too much. But, ironically, as we enter this new century, we've come to understand just how central a role writing, in all of its manifestations, has in the development of early reading. Increasingly, we see the synergistic relationship between learning to write and learning to read.

When you engage kids in writing stories, there's a natural hook-up to those they read.

At the most rudimentary level, when kids are encouraged to write—even at the very early age, pre-kindergarten and kindergarten—and they're encouraged to spell words as they sound them, two things happen. The first is that they develop phonemic awareness in precisely the way that the advocates of direct phonemic instruction intend for it to be learned and tested. But with writing, they do it, I would argue, in a much more incidental, less laborious, and more natural way. And it's acquired in the service of some other functional task, i.e., trying to communicate something with someone.

Writing Helps Kids Read and Vice Versa

A second synergy is that there's actually some payoff in terms of the letter-sound knowledge, even though we all know that when you're writing and trying to spell things the way they sound, you're not going from letter to sound, you're going from the sound to letter. But there's enough of an overlap between these two correspondences that transfer occurs. Phonics is so much more transparent in spelling than it is in reading that I think it's easier for kids to deal with.

The other kinds of synergy that are not quite so obvious are more structural and conceptual. For example, when you engage kids in writing stories, there's a natural hook-up to those they read. This may be an instance where the writing helps kids. Because it's surely the case that kids use the stories they read as models for their writing. But it also works back the other way. Because the minute I now use my story frame that I may have gathered from the stories you've read to me and with me, I now use that structural idea in writing in a more vivid way. Writing makes things concrete and puts it out there for inspection in a way that reading doesn't. And when I have to deal with "once upon a time" and "they lived happily ever after" in writing, it hits me in the face more than in reading.

Another way to look at this is that when you're writing, it slows things down so you can examine them. We've discovered this in some of our work with [English language learners.] It makes language available for examination in ways that oral language doesn't. If I want to examine something carefully, then having it

available in print makes it easier. And when I write, that examination is made more concrete than when I read.

The First Steps of Critical Reading

The strategies that are part of learning to write—such as peer editing and author's chair—also help kids learn to read. Because when I do a peer editing, I'm asking questions like, "Okay, what was it you really wanted to say?"; and now, "How well did you say it?"; and then, "How could I help you say it better?" And these are exactly the kind of questions we are trying to promote in critical reading: getting to the author, trying to understand the author's intentions and motives. Why in heaven's name would someone say this? And why would they say it in the way they did? So, for me, when you engage kids in this kind of peer editing, you're engaging [them] in the first steps of critical reading. That's another one of those important synergies that isn't often talked about.

Another obvious synergy is that the texts that we write in a classroom are potentially texts for you and me and our peers to read to one another. That's a wonderful kind of expectation to promote in classrooms: What we write is written to be read. They're not written to satisfy my assignments as a teacher. It implies that the criterion of authenticity is going to be important inside classrooms. And by authenticity I mean purpose—that it's written to be read by a real person other than a teacher.

So these are synergies that link learning to read and learning to write: the first at a letter-sound level; the second at a structural level; and the third one less structural and more about the pragmatics of language intention and purpose and your relation to an audience.

Because of this link, if I were asked to offer advice on building a reading/language arts program for grade one or even kindergarten, I would have a writing time every day. It might be 10 or 15 minutes to start with. You would be composing texts—some on your own, some with buddies, and some with a group. I would use a combination of individual texts, small-group texts, and the more conventional language experience stories—all those, to me, should be part of a reading-writing program.

How Writing Develops

By: Reading Rockets (2010)

Almost every interaction in a child's world is preparing them to become a reader and writer. This article outlines the stages of writing development, and tips for adults to help along the way.

Young children move through a series of stages as they are learning to write. The stages reflect a child's growing knowledge of the conventions of literacy, including letters, sounds and spacing of words within sentences. Almost every interaction in a child's world is preparing them to become a reader and writer. The indicators of hallmarks within stages are described below.

It's important to remember that there will be variations in the way kids move through writing stages; it may not happen in the same way or at the same time and the lines between the stages can be blurry. Many models of writing development and word study label stages with their own terms using various descriptors. The descriptions below are designed to communicate common writing characteristics.

Scribbling/drawing

Most children begin their writing career by scribbling and drawing. Grasping the crayon or pencil with a full fist, a young scribbling child is exploring with space and form. He is creating a permanent record of his ideas and thoughts. These first scribbles can be proud accomplishments! Thick markers, crayons, and unlined paper are good writer's tools for this stage.

Letter-like forms and shapes

At this stage of writing development, children begin to display their understanding that writers use symbols to convey their meaning. Writing begins to include shapes (circles, squares) and other figures. A writer in this stage will often write something and ask, "What does this say?" There's little orientation of forms and shapes to space (i.e., they appear in random places within the writing or drawing). Tubs of markers, crayons, and paper remain good writer's tools.

Letters!

As a child's writing continues to develop, she will begin to use random letters. Most children begin with consonants, especially those in the author's name. Pieces of writing are usually strings of upper-case consonants, without attention to spaces between words or directionality. At the beginning of this stage, there remains a lack of sound-to-symbol correspondence between the words they are trying to write and the letters they use. Later efforts may include letters for the salient sounds in words and include the author's own name. Different types of paper, including memo pads, envelopes, lined paper and some smaller pens and pencils are good writer's tools at this stage. Tubs of foam letters and letter magnets are also handy.

Letters and spaces

As beginning writers practice their craft, they are learning many concepts about print. When a child points to individual words on a page when reading, and works to match their speech to a printed word, a concept of word is developing. This awareness of the purpose and existence of spaces separating words and that spoken words match to printed words is known as a concept of word. Often called the watershed event of kindergarten, adults watch young writers insert these important spaces in their own work. Guided either by an index finger in-between each word or by lines drawn by the teacher, children demonstrate one-to-one correspondence with words. At this stage, children write with beginning and ending sounds. They also may begin to spell some high frequency words correctly. Vowels may be inserted into words. As students transition to more conventional writers, they will begin to write words the way they sound. Punctuation begins as writers experiment with forming sentences.

Conventional writing and spelling

At this stage, children spell most words correctly, with a reliance on phonics knowledge to spell longer words. Writers use punctuation marks correctly and use capital and lower case letters in the correct places. Writing for different purposes becomes more important. First and second grade students often write signs for their bedroom doors or a letter to a friend. Storybook language, "Once upon a time," and "happily ever after," become a part of writing samples as the child joins the league of writers with a storytelling purpose. As students progress through the writing stages, various pieces become more automatic and fluent. Handwriting becomes easier, as does the spelling of a majority of words.




At all stages, it's important to honor the writing efforts of your young child. Find opportunities to have your child share his work with others. Display efforts on the wall or on the refrigerator. Ask your child to read his work at the dinner table or by sitting in a special author's chair.

<http://www.readingrockets.org/article/36969/?theme=print>

© Copyright 2008. All rights reserved. Reading Rockets is funded by a grant from the U.S. Department of Education, Office of Special Education Programs. Reading Rockets® is a registered trademark of WETA.

Stay informed! Subscribe to our [e-mail newsletters](#).

Defining Voice, Pictures and Flow

Trait of writing...	Makes students think of ...	Rich Vocabulary
<p>Use your voice.</p> 	<p>Students hear a voice inside their heads as they write. They readily point out the phrases in the writing of others that show personality, emotion and attitude.</p>	<p>Show atmosphere, attitude, confidence, conviction, disposition, emotion, energy, feeling, frame of mind, humor, individuality, manner, mood, nature, novelty, passion, personality, pitch, point of view, precision, sensation, temper (good or bad), tone and uniqueness.</p>
<p>Make Pictures...</p> 	<p>Students readily acknowledge pictures of their thoughts as they write. As they read or listen to writing, they see pictures in their mind with vivid detail.</p>	<p>...to bare, bring to light, clarify, demonstrate, describe, depict, detail, disclose, display, establish, exemplify, exhibit, explain, explicate, expose, flesh out, give details, illustrate, make clear, portray, prove, represent, reveal, show, show evidence of, stage, substantiate, tell all and uncover.</p>
<p>Let thoughts flow...</p> 	<p>Students can tell you when their writing flows and when it stops flowing. They say their writing flows better from a plan. They instinctively react to writing that does not flow and point to the exact place that their flow stopped.</p>	<p>...to arrange, assemble, associate, attach, blend in, combine, connect, coordinate, correlate, gift wrap, join, link up, organize, package, position, put in order, put together, relate, shape and smooth out.</p>

Gradual Release of Responsibility Model / Daily Five

Demonstration	Shared Demonstration	Guided Practice	Independent Practice
<p style="text-align: center;">Little / No Control</p> <p style="text-align: center;">High Support</p> <ul style="list-style-type: none"> ▪ I – Charts ▪ Introduce <ul style="list-style-type: none"> • 3 Ways to Read a Book • Good Fit Books • Underline word • EEKK • Picking partners • Material set up and clean up • Modeled writing ▪ Explicit instruction focus lessons 	<p style="text-align: center;">Low Control</p> <p style="text-align: center;">Moderate Support</p> <div style="border: 1px solid black; background-color: #9c27b0; color: white; padding: 5px; text-align: center; margin: 10px auto; width: 80%;">Level of Teacher Support</div> <ul style="list-style-type: none"> ▪ 10 Steps to Independence <ul style="list-style-type: none"> • Model right/wrong way • Practice / build stamina ▪ Turn and talk strategy 	<p style="text-align: center;">Moderate Control</p> <p style="text-align: center;">Low Support</p> <ul style="list-style-type: none"> ▪ Stamina Building ▪ Small Group Instruction ▪ Individual Conferring ▪ Read to someone 	<p style="text-align: center;">High Control</p> <p style="text-align: center;">Little / No Support</p> <ul style="list-style-type: none"> ▪ Daily Five up and running
I do, you watch.	I do, you help.	You do, I help.	You do, I watch.

Boushey, G., & Moser, J. (2006). *The daily five*. Portland: Stenhouse.

Fisher, D., & Frey, N. (2008). *Better Learning through Structured Teaching*. New York: Knopf Books for Young Readers.

Name: _____ Date: _____

RACE Rubric

	Excellent (4-points)	Satisfactory (3 points)	Needs (2 points) Improvement	Little Effort (1 point)
R- Restate	The stem of the question is clearly organized and focused; restatement has proper language and makes sense.	Uses the stem of the question to restate; restatement has proper language.	Part of the question is restated.	No words from the question are found in restate; no restatement.
A-Answer	Offers a correct solution; answer fits into restatement and makes sense.	Offers a correct solution, but has minor errors.	Part of the answer is correct.	Answer is incorrect.
C-Cite/Computation	Gives evidence that an appropriate problem solving strategy was selected and provides details with elaboration.	Gives evidence that an appropriate problem solving strategy was selected and few details were used.	Is able to locate answer, but does not provide details or elaboration.	No citing or computation was attempted.
E - Expand	Student makes at least 2 personal connections, predictions, conclusions, comparisons, or uses cause and effect.	Student makes at least 1 personal connection, prediction, conclusion, comparison, or uses cause and effect.	May show faulty reasoning leading to weak answer or conclusion.	No expansion was attempted.

Total Points: _____ / 16

Name: _____ Date: _____

RACE Rubric

	Excellent (4-points)	Satisfactory (3 points)	Needs (2 points) Improvement	Little Effort (1 point)
R- Restate	The stem of the question is clearly organized and focused; restatement has proper language and makes sense.	Uses the stem of the question to restate; restatement has proper language.	Part of the question is restated.	No words from the question are found in restate; no restatement.
A-Answer	Offers a correct solution; answer fits into restatement and makes sense.	Offers a correct solution, but has minor errors.	Part of the answer is correct.	Answer is incorrect.
C-Cite/Computation	Gives evidence that an appropriate problem solving strategy was selected and provides details with elaboration.	Gives evidence that an appropriate problem solving strategy was selected and few details were used.	Is able to locate answer, but does not provide details or elaboration.	No citing or computation was attempted.
E - Expand	Student makes at least 2 personal connections, predictions, conclusions, comparisons, or uses cause and effect.	Student makes at least 1 personal connection, prediction, conclusion, comparison, or uses cause and effect.	May show faulty reasoning leading to weak answer or conclusion.	No expansion was attempted.

Total Points: _____ / 16

Primary Writing Rubric (K-3)

	Ideas	Organization	Voice	Word Choice	Flow	Conventions	Presentation
Strong	<p>I've Got It!</p> <p>I know A Lot about this topic.</p> <p>My writing is bursting with fascinating details.</p> <p>My topic is small enough to handle.</p>	<p>I've Got It!</p> <p>I have a bold beginning, mighty middle, and excellent ending.</p> <p>My details are in the right places.</p> <p>My ideas are in an order that really works.</p>	<p>I've Got It!</p> <p>My writing sounds like me.</p> <p>The reader will know I care about this topic.</p> <p>I have the right amount of energy in this piece.</p>	<p>I've Got It!</p> <p>I've picked exactly the right words.</p> <p>My words are colorful, fresh, and snappy.</p> <p>The words help my reader see my ideas.</p>	<p>I've Got It!</p> <p>My sentences are well built.</p> <p>It is easy to read my sentences aloud.</p> <p>The way my sentences begin makes them interesting.</p> <p>I've varied my sentence lengths.</p>	<p>I've Got It!</p> <p>My spelling is magnificent.</p> <p>All my capitals are in the right places.</p> <p>I used punctuation correctly to make my writing easy to read.</p> <p>I used correct grammar and added paragraphs where needed.</p> <p>I did a great job of proofreading.</p>	<p>I've Got It!</p> <p>My paper is neat – no smudges or cross-outs.</p> <p>My letters are printed and written clearly.</p> <p>I have margins that make a frame.</p>
Developing	<p>On My Way</p> <p>I know enough about my topic to get started.</p> <p>Some of my details are too general.</p> <p>My topic might be a little too big.</p>	<p>On My Way</p> <p>I've made a good attempt at a beginning, middle, and ending.</p> <p>Most of my details fit.</p> <p>The order of my ideas makes sense.</p>	<p>On My Way</p> <p>My writing is safe. You only get a glimpse of me.</p> <p>I have only some interest in this topic.</p> <p>My energy level is uneven in this piece.</p>	<p>On My Way</p> <p>Some of my words work well, but others don't.</p> <p>I've used too many ordinary words.</p> <p>My words paint a general picture of the idea.</p>	<p>On My Way</p> <p>I've got sentences!</p> <p>There are some places to make smoother when I read aloud.</p> <p>I've tried a couple of different ways to begin my sentences.</p> <p>I might put some sentences together or I could just cut a few in two.</p>	<p>On My Way</p> <p>Only my simpler words are spelled correctly.</p> <p>I used capitals in easy spots.</p> <p>I have correct punctuation in some places, but not in others.</p> <p>I proofread quickly and missed some things.</p>	<p>On My Way</p> <p>My paper can be read, but it's not my best.</p> <p>Some of my letters are well done, but some are not.</p> <p>My margins work better in some places but not in others.</p>
Beginning	<p>Just Starting</p> <p>I haven't figured out what to say.</p> <p>My details aren't clear.</p> <p>I'm still looking for a topic.</p>	<p>Just Starting</p> <p>My writing doesn't have a clear beginning, middle or ending.</p> <p>My details are jumbled and confusing.</p> <p>I have "stuff" on paper, but it's not in order.</p>	<p>Just Starting</p> <p>I forgot to add what I think and feel in this piece.</p> <p>I really don't care at all about this topic.</p> <p>I'm bored and it shows.</p>	<p>Just Starting</p> <p>I'm confused about how to use words well.</p> <p>I've left out key words.</p> <p>Many of my words are the same or just wrong.</p>	<p>Just Starting</p> <p>My sentences aren't working well.</p> <p>I'm having trouble reading my piece aloud.</p> <p>The beginnings all sound the same.</p> <p>I've used "and" too many times.</p>	<p>Just Starting</p> <p>My words are hard to read because of spelling.</p> <p>My capitals don't follow the rules.</p> <p>I haven't used punctuation well at all.</p> <p>I forgot to proofread.</p>	<p>Just Starting</p> <p>My paper is very hard to read.</p> <p>My letters are a mess.</p> <p>I forgot to use margins.</p>

Primary Writing Rubric (K-3)