

Preschool Writing Descriptors

1st Quarter

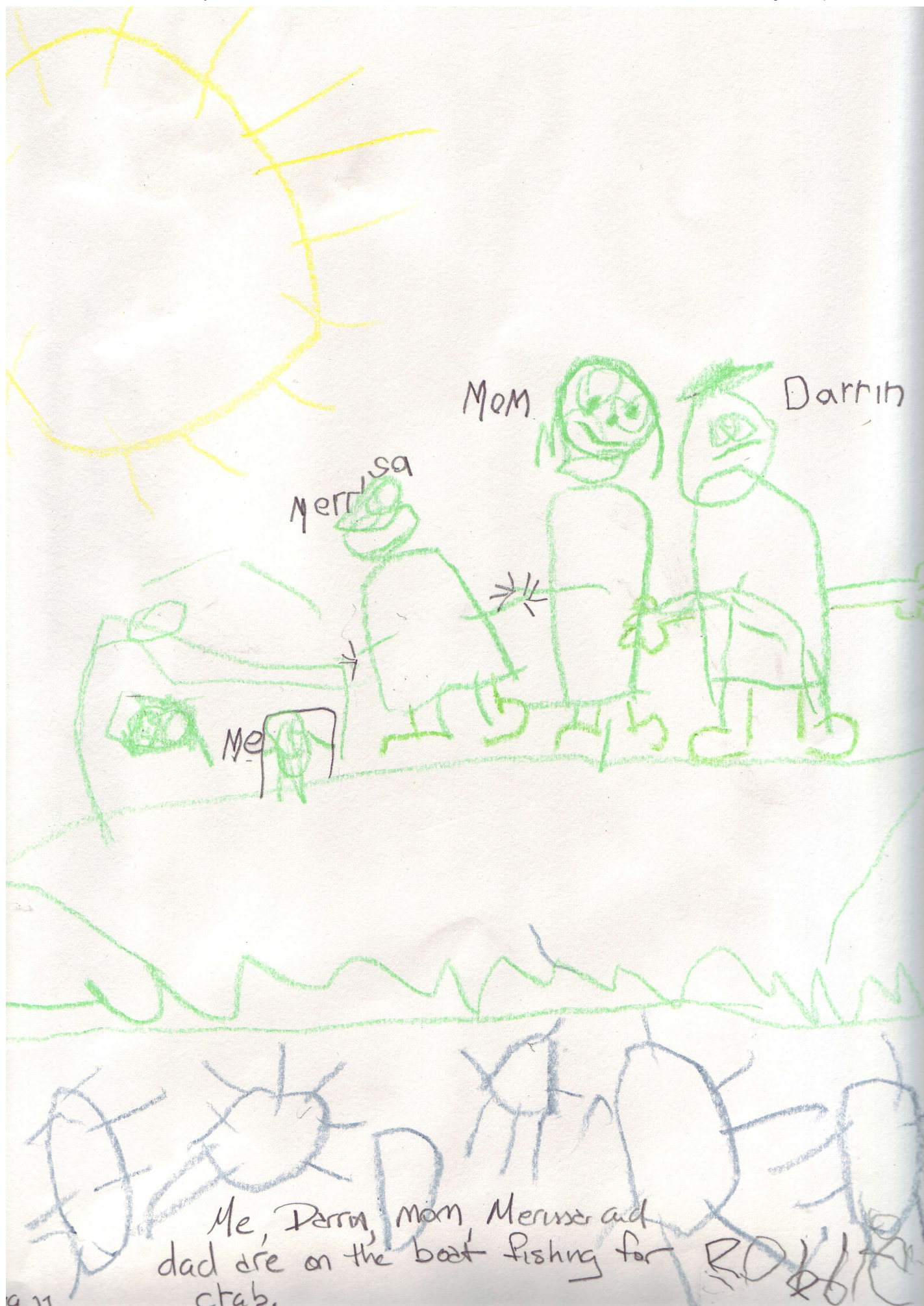
- Simple but recognizable person
- Face, body, arms, legs
- Demonstrates some control
- Students work is recognizable but lacks important detail critical to the story
- Teacher labels object using words, simple phrase or sentence about story



My mom is sleeping.
She is sick.

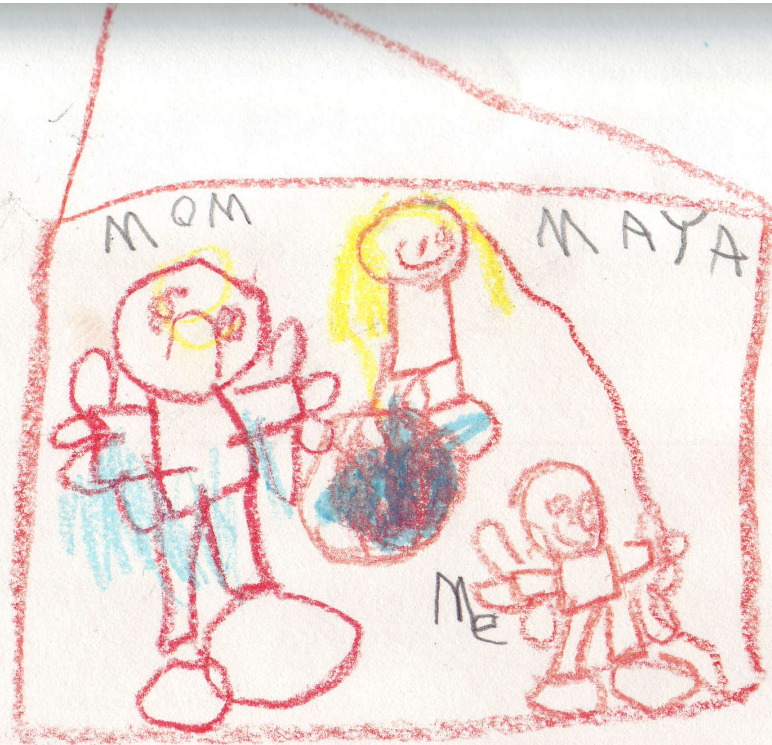
Preschool Writing Descriptors 2nd Quarter

- Recognizable figures/illustrations
- Added details to illustration
- Labeling/Naming figures
- Student dictates words and or short phrases/simple sentences including a setting and significant event



Preschool Writing Descriptors 3rd Quarter

- Recognizable
- Important details including in illustration
- Lacks student “writing”
- Some independent student labeling
- Student able to tell story through teacher questioning



My sister was on a blue ball. She
fell off and cracked her head open. She had
to go to the hospital.

04.20.11

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Preschool Writing Descriptors 4th Quarter

- Work contains detail critical to the story
- Includes student “writing” (speech and thought bubbles, noises)
- Student able to tell a simple story about/consistent with illustration with little or not teacher support



Kindergarten Writing Descriptors 1st Quarter

- There is a representation of some sort of writing below the line.
- Contains some sort of “writing” within the picture such as labels, speech bubbles, thought bubbles or noises (some teacher, some student).
- There is evidence of a character, setting, event/action within the picture. (This might be teacher supported)
- Oral language/Dictation



writing

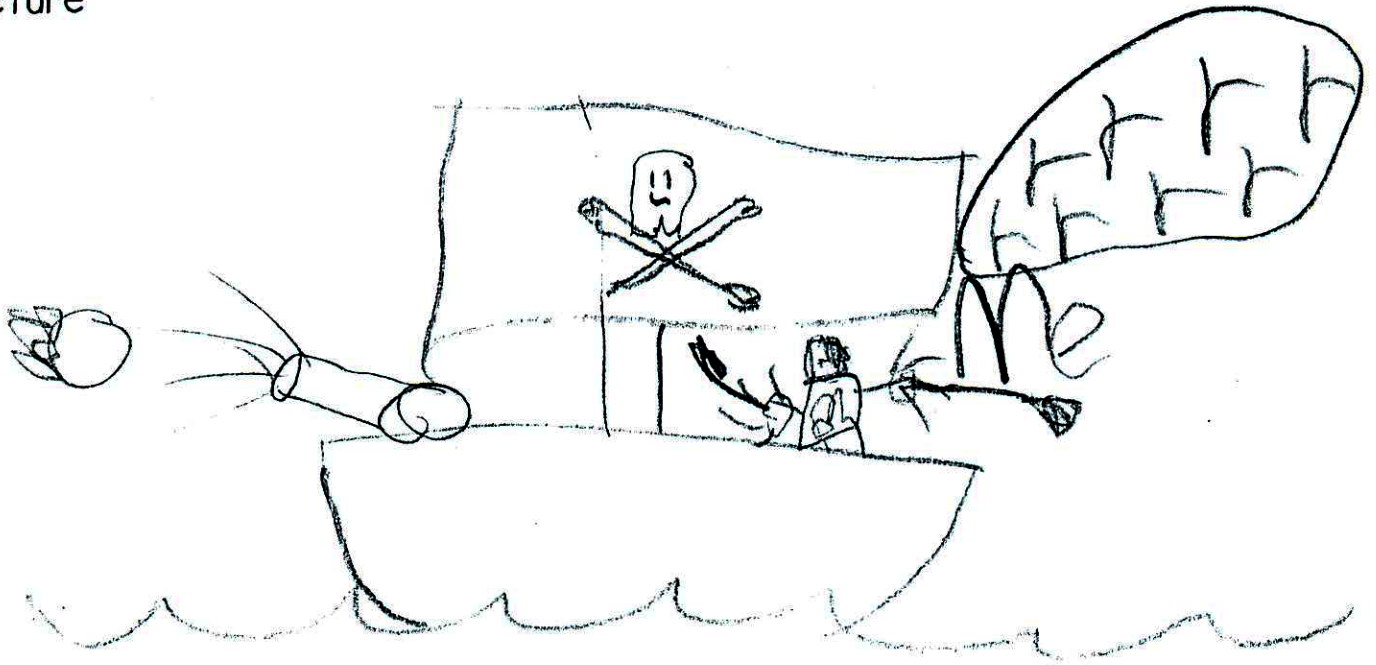
A B C D E F G H I
J K L M N O P
Q R S T U V W X Y Z

story

We are playing with
my dogs.

Kindergarten Writing Descriptors 2nd Quarter

- There is one line of text beneath picture with evidence of beginning sound identification.
- Continues to contain some sort of “writing” within the picture such as labels, speech bubbles, thought bubbles or noises (some teacher, some student).
- There is evidence of a character, setting, event/action within the picture.
- Begins to show an understanding of word spacing.
- Oral language/dictation



writing

I am Not the
Pirate.

story

I am on the pirate ship.

Kindergarten Writing Descriptors

3rd Quarter

- There is evidence of a character, setting, event/action within the picture.
- Contains a lengthening line of text or two sentences.
- Contains beginning and ending sounds and some correctly spelled words.
- Words written are directly related to the picture.
- Word spacing becomes more consistent
- Oral language/Dictation



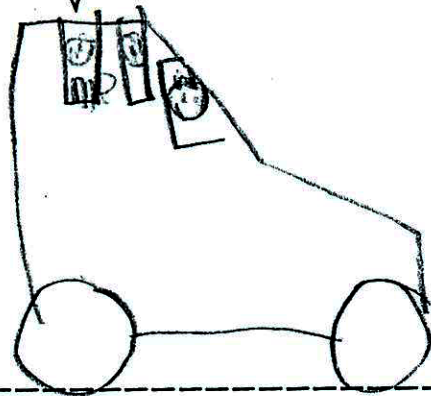
We are at
the corve. It
is fun and cool.

Kindergarten Writing Descriptors 4th Quarter

- There is evidence of a character, setting, event/action within the picture.
- There is a two-part sketch plan; a beginning and an end.
- Contains some descriptive detail and dialogue in the pictures.
- Contains two sentences relating to the beginning and the end.
- Contains correctly spelled selected sightwords.
- Contains many closely spelled words and words with beginning, middle and ending sounds.
- Word spacing is consistent.

B

E



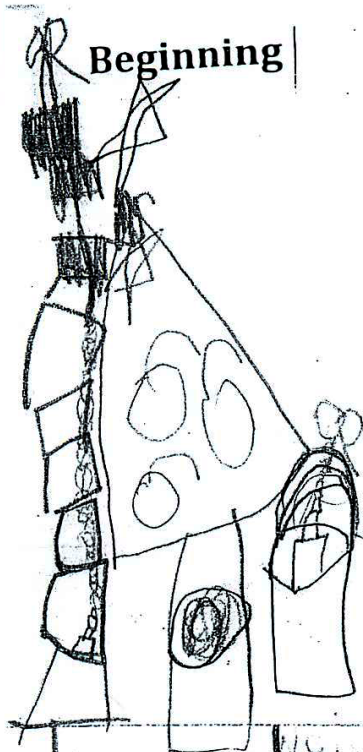
Here is me and Jane
 We are going to mx
 gramu. I love this

1st Grade Writing Descriptors

1st Quarter

Descriptors include essential kindergarten 4th quarter descriptors and:

- Uses a 3 part plan (beginning, middle, end)
- Writes 3 sentences
- Sentences match the drawings
- Drawings include: labels, speech or thought bubbles, character, and setting
- Writing includes: spacing, lowercase letters, and evidence of capital letters at the beginning of sentences and ending punctuation
- Knows 75-100 words

**Beginning****Middle**

October 25, 2011

End

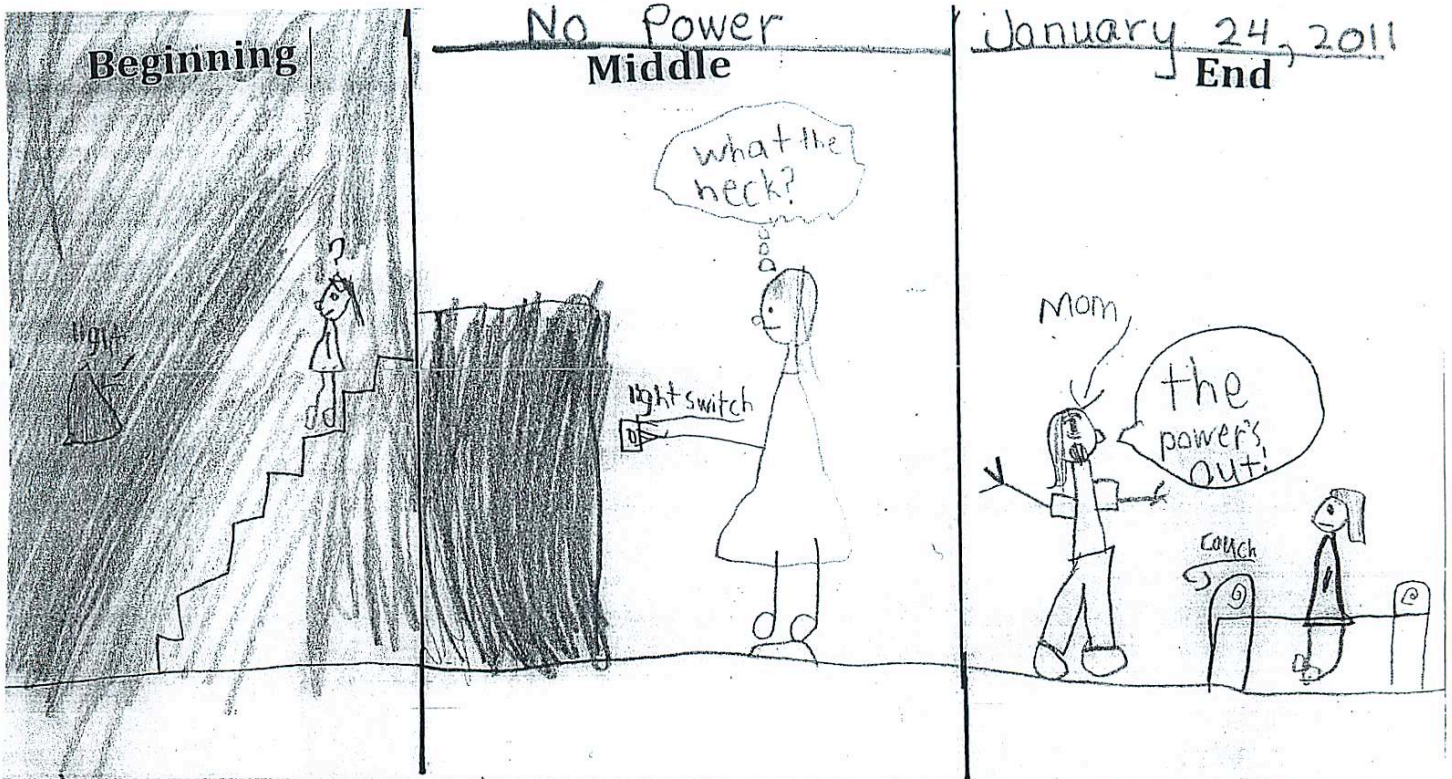
I wake up one day an there was
presis! I was happy. It was
crismiseiv.

1st Grade Writing Descriptors

2nd Quarter

Descriptors include previous essential 1st grade descriptors and:

- A title
- Writes 4-5 sentences
- Selects topic themselves
- Knows 100-125 words
- Capitalizes first names, proper nouns, and the beginning of sentences
- Writing includes: character, setting, and significant event



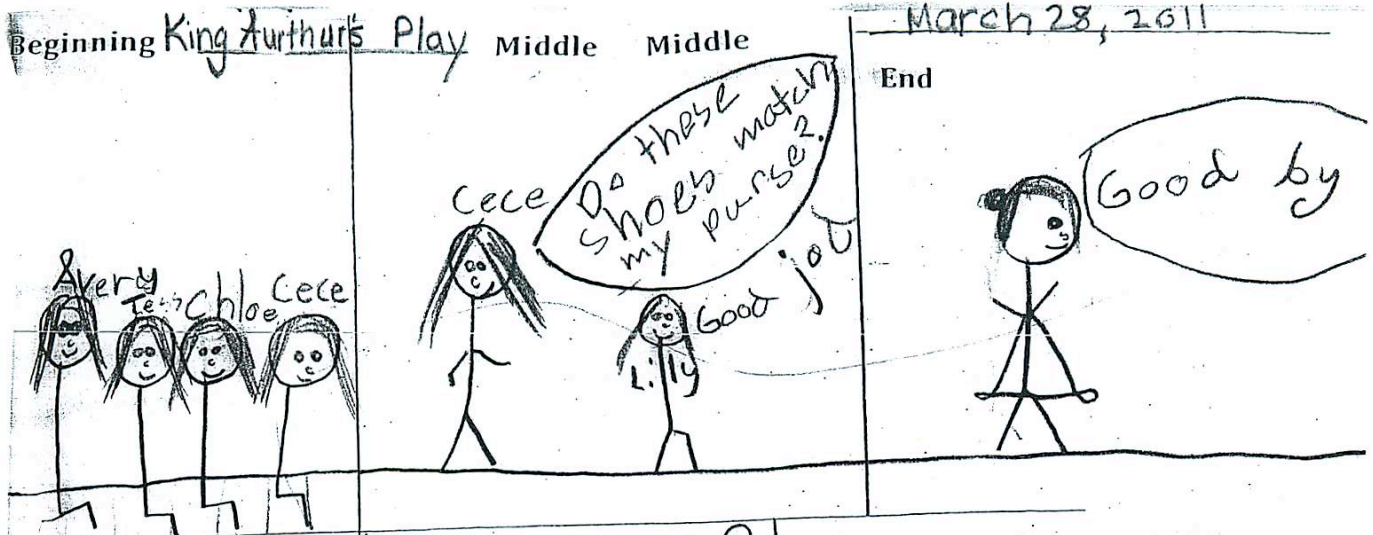
Yesterday the power was out at our place.
My mom came out from her room and
said, "The power's out!" So she let me
sleep on the couch.

1st Grade Writing Descriptors

3rd Quarter

Descriptors include previous essential 1st grade descriptors and:

- A 4-part plan (beginning, middle, middle, end)
- Dialogue appears in writing
- May have more than one character
- Knows 125-150 words
- Includes 5-7 sentences
- Begins to identify audience (reader)
- Carries story on for two days
- Uses descriptive words and supporting details
- Proofreads for spelling and punctuation
- Writing expresses emotion

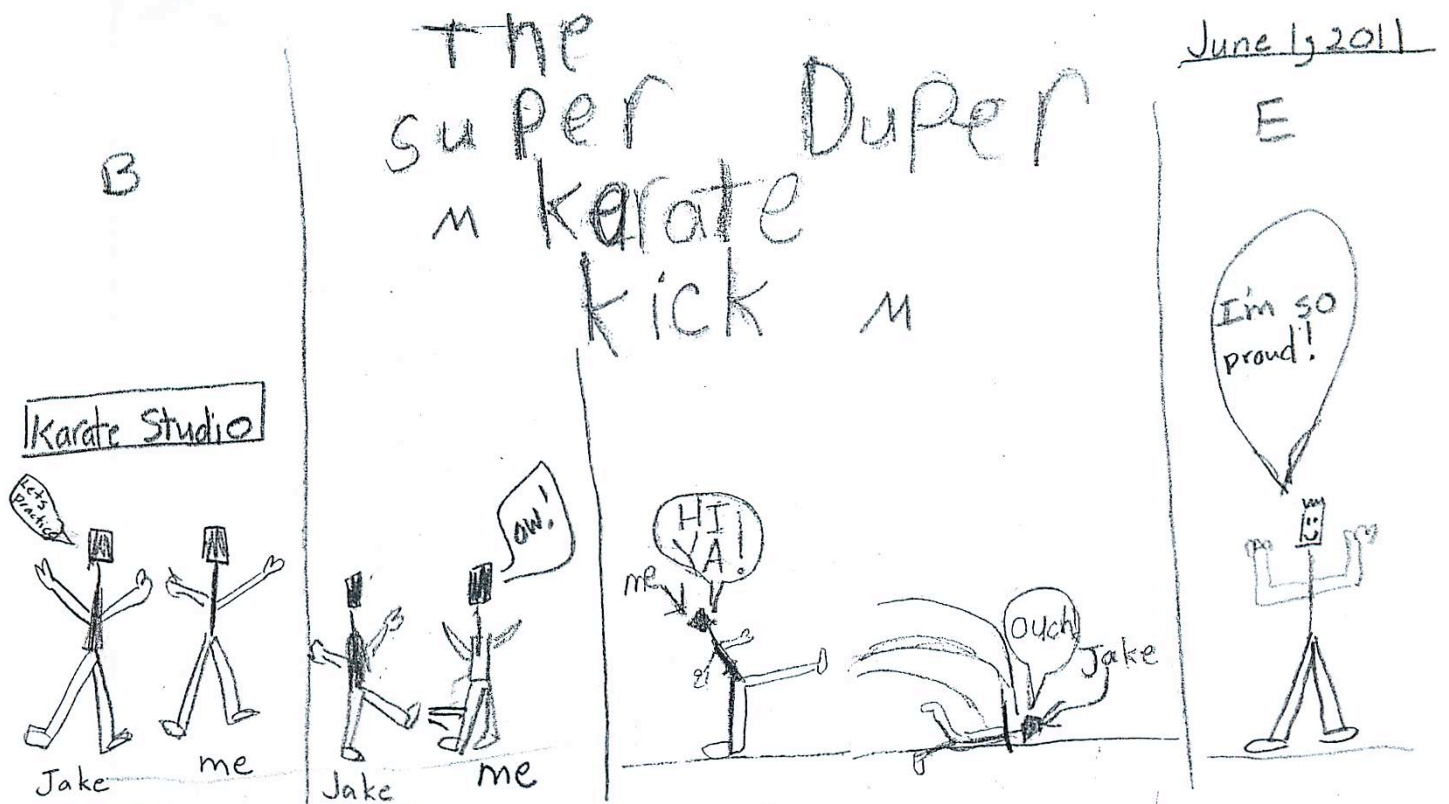


Yesterday after
 school I went to the
 King Arthur's play.
 It was fun. I got a
 part but my
 brother's friend did
 not. He was sad I was
 sad for him but I was
 happy for my friends. They got a part,
 and my brother was a helper. He is doing
 the lights. It is going to be fun. he gets
 to watch the whole show. I wish I got to.

1st Grade Writing Descriptors 4th Quarter

Descriptors include previous essential 1st grade descriptors and:

- Writes 6-8 sentences
- Knows 150-175 words
- Writing matches story plan (B.M.M.E)
- Makes adjustments, (may add or take away
- Proofreads for spelling, grammar, and punctuation
- Begins to publish story
- Carries story over a longer period of time
- Begins to identify expository writing.

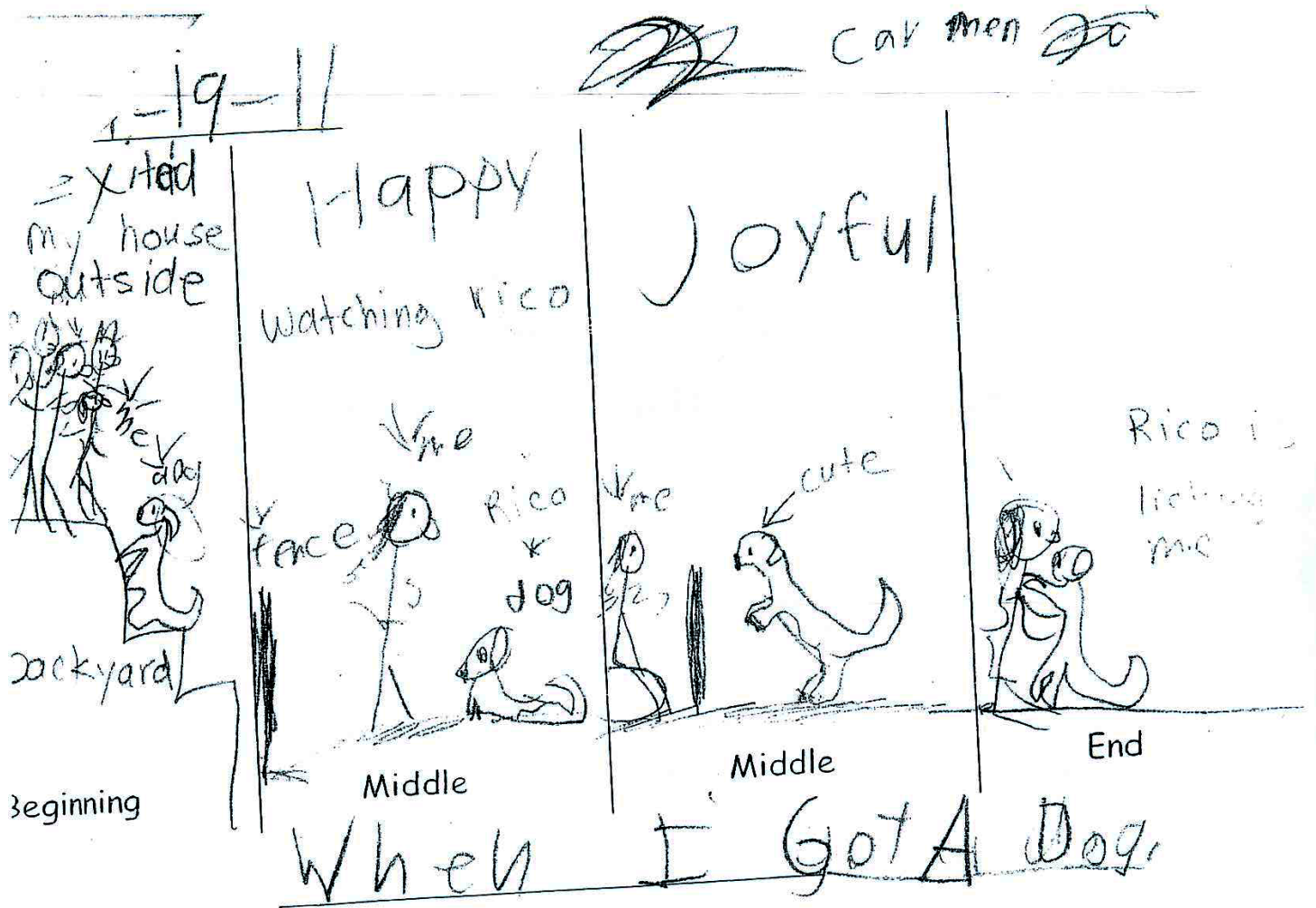


On Tuesday at the
karate studio Jake and
I were having a
practice tournament.
Jake kicked me once
but then came an
un expected attack
both to me and
him. I had kicked

him so hard that
he flew across the
studio and landed
on his back with
a thud. I felt very
proud of my self
for doing it at
white belt.

2nd Grade Writing Descriptors 1st Quarter

- Beginning, Middle, End with details
- Dialogue, setting, characters
- 8-10 sentences
- Descriptive words
- Spelling – more use of complex letter sounds/sound relationships
 - sight words
- Evidence of editing and revision



Along time ago I
got a dog and it's a
boy. He was on the
porch. Then I put him
in the backyard. He
ran like a raindeer.
I said, "Is he my dog?"
She said, "Yes!" I was
so happy. Well at

good
simile!

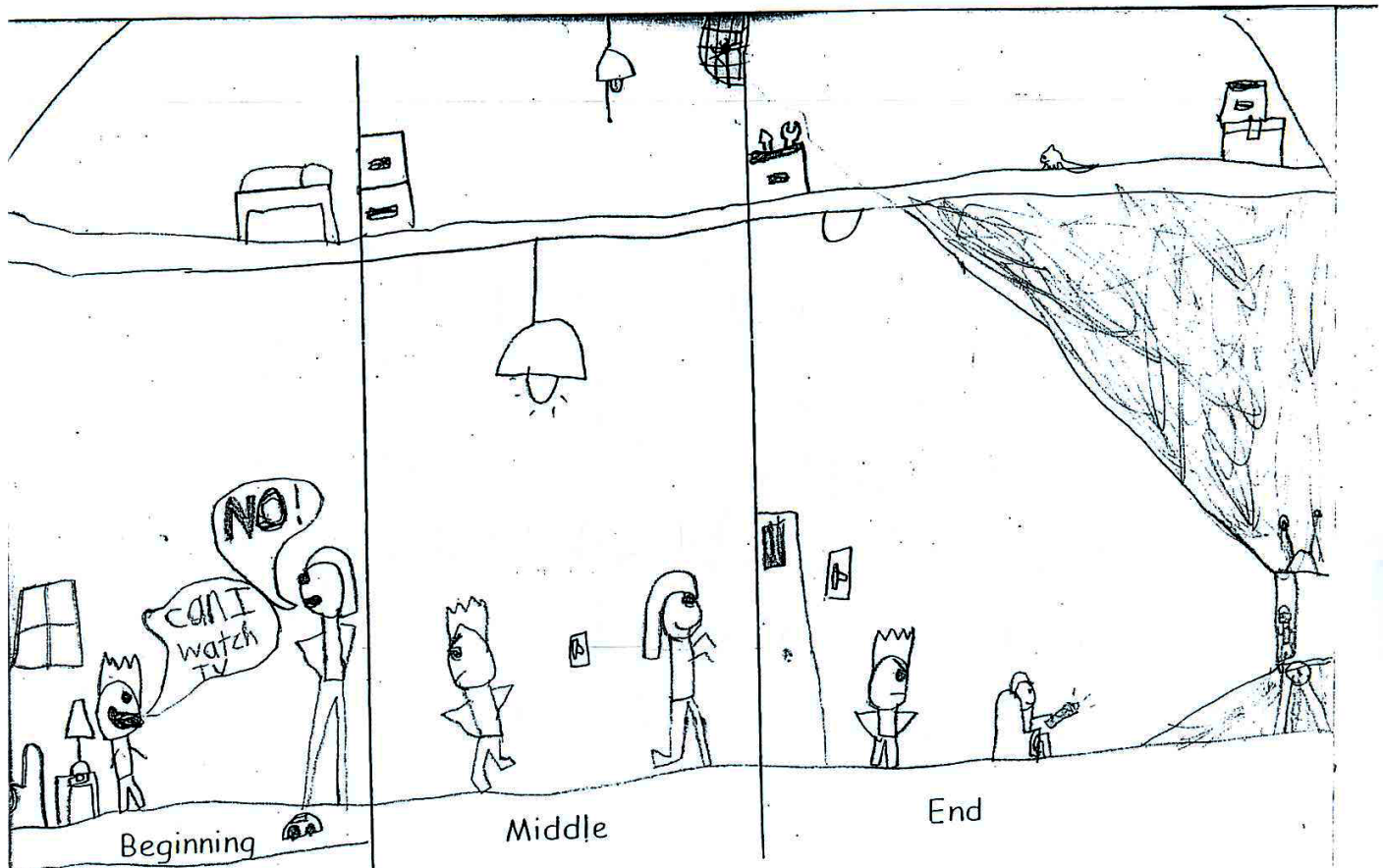
the phd I ~~feed~~ fed
him and he was licking
me.

249
154

2nd Grade Writing Descriptors

2nd Quarter

- Beginning, Middle, End
- Minimum of 3 transitions
- Dialogue, setting and characters
- Uses a beginning statement to introduce writing
- Some descriptions
- Evidence of editing and revision
- Ten to twelve sentences



Busted

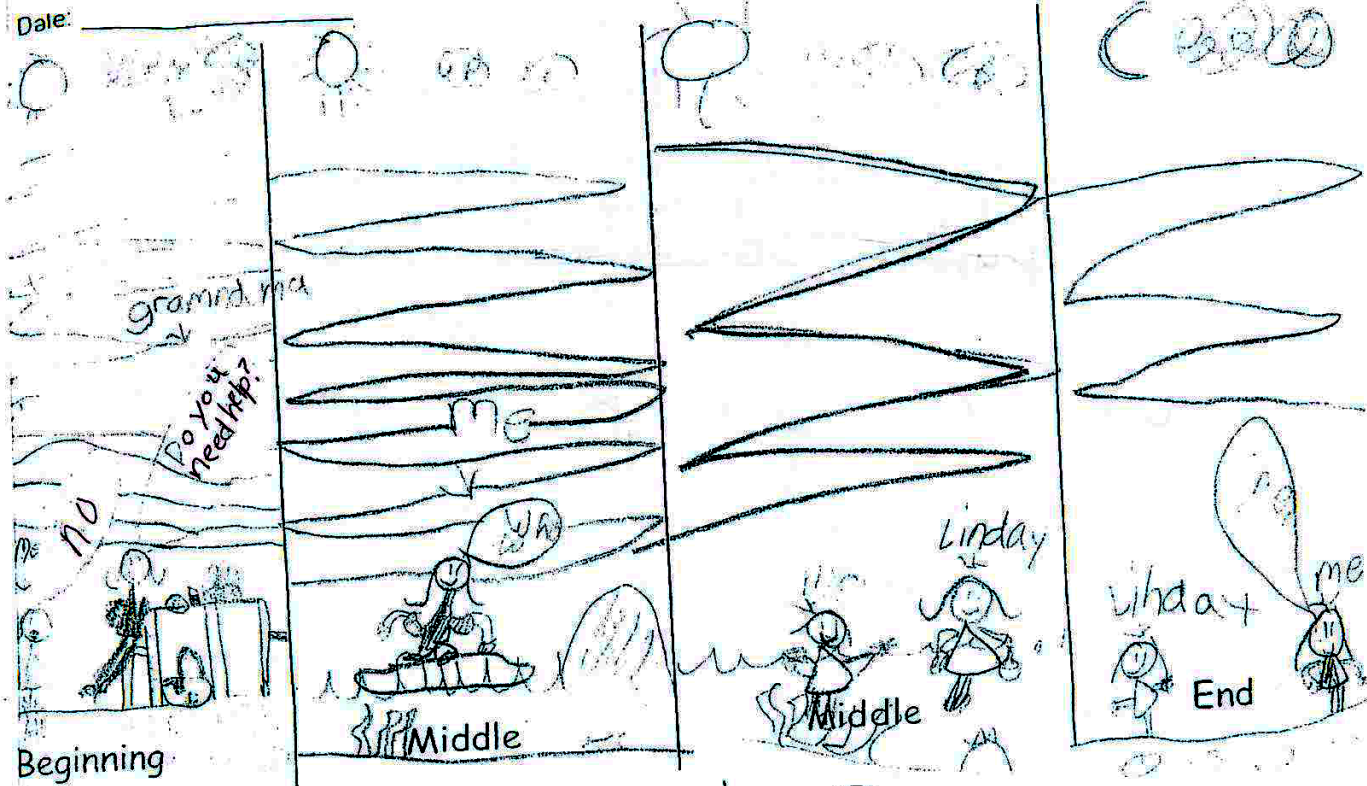
One night I asked mom if I could watch TV and she said no. So I had to play with my brother. ^{Later} I wanted to ask mom something but she was too busy. I was really hungry and so was Braden. Braden and I needed something to eat. I went to ask mom and she was not working.

she was watching TV!
"I cot you red handed" I
said and then told dad.
And then Braden and I
got to watch TV and
have pop corn @

2nd Grade Writing Descriptors

3rd Quarter

- Beginning, Middle, Middle, End
- Minimum of four transition words
- Dialogue (may be single word)
- Opening and closing sentence (beginning paragraph development)
- Clear setting and character
- Some adjectives or descriptions
- Evidence of editing and revision



Vacation Day

Last summer we went on vacation to California.

I was so ~~excited~~ excited to try surfing. Mom said "First you need to eat breakfast." So I went on the elevator and went down to the lobby to play with my cousin Lindsay. Then Dad called us up for breakfast. For breakfast we had french toast and syrup. I had ~~few~~ two pieces. Finally we went surfing.

Date

Lindsay
~~Me~~ and I Lindsay got ^{our} ~~are~~
wet suits and ^{eagerly} ran in the water.
We ^{sur} surfed until our skin was as wrinkled as
a prune.
Then, it was time to get out
of the water. ^{Later} ~~So~~ we played
in the sand. I made the most
amazing sand ^{castle} ~~castle~~. Then it was
time to go home. That
was a good day that
day.

Beg

2009
3/10/09

2nd Grade Writing Descriptors

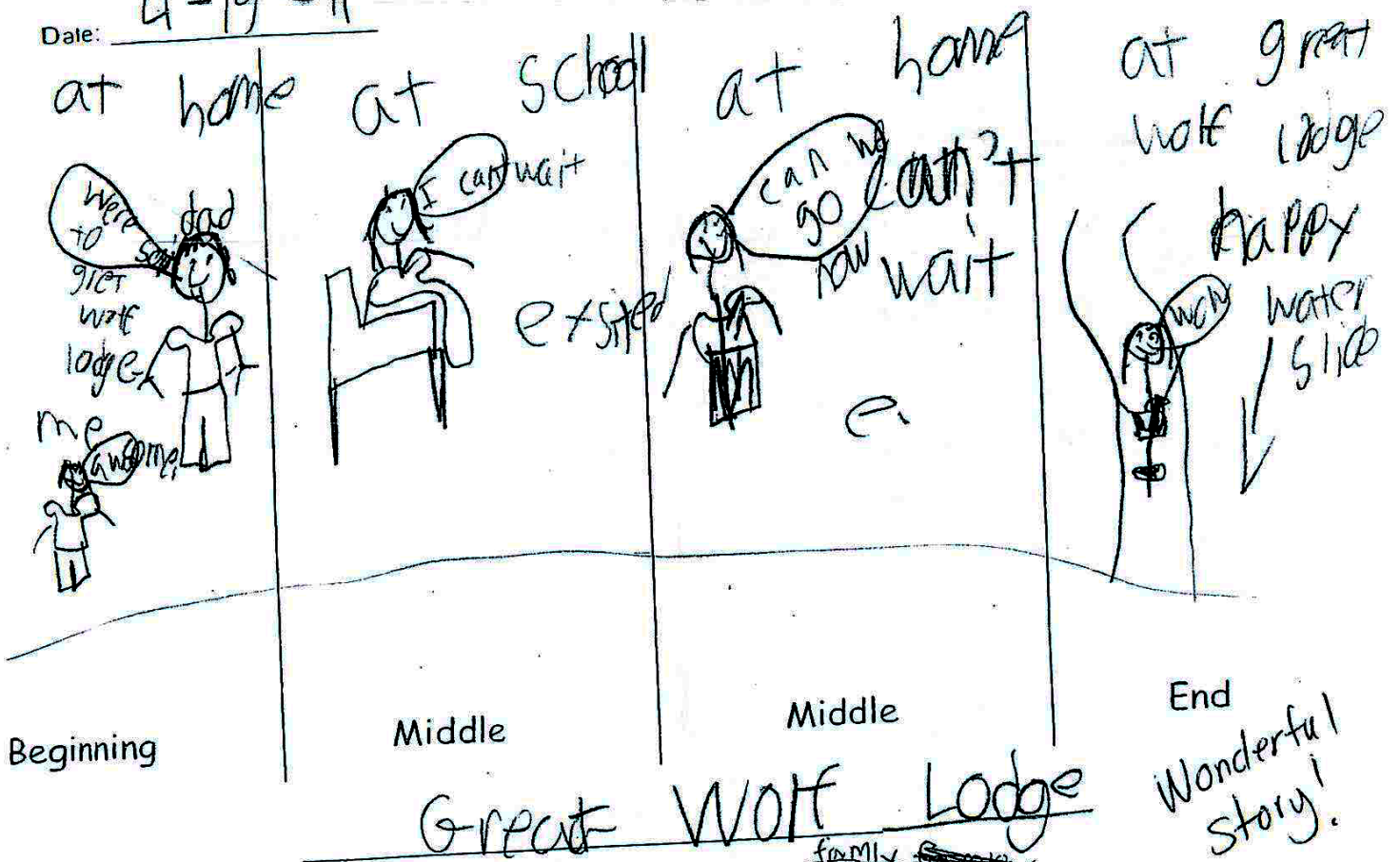
4th Quarter

- Beginning, middle, middle, end (sequential, ordered applicable events)
- Transition words
- Dialogue with exchange
- Opening sentence and closing sentence (paragraph with one topic & support details)
- Clear setting (maybe more than one setting)
- More than one main character
- Adjectives and descriptions
- Appropriate Title
- Evidence of editing and revision

Date:

4-19-11

Nati-



Great Wolf Lodge

One day My ~~family~~ family and I were all in our living room because our ~~one~~ parents wanted to talk to us. They said, "We're all going to Great Wolf Lodge!" I yelled, "Awesome!" Then me ~~my~~ brother, sister, and brother and sister went to school. At the end of the day at 12:25 I got out of school early. We got my brother and sister fun

~~School~~ and left for
great Wolf lodge. When we
got there we got our
bathing suits on and went
~~swimming~~ ~~swimming~~ I went on
a big big water slide.
It was big like a dragon.
I yelled, "wow!" Then on
the last day we were
all sad, but I ~~thought~~ ^{thought} I hope
we can come again.
It was awesome. I had
so much of a good time!
~~It was exiting.~~

3rd Grade Writing Descriptors

1st Quarter

- Beginning, middle, middle, end (sequential, ordered applicable events)
- May include transition words
- Dialogue with exchange
- Opening sentence and closing sentence (paragraph with one topic & support details)
- Clear setting (may be more than one setting)
- More than one main character
- Includes significant event (may include problem and solution)
- Adjectives and adverbs
- Varied sentence beginnings
- Appropriate Title
- Evidence of editing and revision

3rd Grade
1st Quarter

My Easter

When I woke up we ran over to the fireplace. Kevin and me peeked into our Easter baskets and saw chocolate eggs, a milk chocolate Easter bunny, a toy race boat for the tub, and powdery candy. We asked if we could eat one and dad said yes. Mom said, "Get dressed and have breakfast. Then you can go outside and look for eggs." I said back, "Okey dokey mom." Then, I found the eggs. We stayed home till 4:00 pm. Mom told us to get in the car. We were going to the Daltons. When we left, I was asleep.

You had a busy day!

3rd Grade Writing Descriptors

2nd Quarter

3rd Grade Writing Descriptors

3rd Quarter

- 3 paragraphs with all descriptors from first quarter
- Clear beginning, middle, end
- Each paragraph stays on topic
- Each paragraph indented
- Figurative language: simile, metaphor, idiom, etc.
- Appropriate title

River Rafting

"Wow," I said, "this has been such a long car ride but we're here!" My cousin Aisha, my brother Teal and I ran out of the car and saw the river. We were going river rafting in Oregon. The day was hot, sunny and bright. But the river was very cold. Still we ran to the river and jumped in right away. "It is freezing!" I said. "Time to get in the raft," our parents said. The raft was small but

it fit all of us. "Wow!" I said, "This is going to be so fun!"

Just then my mom pushed the boat off. "Yes!" I exclaimed.

A little while after my mom pushed the boat off. Teal, Aisha and I jumped in the water. It was so cold! After we got help back into the boat we saw some very big rapids! "Oh, no," I yelled. When the rapids were right in front of us.

Aisha, my cousin, Teal my brother and I ran to the front of the boat so we would not get wet. I was as scared as a deer being cornered by a mountain lion!

Just then a giant wave flipped over our heads. "Great!" I yelled sarcastically. "Now I am soaked!" "Well, so am I!" said Aisha my cousin. Then our parents told us we could come out again. A little while after

that a big rapid jolted me
to the front of the raft.

"When are we going to get
back?" I asked. "Just a few
minutes." "Yes I yelled!" Just
then I heard a big splash and
I turned around in time to
see a big Salmon jump. "Wow,"
I said, "This is the most fun
I have ever had in Oregon!"
I yelled to my cousin.

Fourth Grade End-of-Year Narrative Writing Benchmark Descriptors

Process

- Topic fits prompt
- Completed plan: beginning, middle, middle, end with emotion and details under each
- Writes to the audience
- Writes a draft, with evidence of editing and revision

Surface Features

- Spells grade level words correctly
- Correctly punctuates sentences (and dialogue)
- Uses different kinds of sentences
- Uses time-order words

Content

- Story includes more than one character
- Story includes a problem or situation, events, and a conclusion
- Story includes one or more settings
- Uses dialogue
- Uses adjectives and adverbs
- Uses figurative language (simile, idiom, personification, alliteration, onomatopoeia)
- Story in consistent verb tense
- Writes in first or third person depending on the prompt and audience

Fun with a Friend

I got up on Saturday morning. I wanted to do something romping, so I went outside to catch some frogs. I enjoyed it, but after a while I felt lonesome. "What could I do? I know, I'll invite Roxy for some fun," I thought.

When she arrived at my house, we got her night bag out of the car and put it on the porch. She brought an awesome slipping slide! We went inside to play the board games Battleship and Picturica. Then we played with our Barbies Chloe and Rachel. Mom had to go grocery shopping, so we had to go with her. On our way home, we got McFlurrys. "Yum," I said, "These are delicious!"

After we got home, we rolled out our cozy sleeping bags and made buttery popcorn. We watched the show, Hop, and talked. Then we finally fell asleep. "Sweet dreams," Roxy said. "Sweet dreams to you, too," I said.

We woke up early the next day. It was a bright, sunny day. We put on our bathing suits to go on the slipping slide. It was fun! "Whoosh," went the water. It felt like we were at the North Pole. "That's freezing," I said. "Really?" Roxy asked. She went on the slipping slide. "It is freezing," she said, "Let's go inside and warm up." Next, we made a nice cozy spot for us to sleep, because she was staying another night at my house. We were as excited as three year olds with their favorite blankets.

Christmas

I could feel the wind in my face. I was in the woods on my own. At the corner of my eye I saw something dart away in the tall grass. I could hear the scattering of tiny feet all around me. "Rats" I said to myself. "Literally." Then I smelled something too sweet to belong in the woods. "Gingerbread?"

Just then I regained consciousness. It was Christmas morning. My brother, Danny, was jumping up and down on the floor laughing like a lunatic. "You were talking in your sleep!" he yelled. Then he threw a pillow and it hit me square in the face. "Its Christmas all right." I said to myself.

I went into the kitchen to check the time. 6:30. It was time to see our stockings. Of course, Danny had already opened his. Something hit me again and I knew I would have my revenge this time. Every Christmas, Danny and I would have something called "The Great War". The Great War was a war that consisted mainly of *Nerf* guns, pillows, soft footballs, stuffed animals, and so on. Danny had hit me with a *Nerf* football so that meant I had one in my stocking, too.

I pulled it out and nailed him in the forehead. Then I ran to wake my sister, Emily, before she would wake to a glass-shattering scream. "Wake up Emily, its Christmas." I was startled at first. Her eyes opened immediately. "Cwissmiss?" Then she ran to the tree and found a present for her. "E-M-I-EW-Y. Emiwy, dats me!" She wanted to open it really badly, and we weren't aloud to open them until mom and dad were up with their cameras.

We opened our presents and had The Great War, but the next day it still felt like Christmas. What could do this? What was this strange feeling? The answer: Joy. It's what we feel every Christmas.

Fifth Grade End-of-Year Expository Writing Descriptors***The Grumman F6F Hellcat*****Process:**

- Writes 4-5 fully developed paragraphs to produce a well-organized piece w/ a strong introduction, body, and conclusion
- Uses a variety of sources in gathering information
- Summarizes and paraphrases during note taking
- Adds, cuts, rewords, and rearranges as needed to create a fluid text, to impact audience and to meet purpose.
- Proofreads for spelling, grammar, and punctuation.

Surface Features:

- Uses knowledge of spelling conventions and exceptions and word origins
- Uses a variety of punctuation
- Uses simple and complex sentence structures
- Uses transitional words and phrases to sequence events

Content:

- Writes a piece to inform or explain
- Groups related details (facts, examples) together, and has a concluding statement
- Varies vocabulary for interest, accuracy, and precision
- Uses domain specific vocabulary, includes definition
- Uses appropriate subject/verb and noun/pronoun agreement

Fifth Grade End-of-Year Narrative Writing Descriptors

Christmas

Surface Features:

- Uses knowledge of spelling conventions and exceptions and word origins
- Uses a variety of punctuation
- Uses simple and complex sentence structures
- Links ideas with words, phrases, clauses

Process:

- Aligns authentic purpose with appropriate audience to tell a story
- Writes 4-5 fully developed paragraphs to produce a well-organized piece w/ a strong B/M/E
- Adjusts style, point of view, and biases to impact audience
- Adds, cuts, rewords, and rearranges as needed to create a fluid text, that impacts audience and purpose.
- Rereads to determine if text is expressive and engaging for intended audience
- Proofreads for spelling, grammar, and punctuation.

Content:

- Writes a piece considering plot to develop the theme
- Begins to develop character traits
- Uses dialogue with a variety of tags
- Uses a variety of punctuation (periods, exclamation marks, question marks, quotation marks, apostrophes, and commas)
- Attempts to move the reader by use of simile, metaphor, and other literary devices
- Varies vocabulary for interest, accuracy, and precision
- Uses consistent point of view
- Uses appropriate subject/verb and noun/pronoun agreement
- Projects a personal style that is clearly the writer's own
- Writes in first person (narrator)

The Grumman F6F Hellcat

The Grumman F6F Hellcat was the most successful Navy fighter plane of World War II. Hellcats were flown by the U.S. Navy and Marine Corps as well as the British Royal Navy and Fleet Air Arm. Hellcat squadrons operated off land bases and aircraft carriers. The F6F had a very high kill ratio, and was known to make aces out of many of its pilots.

The F6F was a large, fast fighter plane. It was the second largest single-engine fighter flown by American pilots. The only fighter plane larger than the Hellcat was the P-47 Thunderbolt. The F6F was 33 feet 7 inches long and had a wingspan of 42 feet 10 inches. The wings were retractable for storage on aircraft carriers. The Hellcat was fitted with a 2,000 horsepower Pratt and Whitney engine. This large engine allowed the Hellcat to climb to 14,000 feet in under seven minutes. It could fly as high as 37,300 feet. Its maximum speed was 380 mph at 23,400 feet. There were three .50 caliber Browning machine guns in each wing, and the Hellcat could also carry a 2,000 lb. bomb load or six 5-inch rockets.

The Hellcat was a deadly weapon in a dogfight. It had a kill-to-loss ratio of 19:1. This means that for every 19 planes shot down by the F6F, the enemy destroyed only one Hellcat. The F6F was credited with shooting down over 6,000 enemy aircraft during the war. The Hellcat had a lot of firepower. Its six .50 caliber machine guns carried 2,400 rounds of ammunition. The Hellcat was not easy to shoot down because it was fast and maneuverable, and it had self-sealing gas tanks. The F6F saw combat in World War II and the Korean War.

There were 305 Navy pilots who became aces while flying Hellcats during World War II. John Galvin was a Hellcat pilot and fighter ace stationed on the aircraft carrier U.S.S. Bunker Hill. Galvin shot down 5 Japanese "Zekes" during June and July of 1944. Alex Vraciu flew Hellcats with Navy Squadron VF-6. Vraciu made six kills in one day on June 19, 1944. That day was called the Marianas Turkey Shoot because U.S. Naval fighter pilots downed over 400 Japanese aircraft. The Navy's all-time leading ace and Hellcat pilot, David McCampbell shot down seven planes during the Marianas Turkey Shoot while flying a Hellcat. He had a record nine kills while flying another mission in his Hellcat.

The F6F Hellcat was feared by the enemy and loved by the pilots who flew it. In the hands of a skilled pilot it proved itself to be a deadly dogfighter. It will go down in history as one of the greatest fighter planes ever.