

## Writing Rubrics Fourth Grade

<b>GLCE WGN04.01/02/03/04</b>	1. Develops and publishes writing pieces attending to specific features of the particular genres/ forms being used.	
<b><i>Opportunities to Teach and Learn Include:</i></b>		<b><i>Examples/ Opportunities to Assess Include:</i></b>
<ul style="list-style-type: none"> <li>• Minilessons (Reading and Writing)</li> <li>• Conferences</li> <li>• Read Alouds</li> <li>• Small Group Strategy Lessons</li> <li>• Units of Study: Launch (5-7, 17) Narrative Writing (2, 5, 7- 9, 11, 12), Essay (1-3,8,16), Fiction (6,9), Literary Essay (7-12, 14), Memoir (2,6,9,14)</li> <li>• Genre Studies: Personal Narrative (Immersion), Feature Article Power Points (1- 9,11), Adventure Fiction (1-11), Poetry</li> </ul>		<ul style="list-style-type: none"> <li>• Writing Samples</li> <li>• Observation</li> <li>• Partner Conversations and whole Group Sharing</li> <li>• Conferences</li> <li>• Genre Study/ Unit of Study Rubric</li> <li>• Use individual genre GLCEs (01-04) in planning units and creating rubrics</li> </ul>
<b><i>Beginning Behaviors:</i></b>	<b><i>Developing Behaviors:</i></b>	<b><i>Secure Behaviors:</i></b>
<p>With much teacher guidance, student is learning to:</p> <ul style="list-style-type: none"> <li>• Try suggested structures that are appropriate for specific genre being used.</li> <li>• Use scaffolding to try to develop ideas specific to the genre (ex. central ideas and supporting details in expository text, sequencing in narrative text).</li> <li>• Use suggested strategies to write more cohesive pieces.</li> <li>• Use teacher feedback to choose appropriate topics for genres/ forms.</li> </ul>	<p>With some teacher guidance, student can:</p> <ul style="list-style-type: none"> <li>• Apply classroom learning to choose a structure that is appropriate for specific genre being used.</li> <li>• Try to develop ideas specific to the genre (ex. central ideas and supporting details in expository text, sequencing in narrative text).</li> <li>• Apply strategies to write more cohesive pieces.</li> <li>• Choose appropriate topics, keeping genre/ form in mind.</li> </ul>	<p>Independently, student can:</p> <ul style="list-style-type: none"> <li>• Choose a structure that is appropriate for specific genre being used.</li> <li>• Develop ideas specific to the genre (ex. central ideas and supporting details in expository text, sequencing in narrative text).</li> <li>• Write cohesive pieces.</li> <li>• Have a well-selected small group of topics and write about them in different ways.</li> </ul>

<p><b>GLCE</b> <b>WPR.04.01/</b> <b>WPS.04.01</b></p>	<p>2. Exhibits a personal style/ voice while considering audience and purpose.</p>	
<p><b><i>Opportunities to Teach and Learn Include:</i></b></p>		<p><b><i>Examples/ Opportunities to Assess Include:</i></b></p>
<ul style="list-style-type: none"> <li>• Minilessons</li> <li>• Conferences</li> <li>• Read Alouds</li> <li>• Small Group Strategy Lessons</li> <li>• Units of Study: Launch (3, 6, 9), Narrative Studies (2-5, 9), Essay (1,4-6, 15), Fiction (1-5,8-12), Literary Essay (3, 6-14), Memoir (1,3,5,6,9,11,12)</li> <li>• Genre Studies: Personal Narrative Prewriting), Feature Article Power Points (3-6,8), Adventure Fiction (2-11, 15), Poetry (1,2,12,13)</li> <li>• GLCE-specific style suggestions for fourth grade: replicating author style/pattern, strong verbs, figurative language, sensory images, precision, established importance, transitions.</li> </ul>		<ul style="list-style-type: none"> <li>• Writing Samples: notebooks, graphic organizers, drafts, and published pieces: notebooks, graphic organizers, drafts, and published pieces</li> <li>• Observation</li> <li>• Partner Conversations and whole Group Sharing</li> <li>• Revisions students make</li> <li>• Conferences</li> </ul>
<p><b><i>Beginning Behaviors:</i></b></p>	<p><b><i>Developing Behaviors:</i></b></p>	<p><b><i>Secure Behaviors:</i></b></p>
<p>With much teacher guidance, student is learning to:</p> <ul style="list-style-type: none"> <li>• Find engaging topics.</li> <li>• Become aware of audience and purpose.</li> <li>• Change non-specific word choices to communicate ideas more clearly.</li> </ul>	<p>With some teacher guidance, student can:</p> <ul style="list-style-type: none"> <li>• Write honestly and is engaged with the topic.</li> <li>• Seems aware of audience and purpose, but may not always make the most effective choices.</li> <li>• Use adequate word choice to communicate ideas.</li> </ul>	<p>Independently, student can:</p> <ul style="list-style-type: none"> <li>• Write honestly in a personal, engaging way and show a strong commitment to the topic.</li> <li>• Show an understanding of audience and purpose.</li> <li>• Uses precise word choice to effectively communicate ideas.</li> </ul>

<p><b>GLCE WPR.04.02</b></p>	<p>3. Uses a variety of prewriting techniques, such as: graphic organizers, notebook strategies, and conversations, that help him/her generate, sequence, and structure ideas.</p>	
<p><b><i>Opportunities to Teach and Learn Include:</i></b></p>		<p><b><i>Examples/ Opportunities to Assess Include:</i></b></p>
<ul style="list-style-type: none"> <li>• Minilessons</li> <li>• Conferences</li> <li>• Read Alouds</li> <li>• Small Group Strategy Lessons</li> <li>• Units of Study: Launching (1-6, 8,10-12), Personal Narrative (1-3, 5), Essay (1,2,6,7,15), Fiction (1-5, 12), Literary Essay (1-6, 8-12), Memoir (1-5, 11,12)</li> <li>• Notebook Strategies:             <ol style="list-style-type: none"> <li>1. Place to grow and develop ideas.</li> <li>2. Place to revisit to find topics for writing projects.</li> <li>3. Place to try writing techniques/ classroom teaching.</li> <li>4. Place to play with structure, or try graphic organizers (ex. timeline or story mountain).</li> </ol> </li> <li>• Working with a writing partner</li> <li>• Genre Studies: Personal Narrative (Drafting), Feature Article Power Points (4-7), Adventure Fiction (2-13,15), Poetry (3,4,7,8,14,15)</li> </ul>		<ul style="list-style-type: none"> <li>• Writing Samples: notebooks, graphic organizers, drafts, and published pieces: notebooks, graphic organizers, drafts, and published pieces</li> <li>• General Observations</li> <li>• Partner conversations and whole group sharing</li> <li>• Conferences</li> <li>• Observe GLCE-specific pre-writing suggestions for fourth grade: maps, webs, Venn diagrams to meet needs for plot, setting, sequencing, conflict/resolution, definition/ description, and compare/contrast.</li> </ul>
<p><b><i>Beginning Behaviors:</i></b></p>	<p><b><i>Developing Behaviors:</i></b></p>	<p><b><i>Secure Behaviors:</i></b></p>
<p>With much teacher guidance, student is learning to:</p> <ul style="list-style-type: none"> <li>• Go back to an idea and develop it further in the notebook.</li> <li>• Try suggested pre-writing strategies or graphic organizers to better meet his/her needs for a particular project.</li> </ul> <p>* Student will need extra help and direction to develop ideas.</p>	<p>With some teacher guidance, student can:</p> <ul style="list-style-type: none"> <li>• Use notebook as an effective writing tool.</li> <li>• Can try multiple, appropriate pre-writing strategies organizers to meet his/her needs for a particular project but may need suggestions.</li> </ul>	<p>Independently, student can:</p> <ul style="list-style-type: none"> <li>• Use notebook as an effective writing tool.</li> <li>• Can use multiple, appropriate pre-writing strategies or graphic organizers to meet his/her needs for a particular project.</li> </ul>

<p><b>GLCE WPR.04.03</b></p>	<p>4. Drafts focused ideas and composes mechanically sound paragraphs.</p>	
<p><b><i>Opportunities to Teach and Learn Include:</i></b></p>		<p><b><i>Examples/ Opportunities to Assess Include:</i></b></p>
<ul style="list-style-type: none"> <li>• Minilessons</li> <li>• Conferences</li> <li>• Read Alouds</li> <li>• Small Group Strategy Lessons</li> <li>• Units of Study: Launch (8,10,12-14), Personal Narrative (3-10), Essay (9,13,14), Fiction (6,7,10,11,14), Literary Essay (4-14), Memoir (4,6,11,12,14)</li> <li>• Rubrics and Revision Checklists/ Class Charts</li> <li>• Genre Studies: Personal Narrative (Drafting), Feature Article Power Points (6,7,9,10), Adventure Fiction (9-13) Poetry (9, 18)</li> <li>• Review GLCE Strategies from previous grade levels: multiple sentences to speed up reading, varying patterns, and text structures (compare/contrast, cause/effect, problem/ solution).</li> </ul>		<ul style="list-style-type: none"> <li>• Writing Samples: notebooks, graphic organizers, drafts, and published pieces</li> <li>• Observation</li> <li>• Partner conversations and whole group sharing</li> <li>• Revisions students make</li> <li>• Conferences</li> </ul>
<p><b><i>Beginning Behaviors:</i></b></p>	<p><b><i>Developing Behaviors:</i></b></p>	<p><b><i>Secure Behaviors:</i></b></p>
<p>With much teacher guidance, student is learning to:</p> <ul style="list-style-type: none"> <li>• Try using paragraphs to structure writing.</li> <li>• Try maintaining focus throughout the piece, learning to take away information that does not further the purpose of the writing.</li> <li>• Recognize the importance of maintaining focus is important in both narrative and expository text.</li> </ul>	<p>With some teacher guidance, student can:</p> <ul style="list-style-type: none"> <li>• Use paragraphs to structure writing.</li> <li>• Generally maintain focus throughout the piece, learning to only share information that furthers the purpose of the writing.</li> <li>• Begin to understand how maintaining focus varies in narrative and expository text.</li> <li>• Frequently write mechanically sound paragraphs.</li> </ul>	<p>Independently, student can:</p> <ul style="list-style-type: none"> <li>• Structure writing with paragraphs</li> <li>• Maintain focus throughout the piece, only sharing information that furthers the purpose of the writing.</li> <li>• Understand how to maintain focus in both narrative and expository text.</li> <li>• Consistently write mechanically sound paragraphs.</li> </ul>

<p><b>GLCE WPR.04.04</b></p>	<p>5. Revises own drafts using oral and written feedback and self-evaluation.</p>	
<p><b><i>Opportunities to Teach and Learn Include:</i></b></p>		<p><b><i>Examples/ Opportunities to Assess Include:</i></b></p>
<ul style="list-style-type: none"> <li>• Minilessons, Small Group Lessons</li> <li>• Conferences</li> <li>• Read Alouds</li> <li>• Units of Study: Launch (4,6,9,13-16), Personal Narrative (4, 6-12), Essay (10, 12-13), Fiction (6-8,10-14), Literary Essay (2, 6,7,13,14), Memoir (2, 4,6-8, 11-14)</li> <li>• Rubrics and Revision Checklists/ Class Charts</li> <li>• Revision Strategies Include: Adding on, Taking away, Moving around, Developing beginning/middle/end, changing leads or endings, Clarity (does it make sense?), Focus, Connecting the beginning to then ending, Show not tell, Furthering the purpose of your writing, Transitions, Sequencing/ Organization, Effective Dialogue, Effective Word Choice</li> <li>• Genre Studies: Personal Narrative (Drafting), Feature Article Power Points (6-11), Adventure Fiction (9-15) Poetry (10, 11)</li> </ul>		<ul style="list-style-type: none"> <li>• Writing Samples: notebooks, graphic organizers, drafts, and published pieces</li> <li>• Observation</li> <li>• Partner conversations and whole group sharing</li> <li>• Revisions students make</li> <li>• Conferences</li> <li>• Observe GLCE-specific revision suggestions for fourth grade: identifying sections to improve sequence and flow of ideas such as: arranging paragraphs, connecting main and supporting ideas, and transitions.</li> </ul>
<p><b><i>Beginning Behaviors:</i></b></p>	<p><b><i>Developing Behaviors:</i></b></p>	<p><b><i>Secure Behaviors:</i></b></p>
<p>With much teacher guidance, student is learning to:</p> <ul style="list-style-type: none"> <li>• Apply revision strategies.</li> <li>• Take suggestions for revision and try to apply them to his/her piece.</li> <li>• Understand why and where improvements can be made. Students may need teachers to point out and provide explanations for revision strategies.</li> <li>• Try to revise while drafting as well as with a completed draft.</li> </ul>	<p>With some teacher guidance, student can:</p> <ul style="list-style-type: none"> <li>• Apply a variety of revision strategies to further the purpose of his/her writing.</li> <li>• Take suggestions for revision and apply them to his/her piece.</li> <li>• Sometimes identify areas that need improvement.</li> <li>• Revise while drafting as well as with a completed draft.</li> </ul>	<p>Independently, student can:</p> <ul style="list-style-type: none"> <li>• Apply an effective repertoire of revision strategies to further the purpose of his/her writing.</li> <li>• Take suggestions for revision and applies them effectively to his/her piece.</li> <li>• Identify areas that need improvement.</li> <li>• Revise while drafting as well as with a completed draft.</li> </ul>

<b>GLCE WPR.04.05</b>	6. Proofreads and edits using grade-level checklists both individually and in groups.	
<b><i>Opportunities to Teach and Learn Include:</i></b>		<b><i>Examples/ Opportunities to Assess Include:</i></b>
<ul style="list-style-type: none"> <li>• Minilessons</li> <li>• Partner Edits</li> <li>• Punctuation Units of Study</li> <li>• Interactive Edits</li> <li>• Units of Study: Launch (16), Personal Narrative (11-13), Essay (16), Fiction (14) Literary Essay (14), Memoir (14)</li> <li>• Genre Studies: Personal Narrative (Drafting), Poetry (16, 17)</li> </ul>		<ul style="list-style-type: none"> <li>• Uses Editing Checklist</li> <li>• Writing samples reflect editing changes</li> <li>• Applies checklist to partner’s writing</li> <li>• Participation in class lessons/conversations about mechanics</li> </ul>
<b><i>Beginning Behaviors:</i></b>	<b><i>Developing Behaviors:</i></b>	<b><i>Secure Behaviors:</i></b>
<p>With much teacher guidance, student is learning to:</p> <ul style="list-style-type: none"> <li>• Try using checklist and making changes.</li> <li>• Try identifying errors in writing.</li> <li>• Use appropriate resources (dictionary, spell/ grammar check, grammar/ writing references)</li> <li>• Try editing both individually and in groups.</li> </ul>	<p>With some teacher guidance, student can:</p> <ul style="list-style-type: none"> <li>• Use checklist and makes changes with support of teacher or partner.</li> <li>• Identify errors, but may need help making changes.</li> <li>• Use appropriate resources (dictionary, spell/ grammar check, grammar/ writing references)</li> <li>• Edit both individually and in groups.</li> </ul>	<p>Independently, student can:</p> <ul style="list-style-type: none"> <li>• Use editing checklists and makes changes independently.</li> <li>• Identify errors in own and others’ writing and can suggest appropriate changes.</li> <li>• Use appropriate resources (dictionary, spell/ grammar check, grammar/ writing references)</li> <li>• Edit both individually and in groups.</li> </ul>

<b>GLCE WGR.04.01</b>	7. Writes complete (simple and compound) sentences with beginning capitalization and ending punctuation.	
<b><i>Opportunities to Teach and Learn Include:</i></b>		<b><i>Examples/ Opportunities to Assess Include:</i></b>
<ul style="list-style-type: none"> <li>• Interactive Edits</li> <li>• Minilessons</li> <li>• Conferences</li> <li>• Small Group Strategy Lessons</li> <li>• Units of Study/ Genre Studies: Ongoing (Refer to “ A Guide to Finding Instruction on Mechanics” for complete listing of lessons.)</li> <li>• Punctuation Studies</li> <li>• Genre Studies: Ongoing</li> </ul>		<ul style="list-style-type: none"> <li>• Writing Samples: notebooks, graphic organizers, drafts, and published pieces</li> <li>• Observation</li> </ul>
<b><i>Beginning Behaviors:</i></b>	<b><i>Developing Behaviors:</i></b>	<b><i>Secure Behaviors:</i></b>
<p>With much teacher guidance, student is learning to:</p> <ul style="list-style-type: none"> <li>• Try writing both simple and compound sentences with subject-verb agreement.</li> <li>• Use beginning capitalization.</li> <li>• Use appropriate end marks.</li> <li>• Work together to write more complex sentences.</li> </ul>	<p>With some teacher guidance, student generally can:</p> <ul style="list-style-type: none"> <li>• Write both simple and compound sentences with subject-verb agreement.</li> <li>• Use beginning capitalization.</li> <li>• Use appropriate end marks.</li> <li>• Begin trying to write more complex sentences.</li> </ul>	<p>Independently, student consistently can:</p> <ul style="list-style-type: none"> <li>• Write both simple and compound sentences with subject-verb agreement.</li> <li>• Use beginning capitalization.</li> <li>• Use appropriate end marks.</li> <li>• Write complex sentences.</li> </ul>

<p><b>GLCE WGR.04.01</b></p>	<p>8. Uses other grade-level grammatical concepts in writing, including: direct/ indirect objects, prepositional phrases, adjectives, common/proper nouns, pronouns, regular/irregular verbs, hyphens, apostrophes, and contractions.</p>	
<p><b><i>Opportunities to Teach and Learn Include:</i></b></p>		<p><b><i>Examples/ Opportunities to Assess Include:</i></b></p>
<ul style="list-style-type: none"> <li>• Interactive Edits</li> <li>• Minilessons</li> <li>• Conferences</li> <li>• Word Study</li> <li>• Small Group Strategy Lessons</li> <li>• Units of Study/ Genre Studies: Ongoing (Refer to “ A Guide to Finding Instruction on Mechanics” for complete listing of lessons.)</li> <li>• Punctuation Studies</li> <li>• Genre Studies: Ongoing</li> </ul>		<ul style="list-style-type: none"> <li>• Writing Samples: notebooks, graphic organizers, drafts, and published pieces</li> <li>• Observation</li> </ul>
<p><b><i>Beginning Behaviors:</i></b></p>	<p><b><i>Developing Behaviors:</i></b></p>	<p><b><i>Secure Behaviors:</i></b></p>
<p>With much teacher guidance, student is learning to use these appropriately:</p> <ul style="list-style-type: none"> <li>• Direct/ indirect objects</li> <li>• Prepositional phrases</li> <li>• Adjectives</li> <li>• Common/ Proper nouns</li> <li>• Pronouns</li> <li>• Regular/ irregular verbs</li> <li>• Hyphens</li> <li>• Apostrophes</li> <li>• Contractions</li> </ul>	<p>With some teacher guidance, student can frequently use these appropriately:</p> <ul style="list-style-type: none"> <li>• Direct/ indirect objects</li> <li>• Prepositional phrases</li> <li>• Adjectives</li> <li>• Common/ Proper nouns</li> <li>• Pronouns</li> <li>• Regular/ irregular verbs</li> <li>• Hyphens</li> <li>• Apostrophes</li> <li>• Contractions</li> </ul>	<p>Independently, student generally consistently use these appropriately:</p> <ul style="list-style-type: none"> <li>• Direct/ indirect objects</li> <li>• Prepositional phrases</li> <li>• Adjectives</li> <li>• Common/ Proper nouns</li> <li>• Pronouns</li> <li>• Regular/ irregular verbs</li> <li>• Hyphens</li> <li>• Apostrophes</li> <li>• Contractions</li> </ul>

<p><b>GLCE WGR.04.01</b></p>	<p>9. Uses quotation marks and uses commas to set off words, phrases, and dialogue.</p>	
<p><b><i>Opportunities to Teach and Learn Include:</i></b></p>		<p><b><i>Examples/ Opportunities to Assess Include:</i></b></p>
<ul style="list-style-type: none"> <li>• Interactive Edits</li> <li>• Minilessons</li> <li>• Conferences</li> <li>• Small Group Strategy Lessons</li> <li>• Units of Study/ Genre Studies: Ongoing (Refer to “ A Guide to Finding Instruction on Mechanics” for complete listing of lessons.)</li> <li>• Punctuation Studies</li> <li>• Genre Studies: Personal Narrative (Drafting), Realistic Fiction (7, 9-11)</li> </ul>		<ul style="list-style-type: none"> <li>• Writing Samples: notebooks, graphic organizers, drafts, and published pieces</li> <li>• Observation</li> </ul>
<p><b><i>Beginning Behaviors:</i></b></p>	<p><b><i>Developing Behaviors:</i></b></p>	<p><b><i>Secure Behaviors:</i></b></p>
<p>With much teacher guidance, student can:</p> <ul style="list-style-type: none"> <li>• Try to use dialogue in writing.</li> <li>• Try to use quotation marks or italics to identify titles or names.</li> <li>• Try to use commas in a to set off words, phrases, and dialogue.</li> <li>• May still present work that does not use quotation marks and capital letters in dialogue.</li> </ul>	<p>With some teacher guidance, student generally can:</p> <ul style="list-style-type: none"> <li>• Use quotation marks and capital letters in dialogue. When independently working, student’s pieces may have mistakes.</li> <li>• Use quotation marks or italics to identify titles or names.</li> <li>• Try to use commas in a to set off words, phrases, and dialogue.</li> </ul>	<p>Independently, student consistently can:</p> <ul style="list-style-type: none"> <li>• Use quotation marks and capital letters in dialogue appropriately.</li> <li>• Use quotation marks or italics to identify titles or names.</li> <li>• Use commas in a to set off words, phrases, and dialogue.</li> </ul>

<b>GLCE WSP.04.01</b>	10. Correctly spells words used often in reading and writing using a variety of strategies.	
<b><i>Opportunities to Teach and Learn Include:</i></b>		<b><i>Examples/ Opportunities to Assess Include:</i></b>
<ul style="list-style-type: none"> <li>• Word study</li> <li>• Minilessons</li> <li>• Units of Study: Ongoing</li> <li>• Partner Edits</li> <li>• Punctuation Units of Study</li> <li>• Interactive Edits</li> <li>• Genre Studies: Ongoing</li> <li>• GLCEs suggest: roots, inflections, prefixes, suffixes, multi-syllabic, letter/sound, rimes). Resources include: word walls, word lists, dictionaries, spell checkers.</li> </ul>		<ul style="list-style-type: none"> <li>• Weekly Buddy Tests</li> <li>• Writing Samples: notebooks, graphic organizers, drafts, and published pieces</li> <li>• Reading Response Letters</li> <li>• Observes application of a variety of strategies</li> <li>• Refers to classroom resources (word wall, dictionary, 500 High Frequency Word Lists, Words to Learn List)</li> </ul>
<b><i>Beginning Behaviors:</i></b>	<b><i>Developing Behaviors:</i></b>	<b><i>Secure Behaviors:</i></b>
<p>Even with much teacher guidance, student:</p> <ul style="list-style-type: none"> <li>• Misspells so frequently that meaning is altered.</li> <li>• Writes a piece that the reader is unable to read and requires the student to “translate”.</li> <li>• Has difficulty identifying misspelled words.</li> <li>• Finds it difficult or is unwilling to use classroom resources.</li> </ul>	<p>With some teacher guidance, student can:</p> <ul style="list-style-type: none"> <li>• Generally spell most grade-level words conventionally</li> <li>• Recognize when words are misspelled and may/ may not be able to correct them.</li> <li>• Makes spelling substitutions that “make sense” phonetically.</li> <li>• Is willing to try classroom spelling resources.</li> </ul>	<p>Independently, student can:</p> <ul style="list-style-type: none"> <li>• Generally spell most words conventionally</li> <li>• Recognize when words are misspelled and is generally able to correct them.</li> <li>• Produce pieces with few misspelled words.</li> <li>• Use classroom spelling resources independently.</li> </ul>

<b>GLCE WHW.04.01</b>	11. Writes neatly and legibly in cursive.	
<b><i>Opportunities to Teach and Learn Include:</i></b>		<b><i>Examples/ Opportunities to Assess Include:</i></b>
<ul style="list-style-type: none"> <li>• Handwriting practice and class lessons</li> </ul>		<ul style="list-style-type: none"> <li>• Written work: notebook entries, drafts, published pieces</li> </ul>
<b><i>Beginning Behaviors:</i></b>	<b><i>Developing Behaviors:</i></b>	<b><i>Secure Behaviors:</i></b>
<p>Even with much teacher guidance:</p> <ul style="list-style-type: none"> <li>• Student’s writing is not neat.</li> <li>• It is difficult to read the student’s writing.</li> <li>• Student is unable to write fluently in cursive.</li> <li>• Student does not choose to use cursive writing.</li> <li>• Student forms letters incorrectly.</li> </ul>	<p>With some teacher guidance,</p> <ul style="list-style-type: none"> <li>• Student’s writing is “neat enough”.</li> <li>• Others can read the student’s writing.</li> <li>• Student is able to write in cursive.</li> <li>• Student will use cursive writing when asked or required.</li> <li>• Student generally forms and connects letters correctly.</li> </ul>	<p>Independently:</p> <ul style="list-style-type: none"> <li>• Student’s writing is neat.</li> <li>• Others can read the student’s writing with ease.</li> <li>• Student is able to write fluently in cursive.</li> <li>• Student chooses to use cursive writing.</li> <li>• Student forms and connects letters correctly and quickly.</li> </ul>

<p><b>GLCE WAT.04.01</b></p>	<p>12. Is enthusiastic about writing and tries to apply classroom learning independently.</p>	
<p><b><i>Opportunities to Teach and Learn Include:</i></b></p>		<p><b><i>Examples/ Opportunities to Assess Include:</i></b></p>
<ul style="list-style-type: none"> <li>• Teacher’s daily interest, enthusiasm, and approval</li> <li>• Teaching how to work with a partner</li> <li>• “Writerly life”</li> <li>• Conferences</li> <li>• Minilessons</li> <li>• Ongoing in all studies</li> <li>• Strategy lessons, small group work</li> <li>• Units of Study: Launch (1,2), Narrative Writing (2,10,14), Essay (1,17), Fiction (1-3, 8, 15), Literary Essay (1,3,15), Memoir (1,3,8,15)</li> <li>• Genre Studies: Ongoing</li> </ul>		<ul style="list-style-type: none"> <li>• Amount of writing</li> <li>• Writes passionately about life topics</li> <li>• Good work stamina/ work habits</li> <li>• Amount of participation</li> <li>• Tries to apply classroom learning from conferences, minilessons, and partner conversations</li> <li>• Work stamina, work habits</li> </ul>
<p><b><i>Beginning Behaviors:</i></b></p>	<p><b><i>Developing Behaviors:</i></b></p>	<p><b><i>Secure Behaviors:</i></b></p>
<p>Even with much guidance, student:</p> <ul style="list-style-type: none"> <li>• Is not enthusiastic about writing.</li> <li>• Struggles with topic choice.</li> <li>• Is not always on task.</li> <li>• Does not participate fully in classroom conversations.</li> <li>• Is unwilling to try to apply classroom learning.</li> <li>• Requires much support: teacher must walk through process step-by-step.</li> <li>• Needs small group or one-on-one support to apply learning and may still show resistance.</li> </ul>	<p>With some teacher guidance, student:</p> <ul style="list-style-type: none"> <li>• Has a good attitude about writing.</li> <li>• Makes appropriate topic choices.</li> <li>• Is usually on task.</li> <li>• Participates in classroom conversations.</li> <li>• Tries to apply classroom learning with some teacher guidance.</li> <li>• Needs encouragement to sustain writing over days/ weeks.</li> </ul>	<p>Independently, student:</p> <ul style="list-style-type: none"> <li>• Is enthusiastic about writing.</li> <li>• Has a cadre of topics and writes well about them in many genres and forms.</li> <li>• Is almost always on task.</li> <li>• Participates fully in classroom conversations.</li> <li>• Consistently tries to apply classroom learning.</li> <li>• Sustains writing over a period of days/ weeks.</li> </ul>