

Skills for DRAWING/PICTORIAL-WRITING

IDEAS

- Writer draws about what he knows and has recent knowledge of/experience with.
- Main idea, action, or event expressed in pictorial form.
- Draw with color detail (v. black & white).
- Draw with true-to-life color detail.
- Draw using spatial details.
 - Use the whole page (spread out; center).
 - Draw details in the right size.
 - Draw details in proportion.
 - Add position details (*next to, above*).
- Draw objects using shapes.
- Draw multiple objects to represent quantity.
- Characters depicted.
- A setting drawn.
- Little, close-up details (veins in leaves, wings & legs on insects, expressive faces).
- Signs of movement .
- Add more details to a picture (revision).
- Multiple pictures on a common topic (idea development).
- Oral story explanation of the drawing.
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ORGANIZATION

- Balance on the page— good use of white space.
- Balance within pictures: proportion, sizing, two sides that match.
- Draw multiple images to show progression, order, and sequence.
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VOICE

- Originality & expressiveness— in color, shape, style, images, labels, topics.
- Evidence of feeling & emotion (e.g., character's facial details).
- Unique author style. You can tell this piece belongs to a particular child and no other (e.g., the topic is something he would draw about).
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WORD CHOICE

- Squiggle lines that represent words.
- Dialogue bubbles representing characters speaking.
- Strong and specific word choice with the writer's oral explanation of the drawing.
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SENTENCE FLUENCY

- Listen to the fluency of their oral storytelling.
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CONVENTIONS

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Skills for LABEL-WRITING

IDEAS

- Writer draws/writes about what he knows about and has recent knowledge of/experience with.
- Picture parts are labeled:
 - With a letter.
 - With a word.
 - With a phrase.
- Pictures match words/letters.
- More than one label/detail about the same topic (stays on topic; stays focused).
- Oral story explanation of the drawing.
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ORGANIZATION

- Pictures and text that enhance one another.
- Use of a label as a title (e.g., Family).
- Words that suggest beginning: *once, one day, yesterday, etc.*
- Words that connect ideas: *then, next, and, etc.*
- Words that suggest conclusion: *at last, finally, when it was all over, etc.*
- "The End" (an early ending).
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VOICE

- Evidence of a reader-writer connection:
 - An image, moment, or idea that makes the reader feel something.
 - Text that makes a connection to a personal memory.
 - Text that you remember and you continue to think about later.
 - Text you would like to share with others.
- Words that convey feelings (e.g., *fun, hate, mad, happy, etc.*).
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WORD CHOICE

- Label with words of any kind:
 - Single letters.
 - Letter strings.
 - Letter combinations.
 - Words.
- Words you can read & make sense of without the writer's help or interpretation.
- "Wow" word choices that replace *nice, fun, cool, neat, very, really, good, awesome, etc.*
- Strong action verbs that replace *go, went, get, got, did, made, put, is, are, was, were, am, etc.*
- Words that describe the senses:
 - Color words
 - Taste words
 - Size words
 - Texture words
 - Shape words
 - Smell words
 - Name words
- "Big" words s-t-r-e-t-c-h-e-d o-u-t.
- Specific nouns. The right word in the right spot.
- Words woven into the drawing (e.g., on signs).
- Character dialogue (in speech bubbles).
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SENTENCE FLUENCY

- Appearance of sentence:
 - Left-to-right letters or words.
 - Word groupings.
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CONVENTIONS

- Letter orientation:
 - Left-to-right.
 - Top-to-bottom.
 - Upright letters; not sideways or slanted.
 - Letters that face the right direction.
 - Distinction between upper & lower case.
- Stretches out sounds (consonants & vowels):
 - Hearing initial sounds /c/.
 - Hearing initial and end sounds /ct/.
 - Hearing initial, medial & end sounds /cat/.
- Every word has a vowel.
- Introduce the Hh Brothers (*Wh, Ch, Sh, Th, Ph*).
- Writer can read back what was written.
- Spaces between words (or letters).
- Writes own name on paper.
- Copies environmental print:
 - Use the ABC chart to find/write letters.
 - Uses topic-specific word banks.
 - Uses the Word Wall.
 - Uses resources (name chart, calendar, etc.).
- Applies transfer-spelling strategies.
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Skills for LIST-WRITING

IDEAS

- Writer writes about what he knows about and has recent knowledge of/experience with.
- More than one detail on the same topic.
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ORGANIZATION

- Ideas are organized:
 - Categorized by like things.
 - Sequenced from first to last.
 - Organized from large to small/first to last.
 - Organized alphabetically.
- Transitions connect ideas listed:
 - 1, 2, 3.
 - First, Second, Third.
 - First, Next, Then, Last.
- Writes "The End" (an early ending).
- List is identified by a main-idea title.
- Brainstorm word lists (pre-writing).
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VOICE

- Evidence of a reader-writer connection:
 - An idea that makes the reader feel something.
 - An idea that makes a personal connection.
 - An idea you want to share with others.
- Words that convey feelings (e.g., like, love, fun, hate, mad, happy, etc.).
- Text that communicates directly with the audience by asking questions. *Do you like snow? I do.*
- Text that communicates directly with the audience by referencing "you." *I am going to teach you how to tie your shoes.*
- Writer sounds confident about the topic (expert on the topic).
- Words or phrases characteristic of a particular author's style. Sounds like a particular writer.
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WORD CHOICE

- Strong action verbs that replace *go, went, get, got, did, made, put, is, are, was, were, am*, etc.
- Words that describe the senses:
 - Color words
 - Taste words
 - Size words
 - Texture words
 - Shape words
 - Smell words
 - Name words
- "Big" words s-t-r-e-t-c-h-e-d o-u-t (synonyms).
- Specific nouns (e.g., *monster truck* v. *toy*).
- Unique and original wording (e.g., *The snowman melted. It looked like he was on a diet.*)
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SENTENCE FLUENCY

- Appearance of sentence (left-to-right letters or words; word groupings).
- Multiple word groupings/sentences (patterned or not).
- Directions are written in a parallel format (similar sentence structure) to make it easy to read quickly.
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CONVENTIONS

- Uses correct letter orientation:
 - Left-to-right.
 - Top-to-bottom.
 - Upright letters; not sideways or slanted.
 - Letters that face the right direction.
 - Distinction between upper & lower case.
- Letter/Sound association (phonics).
- Spaces between words (or letters).
- Spaces between lines.
- Writes own name on paper.
- Copies environmental print.
- Uses numbers or bullets to list items.
- Uses commas to set off items in a series.
- Writer can read back what was written.
- Readable spelling.
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Skills for SENTENCE-WRITING

IDEAS

- Writer writes about what he knows about and has recent knowledge of/experience with.
- More than one detail about the same topic (stays on topic).
- The “middle” is longer and includes different types of details:
 - Name details.
 - Number details.
 - What something looks like.
 - What something sounds like.
 - What something tastes like.
 - What something smells like.
 - What something feels like.
 - Comparison details.
 - Feelings and emotions.
 - List examples or items.
 - Where details.
 - When details.
 - What happens next details.

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ORGANIZATION

- Beginning sentence is a type of:
 - When lead.
 - Sensory-description lead.
 - Where lead.
 - Question lead.
 - Action lead.
 - Feeling lead.
 - Sound lead.
- Ideas are organized:
 - Categorized by subtopics.
 - Sequenced from first to last.
 - Comparison from large to small.
- Transitions connect listed ideas:
 - 1, 2, 3.
 - *First, Second, Third.*
 - *First, Next, Then, Last.*

- Writing includes an ending sentence.
- Writing includes a title.
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VOICE

- Evidence of a reader-writer connection—
 - A word or idea that makes the reader feel something.
 - A word or idea that makes a connection to a personal memory.
 - A word or idea that you remember and you continue to think about later.
 - A word or idea you would like to share with others.
- Words that convey feelings (e.g., *like, love, fun, hate, mad, happy*, etc.).
- Utilizing voice-filled conventions to convey feeling:
 - All capital letters: *NO!*
 - Boldface letters: *I said **STOP!***
 - Underlining words: *I never went there again!*
- Text that communicates directly with the audience by asking questions. *Do you like snow? I do.*
- Text that communicates directly with the audience by referencing “you.” *I am going to teach you how to tie your shoe.*
- Writer sounds confident about the topic (expert on the topic).
- Words or phrases characteristic of a particular author’s style. Sounds like a particular writer.

WORD CHOICE

- Strong action verbs that replace *go, went, get, got, did, made, put, is, are, was, were, am*, etc.
- Words that describe the senses:
 - Color words
 - Taste words
 - Size words
 - Texture words
 - Shape words
 - Smell words
 - Name words
- “Big” words s-t-r-e-t-c-h-e-d o-u-t.
- Specific nouns. The right word in the right spot.
- Unique and original wording (e.g., *The snowman melted. It looked like he was on a diet.*).
- Synonym use, rather than repeating the same words.

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SENTENCE FLUENCY

- Complete thought that makes sense.
- Multiple sentences (patterned or not).
- Mixture of long and short sentences.
- Sentence types vary:
 - Statements (telling sentences).
 - Excitement (exciting sentences).
 - Questions (asking sentences).
- Varied sentence beginnings.
- Reader can read the piece without the writer’s help or interpretation.
- Natural ordering of words in a series.

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CONVENTIONS

- Appropriate use of capitalization (e.g., sentence starting, proper nouns, stylistic effect).
- Use of endmarks.
 - Telling sentences/periods.
 - Exciting sentences/exclamation points.
 - Asking sentences/question marks.
- Capitalized “I.”
- Spaces between words.
- Copies environmental print.
- Writer can read back what was written.
- Readable spelling.
- Sentences text wrap from one line to the next.

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