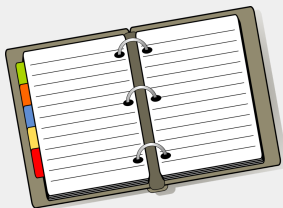




Team Up for Writing

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Setting up

Writer's Notebooks
Google Classroom
Edublogs



Differentiation

Graphic Organizers
Writing Frames
Google Docs
Tic Tac Toe Boards
Choice Boards

Writing Tasks



Narrative Tasks

- All About Me Slideshow
- Small Moment Story
- Fictional Narrative
- Using a Mentor Text
- Thankfulness Pecha Kechu
- My Holiday Scrapbook

Informative/Research Tasks

- President Trading Card
- Bat or Spider Report
- Nebraska Reptile Reports
- Biome Report
- Author Project
- African American Inventor Report
- Holidays Around the World Presentation

Poetry Tasks

- Poetry Portfolio
- Poetry Frames
- Blackout Poetry
- Found Poetry

Opinion Tasks

- Book or movie review
- My Hero Essay
- Editorial
- Podcast
- Responding to Essay Prompts
- All I Want for Christmas Elevator Speech

Notes:

Informative/Explanatory Rubric: Grade 4

Name _____

	4	3	2	1
Lead	Provides a strong, clear lead that hooks the reader	Provides a lead that hooks the reader	Lead is not clearly stated; little or no hook	Lead is not easily understood; does not hook the reader
Organization	Organizes paper into paragraphs or sections using text features (headings, subheadings etc), illustrations and/or multimedia elements	Organizes paper into paragraphs or sections using text features or illustrations	Organizes paper into paragraphs or sections	Paper is written as one paragraph or paragraphs attempted but not correctly executed
Focus	Clearly states their topic with in-depth knowledge and clear focus	Introduces their topic and provides a focus	Topic and focus not clearly stated	Topic and focus is not easily understood
Details	Provides extensive facts, definitions, concrete details and/or quotations that enhance topic	Provides facts, definitions, concrete details and/or quotations related to topic	Provides some facts, definitions, concrete details and/or quotations related to topic	Facts, definitions, concrete details and/or quotations are missing
Transitions	Clearly links ideas with a variety of linking words, phrases, and clauses	Links ideas using linking words, phrases and clauses	Provides some linking words, phrases and clauses	Provides no linking words, phrases or clauses
Conclusion	Provides a conclusion statement related to their topic	Provides a concluding statement related to their topic	Concluding statement is not clearly stated	Concluding statement is missing
Mechanics	Includes no	Includes very	Includes some	Includes many

	mechanical, spelling and revision errors	few to no mechanical spelling and revision errors	mechanical, spelling, and revision errors	mechanical, spelling and revision errors
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Nebraska State Standards

LA.4.W.5 Write informative/explanatory pieces to examine a topic or text and convey ideas and information.

- a. Introduce a topic clearly and group related information into paragraphs and sections including text features, illustrations, and/or multimedia elements.
- b. Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic.
- c. Use linking words and phrases and key vocabulary to connect ideas and categories of information.
- d. Provide a concluding statement or section related to the information or explanation(s).

LA.4.W.1 Create grammatically correct sentences and paragraphs using a variety of sentence types and phrasing.

- a. Capitalize proper nouns (e.g., organizations, geographic regions, monuments and landmarks).
- b. Use commas and quotation marks to indicate direct speech and quotations from a text; use a comma before a coordinating conjunction in a compound sentence and with dependent clauses.
- c. Identify and use simple appositive phrases.
- d. Identify and use frequently occurring pronouns (e.g., subject, object), adverbs (e.g., relative), and verbs (e.g., helping and linking).
- e. Distinguish between frequently confused words (e.g., to, too, two; there, their, they're).
- f. Identify and revise fragment and run-on sentences in speaking and writing.

Research Rubric Grade 5

	4	3	2	1
Paraphrase	Paraphrases for all notes	Paraphrases for most notes	Paraphrases for some notes	The majority of notes appear to be copied
Quotations	Specifically chooses multiple quotes to enhance topic	Uses a quotation to enhance topic	Quotation included, but does not enhance the topic; may appear to be an afterthought	No quotations used
Credibility	Uses multiple credible sources	Uses more than one credible source	Uses one credible source	Sources not credible
Notes	Uses a graphic organizer or note cards to take extensive notes	Uses a graphic organizer or note cards to take notes	Minimal notes Notes not organized	Notes not evident and/or organized
Academic Integrity	Uses 3 or more sources Cites sources	Uses 2 sources Cites sources	Uses one source Attempts to cite source	Source(s) not cited

LA.5.W.6 Locate and summarize relevant information and evidence from literary and informational text sources to answer questions about a topic.

- a. Paraphrase information and evidence to support ideas while avoiding plagiarism.
- b. Locate and evaluate credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.
- c. Sort evidence into categories using an appropriate note-taking format to collect and organize information.
- d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format.

Argumentative Writing Grade 6

Name _____

	4	3	2	1
Main Idea/Thesis	Strong topic sentence states perspective clearly	Topic sentence states perspective	Perspective is unclear	Perspective not stated
Sources and Evidence	Includes evidence from two or more credible sources	Includes evidence from two sources but sources may not be the most credible	Includes evidence from one credible source	Source of evidence unclear or not stated
Organization	Claim is logically explained and organized into clear paragraphs or sections	Claim is organized into paragraphs or sections	Claim is not supported with organized structure	Claim is unorganized and/or unclear
Word Choice	Use words, phrases, and key vocabulary to clarify the relationship between claim(s)	Uses words, phrases, and vocabulary specific to the topic	Many words and the claim are general and not specific	Word choice does not support the claim or topic
Conclusion	Strong conclusion that follows from the argument presented	Conclusion follows from the argument presented	Conclusion is included, but does not logically follow from the presented argument	Conclusion is not included, unclear, or contradictory to the presented argument
Conventions	Contains few errors in grammar/usage and/or spelling (0-2)	Errors in grammar/usage, punctuation, capitalization and/or spelling are not distracting to the reader (3-4)	Contains errors in grammar/usage, punctuation and/or spelling which may be distracting to the reader (5-7)	Contains repeated errors in grammar, usage, punctuation, capitalization and/or spelling which are distracting to the reader and show limited editing (8+)

LA.6.W.4 Write arguments that explain a perspective with supporting reasons and evidence.

- a. Introduce a claim clearly and develop a structure in which the ideas are grouped logically.
- b. Use relevant evidence from two or more credible sources.

- c. Use words, phrases, and key vocabulary to clarify the relationship between claim(s) and supporting evidence.
- d. Provide a concluding statement or section that follows from the argument presented.

LA.6.W.4 Write arguments that explain a perspective with supporting reasons and evidence.

- a. Introduce a claim clearly and develop a structure in which the ideas are grouped logically.
- b. Use relevant evidence from two or more credible sources.
- c. Use words, phrases, and key vocabulary to clarify the relationship between claim(s) and supporting evidence.
- d. Provide a concluding statement or section that follows from the argument presented.

Narrative Rubric: Grade 4

Name _____

	4	3	2	1
Lead	Provides a strong, clear lead that hooks the reader	Provides a lead that hooks the reader	Lead is not clearly stated; little or no hook	Lead is not easily understood; does not hook the reader
Focus	Establishes a situation and introduce a narrator and/or character(s) by “showing, not telling”	Establish a situation and introduce a narrator and/or character(s).	Situation, narrator and or characters not developed or unclear	Missing a clear situation, narrator, or characters
Transitions	Uses a variety of transitional words and phrases to organize a sequence of events that unfolds naturally.	Uses transitional words and phrases to organize a sequence of events that unfolds naturally.	Attempts to use transitional words and phrases to organize a sequence of events that unfolds naturally.	Overuses simple transition words (then, so, etc.) or does not use transitions consistently
Word Choice	Uses precise words, descriptive/sensory details, and dialogue that develops the characters and events	Uses precise words and either descriptive/sensory details or dialogue to develop characters and events	Attempts to use precise words	Uses many words that are unclear or leave the reader with questions
Conclusion	Provides a logical conclusion statement	Provides a concluding statement	Conclusion statement is not clear	Concluding statement is missing
Mechanics	Includes no mechanical, spelling and revision errors	Includes very few to no mechanical spelling and revision errors	Includes some mechanical, spelling, and revision errors	Includes many mechanical, spelling and revision errors

Nebraska State Standards

LA.4.W.3 Write creative and/or expressive pieces that describe a well-developed event or experience.

- a. Establish a situation and introduce a narrator and/or character(s).
- b. Use precise words and phrases, descriptive/sensory details, and dialogue to develop characters, events, and settings.
- c. Use transitional words and phrases to organize a sequence of events that unfolds naturally.
- d. Provide a conclusion related to the creative or expressive event or experience.

LA.4.W.1 Create grammatically correct sentences and paragraphs using a variety of sentence types and phrasing.

- a. Capitalize proper nouns (e.g., organizations, geographic regions, monuments and landmarks).
- b. Use commas and quotation marks to indicate direct speech and quotations from a text; use a comma before a coordinating conjunction in a compound sentence and with dependent clauses.
- c. Identify and use simple appositive phrases.
- d. Identify and use frequently occurring pronouns (e.g., subject, object), adverbs (e.g., relative), and verbs (e.g., helping and linking).
- e. Distinguish between frequently confused words (e.g., to, too, two; there, their, they're).
- f. Identify and revise fragment and run-on sentences in speaking and writing.