

# CraftPlus® Writing Pacing Chart

## Descriptive—Week One—Seventh Grade

Teachers in all grades begin the school year by teaching and reviewing foundational descriptive-writing skills that later will be applied to genre instruction.

Monday	Tuesday	Wednesday
<p><b>Target Skill: (Composing) Strong Verbs</b>  <b>Mini-lesson:</b> (10-15 minutes)            Introduce the concept of strong verbs that readers can visualize and differentiate from weak verbs that are general (e.g., <i>ate vs. munched, gobbled, devoured, nibbled</i>). Read from narrative literature models (e.g., <i>Gary Paulsen, Lemony Snicket</i>). Collectively identify strong action verbs and begin creating a class list.</p>	<p><b>Target Skill: (Composing) Strong Verbs</b>  <b>Mini-lesson:</b> (10-15 minutes)            Review the concept of strong verbs. Read examples from the class list. Ask students what they picture when reading different verbs. Read from expository literature models (e.g., <i>Listen to This—Soaring with Books</i>). Discuss how strong verbs can help readers visualize in both narrative and expository writing.</p>	<p><b>Target Skill: (Organizational) Prewriting—Listing and Clumping Details</b>  <b>Mini-lesson:</b> (10-15 minutes)            Discuss the importance of details in the body of a writing piece. Pieces should be dense with details. To accomplish this, writers should begin by listing details and clumping related details together. Offer a general topic (e.g., <i>school, baseball</i>) or a current topic of study. Collectively create a thorough list of details associated with the topic. Color-code to link related details. Save list for the lesson that follows.</p>
<p><b>Workshop:</b> (10-15 minutes)            Divide students into small groups. Give each group a few age-appropriate novels and nonfiction books. Students search through books and look for examples of strong verbs. Each group should designate a recorder to list the strong verbs.</p>	<p><b>Workshop:</b> (10-15 minutes)            Display a picture prompt depicting action and have students list strong verbs associated with the action in the picture. After listing at least five strong verbs, students write at least three sentences about the action in the picture using strong verbs.</p>	<p><b>Workshop:</b> (10-15 minutes)            Offer another general topic or current topic of study. Have students generate lists of details related to the topic and link related details by color-coding with highlighters, markers, or color pencils. Circulate and assist as needed.</p>
<p><b>Response:</b> (10 minutes)            Groups read their strong verb lists. As they read, add to the class list of strong verbs.</p>	<p><b>Response:</b> (10-15 minutes)            Students read their pieces to the class. Repeat and identify strong verbs after they have read. Clarify misconceptions.</p>	<p><b>Response:</b> (10-15 minutes)            Allow volunteers to share their lists with the class, and have them explain their grouping strategies.</p>

**Suggested Conventions: Punctuation—End marks**

Thursday	Friday	Notes
<p><b>Target Skill: (Organizational) Thesis Statements</b></p> <p><b>Mini-lesson:</b> (10-15 minutes) Review the importance of details in the body of a writing piece. Read from an expository article (e.g., <i>Listen to This—Cobwebs to Crosshairs</i>). Discuss the structure of the piece, the way details were clumped together, and how a thesis statement bound related details together. Use the clumps of related details from the previous day’s lesson to model the creation of thesis statements.</p>	<p><b>Assessment: Strong Verbs, Prewriting, Thesis Statements</b></p> <p><b>Mini-lesson:</b> (10-15 minutes) Review strong verbs. Model the first few steps to writing a descriptive paragraph about your favorite hobby by listing details, clumping related details, creating a thesis statement, and writing a supporting detail sentence. Suggest at least five strong verbs that could be used in your writing if you were to continue.</p>	
<p><b>Workshop:</b> (10-15 minutes) Students use the color-coded groups of related details to construct thesis statements. Circulate and assist as needed.</p>	<p><b>Workshop:</b> (20-25 minutes) Students write a paragraph about their favorite hobbies by listing details, clumping related details, creating a thesis statement, and writing supporting detail sentences. Students should use and underline at least five strong verbs in their paragraphs.</p>	
<p><b>Response:</b> (10-15 minutes) Allow volunteers to share their thesis statements with the class. Identify thorough lists and logical linking of details.</p>	<p><b>Response:</b> (5 minutes) Collect and score pieces and detail lists using the attached multiple-skill rubric. Select a convention skill you have previously taught.</p>	

## Descriptive—Week Two—Seventh Grade

Teachers in all grades begin the school year by teaching and reviewing foundational descriptive-writing skills that later will be applied to genre instruction.

Monday	Tuesday	Wednesday
<p><b>Target Skill: (Composing) Descriptive Attributes</b></p> <p><b>Mini-lesson:</b> (10-15 minutes) Explain that descriptive attributes paint a vivid picture for the reader. Read from literature models (e.g., <i>Johnny Tremain</i>, <i>Julie of the Wolves</i>). Focus on descriptive attributes for number, color, shape, size, location, and direction in descriptions of scenery.</p>	<p><b>Target Skill: (Composing) Descriptive Attributes</b></p> <p><b>Mini-lesson:</b> (10-15 minutes) Review descriptive attributes from the previous lesson. Introduce sensory attributes (smell, texture, taste, sound, sight). Read from literature models (e.g., <i>Listen to This—Next Stop, Sub Station!</i>). Discuss specific sensory attributes.</p>	<p><b>Target Skill: (Organizational) Beginning Techniques—Exclamation, Question, Dialogue, Startling Fact, Opinion, Setting, Definition, Alliteration, Event in Progress</b></p> <p><b>Mini-lesson:</b> (10-15 minutes) Introduce the concept of beginning hooks. Explain that they entice the reader to continue reading. Read from literature models examples of a few different types of beginning hooks and label their categories (e.g., <i>exclamation, question, dialogue</i>). Explain that many beginning hooks fall into common categories. Write more category headings on the board—startling fact, opinion, setting, definition, alliteration, event in progress.</p>
<p><b>Workshop:</b> (15-20 minutes) Students briefly sketch a scene and write to describe the scene using descriptive attributes for color, number, shape, size, location, and direction.</p>	<p><b>Workshop:</b> (10-15 minutes) Arrange students in small groups. Give each group a card with a type of food written on it (e.g., <i>pizza, ice cream, popcorn</i>). Groups use descriptive attributes to write about the food without naming it.</p>	<p><b>Workshop:</b> (10-15 minutes) Arrange students in small groups and provide each group with several books, a few age-appropriate magazines, and a pad of sticky notes. Students collect beginning hooks by writing them on the sticky notes.</p>
<p><b>Response:</b> (10 minutes) Pair students for peer conferences. Students read their descriptive pieces to partners. Listeners stop the reader at each descriptive attribute and underline or highlight the attributes. Partners switch roles and repeat the process.</p>	<p><b>Response:</b> (10-15 minutes) Each group reads its description and the rest of the class tries to guess the food being described. Identify use of specific sensory attributes.</p>	<p><b>Response:</b> (10-15 minutes) Each group presents its beginning hooks and sticks them in the appropriate categories. Provide a place for hooks that don't fit in the categories. After all groups have presented, read these hooks and see if more categories can be created.</p>

**Suggested Conventions: Punctuation—Commas in a series**

Thursday	Friday	Notes
<p><b>Target Skill: (Organizational) Beginning Techniques</b></p> <p><b>Mini-lesson:</b> (10-15 minutes) Review the types of beginning hooks classified in the previous lesson and refer to examples of each type of hook. Offer a few general personal narrative prompts and verbally model a few different types of hooks that could be applied to the beginning of pieces written to address these prompts. You may wish to review a convention skill previously taught.</p>	<p><b>Assessment: Descriptive Attributes and Beginning Techniques</b></p> <p><b>Mini-lesson:</b> (10-15 minutes) Review beginning hooks and descriptive attributes. Display a picture prompt and model writing the beginning of a descriptive paragraph in which you create a beginning hook and begin to write one or two detail sentences that contain descriptive attributes (e.g., <i>descriptions of size, number, shape, color, location, direction</i>). Discuss other descriptive attributes that could be added if you continued.</p>	
<p><b>Workshop:</b> (10-15 minutes) Each student selects five different types of hooks and writes a beginning hook that fits each category. Hooks should be written as a way to introduce the food description written in a previous lesson this week. You may require application of a convention.</p>	<p><b>Workshop:</b> (20-25 minutes) Display or provide a picture prompt. Each student writes a paragraph with a beginning hook and supporting detail sentences containing at least five descriptive attributes. Students can highlight or underline the descriptive attributes.</p>	
<p><b>Response:</b> (10-15 minutes) Allow students to share their two favorite beginning hooks with the class. Discuss the types of hooks chosen most often and least often. Identify strong beginning hooks and clarify misconceptions.</p>	<p><b>Response:</b> (5 minutes) Collect papers and use rubric to score. You can include a convention skill you have previously taught as an application in this writing piece.</p>	

## Descriptive—Week Three—Seventh Grade

Teachers in all grades begin the school year by teaching and reviewing foundational descriptive-writing skills that later will be applied to genre instruction.

Monday	Tuesday	Wednesday
<p><b>Target Skill: (Composing) Specificity</b>  <b>Mini-lesson:</b> (10-15 minutes)            Introduce specificity and explain that authors use specific details to help readers visualize and connect to the text. Read from literature models (e.g., <i>Listen to This</i>, <i>The Voyage of the Frog</i>, <i>Hoot</i>) and discuss specific common and proper nouns used. Verbally describe a meal using general terms (e.g., <i>lots of food, meat, vegetables, dessert</i>). Describe the same meal again using specificity (e.g., <i>standing rib roast, steamed broccoli, Klondike bars</i>). Discuss the difference.</p>	<p><b>Target Skill: (Composing) Comparisons—Simile</b>  <b>Mini-lesson:</b> (10-15 minutes)            Introduce similes as comparisons using <i>like</i> or <i>as</i>. Read examples from literature models (e.g., <i>The Ersatz Elevator</i>, <i>Listen to This</i>). Explain that similes help the reader visualize and connect to the text. Offer a familiar theme (e.g., <i>rain</i>). Collectively generate a list of similes to describe rainfall (e.g., <i>rain falls as gently as _____; the storm roared like _____</i>).</p>	<p><b>Target Skill: (Composing) Comparisons—Metaphor</b>  <b>Mini-lesson:</b> (10-15 minutes)            Introduce metaphors by comparing them to similes. Metaphors make direct comparisons without using <i>like</i> or <i>as</i>. Read metaphors from literature models (e.g., <i>Island of the Blue Dolphins</i>, <i>Canoe Days</i>, <i>The Carnivorous Carnival</i>) and discuss the comparisons made. Offer a natural occurrence, such as a hurricane or tornado. Have students think of comparisons that could be used in metaphors. Model writing a metaphor based on the comparisons generated by students.</p>
<p><b>Workshop:</b> (10-15 minutes)            Students work individually to write a paragraph describing a meal using specificity. Circulate and assist as needed.</p>	<p><b>Workshop:</b> (10-15 minutes)            Offer three different themes (e.g., <i>ocean waves, stars, cats</i>). Students work individually to generate a list of similes to describe each of the three themes. This can be done in linear lists or on a concept web.</p>	<p><b>Workshop:</b> (10-15 minutes)            List three more natural occurrences, (e.g., <i>moon phases, snow, wind</i>). Pairs of students create lists of at least five comparisons for each natural occurrence. Students should choose two comparisons for each occurrence and create metaphors with them.</p>
<p><b>Response:</b> (10 minutes)            Arrange students in small groups. Students share their meal descriptions within the groups. Other students may make suggestions for added details and further specificity.</p>	<p><b>Response:</b> (10 minutes)            Arrange students in small groups and allow them to share, compare, and contrast their similes. After small group discussion, ask a few volunteers to share one or two similes with the class.</p>	<p><b>Response:</b> (10-15 minutes)            Allow pairs to share the metaphors they created from their comparisons. Identify sound metaphors and clarify misconceptions.</p>

**Suggested Conventions: Applies spelling rules, Complete sentences, Subject/verb agreement**

Thursday	Friday	Notes
<p><b>Target Skill: (Composing) Comparisons—Metaphor</b></p> <p><b>Mini-lesson:</b> (10-15 minutes) Review metaphors and differentiate from similes. Read more metaphors from literature models (e.g., <i>Roll of Thunder Hear My Cry</i>, <i>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</i>). Refer to your brief story told during the second simile lesson. Discuss ways that metaphors could be added to your story. Allow students to generate ideas for metaphors describing a character, a part of the setting, and an action.</p>	<p><b>Assessment: Comparisons and Specificity</b></p> <p><b>Mini-lesson:</b> (5-10 minutes) Review specificity, similes, and metaphors. Verbally model a new story similar to the one created earlier in the week. Use three similes and three metaphors in your story. You may ask students to help you as you verbally construct your story. (Explain that this type of imagery is not usually so dense within a piece, but that you are using so many in such a brief space for emphasis and instructional purposes.)</p>	
<p><b>Workshop:</b> (10-15 minutes) Students return to their brief stories from the second simile lesson and add three metaphors to describe a character, a part of the setting, and an action.</p>	<p><b>Workshop:</b> (20-25 minutes) Students work individually to write a brief story that includes three similes and three metaphors. This brief story can be personal narrative or fictional narrative, but should include a character, a setting, and action.</p>	
<p><b>Response:</b> (10-15 minutes) Pair students for peer conferences. (Be sure students are paired with different partners from the earlier lesson.) Students read their pieces to their partners, who identify and comment on the metaphors.</p>	<p><b>Response:</b> (5-10 minutes) Collect papers and score using a composing skill rubric. If time allows, ask volunteers to share some of the simile or metaphor choices they made in their stories.</p>	

## Descriptive—Week Four—Seventh Grade

Teachers in all grades begin the school year by teaching and reviewing foundational descriptive-writing skills that later will be applied to genre instruction.

Monday	Tuesday	Wednesday
<p><b>Target Skill: (Organizational)</b>  <b>Ending Techniques—Universal Word, Feeling, Question, Exclamation, Remind the Reader, Advice to the Reader, Prediction, Circle Back to the Hook, Where to Find More, Imperative Statement</b></p> <p><b>Mini-lesson:</b> (10-15 minutes)            Introduce ending techniques as a way to signal the reader that the piece is ending. Read from literature models (e.g., <i>Listen to This</i>). Identify a few different types of ending techniques and label their categories (e.g., <i>universal word, feeling, question</i>). Explain that many endings fall into common categories. Write more category headings on the board—remind the reader, advice, prediction, circle back to the hook, where to find more, imperative statement.</p>	<p><b>Target Skill: (Organizational)</b>  <b>Ending Techniques</b></p> <p><b>Mini-lesson:</b> (10-15 minutes)            Review the types of ending techniques classified in the previous lesson and refer to examples of each type of hook. Offer a few general descriptive prompts and verbally model a few different types of endings that could be applied to pieces written to address these prompts.</p>	<p><b>Target Skill: (Composing)</b>  <b>Comparisons—Personification</b></p> <p><b>Mini-lesson:</b> (10-15 minutes)            Introduce the concept of personification by reading from literature models (e.g., <i>The Giving Tree, Out of the Dust, City</i>). Identify objects and/or animals given human traits. Offer an object (e.g., <i>a tree, as in The Giving Tree</i>). Collectively generate a brief list of human traits the tree can exhibit through imagery. Collectively write a three to four sentence description of a tree using personification.</p>
<p><b>Workshop:</b> (10-15 minutes)            Arrange students in small groups. Give each group several books, a few age-appropriate magazines, and a pad of sticky notes. Students collect ending techniques by writing them on the sticky notes.</p>	<p><b>Workshop:</b> (10-15 minutes)            Arrange students in pairs and have each pair select a general descriptive prompt. Pairs write five different types of ending techniques for the selected prompt.</p>	<p><b>Workshop:</b> (10-15 minutes)            Pair students and offer three animals and/or objects (e.g., <i>a whale, the ocean, a car</i>). Partners work together to list human traits that could be attributed each and write a three to four sentence description using personification.</p>
<p><b>Response:</b> (10-15 minutes)            Each group presents their ending techniques and sticks them in the appropriate categories. Provide a place for endings that don't fit in the categories. After all groups have presented, read these endings and see if more categories can be created.</p>	<p><b>Response:</b> (10-15 minutes)            Allow students to share their two favorite endings with the class. Discuss the types of ending techniques chosen most often and least often. Identify strong endings and clarify misconceptions.</p>	<p><b>Response:</b> (10 minutes)            Pairs read their descriptions. Discuss the way the traits were used to create personification. Identify strong imagery, offer additional ideas, and clarify misconceptions.</p>

**Suggested Conventions: Applies spelling rules**

Thursday	Friday	Notes
<p><b>Target Skill: (Composing) Specificity</b>  <b>Mini-lesson:</b> (10-15 minutes)            Introduce specificity by verbally describing a scene with general terms (e.g., <i>stuff, places, people, many things</i>). Lead the students to discover that specific common and proper nouns would enhance the description by helping the reader visualize and connect to text. Ask students for suggestions of specific common and proper nouns that could be used to add specificity to your story.</p>	<p><b>Assessment: Ending Techniques, Comparisons, Specificity</b>  <b>Mini-lesson:</b> (10 minutes)            Review specificity, personification, and the types of ending techniques taught and classified. Display a picture prompt and verbally model a descriptive paragraph using personification and specificity. Allow students to generate ideas for various types of endings.</p>	
<p><b>Workshop:</b> (10-15 minutes)            Pair students and have them write your brief description using at least ten examples of specificity in place of the general terms. Students should highlight the examples of specificity.</p>	<p><b>Workshop:</b> (25-30 minutes)            Display a new picture prompt. Students write a descriptive paragraph using at least three examples of personification, three examples of specificity, and an ending technique. Require students to apply a convention skill previously taught (e.g., <i>commas before coordinating conjunctions</i>).</p>	
<p><b>Response:</b> (10 minutes)            Allow pairs to read their descriptions and discuss the difference between specificity and general terms.</p>	<p><b>Response:</b> (5 minutes)            Collect papers and score using a multiple-skill rubric.</p>	

## Descriptive—Week Five—Seventh Grade

Teachers in all grades begin the school year by teaching and reviewing foundational descriptive-writing skills that later will be applied to genre instruction.

Monday	Tuesday	Wednesday
<p><b>Target Skill: (Composing) Sentence Variation</b></p> <p><b>Mini-lesson:</b> (10-15 minutes) Discuss different types of sentences (declarative, imperative, interrogative, exclamatory) and sentence structures (e.g., <i>simple, compound, complex</i>). Read from a literature model with varied sentence structure and types (e.g., <i>Maniac Magee, Father Water Mother Woods</i>). Point out the purposeful variety of sentence structures. Retell a passage using all simple, declarative sentences. Point out that added information often extends the sentence by answering <i>who, what, when, where, why</i>.</p>	<p><b>Target Skill: (Composing) Elaboration—Clues for Inference</b></p> <p><b>Mini-lesson:</b> (10-15 minutes) Discuss the difference between making direct statements (e.g., <i>He was angry</i>.) and providing clues for inference (e.g., <i>His eyes were bulging from his tomato-red face. Fists clenched at his side and steam pouring from his ears, he began to growl with mounting fury</i>.) Read examples from literature models (e.g., <i>Ida Early Comes over the Mountain, Julie of the Wolves</i>). Offer a dinky sentence and have students orally practice replacing it with clues for inference.</p>	<p><b>Target Skill: (Composing) Word Choice—Hyperbole, Elaboration—Description</b></p> <p><b>Mini-lesson:</b> (10-15 minutes) Introduce hyperbole by making hyperbolic statements (e.g., <i>This day is going to last for ten years; I've already graded a million papers</i>). Read examples from literature models (e.g., <i>tall tales, Listen to This—A Movie So Dull It's Scary</i>). Allow students to generate examples of hyperbole.</p>
<p><b>Workshop:</b> (10-15 minutes) Pair students and provide a picture prompt for the class. Pairs are to write a paragraph describing the picture, intentionally varying sentence types and structures.</p>	<p><b>Workshop:</b> (10-15 minutes) Pair students and provide each pair with a dinky sentence card (see <i>Building a Writing Community</i> or <i>Crafting Expository Papers</i> for Don't Hit Your Reader Over the Head). Have pairs write descriptions that provide clues leading the reader to infer the information presented on their cards.</p>	<p><b>Workshop:</b> (10-15 minutes) Pair students to write brief, four to five sentence descriptions of their school day using at least three hyperbolic statements.</p>
<p><b>Response:</b> (10 minutes) Pairs read their descriptive paragraphs. Identify variation in sentence types and structures and clarify misconceptions.</p>	<p><b>Response:</b> (10-15 minutes) Each pair reads its descriptions without revealing the dinky sentence. Class members try to guess what is written on the card based on clues in the description.</p>	<p><b>Response:</b> (10-15 minutes) Pairs read their descriptions. Identify the use of hyperbole and clarify misconceptions. Caution students that hyperbole is generally used sparingly, unless for comic effect.</p>

**Suggested Conventions: Punctuation—Commas before coordinating conjunctions**

Thursday	Friday	Notes
<p><b>Target Skill: (Composing) Asides to the Reader</b></p> <p><b>Mini-lesson:</b> (10-15 minutes)            Discuss the use of <i>you</i> or <i>we</i> used when an author chooses to directly address the reader. Read from literature models that include asides to the reader (e.g., <i>Listen to This</i>, <i>The Tale of Desperaux</i>, <i>The Bad Beginning</i>). Provide a picture prompt of a vacation scene. Collectively write a brief description of the scene that directly addresses the reader. Try to include sentence variation and clues for inference.</p>	<p><b>Assessment: Asides to the Reader, Elaboration, Word Choice, Sentence Variation</b></p> <p><b>Mini-lesson:</b> (10 minutes)            Refer to your vacation scene descriptive piece written collectively during the previous lesson. Discuss ways to revise this piece to make sure it includes one hyperbolic statement, sentence variation, asides to the reader, and clues for inference.</p>	
<p><b>Workshop:</b> (10-15 minutes)            Students work individually to select a vacation scene and write a brief description that directly addresses the reader. Encourage students to include other Target Skills taught during this week. Circulate and preselect student models to be shared during response.</p>	<p><b>Workshop:</b> (20-25 minutes)            Students revise their descriptive pieces from the previous lesson to be sure they include one hyperbolic statement, sentence variation, asides to the reader, and clues for inference.</p>	
<p><b>Response:</b> (10-15 minutes)            Call on preselected students to share their descriptions with the class. Identify the use of other Target Skills taught during this week.</p>	<p><b>Response:</b> (5-10 minutes)            Collect papers and score using a multiple-skill rubric. If time permits, you may wish to share some preselected student models.</p>	

## Descriptive—Week Six—Seventh Grade

Teachers in all grades begin the school year by teaching and reviewing foundational descriptive-writing skills that later will be applied to genre instruction.

At this point, students have acquired many new descriptive-writing Target Skills from Tiers 1 and 2. This is an appropriate time to stop instruction and allow students to apply these skills in a descriptive-writing application piece. Plan three to five days for prewriting, writing, conferencing, revising, and editing. Possible prompts for a descriptive-writing piece include:

- Offer students a choice of picture prompts. Pictures should include distinctive backgrounds and people or animals engaged in action.
- Take photographs of your students engaged in school and classroom activities. Use these photographs as picture prompts for descriptive writing.
- Allow students to choose a vacation destination advertised on travel brochures and describe the destination and related activities. Students can create video-taped commercials, technology-based slide shows, or travel magazines to highlight the destinations, using the descriptive writing pieces as scripts.
- Offer a prompt or several prompts from which to choose. Prompts for descriptive writing should begin with the word describe. For example:
  - ✓ Describe your neighborhood. Be sure to include many visual details as well as actions taking place.
  - ✓ Picture a scene from a favorite book. Describe the setting and the actions taking place.
  - ✓ Describe a scene from history. Be sure to include visual details and actions.

### Target Skill Checklist:

(Provide students with a checklist of skills taught during Tier 1, 2, and 3 descriptive-writing instruction and specify a number of composing skills to be used. Add alternate or additional conventions if desired.)

#### Composing Skills

- \_\_\_ Strong Verbs
- \_\_\_ Descriptive Attributes
- \_\_\_ Specificity
- \_\_\_ Comparisons—Metaphor, Simile
- \_\_\_ Comparisons—Personification
- \_\_\_ Word Choice—Hyperbole
- \_\_\_ Sentence Variation
- \_\_\_ Elaboration—Clues for Inference
- \_\_\_ Asides to the Reader

#### Organizational Skills

- \_\_\_ Prewriting—Listing and Clumping Details
- \_\_\_ Beginning Techniques—Question, Exclamation, Dialogue
- \_\_\_ Beginning Techniques—Opinion, Setting, Definition, Startling Fact
- \_\_\_ Beginning Techniques—Alliteration, Event in Progress
- \_\_\_ Ending Techniques—Universal Word, Feeling, Remind the Reader
- \_\_\_ Ending Techniques—Advice to the Reader, Prediction, Question
- \_\_\_ Ending Techniques—Where to Find More, Imperative Statement
- \_\_\_ Ending Techniques—Circle Back to the Hook, Exclamation

#### Conventions

- \_\_\_ Punctuation—Commas Before Coordinating Conjunctions
- \_\_\_ Punctuation—End Marks, Commas in a Series
- \_\_\_ Capitalization
- \_\_\_ Applies Spelling Rules
- \_\_\_ Indentation
- \_\_\_ Complete Sentences

	<b>Target Skills</b>	<b>3</b> Student applies skill competently and creatively.	<b>2</b> Student applies skill competently.	<b>1</b> Student attempts to apply skill.	<b>0</b> Student does not attempt to apply skill.
<b>Composing</b>	Strong Verbs				
	Descriptive Attributes				
	Specificity				
	Comparisons—Metaphor, Simile, Personification				
	Word Choice—Hyperbole				
	Sentence Variation				
	Elaboration—Clues for Inference				
Asides to the Reader					
<b>Organizational</b>	Prewriting—Listing and Clumping Details				
	Beginning Techniques—Question, Exclamation, Dialogue, Opinion, Setting, Definition, Alliteration, Event in Progress, Startling Fact				
	Ending Techniques—Universal Word, Feeling, Remind the Reader, Advice to the Reader, Prediction, Where to Find More, Imperative Statement, Question, Exclamation, Circle Back to the Hook				
<b>Conventions</b>	Punctuation—Commas Before Coordinating Conjunctions, Commas in a Series, End Marks				
	Capitalization				
	Applies Spelling Rules				
	Indentation				
	Complete Sentences				

**Final Score (average):** \_\_\_\_\_ **Teacher Comments:** \_\_\_\_\_