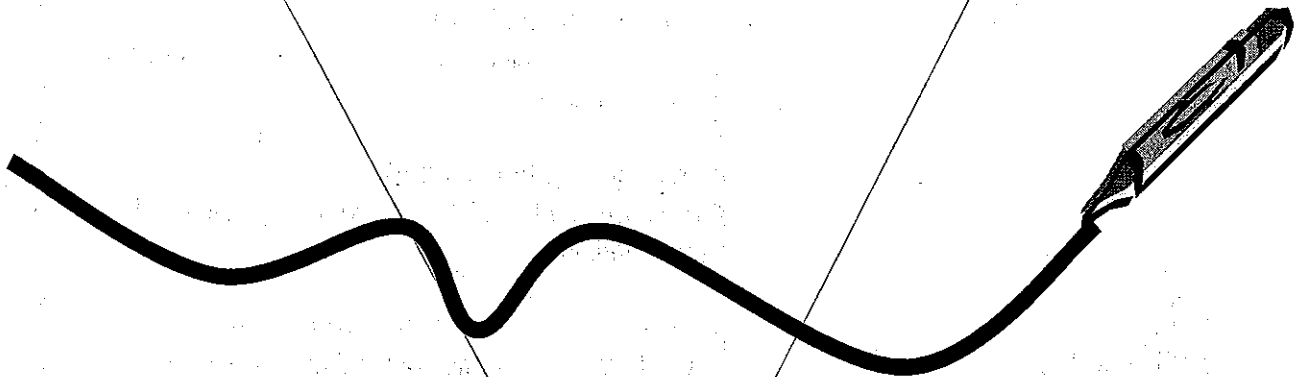


Parent Writing Workshop

5th grade





Spotlight on Learning!

6+1 Traits of Writing...

- *Writing Process*
- **Brainstorming:**
Selecting your topic
- **Rough draft:** Sloppy copy
- **Revising:** Making it sound better
- **Editing:** Making it look better
- **Publishing:** Final copy

So, what is that "shared vocabulary" for writing that we're using? Of course you'll find this vocabulary helpful as you discuss your child's writing with him/her at home. Following are the Traits with short definitions.

Ideas (brainstorming, drafting, revising)

Ideas are the heart of the message-small moments.

Organization (brainstorming, rough draft, revising)

Organization is the pattern to the ideas, the structure of the piece.

Sentence Fluency (drafting, revising)

Sentence fluency is the flow and sound of the language.

Voice (editing, drafting, revising)

Voice is the style and feelings of the author as they come out in words.

Word Choice (drafting, revising)

Rich, colorful, precise language moves and enlightens the reader.

Conventions (editing)

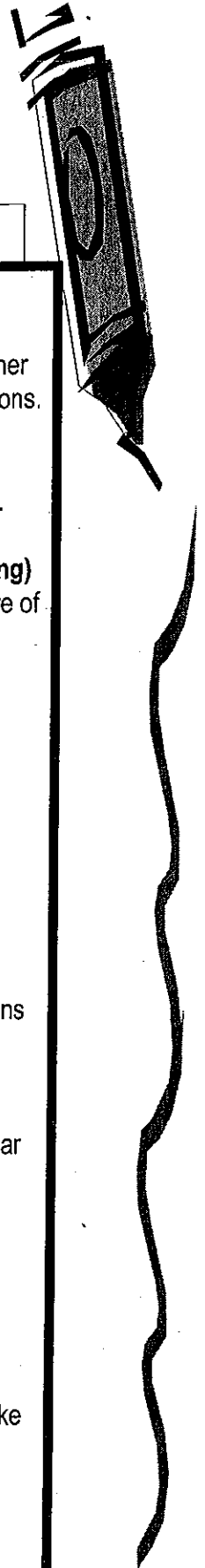
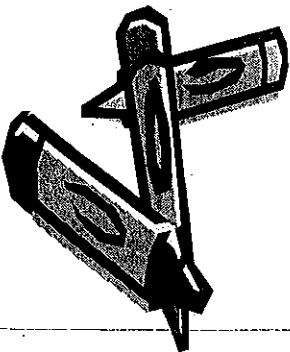
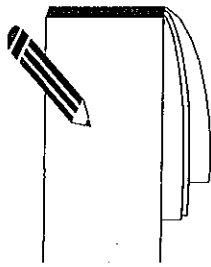
Conventions include the "correctness" of the grammar and mechanics.

Presentation (publishing)

The form and layout as a piece pleases the eye is presentation.

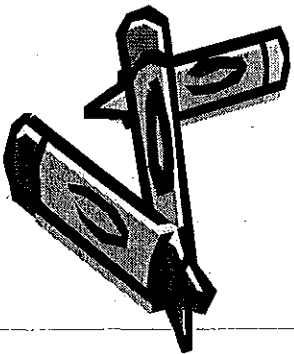
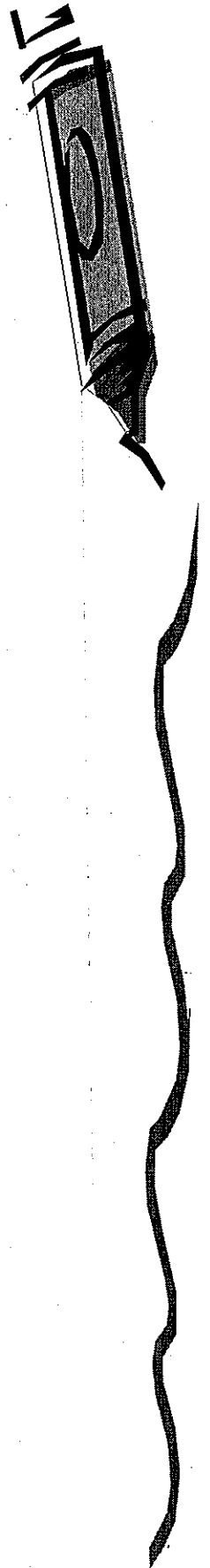
Advantages of Trait-based writing are...

- Capturing the qualities of what good writing looks like
- Providing a common vocabulary for talking about writing
- Allowing students to become self-evaluators



Write a personal narrative of your favorite place

- Brainstorm several ideas by making a list
- Choose one idea and "blow it up" using sensory words
- Start your first draft



Ideas and Content

Score	Criteria
5	<ul style="list-style-type: none">• The main idea of the paper is clear. What the writer is trying to say is immediately obvious and is never confusing.• The writer seems to have an in-depth understanding of or insight about the topic, message, characters, and so on.• The paper contains many interesting or unusual details that hold the reader's attention throughout the piece.
3 (Target for Avg. 5th Grader)	<ul style="list-style-type: none">• The reader can identify the writer's main idea.• The writer has some knowledge of the topic; more information would enrich the paper.• The writing includes some interesting or unusual details – enough to make the reader wish for more. More details are necessary to expand the main message.
1	<ul style="list-style-type: none">• The main idea or story is hard to determine or is missing. The writing consists mainly of random thoughts or notes.• The writer does not seem to know much about this topic and writes mainly to fill space.• Details are sketchy or absent. The paper simply does not say much.

Organization

Score	Criteria
5	<ul style="list-style-type: none">• The writer always stays focused on the main point.• The organizational pattern correctly matches the topic, purpose and audience.• The lead engages the reader's attention and the conclusion is thoroughly satisfying.
3 (Target for Avg. 5th Grader)	<ul style="list-style-type: none">• The writer seldom wanders from the main point.• The organizational pattern works most of the time.• An acceptable lead and conclusion are present; one may need revision.
1	<ul style="list-style-type: none">• Lack of order confuses the reader.• The pattern is so formulaic that it's distracting—or there is no pattern.• The lead and the conclusion are missing or need work.

Sentence Fluency

Score	Criteria
<p style="text-align: center;">5</p>	<ul style="list-style-type: none"> • The writing is smooth, natural, and easy to read. • Sentences begin differently; There is variation in sentence structure and length. • Dialogue, if used, sounds natural and conversational. • The piece invites expressive oral reading that brings out the voice.
<p style="text-align: center;">3</p> <p style="text-align: center;">(Target for Avg. 5th Grader)</p>	<ul style="list-style-type: none"> • The writing is easy to read in most places. There may be a few choppy sentences or run-ons. • Some sentences begin differently; there is some variety in sentence length. • Dialogue, if used, sounds reasonably natural, though a little stiff in spots. • With some rehearsal, their piece can be read aloud.
<p style="text-align: center;">1</p>	<ul style="list-style-type: none"> • Choppy sentences, run-ons, or other problems make the writing difficult to follow. • Many sentences begin the same way and are of equal length. • Dialogue, if used, does not sound conversational. • The piece is <i>very</i> difficult to read aloud, even with rehearsal.

Voice

Score	Criteria
5	<ul style="list-style-type: none">• This writing is as individual as fingerprints.• It begs to be read aloud—you feel a need to share it with someone.• The writing shows strong feelings and is appealing to read. It has a lot of energy.• The voice is perfect for the purpose and audience.
3 (Target for Avg. 5th Grader)	<ul style="list-style-type: none">• The voice is functional and sincere, though not especially distinctive.• You might share <i>moments</i> of this piece aloud.• Moments of passion, energy or strong feelings are evident.• The voice is suitable for the audience and purpose but could use refining.
1	<ul style="list-style-type: none">• This voice is difficult to find, identify or describe.• The piece is definitely not ready to share aloud.• This writing could use a serious energy boost. The writer sounds bored.• The voice is missing or inappropriate for the audience and purpose.

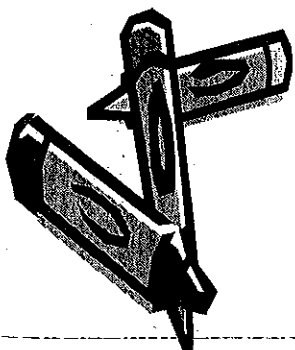
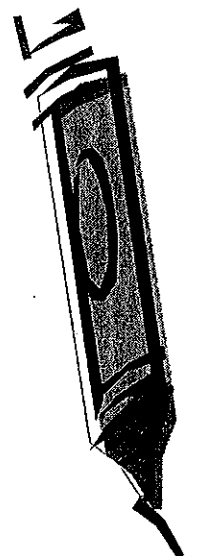
Word Choice

Score	Criteria
5	<ul style="list-style-type: none">• The writing is clear, striking, original and precise.• The writer uses powerful parts of speech to energize the writing.• Sensory language, as appropriate, enhances meaning.• The writing is concise; each word counts.
3 (Target for Avg. 5th Grader)	<ul style="list-style-type: none">• The writing is clear. Most words and phrases are used appropriately.• The writer occasionally uses strong verbs or descriptive parts of speech; they may be overused or underused.• Sensory language is minimal or else overused.• The writing is mostly concise. Word choice doesn't distract from meaning.
1	<ul style="list-style-type: none">• Many words and phrases are misused, vague, or unclear. The writer's main message is not clear.• Descriptive parts of speech are weak or missing.• Sensory language is minimal or absent.• Word use may be skimpy <i>or</i> cluttered; either way, meaning is hard to determine.

Conventions

Score	Criteria
5	<ul style="list-style-type: none"> • The paper contains few, if any, errors. • The writer often uses conventions skillfully to clarify meaning. • The writer shows control over a wide range of conventions for this grade level. • The piece is virtually ready to publish.
3 (Target for Avg. 5th Grader)	<ul style="list-style-type: none"> • Errors are noticeable, but minor; they do not impair meaning. • The writer uses grade level conventions with enough skill to keep the text readable. • The writer shows control over many conventions appropriate for this grade level. • Some editing is needed before publication.
1	<ul style="list-style-type: none"> • Many serious errors make this paper hard to follow. • Although some of the conventions are correct, serious errors consistently impair readability. • The writer does not appear in control of the conventions appropriate for this grade level. • Line-by-line editing is necessary before publishing.

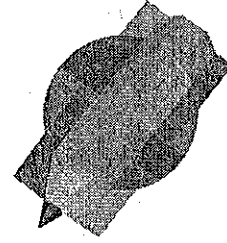
- <http://www.mich.gov/>



6th Grade Teacher Expectations in Language Arts

What the Teachers Expect:

- Papers with name and hour on them.
- Sentences that always begin with a capital.
- Sentences that always end with punctuation (. ? !)
- How to write a paragraph about a single topic.
- How to use a few different graphic organizers to collect your thoughts and focus your writing.
- To answer questions in complete sentences. We are not serving our students by giving the students points because we read their answer and “knew what they meant”. The MEAP will not give you this point and neither will we.
- Restate the question by turning it into your first statement. Example: Why are there bullies? Answer: There are bullies because...



What the Student Can Expect:

- Regular journal writing in language arts, science and social studies. (Writing is Power Middle Schools SMART goal) All subjects have committed to writing more in each subject.
- Continued use and expansion of the 6+1 writing traits.
- Expansion of the simple paragraph into a longer essay format.
- Improvement of the ability to make yourself understood in writing.
- To know your audience and give them what they want:

Example: An advertisement for children should gear its language to their abilities and interests.

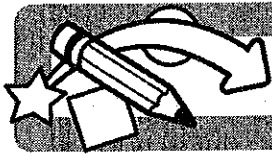
Example: Math will want you to describe how you derived at your answer and why it is right or wrong.

Example: A teacher asks for 5 paragraphs and expects 5 paragraphs, not 3.

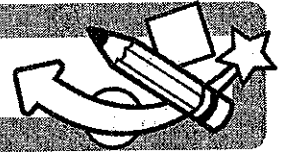
Example: The question asks: Would you stand up to a bully or walk on by? The “or” does not mean that both should be discussed. They must make a choice and stick with it. A huge problem in 6th grade language arts.

the dragon rock by ellena Ashley

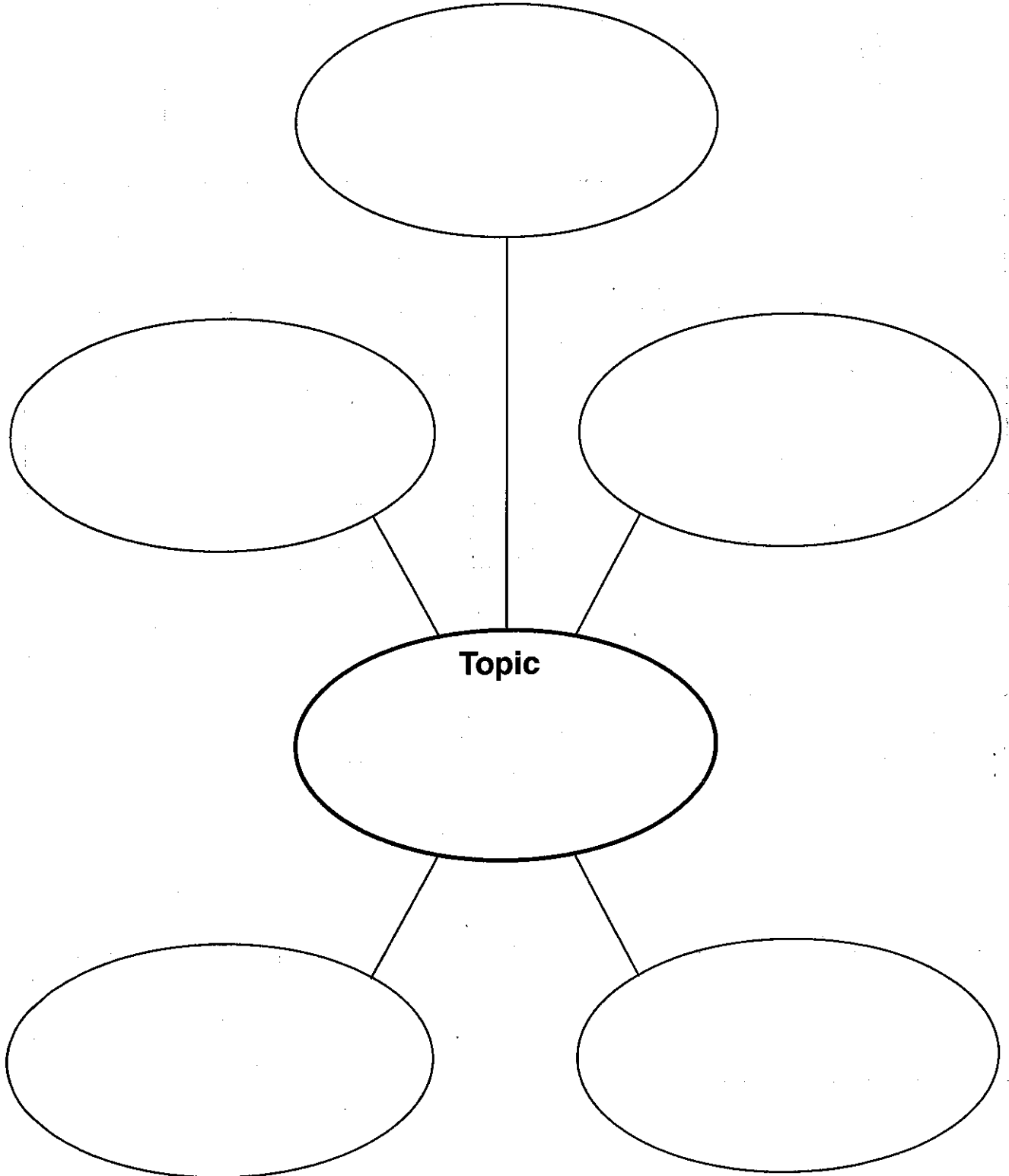
this story begins with once upon a time because the best stories do of course so once upon a time and imagine if you can a steep sided valley cluttered with giant spiky green pine trees and thick green grass that reaches to the top of your socks so that when you run you have to bring your knees up high like running through water wildflowers spread their sweet heady perfume along the gentle breezes and bees hum musically to themselves as they cheerily collect flower pollen people are very happy here and they work hard keeping their houses spick and span and their childrens faces clean this particular summer had been very hot and dry making the lean farm dogs sleepy and still farmers whistled lazily to themselves and would stand and stare into the distance trying to remember what it was that they were supposed to be doing by two oclock in the afternoon the town would be in a haze of slumber with grandmas nodding off over their knitting and farmers snoozing in the haystacks it was very very hot no matter how hot the day however the children would always play in the gentle rolling meadows with wide brimmed hats and skin slippery with sun block they chattered and chattered like sparrows, as they frolicked in their favorite spot



Brainstorming Web



Directions: Write a word in each circle that tells about or describes the topic.



Name _____ Date _____

Flow Chart

Write your topic at the top. List steps or events in time order.

Topic:

