

# Standards for Writing

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## 1. Demonstrates competence in the general skills and strategies of the writing process

- A. Prewriting:** Uses prewriting strategies to plan written work (e.g., discusses ideas with peers, draws pictures to generate ideas, writes key thoughts and questions, rehearses ideas, records reactions and observations)
- B.** Uses graphic organizers, story maps, and webs; groups related ideas; takes notes; brainstorms ideas
- C. Drafting and Revising:** Uses strategies to draft and revise written work (e.g., rereads; rearranges words, sentences, and paragraphs to improve or clarify meaning; varies sentence type; adds descriptive words and details; deletes extraneous information; incorporates suggestions from peers and teachers; sharpens the focus)
- D.** Elaborates on a central idea; uses paragraphs to develop separate ideas
- E. Editing and Publishing:** Uses strategies to edit and publish written work (e.g., proofreads using a dictionary and other resources; edits for grammar, punctuation, capitalization, and spelling at a developmentally appropriate level; incorporates illustrations or photos; shares finished product)
- F.** Evaluates own and others' writing (e.g., asks questions and makes comments about writing, helps classmates apply grammatical and mechanical conventions)
- G.** Dictates or writes with a logical sequence of events (e.g., includes a beginning, middle, and ending)
- H.** Dictates or writes detailed descriptions of familiar persons, places, objects, or experiences
- I.** Writes in response to literature
- J.** Writes in a variety of formats (e.g., picture books, letters, stories, poems, information pieces)
- K.** Writes expressive composition (e.g., expresses ideas, reflections, and observations; uses an individual, authentic voice; uses relevant details; and presents ideas that enable a reader to imagine the world of the event or experience)
- L.** Writes autobiographical compositions (e.g., provides a context within which the incident occurs, uses simple narrative strategies, provides some insight into why this incident is memorable)

# Standards for Writing *(cont.)*

## **2. Develops awareness of the stylistic and rhetorical aspects of writing (i.e., sentence structure and rhythm)**

- A. Uses general, frequently used words to convey basic ideas
- B. Uses descriptive language that clarifies and enhances ideas (e.g., describes familiar people, places, or objects)
- C. Uses a variety of sentence structures

## **3. Uses grammatical and mechanical conventions in written compositions**

## **4. Gathers and uses information for research purposes**

- A. Generates questions about topics of personal interest
- B. Uses a variety of strategies to identify topics to investigate (e.g., brainstorms, lists questions, uses idea webs)
- C. Compiles information into oral reports

## **5. Demonstrates competence in speaking and listening as tools for learning**

- A. Makes contributions in class and group discussions (e.g., recounts personal experiences, reports on personal knowledge about a topic, initiates conversations)
- B. Asks and responds to questions
- C. Reads compositions to the class
- D. Organizes ideas for oral presentations (e.g., includes content appropriate to the audience, uses notes or other memory aids, summarizes main points)

# Table of Contents

<b>Introduction</b> .....	3
<b>Standards for Writing</b> .....	4
<b>Ideas and Content Trait</b> .....	6
A Bear Knows—Bear Pattern—My Own Adventures—Puppet Patterns—Bear Ideas—Tools for a Successful Hunt—My Ideas—Food for Thought—Examine the Evidence—Using the Bear Senses	
<b>Word Choice Trait</b> .....	19
Catching Excellent Words—Spinning a Web—Poetic Words—Web Pictures—Finding Your Way Through the Web—Be an Engineer—My New Invention	
<b>Fluency Trait</b> .....	28
Monkeying Around with Fluency—Jungle Pattern—Monkey Antics—What If...?—Climbing a Tree—Jungle Music—It’s a _____ Day in the Jungle	
<b>Voice Trait</b> .....	39
I’m a Llama—Llama Pattern—Llamas—A Llama Says...—Guess Who Is Talking—The Many Voices of...—The Best Pet Ever	
<b>Organization Trait</b> .....	50
Tracking the Wolves—Wolf Pattern—He Huffed, and He Puffed, and...—Following the Pack—Alpha and Omega—On the Hunt—A Character’s Adventures—The Character’s Journey	
<b>Conventions Trait</b> .....	64
Beaver Tools—Beaver Pattern—A Beaver’s Tools—Editing Practice—From One Beaver to Another—Busy Beaver—Common Proofreading Marks—Busy Beaver’s Homework—Beaver Life—Writing Sample—Beaver Work	
<b>Presentation Trait</b> .....	79
Presenting...—Dolphin Pattern—Nature Presents...—Dolphin Talk—Visual-Aid Samples—Creating a Presentation—What a Show—On Safari	
<b>Technology Resources</b> .....	91
<b>Bibliography</b> .....	92
<b>Answer Key</b> .....	94

# Busy Beaver

## Objective

Given a writing sample, the student will practice editing for conventions, focusing on one element at a time.

## Standards

- Standard 1E: Uses strategies to edit written work (e.g., edits for grammar, punctuation, capitalization, and spelling at a developmentally appropriate level; considers page format [paragraphs, indentations, titles])
- Standard 1F: Evaluates others' writing
- Standard 3: Uses grammatical and mechanical conventions in written composition

## Materials

- beaver pattern on classroom display
- “Common Proofreading Marks” (page 73)
- “Busy Beaver’s Homework” (page 74), one copy per student
- colored pencils

## Preparation

Reproduce one copy of page 74 onto an overhead and reproduce one paper copy for each student. Reproduce page 73 onto an overhead.

## Lesson Opening

Draw the students’ attention to the beaver display created in the previous lesson. Ask if a beaver uses all of his tools at once, or one at a time. Explain to the students that they will practice using the conventions one at a time by editing “Busy Beaver’s Homework.”

## Lesson Directions

1. Review the conventions poster.
2. Teach the proofreader’s marks (page 73). Display the overhead and write in the appropriate symbol as you discuss each one. Explain that these will be the students’ editing “tools.”
3. Display additional sample paragraphs(s) (“Editing Practice,” page 69) on the overhead one at a time. Model and discuss how to edit using the proofreading marks.
4. Distribute page 74 and display the overhead. Ask students to use a colored pencil to edit the sample. Have them circle misspelled words and write the correct version above it. Discuss the difference between spelling errors and grammatical errors (for example, a word that is spelled correctly but used incorrectly in a sentence would be considered a grammatical error).
5. Next, have students edit for punctuation, using a different color pencil than the one used in step 4. Remind them to use the “Common Proofreading Marks” format.
6. Continue with grammar, capitalization, and marking paragraphs. Conclude by creating a title.

## Lesson Closing

Ask the class how it felt to practice using the tools one at a time. To review the tools, point to the beaver parts one at a time and ask students to name a convention to look for in editing.

## Busy Beaver's Homework

I works hard during spring break. my family built a new lodge.

First, we built a dam to mak the pond deeper then dad chewed down some trees with his strong sharp teeth. I used my front paws to carry large branches to the water.

We always worked together so that one of us culd watch for danger

If an enemy came close, I would slapped my tail on the water to warn the others. Mabe the animal would get frightened and go

away. Did you know that beavers

are great engineers I had a grat

time helping my family build

during spring break.

