

# Lexia® Core5® Reading UK Writing Prompt Pack

This set of writing prompts helps teachers offer focused writing practice for students in Years 4–6. The Lexia Core5 Reading *Writing Prompt Pack* includes:

- **20 engaging prompts** presented in a format similar to standardised writing assessments to familiarise students with common formats and requirements.
- Writing practice is provided in a **variety of genres**:
  - Informational Text
  - Personal Narrative
  - Procedural Text
  - Short Story
  - Argumentative Text
  - Poetry
  - Correspondence
- **Grade-appropriate themes and topics** from the Comprehension strand of Lexia Core5 Reading.
- **Teacher-facing rubrics** for evaluating student writing performance based on:
  - Organisation/progression
  - Development of ideas
  - Use of language and conventions
- **Student-friendly checklists** to help students understand and improve their writing performance.
- **Extend or enhance** your current writing curriculum and practice.
  - Introduce writing prompts and student checklists based on Core5 content themes to reinforce content and connect reading and writing. See the *Writing Prompt Inventory* for this information.
  - Schedule students for timed practice of writing as preparation for standardised writing assessments.
  - Have students work in pairs or groups to check each other's work.

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## Writing Prompts

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Name: \_\_\_\_\_

**READ** the information in the box below.

Traditions are stories, beliefs, or ways of doing things that have been part of a group of people for a long time.

**THINK** about the community groups you belong to at home, in school, or with your friends. What tradition do you have or want to start?

**WRITE** about one tradition you currently have or a tradition you would like to start and explain why it is important to you.

**Be sure to –**

- |                                                                       |                                                                                         |
|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <input type="checkbox"/> organise your ideas before you start writing | <input type="checkbox"/> choose your words carefully                                    |
| <input type="checkbox"/> clearly state your central idea              | <input type="checkbox"/> write in complete sentences                                    |
| <input type="checkbox"/> use details to support your central idea     | <input type="checkbox"/> use correct spelling, capitalisation, punctuation, and grammar |

Name: \_\_\_\_\_

**READ** the information in the box below.

Technology is a set of tools invented to make life easier. Telephones, cars, and even fridges are all examples of technologies that changed the world.

**THINK** about the technology that makes your life easier. What one type of technology would be most difficult to live without?

**WRITE** about one type of technology that would be difficult to live without and explain why it is important.

**Be sure to –**

- ☐ organise your ideas before you start writing
- ☐ choose your words carefully
- ☐ clearly state your central idea
- ☐ write in complete sentences
- ☐ use details to support your central idea
- ☐ use correct spelling, capitalisation, punctuation, and grammar

Name: \_\_\_\_\_

**READ** the information in the box below.

Items made of plastic such as straws, bags, and bottles may be harmful to the environment after they are thrown away.

**THINK** about the things made of plastic that you use every day. What are some changes you might make to protect the environment?

**WRITE** about a plan to reduce the amount of plastic rubbish and explain how your plan would help protect the environment.

**Be sure to –**

- ☐ organise your ideas before you start writing
- ☐ choose your words carefully
- ☐ clearly state your central idea
- ☐ write in complete sentences
- ☐ use details to support your central idea
- ☐ use correct spelling, capitalisation, punctuation, and grammar

Name: \_\_\_\_\_

**READ** the information in the box below.

Many animals have amazing adaptations that help them survive. The Komodo dragon, for example, can smell its prey up to five miles away.

**THINK** about other animals with remarkable adaptations. These may be animals you see every day or ones that live in the wild.

**WRITE** about one animal with a remarkable adaptation and explain why this adaptation is important.

**Be sure to –**

- |                                                                       |                                                                                         |
|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <input type="checkbox"/> organise your ideas before you start writing | <input type="checkbox"/> choose your words carefully                                    |
| <input type="checkbox"/> clearly state your central idea              | <input type="checkbox"/> write in complete sentences                                    |
| <input type="checkbox"/> use details to support your central idea     | <input type="checkbox"/> use correct spelling, capitalisation, punctuation, and grammar |

Name: \_\_\_\_\_

**READ** the statement in the box below.

Being on time often requires planning ahead.

**THINK** about how you plan ahead to get ready for school. What steps do you follow to make sure you are on time?

**WRITE** an essay about what you do each morning to get ready for school.

**Be sure to –**

- |                                                                       |                                                                                         |
|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <input type="checkbox"/> organise your ideas before you start writing | <input type="checkbox"/> choose your words carefully                                    |
| <input type="checkbox"/> clearly state your central idea              | <input type="checkbox"/> write in complete sentences                                    |
| <input type="checkbox"/> use details to support your central idea     | <input type="checkbox"/> use correct spelling, capitalisation, punctuation, and grammar |

Name: \_\_\_\_\_

**READ** the statement in the box below.

Playing a game is fun when everyone follows the same rules.

**THINK** about your favourite game. What are the rules?

**WRITE** an essay about the rules that players need to follow to play your favourite game.

**Be sure to –**

- |                                                                       |                                                                                         |
|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <input type="checkbox"/> organise your ideas before you start writing | <input type="checkbox"/> choose your words carefully                                    |
| <input type="checkbox"/> clearly state your central idea              | <input type="checkbox"/> write in complete sentences                                    |
| <input type="checkbox"/> use details to support your central idea     | <input type="checkbox"/> use correct spelling, capitalisation, punctuation, and grammar |

Name: \_\_\_\_\_

**READ** the statement in the box below.

“Being successful in Year Five isn’t hard; you just need to know what to do.”

– Year Six pupil

**THINK** about what it takes to succeed in Year Five. What advice would you give to a new pupil?

**WRITE** an essay about how to be successful in Year Five.

**Be sure to –**

- |                                                                       |                                                                                         |
|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <input type="checkbox"/> organise your ideas before you start writing | <input type="checkbox"/> choose your words carefully                                    |
| <input type="checkbox"/> clearly state your central idea              | <input type="checkbox"/> write in complete sentences                                    |
| <input type="checkbox"/> use details to support your central idea     | <input type="checkbox"/> use correct spelling, capitalisation, punctuation, and grammar |

Name: \_\_\_\_\_

**READ** the statement in the box below.

Technology has changed the way people read books. Years ago, people only read books printed on paper. Today, many people read digital books on a computer, phone, or tablet.

**THINK** about reading a book that is printed on paper and reading a digital book on a computer, phone, or tablet. Which way to read a book do you think is better?

**WRITE** about the way you prefer to read a book—on paper or on a screen—and support your opinion with reasons and evidence.

**Be sure to –**

- |                                                                            |                                                                                         |
|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <input type="checkbox"/> organise your ideas before you start writing      | <input type="checkbox"/> choose your words carefully                                    |
| <input type="checkbox"/> clearly state your position                       | <input type="checkbox"/> write in complete sentences                                    |
| <input type="checkbox"/> use reasons and evidence to support your position | <input type="checkbox"/> use correct spelling, capitalisation, punctuation, and grammar |

Name: \_\_\_\_\_

**READ** the statement in the box below.

Some schools allow children to have a class pet, such as gerbils, fish, or birds. Other schools do not allow class pets.

**THINK** about the advantages and disadvantages of having a class pet. Do you think your class should have a class pet?

**WRITE** about whether your class should have a class pet and support your opinion with reasons and evidence.

**Be sure to –**

- |                                                                            |                                                                                         |
|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <input type="checkbox"/> organise your ideas before you start writing      | <input type="checkbox"/> choose your words carefully                                    |
| <input type="checkbox"/> clearly state your position                       | <input type="checkbox"/> write in complete sentences                                    |
| <input type="checkbox"/> use reasons and evidence to support your position | <input type="checkbox"/> use correct spelling, capitalisation, punctuation, and grammar |

Name: \_\_\_\_\_

**READ** the statement in the box below.

In many schools, children are given homework to complete after school. Some schools, however, have a “no-homework” policy.

**THINK** about your school’s policy about homework. Do you think homework helps children learn?

**WRITE** about whether your school should give homework or not and support your opinion with reasons and evidence.

**Be sure to –**

- |                                                                            |                                                                                         |
|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <input type="checkbox"/> organise your ideas before you start writing      | <input type="checkbox"/> choose your words carefully                                    |
| <input type="checkbox"/> clearly state your position                       | <input type="checkbox"/> write in complete sentences                                    |
| <input type="checkbox"/> use reasons and evidence to support your position | <input type="checkbox"/> use correct spelling, capitalisation, punctuation, and grammar |

Name: \_\_\_\_\_

**READ** the information in the box below.

Mount St. Helens is a volcano in the state of Washington in America. On 18th May 1980, a university student was camping near Mount St. Helens when the volcano erupted.

**THINK** about the student's experience on the day the volcano erupted. What questions might you ask to learn more?

**WRITE** a letter to the student who was camping near Mount St. Helens when it erupted to ask for information about the event.

**Be sure to –**

- ☐ organise your ideas before you start writing
- ☐ include the date, a salutation, and a closing
- ☐ clearly state your request for information
- ☐ choose your words carefully
- ☐ write in complete sentences
- ☐ use correct spelling, capitalisation, punctuation, and grammar

Name: \_\_\_\_\_

**READ** the information in the box below.

Great Smoky Mountains National Park is located on the border of North Carolina and Tennessee in America. It is one of that country's most popular national park sites.

**THINK** about taking a trip to Great Smoky Mountains National Park. What questions might you ask to learn more?

**WRITE** a letter to a park ranger to ask for information to help you plan a trip to Great Smoky Mountains National Park.

**Be sure to –**

- |                                                                        |                                                                                         |
|------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <input type="checkbox"/> organise your ideas before you start writing  | <input type="checkbox"/> choose your words carefully                                    |
| <input type="checkbox"/> include the date, a salutation, and a closing | <input type="checkbox"/> write in complete sentences                                    |
| <input type="checkbox"/> clearly state your request for information    | <input type="checkbox"/> use correct spelling, capitalisation, punctuation, and grammar |

Name: \_\_\_\_\_

**READ** the information in the box below.

The natural world can be beautiful, but it can also be destructive. From rainbows to wildfires, nature is remarkable.

**THINK** about the remarkable world outside your window. It can be outside your house, your school, or in the park.

**WRITE** about a time when you were surprised or amazed by something you saw in nature.

**Be sure to –**

- |                                                                       |                                                                                         |
|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <input type="checkbox"/> organise your ideas before you start writing | <input type="checkbox"/> choose your words carefully                                    |
| <input type="checkbox"/> write about a personal experience            | <input type="checkbox"/> write in complete sentences                                    |
| <input type="checkbox"/> develop your ideas in detail                 | <input type="checkbox"/> use correct spelling, capitalisation, punctuation, and grammar |

Name: \_\_\_\_\_

**READ** the information in the box below.

An impression is an idea, feeling, or opinion about someone or something. When you meet someone new, you often form a first impression of him or her.

**THINK** about whether first impressions are always correct.

**WRITE** about a time when you changed your mind about someone after getting to know him or her.

**Be sure to –**

- |                                                                       |                                                                                         |
|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <input type="checkbox"/> organise your ideas before you start writing | <input type="checkbox"/> choose your words carefully                                    |
| <input type="checkbox"/> write about a personal experience            | <input type="checkbox"/> write in complete sentences                                    |
| <input type="checkbox"/> develop your ideas in detail                 | <input type="checkbox"/> use correct spelling, capitalisation, punctuation, and grammar |

Name: \_\_\_\_\_

**READ** the information in the box below.

In a well-known fable, a tortoise wins a race by crawling steadily forward while a rabbit takes a nap. The expression *Slow and steady wins the race* describes one way to be successful.

**THINK** about the meaning of the expression *Slow and steady wins the race*.

**WRITE** about a time when you succeeded by working slowly and steadily.

**Be sure to –**

- |                                                                       |                                                                                         |
|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <input type="checkbox"/> organise your ideas before you start writing | <input type="checkbox"/> choose your words carefully                                    |
| <input type="checkbox"/> write about a personal experience            | <input type="checkbox"/> write in complete sentences                                    |
| <input type="checkbox"/> develop your ideas in detail                 | <input type="checkbox"/> use correct spelling, capitalisation, punctuation, and grammar |

Name: \_\_\_\_\_

**READ** the information in the box below.

Being persistent means not giving up no matter how difficult it is to achieve a goal.

**THINK** about what it takes to achieve a goal.

**WRITE** about a time you overcame a challenge or developed a new skill.

**Be sure to –**

- |                                                                       |                                                                                         |
|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <input type="checkbox"/> organise your ideas before you start writing | <input type="checkbox"/> choose your words carefully                                    |
| <input type="checkbox"/> write about a personal experience            | <input type="checkbox"/> write in complete sentences                                    |
| <input type="checkbox"/> develop your ideas in detail                 | <input type="checkbox"/> use correct spelling, capitalisation, punctuation, and grammar |

Name: \_\_\_\_\_

**READ** the information in the box below.

A theme is a central message or lesson in a story, play, or poem. A common theme is *Even a small act of kindness can make a difference.*

**THINK** about the theme *Even a small act of kindness can make a difference.* How might you write a story that shows this theme?

**WRITE** a story that shows the theme *Even a small act of kindness can make a difference.*

**Be sure to –**

- |                                                                               |                                                                                         |
|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <input type="checkbox"/> organise your ideas before you start writing         | <input type="checkbox"/> choose your words carefully                                    |
| <input type="checkbox"/> write a story with a beginning, a middle, and an end | <input type="checkbox"/> write in complete sentences                                    |
| <input type="checkbox"/> develop your ideas in detail                         | <input type="checkbox"/> use correct spelling, capitalisation, punctuation, and grammar |

Name: \_\_\_\_\_

**READ** the information in the box below.

The story of Cinderella—a girl who overcomes a challenge to live happily ever after—is an example of a traditional tale that has been told and retold by different groups of people.

**THINK** about the setting, the characters, and the events in the story of Cinderella. How might you rewrite this traditional tale to create a new story?

**WRITE** your own version of a story about a character that overcomes a challenge.

**Be sure to –**

- |                                                                               |                                                                                         |
|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <input type="checkbox"/> organise your ideas before you start writing         | <input type="checkbox"/> choose your words carefully                                    |
| <input type="checkbox"/> write a story with a beginning, a middle, and an end | <input type="checkbox"/> write in complete sentences                                    |
| <input type="checkbox"/> develop your ideas in detail                         | <input type="checkbox"/> use correct spelling, capitalisation, punctuation, and grammar |

Name: \_\_\_\_\_

**READ** the information in the box below.

Every day, you take in an incredible amount of information using your senses of sight, smell, touch, taste, and hearing.

**THINK** about using your senses to focus on a person, a thing, or an event. How might you describe what you sense using the rhyme and rhythm of poetry?

**WRITE** a poem that uses your senses to describe a person, a thing, a place, or an event.

**Be sure to –**

- |                                                                       |                                                                                |
|-----------------------------------------------------------------------|--------------------------------------------------------------------------------|
| <input type="checkbox"/> organise your ideas before you start writing | <input type="checkbox"/> choose your words carefully                           |
| <input type="checkbox"/> write a poem that uses rhyme and rhythm      | <input type="checkbox"/> use correct spelling, capitalisation, and punctuation |
| <input type="checkbox"/> use details to support your central idea     |                                                                                |

Name: \_\_\_\_\_

**READ** the information in the box below.

In some parts of the world, the weather is cool and dry. In other places, the weather is hot and humid.

**THINK** about the weather in your area. How might you describe this weather using the rhyme and rhythm of poetry?

**WRITE** a poem that describes what the weather is usually like outside your window.

**Be sure to –**

- |                                                                       |                                                                                |
|-----------------------------------------------------------------------|--------------------------------------------------------------------------------|
| <input type="checkbox"/> organise your ideas before you start writing | <input type="checkbox"/> choose your words carefully                           |
| <input type="checkbox"/> write a poem that uses rhyme and rhythm      | <input type="checkbox"/> use correct spelling, capitalisation, and punctuation |
| <input type="checkbox"/> use details to support your central idea     |                                                                                |

Name: \_\_\_\_\_

## PUPIL CHECKLIST: INFORMATIONAL TEXT

|                                         |                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ORGANISATION/<br/>PROGRESSION</b>    | <input type="checkbox"/> I reread the "WRITE" prompt.<br><input type="checkbox"/> I organised my ideas before writing.<br><input type="checkbox"/> I clearly stated my central idea.<br><input type="checkbox"/> Every supporting idea is related to my central idea.<br><input type="checkbox"/> I used transitions to connect sentences and ideas. |
| <b>DEVELOPMENT OF<br/>IDEAS</b>         | <input type="checkbox"/> I included enough information to explain my ideas.<br><input type="checkbox"/> I used specific details and examples to support my ideas.<br><input type="checkbox"/> I thought about how to make my writing clear and interesting.                                                                                          |
| <b>USE OF LANGUAGE/<br/>CONVENTIONS</b> | <input type="checkbox"/> I used specific, descriptive words to support my ideas.<br><input type="checkbox"/> I reread my sentences to be sure they are complete and make sense.<br><input type="checkbox"/> I checked my spelling, capitalisation, and punctuation.                                                                                  |
| <b>NOTES</b>                            | <p>What did I do well?</p><br><br><br><br><br><br><br><br><br><br><p>What can I improve?</p>                                                                                                                                                                                                                                                         |

Name: \_\_\_\_\_

## PUPIL CHECKLIST: PROCEDURAL TEXT

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ORGANISATION/<br/>PROGRESSION</b>    | <input type="checkbox"/> I reread the "WRITE" prompt.<br><input type="checkbox"/> I organised my ideas before writing.<br><input type="checkbox"/> I clearly stated my central idea.<br><input type="checkbox"/> Every supporting idea is related to my central idea.<br><input type="checkbox"/> I stated my ideas in sequential order.<br><input type="checkbox"/> I used transitions to connect sentences and ideas. |
| <b>DEVELOPMENT OF<br/>IDEAS</b>         | <input type="checkbox"/> I included enough information to explain my ideas.<br><input type="checkbox"/> I used specific details and examples to support my ideas.<br><input type="checkbox"/> I thought about how to make my writing clear and interesting.                                                                                                                                                             |
| <b>USE OF LANGUAGE/<br/>CONVENTIONS</b> | <input type="checkbox"/> I used specific, descriptive words to support my ideas.<br><input type="checkbox"/> I reread my sentences to be sure they are complete and make sense.<br><input type="checkbox"/> I checked my spelling, capitalisation, and punctuation.                                                                                                                                                     |
| <b>NOTES</b>                            | <p>What did I do well?</p><br><br><br><br><br><br><br><br><br><br><p>What can I improve?</p>                                                                                                                                                                                                                                                                                                                            |

Name: \_\_\_\_\_

## PUPIL CHECKLIST: ARGUMENTATIVE TEXT

|                                         |                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ORGANISATION/<br/>PROGRESSION</b>    | <input type="checkbox"/> I reread the "WRITE" prompt.<br><input type="checkbox"/> I organised my ideas before writing.<br><input type="checkbox"/> I clearly stated my position.<br><input type="checkbox"/> Every supporting idea is related to my position.<br><input type="checkbox"/> I used transitions to connect sentences and ideas. |
| <b>DEVELOPMENT OF<br/>IDEAS</b>         | <input type="checkbox"/> I included enough information to support my position and explain my ideas.<br><input type="checkbox"/> I used specific details and examples to support my ideas.<br><input type="checkbox"/> I thought about how to make my writing clear and interesting.                                                          |
| <b>USE OF LANGUAGE/<br/>CONVENTIONS</b> | <input type="checkbox"/> I used specific, descriptive words to support my ideas.<br><input type="checkbox"/> I reread my sentences to be sure they are complete and make sense.<br><input type="checkbox"/> I checked my spelling, capitalisation, and punctuation.                                                                          |
| <b>NOTES</b>                            | <p>What did I do well?</p><br><br><br><br><br><br><br><br><br><br><p>What can I improve?</p>                                                                                                                                                                                                                                                 |

Name: \_\_\_\_\_

## PUPIL CHECKLIST: CORRESPONDENCE

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ORGANISATION/<br/>PROGRESSION</b>    | <ul style="list-style-type: none"><li><input type="checkbox"/> I reread the "WRITE" prompt.</li><li><input type="checkbox"/> I organised my ideas before writing.</li><li><input type="checkbox"/> I clearly stated my request for information.</li><li><input type="checkbox"/> I included the date, a salutation, and a closing.</li><li><input type="checkbox"/> I clearly stated my questions.</li><li><input type="checkbox"/> Every supporting idea is related to my topic.</li><li><input type="checkbox"/> I used transitions to connect sentences and ideas.</li></ul> |
| <b>DEVELOPMENT OF<br/>IDEAS</b>         | <ul style="list-style-type: none"><li><input type="checkbox"/> I included enough information to explain my request for information.</li><li><input type="checkbox"/> I used specific details and examples to support my ideas.</li><li><input type="checkbox"/> I thought about how to make my writing clear and interesting.</li></ul>                                                                                                                                                                                                                                         |
| <b>USE OF LANGUAGE/<br/>CONVENTIONS</b> | <ul style="list-style-type: none"><li><input type="checkbox"/> I included enough information to support my topic and explain my ideas.</li><li><input type="checkbox"/> I stated what I know and included questions about what I want to learn.</li><li><input type="checkbox"/> I thought about how to make my letter clear and interesting.</li></ul>                                                                                                                                                                                                                         |
| <b>NOTES</b>                            | <p>What did I do well?</p><br><br><br><br><br><br><br><br><br><br><p>What can I improve?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

Name: \_\_\_\_\_

## PUPIL CHECKLIST: PERSONAL NARRATIVE

|                                         |                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ORGANISATION/<br/>PROGRESSION</b>    | <input type="checkbox"/> I reread the "WRITE" prompt.<br><input type="checkbox"/> I organised my ideas before writing.<br><input type="checkbox"/> My writing focuses on a specific experience in my life.<br><input type="checkbox"/> Every detail is an important part of my experience.<br><input type="checkbox"/> I used transitions to connect sentences and ideas. |
| <b>DEVELOPMENT OF<br/>IDEAS</b>         | <input type="checkbox"/> I described my experience from beginning to end.<br><input type="checkbox"/> I used specific details to describe my experience.<br><input type="checkbox"/> I told why my experience was important.<br><input type="checkbox"/> I wrote about the reasons for my actions.                                                                        |
| <b>USE OF LANGUAGE/<br/>CONVENTIONS</b> | <input type="checkbox"/> I used specific, descriptive words to support my ideas.<br><input type="checkbox"/> I reread my sentences to be sure they are complete and make sense.<br><input type="checkbox"/> I checked my spelling, capitalisation, and punctuation.                                                                                                       |
| <b>NOTES</b>                            | <p>What did I do well?</p><br><br><br><br><br><br><br><br><br><br><p>What can I improve?</p>                                                                                                                                                                                                                                                                              |

Name: \_\_\_\_\_

## PUPIL CHECKLIST: SHORT STORY

|                                         |                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ORGANISATION/<br/>PROGRESSION</b>    | <input type="checkbox"/> I reread the "WRITE" prompt.<br><input type="checkbox"/> I organised my ideas before writing.<br><input type="checkbox"/> My story moves forward in a way that makes sense.<br><input type="checkbox"/> Every detail is an important part of my story.<br><input type="checkbox"/> I used transitions to connect sentences and ideas. |
| <b>DEVELOPMENT OF<br/>IDEAS</b>         | <input type="checkbox"/> My story has a beginning, a middle, and an end.<br><input type="checkbox"/> I used specific details to make my story interesting.<br><input type="checkbox"/> I thought about how to tell my story in an original way.<br><input type="checkbox"/> I described the setting, the characters, and the mood.                             |
| <b>USE OF LANGUAGE/<br/>CONVENTIONS</b> | <input type="checkbox"/> I chose descriptive words to make a strong impact on readers.<br><input type="checkbox"/> I reread my sentences to be sure they are complete and make sense.<br><input type="checkbox"/> I checked my spelling, capitalisation, and punctuation.                                                                                      |
| <b>NOTES</b>                            | <p>What did I do well?</p><br><br><br><br><br><br><br><br><br><br><p>What can I improve?</p>                                                                                                                                                                                                                                                                   |

Name: \_\_\_\_\_

## PUPIL CHECKLIST: POEM

|                                         |                                                                                                                                                                                                                                                     |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ORGANISATION/<br/>PROGRESSION</b>    | <input type="checkbox"/> I reread the "WRITE" prompt.<br><input type="checkbox"/> I organised my ideas before writing.<br><input type="checkbox"/> Every detail is an important part of my poem.                                                    |
| <b>DEVELOPMENT OF<br/>IDEAS</b>         | <input type="checkbox"/> My poem relates to a specific theme or topic.<br><input type="checkbox"/> I used specific details to make my poem interesting.<br><input type="checkbox"/> I thought about how to write my poem in an original way.        |
| <b>USE OF LANGUAGE/<br/>CONVENTIONS</b> | <input type="checkbox"/> I chose descriptive words to make a strong impact on readers.<br><input type="checkbox"/> I used rhythm and rhyme to express my ideas.<br><input type="checkbox"/> I checked my spelling, capitalisation, and punctuation. |
| <b>NOTES</b>                            | <p>What did I do well?</p><br><br><br><br><br><br><br><br><br><br><p>What can I improve?</p>                                                                                                                                                        |

## RUBRIC: INFORMATIONAL TEXT

| SCORE                                       | LIMITED (1)                                                                                                                                                                                                                                                                                                                                                  | BASIC (2)                                                                                                                                                                                                                                                                                                                                                                                           | SATISFACTORY (3)                                                                                                                                                                                                                                                                                                                                                      | ACCOMPLISHED (4)                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Organisation/<br/>Progression</b>        | <ul style="list-style-type: none"> <li>Organising structure is inappropriate to address prompt.</li> <li>Central idea is missing, unclear, or illogical.</li> <li>Essay includes extraneous information and shifting ideas.</li> <li>Progression of ideas is weak.</li> <li>Repetition, wordiness, or lack of transitions disrupts flow of essay.</li> </ul> | <ul style="list-style-type: none"> <li>Organising structure is somewhat appropriate to address prompt.</li> <li>Central idea is weak or somewhat unclear.</li> <li>Essay includes some irrelevant information.</li> <li>Progression of ideas is not always logical or controlled.</li> <li>Some repetition, wordiness, or lack of transitions causes minor disruptions in flow of essay.</li> </ul> | <ul style="list-style-type: none"> <li>Organising structure is mostly appropriate to address prompt.</li> <li>Central idea is clear.</li> <li>Essay includes mostly relevant ideas with only minor lapses in focus.</li> <li>Progression of ideas is generally logical and controlled.</li> <li>Most transitions are meaningful and support flow of essay.</li> </ul> | <ul style="list-style-type: none"> <li>Organising structure is clearly appropriate to address prompt.</li> <li>Central idea is clear and precise.</li> <li>Essay includes relevant, focused ideas that support coherence and unity.</li> <li>Progression of ideas is logical and well-controlled.</li> <li>Transitions are meaningful and enhance flow of essay.</li> </ul> |
| <b>Development<br/>of Ideas</b>             | <ul style="list-style-type: none"> <li>Ideas are undeveloped or unrelated.</li> <li>Details and examples are inappropriate, vague, or insufficient.</li> <li>Essay is insubstantial and weakly linked to prompt.</li> <li>Essay demonstrates lack of understanding of informational writing.</li> </ul>                                                      | <ul style="list-style-type: none"> <li>Ideas are minimally developed.</li> <li>Details and examples are not always appropriate or are only partially presented.</li> <li>Essay reflects little thoughtfulness and is formulaic.</li> <li>Essay demonstrates limited understanding of informational writing.</li> </ul>                                                                              | <ul style="list-style-type: none"> <li>Ideas are sufficiently developed.</li> <li>Details and examples are specific and appropriate.</li> <li>Essay reflects some thoughtfulness and originality.</li> <li>Essay demonstrates good understanding of informational writing.</li> </ul>                                                                                 | <ul style="list-style-type: none"> <li>Ideas are effectively developed.</li> <li>Details and examples are specific and well-chosen.</li> <li>Essay is thoughtful and engaging.</li> <li>Essay demonstrates thorough understanding of informational writing.</li> </ul>                                                                                                      |
| <b>Use of<br/>Language/<br/>Conventions</b> | <ul style="list-style-type: none"> <li>Word choice is vague or limited.</li> <li>Sentences are simplistic, awkward, or uncontrolled.</li> <li>Essay includes limited use of correct spelling, capitalisation, punctuation, and grammar conventions.</li> <li>Essay includes numerous errors that disrupt fluency or interfere with meaning.</li> </ul>       | <ul style="list-style-type: none"> <li>Word choice is general or imprecise.</li> <li>Sentences are awkward or somewhat uncontrolled.</li> <li>Essay includes partial use of correct spelling, capitalisation, punctuation, and grammar conventions.</li> <li>Essay includes some errors that create minor disruptions in fluency or meaning.</li> </ul>                                             | <ul style="list-style-type: none"> <li>Word choice is clear and specific.</li> <li>Sentences are varied and adequately controlled.</li> <li>Essay includes adequate use of correct spelling, capitalisation, punctuation, and grammar conventions.</li> <li>Essay includes some errors that do not disrupt fluency or affect clarity.</li> </ul>                      | <ul style="list-style-type: none"> <li>Word choice is purposeful and precise.</li> <li>Sentences are purposeful, varied, and well-controlled.</li> <li>Essay includes consistent use of correct spelling, capitalisation, punctuation, and grammar conventions.</li> <li>Essay includes minor errors that do not detract from fluency or clarity.</li> </ul>                |

## RUBRIC: PROCEDURAL TEXT

| SCORE                                       | LIMITED (1)                                                                                                                                                                                                                                                                                                                                             | BASIC (2)                                                                                                                                                                                                                                                                                                                                                                                      | SATISFACTORY (3)                                                                                                                                                                                                                                                                                                                                                 | ACCOMPLISHED (4)                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Organisation/<br/>Progression</b>        | <ul style="list-style-type: none"> <li>Organising structure is inappropriate to address prompt.</li> <li>Central idea is missing, unclear, or illogical.</li> <li>Essay has extraneous information and shifting ideas.</li> <li>Progression of ideas is weak.</li> <li>Repetition, wordiness, or lack of transitions disrupts flow of essay.</li> </ul> | <ul style="list-style-type: none"> <li>Organising structure is somewhat appropriate to address prompt.</li> <li>Central idea is weak or somewhat unclear.</li> <li>Essay has some irrelevant information.</li> <li>Progression of ideas is not always logical or controlled.</li> <li>Some repetition, wordiness, or lack of transitions causes minor disruptions in flow of essay.</li> </ul> | <ul style="list-style-type: none"> <li>Organising structure is mostly appropriate to address prompt.</li> <li>Central idea is clear.</li> <li>Essay has mostly relevant ideas with only minor lapses in focus.</li> <li>Progression of ideas is generally logical and controlled.</li> <li>Most transitions are meaningful and support flow of essay.</li> </ul> | <ul style="list-style-type: none"> <li>Organising structure is clearly appropriate to address prompt.</li> <li>Central idea is clear and precise.</li> <li>Relevant, focused ideas support coherence and unity.</li> <li>Progression of ideas is logical and well-controlled.</li> <li>Transitions are meaningful and enhance flow of essay.</li> </ul> |
| <b>Development<br/>of Ideas</b>             | <ul style="list-style-type: none"> <li>Ideas are undeveloped or unrelated.</li> <li>Details and examples are inappropriate, vague, or insufficient.</li> <li>Essay is insubstantial and weakly linked to prompt.</li> <li>Essay demonstrates lack of understanding of expository writing.</li> </ul>                                                    | <ul style="list-style-type: none"> <li>Ideas are minimally developed.</li> <li>Details and examples are not always appropriate or are only partially presented.</li> <li>Essay reflects little thoughtfulness and is formulaic.</li> <li>Essay demonstrates limited understanding of expository writing.</li> </ul>                                                                            | <ul style="list-style-type: none"> <li>Ideas are sufficiently developed.</li> <li>Details and examples are specific and appropriate.</li> <li>Essay reflects some thoughtfulness and originality.</li> <li>Essay demonstrates good understanding of expository writing.</li> </ul>                                                                               | <ul style="list-style-type: none"> <li>Ideas are effectively developed.</li> <li>Details and examples are specific and well-chosen.</li> <li>Essay is thoughtful and engaging.</li> <li>Essay demonstrates thorough understanding of expository writing.</li> </ul>                                                                                     |
| <b>Use of<br/>Language/<br/>Conventions</b> | <ul style="list-style-type: none"> <li>Word choice is vague or limited.</li> <li>Sentences are simplistic, awkward, or uncontrolled.</li> <li>Essay has limited use of correct spelling, capitalisation, punctuation, and grammar conventions.</li> <li>Essay has numerous errors that disrupt fluency or interfere with meaning.</li> </ul>            | <ul style="list-style-type: none"> <li>Word choice is general or imprecise.</li> <li>Sentences are awkward or somewhat uncontrolled.</li> <li>Essay has partial use of correct spelling, capitalisation, punctuation, and grammar conventions.</li> <li>Essay has some errors that create minor disruptions in fluency or meaning.</li> </ul>                                                  | <ul style="list-style-type: none"> <li>Word choice is clear and specific.</li> <li>Sentences are varied and adequately controlled.</li> <li>Essay has adequate use of correct spelling, capitalisation, punctuation, and grammar conventions.</li> <li>Essay has some errors that do not disrupt fluency or affect clarity.</li> </ul>                           | <ul style="list-style-type: none"> <li>Word choice is purposeful and precise.</li> <li>Sentences are purposeful, varied, and well-controlled.</li> <li>Essay has consistent use of correct spelling, capitalisation, punctuation, and grammar conventions.</li> <li>Essay has minor errors that do not detract from fluency or clarity.</li> </ul>      |

## RUBRIC: ARGUMENTATIVE TEXT

| SCORE                                       | LIMITED (1)                                                                                                                                                                                                                                                                                                                                                  | BASIC (2)                                                                                                                                                                                                                                                                                                                                                                                           | SATISFACTORY (3)                                                                                                                                                                                                                                                                                                                                                      | ACCOMPLISHED (4)                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Organisation/<br/>Progression</b>        | <ul style="list-style-type: none"> <li>Organising structure is inappropriate to address prompt.</li> <li>Writer's position is missing, unclear, or illogical.</li> <li>Essay has extraneous information and shifting ideas.</li> <li>Progression of ideas is weak.</li> <li>Repetition, wordiness, or lack of transitions disrupts flow of essay.</li> </ul> | <ul style="list-style-type: none"> <li>Organising structure is somewhat appropriate to address prompt.</li> <li>Writer's position is weak or somewhat unclear.</li> <li>Essay has some irrelevant information.</li> <li>Progression of ideas is not always logical or controlled.</li> <li>Some repetition, wordiness, or lack of transitions causes minor disruptions in flow of essay.</li> </ul> | <ul style="list-style-type: none"> <li>Organising structure is mostly appropriate to address prompt.</li> <li>Writer's position is clear.</li> <li>Essay has mostly relevant ideas with only minor lapses in focus.</li> <li>Progression of ideas is generally logical and controlled.</li> <li>Most transitions are meaningful and support flow of essay.</li> </ul> | <ul style="list-style-type: none"> <li>Organising structure is clearly appropriate to address prompt.</li> <li>Writer's position is clear and precise.</li> <li>Relevant, focused ideas support coherence and unity.</li> <li>Progression of ideas is logical and well-controlled.</li> <li>Transitions are meaningful and enhance flow of essay.</li> </ul> |
| <b>Development<br/>of Ideas</b>             | <ul style="list-style-type: none"> <li>Ideas are undeveloped or unrelated.</li> <li>Reasons and evidence are inappropriate, vague, or insufficient.</li> <li>Essay is insubstantial and weakly linked to prompt.</li> <li>Essay demonstrates lack of understanding of expository writing.</li> </ul>                                                         | <ul style="list-style-type: none"> <li>Ideas are minimally developed.</li> <li>Reasons and evidence are not always appropriate or are only partially presented.</li> <li>Essay reflects little thoughtfulness and is formulaic.</li> <li>Essay demonstrates limited understanding of expository writing.</li> </ul>                                                                                 | <ul style="list-style-type: none"> <li>Ideas are sufficiently developed.</li> <li>Reasons and evidence are specific and appropriate.</li> <li>Essay reflects some thoughtfulness and originality.</li> <li>Essay demonstrates good understanding of expository writing.</li> </ul>                                                                                    | <ul style="list-style-type: none"> <li>Ideas are effectively developed.</li> <li>Reasons and evidence are specific and well-chosen.</li> <li>Essay is thoughtful and engaging.</li> <li>Essay demonstrates thorough understanding of expository writing.</li> </ul>                                                                                          |
| <b>Use of<br/>Language/<br/>Conventions</b> | <ul style="list-style-type: none"> <li>Word choice is vague or limited.</li> <li>Sentences are simplistic, awkward, or uncontrolled.</li> <li>Essay has limited use of correct spelling, capitalisation, punctuation, and grammar conventions.</li> <li>Essay has numerous errors that disrupt fluency or interfere with meaning.</li> </ul>                 | <ul style="list-style-type: none"> <li>Word choice is general or imprecise.</li> <li>Sentences are awkward or somewhat uncontrolled.</li> <li>Essay has partial use of correct spelling, capitalisation, punctuation, and grammar conventions.</li> <li>Essay has some errors that create minor disruptions in fluency or meaning.</li> </ul>                                                       | <ul style="list-style-type: none"> <li>Word choice is clear and specific.</li> <li>Sentences are varied and adequately controlled.</li> <li>Essay has adequate use of correct spelling, capitalisation, punctuation, and grammar conventions.</li> <li>Essay has some errors that do not disrupt fluency or affect clarity.</li> </ul>                                | <ul style="list-style-type: none"> <li>Word choice is purposeful and precise.</li> <li>Sentences are purposeful, varied, and well-controlled.</li> <li>Essay has consistent use of correct spelling, capitalisation, punctuation, and grammar conventions.</li> <li>Essay has minor errors that do not detract from fluency or clarity.</li> </ul>           |

## RUBRIC: CORRESPONDENCE

| SCORE                                       | LIMITED (1)                                                                                                                                                                                                                                                                                                                                                         | BASIC (2)                                                                                                                                                                                                                                                                                                                                                                                                                   | SATISFACTORY (3)                                                                                                                                                                                                                                                                                                                                                                                                                            | ACCOMPLISHED (4)                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Organisation/<br/>Progression</b>        | <ul style="list-style-type: none"> <li>Organising structure is inappropriate to address prompt.</li> <li>Request for information is missing, unclear, or illogical.</li> <li>Essay does not include date, salutation, and closing.</li> <li>Progression of ideas is weak.</li> <li>Repetition, wordiness, or lack of transitions disrupts flow of essay.</li> </ul> | <ul style="list-style-type: none"> <li>Organising structure is somewhat appropriate to address prompt.</li> <li>Request for information is weak or somewhat unclear.</li> <li>Essay includes incomplete date, salutation, and closing.</li> <li>Progression of ideas is not always logical or controlled.</li> <li>Some repetition, wordiness, or lack of transitions causes minor disruptions in flow of essay.</li> </ul> | <ul style="list-style-type: none"> <li>Organising structure is mostly appropriate to address prompt.</li> <li>Request for information is clear.</li> <li>Essay has mostly relevant ideas with only minor lapses in focus.</li> <li>Progression of ideas is generally logical and controlled.</li> <li>Most transitions are meaningful and support flow of essay.</li> <li>Essay includes complete date, salutation, and closing.</li> </ul> | <ul style="list-style-type: none"> <li>Organising structure is clearly appropriate to address prompt.</li> <li>Request for information is clear and precise.</li> <li>Relevant, focused ideas support coherence and unity.</li> <li>Progression of ideas is logical and well-controlled.</li> <li>Transitions are meaningful and enhance flow of essay.</li> <li>Essay includes complete date and unique salutation and closing.</li> </ul> |
| <b>Development<br/>of Ideas</b>             | <ul style="list-style-type: none"> <li>Ideas are undeveloped or unrelated.</li> <li>Questions are inappropriate, vague, or insufficient.</li> <li>Essay is insubstantial and weakly linked to prompt.</li> <li>Essay demonstrates lack of understanding of letter writing.</li> </ul>                                                                               | <ul style="list-style-type: none"> <li>Ideas are minimally developed.</li> <li>Questions are not always appropriate or are only partially presented.</li> <li>Essay reflects little thoughtfulness and is formulaic.</li> <li>Essay demonstrates limited understanding of letter writing.</li> </ul>                                                                                                                        | <ul style="list-style-type: none"> <li>Ideas are sufficiently developed.</li> <li>Questions are specific and appropriate.</li> <li>Essay reflects some thoughtfulness and originality.</li> <li>Essay demonstrates good understanding of letter writing.</li> </ul>                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Ideas are effectively developed.</li> <li>Questions are specific and well-chosen.</li> <li>Essay is thoughtful and engaging.</li> <li>Essay demonstrates thorough understanding of letter writing.</li> </ul>                                                                                                                                                                                        |
| <b>Use of<br/>Language/<br/>Conventions</b> | <ul style="list-style-type: none"> <li>Word choice is vague or limited.</li> <li>Sentences are simplistic, awkward, or uncontrolled.</li> <li>Essay has limited use of correct spelling, capitalisation, punctuation, and grammar conventions.</li> <li>Essay has numerous errors that disrupt fluency or interfere with meaning.</li> </ul>                        | <ul style="list-style-type: none"> <li>Word choice is general or imprecise.</li> <li>Sentences are awkward or somewhat uncontrolled.</li> <li>Essay has partial use of correct spelling, capitalisation, punctuation, and grammar conventions.</li> <li>Essay has some errors that create minor disruptions in fluency or meaning.</li> </ul>                                                                               | <ul style="list-style-type: none"> <li>Word choice is clear and specific.</li> <li>Sentences are varied and adequately controlled.</li> <li>Essay has adequate use of correct spelling, capitalisation, punctuation, and grammar conventions.</li> <li>Essay has some errors that do not disrupt fluency or affect clarity.</li> </ul>                                                                                                      | <ul style="list-style-type: none"> <li>Word choice is purposeful and precise.</li> <li>Sentences are purposeful, varied, and well-controlled.</li> <li>Essay has consistent use of correct spelling, capitalisation, punctuation, and grammar conventions.</li> <li>Essay has minor errors that do not detract from fluency or clarity.</li> </ul>                                                                                          |

## RUBRIC: PERSONAL NARRATIVE

| SCORE                                       | LIMITED (1)                                                                                                                                                                                                                                                                                                                                           | BASIC (2)                                                                                                                                                                                                                                                                                                                                                                                                      | SATISFACTORY (3)                                                                                                                                                                                                                                                                                                                                                                        | ACCOMPLISHED (4)                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Organisation/<br/>Progression</b>        | <ul style="list-style-type: none"> <li>Organising structure is inappropriate to address prompt.</li> <li>Focus of narrative lacks specific personal experience.</li> <li>Narrative presentation is weak.</li> <li>Many details do not contribute to narrative.</li> <li>Repetition, wordiness, or lack of transitions disrupts story line.</li> </ul> | <ul style="list-style-type: none"> <li>Organising structure is somewhat appropriate to address prompt.</li> <li>Narrative has a limited focus on a specific personal experience.</li> <li>Narrative presentation is inconsistent.</li> <li>Some details do not contribute to narrative.</li> <li>Some repetition, wordiness, or lack of transitions causes minor disruptions in flow of story line.</li> </ul> | <ul style="list-style-type: none"> <li>Organising structure is mostly appropriate to address prompt.</li> <li>Narrative has a generally sustained focus on a specific personal experience.</li> <li>Narrative presentation is adequately controlled.</li> <li>Most details contribute to narrative.</li> <li>Most transitions are meaningful and support flow of story line.</li> </ul> | <ul style="list-style-type: none"> <li>Organising structure is clearly appropriate to address prompt.</li> <li>Narrative has a sustained focus on a specific personal experience.</li> <li>Narrative presentation is well-controlled.</li> <li>All details contribute to narrative.</li> <li>Transitions are meaningful and enhance flow of story line.</li> </ul> |
| <b>Development<br/>of Ideas</b>             | <ul style="list-style-type: none"> <li>Portrayal of experience is undeveloped.</li> <li>Details are inappropriate, vague, or insufficient.</li> <li>Narrative is insubstantial and weakly linked to prompt.</li> <li>Narrative does not establish realistic situation or motivation for actions.</li> </ul>                                           | <ul style="list-style-type: none"> <li>Portrayal of experience is minimally developed.</li> <li>Details are not always appropriate or are too general.</li> <li>Narrative is formulaic and conveys little sense of why experience was important.</li> <li>Narrative minimally establishes realistic situation or motivation for actions.</li> </ul>                                                            | <ul style="list-style-type: none"> <li>Portrayal of experience is developed.</li> <li>Details are specific and add substance.</li> <li>Narrative reflects some thoughtfulness and some sense of why experience was important.</li> <li>Narrative establishes realistic situation and motivation for actions.</li> </ul>                                                                 | <ul style="list-style-type: none"> <li>Portrayal of experience is well-developed.</li> <li>Details are specific, well-chosen, and significant.</li> <li>Narrative is thoughtful and engaging and reflects good sense of why experience was important.</li> <li>Narrative establishes realistic situation and clear motivation for actions.</li> </ul>              |
| <b>Use of<br/>Language/<br/>Conventions</b> | <ul style="list-style-type: none"> <li>Word choice is vague or limited.</li> <li>Sentences are simplistic, awkward, or uncontrolled.</li> <li>Narrative has limited use of correct spelling, capitalisation, punctuation, and grammar conventions.</li> <li>Narrative has numerous errors that disrupt fluency or interfere with meaning.</li> </ul>  | <ul style="list-style-type: none"> <li>Word choice is general or imprecise.</li> <li>Sentences are awkward or somewhat uncontrolled.</li> <li>Narrative has partial use of correct spelling, capitalisation, punctuation, and grammar conventions.</li> <li>Narrative has some errors that create minor disruptions in fluency or meaning.</li> </ul>                                                          | <ul style="list-style-type: none"> <li>Word choice is specific and concrete.</li> <li>Sentences are varied and adequately controlled.</li> <li>Narrative has adequate use of correct spelling, capitalisation, punctuation, and grammar conventions.</li> <li>Narrative has some errors that do not disrupt fluency or affect clarity.</li> </ul>                                       | <ul style="list-style-type: none"> <li>Word choice is vivid and expressive.</li> <li>Sentences are purposeful, varied, and well-controlled.</li> <li>Narrative has consistent use of correct spelling, capitalisation, punctuation, and grammar conventions.</li> <li>Narrative has minor errors that do not detract from fluency or clarity.</li> </ul>           |

## RUBRIC: SHORT STORY

| SCORE                                       | LIMITED (1)                                                                                                                                                                                                                                                                                                                                  | BASIC (2)                                                                                                                                                                                                                                                                                                                                                                   | SATISFACTORY (3)                                                                                                                                                                                                                                                                                                                                       | ACCOMPLISHED (4)                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Organisation/<br/>Progression</b>        | <ul style="list-style-type: none"> <li>Organising structure is inappropriate to address prompt.</li> <li>Story lacks focus on a specific concept.</li> <li>Story arc is weak.</li> <li>Many details do not contribute to story.</li> <li>Repetition, wordiness, or lack of transitions disrupts story line.</li> </ul>                       | <ul style="list-style-type: none"> <li>Organising structure is somewhat appropriate to address prompt.</li> <li>Story has limited focus on a specific concept.</li> <li>Story arc is inconsistent.</li> <li>Some details do not contribute to story.</li> <li>Some repetition, wordiness, or lack of transitions causes minor disruptions in flow of story line.</li> </ul> | <ul style="list-style-type: none"> <li>Organising structure is mostly appropriate to address prompt.</li> <li>Story has a generally sustained focus on a specific concept.</li> <li>Story arc is adequately controlled.</li> <li>Most details contribute to story.</li> <li>Most transitions are meaningful and support flow of story line.</li> </ul> | <ul style="list-style-type: none"> <li>Organising structure is clearly appropriate to address prompt.</li> <li>Story has a sustained focus on a specific concept.</li> <li>Story arc is well-controlled.</li> <li>All details contribute to story.</li> <li>Transitions are meaningful and enhance flow of story line.</li> </ul>                |
| <b>Development<br/>of Ideas</b>             | <ul style="list-style-type: none"> <li>Plot is undeveloped.</li> <li>Details are inappropriate, vague, or insufficient.</li> <li>Story concept is insubstantial and weakly linked to prompt.</li> <li>Story does not develop setting, characters, or mood.</li> </ul>                                                                        | <ul style="list-style-type: none"> <li>Plot is minimally developed.</li> <li>Details are not always appropriate or are too general.</li> <li>Story concept is formulaic.</li> <li>Story minimally develops setting, characters, or mood.</li> </ul>                                                                                                                         | <ul style="list-style-type: none"> <li>Plot is developed.</li> <li>Details are specific and add substance.</li> <li>Story concept reflects some thoughtfulness and originality.</li> <li>Story develops setting, characters, and mood.</li> </ul>                                                                                                      | <ul style="list-style-type: none"> <li>Plot is well-developed.</li> <li>Details are specific, well-chosen, and significant.</li> <li>Story concept is thoughtful, engaging, and original.</li> <li>Story develops detailed setting, varied characters, and mood that enhance story concept.</li> </ul>                                           |
| <b>Use of<br/>Language/<br/>Conventions</b> | <ul style="list-style-type: none"> <li>Word choice is vague or limited.</li> <li>Sentences are simplistic, awkward, or uncontrolled.</li> <li>Story has limited use of correct spelling, capitalisation, punctuation, and grammar conventions.</li> <li>Story has numerous errors that disrupt fluency or interfere with meaning.</li> </ul> | <ul style="list-style-type: none"> <li>Word choice is general or imprecise.</li> <li>Sentences are awkward or somewhat uncontrolled.</li> <li>Story has partial use of correct spelling, capitalisation, punctuation, and grammar conventions.</li> <li>Story has some errors that create minor disruptions in fluency or meaning.</li> </ul>                               | <ul style="list-style-type: none"> <li>Word choice is specific and concrete.</li> <li>Sentences are varied and adequately controlled.</li> <li>Story has adequate use of correct spelling, capitalisation, punctuation, and grammar conventions.</li> <li>Story has some errors that do not disrupt fluency or affect clarity.</li> </ul>              | <ul style="list-style-type: none"> <li>Word choice is vivid and expressive.</li> <li>Sentences are purposeful, varied, and well-controlled.</li> <li>Story has consistent use of correct spelling, capitalisation, punctuation, and grammar conventions.</li> <li>Story has minor errors that do not detract from fluency or clarity.</li> </ul> |

## RUBRIC: POEM

| SCORE                                       | LIMITED (1)                                                                                                                                                                                                                                                                                                                   | BASIC (2)                                                                                                                                                                                                                                                                                                                         | SATISFACTORY (3)                                                                                                                                                                                                                                                                                                           | ACCOMPLISHED (4)                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Organisation/<br/>Progression</b>        | <ul style="list-style-type: none"> <li>Organising structure is inappropriate to address prompt.</li> <li>Poem lacks focus on specific theme or topic.</li> <li>Many details do not contribute to theme or topic.</li> </ul>                                                                                                   | <ul style="list-style-type: none"> <li>Organising structure is somewhat appropriate to address prompt.</li> <li>Poem has limited focus on specific theme or topic.</li> <li>Some details do not contribute to theme or topic.</li> </ul>                                                                                          | <ul style="list-style-type: none"> <li>Organising structure is mostly appropriate to address prompt.</li> <li>Poem has generally sustained focus on specific theme or topic.</li> <li>Most details contribute to theme or topic.</li> </ul>                                                                                | <ul style="list-style-type: none"> <li>Organising structure is clearly appropriate to address prompt.</li> <li>Poem has sustained focus on specific theme or topic.</li> <li>All details contribute to theme or topic.</li> </ul>                                                                                                 |
| <b>Development<br/>of Ideas</b>             | <ul style="list-style-type: none"> <li>Theme or topic is undeveloped.</li> <li>Details are inappropriate, vague, or insufficient.</li> <li>Poem is insubstantial and weakly linked to prompt.</li> </ul>                                                                                                                      | <ul style="list-style-type: none"> <li>Theme or topic is minimally developed.</li> <li>Details are not always appropriate or are too general.</li> <li>Poem is formulaic.</li> </ul>                                                                                                                                              | <ul style="list-style-type: none"> <li>Theme or topic is developed.</li> <li>Details are specific and add substance.</li> <li>Poem reflects some thoughtfulness and originality.</li> </ul>                                                                                                                                | <ul style="list-style-type: none"> <li>Theme or topic is well-developed.</li> <li>Details are specific, well-chosen, and significant.</li> <li>Poem is thoughtful, engaging, and original.</li> </ul>                                                                                                                             |
| <b>Use of<br/>Language/<br/>Conventions</b> | <ul style="list-style-type: none"> <li>Word choice is vague or limited.</li> <li>Lines are simplistic, awkward, or uncontrolled.</li> <li>Poem has limited use of correct spelling, capitalisation, and punctuation conventions.</li> <li>Poem has numerous errors that disrupt fluency or interfere with meaning.</li> </ul> | <ul style="list-style-type: none"> <li>Word choice is general or imprecise.</li> <li>Lines are awkward or somewhat uncontrolled.</li> <li>Poem has occasional use of correct spelling, capitalisation, and punctuation conventions.</li> <li>Poem has some errors that create minor disruptions in fluency or meaning.</li> </ul> | <ul style="list-style-type: none"> <li>Word choice is specific and concrete.</li> <li>Lines are varied and adequately controlled.</li> <li>Poem has adequate use of correct spelling, capitalisation, and punctuation conventions.</li> <li>Poem has some errors that do not disrupt fluency or affect clarity.</li> </ul> | <ul style="list-style-type: none"> <li>Word choice is vivid and expressive.</li> <li>Lines are purposeful, varied, and well-controlled.</li> <li>Poem has consistent use of correct spelling, capitalisation, and punctuation conventions.</li> <li>Poem has minor errors that do not detract from fluency or clarity.</li> </ul> |

## WRITING PROMPT INVENTORY

| Prompt Type               | Title            | Primary Core5 Theme                                  | Core5 Activity and Level      |
|---------------------------|------------------|------------------------------------------------------|-------------------------------|
| <b>Informational Text</b> | Traditions       | Music and Culture                                    | Text Connections 3 (L18)      |
|                           | Technology       | Advances in Technology                               | Passage Comprehension 4 (L16) |
|                           | Plastics         | What Happens to Ecosystems When Environments Change? | Passage Comprehension 5 (L17) |
|                           | Adaptations      | Animals, Ready to Detect?                            | Passage Comprehension 4 (L16) |
|                           |                  |                                                      |                               |
| <b>Procedural Text</b>    | Planning         | Problem or Opportunity?                              | Passage Comprehension 2 (L13) |
|                           | Rules            | Fair or Unfair?                                      | Passage Comprehension 2 (L13) |
|                           | School Success   | What We Can Achieve                                  | Passage Comprehension 2 (L13) |
|                           |                  |                                                      |                               |
| <b>Argumentative Text</b> | Technology       | Technology: Helpful or Harmful?                      | Passage Comprehension 3 (L14) |
|                           | Class Pet        | People and Animals: Conflict and Cooperation         | Passage Comprehension 6 (L19) |
|                           | Homework         | Compromise Through Communication                     | Text Connections 4 (L21)      |
|                           |                  |                                                      |                               |
| <b>Correspondence</b>     | Mount St. Helens | The Power of Weather                                 | Passage Comprehension 6 (L19) |
|                           | National Park    | What Happens to Ecosystems When Environments Change  | Passage Comprehension 5 (L17) |

## WRITING PROMPT INVENTORY *continued*

| Prompt Type               | Title             | Primary Core5 Theme                          | Core5 Activity and Level      |
|---------------------------|-------------------|----------------------------------------------|-------------------------------|
| <b>Personal Narrative</b> | Natural World     | The Science and Beauty of Light              | Passage Comprehension 5 (L17) |
|                           | First Impressions | First Impressions                            | Passage Comprehension 4 (L16) |
|                           | Fable             | The Inspiration Behind Words and Expressions | Passage Comprehension 5 (L17) |
|                           | Persistence       | Benefits of Performance                      | Passage Comprehension 5 (L17) |
|                           |                   |                                              |                               |
| <b>Short Story</b>        | Kindness          | Showing Appreciation                         | Passage Comprehension 3 (L14) |
|                           | Traditional Tales | What Motivates Characters and Authors        | Text Connections 3 (L18)      |
|                           |                   |                                              |                               |
| <b>Poem</b>               | Senses            | How We Perceive and Process the World        | Passage Comprehension 5 (L17) |
|                           | Weather           | What Affects Climate?                        | Passage Comprehension 4(L16)  |