

Brainstorm



Introductory Paragraph

Main Idea:

Reason One

Reason Two

Reason Three

Supporting Paragraph One
Reason 1 from above

Details:

- 1.
- 2.
- 3.
- 4.

Supporting Paragraph Two
Reason 2 from above

Details:

- 1.
- 2.
- 3.
- 4.

Supporting Paragraph Three
Reason 3 from above

Details:

- 1.
- 2.
- 3.
- 4.

Conclusion: Paragraph 5

Main Idea:

Reason 1:

Reason 2:

Reason 3:

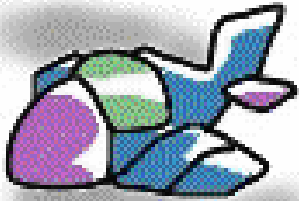
Conclusion:

Practice Prompt 1

Writing Situation: Your teachers have decided that they would like to take their students on an educational field trip. They would like your help in choosing a destination.

Directions for Writing: Think about a place you would like to go to on a one-day educational field trip. Think about the reasons **WHY** you would like to go to this particular place.

Now, write to persuade your teachers to choose the place you think is the best for an educational field trip.

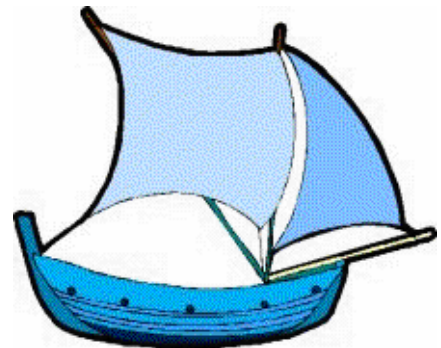


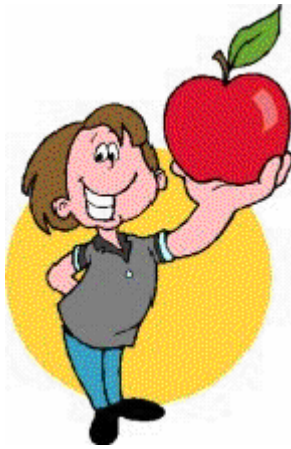
Practice Prompt 2

Writing Situation: Everyone has taken a trip of some kind. It might have been a school field trip, a camping trip, or a trip to another town.

Directions for Writing: Before you begin writing, think about one of the trips you have made.

Now, write to explain why that trip was special.





Brainstorm Checklist

Acceptable:

_____ Your brainstorm is completely filled in.

_____ It is clear from your brainstorm that your details are specific and clearly relate to your reasons.

_____ Your details have good ideas in them. They seem to be creative and helpful.

***Note: Great brainstorm! It will be very helpful when you get ready to write your essay.**

Re-Do

_____ Your brainstorm is not completely filled in.

_____ Your details are not very specific and may not clearly relate to your reasons.

_____ Your details are not very creative and may not be very helpful when you get ready to write your essay.

_____ Go back and re-do your brainstorm.

_____ These are the areas I think you need to work on:

**Adapted Florida Writes! Rubric
Grade 6-8**

	6	5	4	3	2	1
Focus (Presents & maintains main idea or unifying point)	-focused -purposeful -reflects insight	-focused	-generally focused -possible extra or loosely related material	-generally focused -possible extra or loosely related material	-related to topic -includes extra or loosely related material	-possibly only minimally related -may be just phrases or listing of related ideas &/or sentences
Organization (plan of development; beginning, middle, end; logical relationship of ideas; transitions)		-sense of completeness -logical progression with some possible lapses				
Support (quality of word choice, specificity, depth, credibility, thoroughness)	-substantial, relevant, concrete &/or illustrative -commitment to subject -clear -possible creative writing strategies -mature command of language with freshness of expression		-adequate, possible uneven development -adequate word choice		-inadequate or illogical support -limited, inappropriate, or vague word choice	
Conventions (punctuations, capitalization, spelling, and sentence variety)	-varied sentence structure -complete sentences; purposeful fragments (if used) -few if any errors			-little if any variation -possible errors in sentence structure -usually follows conventions; common words usually spelled correctly		
Score of 0	-not related to prompt -incomprehensible	-rewording of prompt -not enough writing to tell if prompt was addressed	-copy of published work	-refusal to write -no writing	-written in foreign language	-illegible
<i>Rubric beginning credited to LeeAnn Mann, August 1998</i>						

Florida Writes! Rubric
Grade 4
Adapted by Dawn Warmack-Capes, September 2000

	6	5	4	3	2	1
Focus (Presents & maintains main idea or unifying point)	-focused	-focused	-generally focused -possible extra or loosely related information	-generally focused -possible extra or loosely related information	-related to topic -includes extra or loosely related information	-only minimally related to the topic
Organization (plan of development; beginning, middle, end; logical relationship of ideas; transitions)	-logical organizational pattern -sense of completeness/wholeness -transitional devices used to signal text plan or structure	-few lapses in organizational pattern -sense of completeness/wholeness -transitional devices used	-organization pattern is evident but evidence of lapses apparent -some sense of completeness/wholeness -transitional devices used in most areas	-organizational pattern attempted but some lapses occur -may lack a sense of completeness/wholeness -some transitional devices have been used	-little evidence of an organizational pattern -lack of completeness or wholeness -little evidence of transitional devices	-writing that is relevant to the topic does not exhibit an organizational pattern -no transitional devices
Support (quality of details used to explain, clarify, or define; word choice, specificity, depth, credibility, thoroughness)	-ample development of supporting ideas -mature command of language including word choice	-adequate development of supporting ideas -word choice is adequate but may lack precision	--some supporting ideas contain specifics and details/ others may not be developed -word choice is generally adequate	-some supporting ideas may not be developed with specifics and details -word choice is adequate but may be limited, predictable, and occasionally vague	-few supporting ideas or examples/ development of supporting ideas inadequate or illogical -word choice limited or immature	-little if any limited development of supporting ideas/supporting ideas are sparse/usually provided through lists and cliches/unrelated information may be included -word choice is limited or immature
Conventions (subject-verb agreement, standard forms of verbs and nouns, punctuation, capitalization, spelling, and sentence structure)	-various sentence structures used -with rare exceptions, sentences are complete -fragments may be purposeful (if used) - few errors in conventions	-various sentence structures used -with a few exceptions, sentences are complete -some purposeful fragments (if used) -generally follows conventions	-attempted variety of sentence structures, but some are simple constructions. -most sentences complete -a few fragments/ not purposefully used -a few errors in conventions	-attempted variety of sentence structure, but most are simple constructions -possible errors in sentence structure -some fragments/not purposefully used -some errors in conventions/ commonly used words are misspelled	--sentence structure may be limited to simple constructions -possibly major errors in sentence structure -frequent errors in basic punctuation/ commonly used words are frequently misspelled	--sentence structure is limited to simple constructions -major errors in sentence structure -frequent errors in basic conventions which may impede communication
Score of 0	-not related to prompt -rewording of prompt -copy of published work -refusal to write -written in foreign language -illegible -incomprehensible -insufficient amount of writing to determine if prompt was addressed -no writing					