

**K-W-L Chart for
“The Rest of the Story”**

Topic:		
What We Know	What We Want to Know	What We Learned

The Rest of the Story

Every story has two sides. Just because a person tells you something, does that make it true? Not necessarily so! Using the fairy tale assigned to your group, create the “real” version of the story based on another character’s viewpoint. Tell everyone the “rest” of the story!

Writing Checklist

LA.B.1.3.1

LA.B.1.3.2

- _____ 1. The author's point of view is apparent in the writing. This information is used to create meaning throughout the text.

- _____ 2. Information has been organized before writing begins. (some type of prewriting strategy has been used to organize information)

- _____ 3. The student uses a prewriting strategy **suitable** for the task. (Brainstorming, using a graphic organizer, listing ideas, etc.)

- _____ 4. The writing focuses on a central idea/topic.

- _____ 5. Appropriate organizational pattern is used.

- _____ 6. Proofreads writing to correct convention errors in mechanics, usage, and punctuation.

- _____ 7. Revises draft to develop the writing by adding, deleting and rearranging ideas and details.

Cooperative Worker Rating List

Members of

group: _____
Your name: _____

Rate yourself and your group members based on the following items. Circle the number that best represents the level of performance demonstrated.

- 1 = poor performance
- 2 = fair performance
- 3 = good performance
- 4 = outstanding performance

Student Information

1. Everyone in my group understood the project assignment.
1 2 3 4
2. Everyone in my group listened to each other's ideas appropriately.
1 2 3 4
3. My group followed directions to achieve group goals successfully.
1 2 3 4
4. My group members gave each other positive feedback for their ideas and contributions.
1 2 3 4
5. My group members held each other focus on group goals.
1 2 3 4
6. In my group, we tried to resolve problems and conflicts in an appropriate manner.
1 2 3 4
7. In my group, we were able to organize and begin our group work in a way that helped us complete the assignment.
1 2 3 4

Teacher Input

8. The student used his/her class time effectively and productively.
1 2 3 4
9. The group worked together well using time and materials.
1 2 3 4
10. The student completed designated tasks within the group and contributed to the assignment.
1 2 3 4

Total Points: _____

Writing Scoring Rubric

Review the writing using the following rubric. Circle the number for each item that best represents how these goals have been met.

1. Focuses on central idea or topic
 1. No attempt to focus on central idea/topic has been made.
 2. Student has made minimal attempt to focus on topic.
 3. Student focuses on topic, but some writing is not related to the topic/idea.
 4. Student stays clearly focused on central idea/topic throughout the writing.

2. Uses appropriate organizational pattern having a beginning, middle and end.
 1. No attempt at organization pattern is apparent.
 2. Student has made minimal attempt to organize writing.
 3. Student makes attempt at organizing writing, yet a clear beginning, middle and end are not always apparent.
 4. Writing has clear beginning, middle and ending. Evidence of an organizational pattern is apparent throughout the writing.

3. Demonstrates a commitment to the subject and involves the reader.
 1. No attempt is made to involve the reader.
 2. Student makes minimal attempt to involve the reader, yet commitment to the subject is not apparent.
 3. Student attempts to involve the reader in the writing, but word choice and command of language is “safe”.
 4. Student draws reader into the writing through use of word choice, voice and use of specific information.

4. Proofreads writing to correct convention errors in mechanics, usage and punctuation.
 1. No attempt is made to proofread for convention errors. Writing is not always understandable or readable due to convention errors.
 2. Student makes minimal attempt to proofread for convention errors in the writing. Errors are still evident and make the writing difficult to read and/or understand.

3. Student has attempted to proofread for convention errors within the writing. Errors that remain are minimal and do not distort the meaning of the writing nor make it unreadable.
 4. Student demonstrates appropriate proofreading skills. Student proofreads for errors in mechanics, usage and punctuation.
5. Revises draft to further develop a piece of writing by adding, deleting and rearranging ideas and details.
1. Student makes no attempt to revise draft. Errors remain in writing. No attempt is made to add, delete or revise ideas and details.
 2. Student makes minimal attempt to revise writing, but many errors still remain. Writing still needs additions, deletions, and/or clarification of ideas and details.
 3. Student attempts to revise writing. Student has added, deleted and rearranged some ideas and details throughout the writing in order to clarify meaning.
 4. Student revises the writing by adding, deleting and rearranging ideas and details. The writing is clear and understandable to the reader.