Name _____ Date _____ St#. _____

Create a Creature Rubric

Self- Evaluation √ = completed item.	Our Habitat and Creature Have:	Teacher's Evaluation √ = 5 pts. √+ = 10pts. Based on a 100 pt. scale
	1. a story draft 1.	
	2. a typed draft 2.	
	3. pre-writing list, web, or graphic organizer.	
	4. has color in pencil.	
	5. has color in crayons.	
	6. outlined shapes in colored markers.	
	7. a completed creature of unique character.	
	8. a completed Fifth Grade Journey Sheet.	
	9. a firm white card stock backing.	
	10. been cut out and stands with the two description stories, in the library or hall bulletin board. (pairs)	

_____

Name _____ Date _____ St#. _____

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Pre-Writing Creature Feature Student Chart

Fill in the chart according to your creature needs and design. Discuss, *quietly*, with your partner(s) as you fill in your chart.

Creature's Name:

Water	Space	Food	Shelter	Air

Check-off	Date	TASKS:

_____Due _____ **Brainstorming 1 Discussion session (25 daily points)**
_____ Due _____ **Step #1 Drawing creature and habitat! (25 daily points)**
_____ Due _____ **Graphic organizer- EXTRA CREDIT! (50 daily points)**
_____ Due _____ **First draft (100 daily points)**
_____ Due _____ **Journey 1 A & B Peer Editor Conference (25 daily points)**
_____ Due _____ **Second draft Journey C- Paper or Computer! (50 daily points)**
_____ Due _____ **Journey 2 A,B, & D revision/editing 2 Peer Editor Conference (25 daily points)**
_____ Due _____ **Final draft (100 TEST points) w/ ART Part!- Art Board**

Once your writing is complete, be sure to check for the following:

1. _____ Is there a unique title of YOUR OWN?
2. _____ Did you read your writing to your partner?
3. _____ Do you agree to the ideas?
4. _____ Did you follow the above writing process timeline?
5. _____ Is there an interesting beginning sentence?
6. _____ Is there an interesting ending sentence?
7. _____ Did you include lots of description?
8. _____ Does it make sense?
9. _____ Due: _____

FIFTH GRADE JOURNEY SHEET *1ˢᵗ & 2ⁿᵈ Draft*

Name:_____   Date:_____

Title_____   Stu #_____

_____A. READ your draft to Yourself.

_____B. READ your draft to a ***FRIEND.***

       Whom did you read it to?_____

       Let your Friend tell you what was GREAT.

       Let your Friend ask you questions.

     C. Write ***Draft 2!***   **Have a title!**

_____   ***Now do letters A & B once more plus letters D,& E!***

_____D. Put on your editing hat.

       Edit your draft for:

      #_____Trait (s) (**Ideas,Organ.,Voice,Word Ch.,S.Fluency**)

Conventions:

      #____spelling (Circle ***part*** of word that needs help.)

          Priority words: (List words below)

      _____

      _____

      #____Punctuation/run-on sentences, etc.

      #____Capitals (put three little lines under letter)

_____E. Turn into teacher's brown box. **Ms. Barber will grade writing.**

_____F. ***Draft 3-*** Do letters A-through E, once again w/ student editor.

This is what I have my students do after they have completed a draft that requires, or has been assigned a multi- draft piece of writing. *(Benchmark LA.B.1.2.2 GLE pp.9-190;LA.B.1.2.3 GLE pps.11-12.)*

I've rewritten the form to help students use the Six- Traits!

Jbmflutist@aol.com

Name_____   Date_____   St#_____

Creature Feature

Type of Paper: **General**

Ideas and Content _____
- contains an engaging introduction that identifies the topic
- develops a writing topic appropriate to the assignment
- fulfills the writer's general purpose and specific goals
- states ideas clearly and elaborates on them with specific supporting details and examples
- includes an effective conclusion

Sentence Fluency _____
- includes transitional words and phrases to show relationships among ideas and maintain coherence within and between paragraphs
- uses a variety of sentence structures
- sentences are clear and avoid clutter

Organization _____
- includes a well-developed introduction, body, and conclusion
- demonstrates proper and effective paragraphing
- uses a logical, effective organizational strategy

Voice _____
- uses own, unique style
- writes honestly, as if the reader was standing right there; doesn't try to impress the reader
- writes with confidence and enthusiasm

Conventions _____
- contains no more than two or three minor errors in grammar and usage
- contains no more than two or three minor errors in spelling, capitalization, and punctuation . Comment below :

_____
_____
_____
_____
_____
_____
_____

Total Score _____