

WRITING PORTFOLIO SAMPLE FROM THE AUTHOR'S CHAIR

Performance Standard 3B.B

Create and read aloud a draft of a written piece from the “author’s chair” and use the questions raised by the audience to revise the piece accordingly:

- *Focusing*: Relate all ideas to the graphic organizer components.
- *Building on components*: Include more than three details, facts, and/or descriptions that relate to the topic.
- *Speaking from the author’s chair*: Consistently use intonation that demonstrates end punctuation; reflects author’s voice and purpose for creating the story; tells the story in proper order.
- *Revising*: Consistently use peer feedback to revise text.

Procedures

1. *In order to compose well-organized and coherent writing for specific purposes and audiences (3B)*, students should experience sufficient learning opportunities to develop the following skills:
 - Use age-appropriate prewriting strategies (e.g., drawing, brainstorming, idea mapping, graphic organizers) to generate and organize ideas.
 - Compose a focused story using pictures(s) and/or basic text.
 - Elaborate and support written content with facts, details, and description.
 - Begin to evaluate and reflect on own writing and that of others.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Provide students a prompt for their writing (e.g., literature selection) and discuss how prewriting strategies might have been used. Ask students to draft their own stories using a picture and/or text after developing a graphic organizer to organize ideas prior to writing.
4. Have each student select three components from the graphic organizer. Each student will build on the components selected from the graphic organizer through written text and/or pictures.
5. Ask each student to “read” this draft to classmates and record questions raised about the draft.
6. Have students revise the draft using classmates’ questions to add or clarify information.
7. Evaluate the student’s performance using the rubric. Add each student’s scores to determine the performance level.

Examples of Student Work follow

Time Requirements

- Two class periods

Resources

- Graphic organizers
- Writing/drawing materials
- Author’s chair
- Writing Portfolio Sample From the Author’s Chair Rubric

WRITING PORTFOLIO SAMPLE FROM THE AUTHOR'S CHAIR

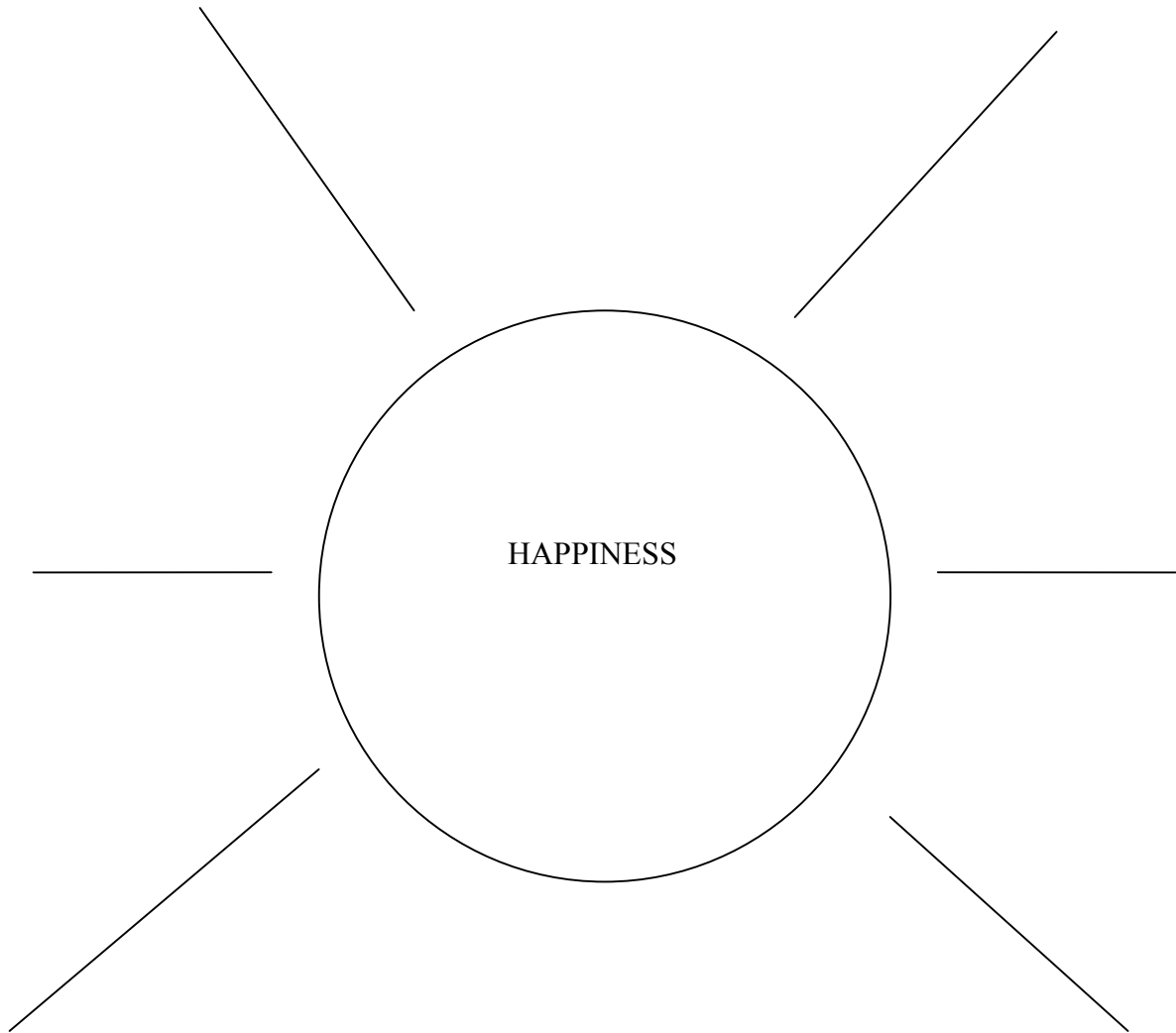
NAME _____ DATE _____

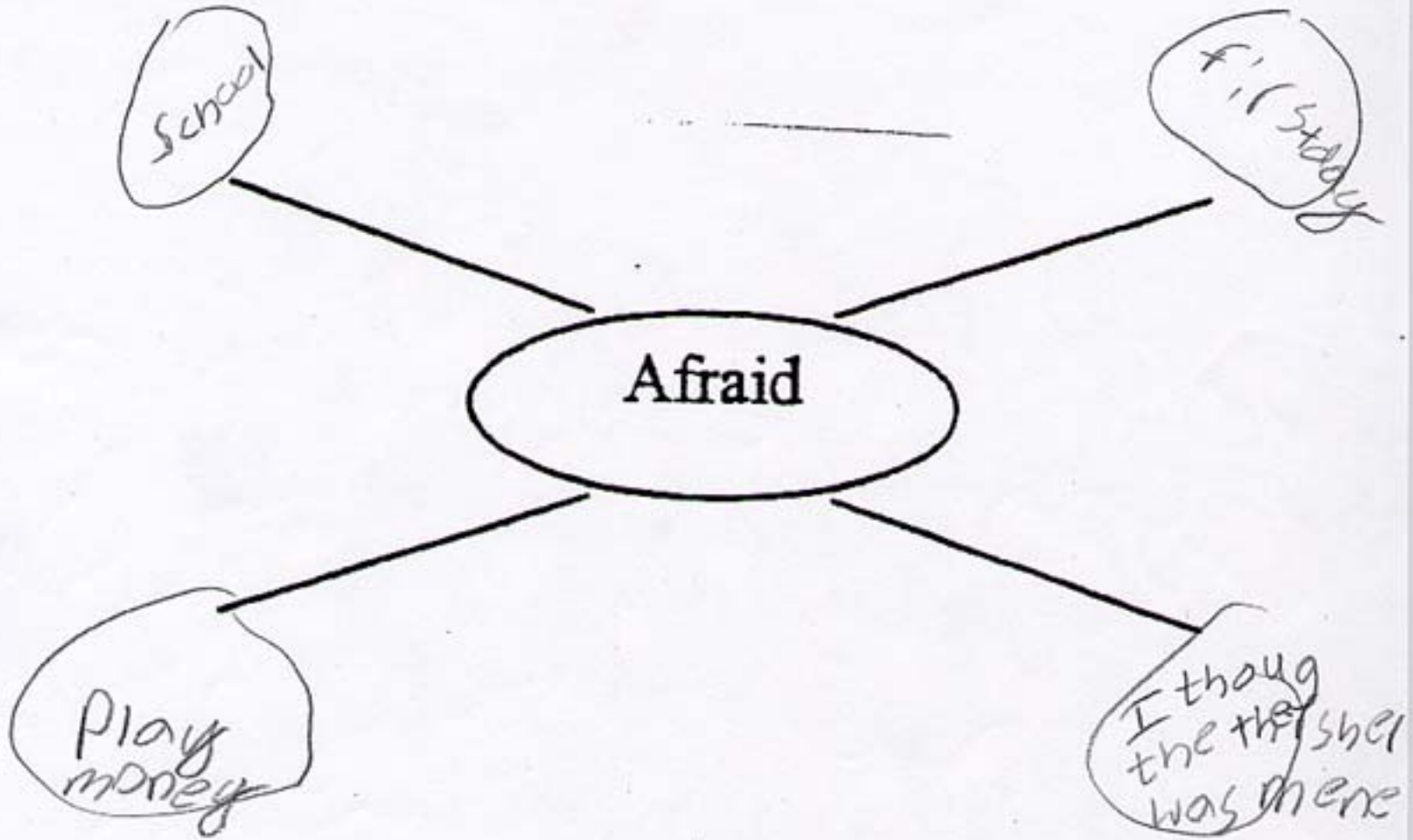
- Exceeds standard (must receive 15 - 16 total points)
- Meets standard (must receive 11 - 14 total points)
- Approaches standard (must receive 7 - 10 total points)
- Begins standard or absent (must receive 4 - 6 total points)

	Focus	Building on Components	Author's Chair	Revision
4	<ul style="list-style-type: none"> • All ideas relate to the graphic organizer components. 	<ul style="list-style-type: none"> • Includes more than three details, facts, and/or descriptions that relate to the topic. 	<ul style="list-style-type: none"> • Consistently uses intonation that demonstrates end punctuation. • Consistently reflects author's voice and purpose for creating the story. • Tells the story in proper order. 	<ul style="list-style-type: none"> • Consistently uses peer feedback to revise text.
3	<ul style="list-style-type: none"> • Most ideas relate to the graphic organizer components. 	<ul style="list-style-type: none"> • Includes three details, facts, and/or descriptions that relate to the topic. 	<ul style="list-style-type: none"> • Usually uses intonation that demonstrates end punctuation. • Usually reflects author's voice and purpose for creating the story. • Generally tells the story in proper order. 	<ul style="list-style-type: none"> • Usually uses peer feedback to revise text.
2	<ul style="list-style-type: none"> • Some ideas relate to the graphic organizer components. 	<ul style="list-style-type: none"> • Includes two details, facts, and/or descriptions that relate to the topic. 	<ul style="list-style-type: none"> • Occasionally uses intonation that demonstrates end punctuation. • Occasionally reflects author's voice and purpose for creating the story. • Attempts to tell the story in proper order. 	<ul style="list-style-type: none"> • Occasionally uses peer feedback to revise text.
1	<ul style="list-style-type: none"> • Few or no ideas relate to the graphic organizer components. 	<ul style="list-style-type: none"> • Includes one or no details, facts, and/or descriptions that relate to the topic. 	<ul style="list-style-type: none"> • Seldom/never uses intonation that demonstrates end punctuation. • Seldom/never reflects author's voice and purpose for creating the story. • Does not tell the story in proper order. 	<ul style="list-style-type: none"> • Seldom/never uses peer feedback to revise text.
Score				

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Sample Graphic Organizer





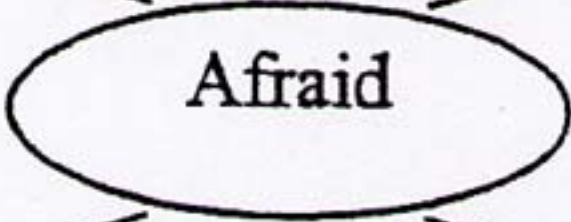
* The first day of
* school I was afraid, I really was,
* Because I thought the teacher was
* going to be mean, I really did.
* But she was not mean, she gave us play money,
* if we be good, really good and we can have
* stuff toys and candy and I bought a ^{rainbow} late pop
* with my play money a big late pop, really
* and her name was Mrs. Kesow and she is my
* sack it and teacher now.

The first day of school I was a afraid, I really was
Because I thought the teacher was going
to be mean, I really did. But she was not
mean she gave us play money if we be good
really good and I bought a rainbow lollipop that
was soft toys and candy I did buy a lollipop
with my play money a big lollipop really
and her name was Mrs. Kesow and she is my
father's grand teacher and she is my sackit
grad teacher to,

bumblebees



when I ^{met}
sided



Afraid

because
it can
hurt
you

sting

I am afraid of bumble bees.

I am afraid of them because they can hurt you. I am afraid of them because they sting you hard. They might sting you on your arm, and it hurts. And I have to get a ice pack.

It's going to swell up, and I was outside playing and I was wearing black and yellow and I got stung on my foot.

The bees have long stingers and it hurts really bad. (-> Revised) It was in the Spring

I am afraid of bumble bees.

I am afraid of them because they can hurt you. I am afraid of them because they sting you hard. They might sting you on your arm, and it hurts. And I have to get a ice pack.

It's going to swell up, and I was outside playing and I was wearing black and yellow and I got stung on my foot.

The bees have long stingers and it hurts really bad. (-> Revised) I was in the spring

When the bee stung me I was playing kickball
and it was after church I had perfume on
and I had on yellow pants on and I had all yellow
on and all of the bees came and I ran in the
house.

"Exceeds" (page 4)

#14

First Draft

with added
revisions

3-26-01

I am afraid of bumble bees.

I am afraid. they can hurt you.

I am afraid of them because
they sting you they mite sting
you on your arm and it hurts

you and I have to get a ice pack
and it going to swell up. and

I was outside playing and I was
wearing black and yellow and I
got stung. on my foot and bees

Got Long Stingers. and It hurts
Real Bad. It was in Spring
when the Bee Stung me. and I
was Playing Kickball. and it was
after Cheirch. and I had Perfum
on. I had Yellow Pants on and
a Shrt on. The bees are Yellow
and Black but I had tea on
the Steps and all the bees
Came and I ran in Side.