

Evidence-Based

Writing

CORRELATED TO

Current
State
Standards

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- Supports the use of textual evidence to inform writing
- Provides practice for opinion, explanatory, narrative, and research writing
- Reinforces process writing through a five-page writing practice packet
- Includes a Common Core alignment chart and writing rubric

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Introduction

Common Core writing standards focus on three main text types: opinion/argumentative, informative/explanatory, and narrative. A fourth category, research writing, is essential to any evidence-based writing program.

Research shows that effective writing strategies include every step of the writing process: prewriting/brainstorming, drafting, revising, editing/proofreading, and publishing. Students will be walked through these steps on pages 6–10. The Writing Practice Packet can be reused for additional practice by changing the topic.

The writing exercises in this book are designed to go beyond basic writing conventions. Students will learn how to base opinions on evidence, infer facts from relevant details, convey accurate background information, and recount real or imagined experiences. Students’ critical thinking skills are engaged when they do research, consider and analyze information, and respond to writing prompts. Writing prompts are paired with graphic organizers and followed by thinking/writing challenges.



Common Core–Aligned Writing Rubric

Use this rubric as a guide to assess students’ written work. You may also offer it to students to help them check their work or as a tool to show your scoring.





4	<ul style="list-style-type: none">_____ Always uses expanded sentences with four or more words_____ Combines drawing, dictating, and writing to describe the topic_____ Adds plenty of details to strengthen writing_____ Shows evidence of research and sources when appropriate_____ Demonstrates all standard grammar and punctuation conventions_____ Uses vivid language_____ Spells skillfully and uses vocabulary correctly
3	<ul style="list-style-type: none">_____ Always uses sentences with three or more words_____ Combines drawing, dictating, and/or writing to describe the topic_____ Adds details to strengthen writing_____ Shows some evidence of research and information when appropriate_____ Demonstrates most standard grammar and punctuation conventions_____ Uses average word choices_____ Spells well and uses vocabulary correctly but may have an error or two
2	<ul style="list-style-type: none">_____ Does not always use sentences_____ Does not combine drawing, dictating, and/or writing to describe the topic_____ Adds little detail to strengthen writing_____ Shows little evidence of research and information where appropriate_____ Demonstrates few standard grammar and punctuation conventions_____ Does not use adequate word choices_____ Spells and uses vocabulary but makes mistakes
1	<ul style="list-style-type: none">_____ Does not use sentences_____ Does not clearly convey the topic_____ Does not use detail in the writing piece_____ Does not use evidence of research and information where appropriate_____ Does not use standard grammar and punctuation conventions_____ Does not demonstrate clear word choice_____ Does not use grade level spelling and vocabulary

Student Writing Checklist


Prewrite/Brainstorm

- ? _____ Choose a topic.
-  _____ Get facts.
-  _____ Ask for help.
-  _____ Think of good words.
-  _____ Draw pictures.





Draft

- 1,2,3 _____ Put your ideas in order.
-  _____ Use facts.
-  _____ Write your sentence(s).
-  _____ Tell about the topic.
-  _____ Draw pictures neatly.



Revise

-  _____ Read again.
- X _____ Look at the spelling.
- Aa _____ Check for capital letters.
- ! . ? _____ Look for end marks.
-  _____ Add picture details.

Edit/Proofread

-  _____ Ask someone to read your work.
-  _____ Look at your spelling again.
- 4 _____ Did you use four or more words in each sentence?
-  _____ Make changes if needed.
-  _____ Add more picture details.

Publish

-  _____ Be sure your final copy is clean.
- # _____ Use spaces between words.
-  _____ Write or type neatly.
- ✓ _____ Check your picture.

Step 1: Prewrite/Brainstorm

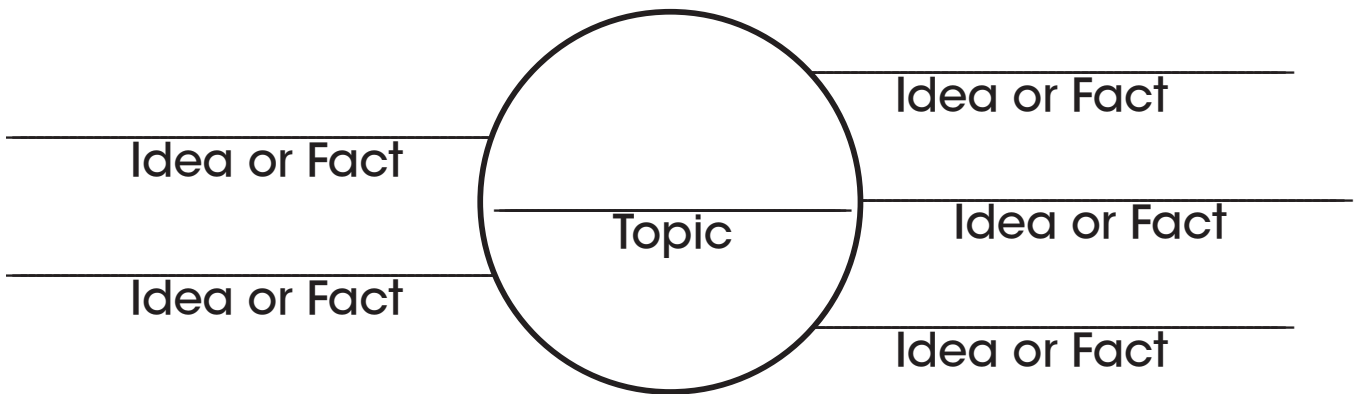
? Choose a topic.

🔍 Get facts.

👉 Ask teachers and classmates for help.

☁️ Think of good words to use.

🖍️ Draw pictures.



Picture of _____

Step 2: Draft

Use your brainstorming from page 6. It will help you make sentences.

1,2,3 Put your ideas in order.



Use facts from teachers and classmates.



Write your sentences.



Tell about the topic.



Draw pictures neatly.

1. _____

2. _____

3. _____

4. _____

5. _____

Step 3: Revise

Read your story. Then, answer the questions with *Y* for yes or *N* for *no*.

 Did I read my sentences? _____

 Did I look at my spelling? _____

Aa Did I use a capital letter at the beginning of each sentence? _____

! . ? Did I use an end mark at the end of each sentence?

 _____

Did I add details to my picture? _____

The best part is ...	The part that needs work is ...

Step 4: Edit/Proofread

Check off each task.



_____ I asked a teacher or classmate to read my work.



_____ I looked at my spelling one more time.

4

_____ I used four or more words in each sentence.



_____ I made changes.



_____ I added more details to my picture.

Ask a teacher or classmate to look at your sentences and circle **Yes** or **No**.

Does the first letter in each sentence begin with a capital letter?	Yes	No
Is each sentence about the topic?	Yes	No
Does each sentence end with an end mark?	Yes	No
Is the spelling correct?	Yes	No
Is the picture about the topic?	Yes	No
Is the handwriting or typing easy to read?	Yes	No

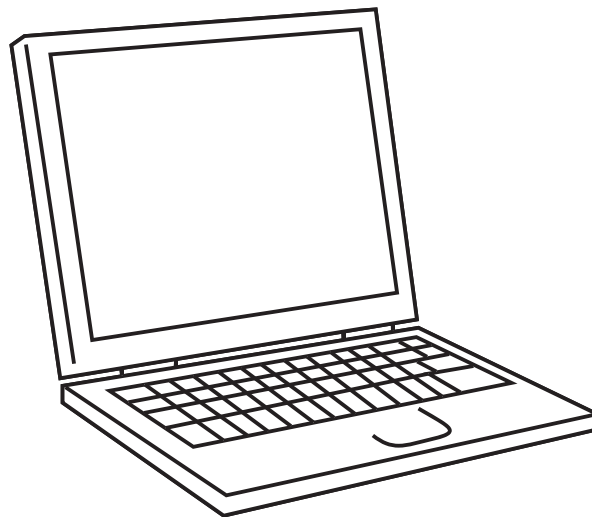
Editor's Name _____

Step 5: Publish

When you publish your writing, others can read it. Teachers, classmates, or family can read your sentences.

Choose from these options to publish great work.

1. I want to publish my writing by
_____ writing it.
_____ typing it on a computer.
_____ typing it on a tablet.
_____ copying it on a copy machine.
2. I will write or type sentences. Each sentence will have
_____ three words.
_____ four words.
_____ five words.
_____ different amounts of words.
3. I will have
_____ a drawing.
_____ more than one drawing.
4. I will share my writing with



Answer Key

Because writing is personal and presentations are unique, there are no “correct answers” to be applied to students’ work. However, students should follow the instruction of the writing prompts, fill in the graphic organizers, and apply the steps of the writing process. Use the guidelines below or the Writing Rubric on page 4 to help you assess students’ work.

Pages 6 to 10: Writing Practice Packet

Check students’ work throughout the writing process practice pages. Help students master each step before going on to another. Use this process with other writing prompts if more practice is needed before independent writing begins. Refer students to these pages as needed.

Pages 11 to 63: Think and Revise

These sections, at the end of each writing prompt page, ask the students first to reflect upon their writing. Composing sentences is a large part of the Common Core requirements for kindergarteners. Assess accordingly: Have they fulfilled the challenge? Because the Common Core language standards are tied so tightly to the writing standards, the second halves of these sections address various standards. Check through written work for mastery.

Pages 11 to 24: Opinion/Argumentative Writing

Check graphic organizers. Sentences, words, and pictures will vary, but opinions should be supported with basic reasons and show developmentally appropriate evidence. Look for application of critical thinking and personal reflection.

Pages 25 to 37: Informative/Explanatory Writing

Check graphic organizers. Sentences, words, and pictures will vary but should be based on research. Look for an emphasis on fact rather than opinion. Information should be presented using the structure of a factual sentence. Facts should be present.

Pages 38 to 51: Narrative Writing

Check graphic organizers. Narrative formats will vary but should respond to all items in the prompt. Look for clear and logical sequences of events. Sentences should often include personal insights.

Pages 52 to 63: Research Writing

Check graphic organizers. Sentences, words, and pictures will vary but should be based on research. Assess students’ abilities to examine topics and convey ideas and information clearly to their readers. Students should use logical organizational structures.