



Aligning the Hierarchy of Goals in *The Writing Strategies Book* to Other Writing Resources and Programs

Categorizing the work of writing—from the qualities of good writing to the habits we use as writers—helps me to set goals for students and to prioritize the work I’ll support a student in taking on. I’m not alone in this desire to categorize. My many colleagues (Ruth Culham, Lucy Calkins, Carl Anderson) and writers of programs such as *Empowering Writers* and *Schoolwide*, have also organized their learning objectives into assessment categories. In this guide, I offer you my best attempt at correlating my categories to theirs, so that if you identify from another resource’s rubric that a student could use work in a certain category, you’ll be able to easily find strategies to support the student in my book.

—*Jennifer Serravallo*

The Writing Strategies Book and Developmental Studies Center's (DSC) *Being a Writer*

From WSB	Sample Reflection Prompts and Questions within <i>Being a Writer</i> Rubrics and Conference Notes
Composing with Pictures	Part of the process throughout grades K, 1, and 2.
Engagement	n/a
Generating Ideas	n/a
Focus	<ul style="list-style-type: none"> • Does the student's writing communicate clearly? • It is clear what the piece is about.
Structure/Organization	<ul style="list-style-type: none"> • Do the ideas connect in a way that makes sense?
Elaboration	<ul style="list-style-type: none"> • Writing shows individual expression and/or creativity. • Writing fully communicates ideas and shows sustained thought. • Writing shows elements of the _____ genre.
Word Choice	<ul style="list-style-type: none"> • Writing contains varied and descriptive vocabulary. • Writing shows individual expression and/or creativity.
Conventions: Spelling	<ul style="list-style-type: none"> • Does the student notice misspelled words and correct them? • Does the student proofread his or her writing using proofreading notes? • Writing has been proofread for spelling errors. • Writing demonstrates increasing command of grade-appropriate spelling conventions.
Conventions: Grammar and Punctuation	<ul style="list-style-type: none"> • Does the student proofread his or her writing using proofreading notes? • Sentences are fluent when read aloud. • Sentences are capitalized and have appropriate end marks. • Writing demonstrates increased command of grammar, usage, and mechanics.
Partnerships and Clubs	<p>Look at the results from the Class Assessment Records that ask you to observe and notice partnerships working together (i.e., Do partners hear each other? Are they reading their writing to each other? Are they taking time to talk about their writing? Are they asking each other questions about their own writing?).</p>