

Name: \_\_\_\_\_

**Writing Learning Contract**

Date Given: August 2012

The Writing Process

Used All Year


**You must meet expectations in each level. Each assignment is worth 10 points. Work must be completed by the specified due date.****Green Flag (Level 1) – Pre Writing**

Points Earned		Teacher's Comments	Meets Expectations	Exceeds Expectations
	Create the Prewriting template. Read the prompt carefully and T.A.P.E. the prompt. *Please use a pencil only.*		Clearly details the topic, audience, purpose and essay type (2.5) appropriate hook (2.5) and thesis statement (2.5). Writing is neat and legible (2.5)	Includes expectations for meets (10) and includes an innovative thesis that is engaging and displays complex thought (5)
	Complete your main ideas, supporting details with evidence, and conclusion statement on your prewriting template. *Please use a pencil only.*		Includes three main ideas (2.5) three supporting details (2.5). Conclusion statement (2.5). Writing is neat and legible (2.5) (COPSS)	Includes expectations for meets (10) supporting details have compelling evidence with sources cited (5)

**Yellow Flag (Level 2) - Drafting**

	Create the introduction template. Draft your complete hook, bridge, and thesis statement. *Please use a pencil only.*		Hook is fully developed (2.5) bridge statement connects the hook and thesis (2.5), thesis statement is concise and clear (2.5). All writing neat and legible (2.5)	Includes expectations for meets (10), and effectively incorporates elements of flashback or foreshadowing even in informational writing (5)
	Complete M.E.A.L. Plan paragraphs for each of your main ideas. Draft an effective conclusion that sums up your ideas. *Please use a pencil only.*		Main idea, evidence, analysis and link are evident (2.5) SCOPE/FIRES is used at least once in each paragraph (2.5) conclusion paragraph sums up the entire paper. (2.5). Writing is neat and legible. (2.5)	Includes expectations for meets (10) All links and conclusion paragraph successfully engage and leave a compelling impression on the reader (5)

**Red Flag (Level 3) – Editing and Revising**

	Review your introduction, MEAL plan paragraphs, and conclusion. Revise your paper for content, and edit your paper for conventions using a colored pencil, marker, or pen.		Paragraphs are in the correct order and stapled together (2.5) have used editing and revising writing strategies: Tiered words, parallel structure, figurative language, sensory details (2.5) All writing is quality work Capitalization, Organization, Punctuation, Spelling, Sentence Structure (COPSS) (2.5)	Includes expectations for meets (10), and has been peer reviewed by _____ using the peer editing template (attached) (5)
	<b>PIT STOP!!!</b> After revising and editing, make sure you have a teacher conference and obtain approval to move on to publishing. Conference Completed on: _____	Teacher conference notes (20):  Changes made & Approved for publishing on _____ (20)		

**Checkered Flag – Level 4 - Publishing**

	Write (in pen) or type your final copy in the correct format, yet determine how to do it creatively. (How will my writing stand out?) Based on teacher expectations, decide how you are going to share your writing with the class (illustration, speech, brochure, PowerPoint or Prezi, newsletter, email, blog , etc...)		Writing is published in the correct essay format (2.5) yet has a creative flair (2.5) writing is shared with an accompanying illustration or multimedia format (2.5). All writing is quality work (2.5) (COPSS)	Includes all expectations for meets (10), and includes a media commercial for the product (5)
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Standards: **ELACC5W4:** Provide clear and coherent writing in which the development and organization are appropriate to the task, purpose and audience. **ELACC5W5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **ELACC5W6:** With guidance and support from peers and adults, use technology, including the internet to produce and publish writing as well as to interact and collaborate with others; demonstrate efficient command of keyboarding skills to type a minimum of two pages in a single sitting. **ELACC5W10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks purposes, and audiences.

**EQ: What process helps me effectively transfer my ideas into writing?**