



For K-12 Writers

The Writing Well activity sheets come with age-appropriate writing assessments for beginning, intermediate and experienced writers so you can weave instruction and assessment together. All 80 activities emphasize writing and comprehension skills through ten thematic units.


A Writing Activity: engaging, thoughtful writing sheets with a list of “helper words” to trigger thoughts if writers have trouble getting started.

An Assessment Page: with evaluation criteria connected to the writing activity with room for student reflection and teacher comments.

Level 1 for beginning writers

Name: _____ Date: _____ Draft: _____

Sing Your Own Song!



Rat-a-tat-tat pat-a-pat-pat

I can write a song just like that!

Helper words

pop
top
map
hop
cop
flop
glop
cat
hat
rat
fat
mat
pat
bat
sat
by
cry
my
jug
mug

From the *Teacher's Guide* for this Activity:

All children love to sing and make up rhymes. The first story starter sets the stage for children to create one or more rhyming songs. Their first songs may be only a few lines long. Then, as they acquire more reading and writing vocabulary, they can create several sets of songs by using the helper words or bringing their own favorite words into their songs. You can set the stage by reading several rhymes and then asking students to act them out, clap and stamp their feet in rhythm.

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Assessment: Review Your Writing Progress

Student and teacher evaluation

= Can do better = Satisfactory = Good

Student	Teacher	
<input type="checkbox"/>	<input type="checkbox"/>	Expresses meaning through words and/or pictures and symbols
<input type="checkbox"/>	<input type="checkbox"/>	Develops one or more ideas
<input type="checkbox"/>	<input type="checkbox"/>	Selects and uses appropriate vocabulary
<input type="checkbox"/>	<input type="checkbox"/>	Uses the conventions of spelling, punctuation, capitalization & word order
<input type="checkbox"/>	<input type="checkbox"/>	Organizes time and materials for the writing process
<input type="checkbox"/>	<input type="checkbox"/>	Listens to suggestions from the peer review process
<input type="checkbox"/>	<input type="checkbox"/>	Offers constructive, thoughtful suggestions to peers
<input type="checkbox"/>	<input type="checkbox"/>	Incorporates one or more suggestions from peer review, if appropriate
<input type="checkbox"/>	<input type="checkbox"/>	Works to revise based on constructive comments
<input type="checkbox"/>	<input type="checkbox"/>	Shows good habits of meeting deadlines, reviewing work and revising it

Student comments and reflection

Teacher comments and suggestions

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Themes: The Writing Well includes eight thematic units:

- The Senses
- Word Work: Phonics Plus
- All About Me
- Travel
- Sports
- Holidays
- Famous People
- Seasons

Each unit has 10 writing sheets that emphasize important writing and comprehension skills. Each Level (Beginning, Intermediate, and Experienced Writers) contains a total of 80 writing sheets.

Free Samples

Web: www.aurbach.com
Phone: 800-774-7239
Fax: 314-678-0869
eMail: sales@aurbach.com
sMail: Aurbach & Associates, Inc.
 8233 Tulane Ave, Suite B
 St. Louis, MO 63132 USA



Teacher Guides: The CD comes with a detailed teacher’s *Introduction* giving lots of hints and creative techniques for encouraging students to write confidently. Additionally, each thematic unit has specific suggestions for introducing every activity sheet to students.

The CD: No more bulky binders. The entire Writing Well is on 1 CD-ROM: 240 masters, assessment sheets for each level, the *Introduction to The Writing Well*, and 24 *Teacher’s Guides* to the themes are in pdf format, ready to be printed or copied. Includes Adobe’s Acrobat® Reader for opening the documents.

To Order:
Part 050-CD School Site License US \$50.00
 Includes all 3 levels, site license for unlimited use in one school. *Purchase orders accepted*
 FEIN: 43-1579322

Aurbach & Associates is the developer of the award-winning software **Grady Profile™** for K-20 classrooms, **Toot!®** for professional electronic portfolios or rich résumés, and **student eJournal™** for building writing and reflection skills with an electronic journal.

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Level 2 for intermediate writers

Name: _____ Date: _____ Draft: _____

Exploring



Of all the places I would like to explore,

Helper words

- hunt
- seek
- inquire
- trip
- vacation
- voyage
- journey
- tour
- excitement
- region
- territory

From the *Teacher's Guide* for this Activity:

Would one student want to explore a rain forest and another Antarctica and another the woods around the corner? Find out by telling students to share their ideal exploration.

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Assessment: Review Your Writing Progress

Student and teacher evaluation

= Can do better = Satisfactory = Good

Student	Teacher	
<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Expresses meaning through words and /or pictures and symbols
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Sequences events in an order that makes sense to the reader
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Develops one or more ideas and supports them with facts and descriptions
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Selects and uses appropriate vocabulary
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Uses conventions: spelling, punctuation, capitalization, word order, paragraphs
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Can write in more than one voice and with more than one writing style
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Offers constructive, thoughtful suggestions to peers
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Listens to suggestions from the peer review process
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Incorporates one or more suggestions from peer review, if appropriate
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Works to revise based on constructive comments
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Shows good habits of planning, meeting deadlines, reviewing & revising work
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Continues the writing process beyond assigned writing projects

Student comments and reflection

Teacher comments and suggestions

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Level 3 for confident writers

Name: _____ Date: _____ Draft: _____

His Story/Her Story



The couple plodded along the dusty trail. Although the sun was setting the heat was intense as it had been at noon. Ahead they could see a range of mountains.

Helper words

- walk
- pace
- hike
- trudge
- able
- saunter
- midday
- tingle
- prickle
- shiver
- quiver

From the *Teacher's Guide* for this Activity:

It's been said that history has been told from a male point of view. Indeed, many of the stories of women who marched west with the wagon trains have been lost or forgotten. What would the two stories, the man's story of the westward migration and the woman's story, read like?

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Assessment: Review Your Writing Progress

Student and teacher evaluation

= Can do better = Satisfactory = Good

Student	Teacher	
<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Shows mastery over a wide range of genre
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Demonstrates mastery of spelling, punctuation, capitalization & word order
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Meets deadlines
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Works well with peers during the prewriting, peer review and revision process
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Revises work taking into account the suggestions of others
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Incorporates materials from other sources making it his/her own
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	-----
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	-----

Student comments and reflection

Teacher comments and suggestions

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