> **– Teaching Writing in Elementary School and Middle School –**

The Multi-Purpose Journal and Learning Log

How to Use Ten Types of Writing in one Journal and Learning Log to Teach Content and Writing Across the Curriculum

A Free Teaching-Writing Resource Presented by:
Pattern Based Writing: Quick & Easy Essay

Please Note: This ebook is not a part of the _Pattern Based Writing: Quick & Easy Essay_ curriculum. However, I do recommend that teachers who use the curriculum also read this once they are getting results with the program. I hope that all the teachers who use my curriculum and all the teachers who don't find this teaching resource of equal value.

Be sure to print this out for a better reading experience and to help with active reading.

Please help others find this valuable resource by Tweeting, Pinning, bookmarking, and linking to this page!

The Page-One Checklist

The goal of this ebook is for you to understand this checklist so that you can use this checklist to take action and teach writing across the curriculum. Beginning a journal is not something that teachers should take lightly. Classroom time is valuable, and journals and learning logs are supposed to have an educational purpose. As you read what follows, you will see that this multi-purpose journal and learning log has a serious educational purpose.

I write this ebook for every teacher who ever began a journal or learning log with high hopes and discovered that they couldn't make it work, and subsequently, abandoned the journal.

The Multi-Purpose Journal and Learning Log: Ten Types of Writing															
1. Learning-Log Entries															
2. Quickwrites: Let's Stop and Think About this for a Moment															
3. Reflective Journal Entries															
4. Brainstorms															
5. Main Idea Lists (MIL) or Main Question Lists (MQL)															
6. Note Taking															
7. Freewrites															
8. Lists															
9. The Goals Journal Entry: Rewards, Consequences, and Action Plans															
10. Quick Checks: Check for Understanding, Review, or Summarize Content (CRS)															

By the way, if you are looking to teach paragraph and multi-paragraph writing quickly and easily, and if you are looking to get real and measurable results that make sense to your students, please go to the homepage and check out the **Pattern Based Writing: Quick & Easy Essay** writing program.

The Multi-Purpose Journal and Learning Log: How to Use Ten Types of Writing in one Journal and Learning Log

With great excitement and a proud sense of purpose, I handed each student a tan journal. I declared, "This journal marks a new beginning of a new era of exploration and reflection! We will reach levels of learning and enlightenment that only the greatest thinkers in human history have achieved!"

Two weeks later, students want to know, "When are we going to write in our journals? You said we were beginning a new era of exploration and reflection, but we only wrote in our journal twice." Three weeks later, that once hopeful journal is becoming a sad reminder to the entire class of a failed dream that never materialized. Four weeks later, I carefully plot how to recall those nearly empty journals in a way that lets us all save face.

What went oh so wrong? To answer that question, you may also want to read **How to Use Journals in the Elementary and Middle School Classroom**. Largely, failed journals are a result of poor planning. Teachers hear a great idea that the research says provides statistically significant benefits, so they get excited and begin a journal. Teachers quickly discover that this so-called amazing journal takes valuable class time and that the results are intangible and unmeasurable.

WAC and TWAC: My Primary Purpose with My Multi-Purpose Journal and Learning Log

My primary purpose with this multi-purpose, low-stakes writing journal is to help create an environment where students write more and more across the curriculum (WAC). However, my goal is not just to have students write across the curriculum—my goal is to teach writing across the curriculum (TWAC). Be sure to read my free ebook **Nine Strategies for Teaching Writing Across the Curriculum**.

This multi-purpose journal and learning log is not a diary or a place for simple musings, nor is it literary type of Writer's Notebook. Of course, this journal can be a place for all of those types of writing on occasion. After all, why create an entire journal devoted to a specific type of writing if you are not sure that it will be a successful journal? In short, you can test out any writing that you want to in this multi-purpose, low-stakes writing journal. But my primary purpose is WAC and TWAC.

Our Ten Types of Writing

We will look at ten effective writing activities that can help teachers teach content and teach writing across the curriculum:

1. Learning-Log Entries
2. Quickwrites: Let's Stop and Think About this for a Moment
3. Reflective Journal Entries
4. Brainstorms
5. Main Idea Lists (MIL) or Main Question Lists (MQL)
6. Note Taking
7. Freewrites
8. Lists
9. The Goals Journal Entry: Rewards, Consequences, and Action Plans
10. Quick Checks: Check for Understanding, Review, or Summarize Content (CRS)

Low-Stakes Writing

Nearly all journals and learning logs are low-stakes writing. And low-stakes writing is an important part of learning to write and learning content. Low-stakes writing covers two categories:

1. writing to learn content
2. writing to reflect on learning

If you research the research on low-stakes writing, you will come across the name Peter Elbow, and you will find that low-stakes writing provides many benefits. From my point of view, I want to get results teaching writing and teaching content across the curriculum all day long. And I need an effective way to do that. That's my focus here.

If someone tells me about a great journaling or learning log technique, I will gladly bring it into my arsenal of tricks. But I'm not going to use four different journals and devote a huge chunk of the day to low-stakes writing. We only have so much time and a great deal to cover and learn.

A Note of Warning: Low-Stakes Writing and Writing Success

Low-stakes writing does not create writing success, but if used effectively, it can be a part of the writing-success puzzle. Careless and reckless low-stakes writing, on the other hand, can do damage. Careless and reckless writing can create a careless and reckless habit, and in the process, it can undo a great deal of the hard work that went into teaching students to create careful, thoughtful, and effective writing.

Furthermore, students who don't understand how to create effective writing tend to write poorly in journals. They write, and they may write a lot, but they don't write well. If you teach beginning

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writers or struggling writers, be sure to check out **Pattern Based Writing: Quick & Easy Essay**. It's the fastest, most effective way to teach students to create organized paragraph and multi-paragraph writing. Your students will say, "I get it! I finally get it!" And it will improve all of your students' writing across the curriculum.

The research says that students need to write more and that low-stakes writing is a part of the writing-success puzzle. When students have a foundation and a framework that makes sense to them, everything that the **research says about teaching writing** works better. **Pattern Based Writing: Quick & Easy Essay** is the foundation and framework that creates writing success.

Why Combine So Many Types of Low-Stakes Writing into One Journal and Learning Log?

I suspect that the number one cause of abandoned journals and learning logs is focusing on just one type of low-stakes writing. Classrooms have an enormous number of low-stakes writing opportunities every day, but they don't all fit into one type of low-stakes writing. And for most teachers, more journals mean just one thing—more abandoned journals.

Here are five benefits of combining many types of low-stakes writing into one journal and learning log: 1) Habit, 2) Time and Efficiency, 3) Take Advantage of that Perfect Writing Moment, 4) Low-Stakes Is not No-Stakes, and 5) Comparison and a History of Writing. Let's look at each.

1. **Habit:** Low-stakes writing is a habit, and as we all know, it takes time to create a habit. Combining many types of low-stakes writing into one journal and learning log helps teachers and students create that habit.

2. **Time and Efficiency:** A multi-purpose journal and learning log saves time. Students don't need to write their name and date on every single piece of low-stakes writing, and the teacher doesn't need to collect all of those pieces of low-stakes writing.

    If teachers treat quick, little assignments as no-stakes writing, some students think, "Aww, I didn't even have to do that work. What a waste of my time. Next time I'm not going to put in so much effort." This journal and learning log makes it easy for teachers to turn no-stakes writing into low-stakes writing. The teacher can collect it all at once and evaluate it all at once.

3. **Take Advantage of that Perfect Writing Moment:** The research says that teachers must provide students with many writing opportunities every day. Truthfully, we have these opportunities every day—the difficult part is taking advantage of them. Because a single multi-purpose journal and learning log saves time, teachers are more apt to take

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advantage of these opportunities. With a list of writing activities and an ever-ready journal, teachers are prepared to take advantage of these learning opportunities.

4. **Low-Stakes Is not No-Stakes:** Individual pieces of low-stakes writing often become no-stake writing. However, when the pieces of writing are inside of a collection of writing, they don't disappear. Teachers can collect these multi-purpose journals occasionally, comment on them, and assess them as is appropriate. This turns quick, little no-stakes writing assignments into low-stakes writing assignments.

5. **Comparison and a History of Writing:** I believe in letting **students see apples-to-apples comparisons of their writing progress**. Although this multi-purpose journal and learning log is not an apples-to-apples comparison, it does have aspects of apples-to-apple built in, and it certainly illustrates a history of writing improvement. When students can turn pages and see writing progress, they get excited about writing.

Important Note on Materials: The Right Journal and Learning Log

Can you write well with one hand tied behind your back? No. So don't do that with your students with their journals. I so regret those early journal attempts with those little tan journals from the school stock room. They were free, and the kids liked to write in them, but they didn't encourage the kind of writing I was looking for.

I've had much better luck with this style of thin-spiraled notebook. Most students can acquire them, but I also buy them on sale and keep a stockpile.

➡ Sale price: $.25 to $.75. Just Basics Spiral Notebook, 7 1/2" x 10 1/2", Wide Ruled, 140 Pages (70 Sheets)

IMPORTANT NOTE: I use this multi-purpose journal and learning log to teach both content and writing, so I want my students to have an academic experience. ***Small journals make this difficult. Don't use them.***

Low-Stakes Writing = Prewriting

I always say that freewriting is prewriting. Low-stakes writing in our journals is freewriting, so it is by definition prewriting. In short, we don't do prewriting for these journal and learning log entries. Of course, we don't have to use these journal and learning log entries as prewriting, but they are prewriting. We are using them to learn, and all learning is prewriting.

In short, most low-stakes writing activities make excellent prewriting activities and vice-versa.

The Multi-Purpose Journal and Learning Log: The Ten Types of Writing

Let's look at our ten types of writing: 1) Learning-Log Entries, 2) Quickwrites: Let's Stop and Think About this for a Moment, 3) Reflective Journal Entries, 4) Brainstorms, 5) Main Idea Lists (MIL) or Main Question Lists (MQL), 6) Note Taking, 7) Freewrites, 8) Lists, 9) The Goals Journal Entry: Rewards, Consequences, and Action Plans, 10) Quick Checks: Check for Understanding, Review, or Summarize Content (CRS).

1. Learning-Log Entries

Learning-log entries have students reflect on and document a learning experience. Learning log entries are usually constructed around "The Learning Cycle." David Kolb's model is the most referenced model when it comes to learning logs. It goes something like this:

  Step 1: Experience

  Step 2: Observation and Reflection / Describe the Experience

  Step 3: Analyze the Experience / Develop Ideas

  Step 4: Active Experimentation

Leaning logs often use a simple 2-4 column table, or teachers can pose questions in non-tabular form.

2. Quickwrites: Let's Stop and Think About this for a Moment

We can sum up quickwrites with this one statement: "Students, let's stop and think about this for a moment."

Some teachers use quickwrites as a writing warm-up—i.e., an activity that starts the pencil and the mind moving. However, quickwrites are also a popular writing-across-the-curriculum technique. We can boil down quickwrites across the curriculum to focusing on the three time periods of learning: 1) the past, 2) the present, and 3) the future.

  1. **Let's Stop and Think About the Past for a Moment:** These are quick reflections on what students have already learned and already know, or they are quick reflections on the last time they did a similar or related activity.

2. **Let's Stop and Think About the Present for a Moment:** These are quick reflections on what students are learning right now. This is a quick way to check for understanding in the moment and to make sure that students are following along.

3. **Let's Stop and Think About the Future for a Moment:** These are quick reflections on what students are about to learn or experience. These help students think about and identify goals for what they want to learn or gain from the experience.

Quickwrites usually last from 1 to 7 minutes more or less. Teachers may pose a question (a prompt), or the teacher may state the topic and leave it open-ended. Quickwrites help students focus on their learning, and they help students develop insights about the material that they learn, along with the process of how they learn.

3. Reflective Journal Entries

The biggest difference between a quickwrite and a reflective journal entry is time. In one sense, a reflective journal entry is an extended quickwrite. However, we devote different amounts of time for different types of reflections. Reflective journal entries are informal personal narrative essays or informal personal essays.

Teachers should certainly know if they are seeking a quickwrite or a reflective journal entry. There *is* a difference. Since we are making a distinction between the two, let's compare them.

	Quickwrites	**Reflective Journal Entries**
Time:	1 to 7 minutes	5 to 15 minutes
Prewriting:	No prewriting	We may do a little brainstorming first, possibly as a class.
Primary Use or Focus	Quickwrites are more about the information than the experience.	Reflective journal entries are more about the experience than the information. They are probably less goal-oriented.

Reflective journal entries are possibly more thoughtful, reflective, personal, exploratory, meandering, and questioning than quickwrites. The word *journal* comes from the word *journey*, so in one sense reflective journal entries are about students exploring their own unique journey and their own unique learning experiences.

Here are a few times I may choose a reflective-journal entry as the best strategy:

1. To reflect on the completion of a chapter or unit.
2. To reflect on the completion of a big project.
3. To reflect on a field trip, assembly, weekend, or vacation.
4. To reflect on report cards or another significant scholastic event.
5. To reflect on a success or a failure.

4. Brainstorms

When we generate lots of ideas, we will generate some good ideas. But more important, we will generate a diverse set of ideas, and this is where the real value of a brainstorm comes in. Generating a diverse set of ideas helps one to see *the whole* and to see *what's important*. Diversity of ideas is more likely to expose the truth of a topic than a narrow view of the topic.

Any time students brainstorm, teachers get better answers, a better discussion, and better writing. Brainstorms are a great tool for any occasion where teachers want their students to pause and think before speaking, reading, or writing.

Additionally, teachers can teach a great deal about writing, thinking, and the organization of ideas by using brainstorms. Teaches can brainstorm any common thought pattern: reasons, pros and cons, causes and effects, benefits and consequences, similarities and differences, the facts of the case, examples, alternatives, etc.

Here are some times that we might brainstorm: 1) before a class discussion, 2) before making a class decision, 3) before reading, 4) before writing, 5) before beginning a project, 6) before discussing what is expected or discussing rules.

5. Main Idea Lists (MIL) or Main Question Lists (MQL)

It is a crying shame for any person (above second grade and without a serious learning disability) not to be able to come up with tons of ideas and break down a topic. Of course, selecting and organizing those ideas to create an effective whole composition is a more challenging task. But if a person can't easily come up with tons of ideas and break down a topic, that's a problem.

The systematic methodology behind **Pattern Based Writing: Quick & Easy Essay** makes this entire process of getting ideas and organizing ideas as simple as A, B, and C! The entire methodology is connected and makes sense to students. And yes, I use Brainstorms and Main Idea Lists (MILs) in a structured way to get the results that create understanding.

And then I use Main Idea Lists (MIL) and Main Question Lists (MQL) across the curriculum to break down topics, and I break down lots of topics with my students. This activity is both writing instruction and content instruction.

The **Pattern Based Writing: Quick & Easy Essay** methodology lets me connect Main Idea Lists (MIL) and Main Question Lists (MQL) to every topic we study across the curriculum. Main ideas and main questions lie on the surface of every topic we study. Identifying the questions that need answering is the easy part of writing. Answering them is supposed to be the hard part. With the **Pattern Based Writing: Quick & Easy Essay** methodology as our foundation and framework, every table of contents and all of the headings in our textbooks tell a story of organization.

6. Note Taking

Note taking is an interesting and difficult topic because it requires the knowledge of and the application of many different skills: e.g., keywords, keyword phrases, incomplete sentences, main ideas, summary skills, essential and interesting facts, spacing, abbreviations, use of symbols, and more. And this doesn't even address the different types of note-taking methodologies: e.g., the Cornell Note-Taking system, mind mapping, outline form, etc.

From a teacher's perspective, note taking is also a complicated topic. What does the teacher hope to accomplish by having students take notes? Teachers have four basic reasons or purposes for having students take notes:

1. Teachers want to hold students accountable for learning content or paying attention.
2. Teachers want students to gather information or prepare for something.
3. Teachers want students to review content.
4. Teachers want to teach students the skill of note taking.

We have one final aspect to consider: 1) note taking from texts, 2) note taking from audio or the spoken word, and 3) note taking from video.

7. Freewrites

Freewriting is prewriting. That's what I always say. What I mean is that whenever a writer writes without prewriting, it's freewriting.

Most students do a large amount of freewriting in school. The teacher says, "Students, you have 10 minutes to answer these questions." What do students do? They start writing, and in reality, they write whatever comes to mind. Another reality is this: Even a quick brainstorm improves every type

of writing that students do across the curriculum. Of course, we don't always have the time for a quick brainstorm, so students freewrite.

According to my definition, most everything we do in this journal and learning log is freewriting. But Peter Elbow puts forth a different vision of freewriting. You may want to Google search and download his "Toward a Phenomenology of Freewriting" (1989) by Peter Elbow.

I used to make time for Peter Elbow's unfocused stream-of-consciousness freewriting, but I've found so many other techniques that produce better results. A brainstorm and a main-idea list is a much better use of time, and when I finish with these exercises, students feel ready to write. When students do a Peter Elbow freewrite, they feel like they have already written and are done writing.

I include freewriting here for three reasons:

1. Some teachers may like this kind of writing and achieve certain goals with it.

2. Freewriting is a common and popular term, so every teacher should understand what it is.

3. With struggling and reluctant writers, some types of low-stakes writing may devolve into freewriting. Freewriting is certainly better than no writing. Teachers need to get students writing, and freewriting can help, so teachers should understand Peter Elbow's version of freewriting.

But still, I focus on helping students get ideas, organize ideas, and learn content. And these three skills are not a problem in my classroom. We don't need to freewrite. I credit **Pattern Based Writing: Quick & Easy Essay** with that. I will add that I am not rigid or dogmatic in my writing instruction, and I do focus on writing progress. In short, I don't make students afraid or reluctant to write. I create a **Classroom Full of Writers**. For me, Peter Elbow's freewriting is moving in the wrong direction.

8. Lists

Lists are a great way to get organized and focused ideas fast. We have three basic types of lists: 1) word lists, 2) incomplete-sentence lists, and 3) complete-sentence lists.

Lists are an important foundation in writing. Think about it: How many books can you think of that began with a list? Lots! How many books have numbers in the title? Lots! Lists are often the foundation of a complete model. I have two free ebooks with numbers in the title: **The Ten Stages of Paragraph and Multi-Paragraph Mastery** and **Nine Strategies for Teaching Writing Across the Curriculum**. And here is another free ebook with a number in the title: **Thirty-Six Evidence-Based Practices for Writing Instruction**.

Each type of list has its place in our world of writing. However, I will discuss just one here—the complete-sentence list. You can teach your students everything you want to about sentences across the curriculum using just complete-sentence lists. Of course, I don't recommend that for most teachers.

Here is one example of how I might use a complete-sentence list to teach sentences. If we are going to an assembly, I might have students list five behaviors that I want to see and three behaviors that I don't want to see. Naturally, I have students use complete sentences with correct spelling and punctuation. Furthermore, I may require that the list is composed of specific types of sentences. As an example, I may have students write the list using complex sentences with half subordinate-clause sentence starters and half main-clause sentence starters.

Also, we can use lists to reinforce our learning across the curriculum: e.g., List three reasons why you love gravity! List three effects of gravity ceasing to exist. In short, lists are a great way to teach content and teach sentence-writing skills. Lists keep things simple and focused!

9. The Goals Journal Entry: Rewards, Consequences, and Action Plans

I wish we had time for everything that worked. But we don't. I once had to abandon a goals journal because I couldn't make the time for it. I devoted an entire journal to creating goals, and it was going well, but in the end, with so much to do, I couldn't justify the time. Sadly, these kids needed it.

But with this multi-purpose low-stakes journal and learning log, I can set aside the occasional time for teaching students how to make plans and take action in creating their future—i.e., in setting goals. In my abandoned goals journal attempt, I let students write in four different categories, but I now focus on only the top two categories:

The Complete Learner

1. *Self*: school-related attitudes, beliefs, behaviors, habits, etc.
2. *School*: academic studies and educational success.

Excellent Categories, But Too Little Classroom Time

3. *Social*: dealing with friends, family, acquaintances, authorities, associates, etc.
4. *Extracurricular*: sports, the arts, employment, volunteer and community work, etc.

A goals journal entry has five parts: 1) the category, 2) the goal, 3) the rewards if I achieve my goal, 4) the consequences of not achieving my goal, 5) the action plan.

Towards (The Carrot) and Away (The Stick): People are motivated ***towards rewards*** and ***away from consequences***. In any given situation, one of the two will be the primary motivator. Of course, we rarely ever stop to consider what is truly motivating us in a given situation, let alone what motivates another person. This goals journal solves that problem because we consider both the rewards ***and*** the consequences—***and*** we list the actions we plan to take to achieve our goal. This is an excellent goals-setting system.

10. Quick Checks: Check for Understanding, Review, or Summarize Content (CRS)

The educational machine has been busy these last few decades. Not only do we have many formal ways to check for understanding, review, and summarize content (CRS), but we also have many informal ways. Many of these informal ways are fun, active, and interesting ways to engage students in their learning.

When done as low-stakes writing activities, these three activities (checking for understanding, reviewing, and summarizing) are similar and sometimes one in the same. Any activity that students do after learning helps the information stick, and that's our goal with Quick Checks.

I'm not going to go into all of the possible ways to do Quick Checks, as that could fill a book. In fact, as I wrote this, I invented a new one, and I tested it, and I like it. In other words, any idea that you come up with to check for understanding, review, or summarize content is probably a decent one, and maybe a good one.

Here are some time-tested Quick Checks:

1. Venn Diagram
2. Any Simple Graphic Organizer That Students Can Create in the Journal
3. K-W-L: Know, Want to Know, Learned
4. T-Chart
5. Summarize by Creating Headings or Titles
6. Turn Headings or Titles into Questions
7. Outlines
8. 3-2-1 Strategy
9. Key-Points List
10. Keyword Gist
11. Verb Keyword Gist
12. Framed Summary
13. Six W's Summary
14. The One-Sentence Summary
15. Think-Pair-Share
16. Write Test Questions with Answers

This list alone could keep a class busy for a year, and plenty more popular strategies and techniques exist. In short, after you finish teaching content, consider doing a Quick Check. Make it stick!

A Few More General Guidelines:

Let's looks at seven final topics to guide you in your use of this multi-purpose journal and learning log:

1. Low-Stakes, Time, and Neatness
2. Be Clear in Your Directions
3. Be Consistent and Make This a Habit
4. Spacing
5. Monitor the Journals: Don't Make this an Unmonitored Journal
6. At Least One Other Person
7. Grading

1. Low-Stakes, Time, and Neatness: Try not to turn the activities in this journal and learning log into time-intensive endeavors. Try to keep the assignments small, simple, and low-stakes. If you want to spend a lot of time on an entry, you may choose instead to have your students take out a clean sheet of paper and make the assignment a medium-stakes or high-stakes assignment. Although I try not to use a great deal of time on these journal and learning-log entries, I do expect neat, thoughtful work. I never encourage careless, gross negligence.

2. Be Clear in Your Directions: As you develop your repertoire of activities, create a cheat sheet for your policies, procedures, and expectations for each activity. This will help you to be clear in your directions.

3. Be Consistent and Make This a Habit: The goal of this journal and learning log is to teach content, to keep students writing across the curriculum, and to save time in the process. Try not to make writing in this journal your purpose, but do try to write in it every day. Find the opportunities to write that you would have lost if not for this journal. I won't tell you how often you should have your students write in this journal. But I will say this: Write in this journal and learning log as much as benefits you and your students, but not more. And make it a habit.

4. Spacing: Teach students how to space entries. Have students treat the space as valuable but not precious. Not only will this make the journal and learning log last longer, but it ensures that students don't treat it like scrap paper. Additionally, it helps ensure that students do neat, careful, and thoughtful work. Different grades levels and different types of entries will require different spacing.

Here are a few general guidelines for spacing:

1. Have students skip a couple of lines between entries. Have students draw a nice, neat line between the entries.

2. Unless it is an exercise that requires skipped lines, no skipped lines or large blank spaces. If an entry finishes close to the bottom of the page, have students start the next entry on the next clean page.

3. Some entries require starting on a fresh page to ensure that the exercise has the required space. Teach students how to backfill on the next entry if there is a large space on the previous page.

5. Monitor the Journals: Don't Make this an Unmonitored Journal:
Unmonitored journals encourage bad habits, and students perceive them as busy work. Be sure to collect the journals weekly or bi-weekly. Assess as is appropriate and add comments. Be sure to read up on the best practices for interacting with your students' journals and learning logs.

6. At Least One Other Person: One technique I use for all types of writing is to have students read their writing to at least one other person. Of course, I do this strategically and with purpose, as we only have so much time for this activity. However, when students know that they may be reading a journal or learning log entry to one other person, all of the entries become important.

7. Grading: Be sure to read **How to Use Journals in the Elementary and Middle School Classroom**. There is lots for teachers to consider in using a journal. With this multi-purpose journal and learning log, we are teaching content across the curriculum and teaching writing at the same time.

Things to consider when assessing and providing feedback:

a) Rubrics, Checklists, and Assessment Sheets (RCAs)

b) Six Traits: 1. Ideas, 2. Organization, 3. Voice, 4. Word Choice, 5. Sentence Fluency, 6. Conventions

c) Other Areas of Interest: neatness, completeness, thoughtfulness, appropriate style and format, used time wisely, and effort.

Need to get results teaching writing?
Pattern Based Writing: Quick & Easy Essay