

Outcome (indicators)	4 - Mastery	3 - Proficient	2 - Approaching	1 - Beginning
<p>Context – Overall Product CC5.1 Compose and create a range of visual, multimedia, oral, and written texts that explore, identity, community, social responsibility and express personal thoughts shaped through inquiry.</p> <p>(a) Create written texts that include:</p> <ul style="list-style-type: none"> • a clear and specific message • a logical and coherent organization of ideas • a competent use of language and conventions 	<p>Creates written texts that include:</p> <ul style="list-style-type: none"> • an insightful message • a thoughtful organization of ideas • a purposeful and precise use of language and conventions 	<p>Creates written texts that include:</p> <ul style="list-style-type: none"> • a clear and specific message • a logical and coherent organization of ideas • a competent use of language and conventions. 	<p>Creates written texts that include:</p> <ul style="list-style-type: none"> • a general message • a basic organization of ideas • a simple use of language and conventions. 	<p>Creates written texts that include:</p> <ul style="list-style-type: none"> • a vague or unrelated message • little organization of ideas • uncertain and/or unsuitable use of language and conventions.
<p>Message CC5.4 Use a writing process to experiment with and produce multi-paragraph narrative, expository, and persuasive compositions that clearly develop topic and provide transitions for the reader.</p> <p>(a) Write clear multi-paragraph compositions (e.g., three to five paragraph report or essay of at least 300 words) that focus on a central idea, reflect awareness of the audience(s) and purpose(s), contain clear introductions and conclusions, and include paragraphs in a logical sequence.</p> <p>(d) Write narrative compositions that develop a situation or plot and point of view, describe the setting, and present an ending.</p> <p>(e & f) Write expository compositions, including reports that establish a topic, include important ideas or events in a logical order, provide details and transitional expressions that clearly link one paragraph to another, and offer a concluding paragraph that summarizes important ideas.</p> <p>(i) Write persuasive letters or compositions that state a clear position, support that position with relevant evidence, follow a simple organizational pattern, and address the reader’s need for clarity.</p>	<p>Compositions and presentations are original and insightful.</p> <p>Writes comprehensive multi-paragraph compositions that:</p> <ul style="list-style-type: none"> • focus on a central idea that captures interest • respond to the audience(s) and purpose(s) • contain engaging introductions and conclusions that synthesize • include paragraphs in an engaging sequence. <p>Writes engaging narrative compositions that:</p> <ul style="list-style-type: none"> • clearly and creatively develop a situation or plot and point of view • vividly describes the setting • present a compelling ending. <p>Writes accurate expository compositions that:</p> <ul style="list-style-type: none"> • establishes a clear and engaging topic • include important ideas or events in an insightful order • provide well-chosen details and effective transitional expressions that skillfully link one paragraph to another • offer a conclusion that synthesizes important ideas <p>Writes convincing persuasive letters or compositions that:</p> <ul style="list-style-type: none"> • state an insightful position • support that position with compelling evidence • follow an organizational pattern • thoroughly address the reader’s need for clarity. 	<p>Compositions and presentations are clear and thoughtful.</p> <p>Writes clear multi-paragraph compositions that:</p> <ul style="list-style-type: none"> • focus on a central idea • reflect awareness of the audience(s) and purpose(s) • contain clear introductions and conclusions • include paragraphs in a logical sequence. <p>Writes narrative compositions that:</p> <ul style="list-style-type: none"> • develop a situation or plot and point of view • describe the setting • present an ending. <p>Writes expository compositions that:</p> <ul style="list-style-type: none"> • establish a clear topic • include important ideas or events in a logical order • provide details and transitional expressions that clearly link one paragraph to another • offer a conclusion that summarizes important ideas. <p>Writes persuasive letters or compositions that:</p> <ul style="list-style-type: none"> • state a clear position • support that position with relevant evidence • follow a simple organizational pattern • address the reader’s need for clarity. 	<p>Compositions and presentations are straightforward and unrefined.</p> <p>Writes simple multi-paragraph compositions that may:</p> <ul style="list-style-type: none"> • include a general idea • reflect some awareness of the audience(s) and/or purpose(s) • contain ineffective introductions and/or conclusions • include paragraphs in a disorganized sequence. <p>Writes simple narrative compositions that may:</p> <ul style="list-style-type: none"> • develop a simplistic situation or plot and/or point of view • describe some aspects of the setting with minimal detail • present an ineffective ending. <p>Writes simple expository compositions that may:</p> <ul style="list-style-type: none"> • establish a topic • include ideas or events in an illogical order • provide some details and transitional expressions that may link one paragraph to another • offer an ineffective conclusion. <p>Writes simple persuasive letters or compositions that may:</p> <ul style="list-style-type: none"> • state a position • support that position with details • attempt to follow a simple organizational pattern 	<p>Compositions and presentations are basic. They are limited, unfocused and/or unclear.</p> <p>Writes limited paragraph compositions that may :</p> <ul style="list-style-type: none"> • lack a clear focus • reflect non-existent awareness of the audience(s) and purpose(s) • contain an unrelated or non-existent introduction and/or conclusion • include an order that impedes understanding. <p>Writes limited narrative compositions that may :</p> <ul style="list-style-type: none"> • present a vague situation with unclear point of view • vaguely describe an aspect of the setting • present an unclear and/or unfinished ending. <p>Writes limited expository compositions that may :</p> <ul style="list-style-type: none"> • vaguely establish a topic • include a few ideas in an order that impedes understanding • provide few and/or unrelated details • offer an unclear conclusion. <p>Writes limited persuasive letters or compositions that may:</p> <ul style="list-style-type: none"> • state an unclear position • support that position with unrelated or vague details • follow a simple organizational pattern with teacher support

<p>Use of Strategies (b) Select and flexibly use appropriate strategies (before, during, and after) to communicate meaning when writing.</p> <p>(g) Use various note-making strategies (paraphrasing, summarizing, highlighting, graphic organizers, outlining) to glean information and ideas for expository or informational writing.</p> <p>(h) Create documents by using electronic media and employing computer features (e.g., topic searches, thesaurus, spell checks).</p>	<p>Confidently selects and flexibly uses appropriate strategies (before, during, and after) to communicate meaning when writing.</p> <p>Such as:</p> <p><u>Before</u> Uses prior knowledge and a variety of strategies to:</p> <ul style="list-style-type: none"> consider role, audience, forms, topic, and purpose (RAFTS) generate and develop ideas <p>Effectively uses organizers while planning.</p> <p><u>During</u> Creates well-crafted drafts and experiments with end product. Self and peer edit independently. Thoughtful revisions made independently. Confers with others purposefully.</p> <p><u>After</u> Confidently and enthusiastically shares polished final product with audience.</p> <p>Thoughtfully uses various note-making strategies (paraphrasing, summarizing, highlighting, graphic organizers, outlining) to glean information and ideas for expository or informational writing.</p> <p>Efficiently creates documents by using electronic media and employing computer features (e.g., topic searches, thesaurus, spell checks).</p>	<p>Select and flexibly use appropriate strategies (before, during, and after) to communicate meaning when writing.</p> <p>Such as:</p> <p><u>Before</u> Uses a variety of strategies to:</p> <ul style="list-style-type: none"> consider role, audience, forms, topic, and purpose (RAFTS) generate and develop ideas, with some direction <p>Uses organizers while planning.</p> <p><u>During</u> Creates drafts and often experiments with end product. Self and peer edits with teacher direction. Revisions made with teacher direction. Confers with others.</p> <p><u>After</u> Polishes, practices, and shares final product with audience.</p> <p>Uses various note-making strategies (paraphrasing, summarizing, highlighting, graphic organizers, outlining) to glean information and ideas for expository or informational writing.</p> <p>Creates documents by using electronic media and employing computer features (e.g., topic searches, thesaurus, spell checks).</p>	<p>Selects and uses limited strategies (before, during, and after) to communicate meaning when writing.</p> <p>Such as:</p> <p><u>Before</u> Occasionally uses a variety of strategies to:</p> <ul style="list-style-type: none"> consider role, audience, forms, topic, and purpose (RAFTS) generate and develop ideas, with prompting <p>Makes limited use of organizers while planning.</p> <p><u>During</u> Creates simple drafts and may experiment with end product, if encouraged. Self and/or peer edits with teacher support. Basic revisions made with teacher direction. Confers with others, sometimes.</p> <p><u>After</u> Practices, with guidance, and shares, with prompting, final product.</p> <p>Basic use of some note-making strategies (paraphrasing, summarizing, highlighting, graphic organizers, outlining) to glean information and ideas for expository or informational writing.</p> <p>Creates documents with limited use using electronic media and/or computer features (e.g., topic searches, thesaurus, spell checks).</p>	<p>Needs support to use strategies (before, during, and after) to communicate meaning when writing.</p> <p>Such as:</p> <p><u>Before</u> Shows little awareness of strategies to:</p> <ul style="list-style-type: none"> consider role, audience, forms, topic, and purpose (RAFTS) generate and develop ideas, with direction <p>Uses teacher-selected organizers, with support, while planning.</p> <p><u>During</u> Creates drafts rarely. May self-edit with explicit teacher support. Revising, with direction, in a limited way. Confers, with prompting, with adults.</p> <p><u>After</u> Refuses or rarely shares final product.</p> <p>Uses a teacher directed note-making strategy (paraphrasing, summarizing, highlighting, graphic organizers, outlining) to glean information and ideas for expository or informational writing.</p> <p>With support, creates documents by using electronic media and/or employing computer features (e.g., topic searches, thesaurus, spell checks).</p>
<p>Cues & Conventions (c) Understand and apply relevant pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonetic, and other cues and conventions to communicate meaning when writing.</p>	<p>Understands and applies relevant and engaging pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonetic, and other cues and conventions to communicate meaning when writing.</p> <p>Such as: Language is consciously well chosen. Language register is appropriate to audience and purpose. Tone and voice consistently maintain interest A definite point of view (including purpose and focus) is evident. The composition enhances the format. Composition flows.</p> <p>Sentence structure and length are varied and</p>	<p>Understands and applies relevant pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonetic, and other cues and conventions to communicate meaning when writing.</p> <p>Such as: Language is straightforward, clear, and appropriate. Appropriate language register is used. Tone and voice are evident. A purpose and a focus are established. The composition sticks to the format. Composition generally flows.</p> <p>Some variety in sentence structures and length</p>	<p>Attempts to apply some pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonetic, and other cues and conventions to communicate meaning when writing.</p> <p>Such as: Language is acceptable but unsophisticated. Language register may not be appropriate for audience and purpose. Tone and voice may not be evident or appropriate. Purpose is established. Composition attempts to stick to the format. Composition lacks a smooth flow.</p>	<p>Uncertain and simplistic use of pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonetic, and/or other cues and conventions to communicate meaning when writing.</p> <p>Such as: Language is unclear, inappropriate, or immature. Language register may not be appropriate for audience and purpose. Tone and voice not evident. Purpose or focus is not clear. Composition does not resemble the format. Composition does not flow.</p> <p>Sentences are incomplete, run-on, or simple in</p>

	<p>polished. Word choices show style and efficiency.</p> <p>Text adheres to accepted standards of spelling, punctuation, and capitalization.</p> <p>Any errors are a result of risk taking.</p>	<p>are used. Common sentence constructions are correct.</p> <p>Usage, spelling, punctuation, and capitalization are generally correct.</p> <p>Ideas are clear despite any mechanical errors.</p>	<p>Common and simple sentence constructions/patterns are used but vary little in length and structure.</p> <p>Words are sometimes vague. Errors are made in usage, spelling, capitalization, and punctuation.</p> <p>Errors interfere somewhat with communication.</p>	<p>structure.</p> <p>Abundance of structural and mechanical errors in usage, spelling, capitalization, and punctuation.</p> <p>Errors seriously interfere with communication.</p>
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