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|  | **Grade 2** | **Grade 3** | **Grade 4** |
| **Content** | **Content** | **Content** | **Content** |
| Overall Topic | * Choose a general topic | * Select a specific topic (may be broad and challenging to manage) | * Narrow topic to a main idea (central message may not be readily apparent) |
| Degree of Focus | * Ideas and events are: * Straightforward but not explicit | * Ideas and Events are: * Straightforward | * Ideas and Events are: * Straightforward |
| Related Details | * Some supporting details, may have gaps or irrelevant information | * Relevant details **support** the ideas (may include unnecessary information) | * Relevant details **support** the ideas (may lack clarity and/or pertinence) |
| **Organization** | **Organization** | **Organization** | **Organization** |
| Text Form |  | * Select an appropriate form | * Select an appropriate form |
| Purpose | * Decide upon a general purpose | * Decide upon a purpose in introduction | * Establish a purpose in introduction |
| Structure | * Evidence of basic sequencing * Link ideas with simple connecting words | * Evidence of logical sequencing * Link ideas with simple ordering and connecting words and phrases (some connections may not be clear) | * Evidence of logical sequencing * Linking of ideas with ordering and connecting words and phrases |
| Paragraphs |  | * Begin to group ideas/events | * Groups key ideas/events together * Some evidence of conventional paragraphing |
| Conclusion | * **Attempted** but may be abrupt | * **Included** but may be abrupt | * **Included** but may not sum up ideas/events |
| **Word Choice** | **Word Choice** | **Word Choice** | **Word Choice** |
| Vocabulary | * Many ordinary word choices with some repetition | * A few precise and interesting words with little repetition | * A few precise and interesting words |
| Language | * May include some descriptive vocabulary | * Includes some descriptive vocabulary | * Some technical language * Includes a few descriptive words * Include a few varied verb choices |
| **Voice** | **Voice** | **Voice** | **Voice** |
| Author’s style | * Begins to show some **awareness** of audience | * Show some **awareness** of audience | * Show some **awareness** of audience |
| Experience | * **Basic knowledge** of and/or interest in subject | * **General knowledge** of, and interest in subject | * **Knowledge** of, and interest in subject |
| Personality | * **Conveys:** * A glimpse of personal feeling * A glimpse of personal style | * **Conveys:** * Personal feeling * Personal style | * **Conveys** * General feeling/mood * Personal style |
| **Sentence Structure** | **Sentence Structure** | **Sentence Structure** | **Sentence Structure** |
| Variety | * Mostly simple and compound sentence structures, many are complete | * Mostly complete sentence types and structure * Some run-on/incomplete sentences in complex structures | * Mostly complete sentence types and structures * Some run-on/incomplete sentences in complex structures |
| Complexity | * Some longer sentences/sentences that begin in different ways | * Variety of lengths and beginnings to: * Create a mechanical text due to limited variation in pattern | * Variety of lengths and beginnings to: * Create a few effective transitions |
| **Conventions** | **Conventions** | **Conventions** | **Conventions** |
| Punctuation and Capitalization | * Correct end punctuation in many instances * Correct capitalization of proper nouns, first word of the sentence and the pronoun “I” in the majority of instances | * Correct end punctuation in the majority of instances * Attempted use of commas and apostrophes * Attempted use of quotation marks in direct speech (may overuse or under use) * Correct capitalization of proper nouns, first word of the sentence and the pronoun “I” in the majority of instances | * Correct end punctuation in the majority of instances * Correct use of commas and apostrophes in most instances * Correct capitalization of proper nouns, first word of the sentence and the pronoun “I” in the majority of instances * Correct use of quotation marks in the majority of instances |
| Spelling | * Spell many high frequency words correctly * Attempt to spell more complex words using phonetic approximations | * Spell most high frequency words correctly * May spell more complex words phonetically, but they are recognizable | * Spell many familiar words correctly * Uses visual/sound patterns to make close approximations of unfamiliar words |
| Standard grammatical structures | * Use many basic pronouns and verbs correctly | * Simple grammatical structures generally correct * Common subject-verb agreement * Basic use of pronouns (e.g., **Joe and I**) | * Basic subject/verb agreements * Basic use of regular verb tenses * Basic use of pronouns (e.g., **Joe and I**) |