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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**)
 |