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|  | **Grade 4** | **Grade 5** | **Grade 6** |
| **Content** | **Content** | **Content** | **Content** |
| Overall Topic | * Narrow topic to a main idea (central message may not be readily apparent) | * Fairly well-defined topic with a main idea * Main idea **establishes** * purpose * audience | * Specific topic with a main idea * Main idea **establishes**: * purpose * audience |
| Degree of Focus | * Ideas and Events are: * straightforward | * Ideas and Events are: * straightforward | * Ideas and Events are: * straightforward * **predictable** |
| Related Details | * Relevant details **support** the ideas (may lack clarity and/or pertinence) | * Relevant details **support** the ideas (may lack clarity and/or pertinence) | * Relevant details **support** the ideas **(may have distractions)** |
| **Organization** | **Organization** | **Organization** | **Organization** |
| Text Form | * Select an appropriate form | * Select an appropriate form | * Select appropriate form |
| Purpose | * Establish a purpose in introduction | * Establish a purpose in introduction | * Establish purpose in introduction |
| Structure | * Evidence of logical sequencing * Linking of ideas with ordering and connecting words and phrases | * Evidence of logical sequencing * Linking of ideas with ordering and connecting words and phrases | * Evidence of logical sequencing |
| Paragraphs | * Groups key ideas/events together * Some evidence of conventional paragraphing | * Express **key ideas** in paragraphs | * Show control of paragraph divisions |
| Conclusion | * **Included** but may not sum up ideas/events | * **Logical** with some loose ends | * **Obvious** |
| **Word Choice** | **Word Choice** | **Word Choice** | **Word Choice** |
| Vocabulary | * A few precise and interesting words | * Some precise and interesting words | * Precise and interesting words |
| Language | * Some technical language * Includes a few descriptive words * Include a few varied verb choices | * Some technical language * Some descriptive language and strong verbs | * Technical language |
| **Voice** | **Voice** | **Voice** | **Voice** |
| Author’s style | * Show some **awareness** of audience | * Show **awareness** of audience | * Show **awareness** of audience |
| Experience | * **Knowledge** of an interest in subject | * **Interest** in subject | * **Engagement** with subject |
| Personality | * **Conveys** * general feeling/mood * personal style | * **Conveys** * general feeling * personal style | * **Glimpses** of: * personal feeling * energy * individuality |
| **Sentence Structure** | **Sentence Structure** | **Sentence Structure** | **Sentence Structure** |
| Variety | * Mostly complete sentence types and structures * Some run-on/incomplete sentences in complex structures | * Mostly complete sentence types and structures * Some complex structures **(with errors)** | * Different kinds of sentences (e.g., interrogative, exclamatory) * Variety of complex structures **(occasional errors)** |
| Complexity | * Variety of lengths and beginnings to: * create a few effective transitions | * Variety of sentence lengths and beginnings to: * create a natural flow | * Variety of sentence lengths and beginnings to: * establish rhythm * create interest |
| **Conventions** | **Conventions** | **Conventions** | **Conventions** |
| Punctuation & Capitalization | * 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 | * Correct end punctuation in the majority of instances * Correct capitalization in the majority of instances * Include internal punctuation **(with some competence)** * Paragraphing of dialogue **(with some competence)** | * Correct end punctuation * Correct capitalization * Include internal punctuation * Paragraphing of dialogue **(with some competence)** |
| Spelling | * Spell many familiar words correctly * Uses visual/sound patterns to make close approximations of unfamiliar words | * Spell most familiar words correctly * Spell more complex words with close approximations | * Spell familiar and commonly used words correctly * Spell more complex words with close approximations **(may make a few homophone mistakes)** |
| Standard grammatical structures | * Basic subject/verb agreements * Basic use of regular verb tenses * Basic use of pronouns (e.g., **Joe and I**) | * Subject/verb agreement * Regular/irregular verb tense * Use of pronouns (e.g., **Joe and I**) | * Correct verb tense * Subject/verb agreement * Select correct pronouns (e.g. Give the ball to Tom and **me/I**.) |