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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**.)
 |