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| **COMPOSING/WRITTEN EXPRESSION**  **Grade 5 Instruction Writing Checklist** | | | | |
|  | **4** | **3** | **2** | **1** |
| **CENTRAL IDEA** | * Clear, consistent focus on a central idea * Clear awareness of intended audience | * Reasonably consistent focus on central idea * Awareness of intended audience | * Inconsistent focus on central idea * Limited awareness of audience | * Little or no focus on a central idea * No awareness of audience |
| **ORGANIZATION**  **AND**  **UNITY** | * Follows a logical organizational plan * Stays consistently on topic with few digressions * Strong beginning, middle, and end * Each paragraph has a strong topic sentence focusing on the main idea * Effectively uses transitional words and/or phrases to connect thoughts | * Evidence of an organizational plan * Stays mainly on topic and may have a few digressions * Has a beginning, middle, and end * Each paragraph has a topic sentence somewhat focused on the main idea * Uses transitional words and/or phrases to connect thoughts | * Inconsistent organizational plan * Strays from the main topic and has many digressions * Some evidence or an attempt at a beginning, middle, and end * Each paragraph has an inconsistent or weak topic sentence * Inconsistent use of transitional words and/or phrases to connect thoughts | * Little or no organization plan * Main topic not evident * No clear beginning, middle, and end * Each paragraph does not have a topic sentence with little or no indication of the main idea * Little or no evidence of transitional words and/or phrases to connect thoughts |
| **ELABORATION AND DETAILS** | * Fully elaborated using facts, definitions, opinions, quotations, details, and/or other examples to support the central idea | * Somewhat elaborated with sufficient use of facts, definitions, opinions, quotations, details, and/or other examples to support the central idea | * Contains limited use of facts, definitions, opinions, quotations, details, and/or other examples to support the central idea | * Contains little or no elaboration, lack of details and/or examples |
| **SENTENCE**  **FORMATION AND STRUCTURE** | * Includes a variety of sentence lengths and beginnings | * Includes some sentence variety in lengths and beginnings | * Includes little or no sentence variety in lengths and beginnings | * No sentences of various lengths or beginnings |
| **FLOW** | * Rhythmic flow resulting from purposeful sentence variety, clauses, and transitions | * Some rhythmic flow and sentence variety with some effective clauses and transitions | * Uneven rhythmic flow, limited sentence variety, repetitive sentence patterns, little use of clauses and transitions | * No rhythmic flow or sentence variety, no use of clauses or transitions |
| **WORD CHOICE** | * Contains highly specific word choice, descriptive language, and selected information * Appropriate, purposeful tone * Evidence of writer’s voice | * Contains specific word choice, descriptive language, and selected information * Evidence of tone * Some evidence of writer’s voice | * Limited word choice, descriptive language and selected information * Inconsistent tone * Limited evidence of writer’s voice | * Little or no specific word choice, descriptive language, and selected information * Little or no tone * No evidence of writer’s voice |