

Outcome (indicators)	4 - Mastery	3 - Proficient	2 - Approaching	1 - Beginning
<p>Context CC4.1 Compose and create a range of visual, multimedia, oral, and written texts that explore: identity, community, and social responsibility through personal experiences and inquiry.</p> <p>(a) Creates clear and straightforward written texts that explore identity, community and social responsibility and include:</p> <ul style="list-style-type: none"> • a specific message • a coherent organization of ideas • ideas and information which are clear and complete • appropriate use of language and conventions. <p>(b) Compose and communicate findings and conclusions about problems, questions or issues in a clear written format</p>	<p>Creates original and insightful written texts that explore identity, community and social responsibility and include:</p> <ul style="list-style-type: none"> • a specific message • a thoughtful organization of ideas • ideas and information which are richly developed • confident control and use of language and conventions. <p>Composes and communicates findings and conclusions about problems, questions or issues in an original and insightful written format</p>	<p>Creates clear and straightforward written texts that that explore identity, community and social responsibility and include:</p> <ul style="list-style-type: none"> • a clear message • a coherent organization of ideas • ideas and information which are clear and complete • appropriate use of language and conventions. <p>Composes and communicates findings and conclusions about problems, questions or issues in a clear written format</p>	<p>Creates basic written texts that that explore identity, community and social responsibility and include:</p> <ul style="list-style-type: none"> • a general message • a rudimentary organization of ideas • some of the ideas and information are clear and complete • some control over and a basic use of language and conventions. <p>Composes and communicates findings and conclusions about problems, questions or issues in a simple written format</p>	<p>Creates limited and/or unfocused written texts that explore identity, community and social responsibility and include:</p> <ul style="list-style-type: none"> • a vague or unrelated message • little organization of ideas • ideas and information are limited, unclear or unfocused • inconsistent and/or inappropriate use of language and conventions. <p>Composes and communicates findings and conclusions about problems, questions or issues in a limited or vague written format</p>
<p>Message CC 4.4 Use a writing process to produce descriptive, narrative, and expository compositions that focus on a central idea, have a logical order, explain point of view, and give reasons or evidence.</p> <p>(a) Writes clear, coherent sentences and paragraphs that develop a central idea</p> <p>(e) Creates compositions with:</p> <ul style="list-style-type: none"> • an introductory paragraph that establishes a central idea in key sentence(s), • supporting paragraphs with simple facts, details, and explanations, and • a concluding paragraph that summarizes the points. <p>(f) Writes descriptions and narratives (3-5 paragraphs) that relate observations and recollections of an event or experience and use sensory details.</p> <p>CC4.4 (g) Writes information reports (3-5 paragraphs) that focus on a central question about an issue or situation, include facts and details, and draw from more than one source of information (e.g., speakers, books, newspapers, other sources).</p>	<p>Writes clear, complex sentences and paragraphs that develop a central idea and connects those ideas to other ideas.</p> <p>Creates compositions with:</p> <ul style="list-style-type: none"> • an introductory paragraph that establishes a central idea that captures interest • supporting paragraphs with relevant facts, engaging detail and explanations • a concluding paragraph that synthesizes the points in an effective manner • an order that adds interest • insightful opening & closing <p>Writes descriptions and narratives that clearly relate observations and recollections of an event or experience and uses vivid sensory details</p> <p>Writes information reports (3-5 paragraphs) that focus on a central question about an issue or situation, include extensive, well-chosen facts and details and draw from multiple sources of information</p>	<p>Writes clear, coherent sentences and paragraphs that develop a central idea</p> <p>Creates compositions with:</p> <ul style="list-style-type: none"> • an introductory paragraph that establishes a central idea • supporting paragraphs with simple facts, detail and explanations • a concluding paragraph that summarizes the key points • a logical order • an effective opening & closing <p>Writes descriptions and narratives (3-5 paragraphs) that relate observations and recollections of an event or experience and use sensory details</p> <p>Writes information reports (3-5 paragraphs) that focus on a central question about an issue or situation, include relevant facts and details and draw from more than one source of information</p>	<p>Writes basic, simple sentences and paragraphs most of which connect to the central idea</p> <p>Creates compositions with:</p> <ul style="list-style-type: none"> • an introductory paragraph where more than one idea is evident • supporting paragraphs with some evidence of facts, detail and/or explanations • a concluding paragraph that ends abruptly • an illogical order • an ineffective opening & closing <p>Writes descriptions and narratives (2-3 paragraphs) that relate observations and recollections of an event or experience with use of basic details</p> <p>Writes information reports (2-3 paragraphs) that have some focus on a central question about an issue or situation, include few facts with vague details and draw from a single source of information</p>	<p>Sentences and paragraphs may be unclear and/or unrelated or incomplete. Limited evidence of a central idea</p> <p>Creates compositions with:</p> <ul style="list-style-type: none"> • lacks an introductory paragraph • an introductory paragraph that lacks a clear focus • poorly supported paragraphs with few facts, details, or explanations. • a conclusion that is unrelated or non-existent • an order that impedes understanding • an unclear opening & closing <p>Writes descriptions and narratives (may be single paragraph) that relate observations and recollections of an event or experience and use few or irrelevant details</p> <p>Writes information reports (may be single paragraph) that have limited or unclear focus about an issue or situation, include vague or incorrect/unrelated facts and details and draw from a single source of information</p>

<p>(h) Writes procedures with clear directions and explanations.</p> <p>(i) Writes summaries that contain the main ideas of the text or presentation and the most significant details.</p> <p>(j) Communicates and demonstrates understanding by creating original texts (e.g., poem, play, letter, journal entry)</p> <p>(j) cont'd and by writing responses to texts, supporting judgments through references to both the text and prior knowledge.</p>	<p>Writes procedures with detailed complete directions and explanations that may include an interesting introduction and conclusion</p> <p>Writes summaries that synthesize the main ideas of the text or presentation and provide rich details</p> <p>Demonstrates a thorough understanding by creating an original and insightful text (i.e. poem, letter, play, journal entry, legends etc.)</p> <p>Writes insightful responses to texts and effectively supports judgments by making thoughtful references both to the text and prior knowledge or to multiple texts</p>	<p>Writes procedures with clear and complete directions and explanations</p> <p>Writes summaries that contain the main ideas of the text or presentation and the most significant details</p> <p>Demonstrates understanding by creating an original text (i.e. poem, letter, play, journal entry etc.)</p> <p>Writes responses to texts and supports judgments by making references both to the text and prior knowledge</p>	<p>Writes procedures with minimal or incomplete directions and explanations</p> <p>Writes summaries that contain some of the main ideas of the text or presentation and some details</p> <p>Creates a basic text that demonstrates a partial understanding of the text type (i.e. poem, play, letter, journal entry, legend etc.)</p> <p>Writes responses to texts with some supports of judgments from text and/or prior knowledge</p>	<p>Writes procedures with vague or unclear directions and explanations</p> <p>Writes limited summaries that contain few or vague ideas from the text or presentation and few details</p> <p>Creates a text that demonstrates limited understanding of the text type (i.e. poem, play, letter, journal entry, legend etc.)</p> <p>Writes responses to texts with little support for judgments and/or incorrect/irrelevant from text and/or prior knowledge</p>
<p>Use of Strategies CC4.4 (a) Work through the stages of a writing process (e.g. Pre-writing, drafting, revising, successive versions)</p> <p>(b) Selects and uses pertinent before, during and after writing strategies to construct meaning when writing</p>	<p>Effectively and thoughtfully works through the stages of the writing process (e.g. Pre-Writing, drafting, revising, successive versions)</p> <p>Insightfully selects and uses and pertinent Before, During and After writing strategies to construct meaning when writing</p> <p>BEFORE</p> <ul style="list-style-type: none"> • Insightful use of prior knowledge & experience • Considers purpose & audience • Gathers information from a variety of sources, consistently focusing on topic • Thoughtfully organizes ideas in an appropriate manner by independently selecting from a variety of organizers • Discussion with others adds breadth and depth to ideas before and throughout the writing process • Plan is comprehensive and complete <p>DURING</p> <ul style="list-style-type: none"> • Draft includes thoughtful attention to enriching detail • When appropriate, includes examples from personal experience to insightfully illustrate main ideas • Transitions support and strengthen the flow of ideas • Thoughtful sequence and development of ideas <p>AFTER</p> <ul style="list-style-type: none"> • Self-monitors, identifying strengths and needed changes • Independently edits 	<p>Work through the stages of a writing process (e.g. Pre-writing, drafting, revising, successive versions)</p> <p>Selects and uses and pertinent Before, During and After writing strategies to construct meaning when writing</p> <p>BEFORE</p> <ul style="list-style-type: none"> • Clear use of prior knowledge & experience are evident • Considers purpose & audience • Gathers information from several similar sources, consistently focusing on topic • Independently organizes ideas using a web or graphic organizer • Explores and expands topic through discussion with others before and throughout the writing process • Plan is complete and clear <p>DURING</p> <ul style="list-style-type: none"> • Draft includes several, relevant details • When appropriate, includes examples from personal experience to illustrate main ideas • Transitions support the flow of ideas • Straightforward sequence and development of ideas <p>AFTER</p> <ul style="list-style-type: none"> • Self-monitors, identifying strengths and needed changes • Edits using a checklist 	<p>Inconsistent in ability to work through the stages of a writing process (e.g. Pre-writing, drafting, revising, successive versions)</p> <p>Selects and uses limited Before, During and After writing strategies to construct meaning when writing</p> <p>BEFORE</p> <ul style="list-style-type: none"> • Basic use of prior knowledge & experience evident • Inconsistently considers purpose & audience • Gathers information from a couple of sources; generally focusing on topic • Organizes ideas using a web or graphic organizer with teacher support • Discusses ideas with others in a structured format before and throughout the writing process • Plan is rudimentary and basic <p>DURING</p> <ul style="list-style-type: none"> • Draft includes some attention to detail • When appropriate, includes examples from personal experience but may lack focus • Transitions usually support the flow of ideas • Rudimentary sequence or development of ideas <p>AFTER</p> <ul style="list-style-type: none"> • Identifies strengths and needed changes using a pre-determined framework • Edits with some support (e.g. limited items on 	<p>Unable to work through stages of the writing process (e.g. Pre-writing, drafting, revising, successive versions)</p> <p>Difficulty selecting and use Before, During and After writing strategies to construct meaning when writing</p> <p>BEFORE</p> <ul style="list-style-type: none"> • Unfocused and /or limited use of prior knowledge & experience • Difficulty considering purpose & audience • Gathers information but may not consistently focus on topic • Organizes ideas using a web or graphic organizer when supplied by the teacher and supported in use • May not discuss ideas with others • There is little evidence of planning <p>DURING</p> <ul style="list-style-type: none"> • Draft includes little supporting detail • When needed, examples from personal experience are not evident • Transitions interrupt the flow of ideas or are not evident • Limited sequence or development of ideas <p>AFTER</p> <ul style="list-style-type: none"> • Little evidence of ability to identify strengths and needed changes • May or may not edit using a limited checklist

	<ul style="list-style-type: none"> • Revisions demonstrate meaningful changes in response to feedback • Revisions include corrections to mechanics when necessary 	<ul style="list-style-type: none"> • Revisions appropriately respond to feedback • Revisions include most corrections to mechanics 	<p>a checklist)</p> <ul style="list-style-type: none"> • Revisions shows some evidence of responding to feedback • Revisions include some corrections to mechanics 	<ul style="list-style-type: none"> • Revisions shows little evidence of responding to feedback • Few noticeable changes have been made to mechanics
<p>Cues & Conventions</p> <p>CC4.4(c) Understands and applies, with control, cues and conventions including pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and others to construct meaning when writing</p>	<ul style="list-style-type: none"> • Language is well-crafted & well-chosen to suit purpose & audience • Tone and voice consistently imaginative and engaging • Point of view is evident and maintained • Confident, effective use of sentence length & type. • Confident, effective use of simple & compound sentences • Vocabulary is rich and varied • Language usage, spelling, punctuation and capitalization are consistently correct • Use of connecting words is effective and strengthens the flow of ideas • Uses verb tense correctly & appropriately (past, present, future) • Word choice strengthens meaning & creates an emotional impact • Cursive writing or font choice enhance meaning 	<ul style="list-style-type: none"> • Language is appropriate for purpose & audience • Tone and voice are evident • Point of view is established • Sentences are correct with some variety in length & type • Uses both simple & compound sentences correctly • Vocabulary is conventional and appropriate • Language usage, spelling, punctuation and capitalization are usually correct • Uses common connecting words to link ideas in a paragraph and support the flow of ideas eg—first, next, finally • Uses verb tense correctly & appropriately (past, present, future) • Word choices strengthen meaning • Cursive writing or font choice are legible 	<ul style="list-style-type: none"> • Language is inconsistent for addressing purpose & audience • Tone and voice are evident but unclear and unimaginative • Point of view is not consistently maintained • Sentences are generally correct with little variety in length and type • Limited use of compound sentences • Vocabulary is somewhat simplistic or vague • Incorrect language usage, spelling, punctuation and capitalization sometimes interfere with meaning • The use of connecting words may support the flow of ideas • Inconsistent use of verb tense (past, present, future) • Word choice lacks variety • Inconsistent writing or font choice 	<ul style="list-style-type: none"> • The language is unclear, inappropriate or immature for purpose & audience • Tone and voice are not maintained • Point of view is not apparent • Sentence and mechanical errors make the message difficult to understand • Sentences are simple in structure, incomplete or run-on • Vocabulary is often immature, overused or incorrect • Some errors in language usage, spelling, punctuation and capitalization make the message difficult to understand • Use of connecting words interrupt the flow of ideas or are not evident • Confused use of verb tense (past, present, future) • Word choice limits understanding of message • Illegible writing or inappropriate font choice