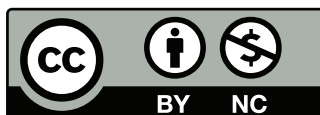
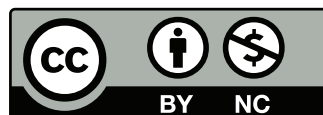


Outcome (indicators)	4 - Mastery	3 - Proficient	2 - Approaching	1 - Beginning
<p>Context CC4.1 Compose and create a range of visual, multimedia, oral, and written texts that explore: identity, community, and social responsibility through personal experiences and inquiry.</p> <p>(a) Creates clear and 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>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>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>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"> Self-monitors, identifying strengths and needed changes Independently edits Revisions demonstrate meaningful changes in response to feedback Revisions include corrections to mechanics when necessary 	<p>AFTER</p> <ul style="list-style-type: none"> Self-monitors, identifying strengths and needed changes Edits using a checklist Revisions appropriately respond to feedback Revisions include most corrections to mechanics 	<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 a checklist) Revisions shows some evidence of responding to feedback Revisions include some corrections to mechanics 	<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 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

