

Grade 5 Instruction Writing Checklist

COMPOSING/WRITTEN EXPRESSION				
	4	3	2	1
CENTRAL IDEA	<ul style="list-style-type: none"> <input type="checkbox"/> Clear, consistent focus on a central idea <input type="checkbox"/> Clear awareness of intended audience 	<ul style="list-style-type: none"> <input type="checkbox"/> Reasonably consistent focus on central idea <input type="checkbox"/> Awareness of intended audience 	<ul style="list-style-type: none"> <input type="checkbox"/> Inconsistent focus on central idea <input type="checkbox"/> Limited awareness of audience 	<ul style="list-style-type: none"> <input type="checkbox"/> Little or no focus on a central idea <input type="checkbox"/> No awareness of audience
ORGANIZATION AND UNITY	<ul style="list-style-type: none"> <input type="checkbox"/> Follows a logical organizational plan <input type="checkbox"/> Stays consistently on topic with few digressions <input type="checkbox"/> Strong beginning, middle, and end <input type="checkbox"/> Each paragraph has a strong topic sentence focusing on the main idea <input type="checkbox"/> Effectively uses transitional words and/or phrases to connect thoughts 	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of an organizational plan <input type="checkbox"/> Stays mainly on topic and may have a few digressions <input type="checkbox"/> Has a beginning, middle, and end <input type="checkbox"/> Each paragraph has a topic sentence somewhat focused on the main idea <input type="checkbox"/> Uses transitional words and/or phrases to connect thoughts 	<ul style="list-style-type: none"> <input type="checkbox"/> Inconsistent organizational plan <input type="checkbox"/> Strays from the main topic and has many digressions <input type="checkbox"/> Some evidence or an attempt at a beginning, middle, and end <input type="checkbox"/> Each paragraph has an inconsistent or weak topic sentence <input type="checkbox"/> Inconsistent use of transitional words and/or phrases to connect thoughts 	<ul style="list-style-type: none"> <input type="checkbox"/> Little or no organization plan <input type="checkbox"/> Main topic not evident <input type="checkbox"/> No clear beginning, middle, and end <input type="checkbox"/> Each paragraph does not have a topic sentence with little or no indication of the main idea <input type="checkbox"/> Little or no evidence of transitional words and/or phrases to connect thoughts
ELABORATION AND DETAILS	<ul style="list-style-type: none"> <input type="checkbox"/> Fully elaborated using facts, definitions, opinions, quotations, details, and/or other examples to support the central idea 	<ul style="list-style-type: none"> <input type="checkbox"/> Somewhat elaborated with sufficient use of facts, definitions, opinions, quotations, details, and/or other examples to support the central idea 	<ul style="list-style-type: none"> <input type="checkbox"/> Contains limited use of facts, definitions, opinions, quotations, details, and/or other examples to support the central idea 	<ul style="list-style-type: none"> <input type="checkbox"/> Contains little or no elaboration, lack of details and/or examples
SENTENCE FORMATION AND STRUCTURE	<ul style="list-style-type: none"> <input type="checkbox"/> Includes a variety of sentence lengths and beginnings 	<ul style="list-style-type: none"> <input type="checkbox"/> Includes some sentence variety in lengths and beginnings 	<ul style="list-style-type: none"> <input type="checkbox"/> Includes little or no sentence variety in lengths and beginnings 	<ul style="list-style-type: none"> <input type="checkbox"/> No sentences of various lengths or beginnings
FLOW	<ul style="list-style-type: none"> <input type="checkbox"/> Rhythmic flow resulting from purposeful sentence variety, clauses, and transitions 	<ul style="list-style-type: none"> <input type="checkbox"/> Some rhythmic flow and sentence variety with some effective clauses and transitions 	<ul style="list-style-type: none"> <input type="checkbox"/> Uneven rhythmic flow, limited sentence variety, repetitive sentence patterns, little use of clauses and transitions 	<ul style="list-style-type: none"> <input type="checkbox"/> No rhythmic flow or sentence variety, no use of clauses or transitions
WORD CHOICE	<ul style="list-style-type: none"> <input type="checkbox"/> Contains highly specific word choice, descriptive language, and selected information <input type="checkbox"/> Appropriate, purposeful tone <input type="checkbox"/> Evidence of writer's voice 	<ul style="list-style-type: none"> <input type="checkbox"/> Contains specific word choice, descriptive language, and selected information <input type="checkbox"/> Evidence of tone <input type="checkbox"/> Some evidence of writer's voice 	<ul style="list-style-type: none"> <input type="checkbox"/> Limited word choice, descriptive language and selected information <input type="checkbox"/> Inconsistent tone <input type="checkbox"/> Limited evidence of writer's voice 	<ul style="list-style-type: none"> <input type="checkbox"/> Little or no specific word choice, descriptive language, and selected information <input type="checkbox"/> Little or no tone <input type="checkbox"/> No evidence of writer's voice

School divisions may include additional writing requirements to this document. Teachers should consult the [Curriculum Framework](#) for grade-specific student writing expectations, as writing instruction is the responsibility of every grade, not just SOL-tested grades. Teachers should add the usage and mechanics domain.

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