Grade 5 Instruction Writing Checklist

COMPOSING/WRITTEN EXPRESSION				
	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

School divisions may include additional writing requirements to this document. Teachers should consult the <u>Curriculum Framework</u> 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. Virginia Department of Education November 2012