



English Language Arts Grade 5					
Compose and Create					
Outcome		1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
<b>CC5.2 Represent</b>  <b>I can communicate my understanding and my responses in a variety of ways, including:</b> <ul style="list-style-type: none"> <li>illustrated reports;</li> <li>dramatizations</li> <li>posters;</li> <li>timelines;</li> <li>multimedia presentations,</li> <li>summary charts.</li> </ul>	<b>Message</b> (I prepare thoughtful and clear compositions and presentations.)	<ul style="list-style-type: none"> <li>I need help to clarify my purpose and to choose the form of my presentation.</li> </ul>	<ul style="list-style-type: none"> <li>With prompting I can clarify my purpose and chose a form that is most appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>I know my purpose and consider which form is most appropriate, including illustrated reports, dramatizations, posters, timelines, multimedia presentations, or summary charts.</li> </ul>	<ul style="list-style-type: none"> <li>The purpose of my presentation is clearly presented in an appropriate form. It is original; I experiment with my end product.</li> </ul>
		<ul style="list-style-type: none"> <li>My message is unclear. I have little or no awareness of my audience.</li> <li>I need help to include charts, graphs, tables, maps, graphics, and/or illustrations that have details.</li> </ul>	<ul style="list-style-type: none"> <li>My message is there, but it needs refining. I have some awareness of my audience.</li> <li>I may include charts, graphs, tables, maps, graphics, and/or illustrations but they need more development.</li> </ul>	<ul style="list-style-type: none"> <li>My message is clear, focused, and I have an awareness of audience.</li> <li>I include charts, graphs, tables, maps, graphics and/or illustrations as supporting details in inquiry presentations.</li> </ul>	<ul style="list-style-type: none"> <li>My message has a clear focus, shows awareness of audience, and demonstrates logical understanding of the subject matter.</li> <li>I independently and consciously choose to use charts, graphs, tables, maps, graphics, and illustrations in line with my purpose and audience.</li> </ul>



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	<b>Strategies</b> (I can use before, during, and after strategies with practice and help from my teacher.)	<ul style="list-style-type: none"> <li>I need help to choose before, during and after strategies to create any visual texts.</li> <li>I need help to use graphic organizers, the computer, or authoring software.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a limited number of before, during and after strategies to create simple visual texts.</li> <li>I can use some graphic organizers, computers or authoring software with prompting.</li> </ul>	<ul style="list-style-type: none"> <li>I can select and use before, during, and after strategies to create a variety of visual texts.</li> <li>I can use graphic organizers, computers, or authoring software.</li> </ul>	<ul style="list-style-type: none"> <li>I select my own before, during and after strategies to create original visual texts.</li> <li>I can independently use graphic organizers, computers, or authoring software.</li> </ul>
	<b>Cues</b> (I can control the elements of communication.)  And  <b>Conventions</b> (I can control the rules of language, and make few mistakes. Errors don't make understanding more difficult.)	<ul style="list-style-type: none"> <li>I can present a simple message with help.</li> <li>I need help to focus my presentation.</li> <li>I show a simple understanding of my topic with help.</li> <li>I need help to be aware of my audience.</li> </ul>	<ul style="list-style-type: none"> <li>The message in my presentation is apparent but unrefined.</li> <li>I establish a focus with prompting.</li> <li>I show some understanding of my topic.</li> <li>I have some awareness of my audience.</li> </ul>	<ul style="list-style-type: none"> <li>My presentation is clear and appropriate.</li> <li>I can establish a purpose and focus.</li> <li>My presentation sticks to the topic and makes sense.</li> <li>I am aware of my audience.</li> </ul>	<ul style="list-style-type: none"> <li>My presentation is well developed, clear, and appropriate.</li> <li>I clearly know my audience and can consistently maintain interest.</li> <li>My presentation has a definite focus and point of view.</li> <li>I use specific language that shows a clear understanding of my audience.</li> </ul>



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		<ul style="list-style-type: none"> <li>I need help to develop my ideas with any details and examples.</li> </ul>	<ul style="list-style-type: none"> <li>My ideas and content are developed with limited details and examples.</li> </ul>	<ul style="list-style-type: none"> <li>I use specific details that make my ideas clear.</li> </ul>	<ul style="list-style-type: none"> <li>My details show style and efficiency.</li> </ul>
Comments					
<b>CC5.3 Speak</b>  <b>I can present and support lots of different ideas in everyday situations, and in front of a group.</b>	<b>Message</b> (I prepare thoughtful and clear compositions and presentations.)	<ul style="list-style-type: none"> <li>I can present a simple message with help.</li> <li>I need help to focus my speaking.</li> <li>My ideas are simple, and I need help to include supporting details.</li> </ul>	<ul style="list-style-type: none"> <li>My message is there, but it needs refining.</li> <li>I have some awareness of my audience.</li> <li>Some of my ideas are developed and adequate for my message with a few supporting details.</li> </ul>	<ul style="list-style-type: none"> <li>My message is clear and focused.</li> <li>I am aware of the background/ interests of my audience.</li> <li>My ideas are on topic and the supporting details are appropriate for my message.</li> </ul>	<ul style="list-style-type: none"> <li>My message is original and insightful.</li> <li>My language register, tone and voice show awareness of my audience.</li> <li>I demonstrate a logical understanding of the topic, and my supporting details are relevant and appropriate.</li> </ul>



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I can speak for particular audiences and for particular reasons.		<ul style="list-style-type: none"> <li>I need help to participate in oral presentations.</li> </ul>	<ul style="list-style-type: none"> <li>With prompting I can participate in some oral presentations.</li> </ul>	<ul style="list-style-type: none"> <li>I participate actively in a variety of oral presentations including dramatization, discussion circles, introducing a visitor to the class or school, or giving directions.</li> </ul>	<ul style="list-style-type: none"> <li>I independently and willingly am part of original and well-crafted dramatizations, discussions, introductions, or giving of directions.</li> </ul>
	<b>Strategies</b> (I can use before, during, and after strategies with practice and help from my teacher.)	<ul style="list-style-type: none"> <li>I can only use some of the before, during and after strategies with help.</li> <li>I need help to work in a group situation.</li> </ul>	<ul style="list-style-type: none"> <li>I can use basic before, during and after strategies when speaking.</li> <li>I sometimes work well in a group but may need prompting for appropriateness.</li> </ul>	<ul style="list-style-type: none"> <li>I use a range of before, during, and after strategies when speaking.</li> <li>I work well in a group by respecting and responding sensitively to others.</li> </ul>	<ul style="list-style-type: none"> <li>I control my own use of before, during and after strategies in meaningful ways.</li> <li>I consistently work well in a group, demonstrating sensitivity and respect.</li> </ul>
	<b>Cues</b> (I can control the elements of communication.)  <b>AND</b>	<ul style="list-style-type: none"> <li>I need help to use verbal cues, facial expressions, and gestures that are appropriate.</li> <li>I need help to stay on topic.</li> </ul>	<ul style="list-style-type: none"> <li>I use some verbal cues, facial expressions and gestures that are appropriate.</li> <li>I can stick to the topic.</li> </ul>	<ul style="list-style-type: none"> <li>I use appropriate verbal cues, facial expressions, and gestures.</li> <li>I stick to the topic and I develop the ideas logically.</li> </ul>	<ul style="list-style-type: none"> <li>I independently and efficiently use verbal cues, facial expressions, and gestures.</li> <li>I make original, meaningful presentations.</li> </ul>



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	<b>Conventions</b> (I can control the rules of language, and make few mistakes. Errors don't make understanding more difficult.)	<ul style="list-style-type: none"> <li>I need help to organize my narrative and informative oral presentations.</li> <li>I need help to organize my point of view.</li> <li>I need help to include details.</li> </ul>	<ul style="list-style-type: none"> <li>With prompting I choose and develop an appropriate oral organizational structure.</li> <li>I can choose and develop a point of view with prompting.</li> <li>Some of my details are adequate in supporting my message.</li> </ul>	<ul style="list-style-type: none"> <li>I can choose and develop an oral organizational structure (narrative or informative) that makes sense.</li> <li>I can choose and develop a point of view for an oral presentation.</li> <li>My details are specific and make my ideas clear.</li> </ul>	<ul style="list-style-type: none"> <li>I independently choose and develop the organization of my presentation; I show style and efficiency.</li> <li>My point of view is well-developed and clearly evident.</li> <li>My details and word choices show style and efficiency.</li> </ul>
Comments					
<b>CC5.4 Write</b>	<b>Strategies</b>  <b>Pre-writing</b>	<ul style="list-style-type: none"> <li>My pre-writing is insufficient.</li> <li>My pre-writing is not organized.</li> <li>There is no connection between my draft and the pre-writing.</li> </ul>	<ul style="list-style-type: none"> <li>My pre-writing sketches the ideas of the text.</li> <li>The pre-writing shows some organization.</li> <li>My draft is somewhat connected to the pre-writing.</li> </ul>	<ul style="list-style-type: none"> <li>The pre-writing is complete.</li> <li>The pre-writing is organized.</li> <li>There is a connection between the draft and the pre-writing.</li> </ul>	<ul style="list-style-type: none"> <li>The pre-writing is extensive.</li> <li>The pre-writing is clearly organized.</li> <li>The draft has a strong connection to the pre-writing.</li> </ul>



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<b>I can use the writing process to:</b> <ul style="list-style-type: none"> <li>• write narratives and explanations that have more than one paragraph;</li> <li>• use dialogue;</li> <li>• write a persuasive text—one that gives my opinion on something—that has more than one paragraph;</li> <li>• include a main idea, and a logical order;</li> </ul>		<ul style="list-style-type: none"> <li>• The draft shows little evidence of a beginning, a middle, OR an end.</li> </ul>	<ul style="list-style-type: none"> <li>• My draft shows some evidence of a beginning, middle, OR an end.</li> </ul>	<ul style="list-style-type: none"> <li>• The draft shows evidence of a beginning, a middle AND an end.</li> </ul>	<ul style="list-style-type: none"> <li>• The introduction, body and conclusion of the text are clearly evident.</li> </ul>
	Revision	<ul style="list-style-type: none"> <li>• I did not make any meaningful changes to the content or structure of my draft.</li> <li>• I made one or two language corrections, with help.</li> </ul>	<ul style="list-style-type: none"> <li>• I made a few meaningful changes to the content or structure of my text.</li> <li>• I made quite a few language corrections.</li> </ul>	<ul style="list-style-type: none"> <li>• I made several meaningful changes to the content or structure of my text.</li> <li>• I corrected my text systematically.</li> </ul>	<ul style="list-style-type: none"> <li>• I made many meaningful changes to the content or structure of my text.</li> <li>• I corrected my text thoroughly.</li> </ul>
	<b>Message</b>  <b>Ideas and Content</b>	<ul style="list-style-type: none"> <li>• I need help to focus my idea.</li> <li>• I need help to focus on aspects of the topic.</li> <li>• I need help to develop my ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• With prompting I can focus my idea.</li> <li>• My topic is somewhat narrow.</li> <li>• I include basic ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• I can focus on a central idea.</li> <li>• My topic is reasonably narrow.</li> <li>• I include important ideas, issues or events.</li> </ul>	<ul style="list-style-type: none"> <li>• I have a clear focus that is original and insightful.</li> <li>• My topic is focused and manageable.</li> <li>• My topic is supported by logical/credible evidence.</li> </ul>



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<ul style="list-style-type: none"> <li>develop the text clearly;</li> <li>make transitions-- that means, lead the reader smoothly from one part of my text to the other.</li> </ul>		<ul style="list-style-type: none"> <li>My topic has some key details missing, or the details are unclear.</li> </ul>	<ul style="list-style-type: none"> <li>My topic has some general facts, details, examples and explanations that need to be refined.</li> </ul>	<ul style="list-style-type: none"> <li>My topic is developed with facts, details, examples and explanations.</li> </ul>	<ul style="list-style-type: none"> <li>My topic is richly developed with accurate and precise details, examples and explanations.</li> </ul>
	Organization	<ul style="list-style-type: none"> <li>I can write a simple paragraph about a topic.</li> <li>I have no real introduction.</li> <li>My text has no sense of order or logic.</li> <li>My thoughts are random with no connections.</li> </ul>	<ul style="list-style-type: none"> <li>I can write several simple paragraphs but may not fulfill the minimum requirement (3-5 paragraphs of at least 300 words).</li> <li>I write a predictable introduction.</li> <li>I use a common sequence.</li> <li>I use common transition words or implied connections between ideas.</li> </ul>	<ul style="list-style-type: none"> <li>I can organize paragraphs logically to form a cohesive text that fulfills the basic requirements (3-5 paragraphs of at least 300 words).</li> <li>I write a clear introduction.</li> <li>I use a logical sequence.</li> <li>I use clear and effective transition words.</li> </ul>	<ul style="list-style-type: none"> <li>I can make informed and deliberate choices about organizing paragraphs according to audience and purpose and meet or exceed the minimum requirement.</li> <li>My introduction is effective and appropriate.</li> <li>My text shows thoughtful and original organization (stylistic effect).</li> <li>I use well-placed and original transition words.</li> </ul>



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		<ul style="list-style-type: none"> <li>I have no real conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>I have a forced ending.</li> </ul>	<ul style="list-style-type: none"> <li>I write a clear conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>My conclusion is effective and appropriate.</li> </ul>
	Voice	<ul style="list-style-type: none"> <li>I need help to establish a purpose for my writing; I am unaware of my audience.</li> <li>I do not understand including point of view without help.</li> <li>I need help to use a less-mechanical tone.</li> </ul>	<ul style="list-style-type: none"> <li>My purpose is established but not fully clear; I show some awareness of my audience.</li> <li>With prompting I can include point of view.</li> <li>I use a common tone.</li> </ul>	<ul style="list-style-type: none"> <li>I establish a purpose and audience.</li> <li>I develop a point of view.</li> <li>My own personal tone is evident.</li> </ul>	<ul style="list-style-type: none"> <li>My purpose is clear; I maintain my audience's interest.</li> <li>A definite point of view is evident.</li> <li>I use tone to maintain interest and connect to my audience and purpose.</li> </ul>
	Cues Word Choice	<ul style="list-style-type: none"> <li>My vocabulary is limited.</li> <li>My word choices are overused or incorrect.</li> <li>I need help to use more than 'everyday' verbs.</li> </ul>	<ul style="list-style-type: none"> <li>I use basic vocabulary to convey my message.</li> <li>Some word choices are appropriate, but some are unclear.</li> <li>I use functional verbs.</li> </ul>	<ul style="list-style-type: none"> <li>Most words and expressions fit the composition.</li> <li>My word choices are appropriate and make ideas clear.</li> <li>I use some strong verbs here and there.</li> </ul>	<ul style="list-style-type: none"> <li>My word choices show style and efficiency.</li> <li>My word choices are precise and richly develop my ideas.</li> <li>I use vivid verbs and descriptive words.</li> </ul>





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	Sentence Fluency	<ul style="list-style-type: none"> <li>My sentence structures are awkward.</li> <li>My sentences are incomplete, and out of control.</li> </ul>	<ul style="list-style-type: none"> <li>My sentences vary little in length and structure.</li> <li>I use common and simple sentence structures/patterns which may sometimes be incorrect.</li> </ul>	<ul style="list-style-type: none"> <li>I use some variety in sentence structures and length.</li> <li>I use common sentence constructions that are correct.</li> </ul>	<ul style="list-style-type: none"> <li>I use a variety of effective sentence structures effectively.</li> <li>My sentence structure is varied and polished.</li> </ul>
	Conventions	<ul style="list-style-type: none"> <li>I need help to repair many errors in grammar, spelling, punctuation, and capitalization.</li> <li>I need help to write and organize paragraphs.</li> <li>I need help to repair my errors so that they do not interfere with my effort to communicate my ideas.</li> </ul>	<ul style="list-style-type: none"> <li>I make some noticeable errors in grammar usage, spelling, punctuation and capitalization.</li> <li>I make some errors in paragraphing and layout.</li> <li>Some of my errors interfere with my effort to communicate my ideas.</li> </ul>	<ul style="list-style-type: none"> <li>My grammar usage, spelling, punctuation and capitalization are generally correct.</li> <li>My multi-paragraph compositions are clear and logically sequenced.</li> <li>My ideas are clear despite a few mechanical errors.</li> </ul>	<ul style="list-style-type: none"> <li>My grammar, spelling, punctuation, and capitalization are standard and consistent.</li> <li>My multi-paragraph compositions include exceptions to standard usage for stylistic effect.</li> <li>Any errors are a result of significant risk taking.</li> </ul>
Comments					