



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.	
CC5.2 Represent I can communicate my understanding and my responses in a variety of ways, including: <ul style="list-style-type: none"> illustrated reports; dramatizations posters; timelines; multimedia presentations, summary charts. 	Message (I prepare thoughtful and clear compositions and presentations.)	<ul style="list-style-type: none"> I need help to clarify my purpose and to choose the form of my presentation. 	<ul style="list-style-type: none"> With prompting I can clarify my purpose and chose a form that is most appropriate. 	<ul style="list-style-type: none"> I know my purpose and consider which form is most appropriate, including illustrated reports, dramatizations, posters, timelines, multimedia presentations, or summary charts. 	<ul style="list-style-type: none"> The purpose of my presentation is clearly presented in an appropriate form. It is original; I experiment with my end product. 	
		<ul style="list-style-type: none"> My message is unclear. I have little or no awareness of my audience. 	<ul style="list-style-type: none"> My message is there, but it needs refining. I have some awareness of my audience. 	<ul style="list-style-type: none"> My message is clear, focused, and I have an awareness of audience. 	<ul style="list-style-type: none"> My message has a clear focus, shows awareness of audience, and demonstrates logical understanding of the subject matter. 	
		<ul style="list-style-type: none"> I need help to include charts, graphs, tables, maps, graphics, and/or illustrations that have details. 	<ul style="list-style-type: none"> I may include charts, graphs, tables, maps, graphics, and/or illustrations but they need more development. 	<ul style="list-style-type: none"> I include charts, graphs, tables, maps, graphics and/or illustrations as supporting details in inquiry presentations. 	<ul style="list-style-type: none"> I independently and consciously choose to use charts, graphs, tables, maps, graphics, and illustrations in line with my purpose and audience. 	



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



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



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



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



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



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



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



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