

English Language Arts Grade 5				
Compose and Create				
Outcome	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
CC5.1 Compose and create a range of visual, multimedia, oral, and written texts that explore, identity, community, social responsibility, and express personal thoughts shaped through inquiry.	I create spoken, written, or other representations that express ideas with few relevant details.	I create spoken, written, or other representations that express ideas supported with limited details.	I create spoken, written, or other representations that express a clear and straightforward message, supported with relevant facts, details and explanations.	I create spoken, written, or other representations that express a clear and thoughtful message supported with relevant facts, pertinent details and explanations.
	The ideas in my text need to be organized in an order the reader can follow.	Some of the ideas in my text are organized, but not logically sequenced.	The ideas in my text are well-organized and logically sequenced.	I have chosen a specific order for the ideas in my text so that it contributes to the thoughtfulness of the message.
	The ideas in my text need to be connected with transitional words.	The ideas in my text are connected with a few transitional words.	The ideas in my text are connected with transitional words.	The ideas in my text are effectively connected with a variety of transitional words and phrases.
	Errors in my grammar, spelling, punctuation, and capitalization interfere with meaning.	I make several noticeable errors in grammar usage, spelling, punctuation and capitalization.	My grammar usage, spelling, punctuation and capitalization are generally correct and do not interfere with meaning	My grammar usage, spelling, punctuation, and capitalization are standard and consistent.
Comments				

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CC5.2 Demonstrate a variety of ways to communicate understanding and response including: <ul style="list-style-type: none"> • illustrated reports; • dramatizations • posters; • timelines; • multimedia presentations, • summary charts. 	I use a recommended form to match my purpose.	I select a familiar form to match my purpose.	I select an appropriate form to match my purpose and convey my ideas to my intended audience.	I deliberately select a pertinent form to match my purpose and convey detailed ideas to my intended audience.
	I use recommended before, during OR after strategies.	I use appropriate before, during OR after strategies.	I select AND use appropriate before, during, AND after strategies.	I select AND flexibly use appropriate before, during and after strategies.
	My presentation lacks clarity .	I present some information clearly and use simple language.	I present information clearly and use appropriate language .	I present clearly organized information and use specific descriptive language .
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CC5.3 Speak to express and support a range of ideas and information in formal and informal speaking situations (e.g., giving oral presentations and reports, retelling a narrative, explaining a display to others, working in groups) for particular audiences and purposes.	I present a vague or incomplete message.	I present a simple message with some supporting details.	I present a message containing ideas that are focused with appropriate supporting details.	I present a message containing ideas that are focused and support the topic with clear and concise details.
	I am unaware of my audience.	I have some awareness of my audience.	I am aware of my audience and adjust my speaking accordingly (language and tone).	I am conscious of my audience and adjust my speaking accordingly (language and tone) in response to their reactions.
	I use recommended before, during OR after strategies to prepare oral presentations.	I use appropriate before, during OR after strategies to create oral presentations.	I select AND use appropriate before, during, AND after strategies to create oral presentations.	I select AND flexibly use appropriate before, during and after strategies to create oral presentations.
	I rarely use verbal cues, facial expressions OR gestures to express my message.	I attempt to use verbal cues, facial expressions OR gestures to express my message.	I consistently use appropriate verbal cues, facial expressions AND gestures to express my message.	The verbal cues, facial expressions AND gestures I use add meaning to my message.
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CC5.4 Using a writing process to experiment with and produce multi-paragraph narrative, expository and persuasive compositions that clearly develop topic and provide transitions for the reader. * Stories that contain dialogue * Reports * Explanations * Letters * Requests	My writing has some key details missing, or the details are unclear.	My writing has some general facts, details, examples or explanations that need to be refined.	My writing is developed with facts, details, examples or explanations to support my topic.	My writing is richly developed with accurate and precise details, examples and explanations that support my topic.
	My ideas are not developed into paragraphs with an introduction and/or conclusion. The order interferes with the meaning.	My compositions may be lacking an introduction and/or conclusion. The ideas are disorganized and have yet to be separated into paragraphs.	My compositions of 3–5 paragraphs include an introduction, body and conclusion. My paragraphs are logically sequenced and connected with transitional words.	My comprehensive multi-paragraph compositions have engaging introductions, body and conclusions. My paragraphs are thoughtfully sequenced and connected with transitional words.
	I write narratives that develop a vague situation with an unclear point of view and setting. The ending is unfinished.	I write narratives that develop a simplistic situation or plot and/or point of view, describe some aspects of the setting with minimal detail and present an ineffective ending.	I write narratives that develop a situation or plot and point of view which include dialogue, a setting and present an ending.	I write engaging narratives that clearly and creatively develop a situation or plot and point of view, vividly describe the setting and present a compelling ending.

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CC 5.4 continued...	I write limited expository compositions that vaguely establish a topic, include a few ideas in an order that affects understanding provide few and/or unrelated details, and offer an unclear conclusion.	I write simple expository compositions that establish a topic, include ideas or events in an illogical order, provide some details and transitional expressions that link paragraphs and offer an ineffective conclusion.	I write expository compositions that include a clear topic, logical order, details, and transitional expressions that clearly link paragraphs. The conclusion summarizes important ideas.	I write accurate expository compositions that establish a clear and engaging topic, include important ideas or events in an insightful order, provide well--chosen details and effective transitional expressions that skillfully link one paragraph to another, and offer a conclusion that synthesizes important Ideas.
	I write limited persuasive compositions that state an unclear position supported with unrelated or vague details and follow a simple organizational pattern	I write simple persuasive compositions that state a position supported with some details and attempt to follow a simple organizational pattern	I write persuasive compositions that state a clear position supported with relevant evidence and follow a simple organizational pattern.	I write convincing persuasive compositions that state an insightful position supported with compelling evidence and follow an organizational pattern.
	My word choice is uncertain and/or unsuitable.	My word choice is generalized and simple.	My word choice is varied, descriptive, and purposeful and shows an awareness of audience.	My word choice is varied, descriptive and purposeful and expresses an appropriate tone.

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CC 5.4 continued...	I write simple sentences .	I write simple, compound OR complex sentences. Errors in subject, verb, and noun-pronoun agreement occur.	I write and correctly punctuate simple, compound AND complex sentences of varying lengths with correct subject, verb and noun-pronoun agreement.	I correctly use simple, compound and complex sentences with correct subject, verb and noun-pronoun agreement that strategically enhance my meaning and create variety .
	Errors in spelling, punctuation and grammar interfere with the meaning.	Errors in spelling, punctuation and grammar sometimes interfere with the meaning.	My spelling, punctuation and grammar are generally correct and do not interfere with meaning.	The few errors in spelling, punctuation and grammar do not interfere with meaning.
	Uses a before, during OR after strategy to create written compositions.	Uses some before, during OR after strategies to create written compositions.	Uses appropriate before, during, AND after strategies to create written compositions.	Selects appropriate before, during and after strategies to create written compositions and justifies selections .
Comments				