Ideas: The main message of the piece, the theme, with supporting details that enrich and develop that theme.	**Organization**: The internal structure, thread of central meaning, logical and sometimes intriguing pattern or sequence of the ideas.	**Voice**: The unique perspective of the writer evident in the piece through the use of compelling ideas, engaging language, and revealing details.
⑤ ***This paper is clear and focused. It holds the reader's attention. Relevant anecdotes and details enrich the central theme.*** A. The topic is narrow and manageable B. Relevant, telling, quality details go beyond the obvious C. Ideas are crystal clear and supported with details D. Writing from knowledge or experience; ideas are fresh and original E. Reader's questions are anticipated and answered. F. Insightful topic	⑤ ***The organizational structure of this paper enhances and showcases the central idea or theme of the paper; includes a catchy introduction and a satisfying conclusion.*** A. An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution. B. Thoughtful transitions connect ideas. C. Sequencing is logical and effective. D. Pacing is well controlled. E. The title, if desired, is original. F. Organizational structure is appropriate for purpose and audience; paragraphing is effective.	⑤ ***The writer of this paper speaks directly to the reader in a manner that is individual, compelling, engaging, and shows respect for the audience.*** A. Uses topic, details, and language to strongly connect with the audience. B. Purpose is reflected by content and arrangement of ideas. C. The writer takes a risk with revealing details. D. Expository or persuasive reflects understanding and commitment to topic. E. Narrative writing is honest, personal, and engaging.
③ ***The writer is beginning to define the topic, even though development is still basic or general.*** A. The topic is broad B. Support is attempted C. Ideas are reasonably clear D. Writer has difficulty going from general observations about topic to specifics E. The reader is left with questions F. The writer generally stays on topic	③ ***The organizational structure is strong enough to move the reader through the text without too much confusion.*** A. The paper has a recognizable introduction and conclusion. B. Transitions sometimes work. C. Sequencing shows some logic, yet structure takes attention away from the content. D. Pacing is fairly well controlled. E. A title, if desired, is present. F. Organizational structure sometimes supports the main point or story line, with an attempt at paragraphing.	③ ***The writer seems sincere, but not fully engaged or involved. The result is pleasant or even personable, but not compelling.*** A. Attempt to connect with audience is earnest but impersonal. B. Attempts to include content and arrangement of ideas to reflect purpose. C. Occasionally reveals personal details, but avoids risk. D. Expository or persuasive writing lacks consistent engagement with the topic. E. Narrative writing reflects limited individual perspective.
① ***The paper has no clear sense of purpose or central theme. The reader must make inferences based on sketchy or missing details.*** A. The writer is still in search of a topic B. Information is limited or unclear or the length is not adequate for development C. The idea is a simple restatement or a simple answer to the question D. The writer has not begun to define the topic E. Everything seems as important as everything else F. The topic may be repetitious, disconnected, and contains too many random thoughts	① ***The writing lacks a clear sense of direction.*** A. No real lead or conclusion present. B. Connections between ideas, if present, are confusing. C. Sequencing needs work. D. Pacing feels awkward. E. No title is present (if requested). F. Problems with organizational structure make it hard for the reader to get a grip on the main point or story line. Little or no evidence of paragraphing present.	① ***The writer seems uninvolved with the topic and the audience.*** A. Fails to connect with the audience. B. Purpose is unclear. C. Writing is risk free, with no sense of the writer. D. Expository or persuasive writing is mechanical, showing no engagement with the topic. E. Narrative writing lacks development of a point of view.
Key Question: *Did the writer stay focused and share original and fresh information or perspective about the topic?*	**Key Question**: *Does the organizational structure enhance the ideas and make it easier to understand?*	**Key Question**: *Would you keep reading this piece if it were longer?*

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Word Choice: The use of rich, colorful, and precise language that moves and enlightens the reader.	**Sentence Fluency**: The rhythm and flow of the language, the sound of word patterns, the way in which the writing plays to the ear, not just to the eye.	***Conventions**: The mechanical correctness of the piece; spelling, punctuation, capitalization, grammar usage, and paragraphing.
⑤ ***Words convey the intended message in a precise, interesting, and natural way.*** A. Words are specific and accurate. B. Striking words and phrases create imagery. C. Natural, effective and appropriate language. D. Lively verbs, specific nouns and modifiers. E. Language enhances and clarifies meaning. F. Precision is obvious by choice of words and phrases.	⑤ ***The writing has an easy flow, rhythm and cadence. Sentences are well constructed.*** A. Sentences enhance the meaning. B. Sentences vary in length as well as structure. C. Purposeful and varied sentence beginnings. D. Creative and appropriate connectives. E. The writing has cadence.	⑤ ***The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar usage, paragraphing)*** A. Spelling is generally correct. B. Punctuation is accurate. C. Capitalization skills are present. D. Grammar and usage are correct. E. Paragraphing tends to be sound. F. The writer may manipulate and/or edit for stylistic effect; and it works!
③ ***The language is functional, even if it lacks much energy.*** A. Words are adequate and correct in a general sense. B. Familiar words and phrases communicate. C. Attempts at colorful language. D. Passive verbs, everyday nouns, mundane modifiers E. Language functions, with one or two fine moments. F. Occasionally, the words and phrases show refinement and precision	③ ***The text hums along with a steady beat, but tends to be more pleasant or businesslike than musical.*** A. Sentences get the job done in a routine fashion. B. Sentences are usually of similar length, yet constructed correctly. C. Sentence beginnings are sometimes varied. D. The reader sometimes has to hunt for connective clues. E. Parts of the text invite expressive oral reading; other parts may be stiff, awkward, choppy, or gangly.	③ ***The writer shows reasonable control over a limited range of standard writing conventions*** A. Spelling is usually correct or reasonably phonetic on common words. B. End punctuation is usually correct. C. Most capitalized words are correct. D. Problems with grammar and usage are not serious. E. Paragraphing is attempted. F. Moderate, inconsistent editing (a little of this, a little of that).
① ***The writer struggles with a limited vocabulary*** A. Words are nonspecific or distracting. B. Many of the words don't work. C. Language is used incorrectly. D. Limited vocabulary, misuse of parts of speech. E. Language is unimaginative and lifeless. F. Jargon or clichés, persistent redundancy.	① ***The reader has to practice quite a bit in order to give this paper a fair interpretive reading.*** A. Sentences are choppy, incomplete, rambling, or awkward. Phrasing does not sound natural. B. No "sentence sense" present. C. Sentences begin the same way. D. Endless connectives, if any present. E. Writing does not invite expressive oral reading.	① ***Errors in spelling, punctuation, capitalization, usage and grammar and/or paragraphing repeatedly distract the reader and make text difficult to read.*** A. Spelling errors are frequent. B. Punctuation missing or incorrect. C. Capitalization is random. D. Errors in grammar or usage are very noticeable. E. Paragraphing is missing. F. Little, if any, editing; the reader must read once to decode, then again for meaning.
Key Question: *Do the words and phrases create vivid pictures and linger in your mind?*	**Key Question**: *Can you FEEL the words and phrases flow together as you read it aloud?*	**Key Question**: *How much editing would have to be done to be ready to share with an outside source?* • A whole lot? Score in the 1-2 range. • A moderate amount? Score in the 3 range. • Very little? Score in the 4-5 range.
Expectations for Conventions should be based on grade level and include only those skills that have actually been taught.		

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