|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Image result for writing |  | |  | | --- | |  | | grade 3-5 writing Checklist | |  | |

# Informative writing – Statement of Purpose/Focus and Organization

|  |  |
| --- | --- |
|  | Controlling idea of main idea of a topic is focused, clearly stated, and strongly maintained |
|  | Controlling idea of main idea of a topic is introduced and communicated clearly within the purpose, audience, and task |
|  | Use of a variety of transitional strategies to clarify the relationship between and among ideas |
|  | Logical progression of ideas from beginning to end |
|  | Effective introduction and conclusion for audience and purpose |

# informative Writing – Evidence/ELaboration

|  |  |
| --- | --- |
|  | Use of evidence from sources is smoothly integrated, comprehensive, and  relevant |
|  | Effective use of a variety of elaborative techniques |  | |
|  | Use of academic and domain-specific vocabulary is clearly appropriate for the   audience and purpose | |
|  | informative Writing – Conventions/editing  |  |  | | --- | --- | |  | Some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed | |  | Use of punctuation, capitalization, and spelling is adequate | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Image result for writing |  | |  | | --- | |  | | grade 3-5 writing Checklist | |  | |

# OPINION writing – Statement of Purpose/Focus and Organization

|  |  |
| --- | --- |
|  | Opinion is clearly stated, focused, and strongly maintained |
|  | Opinion is communicated clearly within the purpose, audience, and task |
|  | A variety of transitional strategies is consistently used to effectively clarify the relationships between and among ideas |
|  | Logical progression of ideas from beginning to end |
|  | Effective introduction and conclusion for audience and purpose |

# OPINION Writing – Evidence/ELaboration

|  |  |
| --- | --- |
|  | Use of evidence from sources is smoothly integrated, comprehensive, and  relevant |
|  | Effective use of a variety of elaborative techniques |  | |
|  | Use of academic and domain-specific vocabulary is clearly appropriate for the   audience and purpose | |
|  | OPINION Writing – Conventions/editing  |  |  | | --- | --- | |  | Some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed | |  | Use of punctuation, capitalization, and spelling is adequate | | |