|  |
| --- |
| **Writing Continuum: Grade 4** |
|   |
|  |
| **Meaning:** |
| \_\_\_\_\_\_ Topic and purpose are clear |
|  \_\_\_\_\_\_ Develops ideas through supporting details |
| \_\_\_\_\_\_ Uses own ideas, feelings or opinions to engage the reader  |
|  |
|  |
| **Style:** |
| \_\_\_\_\_\_ Uses clear, direct language (work is easy to follow) |
| \_\_\_\_\_\_ Uses some variety of sentence patterns and lengths |
| \_\_\_\_\_\_ Uses a variety of transition words to connect ideas (therefore, also, but, then, next, etc…) |
| \_\_\_\_\_\_ Uses precise and powerful words accurately (adverbs, adjectives, subject specific vocabulary, sensory words related to the topic, etc…) |
|  |
|   |
| **Form:** |
| \_\_\_\_\_\_ Shows evidence of pre-writing or planning (graphic organizers, free write, brainstorming, identify purpose, identify audience) |
| \_\_\_\_\_\_ Composes pieces with clear beginning, middle and end |
| \_\_\_\_\_\_ Introduces a focused topic or issue and stays on topic |
| \_\_\_\_\_\_ Work includes features relevant to the specific form (i.e. captions, numbered steps, title, etc…) |
| \_\_\_\_\_ Organizes ideas in a logical sequence  |
|   |
|   |
| **Conventions:** |
| \_\_\_\_\_\_ Produces work that is neat and clearly presented |
| \_\_\_\_\_\_ Basic sentence punctuation is correct |
| \_\_\_\_\_\_ Most sentences are complete |
|  \_\_\_\_\_\_ Few errors in grammar and punctuation that do not affect meaning |
|  \_\_\_\_\_\_ Familiar words are spelled correctly, including appropriate use of capitals |
|  |

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_