

Let's Focus: "Jazz: The Recipe"**Content Focus**

jazz music

Type of Text

informational

Author's Purpose

to inform

Big Ideas

Consider the following Big Idea questions. Write your answer for each question.

Where did jazz music come from?

Why do people make music?

Informational Preview Checklist: "Jazz: The Recipe" on pages 119 and 120.

- ☐ Title: What clue does it provide about the passage?
- ☐ Pictures and Captions: What additional information is added here?
- ☐ Headings: What topics will this text include?
- ☐ Margin Information: What vocabulary is important to understand this text?
- ☐ Maps, Charts, Graphs: Are additional visuals present that will help me understand?

Reading for a Purpose

1. Where did workers sing work songs?
2. What did African Americans do to change church music?
3. What stories do ballads tell?
4. Why were the formerly enslaved people singing the blues?
5. Where did all the different music come together?
6. What were the ingredients that made up the jazz recipe?
7. Why is New Orleans considered the "Melting Pot of Sound"?

Key Passage Vocabulary: "Jazz: The Recipe"

Rate your knowledge of the words. Define the words. Draw a picture to help you remember the definition.

Vocabulary	Knowledge Rating	Definition	Picture
recipe	0 1 2 3		
steady	0 1 2 3		
simple	0 1 2 3		
plantation	0 1 2 3		
social	0 1 2 3		
demand	0 1 2 3		
combine	0 1 2 3		
express	0 1 2 3		

Jazz: The Recipe



Jazz began with a “**recipe**” that had many different ingredients. Different groups of people, including Africans and Europeans, were part of the recipe. Different kinds of music, including the blues
 5 and ragtime, were also a part of the recipe. All of these ingredients combined to make America’s own music, jazz.

Field hands sang songs during the long days of work. People sang while working on the railroads. The
 10 work song was an important part of their day. With tools in their hands, they worked to a **steady** beat. The songs made life bearable. There were many kinds of work songs, and these songs played a part in jazz.

Church music was important to jazz. African
 15 Americans made new kinds of church music. They had to start their own churches. They created songs to express their faith. They changed the words, the beat, and the tune to describe their experience. They used the African “call and response” when they sang. This
 20 music became an ingredient in the jazz recipe.

recipe

a list of the things needed and directions for making something

steady

not subject to change; constant

simple

having few parts;
easy to understand

plantation

a large farm where
crops are grown

social

friendly; involving
several people

demand

requirement; need

combine

to put together; to
join

express

to communicate in
words

Music of immigrant Americans added to jazz. The Scotch-Irish had ballads. Ballads tell stories of heroes and their bravery, and these stories are often sad.

The song is usually **simple**. In a ballad, the story is
25 often more important than the music. Ballads became another ingredient in the jazz recipe.

In the early days of America, ballroom dance music provided popular entertainment. In the South, dances were held on **plantations**. They were big **social**
30 events. There was a **demand** for musicians to play at the dances. Many enslaved people learned how to play fiddles and flutes. African Americans invented the banjo and played it too. Black musicians learned the dance songs and changed them. African and European
35 music **combined** to make dance music. This music became another ingredient in the jazz recipe.

During the 1800s, a new kind of music called ragtime was born. It was loud and fun. Musicians pounded on their pianos. They made up songs to
40 **express** their appreciation for music. They played in dance halls. The tunes were lively, and the rhythm was catchy. Everybody loved ragtime. It had a strong, irregular beat that was surprising. Ragtime became another ingredient in the jazz recipe.

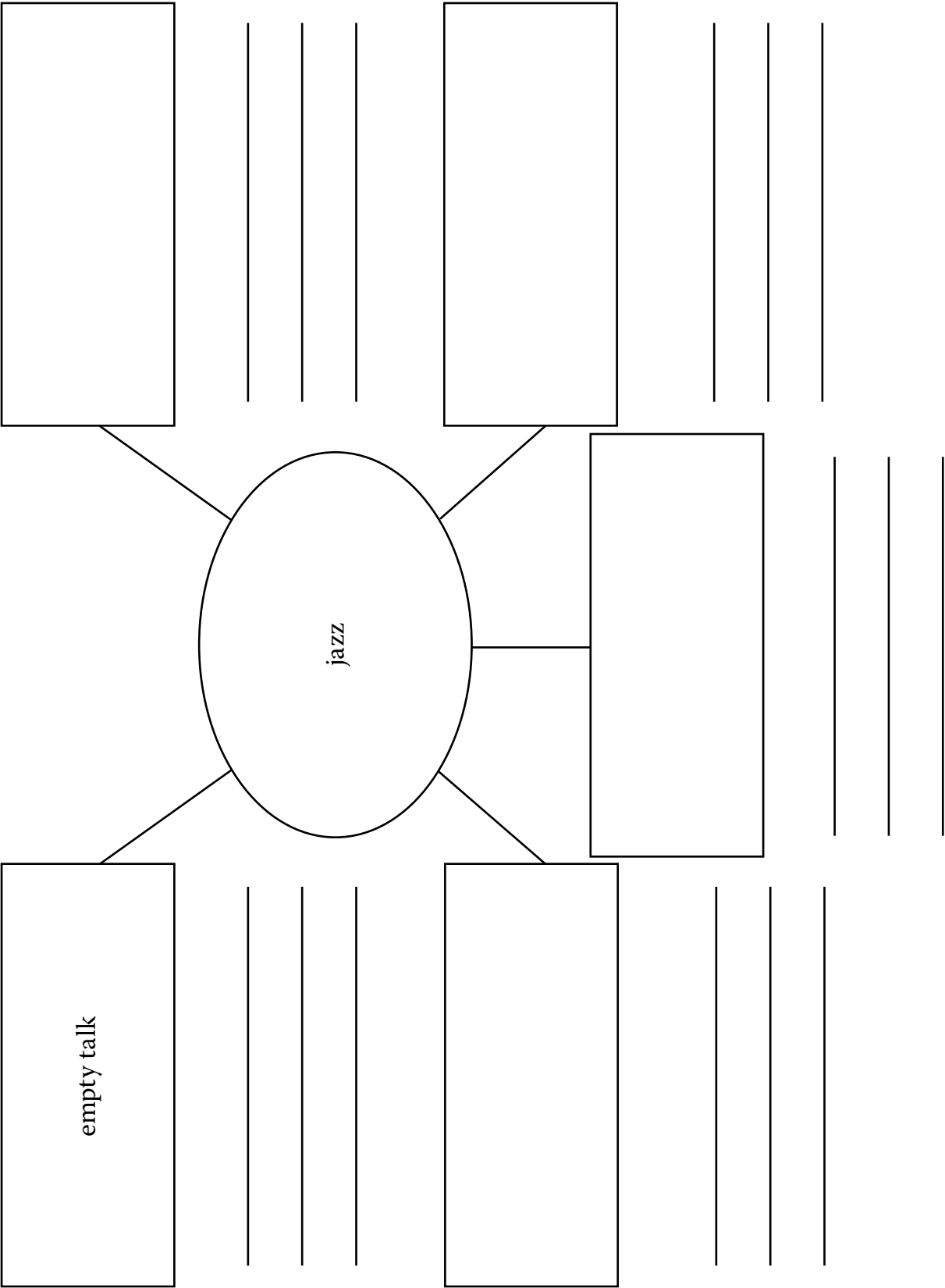
Sometime in the late 1800s, musicians began to play the blues. The enslaved people had been freed, but life was still hard. People were sad and frustrated. They expressed their feelings in music. They called it the blues. Today, people still sing the blues when they're
50 sad. The blues became the final ingredient in the recipe.

The jazz recipe came together in New Orleans. By 1890, New Orleans was one of America's most musical cities. It had opera houses and concert halls. It had dance ballrooms and street parades. It had Mardi Gras!
55 Many different people lived there. Africans and Native Americans lived in New Orleans. The French and Spanish also lived there. People from many places and cultures created America's own music, jazz.

Adapted with permission from "Jazz Ingredients"
by Heather Mitchell Amey

Multiple-Meaning Map

Determine the meanings of the word *jazz*. Write the definitions in the boxes. Use the word in a sentence on the lines below the boxes.



Choose the Function: Noun or Verb

Read each pair of sentences. Decide if the bold word is a noun or a verb. Then, place an X in the proper column.

	Noun	Verb
1. She licks the candy.		
It takes 20 licks to finish the candy.		
2. The car made two stops on the trip.		
The car stops at the corner.		
3. The rack of hats is full.		
They rack the hats at night.		
4. She blocks him.		
She has six blocks .		
5. The ships stop at the docks .		
The ship docks here.		
6. Dad grills hot dogs.		
The grills were hot.		
7. He spots the asp in the grass.		
There are spots on that asp.		
8. We have trick locks .		
She locks the gift in the attic.		

Adverbs and Prepositional Phrases that Answer *When*, *Where*, or *How*

Read the passage. Decide if the underlined words and phrases tell *when*, *where*, or *how*. Write the words or phrases in the correct column.

What a Wonderful World of Jazz

Jazz is a popular style of music in Louisiana. Thankfully, there are many local musicians who play. They play at clubs. They play in the streets. They play on the radio.

Jazz became a part of Louisiana culture in the late 1800s. From the beginning, jazz has entertained residents, visitors, and people from all cultures.

Louis Armstrong is possibly the most popular jazz musician in the world. Born in Louisiana, Armstrong grew up poor and troubled. He learned to play the cornet at school in his early teens. However, Armstrong was too poor to buy an instrument of his own. Luckily, after leaving school at the age of 14, he spent time with a jazz musician who taught him and gave him his first instrument. With hard work, Armstrong became a respected musician and began playing with bands in local clubs.

Armstrong lived in Louisiana until jazz music took him to St. Louis, Chicago, and all over the world. He recorded 12 albums and his song “What a Wonderful World” can be heard in countless movies, television shows, and commercials. Eventually, Armstrong died at the age of 70 in New York. Louis Armstrong’s music and influence on jazz cannot be matched.

When	Where	How

Elaborations: Examples, Explanations, and Evidence

The paragraph below has a topic sentence and supporting details. Use the elaborations provided to complete the paragraph.

Possible E's

Music creates bonds because as a wise person once said, "When words fail, music speaks."

Listening to music relieves stress and elevates moods.

For example, a study of cyclists found that, while riding stationary bicycles, the cyclists pedaled harder while listening to music.

A 2009 study found that children with autism socialized more when music was being played.

Athletes use music to motivate them to work hard and distract them from feeling pain and fatigue.

Research has also shown that listening to background music while taking tests can improve test scores.

Music makes life better in many ways. First, music enhances physical abilities. _____

Second, music improves mental function. _____

Third, music provides the means for humans to connect with one another. _____

_____ Music makes people better.

Word Fluency

Read the words fluently.

Correct	Errors
1st Try	
2nd Try	

socks	fuzz	stuff	fast	yell	puffs	missing	spilled	pass	desk	10
stuff	fast	yell	puffs	missing	spilled	pass	desk	fixed	pulled	20
yell	puffs	missing	spilled	pass	desk	fixed	pulled	telling	off	30
missing	spilled	pass	desk	fixed	pulled	telling	off	gasp	snack	40
pass	desk	fixed	pulled	telling	off	gasp	snack	slots	quick	50
fixed	pulled	telling	off	gasp	snack	slots	quick	deck	boxing	60
telling	off	gasp	snack	slots	quick	deck	boxing	fuzz	socks	70
gasp	snack	slots	quick	deck	boxing	fuzz	socks	fast	stuff	80
slots	quick	deck	boxing	fuzz	socks	fast	stuff	puffs	yell	90
deck	boxing	fuzz	socks	fast	stuff	puffs	yell	spilled	missing	100

Nonexamples

Read the category. Then, read the list of words under the category. All of the words are examples, except for one. This word is a nonexample. Circle the nonexample in each set of words.

<u>mammals</u> bat lizard tiger dog	<u>constellation</u> Big Dipper Orion Ursa Major Ursa Minor
<u>fragile</u> porcelain doll glass house coffee mug plastic cup	<u>pattern</u> quilt constellation songs circle
<u>ancient</u> dinosaur bones mp3 players fossils mummies	<u>star</u> LeBron James your teacher Megan Fox Tom Cruise
<u>brilliant</u> cave star lamp flashlight	<u>expert</u> doctor lawyer baby professional athlete
<u>sturdy</u> brick house steel house wood house straw house	<u>mortal</u> teacher mom Zeus dad

Commas and Prepositional Phrases

When a sentence begins with an introductory element that answers when or where, a comma is used to separate the element from the rest of the sentence. Read each sentence. If the sentence begins with an introductory prepositional phrase, underline the phrase and circle the comma. Every sentence has a comma in it, but not every sentence begins with an introductory element. Write the prepositions from the underlined phrases on the line at the bottom of the page.

1. From the beginning of jazz, artists and photographers have tried to capture its spirit in art.
2. In the 1920s, there was a new spirit.
3. They did the Charleston, the most popular jazz dance.
4. By the 1940s, photography had improved.
5. Film was faster, and the flash became portable.
6. Over the years, artists and photographers have tried many ways to capture the look and feel of jazz.
7. The paintings and photographs are strong, alive, and free.
8. On August 4, 1901, Louis was born in New Orleans.
9. Within a year, he proudly led the band through his old neighborhood.
10. For the first time, he had regular meals and clean clothes.

Prepositions: _____

What's in a Question?

Read each question. Circle the correct answer. Pay close attention to what the question is asking.

1. What time does class begin?
 - a. Class begins with a warm-up exercise.
 - b. The class is very difficult.
 - c. Class begins at 9:00 a.m.
 - d. That is my last class of the day.
2. Where did they find the dinosaur bones?
 - a. It took a long time for them to find the bones.
 - b. They had to dig very carefully to preserve the bones.
 - c. The Touareg tribe helped them find the bones.
 - d. They found the bones in the desert.
3. Are you going on the field trip?
 - a. No, I have not been on a field trip.
 - b. Yes, I like going on field trips.
 - c. Yes, I am going on the field trip.
 - d. No, I do not want to go on the field trip.
4. What is tonight's homework assignment?
 - a. The assignment is written on the board.
 - b. Tonight's assignment is to read pages 99–121.
 - c. Tonight's assignment is going to be very time-consuming.
 - d. I have so much homework tonight!
5. Who won the contest?
 - a. Seventeen people entered the contest.
 - b. Sarah did not enter the contest.
 - c. Beth and Stan wanted Melissa to win the contest.
 - d. Jill won the contest and Hank came in second place.
6. How do I look?
 - a. It looks scary.
 - b. You look pretty.
 - c. They look sad.
 - d. We look carefully at the paper.

Phrase Fluency

Read each phrase fluently.

Correct	Errors				
		1st Try	2nd Try		
		at dusk	2	a buzz cut	83
		as well as she can	7	a tan bell	86
		to the back pen	11	by the buff men	90
		Dad’s full cup	14	for your mom	93
		from the west	17	his wet socks	96
		in my desk	20	into my spot	99
		into the well	23	Jeff’s pet cat	102
		kicked well	25	less mess	104
		off the deck	28	on his cell	107
		one speck	30	onto his back	110
		on top of the hill	35	not on his leg	114
		not telling yet	38	past the nets	117
		ran fast	40	Russ’s big dog	120
		Sam’s best vest	43	she is not	123
		sick of the smell	47	on six tests	126
		still spilled	49	Tess’s best stuff	129
		ten tasks	51	the dim well	132
		the duck’s back	54	the fat hogs	135
		the hot rocks	57	on the red steps	139
		with the sad doll	61	the sick gal said	143
		the fat duck’s leg	65	to get a pen	147
		to our sled	68	up your leg	150
		up to the wet jet	73	was packing last	153
		was spilling less	76	the wet pet’s smell	157
		with your fun pal	80	on the fat hog’s back	162

Phrase Dictation: Prepositional Phrases

Part A

Listen to each phrase and repeat it. Write it on the line. Place an X to show which question the phrase answers.

Phrase	When	Where	How
1.			
2.			
3.			
4.			
5.			

Part B

Use the phrases to complete the following sentences:

1. Jill put the cat _____.
2. Sam left the park _____.
3. We ran _____.
4. The bug hopped _____.
5. Jan is packing her bag _____.

Sentence Morphs

Read the phrases. Scoop them in the complete sentences.

<ul style="list-style-type: none"> • Jim's stuff • • was spilling • • onto the steps • <p>Jim's stuff was spilling onto the steps.</p>	<ul style="list-style-type: none"> • The fat hogs • • will nap • • in the slop • <p>The fat hogs will nap in the slop.</p>	<ul style="list-style-type: none"> • He kicked • • his wet socks • • onto the bed • <p>He kicked his wet socks onto the bed.</p>
<ul style="list-style-type: none"> • As she fell • • off the deck • • Bess yelled • <p>As she fell off the deck, Bess yelled.</p>	<ul style="list-style-type: none"> • The red van • • did laps • • in the wet mud • <p>The red van did laps in the wet mud.</p>	<ul style="list-style-type: none"> • Ned and Ted • • sped by • • in the sled • <p>Ned and Ted sped by in the sled.</p>
<ul style="list-style-type: none"> • When he fell • • Jeff checked his leg • • for cuts • <p>When he fell, Jeff checked his leg for cuts.</p>	<ul style="list-style-type: none"> • The ten chicks • • were kicking up • • specks of dust • <p>The ten chicks were kicking up specks of dust.</p>	<ul style="list-style-type: none"> • The six kids • • were packing • • and missed the bus • <p>The six kids were packing and missed the bus.</p>

Questions and Answers

Use the picture to ask questions using *who*, *what*, *when*, *where*, *how*, and *why*. Answer the questions.



1. Who is involved in the recycling project? Students from Mrs. Jones's class are involved in the project.
2. What are they recycling? The students are recycling the newspapers they use in class.
3. When did they begin the project? They began the project when school started.
4. How are they collecting the newspapers? Each class has a special recycling bin and a representative to monitor the recycling.
5. Where do they take the paper? They take the paper to the local recycling center.
6. Why are they doing this project? The students wanted to help reduce waste and earn money at the same time.



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Ask and Answer Questions

Reread “Jazz: The Recipe.” After each section, write a question for your partner to answer using question words that you have learned so far. Use the chart on page 14 to help you. Try not to use the same question word twice. Be prepared to answer your question orally.

Paragraph 1

Who?

How?

1. _____

Paragraph 2

Where?

When?

2. _____

Paragraph 3

What?

Who?

3. _____

Paragraph 4

Is?

Do?

4. _____

Paragraph 5

How?

Where?

5. _____

Paragraph 6

How?

What?

6. _____

Paragraph 7

Why?

Who?

7. _____

Paragraph 8

Who?

Where?

8. _____

Passage Comprehension

Underline the question word in each question. Then, answer each question using a complete sentence. Write the evidence from the text.

1. Where did workers sing work songs?

Text Evidence: _____

2. What did African Americans do to change church music?

Text Evidence: _____

3. What stories do ballads tell?

Text Evidence: _____

4. Why were the formerly enslaved people singing the blues?

Text Evidence: _____

5. Where did all the different music come together?

Text Evidence: _____

Passage Comprehension (*cont.*)

6. What were the ingredients that made up the jazz recipe?

Text Evidence: _____

7. *Melting pot* is a metaphor, or figure of speech, that describes how different people come together to form a common culture. Why is New Orleans considered the “melting pot of sound”?

Text Evidence: _____

Spelling

Write the words your teacher dictates.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Define It

Determine the category and attributes of each word. Then, write the definition.

Word		Category		Attributes
ballad	=		+	

Definition:

Word		Category		Attributes
musician	=		+	

Definition:

Word		Category		Attributes
banjo	=		+	

Definition:

Word		Category		Attributes
dance	=		+	

Definition:

Masterpiece Sentences: Stage 3

Use the picture to answer the questions. Then, write a sentence that uses all the answers.



Who or What did it?	What did they (he/she/it) do?	What did they (he/she/it) do it to?
	When?	
	Where?	
	How?	

Final Sentence

Sentence Four-Square

Determine synonyms for the words in the sentence. Then, write three sentences that restate the ideas in the model sentence.

<p>Everyone in our class likes listening to music.</p> <p>Synonyms</p> <p>everyone: _____</p> <p>_____</p> <p>likes: _____</p> <p>listening: _____</p> <p>music: _____</p>	<p>Sentence 1</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Sentence 2</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Sentence 3</p> <p>_____</p> <p>_____</p> <p>_____</p>
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<p>Many varieties of music inspire teens.</p> <p>Synonyms</p> <p>many: _____</p> <p>_____</p> <p>varieties: _____</p> <p>inspire: _____</p> <p>_____</p> <p>teens: _____</p> <p>_____</p>	<p>Sentence 1</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Sentence 2</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Sentence 3</p> <p>_____</p> <p>_____</p> <p>_____</p>
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Close Reading

Read the text and complete the tasks.

Jazz: The Recipe

Headings	
African and European Music Unite	Immigrant Americans Add to the Recipe
African Americans Add to the Recipe	Ragtime Surprise!
The Melting Pot of Sound	Birth of Jazz
Singing the Blues	Working Songs



Jazz began with a “**recipe**” that had many different ingredients. Different groups of people, including Africans and Europeans, were part of the recipe. Different kinds of music, including the blues and ragtime, were also a part of the recipe. All of these ingredients combined to make America’s own music, jazz.



5 Field hands sang songs during the long days of work. People sang while working on the railroads. The work song was an important part of their day. With tools in their hands, they worked to a **steady** beat. The songs made life bearable. There were many kinds of work songs, and these songs played a part in jazz.



10 Church music was important to jazz. African Americans made new kinds of church music. They had to start their own churches. They created songs to express their faith. They changed the words, the beat, and the tune to describe their experience. They used the African “call and response” when they sang. This music became an ingredient in the jazz recipe.



15 Music of immigrant Americans added to jazz. The Scotch-Irish had ballads. Ballads tell stories of heroes and their bravery, and these stories are often sad. The song is usually **simple**. In a ballad, the story is often more important than the music. Ballads became another ingredient in the jazz recipe.

Close Reading (*cont.*)



In the early days of America, ballroom dance music provided popular entertainment. In the South, dances were held on **plantations**. They were big **social** events. There was a **demand** for musicians to play at the dances. Many enslaved people learned how to play fiddles and flutes. African Americans invented the banjo and played it too. Black musicians learned the dance songs and changed them. African and European music **combined** to make dance music. This music became another ingredient in the jazz recipe.



During the 1800s, a new kind of music called ragtime was born. It was loud and fun. Musicians pounded on their pianos. They made up songs to **express** their appreciation for music. They played in dance halls. The tunes were lively, and the rhythm was catchy. Everybody loved ragtime. It had a strong, irregular beat that was surprising. Ragtime became another ingredient in the jazz recipe.



Sometime in the late 1800s, musicians began to play the blues. The enslaved people had been freed, but life was still hard. People were sad and frustrated. They expressed their feelings in music. They called it the blues. Today, people still sing the blues when they're sad. The blues became the final ingredient in the recipe.



The jazz recipe came together in New Orleans. By 1890, New Orleans was one of America's most musical cities. It had opera houses and concert halls. It had dance ballrooms and street parades. It had Mardi Gras! Many different people lived there. Africans and Native Americans lived in New Orleans. The French and Spanish also lived there. People from many places and cultures created America's own music, jazz.

Word Fluency

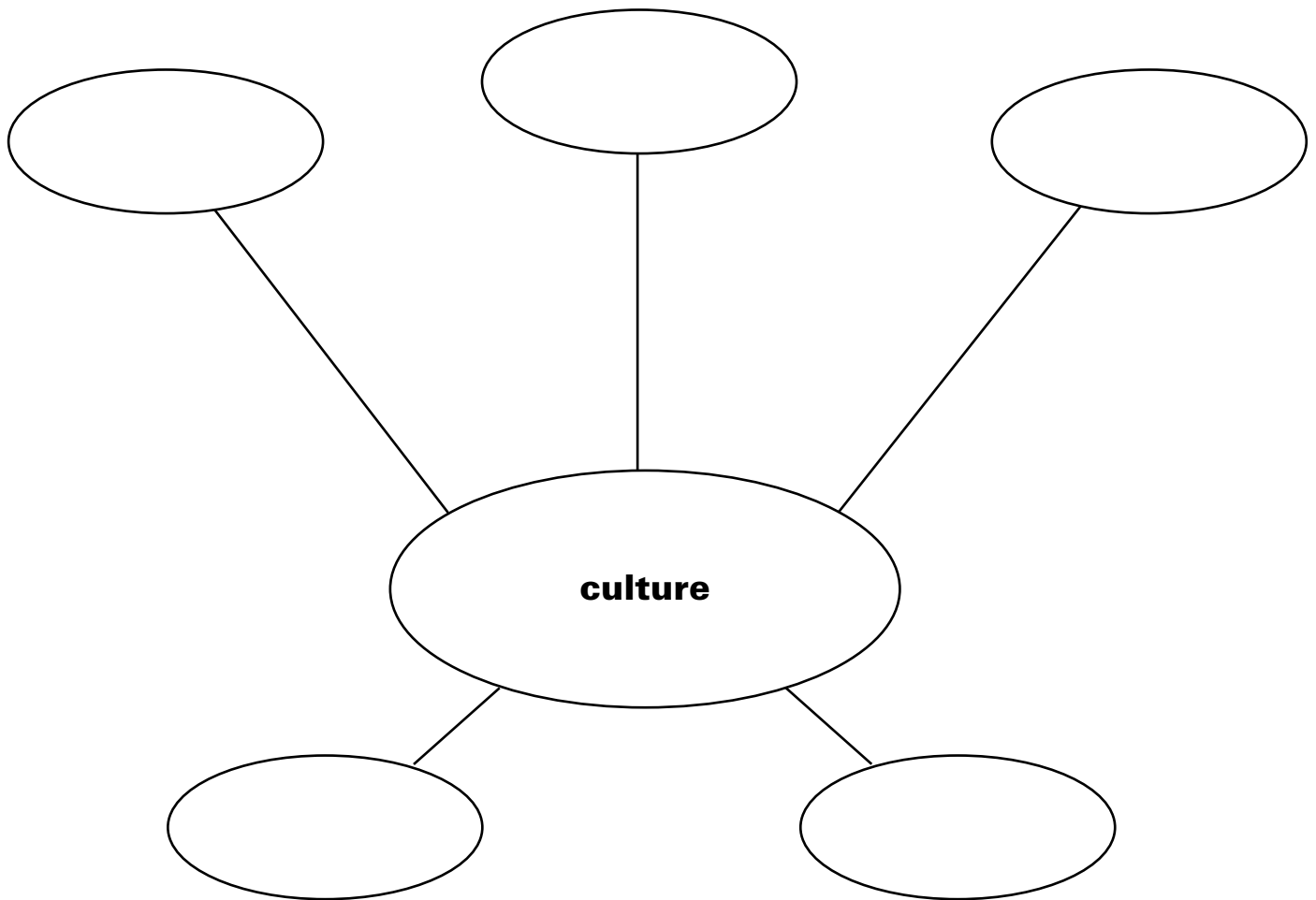
Read the words fluently.

Correct	Errors
1st Try	
2nd Try	

socks	fuzz	stuff	fast	yell	puffs	missing	spilled	pass	desk	10
stuff	fast	yell	puffs	missing	spilled	pass	desk	fixed	pulled	20
yell	puffs	missing	spilled	pass	desk	fixed	pulled	telling	off	30
missing	spilled	pass	desk	fixed	pulled	telling	off	gasp	snack	40
pass	desk	fixed	pulled	telling	off	gasp	snack	slots	quick	50
fixed	pulled	telling	off	gasp	snack	slots	quick	deck	boxing	60
telling	off	gasp	snack	slots	quick	deck	boxing	fuzz	socks	70
gasp	snack	slots	quick	deck	boxing	fuzz	socks	fast	stuff	80
slots	quick	deck	boxing	fuzz	socks	fast	stuff	puffs	yell	90
deck	boxing	fuzz	socks	fast	stuff	puffs	yell	spilled	missing	100

Making Connections

Make connections to the word *culture* by mapping other words related to the word.



Adverbs and Prepositional Phrases

Read the base sentence and add a predicate painter that answers the *how*, *when*, or *where* question. Move the predicate painter and rewrite the sentence.

1. The band played _____.
(when)

2. The twins jog _____.
(where)

3. The clock ticks _____.
(how)

4. The fans clapped _____.
(when)

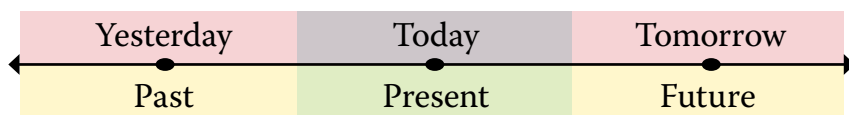
5. Jazz, rock, and hip-hop were classics _____.
(when)

Verb Forms

Verbs signal time, and some verbs show action.

Tense Timeline

A **tense timeline** shows three points in time—past, present, and future.



Rewrite each present tense sentence to show that it happened in the past.
Then, rewrite each sentence to show that it will happen in the future.

Yesterday	Today	Tomorrow
Past	Present	Future
He _____.	-s	He _____.
She _____.	He bats.	She _____.
It _____.	She jogs.	It _____.
	It rests.	

Four-Square

Write the definition of *simple*. Then, write synonyms, antonyms, examples, and nonexamples of the word in the appropriate boxes.

The diagram is a 'Four-Square' graphic organizer. It consists of a central oval and four surrounding rectangular boxes. The central oval contains the word 'simple' in bold and the label 'Definition:'. Four lines connect the corners of the oval to the corners of the four rectangular boxes. The top-left box is labeled 'Synonyms:', the top-right box is labeled 'Antonyms:', the bottom-left box is labeled 'Examples:', and the bottom-right box is labeled 'Nonexamples:'. Each box is empty for student input.

Synonyms:

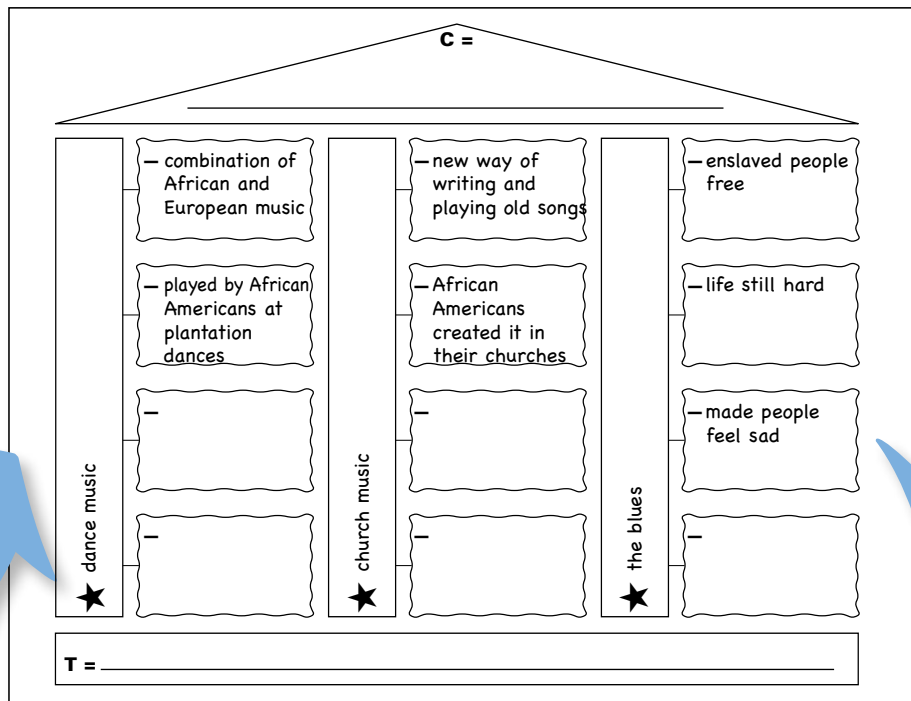
Antonyms:

simple
Definition:

Examples:

Nonexamples:

Using Two-Column Notes



Both graphic organizers can organize the same information.

Informal (Two-Column) Notes

Topic: Foundation	
★ Wall: Supporting Detail	—Window: Elaboration —Window: Elaboration —Window: Elaboration —Window: Elaboration
★ Wall: Supporting Detail	—Window: Elaboration —Window: Elaboration —Window: Elaboration —Window: Elaboration
★ Wall: Supporting Detail	—Window: Elaboration —Window: Elaboration —Window: Elaboration —Window: Elaboration

Prepare to Write: From Prompt to Two-Column Notes

Part A

Read the prompt. Circle the topic. Underline the directions.







Identify three “ingredients,” or types of music, in the jazz recipe. Tell about them in a paragraph.

Part B

Turn the prompt into the topic sentence for a paragraph. Write the topic sentence.

Part C

As you read, take notes on the “ingredients” in jazz music.

Topic:	
	<div></div> <div></div> <div></div>
	<div></div> <div></div> <div></div>
	<div></div> <div></div> <div></div>
	<div></div> <div></div> <div></div>
	<div></div> <div></div> <div></div>
	<div></div> <div></div> <div></div>

Concluding Sentences

Read each topic sentence. Circle the topic in each sentence. Then, use synonyms and changes in word order to create a concluding sentence. Write your new sentence on the lines below the topic sentence.

1. Topic Sentence:

A library is a great place to find new things to enjoy.

Possible Concluding Sentence: _____

2. Topic Sentence:

A dancer creates moves to express a song's rhythm and feeling.

Possible Concluding Sentence: _____

3. Topic Sentence:

Riding a bike is a healthy, money-saving way to travel.

Possible Concluding Sentence: _____

4. Topic Sentence:

If someone gets hurt or lost, a cell phone can be a lifesaver.






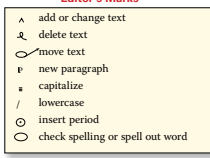
Possible Concluding Sentence: _____

5. Topic Sentence:

A good breakfast can make the whole day better.

Possible Concluding Sentence: _____

Six Traits of Effective Writing

Trait		What does this mean?
	Ideas and Content	<ul style="list-style-type: none"> The writing meets the expectations of the assignment and answers the prompt. The writing starts and ends in an interesting way. Important ideas are fully developed, with enough elaborations and relevant details. The content is strong, accurate, detailed, interesting, and appropriate to the audience.
	Organization	<ul style="list-style-type: none"> The purpose of the writing is clearly stated in the introduction. Ideas are presented in a clear order (which aligns with the plan), with varied transitions to connect them. For narrative writing: There is a clear beginning, middle, and end. For informational and argumentative writing: There is a clear introduction, body, and conclusion. Varied transitions connect ideas, facilitating the flow.
	Voice and Audience Awareness	<ul style="list-style-type: none"> The voice and style are appropriate to the purpose and audience. The information is presented in the right tone and mood for the purpose and audience.
	Word Choice	<ul style="list-style-type: none"> Rich, interesting, and precise words are used. Word choice is appropriate for the topic and audience.
	Sentence Fluency	<ul style="list-style-type: none"> Sentences are varied in structure and length. There are no sentence fragments or run-on sentences.
 <p>Editor's Marks</p> <ul style="list-style-type: none"> ^ add or change text ✂ delete text ↶ move text ¶ new paragraph • capitalize / lowercase ○ insert period ○ check spelling or spell out word 	Conventions	<ul style="list-style-type: none"> The text doesn't contain errors in capitalization, usage, punctuation, or spelling. Paragraphs are properly formatted.