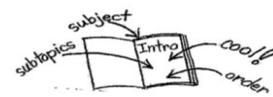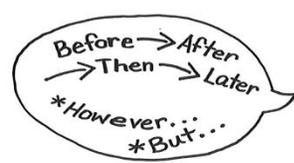# Informative Writing Rubric

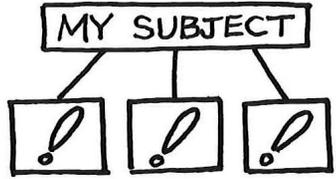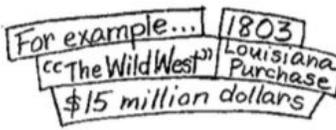| Structure				
Overall: I taught readers different things about a subject. I put fact, details, quotes, and ideas into each part of my writing.				
W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				
Did I do it like a fifth grader?	**Needs Improvement** **1**	**Developing** **2**	**Proficient** **3**	**Exceeds** **4**
Lead	I wrote a beginning in which I got the readers attention.	I hooked my readers by explaining why the subject mattered, telling a surprising fact, or giving a big picture. I let the readers know that I would teach them different things about a subject.	I wrote an introduction that helped readers get interested in and understand the subject. I let readers know the subtopics I would be developing later as well as the sequence.	I wrote an introduction in which I interested readers, perhaps with a quote or significant fact. I let readers know the subtopics that I would develop later and how my text would unfold.
Transitions	I used words to show sequence such as *before, after, then*, and *later*. I also used words to show what didn't fit such as *however* and *but.*	I used words in each section that help readers understand how one piece of information connected with others. If I wrote the section in sequence, I used words and phrases such as *before, later, next, then,* and *after.* If I organized the section in kinds or parts, I used words such as *another, also*, and *for example.*	When I wrote about results, I used words and phrases like *consequently or as a result.* When I compared information, I used words and phrases such as *in contrast, in comparison,* and *especially.* In narrative parts, I used phrases such as *a little later.* In sections that slated an opinion, I used words such as *but, the most important reason*, and	I used transitions to help readers understand how different bits of information and different parts of my writing fit together. I used transitions to help connect ideas, information, and examples, and to imply relationships such as when material exemplifies, adds on to, is similar to, explains, is a result of, or contrasts. I used transitions such as *for instance, such as, similarly, therefore, as a result, in contrast to*, and *on the other hand.*

			for example.	
Ending	I wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.	I wrote an ending that reminded readers of my subject and may have suggested a follow-up action or left readers with a final insight. I added my thoughts, feelings, and questions about the subject at the end.	I wrote a conclusion in which I restated the main points and may have offered a final thought or question for readers to consider.	I wrote a conclusion in which I restated the important ideas and offered a final insight or implication for the reader to consider.
Organization	I grouped my information into parts. Each part was mostly about one thing that connected my big topic.	I grouped information into sections and used paragraphs and sometimes chapters to separate those sections. Each section had information that was mostly about the same thing. I may have used headings and subheadings.	I organized my writing into a sequence of separate sections. I may have used headings/subheadings to highlight separate sections. I wrote each section according to an organizational plan shaped partly by the genre.	I chose a focused subject. I used subheadings and/or clear introductory transitions to separate sections. I made deliberate choices about how to order sections and about the sequence of information and ideas within sections. I chose structures such as: compare/contrast, categories, claim/support to organize ideas. Some sections are written as argument, explanation, stories, or procedural passages.
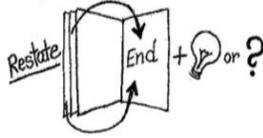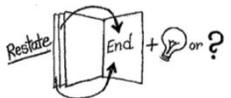
Development

Overall: I taught readers different things about a subject. I put fact, details, quotes, and ideas into each part of my writing.

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

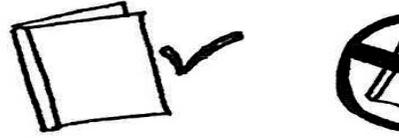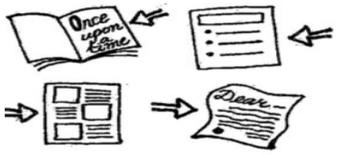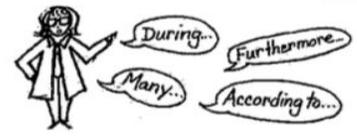| Did I do it like a fifth grader?	Needs Improvement 1	Developing 2	Satisfactory 3	Exceeds 4
Elaboration	I wrote facts, definitions, details, and observations about my topic and explained some of them.	I taught my readers different things about the subject. I chose those subtopics because they were important and interesting.	I explained different aspects of a subject. I included a variety of information such as examples, details, dates, and quotes.	I included varied kinds of information such as facts, quotations, examples, and definitions.
Elaboration		I got my information from talking to people, reading books, and from my own knowledge and observations.	I used trusted sources and gave credit where appropriate. I made sure to research any details that would add to my writing.	I used trusted sources and information from authorities on the topic and gave the sources credit.
Elaboration		I made choices about organization. I might have used compare/contrast, cause/effect, or pro/con. I may have used diagrams, charts, headings, bold words, and definition boxes to help teach my readers.	I worked to make my information understandable to readers. To do this, I may have referred to earlier parts of my text and summarized background information. I let readers know when I was discussing facts and when I was offering my own thinking.	I worked to make my information understandable and interesting. To do this, I may have referred to earlier parts of my text, summarized background information, raised questions, and considered possible implications.

Development

Overall: I taught readers different things about a subject. I put fact, details, quotes, and ideas into each part of my writing.

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
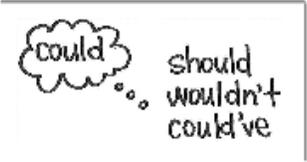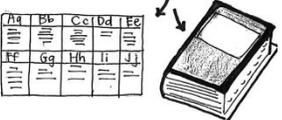
Did I do it like a fifth grader?	Needs Improvement 1	Developing 2	Satisfactory 3	Exceeds 4
Craft	I chose expert words to teach readers a lot about the subject.	I made deliberate word choices to teach my readers. I may have done this by using and repeating key words about my topic.	I made deliberate word choices to have an effect on my readers. I used the vocabulary of experts and explained in key terms.	I chose my words carefully to explain my information and ideas and to have an effect on my reader.
Craft		When If felt right to do so, I chose interesting comparisons and used figurative language to clarify my points.	I worked to include the exact phrase, comparison, or image to explain information and concepts.	I worked to include concrete details, comparisons, and/or images to explain information and concepts, and to keep my reader engaged.
Craft	I taught information in a way to interest readers. I may have used drawings, captions, or diagrams.	I made choices about which information was best to include or not include.	I not only made choices about which details and facts to include but also made choices about how to convey my information so it would make sense to readers. I blended genres as needed and used	I incorporated domain-specific vocabulary and when necessary I explained terms to readers, providing context clues, parenthetical explanations, text boxes, or similar

			text features.	support.
Craft		I used a teaching tone. To do so, I may have used phrases such as *what that really means is*…..and *let me explain*…..	I used a consistent, inviting, teaching tone and varied my sentences to help readers take and understand the information.	I supported readers' learning by using a teaching ton and a formal style, as appropriate

Informative Writing Rubric

Language Conventions				
L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
Did I do it like a fifth grader?	**Needs Improvement** **1**	**Developing** **2**	**Satisfactory** **3**	**Exceeds** **4**
Spelling	I used what I knew about spelling patterns to help me spell and edit before I wrote my final draft.	I used what I knew about word families and spelling rules to help me spell and edit.	I used what I knew about word patterns to spell correctly and I used references to help me spell words when needed.	
Spelling	I got help from others to check my spelling and punctuation before I wrote my final draft.	I used the word wall and dictionaries to help me when needed.	I made sure to correctly spell words that were important to my topic.	I used resources to be sure the words in my writing are spelled correctly, including technical vocabulary.
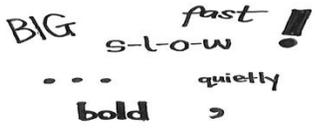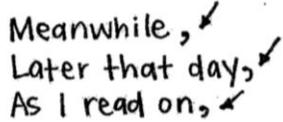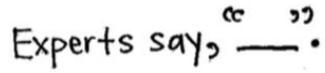
	nutrients ✔ calcium ✔ protein ✔			
Punctuation	I wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice, and others in another voice. BIG fast ! s-l-o-w · · · quietly **bold** ?	When writing long, complex sentences. I used commas to make them clear and correct. Use commas to pause! For instance ,	I used commas to set off introductory parts of sentences. Meanwhile , ✔ Later that day, ✔ As I read on, ✔	
Punctuation	While writing, I put punctuation at the end of every sentence. . ! ?	I used periods to fix my run-on sentences. Read + listen! and then so	I used a variety of punctuation to fix any run-on sentences. " STOP! . ! ? , ;	I used punctuation such as dashes, parenthesis, colons, and semicolons to help me include extra information and explanation in some of my sentences.
Punctuation			I used punctuation to cite my sources. Experts say, " " ___ .	I accurately cited my references, using appropriate punctuation.