

## Informational Writing

### Grade 4

Student: \_\_\_\_\_ Date: \_\_\_\_\_

		Performing Below Grade Level Expectation	Approaching Grade Level Expectation	Meets Grade Level Expectation	Exceeds Grade Level expectation
	<b>Structure</b>				
Overall Writing Standard 2	The writer taught readers different things about a subject. He/she put facts, details, quotes, and ideas into each part of his/her writing.				
Lead Standard 2	The writer hooked his/her readers by explaining why the subject mattered, telling a surprising fact, or giving a big picture. He/she let readers know that she would teach them different things about a subject.				
Transitions Standard 2	The writer used words in each section that helped readers understand how one piece of information connected with others. If he/she wrote the section in sequence, he/she used words and phrase such as <i>before, later, next, then, and after</i> . If he/she organized the section in kinds or parts, he/she used words such as <i>another, also, and for example</i> .				
Ending Standard 2	The writer wrote an ending in which he/she reminded readers of his/her subject and may either have suggested a follow-up action or left readers with a final insight. He/she				

	added his/her thoughts, feelings, and questions about the subject at the end.				
Organization Standard 4	The writer 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. He/she may have used headings and subheadings.				
<b>Development</b>					
Elaboration Standard 5	<p>*The writer taught his/her readers different things about the subject. He/she chose those subtopics because they were important and interesting.</p> <p>*The writer included different kinds of facts and details such as numbers, names, and examples.</p> <p>*The writer got his/her information from talking to people, reading books, and from his/her own knowledge and observations.</p> <p>*The writer made choices about organization, perhaps using compare/contrast, cause/effect, or pro/con. He/she may have used diagrams, charts, headings, bold words, and definition boxes to help teach his/her readers.</p>				

<p>Craft Standard 5</p>	<p>*The writer made deliberate word choices to teach his/her readers. He/she may have done this by using and repeating key words about his/her topic.</p> <p>*When it felt right to do so, the writer chose interesting comparisons, and used figurative language to clarify his/her points.</p> <p>*The writer made choices about which information was best to include or not include.</p> <p>*The writer used a teaching tone. To do so, he/she may have used phrases such as <i>that means...</i>, <i>what that really means...</i>, and <i>let me explain</i>.</p>				
<b>Language Conventions</b>					
<p>Spelling Language Standard 2</p>	<p>*The writer used what he/she knew about word families and spelling rules to help him/her to spell and edit.</p> <p>*The writer used available resources to check spelling.</p>				
<p>Punctuation Language Standard 2</p>	<p>When writing long, complex sentences, the writer used commas to make them clear and correct.</p>				