

**Vertical Progression:**

<b>1<sup>st</sup> Grade</b>	<p><b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>
<b>2<sup>nd</sup> Grade</b>	<p><b>W.2.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>
<b>3<sup>rd</sup> Grade</b>	<p><b>W.3.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>A. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>B. Develop the topic with facts, definitions, and details.</p> <p>C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>D. Provide a concluding statement or section.</p>
<b>4<sup>th</sup> Grade</b>	<p><b>W.4.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>C. Focus within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Provide a concluding statement or section related to the information or explanation presented.</p>

**Students will demonstrate command of the Standard by:**

- Introduce a topic clearly
- Group related information together
- Include illustrations when they aid comprehension
- Include relevant facts, definitions, and details
- Use linking words and phrases to connect ideas within grouped information (e.g., also, another, and, more, but)
- Provide a concluding statement or section

#### Vocabulary:

- audience
- categorize
- concluding statement
- convey ideas
- definitions
- details
- develop
- examples
- explanatory
- facts
- illustration
- inform
- irrelevant information
- introduce
- linking words
- linking phrases
- organization
- relevant
- specific
- statement
- supporting details
- topic
- topic sentence

#### Question Stems:

- What is your topic and purpose?
- What format will you use to write your piece?
- What information and details should you include to give your reader enough information on the topic?
- How will you organize or group the contents so information is conveyed clearly?
- Have you included any illustrations to explain the topic more fully?
- Have you used linking words like *also*, *another*, *and*, *more*, and *but* to connect your ideas?
- Do you have a concluding statement or section to end the piece?

#### PARCC Evidence Statement:

##### Development of Ideas

- The student response addresses the prompt and shows effective development of the topic and/or narrative elements by using reasoning, details, text-based evidence, and/or description; the development is largely appropriate to the task and purpose.

##### Organization

- The student response consistently demonstrates purposeful and controlled organization and includes an introduction and conclusion.

##### Clarity of Language

- The student response uses linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity.

##### Knowledge of Language and Conventions

- The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.

### Sample Instructional/Assessment Tasks:

- 1) See the [Astronauts Informational Performance Task](#) (open the link and go to page 15). After reading the associated passages, do the following: Using more than one source, develop a main about being an astronaut. Choose the most important information from the sources to support your main idea. Then, write an informational article that is several paragraphs long. Clearly organize your article and support your main idea with details from the sources. Use your own words except when quoting directly from the sources.
- 2) Stimulus Passage: There are many reasons why people keep birds as pets. Canaries sing beautiful songs. Parakeets will sit on your shoulder. Parrots can talk to you. Birds build nests. Pet birds can be fun.
  - A student is revising this paragraph and needs to take out information that does not support why birds make good pets. Which of the following sentences does not support why birds make good pets?

**Options:**

- A. “Canaries sing beautiful songs.”
- B. “Parakeets will sit on your shoulder.”
- C. “Parrots can talk to you.”
- D. “Birds fly outdoors.”

Sources: [SBAC](#) & [ETS Internal Item Writer](#)

### Additional Resources:

- [Science Notebooks](#) (Reading Rockets)
- [Using Mentor Texts](#) (WatchKnowLearn)
- [Add Examples and Stories to Informational Writing](#) (LearnZillion)
- [Supporting Informational Writing](#) (Reading Rockets)
- [Citing Sources](#) (ReadWriteThink)
- [CCSS Appendix C \(student exemplars\)](#)