

Vertical Progression:

2nd Grade	<p>W.2.2 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>
3rd Grade	<p>W.3.2 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>
4th Grade	<p>W.4.2 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>
5th Grade	<p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>A. Introduce a topic clearly, provide a general observation and focus, and group related information logically; 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. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</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 into paragraphs or sections
- Include formatting such as headings, illustrations, and multimedia when useful to aiding comprehension
- Include relevant facts, definitions, concrete details, quotations and examples
- Provide a focus within grouped information using words and phrases such as *another, for example, also, and because*
- Use language and vocabulary that is precise and specific to develop the topic
- Provide a concluding statement or section that connects back to the introduction and information provided in body

Vocabulary:

- audience
- categorize
- clauses
- conclude
- convey
- domain
- explain
- explanatory
- expository
- evidence
- facts
- informative
- irrelevant information
- logical
- media
- multimedia
- opinion
- organization
- phrases
- primary source
- precise
- quotations
- relevant
- reliable source
- section
- specific
- statement
- style
- supporting details
- topic
- transitional
- vocabulary

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?
- What definitions and quotations from books should you include?
- How will you organize or group the contents so they convey information clearly?
- Have you included headings, illustrations or multimedia to explain the topic more fully?
- Have you used linking words and phrases like *another*, *for example*, *also* and *because* to connect your ideas?
- Have you used specific vocabulary to explain the topic?
- 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) Allow students to respond to one of the informational writing prompts in their module by producing a response in a small group and in a multimedia format. The prompt may be any informative/explanatory prompt that requires evidence from texts under consideration by the class. Students will incorporate illustrations and multimedia components, link sections of the presentation together effectively, use appropriate vocabulary, share responsibility and planning equitably, and provide a strong sense of closure. A grade-level writing rubric can be used to score the task.
- 2) Review the [SBAC Performance Task for Grade 4](#) (open the link and advance to page 20). Using more than one source, students will develop a main idea about animals and their surroundings. They will select the most important information from multiple sources and then write an informational article that is several paragraphs long. Students will clearly organize the article and support their main idea with details from the sources.

Additional Resources:

- [Question and Answer Books – From Genre Study to Report Writing](#) (ReadWriteThink)
- [WatchKnowLearn.org](#)
- [Learnzillion.com](#)
- [The Writing Process](#) (Common Core ELA Lessons)
- [CCSS Appendix C](#) (Student Writing Exemplars)