

**Vertical Progression:**

<p><b>3<sup>rd</sup> Grade</b></p>	<p><b>W.3.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. B. Develop the topic with facts, definitions, and details. C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. D. Provide a concluding statement or section.</p>
<p><b>4<sup>th</sup> Grade</b></p>	<p><b>W.4.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. C. Focus within categories of information using words and phrases (e.g., another, for example, al-so, because). D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Provide a concluding statement or section related to the information or explanation presented.</p>
<p><b>5<sup>th</sup> Grade</b></p>	<p><b>W.5.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. C. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Provide a concluding statement or section related to the information or explanation presented.</p>
<p><b>6<sup>th</sup> Grade</b></p>	<p><b>W.6.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal style. F. Provide a concluding statement or section that follows from the information or explanation presented.</p>

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

- Introduce a topic clearly with an observation or focus
- Group related information logically 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*
- Link ideas across sections of grouped information using words, phrases, and clauses such as *in contrast*, and *especially*
- 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             | • focus                  | • relevant facts     |
| • clauses              | • irrelevant information | • reliable source    |
| • concluding statement | • logical                | • secondary resource |
| • conclusion           | • opinion                | • statement          |
| • concrete details     | • organization           | • supporting details |
| • details              | • phrases                | • topic sentence     |
| • evidence             | • plagiarism             | • transitions        |
| • facts                | • primary source         |                      |

#### 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 *in contrast* and *especially* to connect your ideas?
- Have you used specific vocabulary to explain the topic?
- Do you have a concluding statement or section to tend 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) Review the [SBAC Assessment Items for Grade 5](#). Students will complete item number 16. Scoring guidance for this task is also available immediately following the item, on the linked document.

A student is writing a report for science class about ways to model good health. Read the introduction and the first sentence of the next paragraph of the draft. Then complete the task that follows.

*Living a health life is one of the most important things a person can do, and this often means making the right choices. These choices can help determine how much energy a person has and even how long he or she lives.*

What do we need to stay healthy?

The student took these notes from reliable sources:

1. Stay physically active with exercise
2. Stay away from sugary or fried foods
3. Eat healthy foods (fruit, vegetables, chicken, or fish)
4. Do physical activities during recess
5. Get plenty of rest

Use the student’s notes to write a paragraph that adds more facts or concrete details to support the underlined sentence of the report.

- 2) Review the [SBAC Assessment Items for Grade 5](#). Students will complete item number 17. Scoring guidance for this task is also available immediately following the item, on the linked document.

A student is writing a report about dolphins for a science assignment. Read the draft and complete the task that follows.

Dolphins are mammals that have adapted to live in the ocean. All mammals, including dolphins, share certain features. Since dolphins are mammals, they give birth to live babies. Like all mammals, dolphins produce milk for their young, are warm-blooded, and have hair. Cold-blooded animals cannot control their body temperature. Unlike fish, which have gills, dolphins breathe air using lungs. Young amphibians have gills. Dolphins must make trips to the ocean’s surface to breathe. The blowhole on a dolphin’s head acts as a “nose,” making it easy for the dolphin to get air. Dolphins are among the few mammals that live entirely in the water.

The student needs to revise the draft to eliminate the ideas that do not support the main idea. Remove two sentences that do NOT support the underlined main idea.

### Additional Resources:

- [Write an introduction to a constructed response](#) -In this lesson you will learn how to write an introduction by building on the thesis statement
- [Thinkfinity](#)
- [WatchKnowLearn.org](#)
- [Learnzillion.com](#)
- [Literacy Design Collaborative](#)