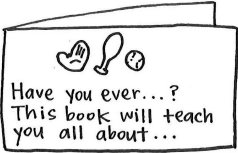



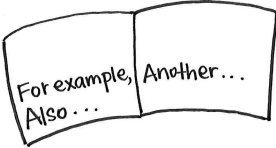

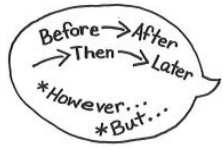
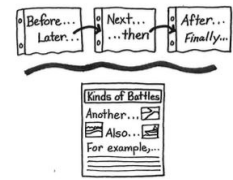
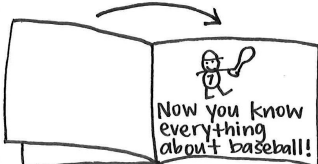
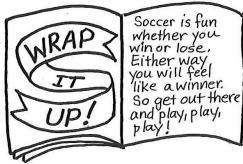





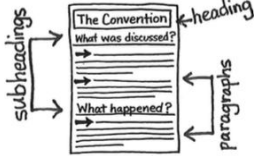


3rd Grade Information Writing Rubric

Structure

Overall	I taught readers information about a subject. I put in ideas, observations, and questions.			
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
Did I do it like a 3rd grader?	Needs Improvement 1	Developing 2	Proficient 3	Exceeds 4
Lead	<p>The writer named their topic in the beginning and got the reader's attention.</p> 	<p>The writer wrote a beginning in which they named a subject and tried to interest readers.</p> 	<p>The writer wrote a beginning in which they got readers ready to learn a lot of information about the subject.</p> 	<p>The writer hooked their readers by explaining why the subject mattered, telling a surprising fact, or giving a big picture. They let readers know that they would teach them different things about a subject.</p> 
Transitions	<p>The writer told different parts about their topic on different pages.</p> 	<p>The writer used words such as and and also to show they had more to say.</p> 	<p>The writer used words to show sequence such as before, after, then, and later.</p> <p>They also used words to show what didn't fit such as however and but.</p> 	<p>The writer used words in each section that helped readers understand how one piece of information connected with others.</p> <p>If they wrote the section in sequence, they used words and phrases such as before, later, next, then, and after.</p> <p>If they organized the section in kinds or parts, they used words such as another, also, and for example.</p> 

Structure

Did I do it like a 3rd grader?	Needs Improvement 1	Developing 2	Proficient 3	Exceeds 4
Ending	<p>The writer wrote an ending.</p> 	<p>The writer wrote some sentences or a section at the end to wrap up their piece.</p> 	<p>The writer wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.</p> 	<p>The writer wrote an ending in which reminded readers of her subject and may either have suggested a follow-up action or left readers with a final insight. They added thoughts, feelings, and questions about the subject at the end.</p> 
Organization	<p>The writer told about their topic part by part.</p> 	<p>The writer's writing had different parts. Each part told different information about the topic.</p> 	<p>The writer grouped information into parts. Each part was mostly about one thing that connected to his big topic.</p> 	<p>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. They may have used headings and subheadings.</p> 

Development

Overall I taught readers information about a subject. I put in ideas, observations, and questions.

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**Did I do it like
a 3rd grader?**

**Needs Improvement
1**

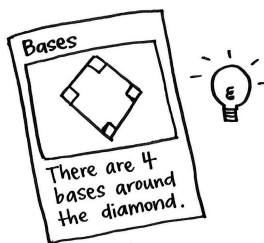
**Developing
2**

**Proficient
3**

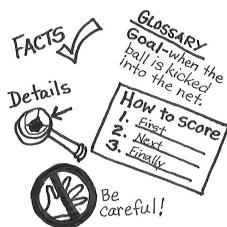
**Exceeds
4**

Elaboration

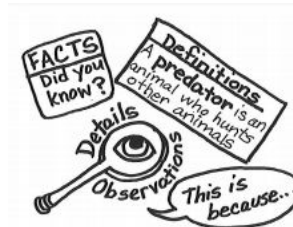
The writer put facts in their writing to teach about their topic.



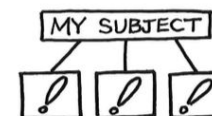
The writer used different kinds of information in their writing such as facts, definitions, details, steps, and tips.



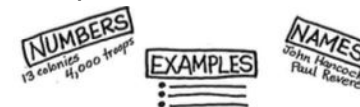
The writer wrote facts, definitions, details, and observations about his topic and explained some of them.



The writer taught readers different things about the subject. They chose those subtopics because they were important and interesting.



The writer included different kinds of facts and details such as numbers, names, and examples.



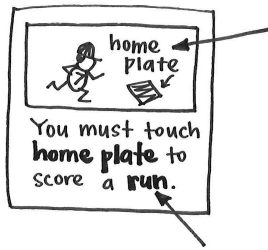
The writer got information from talking to people, reading books, and from their own knowledge and observations.

The writer made choices about organization, perhaps using compare/contrast, cause/effect, or pro/con. They may have used diagrams, charts, headings, bold words, and definition boxes to help teach readers.



Craft

The writer used labels and words to give facts.



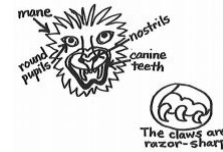
The writer tried to include the words that showed they were an expert on the subject.



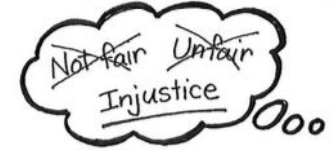
The writer chose expert words to teach readers a lot about the subject.



The writer taught information in a way to interest readers. They may have used drawings, captions, or diagrams.



The writer made deliberate word choices to teach readers. They may have done this by using and repeating key words about the topic.



When it felt right to do so, the writer chose interesting comparisons and used figurative language to clarify points.



The writer made choices about which information was best to include or not include.


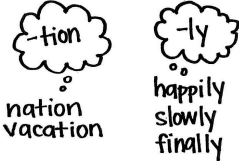


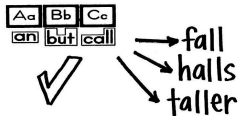


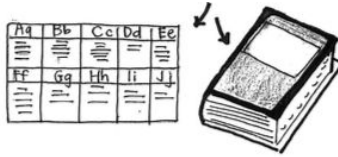


The writer used a teaching tone. To do so, he may have used phrases such as that means


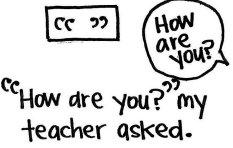
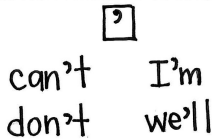
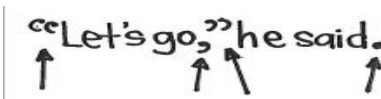
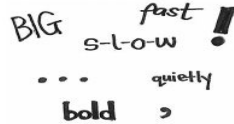

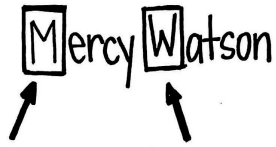
. . . , what that really means is .
. . . , and let me explain. . . .



Language Conventions

Did I do it like a 3rd grader?	Needs Improvement 1	Developing 2	Proficient 3	Exceeds 4
Spelling	<p>The writer used all they knew about words and chunks of words to help them spell.</p> 	<p>To spell a word, the writer used what they knew about spelling patterns (tion, er, ly, etc)</p> 	<p>The writer used what they knew about spelling patterns to help spell and edit before they wrote the final draft.</p> 	<p>The writer used what they knew about word families and spelling rules to help spell and edit.</p> 
Spelling	<p>The writer spelled all the word wall words right and used the word wall to help them spell other words.</p> 	<p>The writer spelled all of the word wall words correctly and used the word wall to help him figure out how to spell other words.</p> 	<p>The writer got help from others to check his spelling and punctuation before he wrote his final draft.</p> 	<p>The writer used the word wall and dictionaries to help when needed.</p> 

Language Conventions

Did I do it like a 3rd grader?	Needs Improvement 1	Developing 2	Proficient 3	Exceeds 4
Punctuation	<p>The writer ended sentences with punctuation.</p> <p>End it with . ! ?</p> <p>The writer used commas in dates and lists.</p> 	<p>The writer used quotation marks to show what characters said.</p>  <p>The writer used words such as can't and don't, they used the apostrophe.</p> 	<p>The writer punctuated dialogue correctly, with commas and quotation marks.</p>  <p>While writing, the writer put punctuation at the end of every sentence.</p> <p>The writer 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.</p> 	<p>When writing long, complex sentences, the writer used commas to make them clear and correct.</p>  <p>For instance,</p>
Capitalization	<p>The writer used a capital letter for names.</p> 	<p>The writer used a capital letter to start every sentence.</p> <p>→ Look at the ball.</p> <p>The writer used a capital letter for all proper nouns.</p> <ul style="list-style-type: none"> M. Months, Days, Holidays I. The pronoun I N. Names of people, places, etc T. Titles of books, movies, etc S. Start of sentences 		

