

## Informational Writing Standards K-5

Kindergarten	1 <sup>st</sup> grade	2 <sup>nd</sup> grade	3 <sup>rd</sup> grade	4 <sup>th</sup> grade	5 <sup>th</sup> grade
<p>Shares information and facts about a topic with which the writer has personal interest/experience</p> <p>May announce the topic in first sentence or title</p> <p>Uses common, everyday vocabulary and/or details to convey information</p> <p>Stays on topic</p> <p>If present, illustrations support the information</p>	<p>Reports information about a topic with which the writer has personal interest/experience</p> <p>Announces topic in first sentence or title</p> <p>Creates an organizational structure by grouping related ideas</p> <p>Uses some facts and details (from experience, pictures, and/or books) to describe or develop points</p> <p>Uses specific vocabulary and features, such as illustrations, diagrams, maps, etc. to convey information</p> <p>Excludes unrelated information</p> <p>May include a concluding sentence</p>	<p>Reports information about a topic with which the writer has personal interest/experience</p> <p>Usually has some kind of introduction (e.g., “I’m going to tell you about plants.”)</p> <p>Creates an obvious organizational structure; may use subheadings to group related ideas</p> <p>May attempt to present a focused idea by using personal knowledge (from experience and/or books)</p> <p>Uses facts and details to describe or develop points</p> <p>Uses specific vocabulary and features, such as diagrams and maps, to convey information</p> <p>Excludes irrelevant information</p> <p>Provides a concluding sentence or section</p>	<p>Reports adequate and specific information about a topic with which the writer has personal interest/experience</p> <p>Introduces the topic, providing a context</p> <p>Creates an obvious organizational structure to group facts and supporting details, including, but not limited to paragraphs</p> <p>May attempt to develop a controlling idea or perspective on the topic</p> <p>Elaborates on ideas about topic by using supporting facts and details</p> <p>Uses specialized vocabulary and features, such as diagrams, maps, etc., to convey information</p> <p>Includes sufficient, relevant information to convey a knowledgeable stance</p> <p>Provides a concluding sentence or section</p>	<p>Reports adequate and specific information about a topic with which the writer has personal interest/experience and has done additional research</p> <p>Engages the reader by establishing a context, or otherwise developing reader interest</p> <p>Creates an organizing structure appropriate to the content, including, but not limited to paragraphs</p> <p>Attempts to develop a controlling idea and/or perspective on the topic or question</p> <p>May support controlling idea by providing relevant and adequate facts and details</p> <p>Uses specialized vocabulary and features such as maps, diagrams, etc. to convey information</p> <p>Includes sufficient, relevant information to convey a knowledgeable stance</p> <p>May use strategies (e.g., vivid description, narrating an anecdote, quoting experts or surveys) and/or structures (e.g., chronological order, cause/effect, compare/contrast) to convey information</p> <p>Provides a concluding section</p>	<p>Reports well-developed, specific information about a topic with which the writer has personal interest/experience and has done additional research</p> <p>Engages the reader by establishing a context, creating a knowledgeable stance, or otherwise developing reader interest</p> <p>Creates an organizing structure appropriate to the content, including, but not limited to paragraphs</p> <p>Develops a controlling idea and/or perspective on the topic or question</p> <p>Elaborates controlling idea by providing relevant, specific and adequate facts and details</p> <p>Uses specialized vocabulary and features such as maps, diagrams, etc. to convey information</p> <p>Includes sufficient, relevant information to convey a knowledgeable stance</p> <p>Uses a range of strategies (e.g., vivid description, narrating an anecdote, quoting experts or surveys) and/or structures (e.g., chronological order, cause/effect, compare/contrast) to convey information</p> <p>Provides a concluding section</p>