**Grade 3 Informational Writing Rubric**

**W2 CCR Anchor Standard:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**W3.2:** Write informative/explanatory texts to examine ideas and information clearly.

<table>
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<tr>
<th>3- Above Grade-Level Expectations * Expectations for the end of 4th grade</th>
<th>2- Meets Grade-Level Expectations * Expectations for the end of 3rd grade</th>
<th>1-Approaching Grade-Level Expectations * Expectations for the end of 2nd grade</th>
<th>0- Below Grade-Level Expectations</th>
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</table>
| **Written Expression Development of Ideas** | **Establishes the focus with a topic sentence related to task and purpose**  
- Draft the body to examine a topic with well-organized facts, definitions, and details  
  - Group related information together  
- Provide a concluding statement or section  
  - Identify, select, and/or create supportive text features, as necessary  
- Use linking/transition words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information  
(When writing to text, the student response is somewhat appropriate to task and purpose.) | **Develop and write a clear and focused introductory sentence that identifies the topic**  
**Organize facts and definitions to write a paragraph or multiple paragraphs related to a topic**  
- Use linking/transition words (e.g., because, and, also)  
(When writing to text, the student response is limited in its appropriateness to the task and purpose.) | **Lacks a topic**  
**Lacks facts and definitions to develop points** |
| **Written Expression Organization** | **Introduce a topic clearly with a controlling idea**  
- Develop the topic with facts, definitions, concrete details, and other information  
  - Group related information in paragraphs and sections  
  - Select appropriate organizational patterns for paragraphs or sections (e.g., list, cause/effect, comparison/contrast, time order)  
- Provide a concluding statement or section related to the information or explanation presented  
- Select and/or create and apply formatting and/or text features and/or multimedia to clarify ideas or information, as necessary  
- Link ideas within categories of information using words and phrases (e.g., another, for example, also, because)  
(When writing to text, the student response is largely appropriate to task and purpose.) | **Introduce a focused topic**  
**Develop the topic with facts, definitions, and details**  
**Include illustrations when useful to aiding comprehension, if applicable**  
(When writing to text, the student response demonstrates accurate comprehension of the central ideas expressed in the text(s) and references the text explicitly to address the prompt.) | **Lacks a concluding statement or section**  
**Lacks linking words** |
| **Witten Expression** | **Introduce a topic clearly with a controlling idea with an introductory section or paragraph**  
**Draft the body to examine a topic and convey ideas with effectively organized facts, definitions, concrete details, and other information**  
- Group related information in paragraphs and sections  
- Select appropriate organizational patterns for paragraphs or sections (e.g., list, cause/effect, comparison/contrast, time order)  
- Provide a concluding statement or section related to the information or explanation presented  
- Select and/or create and apply formatting and/or text features and/or multimedia to clarify ideas or information, as necessary  
- Link ideas within categories of information using words and phrases (e.g., another, for example, also, because)  
(When writing to text, the student response is largely appropriate to task and purpose.) | **Introduce a topic**  
**Use facts and definitions to develop points**  
(When writing to text, the student response makes reference to the topic of the prompt and may reference the text explicitly, but demonstrates limited comprehension of the central ideas expressed in the text(s).) | **Lacks an introductory sentence or introductory sentence is unclear**  
**Lacks facts and definitions to develop points** |

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* Expectations for the end of 4th grade

* Expectations for the end of 3rd grade

* Expectations for the end of 2nd grade
<table>
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<tr>
<th>Written Expression Clarity</th>
<th>Knowledge of Language and Conventions</th>
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| • **Use precise language** and domain-specific vocabulary to inform about or explain the topic.  
  Apply academic vocabulary to express relationships correctly.  
  Choose words and phrases for effect and to convey ideas **precisely**.  
  Use a variety of sentence types.  
  Choose punctuation for effect. | • **Apply domain-specific vocabulary** to clarify information.  
  Apply **academic vocabulary** to express relationships correctly.  
  Choose words and phrases for **effect**.  
  Produce simple, compound, and **complex** sentences. |
| • Use **facts and definitions**  
  Use **appropriate vocabulary**. | • **Lacks** facts and definitions and appropriate vocabulary. |
| • **Produce, expand, and rearrange** complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). | • **Only simple sentences or incomplete thoughts and/or sentences**. |

The italics indicate that the wording was taken from the Essential Skills and Knowledge. The bold print indicates the change in expectations. Refer to the **Maryland Common Core Writing Frameworks** for additional grade-level expectations. *Please refer to the **MD Common Core Language Frameworks** for specific teaching points. ** (Including multimedia is not an expectation for the CCPS Formative Writing Prompt, but should be included in instruction.)

Next Teaching Points: