



Language Arts: Writer’s Craft: Informative/Explanatory

Competency: Students will write to communicate their own ideas for a variety of authentic (real-world) tasks, purposes, and audiences.

Grade Level Competency: Kindergarten

Writers will be able to produce informative/explanatory texts to examine a topic and convey ideas and information clearly using organization and academic/content vocabulary.

Criteria	Extending	Proficient	In Progress	Beginning
Focus and Development	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	I can write a focus statement.	I can write about a topic.	I can choose a topic.
Structure and Organization		I can use some details and evidence so that the audience has some understanding of the topic.	I can provide limited details about my topic in my writing.	I can list limited details or words related to my topic.
Language Use		I can organize my writing and attempt to use transitions so that the information makes sense to my audience.	I can begin to organize my writing using a structure that makes sense to me but may cause confusion for my audience.	I can organize some of the information and/or ideas through writing basic words, symbols, and/or drawings.
		I can use precise vocabulary related to the topic.	I can use general vocabulary related to the topic.	I can use basic vocabulary directly or indirectly related to the topic.

MDE grade level benchmarks embedded explicitly in the rubric

Kindergarten

0.6.2.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.



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Grade Level Competency: Grades 1-2				
Writers will be able to produce informative/explanatory texts to examine a topic and convey ideas and information clearly using organization and academic/content vocabulary.				
Criteria	Extending	Proficient	In Progress	Beginning
Focus and Development	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	I can write a focus statement. I can use some details and evidence so that the audience has some understanding of the topic. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can write about a topic. I can provide limited details about my topic in my writing. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can choose a topic. I can list limited details or words related to my topic. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2
Structure and Organization		I can organize my writing and attempt to use transitions so that the information makes sense to my audience.	I can begin to organize my writing using a structure that makes sense to me but may cause confusion for my audience.	I can organize some of the information and/or ideas through writing basic words, symbols, and/or drawings.
Language Use		I can use precise vocabulary related to the topic. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can use general vocabulary related to the topic. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can use basic vocabulary directly or indirectly related to the topic. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2



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Grade Level Competency: Grades 3-4				
Writers will be able to produce informative/explanatory texts to examine a topic and convey ideas and information clearly using organization and academic/content vocabulary.				
Criteria	Extending	Proficient	In Progress	Beginning
Focus and Development	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	<p>I can maintain focus throughout my writing.</p> <p>I can write using details and evidence to explain information and my ideas to inform my audience.</p> <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	<p>I can write a focus statement.</p> <p>I can use some details and evidence so that the audience has some understanding of the topic.</p> <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	<p>I can write about a topic.</p> <p>I can provide limited details about my topic.</p> <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4
Structure and Organization		<p>I can organize my writing using an effective structure and transitions for my purpose.</p> <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	<p>I can write some of my work in an organized manner and attempt to use transitions.</p> <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	<p>I attempt to use some organization in my writing.</p> <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4
Language Use		<p>I can use precise vocabulary related to my purpose and enhance my writing.</p> <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	<p>I can use general vocabulary related to the topic.</p> <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	<p>I can use basic vocabulary that may or may not be related to the topic.</p> <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4



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Grade Level Competency: Grades 5-6:

Writers will be able to produce informative/explanatory texts to examine a topic and convey ideas, abstract concepts, and/or information through the selection and explanation of relevant content with conscious organization and crafting of language.

Criteria	Extending	Proficient	In Progress	Beginning
Focus and Development	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	<p>I can maintain focus throughout my writing to engage and inform my audience.</p> <p>I can write using relevant, specific details and evidence to explain the information and ideas.</p> <p><input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6</p>	<p>I can maintain focus through most of my writing to inform my audience.</p> <p>I can write using details and evidence to explain information and my ideas to inform my audience.</p> <p><input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6</p>	<p>I can write a focus statement.</p> <p>I can provide limited details and evidence to support my focus statement.</p> <p><input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6</p>
Structure and Organization		<p>I can organize my writing using a specific structure for my purpose.</p> <p>I can use a variety of transitions and features so that the audience can make sense of my work.</p> <p><input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6</p>	<p>I can organize my writing using an effective structure.</p> <p>I can attempt to use transitions and features to organize my work, but I may not make choices that help my audience make sense of my work.</p> <p><input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6</p>	<p>I can attempt to use some organizational structures and features in my writing.</p> <p><input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6</p>

Language Use		I can choose precise and varied words and phrasing to enhance my writing. <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	I can use specific vocabulary and other word choices in my writing. <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	I can use general vocabulary and simple phrases related to the topic. <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6
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Competency: Students will write to communicate their own ideas for a variety of authentic (real-world) tasks, purposes, and audiences.

Grade Level Competency: Grades 7-8

Writers will be able to produce informative/explanatory texts to examine a topic and convey ideas, abstract concepts, and/or information through the selection and explanation of relevant content with conscious organization and crafting of language.

Criteria	Extending	Proficient	In Progress	Beginning
Focus and Development	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	<p>I can maintain focus throughout my writing to engage and inform my audience.</p> <p>I can use specific details from credible and appropriate sources and/or evidence so that the audience has a deeper understanding of the topic.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I can maintain focus through most of my writing to inform my audience.</p> <p>I can use some details and evidence so that the audience has some understanding of the topic.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I can write a focus statement.</p> <p>I can provide limited details and evidence to support my focus statement.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>
Structure and Organization		<p>I can develop a structure that best fits my purpose.</p> <p>I can use transitions and organizational features so that the audience can build a deeper understanding.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I can organize my work using a specific structure for my purpose.</p> <p>I can use transitions and organizational features so that the audience can make sense of my work.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I can write some of my work in an organized manner.</p> <p>I attempt to use transitions and organizational features in my work, but I may not make choices that help my audience make sense of my work.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>

Language Use		I can use precise and varied word choices and carefully chosen phrasing and/or sentence structure that enhances my writing. <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8	I can use a variety of specific words and phrasing in my writing. <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8	I use only teacher provided terminology or non-specific words and simple phrases in my writing. <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8
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Language Arts: Writer’s Craft: Informative/Explanatory

Competency: Students will write to communicate their own ideas for a variety of authentic (real-world) tasks, purposes, and audiences.

Grade Level Competency: Grades 9-10

Writers will be able to produce informative/explanatory texts to examine and convey complex ideas, abstract concepts, and/or information clearly and accurately through the effective selection and analysis of content with conscious organization and crafting of language.

Criteria	Extending	Proficient	In Progress	Beginning
Focus and Development	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	I can write with a clear purpose and focus that is maintained in order to inform and engage a target audience. I can use relevant and specific details and types of evidence from credible and appropriate sources and write clear explanations of my choices.	I can write with a clear purpose and focus that is maintained in order to inform a target audience. I can use general details and evidence. I can write explanations that are vague, partial, or have implied connections to the focus.	I can write with a general purpose to inform, but haven’t considered a target audience. I can use general details, but it may be difficult for others to determine their relevance.
Structure and Organization		I can develop a structure with features typical of informative text at the sentence, paragraph, and whole-piece level with a logical, cohesive progression of ideas.	I can use some structural features typical of informative text with a logical progression of ideas.	I can use some basic structural features typical of informative text (e.g., a clear beginning, middle, and end).
Language Use		I can craft language by using precise, effective, and varied word choices, sentence structures, and techniques to inform the audience and enhance my writing.	I can craft language by using a variety of specific word choice to inform the audience.	I can use a variety of specific words and phrasing in my writing.



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Competency: Students will write to communicate their own ideas for a variety of authentic (real-world) tasks, purposes, and audiences.

Grade Level Competency: Grades 11-12

Writers will be able to produce informative/explanatory texts to examine and convey complex ideas, abstract concepts, and/or information clearly and accurately through the effective selection and analysis of content with conscious organization and crafting of language.

Criteria	Extending	Proficient	In Progress	Beginning
Focus and Development	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	<p>I can write with a clear purpose and distinct focus that is consistently integrated throughout in order to inform and engage a target audience.</p> <p>I can use a range of relevant and specific details and types of evidence from credible and appropriate sources. I can explicitly justify the evidence and sources I’ve chosen.</p>	<p>I can write with a clear purpose and distinct focus that is maintained in order to inform a target audience.</p> <p>I can use relevant and specific details. I can write explanations that may be vague, partial, or have implied connections to the focus of the piece.</p>	<p>I can write in a way that at least partially meets the purpose. I may lose focus by contradicting myself or lack the development to show that I can consistently maintain this focus.</p> <p>I can use general details, but it may be difficult for others to determine their relevance. I may offer some explanation, but there may be redundancy, a loss of focus, or misunderstandings.</p>
Structure and Organization		I can effectively use a range of structural features typical of informative text at the sentence, paragraph, and whole-piece level with a logical, cohesive progression of ideas.	I can effectively use structural features typical of informative text with a logical, cohesive progression of ideas.	I can use some structural features typical of informative text with a logical progression of ideas.
Language Use		I can craft language by using clear, effective, and sophisticated word choices (diction) and techniques to inform and engage the audience and establish an authoritative voice.	I can craft language by using effective word choices and techniques to inform the audience.	I can craft language by using fitting word choices and I can attempt to use techniques to inform the audience.