Author \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_

**Fourth Grade**

**Informative/Explanatory Writing Rubric Unit 1**

W.4.2 I can write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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| --- | --- | --- | --- | --- |
|  | **Beginning (1)** | **Almost There (2)** | **Got it-Wow! (3)** | **Comments** |
| **Topic****W.4.2.a**Introduce a topic clearly and group related information in paragraphs and sections, including formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  | I have introduced my topic **without clearly** grouping information. | I have introduced my topic with **some** grouping in paragraphs or sections; including **some** formatting, illustrations, or multimedia. | I have introduced my topic clearly and grouped related information in paragraphs and sections; including formatting, illustrations, and multimedia when useful to aiding comprehension. |  |
| **Topic Development****W.4.2.b**Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | I have developed a topic **without clear** details related to the topic | I have developed my topic with only a **few** details related to the topic. | I have developed my topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |  |
| **Linking Ideas****W.4.2.c**Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). | I have not provided **clear** categories of information. | I have linked **some** ideas within categories of information. | I have linked ideas within categories of information using words and phrases. |  |
| **Vocabulary****W.4.2.d**Use precise language and domain-specific vocabulary to inform about or explain the topic. | I have included **some** precise language and domain-specific vocabulary. | I have used precise language and domain-specific vocabulary **without clearly** informing about or explaining the topic. | I have used precise language and domain-specific vocabulary to inform about or explain the topic. |  |
| **Conclusion****W.4.2.e**Provide a concluding statement or section related to the information or explanation presented. | I have provided an **incomplete** conclusion. | I have provided a concluding statement or section **not clearly** related to the topic. | I have provided a concluding statement or section related to the information or explanation presented. |  |
|  | **Beginning (1)** | **Almost There (2)** | **Got it-Wow! (3)** | **Comments** |
| **L.4.1a.** Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). | I did not use relative pronouns and relative adverbs correctly.  | I occasionally used relative pronouns and relative adverbs correctly. | I consistently used relative pronouns and relative adverbs correctly. |  |
| **L.4.1b.** Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. | I did not form or use progressive verb tenses correctly. | I occasionally formed or used progressive verb tenses correctly. | I consistently formed or used progressive verb tenses correctly. |  |
| **L.4.2a.**Use correct capitalization. | I did not use capitalization correctly in my writing piece. | I occasionally used capitalization correctly in my writing piece. | I consistently used capitalization correctly in my writing piece. |  |
| **L.4.2d.** Spell grade-appropriate words correctly, consulting references as needed. | I did not spell grade-appropriate words correctly (conventional spelling for high-frequency words and other words studied in class).I did not use reference materials to check and correct spellings. | I occasionally spelled grade-appropriate words correctly (conventional spelling for high-frequency words and other words studied in class).I use reference materials to check and correct some of my spellings as needed. | I frequently spelled grade-appropriate words correctly (conventional spelling for high-frequency words and other words studied in class).I used reference materials to check and correct spellings as needed. |  |

 \*Highlighted/underlined portion of the standard is the focus of the unit