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

**Fifth Grade**

**Informative/Explanatory Writing Rubric Unit 2**

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 | Comments |
| Topic  (W.5.2a)  Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. | I have introduced a topic clearly, provided a general observation and focus, and logically grouped related information; including formatting, illustrations, and multimedia when useful to aiding comprehension. | I have introduced my topic without a **clear** focus; including **some** formatting, illustrations, or multimedia when useful aiding comprehension. | I have introduced an **incomplete** topic. | I have **not** introduced a topic. |  |
| Topic Development  (W.5.2b)  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | I have developed the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | I have developed my topic using **some** facts, definitions, and/or concrete details related to the topic. | I have developed a topic **without clear** detail related to the topic. | I have **not** developed my topic. |  |
| Linking Ideas  (W.5.2c)  Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in* *contrast*, *especially*). | I have linked ideas within and across categories of information using words, phrases, and clauses. | I have linked **some** ideas within categories of information using words, phrases, and clauses. | I have not **clearly** linked my ideas in categories. | I have **not** linked my ideas in categories. |  |
| Vocabulary  (W.5.2d)  Use precise language and domain-specific vocabulary to inform about or explain the topic. | I have used precise language and domain-specific vocabulary to inform about or explain the topic. | I have used precise language and domain-specific vocabulary **without clearly** informing about or explaining the topic. | I have included **some** precise language and domain-specific vocabulary. | I have **not** included precise language and domain-specific vocabulary. |  |
| Conclusion  (W.5.2e)  Provide a concluding statement or section related to the information or explanation presented. | I have provided a concluding statement or section related to the information or explanation presented. | I have provided a concluding statement that is **not clearly** related the topic. | I have provided an **incomplete** conclusion. | I have **not** provided a conclusion. |  |

(adapted from the Jordan School District)

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

**Fifth Grade**

**Narrative Writing Rubric Unit 2**

W.5.3 I can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **3** | **2** | **1** | **0** | **Comments** |
| **Story Introduction**  **W.5.3a**  Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. | I have oriented the reader by including all the following:   * establishing a situation * introducing a narrator and/or characters * organizing a sequence of events that unfolds naturally | I have included **two** of the following:   * established a situation * introduced a narrator and/or characters * organized a sequence of events that unfolds naturally | I have included **one** of the following:   * established a situation * introduced a narrator and/or characters * organized a sequence of events that unfolds naturally | I have **not** written a story introduction. |  |
| **Character Development**  **W.5.3b**  Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the response of characters to situations. | I have used narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. | I have used **some** narrative techniques without **fully** developing the character(s) in the story. | I have **incorrectly** used narrative techniques to develop the character(s) in the story. | I have **not** used narrative techniques to develop the character(s) in the story. |  |
| **Transitions**  **W.5.3c**  Use a variety of transitional words, phrases, and clauses to manage the sequence of events. | I have used a variety of transitional words, phrases, and clauses to manage the sequence of events. | I have used **two or three** transitional words, phrases, and clauses to manage the sequence of events. | I have used **one** transitional word, phrase, or clause to manage the sequence of events. | I have **not** managed the sequence of events in my story. |  |
| **Word Selection**  **W.5.3d**  Use concrete words and phrases, and sensory details to convey experiences and events precisely. | I have used concrete words and phrases and sensory details to convey experiences and events precisely. | I have used **two or three** concrete words and phrases and sensory details. | I have used **one** concrete word or phrase or sensory detail. | I have **not** used concrete words and phrases or sensory details. |  |
| **Story Conclusion**  **W.5.3e**  Provide a conclusion that follows from the narrated experiences or events. | I have provided a conclusion that follows the narrated experiences or events. | I have provided a conclusion that does **not** **completely** follow the narrated experiences or events. | I have provided a **brief** conclusion **without** following the narrated experiences or events | I have **not** provided a conclusion. |  |
| **Organization**  **W.5.4**  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. |  |  |  |  |  |
| **Revising & Editing**  **W.5.5**  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |  |  |  |  |  |
| **Organization**  **W.5.4**  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. |  |  |  |  |  |
| **Revising & Editing**  **W.5.5**  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |  |  |  |  |  |

(adapted from Jordan School District)