

Standard	Kid Friendly Standards			
CCSS.ELA-LITERACY.W.5.2				
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				
CCSS.ELA-LITERACY.W.5.2.A				
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 can write an introductory paragraph that introduces a topic, gives focused background knowledge, and states a thesis statement (why is the topic important)	I can write a hook that relates to my topic and grabs the reader's attention	I can summarize my topic into relevant background knowledge to give context to my topic	I can create a thesis statement that names the subtopics I will write about.
CCSS.ELA-LITERACY.W.5.2.B				
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	I can write one or more body paragraphs that have a topic sentence, at least 3 supporting details, and properly cited evidence.	I can write a topic sentence that links directly to my thesis statement	I can write 3 supporting details that support my topic sentence	I can explain my supporting details with evidence from my research.

CCSS.ELA-LITERACY.W.5.2.E				
Provide a concluding statement or section related to the information or explanation presented.	I can write a conclusion in which I restate the main points and may have offered a final thought or question for readers to consider.	I can restate my thesis in using different words.	I can leave my readers with a final thought or question.	

Informational Writing Rubric								
Rubric Score	4	Check if done w/ accommodations/modifications	3	Check if done w/ accommodations/modifications	2	Check if done w/ accommodations/modifications	1	Check if done w/ accommodations/modifications
Introduction								
I can write a hook that relates to my topic and grabs the reader's attention	My hook uses topic specific language and engages the reader in a unique way.		My hook uses one of the methods for engaging the reader: question, anecdote, joke, flashback		My hook introduces the topic, but does not engage the reader		I do not have a hook	

<p>I can summarize my topic into relevant background knowledge to give context to my topic</p>	<p>I include a bridge sentence that provides background knowledge about my topic and uses topic specific language to guide the reader toward my thesis statement</p>		<p>I include a bridge sentence that clearly links my hook to my thesis statement</p>		<p>I include a bridge sentence, but it does not clearly link to my thesis statement</p>		<p>I did not include a bridge sentence</p>	
<p>I can create a thesis statement that names the subtopics I will write about.</p>	<p>I include a thesis statement that introduces my three reasons, a solid claim that makes it clear what your lens is for your topic and includes topic specific language to create a</p>		<p>I include a thesis statement that introduces my three pieces of evidence and has a claim that makes it clear how you feel about your topic.</p>		<p>I have a claim or introduce my three reasons, but I don't have both.</p>		<p>I am lacking a thesis statement</p>	

	road map for the reader.							
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