The Informational Writing Rubric is designed to help teachers provide students with continuous assessment, feedback, and goal setting. The rubric is organized around a K-5 continuum of informational writing progression. Its purpose is to provide guidance for teaching points, conferring and strategically moving students forward. The rubric will help teachers evaluate students’ work and establish where students are in their writing development.

Elements of the standards are embedded in the descriptors; however, the exact wording is not always included. The rubric is intended to help teachers better understand the grade level expectations of writing. At times, it does not repeat the work in the previous grade level. In order to be at a specific criteria level (Exceeds Standards, for example), it is assumed the student has mastered the previous grade level descriptors.

This is a formative/instructional rubric. It is not designed for summative/assessment purposes.

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| **Informational Writing Rubric – Kindergarten** | | | | | |
| **ELACCKW2** | | | | | |
|  | **Exceeds Standards** | | **Meets Standards** | **Progressing Toward Standards** | **Does Not Meet Standards** |
| **Organization** | | | | | |
| **Lead** | In the beginning, the writer named his topic and got his reader’s attention. | | The writer told his topic. | The writer started by drawing or saying something. | No evidence of writing. |
| **Transitions** | The writer told different parts about his topic on different sections/pages. | | The writer put different things he knew about the topic on his paper pages. | The writer kept on working. | No evidence of writing. |
| **Ending** | The writer provided some sense of closure to his piece. | | The writer had a last page or part. | After the writer said, drew, and “wrote” all he could about his topic, he ended it. | No evidence of writing. |
| **Structure** | The writer told about the topic, part by part. (Dogs, Dog’s Food, Washing your Dog, etc.) | | The writer told, drew, and wrote information (across pages, if taught that way). | The writer drew a picture and tried to write words. | No evidence of writing. |
| **Development** | | | | | |
| **Elaboration** | The writer put facts in his writing to teach people about his topic. | | The writer drew and wrote important things about the topic. | The writer put more and then more on the page. | No evidence of writing. |
| **Craft** | The writer used labels and words to give facts. | | The writer told, drew, and wrote some details about the topic. | The writer said, drew, and “wrote” things he knew about the topic. | No evidence of writing. |
| **Language Conventions** | | | | | |
| **Spelling** | The writer used what he knew about words and chunks of words (e.g., at, op, it, etc.) to help him spell.  The writer spelled frequently occurring irregular words (high frequency words) correctly most of the time and used the room resources to help him spell other words. | The writer could read his writing.  The writer wrote a letter for the sounds he heard.  The writer used the room resources to help him spell. | | The writer read his pictures and some of his words.  The writer tried to make words. | No evidence of writing. |
| **Punctuation** | The writer capitalized dates and names of people.  The writer ended sentences with punctuation.  He used commas in dates and lists. | The writer put spaces between words.  The writer used lower case letters unless capitals were needed.  The writer wrote capital letters to start every sentence. | | The writer can write his name.  The writer can label pictures. | No evidence of writing. |

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| **Informational Writing Rubric – First Grade-** **ELACC1W2** | | | | | |
|  | **Exceeds Standards** | | **Meets Standards** | **Progressing Toward Standards** | **Does Not Meet Standards** |
| **Organization** | | | | | |
| **Lead** | | The writer wrote a beginning in which he named a subject and tried to interest readers. | In the beginning, the writer named his topic and got his reader’s attention. | The writer told his topic. | The writer started by drawing or saying something. |
| **Transitions** | | The writer used words such as *and* and *also* to show he had more to say. | The writer told different parts about his topic on different sections/pages. | The writer put different things he knew about the topic on his paper pages. | The writer kept on working. |
| **Ending** | | The writer wrote some sentences or a section at the end to wrap up his piece. | The writer provided some sense of closure to his piece | The writer had a last page or part. | After the writer said, drew, and “wrote” all he could about his topic, he ended it. |
| **Structure** | | The writer had different parts. Each part told different information about the topic. | The writer told about the topic, part by part. (Dogs, Dog’s Food, Washing your Dog, etc.) | The writer told, drew, and wrote information (across pages, if taught that way). | The writer drew a picture and tried to write words. |
| **Development** | | | | | |
| **Elaboration** | | The writer used different kinds of information in his writing such as facts, definitions, details, steps, tips. | The writer put facts in his writing to teach people about his topic. | The writer drew and wrote important things about the topic. | The writer put more and then more on the page. |
| **Craft** | | The writer included the words that showed he is an expert on the topic. | The writer used labels and words to give facts. | The writer told, drew, and wrote some details about the topic. | The writer said, drew, and “wrote” things he knew about the topic. |
| **Language Conventions** | | | | | |
| **Spelling** | | To spell a word, the writer used grade appropriate spelling patterns (*tion, er, ly*, etc).  The writer spelled frequently occurring irregular words (high frequency words) correctly and used the room resources to help him spell other words. | The writer used what he knew about words and chunks of words (e.g., at, op, it, etc.) to help him spell.  The writer spelled frequently occurring irregular words (high frequency words) correctly most of the time and used the room resources to help him spell other words. | The writer could read his writing.  The writer wrote a letter for the sounds he heard.  The writer used the room resources to help him spell. | The writer read his pictures and some of his words.  The writer tried to make words. |
| **Punctuation** | | The writer used quotation marks to show what people said.  When the writer used words like *can't* and *don't*, he used the apostrophe. | The writer capitalized dates and names of people.  The writer ended sentences with punctuation.  He used commas in dates and lists. | The writer put spaces between words.  The writer used lower case letters unless capitals were needed.  The writer wrote capital letters to start every sentence. | The writer can write his name.  The writer can label pictures. |

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| **Informational Writing Rubric – Second Grade ELACC2W2** | | | | | |
|  | **Exceeds Standards** | **Meets Standards** | **Progressing Toward Standards** | **Does Not Meet Standards** | |
| **Organization** | | | | | |
| **Lead** | The writer wrote a beginning in which he got readers ready to learn a lot of information about the subject. | The writer wrote a beginning in which he named a subject and tried to interest readers. | In the beginning, the writer named his topic and got his reader’s attention. | The writer told his topic. | |
| **Transitions** | The writer used words to show sequence like *before, after, then,* and *later*.  He also used words to show what didn't fit like *however* and *but*. | The writer used words such as *and* and *also* to show he had more to say. | The writer told different parts about his topic on different sections/pages. | The writer put different things he knew about the topic on his paper pages. | |
| **Ending** | The writer wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond. | The writer wrote some sentences or a section at the end to wrap up his piece. | The writer provided some sense of closure to his piece. | The writer had a last page or part. | |
| **Structure** | The writer grouped his information into parts. Each part is mostly about one thing that connects to his big topic. | The writer had different parts. Each part told different information about the topic. | The writer told about the topic, part by part. (Dogs, Dog’s Food, Washing your Dog, etc.) | The writer told, drew, and wrote information (across pages, if taught that way). | |
| **Development** | | | | | |
| **Elaboration** | The writer wrote facts, definitions, details, observations about his topic and explained some of them. | The writer used different kinds of information in his writing such as facts, definitions, details, steps, tips. | The writer put facts in his writing to teach people about his topic. | | The writer drew and wrote important things about the topic. |
| **Craft** | The writer chose expert words to teach readers a lot about the subject.  He taught information in a way to interest readers. He may have used drawings, captions, or diagrams. | The writer included the words that showed he is an expert on the topic. | The writer used labels and words to give facts. | | The writer told, drew, and wrote some details about the topic. |
| **Language Conventions** | | | | | |
| **Spelling** | The writer used what he knew about grade appropriate spelling patterns to help him spell and edit.  The writer got help from others to check his spelling and punctuation before writing his final draft. | To spell a word, the writer used grade appropriate spelling patterns (*tion, er, ly*, etc).  The writer spelled frequently occurring irregular words (high frequency words) correctly and used the room resources to help him spell other words. | The writer used what he knew about words and chunks of words (e.g., at, op, it, etc.) to help him spell.  The writer spelled frequently occurring irregular words (high frequency words) correctly most of the time and used the room resources to help him spell other words. | | The writer could read his writing.  The writer wrote a letter for the sounds he heard.  The writer used the room resources to help him spell. |
| **Punctuation** | The writer punctuated dialogue correctly, with commas and quotation marks.  While writing, the writer put punctuation at the end of every sentence.  The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another. | The writer used quotation marks to show what people said.  When the writer used words like *can't* and *don't*, he used the apostrophe. | The writer capitalized dates and names of people.  The writer ended sentences with punctuation.  He used commas in dates and lists. | | The writer put spaces between words  .  The writer used lower case letters unless capitals were needed.  The writer wrote capital letters to start every sentence. |

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| **Informational Writing Rubric – Third Grade**  **ELACC3W2** | | | | |
|  | **Exceeds Standards** | **Meets Standards** | **Progressing Toward Standards** | **Does Not Meet Standards** |
| **Organization** | | | | |
| **Lead** | The writer hooked the reader by explaining why the subject mattered, telling a surprising fact, or giving a big picture. He let readers know that he would teach them different things about a subject. | The writer wrote a beginning in which he got readers ready to learn a lot of information about the subject. | The writer wrote a beginning in which he named a subject and tried to interest readers. | In the beginning, the writer named his topic and got his reader’s attention. |
| **Transitions** | The writer used words in in each section that helped the reader understand how one piece of information connected with others. If he wrote the section in sequence, he used words and phrases such as *before, later, next, then*, and *after*. If he organized the section in kinds or parts, he used words such as *another, also*, and *for example*. | The writer used words to show sequence like *before, after, then,* and *later*.  He also used words to show what didn't fit like *however* and *but*. | The writer used words such as *and* and *also* to show he had more to say. | The writer told different parts about his topic on different sections/pages. |
| **Ending** | The writer wrote an ending that reminded readers of his subject and may have suggested a follow-up action or left readers with a final insight.  The writer added his thoughts, feelings, and questions about the subject at the end. | The writer wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond. | The writer wrote some sentences or a section at the end to wrap up his piece. | The writer provided some sense of closure to his piece. |
| **Structure** | The writer grouped his information into sections and used paragraphs or chapters to separate the sections.  Each section had information that was mostly about the same thing.  The writer may have used headings or subheadings | The writer grouped his information into parts. Each part is mostly about one thing that connects to his big topic. | The writer had different parts. Each part told different information about the topic. | The writer told about the topic, part by part. (Dogs, Dog’s Food, Washing your Dog, etc.) |
| **Development** | | | | |
| **Elaboration** | The writer taught the readers different things about the subject. He chose subtopics because they were important and interesting.  The writer included different kinds of facts and details such as numbers, names, and examples.  He got the information from talking to people, reading books, and from his own knowledge and observations.  The writer made choices about organization. He might have used compare/contrast, cause/effect, or pro/con.  He may have used diagrams, charts, headings, bold words, and definition boxes (side bar) to teach the reader. | The writer wrote facts, definitions, details, observations about his topic and explained some of them. | The writer used different kinds of information in his writing such as facts, definitions, details, steps, tips. | The writer put facts in his writing to teach people about his topic. |
| **Craft** | The writer made deliberate word choices to teach his readers. He may have done this by using and repeating key words, about his topic.  When appropriate, the writer chose interesting comparisons and used figurative language to clarify his points.  The writer made choices about which information was best to include or not include.  The writer used a teaching tone. In doing so, he may have used phrases such as *that means*…, *what that really means is*… and *let me explain*… | The writer chose expert words to teach readers a lot about the subject.  He taught information in a way to interest readers. He may have used drawings, captions, or diagrams. | The writer included the words that showed he is an expert on the topic. | The writer used labels and words to give facts. |
| **Language Conventions** | | | | |
| **Spelling** | The writer used what he knew about word families and spelling rules to help him spell and edit.  The writer used classroom resources (word wall, if applicable, and dictionaries) to help when needed. | The writer used what he knew about grade appropriate spelling patterns to help him spell and edit.  The writer got help from others to check his spelling and punctuation before writing his final draft. | To spell a word, the writer used grade appropriate spelling patterns (*tion, er, ly*, etc).    The writer spelled frequently occurring irregular words (high frequency words) correctly and used the room resources to help him spell other words. | The writer used what he knew about words and chunks of words (e.g., at, op, it, etc.) to help him spell.  The writer spelled frequently occurring irregular words (high frequency words) correctly most of the time and used the room resources to help him spell other words. |
| **Punctuation** | When writing long, complex sentences, the writer used commas to make them clear and correct.  The writer used periods to fix his run-on sentences. | The writer punctuated dialogue correctly, with commas and quotation marks.  While writing, the writer put punctuation at the end of every sentence.  The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another. | The writer used quotation marks to show what people said.  When the writer used words like *can't* and *don't*, he used the apostrophe. | The writer capitalized dates and names of people.  The writer ended sentences with punctuation.  He used commas in dates and lists. |

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| **Informational Writing Rubric – Fourth Grade ELACC4W2** | | | | | | | | |
|  | | **Exceeds Standards** | | **Meets Standards** | **Progressing Toward Standards** | | | **Does Not Meet Standards** |
| **Organization** | | | | | | | | |
| **Lead** | | The writer wrote an introduction that helped readers get interested in and understand the subject.  The writer let readers know the subtopics he would be developing later as well as the sequence. | | The writer hooked the reader by explaining why the subject mattered, telling a surprising fact, or giving a big picture.  He let readers know that he would teach them different things about a subject. | The writer wrote a beginning in which he got readers ready to learn a lot of information about the subject. | | | The writer wrote a beginning in which he named a subject and tried to interest readers. |
| **Transitions** | | When the writer wrote about results, he used words and phrases such as *consequently, as a result*, and *because of this*.  When the writer compared information, he used words and phrases such as in *contrast, by comparison*, and *especially*.  In narrative parts, the writer used phrases that go with stories such as *a little later* and *three hours later*.  In the sections that stated an opinion, he used words such as *but the most important reason, for example*, and *consequently*. | | The writer used words in in each section that helped the reader understand how one piece of information connected with others.  If he wrote the section in sequence, he used words and phrases such as *before, later, next, then*, and *after*.  If he organized the section in kinds or parts, he used words such as *another, also*, and *for example*. | The writer used words to show sequence like *before, after, then,* and *later*.  He also used words to show what didn't fit like *however* and *but*. | | | The writer used words such as *and* and *also* to show he had more to say. |
| **Ending** | | The writer wrote a conclusion in which he restated the main points and may have offered a final thought or question for readers to consider. | | The writer wrote an ending that reminded readers of his subject and may have suggested a follow-up action or left readers with a final insight.  The writer added his thoughts, feelings, and questions about the subject at the end. | The writer wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond. | | | The writer wrote some sentences or a section at the end to wrap up his piece. |
| **Structure** | | The writer organized his writing into a sequence of separate sections. He may have used headings or subheadings to highlight the separate sections.  The writer wrote each section according to an organizational plan, shaped partly by the genre of the section. | | The writer grouped his information into sections and used paragraphs or chapters to separate the sections.  Each section had information that was mostly about the same thing.  The writer may have used headings or subheadings. | The writer grouped his information into parts. Each part is mostly about one thing that connects to his big topic. | | | The writer had different parts. Each part told different information about the topic. |
| **Development** | | | | | | | | |
| **Elaboration** | The writer explained different aspects of a subject. He included a variety of information such as examples, details, dates, and quotes.  The writer used trusted sources and gave credit when appropriate. He made sure to research any details that would add to his writing.  The writer worked to make his information understandable to readers. To do this, he may have referred to earlier parts of his text and summarized background information.  He let readers know when he was discussing facts and when he was offering his own thinking. | | | The writer taught the readers different things about the subject. He chose subtopics because they were important and interesting.  The writer included different kinds of facts and details such as numbers, names, and examples.  He got the information from talking to people, reading books, and from his own knowledge and observations.  The writer made choices about organization. He might have used compare/contrast, cause/effect, or pro/con.  He may have used diagrams, charts, headings, bold words, and definition boxes (side bar) to teach the reader. | The writer wrote facts, definitions, details, observations about his topic and explained some of them. | | The writer used different kinds of information in his writing such as facts, definitions, details, steps, tips. | |
| **Craft** | The writer made deliberate word choices to have an effect on his readers. He used the vocabulary of experts and explained the key terms.  The writer worked to include the exact phrase, comparison, or image to explain information and concepts.  The writer not only made choices about which details and facts to include but also made choices about how to convey his information so it would make sense to readers. He blended storytelling, summary, and other genres as needed and used text features.  The writer used a consistent, inviting, teaching tone and varied his sentences to help readers take in and understand the information. | | | The writer made deliberate word choices to teach his readers. He may have done this by using and repeating key words, about his topic.  When appropriate, the writer chose interesting comparisons and used figurative language to clarify his points.  The writer made choices about which information was best to include or not include.  The writer used a teaching tone. In doing so, he may have used phrases such as *that means*…, *what that really means is*… and *let me explain*… | The writer chose expert words to teach readers a lot about the subject.  He taught information in a way to interest readers. He may have used drawings, captions, or diagrams. | | The writer included the words that showed he is an expert on the topic. | |
| **Language Conventions** | | | | | | | | |
| **Spelling** | | The writer used what he knew about word families and spelling rules to help him spell and edit.  He used classroom resources when needed. | The writer used what he knew about word families and spelling rules to help him spell and edit.  The writer used classroom resources (word wall, if applicable, and dictionaries) to help when needed. | | | The writer used what he knew about grade appropriate spelling patterns to help him spell and edit.  The writer got help from others to check his spelling and punctuation before writing his final draft. | To spell a word, the writer used grade appropriate spelling patterns (*tion, er, ly*, etc).  The writer spelled frequently occurring irregular words (high frequency words) correctly and used the room resources to help him spell other words. | |
| **Punctuation** | | The writer used commas to set off introductory parts of sentences, such as *As you might know.*  The writer used a variety of punctuation to fix run-on sentences.  He used punctuation to cite his sources. | When writing long, complex sentences, the writer used commas to make them clear and correct.  The writer used periods to fix his run-on sentences. | | | The writer punctuated dialogue correctly, with commas and quotation marks.  While writing, the writer put punctuation at the end of every sentence.  The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another. | The writer used quotation marks to show what people said.  When the writer used words like *can't* and *don't*, he used the apostrophe. | |

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| **Informational Writing Rubric – Fifth Grade -** **ELACC5W2** | | | | |
|  | **Exceeds Standards** | **Meets Standards** | **Progressing Toward Standards** | **Does Not Meet Standards** |
| **Organization** | | | | |
| **Lead** | The writer wrote an introduction in which he interested readers, perhaps with a quote or significant fact. He may have included his own ideas about the topic.    He let the readers know the subtopics that he would develop later and how his text would unfold. | The writer wrote an introduction that helped readers get interested in and understand the subject.  The writer let readers know the subtopics he would be developing later as well as the sequence. | The writer hooked the reader by explaining why the subject mattered, telling a surprising fact, or giving a big picture.  He let readers know that he would teach them different things about a subject. | The writer wrote a beginning in which he got readers ready to learn a lot of information about the subject. |
| **Transitions** | The writer used transition words to help his readers understand how different bits of information and different parts of his writing fit together.  The writer used transitions such as *for instance, in addition, therefore, such as, because of, as a result, in contrast to, unlike, despite*, and *on the other hand* to help connect ideas, information, and examples and to compare, contrast, and imply relationships. | When the writer wrote about results, he used words and phrases such as *consequently, as a result*, and *because of this*.  When the writer compared information, he used words and phrases such as in *contrast, by comparison*, and *especially*.  In narrative parts, the writer used phrases that go with stories such as *a little later* and *three hours later*.  In the sections that stated an opinion, he used words such as *but the most important reason, for example*, and *consequently*. | The writer used words in in each section that helped the reader understand how one piece of information connected with others.  If he wrote the section in sequence, he used words and phrases such as *before, later, next, then*, and *after*.  If he organized the section in kinds or parts, he used words such as *another, also*, and *for example*. | The writer used words to show sequence like *before, after, then,* and *later*.  He also used words to show what didn't fit like *however* and *but*. |
| **Ending** | The writer wrote a conclusion in which he restated his important ideas and offered a final insight or implication for readers to consider. | The writer wrote a conclusion in which he restated the main points and may have offered a final thought or question for readers to consider. | The writer wrote an ending that reminded readers of his subject and may have suggested a follow-up action or left readers with a final insight.  The writer added his thoughts, feelings, and questions about the subject at the end. | The writer wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond. |
| **Structure** | The writer used subheadings and/or clear introductory transitions to separate his sections.  The writer made deliberate choices about how to order sections and information within sections. He chose structures and text features to help him emphasize key points.  The writer used transitions, introductions, and topic sentences to pop out his main points. He wrote multiple paragraphs in some sections. | The writer organized his writing into a sequence of separate sections. He may have used headings or subheadings to highlight the separate sections.  The writer wrote each section according to an organizational plan, shaped partly by the genre of the section. | The writer grouped his information into sections and used paragraphs or chapters to separate the sections.  Each section had information that was mostly about the same thing.  The writer may have used headings or subheadings. | The writer grouped his information into parts. Each part is mostly about one thing that connects to his big topic. |
| **Development** | | | | |
| **Elaboration** | The writer chose a focused subject, included a variety of information, and organized his points to best inform his readers.  The writer used trusted sources and information from authorities on the topic and gave the sources credit for important excerpts in the text and in a bibliography.  The writer worked to make his information understandable and interesting. To do this, he may have referred to earlier parts of his text, summarized background information, raised questions, and considered possible implications.  The writer might have used different organizational structures within his piece including stories, essays, and how-to sections. | The writer explained different aspects of a subject. He included a variety of information such as examples, details, dates, and quotes.  The writer used trusted sources and gave credit when appropriate. He made sure to research any details that would add to his writing.  The writer worked to make his information understandable to readers.  To do this, the writer may have referred to earlier parts of his text and summarized background information.  He let readers know when he was discussing facts and when he was offering his own thinking. | The writer taught the readers different things about the subject. He chose subtopics because they were important and interesting.  The writer included different kinds of facts and details such as numbers, names, and examples.  He got the information from talking to people, reading books, and from his own knowledge and observations.  The writer made choices about organization. He might have used compare/contrast, cause/effect, or pro/con.  He may have used diagrams, charts, headings, bold words, and definition boxes (side bar) to teach the reader. | The writer wrote facts, definitions, details, observations about his topic and explained some of them. |
| **Craft** | The writer chose his words carefully to explain his information and ideas and had an effect on readers.  He incorporated domain -specific and explain those terms to readers.  The writer worked to include exact phrases, comparisons, analogies, and/or images to explain information and concepts and keep his readers engaged.  The writer chose how to present his information to clearly convey why and how the information supported his points.  The writer supported readers' learning by shifting within a consistent teaching tone as appropriate.  He used language and sentence structure that matched with his teaching purpose though out his piece. | The writer explained aspects of a subject. He included a variety of information such as examples, details, dates, and quotes.  The writer used trusted sources and gave credit when appropriate. He made sure to research any details that would add to his writing.  The writer worked to make his information understandable to readers.  To do this, he may have referred to earlier parts of his text and summarized background information.  He let readers know when he was discussing facts and when he was offering his own thinking. | The writer taught the readers different things about the subject. He chose subtopics because they were important and interesting.  The writer included different kinds of facts and details such as numbers, names, and examples.  He got the information from talking to people, reading books, and from his own knowledge and observations.  The writer made choices about organization. He might have used compare/contrast, cause/effect, or pro/con.  He may have used diagrams, charts, headings, bold words, and definition boxes (side bar) to teach the reader. | The writer wrote facts, definitions, details, observations about his topic and explained some of them. |
| **Language Conventions** | | | | |
| **Spelling** | The writer used resources to be sure the words in his writing were spelled correctly, including technical vocabulary. | The writer used what he knew about word families and spelling rules to help him spell and edit. He used classroom resources when needed. | The writer used what he knew about word families and spelling rules to help him spell and edit.  The writer used classroom resources (word wall, if applicable, and dictionaries) to help when needed. | The writer used what he knew about grade appropriate spelling patterns to help him spell and edit.  The writer got help from others to check his spelling and punctuation before writing his final draft. |
| **Punctuation** | The writer used punctuation such as dashes, parentheses, colons, and semicolons to help include extra information and explanation in some of his sentences. | The writer used commas to set off introductory parts of sentences, such as *As you might know.*  The writer used a variety of punctuation to fix run-on sentences.  He used punctuation to cite his sources. | When writing long, complex sentences, the writer used commas to make them clear and correct.  The writer used periods to fix his run-on sentences. | The writer punctuated dialogue correctly, with commas and quotation marks.  While writing, the writer put punctuation at the end of every sentence.  The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another. |