

Kindergarten Informative/Explanatory Writing

Name: _____

Overall Scores: IW.K.2: _____ GW.K.4 _____ L.K.1 _____ L.K.2-CP _____ L.K.2-S _____

IW.K.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.

WRITING TRAIT FOCUS	Writing Target	Extends 4	Mastery 3	Developing Mastery 2	Not Mastering 1
<p>Organization: Structure and sequence of piece that makes writing flow from introduction to body to conclusion.</p> <p>Ideas: Writing is well developed and focused on the topic with connections between pictures and words.</p> <p>Sentence Fluency: Writing flows with a variety of sentence beginnings and use of transition words.</p> <p>Word Choice: Writing is developed with domain-specific vocabulary - Unusual, Specific, Picture painting words.</p>	<p><i>IW.K.2.1:</i> Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about.</p>	<p>Writes a more complex sentence in which they name what they are writing about as it relates to the text (main topic of book)</p> <p>Ex: Many living things can be found in the pond.</p>	<p>Writes a basic sentence in which they name what they are writing about as it relates to the text (main topic of book)</p> <p>Ex: Kangaroos are an amazing animal.</p>	<p>With prompting and support use a combination of drawing, dictating and attempts at writing in which they name what they are writing about as it relates to the text.</p>	<p>Even after prompting is not able to name what they are writing about through drawing or dictating.</p> <p>OR</p> <p>Does not relate to the text.</p>
<p>Ideas: Writing is well developed and focused on the topic with connections between pictures and words.</p> <p>Word Choice: Writing is developed with domain-specific vocabulary - Unusual, Specific, Picture painting words.</p>	<p><i>IW.K.2.2:</i> Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they supply some information about the topic.</p>	<p>Writes some facts (big ideas) related to the main topic/book and includes some supporting details about the big ideas.</p> <p>*Big ideas and details are related to the text when applicable.</p>	<p>Writes some facts (big ideas) related to the main topic/book.</p> <p>Ex: Frogs live in the pond.</p> <p>*Big ideas and details are related to the text when applicable.</p>	<p>With prompting and support use a combination of drawing, dictating and attempt at writing in which they give at least one fact, detail (big idea) related to the main topic/book.</p> <p>*Big idea may or may not be related to the text when applicable.</p>	<p>With prompting and support is not able to provide a fact, detail (big idea) through drawing or dictating.</p> <p>OR</p> <p>Has nothing to do with the book.</p>

Conventions: Writing follows rules of standard English through correct capitalization, Usage of Language, punctuation, Spelling.	L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Not Applicable	Consistently and appropriately uses: Standard English Grammar Usage of Language Though there may be a few errors, meaning is clear throughout the piece	Consistently and appropriately uses: Standard English Grammar Usage of Language The errors occasionally impact the meaning in the piece.	Consistently and appropriately uses: Standard English Grammar Usage of Language The errors often distract the reader and negatively impact the meaning of the piece.
	LK..2-CP Demonstrate command of the conventions of standard English capitalization and punctuation when writing.	Not Applicable	Consistently and appropriately uses: Capitalization and is able to recognize and name punctuation if it is not included in the piece Though there may be a few errors, meaning is clear throughout the piece	Attempts and inconsistently or inappropriately) uses: Capitalization and is able to recognize and name punctuation if it is not included in the piece The errors occasionally impact the meaning in the piece.	No attempt made to use: Capitalization and cannot recognize or name punctuation The errors often distract the reader and negatively impact the meaning of the piece.
	L.K.2-S Know and apply the conventions of grade-level spelling when writing.	Not Applicable	Spelling Though there may be a few errors, grade level spelling expectations are evident. (Refer to WTW doc for spelling expectations). WTW Rubric	Spelling Errors indicate many grade level spelling expectations are not evident. (Refer to WTW doc for spelling expectations). WTW Rubric	Spelling Errors indicate most grade level spelling expectations are not evident. (Refer to WTW doc for spelling expectations). WTW Rubric
GW.K.4 With prompting and support, plan and organize for the appropriate type of writing. (Narrative, Informative and Opinion writing-Write Tools procedures and structures)	Not Applicable	With prompting and support, plan and organize for the appropriate type of writing.	With prompting and support, inconsistently plans and organizes for the appropriate type of writing.	With prompting and support, does not plan and organize for the appropriate type of writing.	