

5-point Common Core Informative/Explanatory Writing Rubric Grade 3

CC Anchor Writing Standards	5 Exceeds the Standard	4 Meets the Standard	3 Generally Meets the Standard	2 Partially Meets the Standard	1 Minimally Meets the Standard
<p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>2. The response is an informative/explanatory text that effectively examines a topic, very clearly conveying ideas and information.</p> <p>a. The response skillfully introduces a topic and carefully groups related information together (organization), including well-chosen illustrations when useful to aiding comprehension.</p> <p>b. The response develops the topic particularly well with relevant facts, definitions, and details.</p> <p>c. The response uses especially precise, appropriate, and varied linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. (transitions)</p>	<p>2. The response is an informative/explanatory text that examines a topic, clearly conveying ideas and information.</p> <p>a. The response introduces a topic and groups related information together (organization), including illustrations when useful to aiding comprehension.</p> <p>b. The response develops the topic with facts, definitions, and details.</p> <p>c. The response uses linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. (transitions)</p>	<p>2. The response is an informative/explanatory text that in general examines a topic acceptably and conveys ideas and information relatively clearly.</p> <p>a. The response introduces a topic in a generally clear way and groups most related information together reasonably well (organization), most often including illustrations when useful to aiding comprehension.</p> <p>b. The response for the most part satisfactorily develops the topic with facts, definitions, and details.</p> <p>c. The response generally successfully uses linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. (transitions)</p>	<p>2. The response is an informative/explanatory text that somewhat acceptably examines a topic and conveys ideas/information.</p> <p>a. The response introduces a topic in a partially clear way and may group some related information together (organization), sometimes including illustrations.</p> <p>b. The response develops the topic with some facts, definitions, and details.</p> <p>c. The response uses some linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information with limited success. (transitions)</p>	<p>2. The response is an informative/explanatory text that minimally examines a topic and lacks clarity in conveying ideas and information.</p> <p>a. The response introduces a topic in an unclear way and ineffectively groups related information together (organization), including few if any illustrations.</p> <p>b. The response develops the topic with few facts, definitions, and details.</p> <p>c. The response uses few or no linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. (transitions)</p>

<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>d. The response provides a well-crafted concluding statement or section.</p> <p>4. With guidance and support from adults, the response provides especially clear and coherent writing in which the development and organization are appropriate to task and purpose.</p>	<p>d. The response provides a suitable concluding statement or section.</p> <p>4. With guidance and support from adults, the response provides clear and coherent writing in which the development and organization are appropriate to task and purpose.</p>	<p>d. The response provides a generally satisfactory concluding statement or section.</p> <p>4. With guidance and support from adults, the response, for the most part, satisfactorily provides clear and coherent writing in which the development and organization are basically appropriate to task and purpose.</p>	<p>d. The response provides a partially acceptable concluding statement or section.</p> <p>4. With guidance and support from adults, the response provides partially clear and coherent writing in which the development and organization are somewhat appropriate to task and purpose.</p>	<p>d. The response provides no concluding statement or a minimally acceptable concluding statement or section.</p> <p>4. Even with guidance and support from adults, the response provides unclear writing that lacks coherence and in which the development and organization are inappropriate to task and purpose.</p>
<p>Conventions</p>	<p>Tight control over language use and mastery of writing conventions contribute to the effect of the response.</p>	<p>The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.</p>	<p>Lapses in writing conventions and usage are not distracting.</p>	<p>Incomplete mastery of writing conventions and usage interferes with meaning some of the time.</p>	<p>Lack of control over writing conventions may make the writing difficult to understand.</p>

(See the checklist of standard English conventions and usage from Common Core Language Standards for this grade level.)

Checklist of Standard English Conventions and Usage from Common Core Language Standards Grade Three

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- _____ Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- _____ Form and use regular and irregular plural nouns.
- _____ Use abstract nouns (e.g., childhood).
- _____ Form and use regular and irregular verbs.
- _____ Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- _____ Ensure subject-verb and pronoun-antecedent agreement.*
- _____ Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- _____ Use coordinating and subordinating conjunctions.
- _____ Produce simple, compound, and complex sentences.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- _____ Capitalize appropriate words in titles.
- _____ Use commas in addresses.
- _____ Use commas and quotation marks in dialogue.
- _____ Form and use possessives.
- _____ Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- _____ Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- _____ Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Note: The following skills, marked with an asterisk (*) in Language standards 1–3, will require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.

L.3.3a. Choose words and phrases for effect.