

GPS ELA WRITING: INFORMATIONAL GENRE

ELAKW2	ELA1W2	ELA2W2	ELA3W2	ELA4W2*	ELA5W2*
<p>The student produces informational writing that:</p> <ul style="list-style-type: none"> a. Involves one topic. b. Uses drawings, letters, and phonetically spelled words to share information. c. Begins to use organizational structures (steps) d. May include describing words. e. May include a sense of closure. f. Includes oral or written prewriting to generate ideas (graphic organizers and pictures). g. May include a draft developed from prewriting. h. May publish a final copy. 	<p>The student produces informational writing that:</p> <ul style="list-style-type: none"> a. Begins to capture a reader’s interest. b. Stays on one topic and begins to maintain a focus. c. Adds details to expand a topic. d. Begins to use organizational structures (steps , chronological order) and strategies (description). e. Begins to use graphic features (charts, pictures, headings). f. Begins to use a variety of resources (picture dictionaries, Internet, books) g. Begins to develop a sense of closure. h. May include oral or written prewriting (graphic organizers). i. May include a draft that is revised and edited. j. May be published. 	<p>The student produces informational writing that:</p> <ul style="list-style-type: none"> a. Captures a reader’s interest. b. Begins to sustain a focused topic c. Includes the appropriate purpose, expectations, and length for the audience and genre. d. Adds facts and details. e. Uses organizational structures for conveying information (chronological order, similarities and differences, questions and answers). f. Uses graphic features (charts, tables, graphs). g. Uses a variety of resources (encyclopedia, Internet, books) to research and share information on a topic. h. Develops a sense of closure. i. May include prewriting. j. May include a draft that is revised and edited. k. May be published. 	<p>The student produces informational writing (e.g., procedures, report, correspondence) that:</p> <ul style="list-style-type: none"> a. Captures a reader’s interest by setting a purpose and developing a point of view. b. Sustains a focused topic. c. Includes the appropriate purpose, expectations, and length for the audience and the genre. d. Includes relevant examples, facts, anecdotes, and details. e. Uses organizational structures for conveying information (chronological order, cause and effect, similarities and differences, questions and answers). f. Uses a variety of resources (encyclopedia, Internet, books) to research and share information on a topic. g. Provides a sense of closure. h. May include prewriting. i. May include a draft that is revised and edited. j. May be published. 	<p>The student produces informational writing (e.g., report, procedures, correspondence) that:</p> <ul style="list-style-type: none"> a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest. b. Frames a central question about an issue or situation. c. Creates an organizing structure appropriate to a specific purpose, audience, and context. d. Includes appropriate facts and details. e. Excludes extraneous details and inappropriate information. f. Uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote. g. Draws from more than one source of information such as speakers, books, newspapers, and online materials. h. Provides a sense of closure to the writing. 	<p>The student produces informational writing (e.g., report, procedures, correspondence) that:</p> <ul style="list-style-type: none"> a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest. b. Develops a controlling idea that conveys a perspective on a subject. c. Creates an organizing structure appropriate to a specific purpose, audience, and context. d. Includes appropriate facts and details. e. Excludes extraneous details and inappropriate information. f. Uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote. g. Draws from more than one source of information such as speakers, books, newspapers, and online materials. h. Provides a sense of closure to the writing. i. Lifts the level of language using appropriate strategies including word choice.