### 5<sup>th</sup> Grade Narrative Story Writing Rubric – Unit 1

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

	struct	3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
		(Organization & Structure) The writing:	(Organization & Structure) The writing:	(Organization & Structure) The writing:	12-15 = Meets
	W.5.3a	orients the reader and establishes a situation in an engaging way that draws the reader in.	begins to orient the reader and develop a situation in the introduction; may be basic.	fails to establish a situation as part of the introduction.	9-11= Approaching
		introduces a narrator and/or characters in an interesting way.	introduces a narrator and/or characters in a simple or general way.	does not introduce a narrator and/or characters.	< 9 = Below
		skillfully organizes an event sequence that unfolds naturally; clear beginning, middle and end.	organizes an event sequence in an understandable order.	has no evident sequencing of events.	
Writing	W.5.3d	skillfully uses a variety of (4+) transition words, phrases, and clauses to manage the sequence of events.	uses some (2-3) transition words, phrases, and clauses to manage the sequence of events.	fails to use any transition words, phrases, or clauses to manage the sequence of events.	
	W.5.3e	provides an effective, interesting, or thoughtful conclusion that follows from the narrated experiences or events.	provides a recognizable or simple conclusion; may be underdeveloped.	has no conclusion.	Subtotal:
3		(Ideas & Content) The writing:	(Ideas & Content) The writing:	(Ideas & Content) The writing:	7-9 = Meets
		effectively addresses the prompt/task with a clear, focused, engaging response.	addresses the prompt/task with some drift in focus.	does not address the prompt/task; lacks focus.	5-6 = Approaching
	W.5.3b	skillfully uses narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations with specificity and vivid details.	offers some simple dialogue, description and pacing to tell about experiences and events or attempts to show the responses of characters to situations with some detail.	fails to develop experiences and events or to give details to show the responses of characters to situations.	< 5 = Below
	W.5.3d	uses carefully chosen concrete words and phrases and sensory details to convey experiences and events precisely; creates strong, fresh, vivid images.	uses concrete words and phrases and sensory details to convey experiences and events; descriptions may be mundane or repetitious.	uses a limited range of concrete words and phrases and sensory details.	Subtotal:

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
L.5.1	L.5.1	(Sentence Fluency) The writing: incorporates some sentences that are rhythmic and flowing, using a variety of correctly structured sentence types; flows well when read aloud.	(Sentence Fluency) The writing:  has sentences that are technically correct, but not always varied or smooth; may be mechanical in places and require re-readings for understanding.	(Sentence Fluency) The writing: has incomplete, run-on, rambling, or awkward sentences that make it hard to determine where sentences begin or end; difficult to read.	7-9 = Meets 5-6 = Approaching <5 =
Language	L.5.2	(Conventions) The writing:  demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor.	(Conventions) The writing:  contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding.	(Conventions) The writing:  numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand.	Below
	L.5.5) L.5.6)	(Word Choice & Vocabulary) The writing:  accurately uses a variety of words and phrases that make the writing interesting. Strong vocabulary makes it easy to "see" what the author is trying to convey.	(Word Choice & Vocabulary) The writing: incorporates ordinary words and phrases; features functional vocabulary that communicates the message, but only shows a moment or two of sparkle or imagery.		Subtotal:
		e outcomes may vary depending on the type of textual compt and/or task. ( ) = partially meets requ		cored with "O" when there is no response, the response sundecipherable, and/or the response is not written in E	

- **L.5.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
  - **b.** Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
  - **c.** Use verb tense to convey various times, sequences, states, and conditions.
  - **d.** Recognize and correct inappropriate shifts in verb tense.
  - e. Use correlative conjunctions (e.g., either/or, neither/nor).

- **L.5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Use punctuation to separate items in a series.
  - **b.** Use a comma to separate an introductory element from the rest of the sentence.
  - c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
  - **d.** Use underlining, quotation marks, or italics to indicate titles of works.
  - e. Spell grade-appropriate words correctly, consulting references as needed.

- **L.5.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - **a.** Interpret figurative language, including similes and metaphors, in context.
  - **b.** Recognize and explain the meaning of common idioms, adages, and proverbs.
  - c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- **L.5.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

#### 5th Grade Informative/Explanatory Writing Rubric with Research - Unit 2 W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Construct 3 = Meets 2 = Approaching 1 = Below **Points** Measured **Grade Level Expectations Grade Level Expectations Grade Level Expectations Awarded** 5-6 = (Citing Text) The writing: (Citing Text) The writing: Meets Reading Comprehension\* (Citing Text) The writing: RI.5.1 provides accurate and relevant quotes offers a few quotes from a text when explaining provides little to no quotes from a text when **Approaching** or from a text when explaining what the text what is stated in the text. explaining what is stated in the text; may RL.5.1 says explicitly. provide irrelevant or incorrect quotes. < 4 = Below provides accurate and relevant quotes offers a few quotes from what can be inferred provides little to no quotes from what can be from a text when drawing inferences from from the text. inferred from the text; may provide irrelevant or Subtotal: the text. incorrect quotes. 10-12 = (Organization & Structure) The writing: (Organization & Structure) The writing: Meets (Organization & Structure) The writing: 7-9 = W.5.2a clearly introduces the topic in an engaging offers a beginning introduction to the topic; may fails to introduce or reference the topic; lacks a **Approaching** way that draws the reader in; provides a provide a limited focus for the piece. focus for the piece. central idea and focus for the piece. < 7 = Below provides a progression of information that lacks creates an organizational structure in which has an uneven organizational structure which cohesion; difficult or impossible to follow. related information is logically grouped in a affects the reader's ability to always see the compelling way. connection between how related information has been grouped together. Writing effectively includes formatting (e.g., includes limited formatting (e.g., headings), does not include formatting (e.g., headings), illustrations, and multimedia that would be useful headings), illustrations, and multimedia illustrations, and multimedia that would be when useful to aiding comprehension.\*\* to aiding comprehension.\*\* useful to aiding comprehension. \*\* W.5.2e provides an effective, interesting, or provides a simple concluding statement or has no identifiable conclusion. thoughtful conclusion related to the section; may be underdeveloped. information or explanation. Subtotal:

5th Grade Informative/Explanatory Writing Rubric with Research – Unit 2 (continued)								
		W.5.2 Write informative/expla	natory texts to examin	e a topic and convey	ideas and information clearly.			
		(Ideas & Content) The writing:	(Ideas & Content) The writing	ng:	(Ideas & Content) The writing:	10-12 = Meets		
	effectively addresses the prompt/task with a clear, focused, engaging response. addresses the prompt/task of addresses the prompt/task with a clear, focused.			ask with some drift in	does not address the prompt/task; lacks focus.	7 -9 = Approaching		
Writing	W.5.2b	skillfully develops the topic with sufficient facts, definitions, concrete details, quotations, or other specific information and examples related to the topic.	offers some simple fact details, quotations, or c and examples related to	other general information	fails to develop the topic using facts, definitions, concrete details, quotations, or other information; examples may be irrelevant or incorrect.	< 7 = Below		
	W.5.2c	skillfully uses a variety of carefully chosen words, phrases, and clauses to link ideas within and across categories of information for clarity.	clauses to link ideas wit	uses generally appropriate words, phrases, or clauses to link ideas within and across categories of information; may be mundane or repetitious.  fails to use words, phrases, or clauses ideas within and across categories of information; connections may be irre incorrect.				
	(W.5.7) (W.5.8)	accurately integrates knowledge gained and relevant information gathered about different aspects of a topic from several sources.		ew pieces of information nt aspects of a topic from	does not make reference to knowledge gained or information gathered about different aspects of a topic from source material.	Subtotal:		
	L.5.1	(Sentence Fluency) The writing: incorporates some sentences that are rhythmic and flowing, using a variety of correctly structured sentence types; flows well when read aloud.	(Sentence Fluency) The writ     has sentences that are in not always varied or smin places and require reunderstanding.	technically correct, but nooth; may be mechanical	(Sentence Fluency) The writing:  has incomplete, run-on, rambling, or awkward sentences that make it hard to determine where sentences begin or end; difficult to read.	7-9 = Meets 5-6 = Approaching <5 =		
Language	L.5.2	(Conventions) The writing: demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor.	(Conventions) The writing:  contains occasional erro punctuation, and spellir interfere with understa	ng, however, it does not	(Conventions) The writing:  numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand.	Below		
_	W.5.2d (L.5.5) (L.5.6)	(Word Choice & Vocabulary) The writing:  accurately uses a variety of precise words and domain-specific vocabulary to inform about or explain the topic. Strong vocabulary makes the writing interesting.	(Word Choice & Vocabulary) The writing: incorporates basic words; features functional vocabulary that communicates the message.		(Word Choice & Vocabulary) The writing:  uses a limited range of words and/or some vocabulary is misused making the message unclear.	Subtotal:		
**When applicable to the task.  *Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task.				cored with "O" when there is no response, the response				
31 - 39	= Meet	s Grade Level Expectations		( ) = partially meets require	s undecipherable, and/or the response is not written in E	ngiish.		
		paching Grade Level Expectations		, , partially meets require	Overall Score:			
< 23	= Belov	v Grade Level Expectations						

#### 5<sup>th</sup> Grade Opinion Text-Based Writing Rubric – Unit 3

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Comprehension*	(Citing Text) The writing:  RI.5.1 or RL.5.1 explicitly.  (Citing Text) The writing:  provides accurate and relevant quotes from a text when explaining what the text says explicitly.		(Citing Text) The writing:  offers a few quotes from a text when explaining what is stated in the text.	(Citing Text) The writing:  provides little to no quotes from a text when explaining what is stated in the text; may provide irrelevant or incorrect quotes.	5-6 = Meets 4 = Approaching < 4 = Below
Reading C		provides accurate and relevant quotes from a text when drawing inferences from the text.	offers a few quotes from what can be inferred from the text.	provides little to no quotes from what can be inferred from the text; may provide irrelevant or incorrect quotes.	Subtotal:
	W.5.1a	(Organization & Structure) The writing:  clearly introduces a topic or text in an	(Organization & Structure) The writing:  offers a beginning introduction to the topic.	(Organization & Structure) The writing:	10-12 = Meets 7-9 =
		engaging way that draws the reader in.  provides a strongly stated opinion.	states an opinion.	fails to introduce or reference a topic or text.  does not state an opinion or opinion may be confusing or ambiguous.	Approaching < 7 = Below
Writing		creates an organizational structure in which related ideas are logically grouped in a compelling way.	has an uneven organizational structure which affects the reader's ability to always see the connection between how related ideas have been grouped together.	does not use identifiable organization; writing lacks a sense of direction or seems random.	
	W.5.1d	provides an effective, interesting, or thoughtful conclusion related to the opinion presented.	provides a simple concluding statement or section; may be underdeveloped.	has no identifiable conclusion.	Subtotal:

# 5<sup>th</sup> Grade Opinion Text-Based Writing Rubric – Unit 3 (continued)

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Construct		3 = Meets	2 =	- Approaching	1 = Below	Points
Meas	ured	Grade Level Expectations	Grade I	Level Expectations	Grade Level Expectations	Awarded
Writing	W.5.1b W.5.1c	(Ideas & Content) The writing:  effectively addresses the prompt/task with a clear, focused, engaging response.  provides 3+ logically ordered reasons that are convincingly supported by facts and details.  skillfully uses a variety of carefully chosen words, phrases, and clauses to link opinions with reasons.	focus.  provides 1 to supported by  uses words, p	The writing:  prompt/task with some drift in  2 reasons that are adequately facts or details.  hrases or clauses to link opinions may be mundane or repetitious.	(Ideas & Content) The writing:  does not address the prompt/task; lacks focus.  offers no reasons or provides reasons which are irrelevant, insufficient, or are not supported by facts and details.  fails to link opinions with reasons or connections may be irrelevant or incorrect.	7-9 = Meets 5-6 = Approaching <5 = Below Subtotal:
Language	L.5.1 L.5.2	<ul> <li>(Sentence Fluency) The writing:         <ul> <li>incorporates some sentences that are rhythmic and flowing, using a variety of correctly structured sentence types; flows well when read aloud.</li> </ul> </li> <li>(Conventions) The writing:         <ul> <li>demonstrates strong control of capitalization, punctuation, and spelling; errors are few and</li> </ul> </li> </ul>	not always value mechanical in for understan  (Conventions) The contains occasi	s that are technically correct, but ried or smooth; may be places and require re-readings ding.  writing: sional errors in capitalization,	(Sentence Fluency) The writing:  has incomplete, run-on, rambling, or awkward sentences that make it hard to determine where sentences begin or end; difficult to read.  (Conventions) The writing:  numerous errors in capitalization,	7-9 = Meets 5-6 = Approaching <5 = Below
Lang	(L.5.5) (L.5.6)	(Word Choice & Vocabulary) The writing:  accurately uses a variety of words and phrases that make the writing interesting. Strong vocabulary makes it easy to "see" what the author is trying to convey.	punctuation, and spelling, however, it does not interfere with understanding.  (Word Choice & Vocabulary) The writing:  incorporates ordinary words and phrases; features functional vocabulary that communicates the message.		punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand.  (Word Choice & Vocabulary) The writing:  uses a limited range of words and/or some vocabulary is misused making the message unclear.	Subtotal:
		utcomes may vary depending on the type of textual evid rompt and/or task. ( ) = partially meets the requiremen			with "O" when there is no response, the response i	
		s Grade Level Expectation	is or the standard.	evaluate, the response is undecip	oherable, and/or the response is not written in Engli	sn.
22 – 28	= Appro	paching Grade Level Expectation r Grade Level Expectation			Overall Score:	

# 5<sup>th</sup> Grade Narrative Descriptive Text-Based Writing Rubric – Unit 4

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Construct		3 = Meets	2 = Approaching	1 = Below	Points
Measured		Grade Level Expectations	Grade Level Expectations	Grade Level Expectations	Awarded
rehension*	RL.5.1 or RI.5.1	Citing Text) The Writing:  provides accurate and relevant quotes from a text when explaining what the text says explicitly.	(Citing Text) The Writing:  offers a few quotes from a text when explaining what is stated in the text.	(Citing Text) The Writing:  provides little to no quotes from a text when explaining what is stated in the text; may provide irrelevant or incorrect quotes.	5-6 = Meets 4 = Approaching < 4 =
Reading Comprehension*		provides accurate and relevant quotes from a text when drawing inferences from the text.	offers a few quotes from what can be inferred from the text.	provides little to no quotes from what can be inferred from the text; may provide irrelevant or incorrect quotes.	Subtotal:
		(Organization & Structure) The writing:	(Organization & Structure) The writing:	(Organization & Structure) The writing:	12-15 = Meets
	W.5.3a	orients the reader and establishes a situation in an engaging way that draws the reader in.	begins to orient the reader and develop a situation in the introduction; may be basic.	fails to establish a situation as part of the introduction.	9-11= Approaching
		introduces a narrator and/or characters in an interesting way.	introduces a narrator and/or characters in a simple or general way.	does not introduce a narrator and/or characters.	Below
Writing		skillfully organizes an event sequence that unfolds naturally; clear beginning, middle and end.	organizes an event sequence in an understandable order.	has no evident sequencing of events.	
	W.5.3d	skillfully uses a variety of (4+) transition words, phrases, and clauses to manage the sequence of events.	uses some (2-3) transition words, phrases, and clauses to manage the sequence of events.	fails to use any transition words, phrases, or clauses to manage the sequence of events.	
	W.5.3e	provides an effective, interesting, or thoughtful conclusion that follows from the narrated experiences or events.	provides a recognizable or simple conclusion; may be underdeveloped.	has no identifiable conclusion.	Subtotal:

5 <sup>th</sup> Grade Narrative Descriptive Text-Based Writing Rubric – Unit 4 (Continued)						
	struct	3 = Meets	2 = App	proaching	1 = Below	Points
Mea	sured	Grade Level Expectations	Grade Level	Expectations	Grade Level Expectations	Awarded
		(Ideas & Content) The writing:  effectively addresses the prompt/task with a clear, focused, engaging response.	(Ideas & Content) The write addresses the prompt focus.	ting: /task with some drift in	(Ideas & Content) The writing:  does not address the prompt/task; lacks focus.	7-9 = Meets 5-6 =
Writing	W.5.3b	skillfully uses narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations with specificity and vivid details.	pacing to tell about ex	alogue, description and speriences and events or responses of characters to detail.	fails to develop experiences and events or to give details to show the responses of characters to situations.	Approaching < 5 = Below
	W.5.3d	uses carefully chosen concrete words and phrases and sensory details to convey experiences and events precisely; creates strong, fresh, vivid images.	details to convey expe	and phrases and sensory eriences and events; nundane or repetitious.	uses a limited range of concrete words and phrases and sensory details.	Subtotal:
		(Sentence Fluency) The writing:	(Sentence Fluency) The wr	iting:	(Sentence Fluency) The writing:	7-9 = Meets
	L.5.1	incorporates some sentences that are rhythmic and flowing, using a variety of correctly structured sentence types; flows well when read aloud.	always varied or smoo	e technically correct, but not oth; may be mechanical in readings for understanding.	has incomplete, run-on, rambling, or awkward sentences that make it hard to determine where sentences begin or end; difficult to read.	5-6 = Approaching <5 = Below
		(Conventions) The writing:	(Conventions) The writing	:	(Conventions) The writing:	Below
Language	L.5.2	demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor.	contains occasional er punctuation, and spel interfere with underst	ling, however, it does not	numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand.	
		(Word Choice & Vocabulary) The writing:	(Word Choice & Vocabular	ry) The writing:	(Word Choice & Vocabulary) The writing:	
	(L.5.5) (L.5.6)	accurately uses a variety of words and phrases that make the writing interesting. Strong vocabulary makes it easy to "see" what the author is trying to convey.	incorporates ordinary words and phrases; features functional vocabulary that communicates the message, but only shows a moment or two of sparkle or imagery.		uses a limited range of words and/or some vocabulary is misused making the message unclear.	Subtotal:
		e outcomes may vary depending on the type of textual ompt and/or task.  ( ) = partially meets req	l evidence required by the uirements of the standard.		I red with <b>"O"</b> when there is no response, the response Indecipherable, and/or the response is not written in I	
		ets Grade Level Expectations	- Standard	1. Standard, the response is to	massiphistable, and/or the response is not written in	Lingiisii.
		roaching Grade Level Expectations			Overall Score:	
< 2	उ = Belo	ow Grade Level Expectations				

# 5<sup>th</sup> Grade Opinion Text-Based Writing with Research Rubric – Unit 5

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

	struct sured	3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
; Comprehension*	(Citing Text) The writing:    provides accurate and relevant quotes from a text when explaining what the text says explicitly.    provides accurate and relevant quotes from a		(Citing Text) The writing:  offers a few quotes from a text when explaining what is stated in the text.  offers a few quotes from what can be inferred	(Citing Text) The writing:  provides little to no quotes from a text when explaining what is stated in the text; may provide irrelevant or incorrect quotes.  provides little to no quotes from what can	5-6 = Meets 4 = Approaching < 4 = Below
Reading		text when drawing inferences from the text.	from the text.	be inferred from the text; may provide irrelevant or incorrect quotes.	Subtotal:
		(Organization & Structure) The writing:	(Organization & Structure) The writing:	(Organization & Structure) The writing:	10-12 = Meets
	W.5.1a	clearly introduces a topic or text in an engaging way that draws the reader in.	offers a beginning introduction to the topic.	fails to introduce or reference a topic or text.	7-9 = Approaching
		provides a strongly stated opinion.	states an opinion.	does not state an opinion or opinion may be confusing or ambiguous.	< 7 = Below
Writing		creates an organizational structure in which related ideas are logically grouped in a compelling way.	has an uneven organizational structure which affects the reader's ability to always see the connection between how related ideas have been grouped together.	does not use identifiable organization; writing lacks a sense of direction or seems random.	
	W.5.1d	provides an effective, interesting, or thoughtful conclusion related to the opinion presented.	provides a simple concluding statement or section; may be underdeveloped.	has no identifiable conclusion.	Subtotal:

		5 <sup>th</sup> Grade Opinion Text-Ba	sed Writing	with Research Rubric –	- Un	it 5 <i>(conti<mark>nued)</mark></i>		
		W.5.1 Write opinion pieces on top	ics or texts, sup	porting a point of view wit	h rea	asons and information.		
		(Ideas & Content) The writing:		The writing:	(Ideas & Content) The writing:		10-12 = Meets	
		effectively addresses the prompt/task with a clear, focused, engaging response.	addresses the focus.	prompt/task with some drift in		does not address the prompt/task; lacks focus.	7-9 = Approaching	
Writing	W.5.1b	provides 3+ logically ordered reasons that are convincingly supported by facts and details.		2 reasons that are adequately facts or details.		offers no reasons or provides reasons which are irrelevant, insufficient, or are not supported by facts and details.	<7 = Below	
	W.5.1c	skillfully uses a variety of carefully chosen words, phrases, and clauses to link opinions with reasons.		hrases or clauses to link opinions may be mundane or repetitious.		fails to link opinions with reasons or connections may be irrelevant or incorrect.		
	(W.5.7) (W.5.8)	accurately integrates knowledge gained and relevant information gathered about different aspects of a topic from several sources.	gathered abou	nce to a few pieces of information ut different aspects of a topic an one source.		does not make reference to knowledge gained or information gathered about different aspects of a topic from source material.	Subtotal:	
		(Sentence Fluency) The writing:	(Sentence Fluency)		(Ser	tence Fluency) The writing:	7-9 = Meets	
	L.5.1	incorporates some sentences that are rhythmic and flowing, using a variety of correctly structured sentence types; flows well when read aloud.	not always va	that are technically correct, but ried or smooth; may be places and require re-readings ding.		has incomplete, run-on, rambling, or awkward sentences that make it hard to determine where sentences begin or end; difficult to read.	5-6 = Approaching <5 = Below	
Language	L.5.2	(Conventions) The writing:  demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor.	punctuation, a	writing: sional errors in capitalization, and spelling, however, it does not understanding.	(Cor	nventions) The writing: numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand.		
	(L.5.5) (L.5.6)	(Word Choice & Vocabulary) The writing:  accurately uses a variety of words and phrases that make the writing interesting. Strong vocabulary makes it easy to "see" what the author is trying to convey.	(Word Choice & Vocabulary) The writing: incorporates ordinary words and phrases; features functional vocabulary that communicates the message.		(Wo	rd Choice & Vocabulary) The writing: uses a limited range of words and/or some vocabulary is misused making the message unclear.	Subtotal:	
*Reading the specif	evidence or	utcomes may vary depending on the type of textual evider ompt and/or task. ( ) = partially meets the requirement	ence required by	Score "O" - The writing is scored	with '	'O" when there is no response, the response is ple, and/or the response is not written in Englis	s too limited to	
		s Grade Level Expectation	and a standard.	evaluate, the response is undecip	oner at	ne, and, or the response is not written in Englis	oli.	
23 – 30	23 – 30 = Approaching Grade Level Expectation  < 23 = Below Grade Level Expectation  Overall Score:							

### 5th Grade Informative/Explanatory Writing Rubric with Research – Unit 6

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Construct		3 = Meets	2 = Approaching	1 = Below	Points
Measured		Grade Level Expectations	<b>Grade Level Expectations</b>	Grade Level Expectations	Awarded
Reading Comprehension*	RI.5.1 or RL.5.1	(Citing Text) The writing:  provides accurate and relevant quotes from a text when explaining what the text says explicitly.	(Citing Text) The writing:  offers a few quotes from a text when explaining what is stated in the text.	(Citing Text) The writing:  provides little to no quotes from a text when explaining what is stated in the text; may provide irrelevant or incorrect quotes.	5-6 = Meets 4 = Approaching < 4 = Below
Reading Col		provides accurate and relevant quotes from a text when drawing inferences from the text.	offers a few quotes from what can be inferred from the text.	provides little to no quotes from what can be inferred from the text; may provide irrelevant or incorrect quotes.	Subtotal:
		(Organization & Structure) The writing:	(Organization & Structure) The writing:	(Organization & Structure) The writing:	10-12 = Meets
	W.5.2a	clearly introduces the topic in an engaging way that draws the reader in; provides a central idea and focus for the piece.	offers a beginning introduction to the topic; may provide a limited focus for the piece.	fails to introduce or reference the topic; lacks a focus for the piece.	7-9 = Approaching
Writing		creates an organizational structure in which related information is logically grouped in a compelling way.	has an uneven organizational structure which affects the reader's ability to always see the connection between how related information has been grouped together.	provides a progression of information that lacks cohesion; difficult or impossible to follow.	Below
		effectively includes formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.**	includes limited formatting (e.g., headings), illustrations, and multimedia that would be useful to aiding comprehension.**	does not include formatting (e.g., headings), illustrations, and multimedia that would be useful to aiding comprehension.**	
	W.5.2e	provides an effective, interesting, or thoughtful conclusion related to the information or explanation.	provides a simple concluding statement or section; may be underdeveloped.	has no identifiable conclusion.	Subtotal:

	5th Grade Informative/Explanatory Writing Rubric with Research – Unit 6 (continued) W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.								
	1				ideas and information clearly.				
		(Ideas & Content) The writing:	(Ideas & Content) The writing	ng:	(Ideas & Content) The writing:	10-12 = Meets			
		effectively addresses the prompt/task with a clear, focused, engaging response.	addresses the prompt/f focus.	task with some drift in	does not address the prompt/task; lacks focus.	7 -9 = Approaching			
ing	W.5.2b	skillfully develops the topic with sufficient facts, definitions, concrete details, quotations, or other specific information and examples related to the topic.		ts, definitions, concrete other general information o the topic.	fails to develop the topic using facts, definitions, concrete details, quotations, or other information; examples may be irrelevant or incorrect.	< 7 = Below			
Writing	W.5.2c	skillfully uses a variety of carefully chosen words, phrases, and clauses to link ideas within and across categories of information for clarity.		ate words, phrases, or thin and across categories mundane or repetitious.	fails to use words, phrases, or clauses to link ideas within and across categories of information; connections may be irrelevant or incorrect.				
	(W.5.7) (W.5.8)  accurately integrates knowledge gained and relevant information gathered about different aspects of a topic from several sources.  makes reference to a few gathered about different more than one source.		ew pieces of information nt aspects of a topic from	does not make reference to knowledge gained or information gathered about different aspects of a topic from source material.	Subtotal:				
	1.5.4	(Sentence Fluency) The writing:	(Sentence Fluency) The writ	•	(Sentence Fluency) The writing:	7-9 = Meets			
	L.5.1	incorporates some sentences that are rhythmic and flowing, using a variety of correctly structured sentence types; flows well when read aloud.	has sentences that are not always varied or sm in places and require re understanding.	nooth; may be mechanical	has incomplete, run-on, rambling, or awkward sentences that make it hard to determine where sentences begin or end; difficult to read.	5-6 = Approaching			
Language	L.5.2	(Conventions) The writing: demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor.	(Conventions) The writing:  contains occasional error punctuation, and spellin interfere with understa	ng, however, it does not	(Conventions) The writing:  numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand.	Below			
	W.5.2d	(Word Choice & Vocabulary) The writing:	(Word Choice & Vocabulary		(Word Choice & Vocabulary) The writing:				
	(L.5.5) (L.5.6)  accurately uses a variety of precise words and domain-specific vocabulary to inform about or explain the topic. Strong vocabulary makes the writing interesting.			uses a limited range of words and/or some vocabulary is misused making the message unclear.	Subtotal:				
**When applicable to the task.  *Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task.		Score "O" - The writing is s to evaluate, the response is	cored with <b>"O"</b> when there is no response, the response s undecipherable, and/or the response is not written in E	is too limited					
31 - 39	= Meet	Grade Level Expectations		( ) = partially meets require					
		paching Grade Level Expectations			Overall Score:				
< 23 = Below Grade Level Expectations									