

Purpose/Definition

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes:

- To increase reader's knowledge of a subject
- To help readers better understand a procedure or process
- To provide readers with an enhanced comprehension of a concept

Informational/explanatory writing addresses matters such as types and components; size, function, or behavior; how things work; and why things happen.

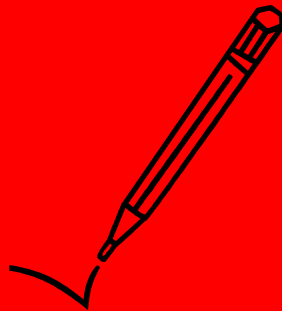
To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing.



Informative Explanatory Writing

Common Core
State
Standards
Grades K-5

Wayne RESA
2011



KEY ELEMENTS

- **Introduction** (*previews what is to follow*)
- **Organization** (*definition, classification, comparison/contrast, cause/effect*)
- **Development** (*with relevant facts, concrete details, quotations, other information*)
- **Transitions**
- **Precise Language**
- **Formal Style**
- **Conclusion**
- **Conventions of English**

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

The Introductory Paragraph

1. **Lead/grabs the reader's attention**
2. **Narrows the subject**
3. **States the thesis, claim, or key point**

Kindergarten - Grade 5
Examine a topic and convey ideas and information clearly.

CCSS

Conventions of Standard English

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

L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

L.4.1g. Correctly use frequently confused words (e.g., *to/too/two; there/their*).

L.4.3a. Choose words and phrases to convey ideas precisely.*

L.4.3b. Choose punctuation for effect.

L.5.1d. Recognize and correct inappropriate shifts in verb tense.

L.5.2a. Use punctuation to separate items in a series.†

L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.

L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡

L.6.3b. Maintain consistency in style and tone.

L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.

L.9-10.1a.. Use parallel structure

Organization

Kindergarten Organize by naming a topic.

1st Grade Organize by naming a topic and provide some sense of closure.

2nd Grade Organize by introducing a topic and provide concluding statement.

3rd Grade Organize by introducing a topic and grouping related information; include illustrations when useful to aid comprehension. Provide a concluding statement or section.

4th Grade Organize by introducing a topic clearly and grouping related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multi-media when useful to aiding comprehension; provide a concluding statement.

5th Grade Organize the topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to adding comprehension.

Adapted from MISD-“Protocol for Analysis of Informative/Explanatory Writing”



Formal Style

Beginning in 6th grade students are expected to incorporate elements of formal writing style in argumentative writing pieces.

FORMAL STYLE

- **Avoid using colloquial words/expressions**
- **Avoid contractions**
- **Write in third person**
- **Avoid addressing readers using second person pronouns**
- **Avoid using abbreviated words**
- **Longer complex sentences are preferred**

Development

Kindergarten Develop using a drawing, dictating and writing.

1st Grade Develop by supplying some facts and some sense of closure.

2nd Grade Develop points using facts and definitions.

3rd Grade Develop the topic with facts, definitions, and details.

4th and 5th Grade Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

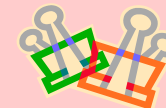


CCSS

Precise Language

4th and 5th Grade

Use precise language and domain-specific vocabulary to inform about or explain the topic.



Transitions

3rd Grade

Use linking words and phrases (e.g., also another, and more, but) to connect ideas within categories of information.

4th Grade

Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

5th Grade

Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

Conclusions

Provide a conclusion that follows from narrated experiences or events.

