

DMA/EPS Informative Benchmark Checklist



Kindergarten - Third Quarter Informative Writing

The Process

With guidance and support:

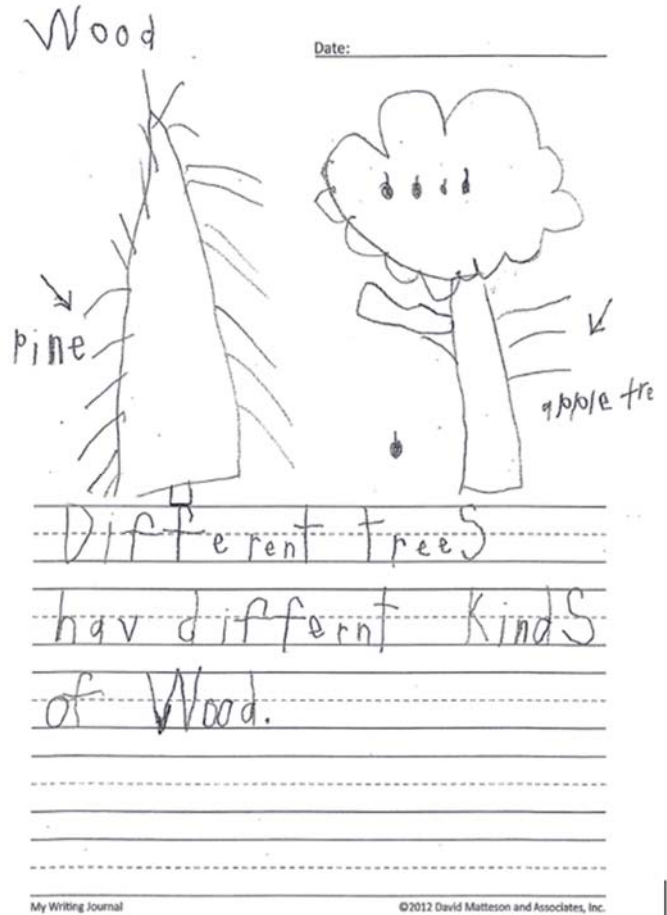
- Plan depicts a sketch of a fact learned
- Adds on to plan after talking with teacher or peers about piece and before writing
- Begins to match oral words with written text (points to a word as spoken)
- Uses information from a variety of sources
- Teacher may publish piece

Surface Features/Conventions

- Has 1 lengthening line of text
- Regularly contains beg/end sounds
- Contains some correctly spelled "Yellow Card" words
- Writing is mostly lower case letters
- Begins appropriate spacing

Content

- Planned sketch matches the written piece
- Contains informational labels in the plan
- Information accurately reflects the topic
- Writes a fact learned



(ELA CCSS: K.W.2, K.L.1, K.L.2)

Kindergarten - Fourth Quarter Informative Writing

The Process

With guidance and support:

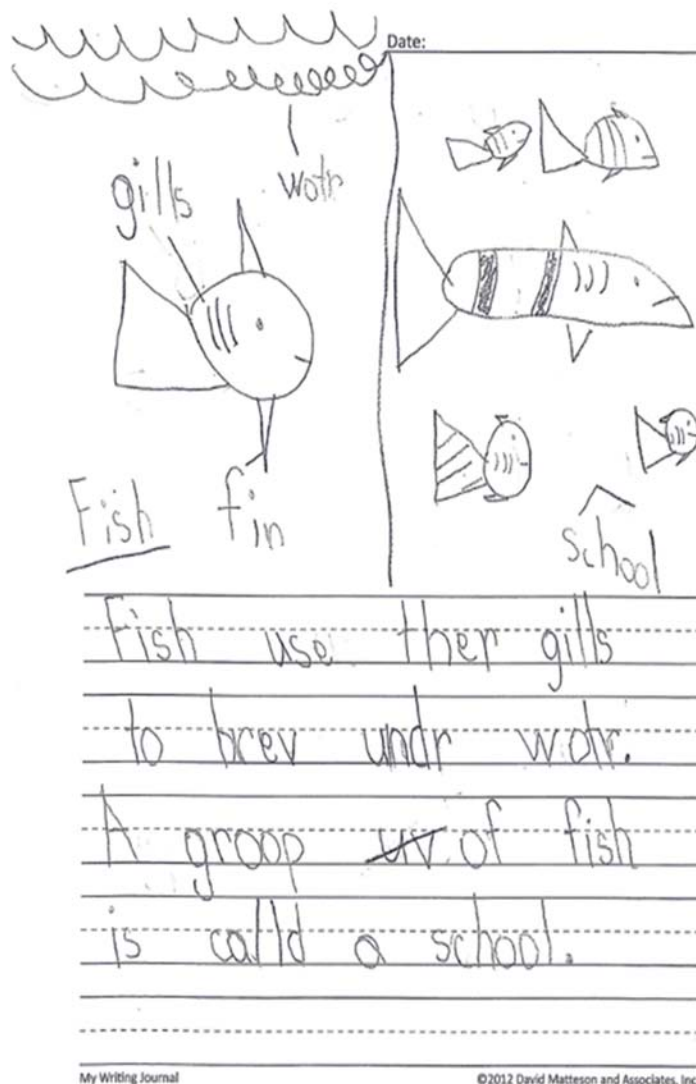
- Plan depicts a sketch of 2 facts learned
- Adds on to plan after talking with teacher or peers about piece and before writing
- Matches oral words with written text
- Identifies an audience/specific reader for piece
- Lines out mistakes
- Uses information from a variety of sources
- Carries the writing over two days
- Teacher may publish piece

Surface Features/Conventions

- Has at least 2 sentences (matched to facts learned)
- Spells words with close approximations (beg/mid/end sounds)
- Contains many correctly spelled "Yellow Card" words
- Uses environmental print to spell
- Writing is mostly lower case letters
- Consistent spacing
- Uses periods
- Capitalizes beginning of sentences and pronoun "I"

Content

- Planned sketch matches the written piece
- Contains informational labels in the plan
- Information accurately reflects the topic
- Writes 2 facts learned
- Contains content specific details
- Contains a concise title



First Grade - First Quarter Informative Writing

The Process

With guidance and support:

- Uses an organized plan to include Introduction/ Body/Conclusion
- Plans with some words and graphics
- Identifies a topic and audience/specific reader for piece
- Proofreads for "Yellow Card" words, capitals and ending marks
- Adds on to piece
- Lines out mistakes
- Uses a variety of sources
- Carries writing over two days
- Teacher may publish piece


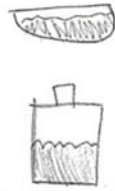
Surface Features/Conventions

- 3-4 sentences in length
- Balance of spelling approximations (beg/mid/end sounds), "Green Card" words and environmental print
- Consistent lower case usage
- Consistent spacing
- Uses periods
- Capitalizes beginning of sentences and pronoun "I"

Content

- Writing is sequential and matched to plan
- Topic is introduced
- Writes factual information relevant to the topic
- Contains content specific details
- Provides a sense of closure
- May contain informational elements such as labeled diagrams
- Contains a concise title

Audience: 1st Graders Date:

<p>(A)</p> <p>viscous</p>  <p>liquid properties</p>	<p>(B)</p> <p>moves slow</p> <p>thick</p>	<p>(C)</p> <p>shape</p> 
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In class we learned about six properties of liquids. One of the properties was viscous. This type of liquids is very slow moving because it's thick. Viscous liquids take the shape of their container.

Did I: reread my piece? ☐ ☐ ☐ use enough detail? ☐ ☐ ☐ check for capital letters? ☐ ☐ ☐ check for punctuation? (, ? !) ☐ ☐ ☐ check my sight words? ☐ ☐ ☐

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First Grade - Second Quarter Informative Writing

The Process

With guidance and support:

- Uses an organized plan to include I/B/C
- Plans with some words and graphics
- Identifies a topic and audience/specific reader for piece
- Proofreads for "Green Card" words, environmental print, capitals and ending marks
- Adds on to piece
- Lines out mistakes
- Uses a variety of sources
- Carries writing over two days
- Student begins to publish selected pieces

Surface Features/Conventions

- 4-5 sentences in length
- Balance of spelling approximations (beg/mid/end sounds), "Green Card" words and environmental print
- Uses periods
- Capitalizes beginning of sentences, pronoun "I" and proper nouns

Content

- Writing is sequential and matched to plan
- Topic is introduced
- Writes factual information relevant to the topic
- Contains content specific details
- Provides a sense of closure
- May contain informational elements such as:
 - * Labeled diagrams
 - * Numbering
- Contains a concise title


Audience: Class Date: _____

I Plant
Parts

Seeds

B Food

New plants

C 

important

The seeds are a significant part of every plant. Seeds have two very important jobs. First seeds provide food for animals and humans. Seeds also make new plants. These facts show seeds are important to plants.

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Did I: reread my piece? ☐ ☐ ☐ use enough detail? ☐ ☐ ☐ check for capital letters? ☐ ☐ ☐
check for punctuation? (, ? !) ☐ ☐ ☐ check my sight words? ☐ ☐ ☐

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First Grade - Third Quarter Informative Writing

The Process

With guidance and support:

- Uses an organized plan to include I/B/C
- Plans with some words and graphics
- Identifies a topic and audience/specific reader for piece
- Proofreads for "Green Card" words, environmental print, capitals and ending marks
- Adds on or takes away from piece individually or collaboratively
- Uses a variety of sources
- Carries writing over two or more days
- Student begins to publish selected pieces

Surface Features/Conventions

- 5-7 sentences in length
- Uses knowledge of more complex letter/sound relationships
- Contains many correctly spelled "Green Card" words and environmental print words
- Uses a variety of ending punctuation
- Capitalizes beginning of sentences, pronoun "I" and proper nouns

Content - Sketch and Written Piece

- Writing is sequential and matched to plan
- Topic is introduced
- Writes factual information relevant to the topic
- Contains evidence based accurate description
- Uses transition words (e.g. first, next, last)
- Provides a sense of closure
- May contain informational elements such as:
 - * Labeled diagrams
 - * Numbering
- Contains a concise title

Audience: Dad How to Wash a Car

(I) Is your car dirty?

Then wash it!

(B)



Step 1: Get the car wet with a hose.



Step 2: Get a sponge and soap to scrub the dirt off.



Step 3: Spray the suds off with the hose.



Step 4: Put the car in the garage to dry off.

off.

(C) Now your car is clean!

First Grade - Fourth Quarter Informative Writing

The Process

With guidance and support:

- Uses an organized plan to include I/B/C
- Plans with words, phrases and graphics
- Identifies a topic and/or purpose for writing
- Identifies an audience/specific reader for piece
- Evidence of proofreading for spelling, punctuation and grammar
- Adds on or takes away from piece individually or collaboratively
- Uses a variety of sources
- Carries writing over two or more days
- Student begins to publish selected pieces

Surface Features/Conventions

- 6-8 sentences in length
- Uses knowledge of more complex letter/sound relationships
- Contains correctly spelled "Green Card" words and environmental print
- Uses a variety of ending punctuation
- Capitalizes beginning of sentences, pronoun "I" and proper nouns

Content

- Writing is sequential and matched to plan
- Topic is introduced
- Writes detailed factual information relevant to the topic
- Contains evidence based accurate description
- Uses transition words
- Provides a sense of closure
- May contain informational elements such as:
 - * Labeled diagrams
 - * Numbering
 - * Bulleted list
- Contains a concise title

Audience: 1st Grade Reporters Date: _____

(I) • green
• slimy ?
• lay eggs

(B) • egg clusters ...
• Squishy jelly
• speshal skin
• bulging eyes

(C) Some frog facts

Guess what is green
slimy and lays eggs?
A frog! Frogs lay their
eggs clusters in calm water.
The eggs have squishy
jelly on them for
protection. Also frogs
have speshal skin to
breath^(through) and drink throu^(through)
Finally frogs have big
bulging eyes to spot
enemes. Frogs use bulging
eyes to look around for
prey food. These are just a
few facts about frogs.

Did I: reread my piece? ☐ ☐ ☐ use enough detail? ☐ ☐ ☐ check for capital letters? ☐ ☐ ☐
check for punctuation? (71) ☐ ☐ ☐ check my sight words? ☐ ☐ ☐

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Second Grade – First Quarter Informative Writing

The Process

With guidance and support:

- Uses an organized plan to include Introduction/Body/Conclusion (topic, facts or details, closure)
- Plans with words, phrases and graphics
- Identifies a purpose and specific reader/audience for piece
- Carries writing over two or more days
- Adds on or deletes from piece individually or collaboratively
- Evidence of proofreading for spelling, punctuation and grammar
- Uses a variety of sources
- Student publishes selected pieces in a variety of ways

Surface Features

- 8-10 sentences in length
- Uses knowledge of more complex letter/sound relationships
- Contains correctly spelled "Green Card" words and environmental print
- Uses a variety of ending punctuation
- Capitalizes beginning of sentences, pronoun "I" and proper nouns

Content

- Writing is sequential and matched to plan
- Topic is introduced
- Writes detailed factual information relevant to the topic
- Uses transition words
- Contains evidence based accurate description
- Provides a sense of closure
- May contain informational elements such as:
 - * Labeled diagram
 - * Numbering
 - * Bulleted List
- Contains concise title

(ELA CCSS: 2.W.2, 2.L.1, 2.L.2, 2.L.3)

Second Grade - First Quarter Informative Writing

Audience: 2nd grade scientists Date:

Topic: Reptiles

Many types

- alligators
- crocodiles
- Caimans

alligators - hatchlings 6-8 inches
- grow up 15 feet

crocodile - live in watery areas
- as Everglades

Caiman - scaly, cold-blooded
- lay eggs - babies are hatchlings
- bury in sand

Different kinds of reptiles
Reptiles

There are many types of
reptiles including alligators,
crocodiles and caimans. Alligator
babies are called hatchlings.
Hatchlings can be 6-8 inches

long and grow up to be a
15 foot alligator. Crocodiles
live in watery areas called
wetlands. They also can be found
in the U.S. Everglades. Caimans
are scaly, cold-blooded creatures
that lay eggs. Mama caimans
bury their eggs in sand to
keep the hatchling safe.
These are just a few facts

Did I: reread my piece? ☐ ☐ ☐ use enough detail? ☐ ☐ ☐ check for capital letters? ☐ ☐ ☐
check for punctuation? (, ? !) ☐ ☐ ☐ check my sight words? ☐ ☐ ☐

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and details about different
kinds of reptiles.

Second Grade - Second Quarter Informative Writing

The Process

With guidance and support:

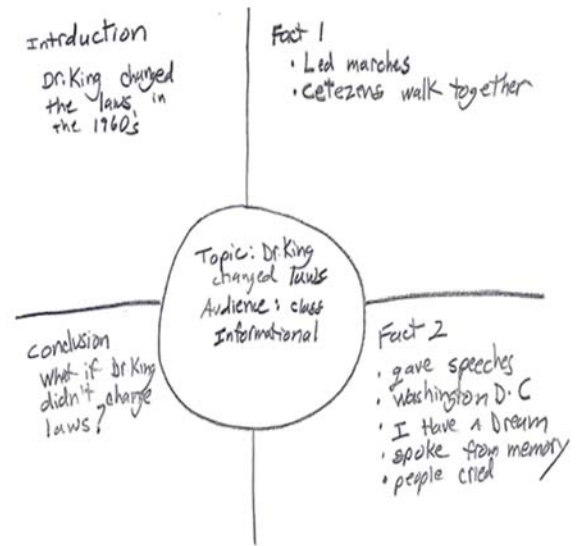
- Uses several planning strategies (list, web, Venn)
- Plans with words, phrases and graphics
- Identifies a purpose and specific reader/ audience for piece
- Carries writing over two or more days
- Adds, substitutes, or deletes from piece individually or collaboratively
- Evidence of proofreading for spelling, punctuation and grammar
- Uses a variety of sources
- Student publishes selected pieces in a variety of ways

Surface Features

- Begins to format informational piece
- Spells unknown words using knowledge of word structures
- Uses a variety of ending punctuation

Content

- Writing is logically sequenced within intro, body, conclusion
- Contains introductory statements
- Writes detailed factual information relevant to the topic
- Uses transition words
- Contains evidence based accurate description with domain specific vocabulary
- Begins to use varied sentence structures (simple and compound)
- Provides a sense of closure
- May contain informational elements such as:
 - * Labeled diagram
 - * Numbering
 - * Bulleted List
 - * Bold face print
- Contains concise title



Dr. King changed laws.

Dr. King changed the laws in the 1960's. First he led marches. Marches are when citizens walk together. Next Dr. King gave speeches. When he gave his speeches he gave them in Washington D.C. ^{His} famous speech was called "I have a dream" speech. When he gave his speech he pushed his paper away and just spoke from his memory. Some people even cried. I wonder what our laws would be like if Dr. King didn't work hard?

Second Grade – Third Quarter Informative Writing

The Process

With guidance and support:

- Uses several planning strategies (list, web, Venn)
- Plans with words, phrases and graphics
- Identifies a purpose and specific reader/audience for piece
- Carries writing over two or more days
- Adds, substitutes, or deletes from piece individually or collaboratively
- Evidence of proofreading for spelling, punctuation, grammar and usage
- Uses a variety of sources
- Student publishes selected pieces in a variety of ways

Surface Features

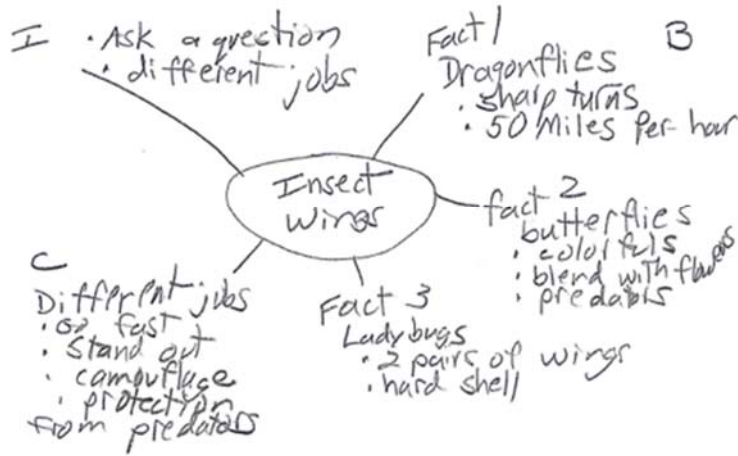
- Formats piece with a variety of techniques (e.g., indenting, numbering, bulleted list)
- Spells unknown words using knowledge of word structures
- Uses a variety of punctuation including apostrophes and commas

Content

- Writing is logically sequenced within intro, body, conclusion
- Contains introductory statements that engage the reader
- Writes detailed factual information relevant to the topic
- Uses transition words
- Contains evidence based accurate description with domain specific vocabulary
- Uses varied sentence structures
- Provides a concluding statement
- May contain informational elements such as:
 - * Labeled diagram
 - * Numbering
 - * Bulleted List
 - * Bold face print
 - * Captions
- Contains concise title

Second Grade - Third Quarter Informative Writing

Topic Insects Purpose Give info Audience Class
Title Insect Wings Source(s) Scholastic + Video



Insect Wings

Did you think wings are only for flying? Insects' wings have different jobs. Dragonfly wings ^{help them} make sharp turns. They can travel 50 miles per hour. Butterfly wings are colorful. Their wings blend with ~~white~~ flowers. Predators only see the bright colors and not the butterfly. A ladybug has two pairs of wings. The soft wings

are under a pair of hard shelled wings. Now you know that insect wings ~~can do~~ ^{have} different jobs like speed, camouflage, and protection from predators.

Second Grade – Fourth Quarter Informative Writing

The Process

With guidance and support:

- Uses several planning strategies (list, web, Venn)
- Plans with words, phrases and graphics
- Identifies a purpose and specific reader/audience for piece
- Carries writing over two or more days
- Adds, substitutes, or deletes from piece individually or collaboratively
- Expands and rearranges sentence structures
- Evidence of proofreading for spelling, punctuation, grammar and usage
- Uses a variety of sources
- Student publishes selected pieces in a variety of ways

Surface Features

- Formats piece with a variety of techniques
- Spells unknown words using knowledge of word structures
- Uses a variety of punctuation including apostrophes, commas and quotation marks

Content

- Writing is logically sequenced within intro, body, conclusion
- Contains introductory statements that engage the reader
- Writes detailed factual information relevant to the topic
- Uses transition words
- Contains evidence based accurate description with domain specific vocabulary
- Uses varied sentence structures
- Begins to cite source(s) when appropriate to the piece
- Provides a concluding statement from a menu of closing techniques (e.g. summary, quote, image, question)
- Writes in third person
- May contain informational elements such as:
 - * Labeled diagram
 - * Numbering
 - * Bulleted List
 - * Bold face print
 - * Captions
- Contains concise title

Second Grade - Fourth Quarter Informative Writing

Name: _____ Date: 6/6/16 Audience: Ms. Gilmore

Hook: (engage the reader) Do you know how insects are helpful pollinators?

Topic: helpful insects Purpose: To inform *Work on neat printing

Title: Insects help the earth

Introduction: Insects are helpful because they help plants grow, they insects are pollinators and insects are predators.

Fact: #1 Insects help plants grow

Details/Evidence: Valuable insects support plants growing by making the soil healthy. decomposing dead things

Fact: #2 Insects are important pollinators and predators

Details/Evidence: Useful insects drink sweet pollen from flowers.

Fact: #3 Insects help humans. they eat bad bugs

Details/Evidence: Ladybugs eat 50 aphids in one day so farmers don't have to use lots of chemicals.

Conclusion: (intro re-worded, wrap-up) Insects help plants grow to make excellent food. Spread pollen by making soil healthy and eating bad bugs.

Insects Help The Earth

Do you think insects are helpful? Insects are helpful because they help plants grow, pollinate flowers and control harmful pests. The first fact from the book "We Need Insects" is that insects help plants grow by keeping the soil healthy. Decomposing dead leaves is a way valuable insects support plants growing. Next insects are important pollinators.

They do this by flying from flower to flower with pollen sticking to their bodies. Pollen helps new seeds grow. Finally, the "Garden Talk" video showed how ladybugs help humans by insects eating 50 aphids in one day so farmers don't have to use lots of chemicals. Insects help plants grow with healthy soil, spreading pollen and eating bugs that hurt crops.

Child's Name _____

Assessment Date _____

Circle Proficiency Level

Below

Proficient

Exceeds

Next Individualized Teaching Point:

Process -

Surface Features -

Content -

Child's Name _____

Assessment Date _____

Circle Proficiency Level

Below

Proficient

Exceeds

Next Individualized Teaching Point:

Process -

Surface Features -

Content -