

Informative Essay Outline

Introduction	<p>Hook: (<i>Famous quote, Thought-provoking question, or Interesting statistic</i>)</p> <p>Background: (<i>For decades <u>essay topic</u> has been... / Traditionally, <u>essay topic</u> has been...</i>)</p> <p>Thesis (main idea + reasons): (_____ because reason #1, reason #2, and reason #3.)</p>
Body Paragraph #1	<p>Topic Sentence (Reason #1)</p> <p>Evidence (<i>According to source _____, the author states...</i>)</p> <p>Elaboration (<i>This <u>quote, example, etc.</u> shows that...</i>)</p> <p>Evidence (<i><u>Author's name</u> expressed in source # _____ that...</i>)</p> <p>Elaboration (<i>The evidence shows...</i>)</p> <p>Concluding Sentence</p>
Body Paragraph #2	<p>Topic Sentence (Reason #2)</p> <p>Evidence (<i>The author describes in source # _____...</i>)</p> <p>Elaboration (<i>As a result...</i>)</p> <p>Evidence (<i>According to paragraph # _____ in source # _____, the author states...</i>)</p> <p>Elaboration (<i>For this reason...</i>)</p> <p>Concluding Sentence</p>
Body Paragraph #3	<p>Topic Sentence (Reason #3)</p> <p>Evidence (<i>The author stated...</i>)</p> <p>Elaboration (<i>This is important because...</i>)</p> <p>Evidence (<i>As illustrated by paragraph # _____ in source # _____, ...</i>)</p> <p>Elaboration (<i>This proves that...</i>)</p> <p>Concluding Sentence</p>
Conclusion	<p>Reword/restate your thesis</p> <p>Summarize your reasons</p> <p>So what?</p> <p>Why is this topic important?</p>

The Informative Essay

- **Thesis** – statement of what you intend to explain; includes **three** reasons or main points
 - **Formula for Thesis:** _____ because reason #1, reason #2, and reason #3.
- **Evidence** – proof from a credible source; facts, examples, statistics, quotations, anecdotes from the text; COMES FROM THE SOURCES
 - According to the article...
 - The author stated...
 - For example...
 - As illustrated by...
 - The text states...
 - The author describes...
 - One example from the passage is...
 - The author claims...
- **Elaboration** – explains what the evidence proves; connects your thesis to the evidence; no matter how good your evidence is, it will not help you explain your thesis much if your reader does not know why it is important. Ask yourself: *how does this evidence support the point I am trying to make in this paragraph?*; COMES FROM YOU
 - This proves that...
 - This shows...
 - The evidence shows...
 - As a result...
 - For this reason...
 - The author states this because...
 - To clarify...
 - In this example...
 - This illustrates...
 - “If...then” statement
 - In other words...
 - This is important because...
- **Conclusion** – restate thesis, summarize reasons, answer: *so what?* and *why is this important?*

FINAL ELA Text-based Writing Rubrics, Grades 4–5: Informative/Explanatory
Florida Standards Assessments

Grades 4–5 Informative/Explanatory Text-based Writing Rubric (Score points within each domain include most of the characteristics below.)			
Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
4	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated controlling idea and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> Strongly maintained controlling idea with little or no loosely related material Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas Logical progression of ideas from beginning to end, including a satisfying introduction and conclusion 	<p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Relevant evidence integrated smoothly and thoroughly with references to sources Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text Clear and effective expression of ideas, using precise language Academic and domain-specific vocabulary clearly appropriate for the audience and purpose Varied sentence structure, demonstrating language facility 	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a controlling idea and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> Maintained controlling idea, though some loosely related material may be present Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas Adequate progression of ideas from beginning to end, including a sufficient introduction and conclusion 	<p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Generally integrated evidence from sources, though references may be general, imprecise, or inconsistent Adequate use of some elaborative techniques Adequate expression of ideas, employing a mix of precise and general language Domain-specific vocabulary generally appropriate for the audience and purpose Some variation in sentence structure 	

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FINAL ELA Text-based Writing Rubrics, Grades 4–5: Informative/Explanatory
Florida Standards Assessments

Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric)
2	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material, and it may have a controlling idea with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> Partially focused controlling idea, but insufficiently sustained or unclear Inconsistent use of transitional strategies with little variety Uneven progression of ideas from beginning to end and may include an inadequate introduction or conclusion 	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes ineffective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Weakly/integrated evidence from sources and erratic or irrelevant references Repetitive or ineffective use of elaborative techniques Imprecise or simplistic expression of ideas Inappropriate or ineffective domain-specific vocabulary Sentences possibly limited to simple constructions 	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> Some minor errors in usage, but no patterns of errors Adequate use of punctuation, capitalization, sentence formation, and spelling
1	<p>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have little or no discernible controlling idea or organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> Confusing or ambiguous ideas Frequent extraneous ideas impeding understanding Few or no transitional strategies Too brief to demonstrate knowledge of focus or organization 	<p>The response provides minimal support/evidence for the controlling idea or main idea, including little if any use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Minimal, absent, erroneous, or irrelevant evidence from the source material Expression of ideas that is vague, lacks clarity, or is confusing Limited or inappropriate language or domain-specific vocabulary Sentences limited to simple constructions 	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> Various errors in usage Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling
0			<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>