Learning Progression for Information Writing

	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
STRUCTURE								
Overall	The writer told and drew pictures about a topic she knew.	The writer told, drew, and wrote about a topic.	The writer taught readers about a topic.	The writer taught readers some important points about a subject.	The writer taught readers information about a subject. She put in ideas, observations, and questions.	The writer taught readers different things about a subject. He put facts, details, quotes, and ideas into each part of his writing.	The writer used different kinds of information to teach about the subject. Sometimes she included little essays, stories, or how-to sections in her writing.	The writer conveyed ideas and information about a subject in a well-structured text. Sometimes she incorporated arguments, explanations, stories, or procedural passages.
Lead	The writer started by drawing or saying something.	The writer told what her topic was.	The writer named his topic in the beginning and got the readers' attention.	The writer wrote a beginning in which he named a subject and tried to interest readers.	The writer wrote a beginning in which he got readers ready to learn a lot of information about the subject.	The writer hooked her readers by explaining why the subject mattered, telling a surprising fact, or giving a big picture. She let readers know that she would teach them different things about a subject.	The writer wrote an introduction in which he helped readers get interested in and understand the subject. He let readers know the subtopics that he would develop later as well as the sequence.	The writer wrote an introduction in which she interested readers, perhaps with a quote or significant fact. She let readers know the subtopics that she would develop later and how her text would unfold.
Transitions	The writer kept on working.	The writer put different things he knew about the topic on his pages.	The writer told different parts about her topic on different pages.	The writer used words such as *and* and *also* to show she had more to say.	The writer used words to show sequence such as *before, after, then,* and *later*. She also used words to show what did not fit such as *however* and *but*.	The writer used words in each section that helped readers understand how one piece of information connected with others. If he wrote the section in sequence, he used words and phrases such as *before, later, next, then,* and *after*. If he organized the section in kinds or parts, he used words such as *another, also,* and *for example*.	When the writer wrote about results, she used words and phrases such as *consequently, as a result,* and *because of this*. When she compared information, she used phrases such as *in contrast, by comparison,* and *especially*. In narrative parts, she used phrases that go with stories such as *a little later* and *three hours later*. If she wrote sections that stated an opinion, she used words such as *but the most important reason, for example,* and *consequently*.	The writer used transitions to help readers understand how different bits of information and different parts of his writing fit together. He used transitions to help connect ideas, information, and examples, and to imply relationships such as when material exemplifies, adds to, is similar to, explains, is a result of, or contrasts. He used transitions such as *for instance, such as, similarly, therefore, as a result, in contrast to,* and *on the other hand*.
Ending	After the writer said, drew, and "wrote" all he could about his topic, he ended it.	The writer had a last part or page.	The writer wrote an ending.	The writer wrote some sentences or a section at the end to wrap up his piece.	The writer wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.	The writer wrote an ending in which she reminded readers of her subject and may either have suggested a follow-up action or left readers with a final insight. She added her thoughts, feelings, and questions about the subject at the end.	The writer wrote a conclusion in which he restated the main points and may have offered a final thought or question for readers to consider.	The writer wrote a conclusion in which she restated the important ideas and offered a final insight or implication for the reader to consider.
Organization	On the writer's paper, there was a place for the drawing and a place where she tried to write words.	The writer told, drew, and wrote information across pages.	The writer told about her topic part by part.	The writer's writing had different parts. Each part told different information about the topic.	The writer grouped her information into parts. Each part was mostly about one thing that connected to her big topic.	The writer grouped information into sections and used paragraphs and sometimes chapters to separate those sections. Each section had information that was mostly about the same thing. He may have used headings and subheadings.	The writer organized her writing into a sequence of separate sections. She may have used headings and subheadings to highlight the separate sections. The writer wrote each section according to an organizational plan shaped partly by the genre of the section.	The writer chose a focused subject. The writer used subheadings and/or clear introductory transitions to separate sections. The writer made deliberate choices about how to order sections and about the sequence of information and ideas within sections. He chose structures such as compare and contrast, categories, or claim and support to organize information and ideas. Some sections are written as argument, explanation, stories, or procedural passages.

Learning Progression for Information Writing (continued)							
	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
DEVELOPMENT							
Elaboration	The writer put more and then more on the page.	The writer drew and wrote some important things about the topic.	The writer put facts in his writing to teach about his topic.	The writer used different kinds of information in his writing such as facts, definitions, details, steps, and tips.	The writer wrote facts, definitions, details, and observations about his topic and explained some of them.	The writer taught her readers different things about the subject. She chose those subtopics because they were important and interesting. The writer included different kinds of facts and details such as numbers, names, and examples. The writer got her information from talking to people, reading books, and from her own knowledge and observations. The writer made choices about organization, perhaps using compare/contrast, cause/effect, or pro/con. She may have used diagrams, charts, headings, bold words, and definition boxes to help teach her readers.	The writer explained different aspects of a subject. He included a variety of information such as examples, details, dates, and quotes. The writer used trusted sources and gave credit when appropriate. He made sure to research any details that would add to his writing. The writer worked to make his information understandable to readers. To do this, he may have referred to earlier parts of his text and summarized background information. He let readers know when he was discussing facts and when he was offering his own thinking.	The writer included varied kinds of information such as facts, quotations, examples, and definitions. The writer used trusted sources and information from authorities on the topic and gave the sources credit. The writer worked to make his information understandable and interesting. To do this, he referred to earlier parts of his text, summarized background information, raised questions, or considered possible implications.
Craft	The writer said, drew, and "wrote" things she knew about the topic.	The writer told, drew, and wrote some details about the topic.	The writer used labels and words to give facts.	The writer tried to include the words that showed she was an expert on the subject.	The writer chose expert words to teach readers a lot about the subject. She taught information in a way to interest readers. She may have used drawings, captions, or diagrams.	The writer made deliberate word choices to teach his readers. He may have done this by using and repeating key words about his topic. When it felt right to do so, the writer chose interesting comparisons and used figurative language to clarify his points. The writer made choices about which information was best to include or not include. The writer used a teaching tone. To do so, he may have used phrases such as *that means . . . , what that really means is . . . , and let me explain.*	The writer made deliberate word choices to have an effect on her readers. She used the vocabulary of experts and explained key terms. The writer worked to include the exact phrase, comparison, or image that would explain information and concepts. The writer not only made choices about which details and facts to include but also made choices about how to convey her information so it would make sense to readers. She blended storytelling, summary, and other genres as needed and used text features. The writer used a consistent, inviting, teaching tone and varied her sentences to help readers take in and understand the information.	The writer chose her words carefully to explain her information and ideas and to have an effect on the reader. The writer worked to include concrete details, comparisons, and/or images to explain information and concepts and to keep her reader engaged. The writer incorporated domain-specific vocabulary and, when necessary, she explained terms to readers, providing context clues, parenthetical explanations, text boxes, or similar support. The writer supported readers' learning by using a teaching tone and a formal style, as appropriate.