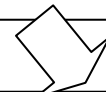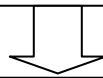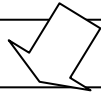# Informational/Explanatory Essay Graphic Organizer

Paragraph #1 – Introduction

- Attention-grabbing beginning (Hook) (Recognize your audience's knowledge level and concerns on the subject while remaining formal and objective)-

- Introduction of the topic- What context can you create that will help the reader understand the topic?

- Thesis statement

Paragraph #2

Idea #1 –

Domain-Specific Vocabulary

Well-chosen support for the idea (details and examples) →
-
-
-

What is the significance of the details and examples?

Concluding Statement

Paragraph #3

Idea #2 –

Domain-Specific Vocabulary

Well-chosen support for the idea (details and examples) →
-
-
-

What is the significance of the details and examples?

Concluding Statement

Paragraph #4

Idea #1 –

Domain-Specific Vocabulary

Well-chosen support for the idea (details and examples) →
-
-
-

What is the significance of the details and examples?

Concluding Statement

Paragraph #5 – Conclusion

- Restate the overall thesis. – (Did you propose any solutions? Are there solutions yet to be discovered? What questions still need to be answered?)

- What is the larger significance of the topic you chose to write about? (Provide an additional example that expands the significance of your introduction)

- Call to action or closing statement – (What would you like to see occur? What should the reader do or think after reading your paper)

Common Core Informational-Explanatory Essay Rubric

Domain and Standard	Exceeds – 3	Meets – 2	Does Not Meet - 1	Total Score
Ideas **ELACCW2a** **ELACCW2b**	Introduces a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develops the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	Introduces a topic; organize to make important connections and distinctions; include formatting when useful to aiding comprehension. The topic has relevant and sufficient facts, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	Does not introduce the topic; Essay is disorganized and does not make important connections and distinctions; no formatting, graphics, or multimedia are included formatting when useful to aiding comprehension. Topic does not contain relevant facts, definitions, or details as support. The information and examples are inappropriate or insufficient, and the essay fails to address the audience's knowledge of the topic.	_____**x2** _____
Organization **ELACCW2c** **ELACCW2f**	Uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic.)	Uses appropriate transitions to link the major sections of the text. The transitions create cohesion among the complex ideas and concepts. Provide a concluding statement that follows from and supports some of the information or explanation presented (e.g., articulating implications or the significance of the topic.)	Uses appropriate transitions to link the major sections of the text. The transitions create cohesion among the complex ideas and concepts. No concluding statement or section is included.	_____**x1** _____
Style **ELACCW2d**	Uses precise language and domain-specific vocabulary to manage the complexity of the topic. Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Uses domain-specific vocabulary to manage the complexity of the topic. Establishes and inconsistently maintains a formal style. Elements of subjectivity exist in the tone while attending to the conventions of the discipline in which they are writing.	Uses inappropriate language and unspecific vocabulary to that does not manage the complexity of the topic. Uses an informal style and subjective tone throughout the essay. Does not follow the norms and conventions of the discipline in which they are writing.	_____**x1** _____
Conventions **ELACCW5**	Demonstrates consistent command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrates general command of the conventions of standard English capitalization, punctuation, and spelling when writing. Essay has minor errors in English conventions that do not interfere with meaning and comprehension.	Demonstrates minimal command of the conventions of standard English capitalization, punctuation, and spelling when writing. Essay has significant errors in English conventions that interfere with meaning and comprehension	_____**x1** _____