

Teacher Version

| | | | |
|-------|---|---------------|-------|
| Grade | 2 | Title/Subject | Frogs |
|-------|---|---------------|-------|

The following sections are included in this Teacher Version:

- Process: Day 1 and 2
- Teacher Directions for Scoring Rubric and Student Directions and Articles

Overview

On Day 1 students will engage in a shared reading and note-taking activity using two informative texts to learn about the life cycle of frogs. After the group activity, they will be directed to plan, and begin to draft an informative writing piece about the life cycle of frogs utilizing the information they read in the texts as well as notes they took during the shared lesson. On Day 2 students will finish their drafts, revise and edit their writing, and if they choose, produce a final copy.

Process

DAY 1: Shared Reading and Note-taking: Up to 40 minutes

Step 1: Connect to Background Knowledge ~ 5 minutes

Provide an introduction to the classroom activity by indicating that after this activity, students will be writing an essay focused on the topic of the life cycle of a frog. Ask students to share orally what they might know about the life cycle of a frog. Possible questions could include:

“Have you ever seen a frog? What do frogs look like? How are baby frogs different from adult frogs? Where do frogs live? What else do you know about frogs?”

For active engagement encourage pair or group sharing, before sharing out with whole group.

Step 2: Accessing the Information ~ 35 minutes

1. Explain: *“Now we will read two sources about the life cycle of a frog.”* Read both sources, pointing out important facts and features (pictures, captions, etc.) Use ONLY the sources provided in this prompt packet.
2. Lead a whole class discussion about the sources, during which students generate a key word list, list the “gist” next to each paragraph, highlight important words/phrases, or participate in pictorial narrative input (large teacher-created drawing with labels).
3. Think-Pair-Share: *“Tell your partner what you learned about the life cycle of a frog.”* Make sure both partners have time to share with each other.

Step 3: Clarify Expectations for the Writing Task: ~ 5 minutes

Explain: *“In a few minutes you will have a chance to look at the sources, plan, and write a draft to explain to me what you learned about the life cycle of a frog. Tomorrow you will have a chance to change and edit your work from today to write a final revision.”*

Review the student directions and checklist for the writing assignment and give each student a sheet of blank paper for planning and lined paper for writing.

| Teacher Version | | | |
|-------------------|---|---------------|-------|
| Grade | 2 | Title/Subject | Frogs |
| Process continued | | | |

Planning and Drafting Writing: up to 40 minutes

Step 4: Clarify Expectations for the Writing Task: ~ 5 minutes

Tell students to begin planning their writing on the blank sheet of paper. You can remind them of planning strategies you have taught in your classroom such as outlining, lists, webs, or drawing. Don't provide a plan yourself, just remind them of the strategies for planning.

After 10 minutes suggest to students that they begin writing their drafts.

Collect all materials from Day 1 after the 40 minutes total is complete.

DAY 2: Up to 60 minutes


1. Allow students to access the sources, their notes, the classroom activity charts/key word lists, and their draft.
2. Students read the prompt and their draft from Day 1 to make revisions.
3. Students edit and write final revision of essay. Provide additional lined paper for revisions and final copies as needed. Students may have time to create a final copy, or may revise and edit from their draft as time allows.
4. At teacher discretion, students may use word processing for draft or revision as long as spelling and grammar correction tools have been disabled.
5. Inform students when 15 minutes remain.
6. Collect all student writing materials.

Teacher Directions for Scoring Rubric:

Student responses to Part 2 will be scored using the Common Core based Informative/Explanatory Writing Rubric. A score will be given in each of the three rubric categories. For grade 2, student **revisions** will be scored.

Each student's final scores should indicate a 1, 2, 3, or 4 in each of the three categories (no partial scores such as 2.5, 3+, etc.). A score of 3 or 4 in each category is considered a passing score and a total of 8 points or higher out of 12 total is considered a passing overall score.

The score for each of the three categories will be entered for each student into Illuminate.

| Grade | | 2 | Informative/Explanatory Writing Rubric | |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level | INFORMATIVE/EXPLANATORY WRITING | | LANGUAGE CONVENTIONS | WITH GUIDANCE and SUPPORT FROM ADULTS |
| 4 Exceeds | <input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Writes several well-developed facts to support topic <input type="checkbox"/> Document is well organized and connected <input type="checkbox"/> Both introduction and conclusion are clear and well stated | | Mostly correct use of language conventions, and some above grade level skills used, for example: <ul style="list-style-type: none"> <input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Uses commas and quotation marks in dialogue. <input type="checkbox"/> Spells grade level appropriate words correctly <input type="checkbox"/> Chooses words and phrases for effect. | <div style="text-align: center;">  <p>Guidance & Support</p> </div> <p>Level of guidance and support from adults before writing:</p> <p>Check off what was done before the student wrote the piece being scored.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion <input type="checkbox"/> Read aloud or shared reading <input type="checkbox"/> Drawing <input type="checkbox"/> Vocabulary word bank <input type="checkbox"/> Shared or interactive writing <input type="checkbox"/> Graphic organizer <input type="checkbox"/> Language frames |
| 3 Meets | INFORMATIVE/EXPLANATORY WRITING (W2) <ul style="list-style-type: none"> <input type="checkbox"/> Introduces the topic <input type="checkbox"/> Uses facts and definitions to develop points <input type="checkbox"/> Provides a concluding statement or section <hr/> WRITING PROCESS (W5-W8) <ul style="list-style-type: none"> <input type="checkbox"/> WGASFA* Adds details and edits to strengthen writing as needed (W5) <input type="checkbox"/> WGASFA* Uses a variety of digital tools to write and publish writing (W6) <input type="checkbox"/> Recalls information from experiences or gathers information from provided sources to answer a question (W8) | | Adequate use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: <ul style="list-style-type: none"> <input type="checkbox"/> Produces, expands, and rearranges complete simple and compound sentences (L1f) <input type="checkbox"/> Creates readable documents with legible print (L1g) <input type="checkbox"/> Capitalizes holidays, product names, and geographic names (L2a) <input type="checkbox"/> Uses commas in greetings and closings of letters (L2b) <input type="checkbox"/> Uses an apostrophe to form contractions and frequently occurring possessives (L2c) <input type="checkbox"/> Consults reference materials as needed to check and correct spellings (L2e) <input type="checkbox"/> Spells grade level appropriate words correctly most of the time, uses grade level appropriate phonetic spelling to write unfamiliar words <input type="checkbox"/> Uses knowledge of language and its conventions when writing (L3) | |
| 2 Almost Meets | <ul style="list-style-type: none"> <input type="checkbox"/> Names topic <input type="checkbox"/> Provides facts but may not develop points <input type="checkbox"/> Adds few details <input type="checkbox"/> Provides a conclusion but may not be well related <input type="checkbox"/> WGASFA* adds few details and does little editing to strengthen writing | | Limited use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: <ul style="list-style-type: none"> <input type="checkbox"/> Writes simple sentences, and some incomplete sentences <input type="checkbox"/> Capitalizes first letter, and I, but not proper names <input type="checkbox"/> Uses some punctuation correctly <input type="checkbox"/> Spells some grade level appropriate words, and uses some phonetic spellings | |
| 1 Does Not Meet | <ul style="list-style-type: none"> <input type="checkbox"/> Does not name topic <input type="checkbox"/> Provides no facts <input type="checkbox"/> Does not develop points <input type="checkbox"/> Conclusion is missing or unrelated <input type="checkbox"/> Copies sentences directly from text in articles in prompt | | Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: <ul style="list-style-type: none"> <input type="checkbox"/> Makes few attempts at correct spelling <input type="checkbox"/> Has many errors in capitalization <input type="checkbox"/> Writes few complete sentences or only simple patterned sentences <input type="checkbox"/> Makes few attempts at correct punctuation | |

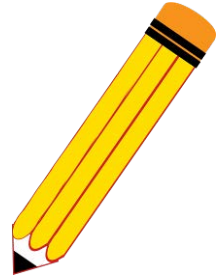
- **WGASFA:** “with guidance and support from adults”

This rubric was adapted from rubrics at sbusd.org and information from Smarter Balanced Assessments (www.smarterbalanced.org) using the California Common Core Standards at www.cde.ca.gov.

| | | | |
|-------|---|---------------|-------|
| Grade | 2 | Title/Subject | Frogs |
|-------|---|---------------|-------|

Student Prompt:

As you think about what you just read, write an essay to explain to your teacher what you learned about the life cycle of frogs.

**Writing Tips:**

- Be sure to introduce the topic and group related facts together.
- Use facts from the two sources to develop your ideas.
- You may want to include definitions and illustrations to help your teacher clearly understand what you learned.
- End with a concluding sentence or section.

Reminders:

- You can look at the sources and your key word list to help you with your writing.
- You might begin by making a plan or drawing a graphic organizer help you with your thinking.
- Do not copy sentences from the sources.

Step 1: Plan

Plan: review the texts and your notes

- Make a plan on the blank paper for your writing.

Step 2: Draft

- Write a sentence with your main idea about the topic.
- Write sentences with facts, definitions, and details to develop your points.
- Try to group information together as you write.
- Write a concluding sentence or paragraph.



Informative Writing Performance Task

Student Version

| | | | |
|-------|---|---------------|-------|
| Grade | 2 | Title/Subject | Frogs |
|-------|---|---------------|-------|

Step 3: Reread and Revise

Reread your writing and revise:

- Does it make sense?
- Have you used science words from the text?
- Is there missing information you want to add?

Step 4: Edit

Reread your writing and revise:

- Capitals at the beginning of sentences
- Capitals for proper nouns and holidays
- Punctuation: (end points) . ! ?
- Commas ,
- Spelling
- Complete sentences

Step 5: Final Draft

- Recopy and fix your mistakes.
- Use your neatest handwriting or typing.

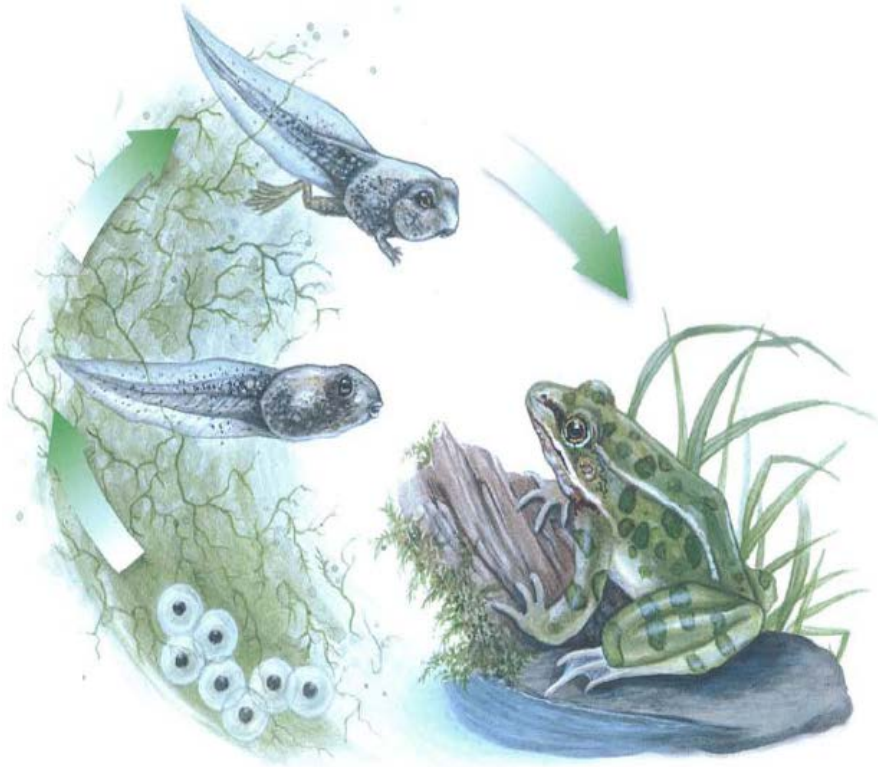
Good work!





Informative/Explanatory Writing Performance Task

| Student Reading Text | | | |
|----------------------|---|---------------|-------|
| Grade | 2 | Title/Subject | Frogs |



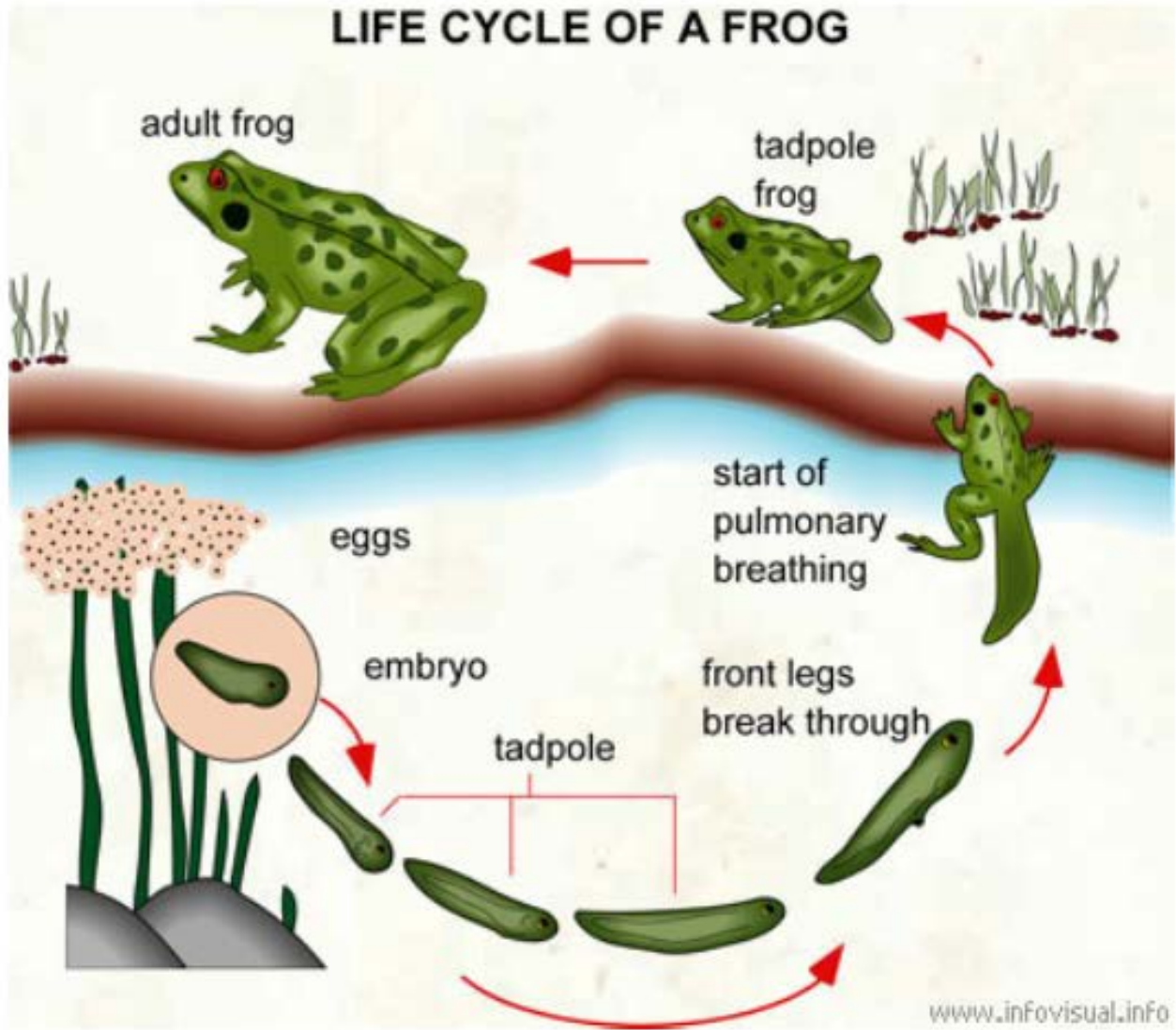
Frogs don't look much like frogs when they first hatch. Instead, they look like little fish and are called *tadpoles*. Soon they grow hind legs and then front legs. Then their tails disappear.



Then they look like frogs. They can jump out of the water.



| Student Reading Text | | | |
|----------------------|---|---------------|-------|
| Grade | 2 | Title/Subject | Frogs |





Informative/Explanatory Writing Performance Task

| Student Reading Text | | | |
|----------------------|---|----------------------|-------|
| Grade | 2 | Title/Subject | Frogs |

It might be hard to believe that frogs and tadpoles could be related because they look so different, but tadpoles are really just baby frogs, waiting to grow up!

Tadpoles actually start as a batch of eggs in the water, which hatch into lots of tiny little tadpoles! Usually a mother frog lays lots of eggs all at once, sometimes a few thousand, because some get eaten by creatures like fish and birds, and they don't all survive.

When they hatch, the babies are in the form of little tadpoles with just gills, a tail, and a mouth. They attach themselves to some underwater plants where they stay until they're big enough to swim free in the water!

After several weeks, the tadpoles begin to go through even more changes. They grow teeth, hind-legs, forelegs, and develop a more distinct head. They also start to eat small insects and plants. Eventually, the tadpole's tail gets shorter and it grows lungs, which will allow it to breathe on land. (Instead of using its gills to breathe in water.) – The little tadpole is now no longer a tadpole, but a full-grown frog! The whole process takes about 11-16 weeks, and once it's complete, the grown-up frog can lay eggs, and the cycle can start over again!