***Generic Version: Just add your favorite article, pictures, videos and change highlighted text to indicate your subject.***

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| **Teacher Version** |
| **Grade** | **3** | **Title/Subject** | **Type your subject here** |

The following sections are included in this Teacher Version:

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

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| **Overview** |

On Day 1 students will engage in a shared reading and note-taking activity using an informative text and video to learn about the subject. After the group activity, they will be directed to plan, and begin to draft an informative writing piece about the subject utilizing the information they read in the text 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.

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| **Process** |

**DAY 1: Shared Reading, Note-taking and Planning:** Up to 60 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 about the subject. Ask students to share orally what they might know about it. Possible questions could include:

*“Have you ever seen a \_\_\_\_\_\_\_? What do they look like? Where do they live? How do they take care of themselves? Are they beneficial to other animal or plant life? What else do you know about \_\_\_\_\_\_?”*

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

**Step 2: Accessing the Text ~** 35 minutes

1. Explain: *“Now we will watch a video and read the source.”* Read the source, and play the video pointing out important facts and features (pictures, captions, etc.) Use ONLY the sources (text and video) provided in this prompt packet.

**Play the video** ***Put link to video/s here.***

1. 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).
2. Think-Pair-Share: *“Tell your partner what you learned about.”* Make sure both partners have time to share with each other.

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| **Teacher Version** |
| **Grade** | **3** | **Title/Subject** | **Type your subject here** |
| **Process continued** |

**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. 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.

**Step 4: Planning and Drafting Writing:** ~ 20 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 may begin writing their drafts.

Collect all materials from Day 1 after the 60 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, their plan, 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.

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| **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 grades 3-6, 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 assessment log.

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| **Grade** | **3** | **Informative/Explanatory Writing Rubric** |

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| **Level** | **INFORMATIVE/EXPLANATORY WRITING/PROCESS** | **LANGUAGE CONVENTIONS** | **WITH GUIDANCE and SUPPORT** **FROM ADULTS** |
| 4**Exceeds** | * Meets all expectations in level 3
* Provides information well supported by facts and details
* Uses precise language and domain-specific vocabulary to inform/explain
* Is well planned and organized
 | **Mostly** **correct** use of language conventions, and some above grade level skills used, for example:* Meets all expectations in level 3
* Uses commas in direct quotations, and apostrophes in possessive case of nouns and in contractions when appropriate
* Uses underlining, quotation marks or italics to identify titles of documents
 | Guidance and SupportLevel of guidance and support from adults before writing:Check off what was done before the student wrote the piece being scored.* Discussion
* Read aloud or shared reading
* Drawing
* Vocabulary word bank
* Shared or interactive writing
* Graphic organizer
* Language frames
 |
| 3**Meets** | **INFORMATIVE/EXPLANATORY WRITING*** Introduces topic (W2a)
* Groups related information together (W2a)
* Includes illustrations when they will aid comprehension (W2a)
* Develops topic with facts, definitions, and details (W2b)
* Uses linking words/phrases such as *also, another, and, more, but* to connect ideas within categories of information (W2c)
* Provides a concluding statement or section (W2d)

**WRITING PROCESS** (W5 - W8)* **WGASFA\*** Has clearly planned writing with organized notes, and shows evidence of revision and editing during writing process (W5)
* **WGASFA\*** Uses technology and keyboarding skills (W6)
* Conducts research (W7)
* Uses sources such as print and internet to gather evidence (W 8)
* Takes brief notes on sources and groups into categories (W8)
 | **Adequate** use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:* Uses a variation of simple, compound, and complex sentences (L1k)
* Uses subject/verb agreement, pronouns, adjectives, compound words, and articles correctly
* Uses past, present, and future verb tenses correctly (L1g)
* Uses commas in dates, locations, and addresses, items in a series, and quotations in dialogue correctly (L2 b/c)
* Capitalizes titles correctly (L2a)
* Spells high frequency words and adds suffixes correctly, uses spelling patterns from word families
* Forms and uses possessives correctly (L2d)
* Consults reference materials, as needed, to check/correct spelling (L2)
* Uses grade appropriate academic and domain-specific words and phrases (L6)

  |
| 2**Almost Meets** | * Has weak introduction
* Information loosely grouped
* Information developed with few facts, definitions, details
* Uses few transition words, or uses the same throughout
* Concluding statement absent or unclear
* Has some evidence of planning, organizing notes, and revision
 | **Limited** use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:* Writes mostly simple sentences with correct punctuation
* Has some correct use of subject/verb agreement, pronouns, adjectives, compound words, and articles
* Uses some correct use of past, present and future verb tenses
* Uses some correct use of punctuation, commas and capitalization
* Has many spelling errors
 |
| 1**Does Not Meet** | * May not introduce topic
* Includes few or no facts or definitions on topic
* Has little evidence of planning, organizing and revision
* 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:* Writes incomplete sentences
* Has little or no subject/verb agreement or usage of pronouns, adjectives, compound words and articles
* Uses past, present, and future verb tenses incorrectly
* Uses little or no correct punctuation, commas and capitalization
* Uses poor spelling
 |

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

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

***If you want, add pictures here.***

***The remaining pages are for the student version***

***for copying for each student.***

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| **Student Version** |
| **Grade** | **3** | **Title/Subject** | **Type your subject here** |

![Pencil [Converted]]()

**Student Prompt:**

As you think about what you just read, write an essay to explain to your teacher what you learned about.

**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 conclusion.

**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 topic sentence with your main idea.
* Write sentences with facts, definitions, and details to develop points.
* Group information together as you write.
* Use linking words such as *also, another, and, more,* or *but* to connect ideas.
* Write a concluding sentence or paragraph.

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**Step 3: Reread 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**

* + Capitals at the beginning of sentences
	+ Capitals for proper nouns
	+ Punctuation: (end points) **. ! ?**
	+ Commas **,** quotation marks **“ ”**
	+ Spelling
	+ Complete sentences

**Step 5: Final Draft**

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

Good work!

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| **Student Reading Text** |
| **Grade** | **3** | **Title/Subject** | **Type your subject here** |

***Add articles here…at least 2.***