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

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| **Teacher Version** |
| **Grade** | **4** | **Title/Subject** | **Type your subject here** |

The following sections are included in this Teacher Version:

* **Overview**
* **Process: Day 1, 2 and 3**
* **Teacher Directions for Scoring Rubric**
* **Student Directions and Articles**

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| **Overview** |

On Day 1 students will engage in a video viewing and a shared reading and note-taking activity using informative texts to learn about the subject. After the group activity, they will be directed to plan their writing. On Day 2 they will draft an informative writing piece about the subject utilizing the information they read in the texts as well as notes they took during the shared lesson. On Day 3 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: Video Viewing, Shared Reading, and Note-taking:** 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 focused on thesubject. Ask students to share orally what they might know about it. Possible questions could include:

“*What is a \_\_\_\_? What do \_\_\_\_\_\_ look like? What animals live in or near \_\_\_\_? What do these \_\_\_ eat? What else do you know about \_\_\_\_?”*

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 watch a video and read two sources about this subject.”* Watch the video and 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 this subject”* Make sure both partners have time to share with each other.

Have the class watch this video clip:

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

**Step 3: Clarify Expectations for the Writing Task:**

**Explain**: *“Now 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 write a draft and the next day you will revise and edit your work 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 for 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.

Collect all materials from Day 1 after the 60 minutes total is complete.

**DAY 2: Writing** Up to 45 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, review their writing plan and draft their essays.
3. Remind students when 10 minutes remain to re-read their writing and check for missing information, or confusing sentences.
4. Collect all student writing materials.

**DAY 3: Revising and Editing** Up to 45 minutes

1. 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.
2. At teacher discretion, students may use word processing for draft or revision as long as spelling and grammar correction tools have been disabled.
3. Inform students when 10 minutes remain.
4. 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** | **4** | **Informative/Explanatory Writing Rubric** |

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| **Level** | **INFORMATIVE/EXPLANATORY WRITING**  | **LANGUAGE CONVENTIONS** | **WITH GUIDANCE and SUPPORT** **FROM ADULTS** |
| 4 **Exceeds** | * Meets all expectations set forth in 3
* Document is well organized and connected with smooth transitions
* Both introduction and conclusion are clear and well stated
* Facts are well organized with appropriate details
 | **Mostly correct** use of language conventions, and some above grade level skills used, for example:* Meets all expectations set forth in 3
* Uses underlining, quotation marks, or italics for titles of works
* Recognizes and corrects inappropriate shifts in verb tense.
 | Level 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** (W2)* Introduces topic clearly (W1a)
* Groups related information in paragraphs and sections (W2a)
* Includes formatting (headings, etc.), illustrations, and multimedia when they aid comprehension (W2a)
* Develops topic with facts, definitions, concrete details, quotations, or other information/examples related to the topic (W2b)
* Links ideas within categories of information using words/phrases such *another, for example, also, because* (W2c)
* Uses precise language and domain-specific vocabulary to inform/explain the topic (W2d)
* Provides a concluding statement or section related to the information/explanation presented (W2e)

**WRITING PROCESS** (W4-W8)* Uses clear and coherent writing in multi-paragraph texts that is appropriate to task, purpose, and audience (W4)
* **WGASFA**\* Develops/strengthens writing by planning, revising, editing (W5)
* **WGASFA**\* Uses a variety of digital tools to write and publish writing (W6)
* **WGASFA**\* Can keyboard/ type a minimum of one page in a single sitting (W6)
* Takes notes, paraphrases, and categorizes information, and provides a list of sources (W8)
* Draws evidence from text (W9)
 | **Adequate** use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:* Produces complete sentences, recognizing and correcting inappropriate fragments and run-ons (L1f)
* Correctly uses frequently confused words (e.g., *to, too, two; there, their*) (L1g)
* Writes fluidly and legibly in cursive or joined italics (L1h)
* Uses correct capitalization (L2a)
* Uses commas and quotation marks to mark direct speech and quotations from a text (L2b)
* Uses a comma before a coordinating conjunction in a compound sentence. (L2c)
* Spells grade-appropriate words correctly, consulting references as needed. (L2d)
* Chooses words and phrases to convey ideas precisely (L3)
* Chooses punctuation for effect (L3)
 |
| 2 **Almost Meets** | * Has clear topic but some facts are not well-developed
* May not write multi-paragraphs
* Has limited planning for writing
* Uses some linking words/phrases
* Has informal vocabulary or is not aligned with topic
 | **Limited** use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:* Uses some punctuation correctly
* Uses some sentence variety correctly
* Spells most words correctly
 |
| 1 **Does Not Meet** | * Provides few details or facts
* Writes only single paragraph
* Has no planning for writing
* 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:* Has many words spelled incorrectly
* Has many errors in capitalization
* Writes few complete sentences or only simple sentences
* Has many errors or is missing 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.

***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** | **4** | **Title/Subject** | **Type your subject here** |

**Student Prompt:**

As you think about what you just read, write a multi-paragraph 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 several facts, definitions, and concrete details to develop points.
* Group information together as you write.
* Use linking words such as *also, another, and, more, but, another, for example, because*  to connect ideas.
* Use precise language and domain-specific vocabulary to inform or explain your topic.
* Write a concluding sentence or paragraph.
* Provide a list of sources

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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 (avoid fragments and run-ons)

**Step 5: Final Draft**

* Recopy and fix your mistakes.

Good work!

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| **Student Reading Text** |
| **Grade** | **4** | **Title/Subject** | **Type your subject here** |