



Informative Writing Performance Task

Teacher Version

Grade	K	Title/Subject	Frogs
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The following sections are included in this Teacher Version:

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

Overview

On Day 1 students will engage in a video viewing, shared reading, and note-taking activity. After the group activity, they will be directed to plan, and begin to draft an informative writing piece about frogs utilizing the information they read in the texts as well as notes or pictures they drew 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: Video Viewing, 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 frogs. Ask students to share orally what they might know about frogs. Possible questions could include:

“Have you ever seen a frog? What do frogs look like? Where do frogs live? How do frogs get food? What else do you know about frogs?”

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



Watch the video on frogs: <https://www.youtube.com/watch?v=JrXww4oZrsl>

Step 2: Accessing the Information ~ 35 minutes

1. Explain: *“Now we will read two sources about frogs.”* 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 frogs.”* Make sure both partners have time to share with each other.



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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 frogs. 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.

Planning and Drafting Writing: up to 40 minutes

Step 4: Writing: ~ 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: Revising and Editing Up to 40 minutes

1. Allow students to access the sources, their notes, the classroom activity charts/key word lists, and their draft.
2. Tell students that today they will have time to write down what they have learned about frogs. Remind them that they can add to their drawing or label their drawing to get started. Suggest to the students that they can re-read what they read so far to help them decide what else they want to write about frogs.
3. About 10 minutes before the class period is over, remind students to re-read their writing and check for capitals, space between words, and ending marks to prompt some self-editing.

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 K, student **revisions** will be scored. Additionally, the drawing and student dictation responses will be considered part of the writing and will be scored.

A score will be given in each of the three rubric categories. A score of 3 or 4 in each category is considered a passing score and a total of 9 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 the assessment log.



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Grade	K	Informative/Explanatory Writing Rubric	
Level		INFORMATIVE/EXPLANATORY WRITING	LANGUAGE CONVENTIONS
4 Exceeds		<ul style="list-style-type: none"> <input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Includes several pieces of information on topic <input type="checkbox"/> Uses some descriptive words <input type="checkbox"/> Writes multiple complete sentences <input type="checkbox"/> Provides a sense of closure 	<p>Mostly correct use of language conventions, and some above grade level skills used, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Writes proper names with capital letters <input type="checkbox"/> Consistently spells grade level appropriate words correctly
	3 Meets	<p>INFORMATIVE/EXPLANATORY WRITING (W2)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Draws, dictates, and/or writes an informative text about a topic (W2) <input type="checkbox"/> Names the topic (W2) <input type="checkbox"/> Supplies some information about the topic (W2) 	<p>Adequate use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writes left to right and return sweeps (L1a) <input type="checkbox"/> Uses spaces between words most of the time (L1c) <input type="checkbox"/> Prints many upper- and lowercase letters (L1a) <input type="checkbox"/> Capitalizes the first word in a sentence and the pronoun / (L2a) <input type="checkbox"/> Recognizes and names end punctuation (L2b) <input type="checkbox"/> Writes a letter or letters for most consonant and short-vowel sounds (L2c) <input type="checkbox"/> Spells simple words phonetically (L2d)
		<p>WRITING PROCESS (W5-W8)</p> <ul style="list-style-type: none"> <input type="checkbox"/> WGASFA* Adds details to strengthen writing (W5) <input type="checkbox"/> WGASFA* Explores digital tools to write (W6) <input type="checkbox"/> Participates in shared research projects (W7) <input type="checkbox"/> WGASFA* Recalls information from experiences or gathers information from provided sources (W8) 	
		<ul style="list-style-type: none"> <input type="checkbox"/> Draws about topic <input type="checkbox"/> Names topic but provides little information <input type="checkbox"/> Includes simple sentences about topic <input type="checkbox"/> May rely on copying from a patterned sentence 	
2 Almost Meets		<p>Limited use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Begins to write from left to right and return sweeps <input type="checkbox"/> Begins to space words correctly <input type="checkbox"/> Writes uppercase letters are random or within words <input type="checkbox"/> Uses only uppercase letters in writing <input type="checkbox"/> Uses no or few end punctuation marks <input type="checkbox"/> Spells some words phonetically 	
	<ul style="list-style-type: none"> <input type="checkbox"/> Makes few or no attempts to write <input type="checkbox"/> Provides no details <input type="checkbox"/> Does not name topic 	<p>Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses random letters to represent print <input type="checkbox"/> Makes no attempts at correct spelling <input type="checkbox"/> Writes no complete sentences <input type="checkbox"/> Writes in all directions or may just label drawing 	
1 Does Not Meet			<p>WITH GUIDANCE and SUPPORT FROM ADULTS</p> <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

• **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.



Informative Writing Performance Task

Student Version		
Grade	K	Title/Subject Frogs

Draw a picture

- As you think about what you just read, draw a picture to explain to me what you learned about frogs.



Add a title or name and write

- While you are drawing your picture, think about a name or title for your picture. Write the name or title on your paper.
- Now write to explain to me what you learned about frogs.



Be sure to

- U**se a **CAPITAL** at the beginning of your sentences.
- Use an end point at the end of your sentences → **. ! ?**
- Try to spell the words you know correctly.
- If you see a mistake, fix it!
- Make sure to leave spaces between your words.
- Use your neatest handwriting.

Good work!

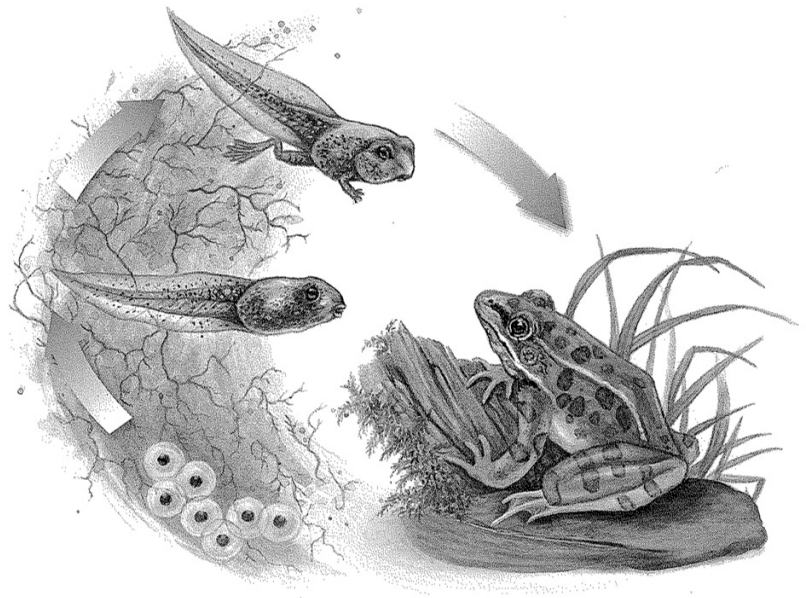




Student Reading Text			
Grade	K	Title/Subject	Frogs

Frogs

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

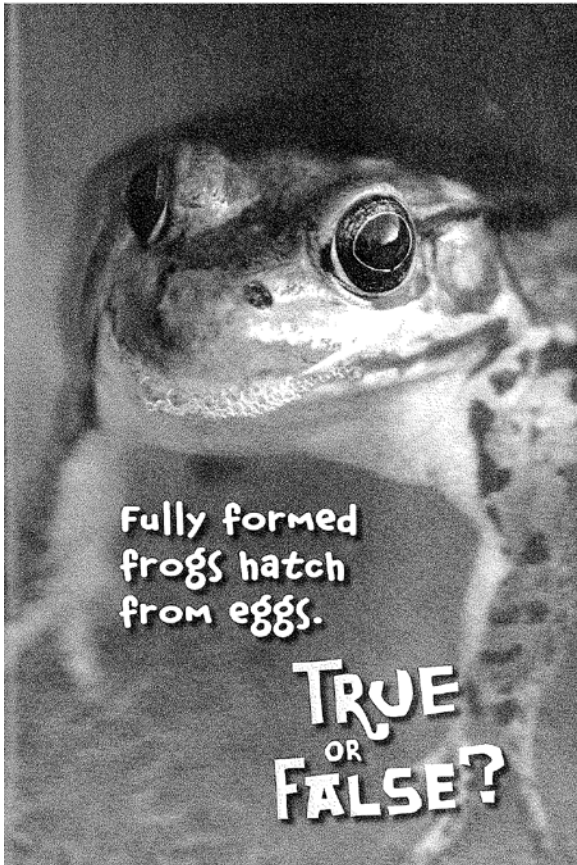


Then they look like frogs. They can jump out of the water.



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Student Reading Text			
Grade	K	Title/Subject	Frogs



FALSE!

Generally, polliwogs or tadpoles hatch from eggs. They have small heads and long tails-and look nothing like their parents. For some other species (kinds of frogs), however, actual tiny froglets hatch from the eggs.

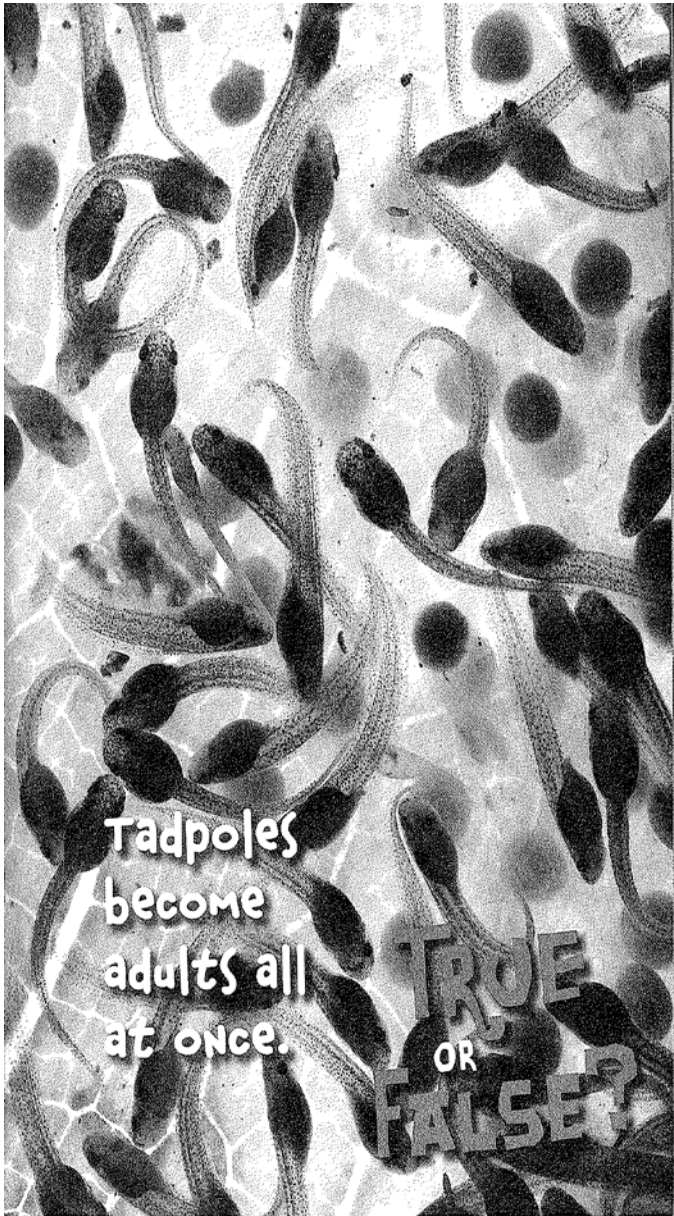




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FALSE!

Tadpoles (or polliwogs) can take up to five years to change into frogs, although most do this within three months. As the the polliwogs develop and become larger, they grow hind and front legs and lose their tails. Now they are almost adults (grown up frogs)!



Tadpoles
become
adults all
at once.

TRUE
OR
FALSE?