



Informative Writing Performance Task

Teacher Version

Grade	1	Title/Subject	Bees
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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 to learn about bees. After the group activity, they will be directed to plan, and begin to draft an informative writing piece about bees 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: Video Viewing, Shared Reading and Note-taking: Up to 60 minutes

Step 1: Connect to Background Knowledge ~ 15 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 bees. Ask students to share orally what they might know about bees. Possible questions could include:

“Have you ever seen a bee? What do bees look like? What do bees sound like? Where do bees live? How do bees protect themselves? What else do you know about bees?”

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

Have the class watch one or more of the following video clips on BEES.



<http://www.sciencekids.co.nz/videos/animals/bees.html>

<http://www.amazingbees.com.au/bees-for-kids.html>

<http://www.amazingbees.com.au/bees-for-kids.html>

<https://www.youtube.com/watch?v=bArNmKbYVvM8>

Step 2: Accessing the Information

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



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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 bees. Tomorrow you will have a chance to write more, and edit your work from today to finish your piece.”*

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: Writing

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 60 minutes total is complete.

DAY 2: Revising and Editing 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 and their draft from Day 1 to add more information or make revisions.
3. Students edit their writing on their own, you may prompt them to do this by reviewing the student directions.
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 5 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 two 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 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 6-8 points is considered a passing overall score.



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Grade		1			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"/> Uses many descriptive words <input type="checkbox"/> Writes many complete sentences <input type="checkbox"/> Includes many facts and details		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"/> Consistently spells grade level appropriate words correctly <input type="checkbox"/> Capitalizes holidays, product names, and geographic names <input type="checkbox"/> Uses an apostrophe to form contractions and possessives 		<p>Guidance & Support</p>  <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 		
	<p>INFORMATIVE/EXPLANATORY WRITING (W2)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writes an informative piece about a topic <input type="checkbox"/> Names the topic <input type="checkbox"/> Provides some facts about the topic <input type="checkbox"/> Provides some sense of closure <hr/> <p>WRITING PROCESS (W5-W8)</p> <ul style="list-style-type: none"> <input type="checkbox"/> WGASFA * Adds details 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"/> WGASFA * Recalls information from experiences or gathers information from provided sources to answer a question (W8) 		<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"/> Prints all upper- and lowercase letters (L1a) <input type="checkbox"/> Produces and expands complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts (L1j) <input type="checkbox"/> Capitalizes dates and names of people (L2a) <input type="checkbox"/> Uses end punctuation for sentences (L2b) <input type="checkbox"/> Uses commas in dates and to separate single words in a series (L2c) <input type="checkbox"/> Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words (L2d) <input type="checkbox"/> Spells untaught words phonetically (L2e) 				
3 Meets	<ul style="list-style-type: none"> <input type="checkbox"/> Names topic and supplies at least one fact <input type="checkbox"/> Does not include closure or closure is unclear <input type="checkbox"/> WGASFA * Adds few facts or details <input type="checkbox"/> WGASFA * Recalls little information from sources 		<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"/> Writes most uppercase and lowercase letters correctly <input type="checkbox"/> Writes mostly simple sentences, and may rely on patterned sentences to write <input type="checkbox"/> Uses some end punctuation marks correctly <input type="checkbox"/> Spells some words phonetically 				
2 Almost Meets	<ul style="list-style-type: none"> <input type="checkbox"/> Makes few or no attempts to write <input type="checkbox"/> Does not name topic <input type="checkbox"/> Provides no facts 		<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"/> Makes no or few attempts at correct spelling <input type="checkbox"/> Has many errors in capitalization <input type="checkbox"/> Writes no or few complete sentences <input type="checkbox"/> Makes no or few attempts at end punctuation 				
1 Does Not Meet							

- **WGASFA:** "with guidance and support from adults"

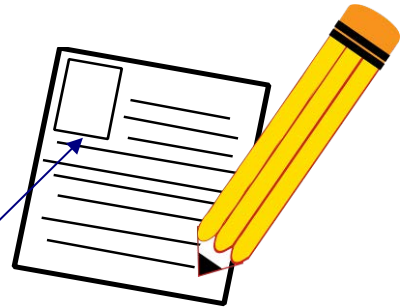
This rubric was adapted from rubrics at sbusd.org and information from Smarter Balanced Assessments (www.smarterbalanced.org) using the California Common Core Standards at www.cde.ca.gov.



Informative Writing Performance Task

Student Version			
Grade	1	Title/Subject	Bees

As you think about what we just read, write to explain to me what you learned about bees.



- Be sure to write a **title** or **name** your topic
- Write about at least 3 things that you learned.
- End with a **conclusion**.
- You can look at the sources and our key word list to help you with your writing.
- You may want to draw a picture on the planning page to help you with your thinking.
- Do not copy sentences from the sources.
- Does your writing make sense?
- Have you used science words from the text?
- Is there missing information you want to add?

Be sure to...

- Use **capitals** at the beginning of sentences
 - **Capitals** for dates and names of people
 - Use **end points** at the end of your sentences **.!?**
 - Use commas in dates and to separate words in a series
 - Check your spelling
 - Try to use complete sentences
- Fix your mistakes.
 - Make sure to leave spaces between your words.
 - Use your neatest handwriting.

Billy's Writing

This is about my writing.

I have to use capitals at the beginning of my sentences and an end point at the end.

Sometimes I make mistakes but I can fix them!

I am a good writer.

Good work!

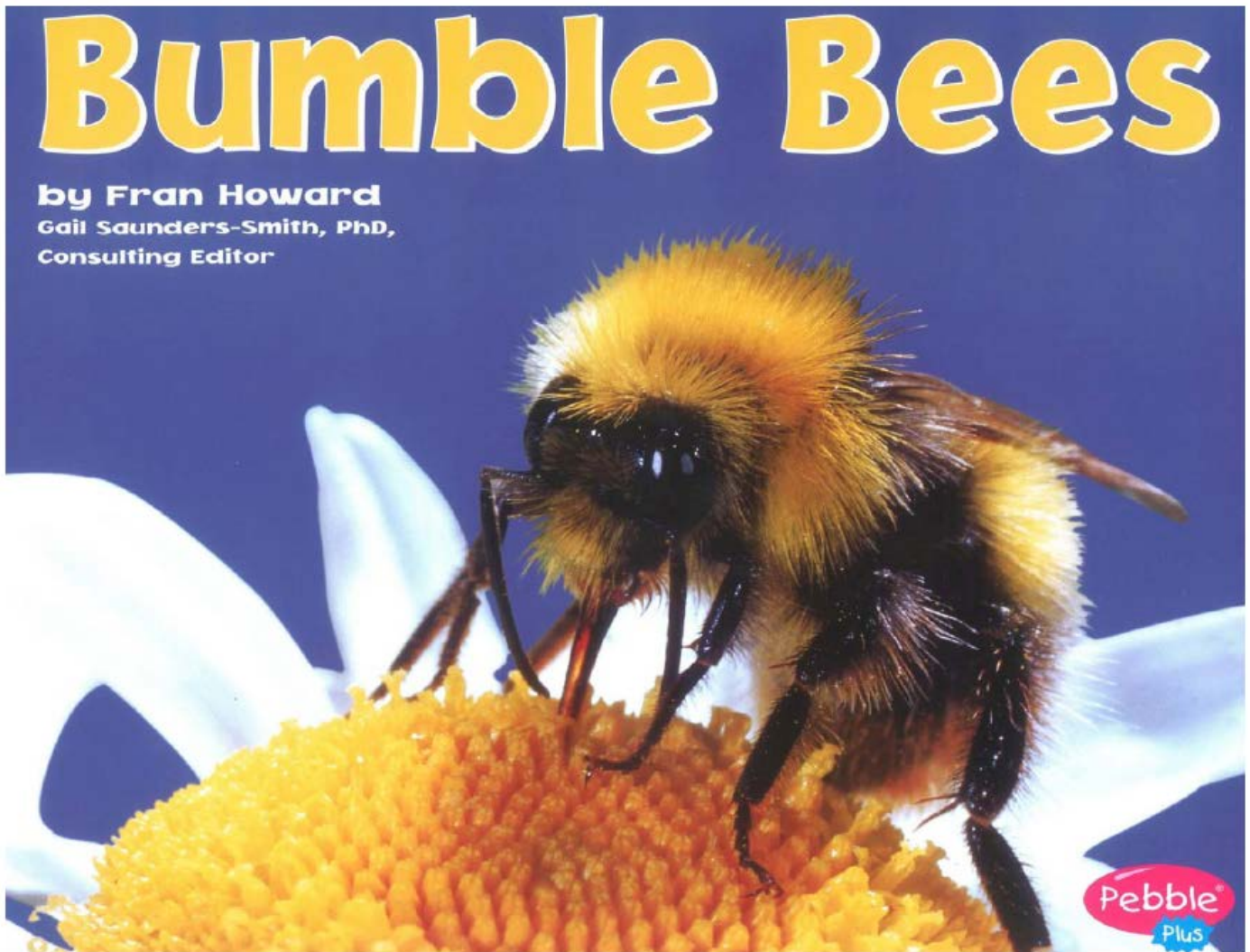




Informative Writing Performance Task

Student Reading Text

Grade	1	Title/Subject	Bees
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Text retyped from the book, Bumble Bees, by Fran Howard.



Informative Writing Performance Task

Student Reading Text

Grade	1	Title/Subject	Bees
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Bumble Bees

This article has been abbreviated.

What are Bumble Bees?

Bumble bees are insects with round, hairy bodies.

Bumble bees buzz.

How Bumble Bees Look

Most bumble bees are black, yellow, or orange.

Bumble bees are about the size of a jelly bean.

Bumble bees use their antennas to smell, feel, and hear.

What Bumble Bees Do

Bumble bees live in nests in the ground.

A queen bumble bee makes a new nest each year.

Bumble bees drink nectar from flowers.

They bring nectar back to the nest for young bumble bees to eat.

Bumble bees collect pollen from flowers.