



# Informative Writing Performance Task

## Teacher Version

<b>Grade</b>	<b>1</b>	<b>Title/Subject</b>	<b>Spiders</b>
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The following sections are included in this Teacher Version:

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

## Overview

On Day 1 students will engage in a video viewing, shared reading and note-taking activity to learn about spiders. After the group activity, they will be directed to plan, and begin to draft an informative writing piece about spiders 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 spiders. Ask students to share orally what they might know about spiders. Possible questions could include:

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

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 SPIDERS.



- <http://www.watchknowlearn.org/Video.aspx?VideoID=25062> (spiders: 4 minutes)
- <http://www.watchknowlearn.org/Video.aspx?VideoID=88> (building a web: 2 minutes)

#### Step 2: Accessing the Information

1. Explain: *“Now we will read two sources about spiders.”* 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 spiders.”* 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 spiders. 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 three rubric categories. For grade 1, 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 School City.



# Informative Writing Performance Task

Grade	1	Informative/Explanatory Writing Rubric	
Level	INFORMATIVE/EXPLANATORY WRITING	LANGUAGE CONVENTIONS	WITH GUIDANCE and SUPPORT FROM ADULTS
<b>4</b> Exceeds	<ul style="list-style-type: none"> <li><input type="checkbox"/> Meets all expectations in level 3</li> <li><input type="checkbox"/> Uses many descriptive words</li> <li><input type="checkbox"/> Writes many complete sentences</li> <li><input type="checkbox"/> Includes many facts and details</li> </ul>	<p><b>Mostly correct</b> use of language conventions, and some above grade level skills used, for example:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meets all expectations in level 3</li> <li><input type="checkbox"/> Consistently spells grade level appropriate words correctly</li> <li><input type="checkbox"/> Capitalizes holidays, product names, and geographic names</li> <li><input type="checkbox"/> Uses an apostrophe to form contractions and possessives</li> </ul>	<p style="text-align: center;"><b>Guidance &amp; Support</b></p>  <p>Level of guidance and support from adults before writing:</p>
<b>3</b> Meets	<p><b>INFORMATIVE/EXPLANATORY WRITING (W2)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writes an informative piece about a topic</li> <li><input type="checkbox"/> Names the topic</li> <li><input type="checkbox"/> Provides some facts about the topic</li> <li><input type="checkbox"/> Provides some sense of closure</li> </ul> <hr/> <p><b>WRITING PROCESS (W5-W8)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>WGASFA</b> * Adds details to strengthen writing as needed (W5)</li> <li><input type="checkbox"/> <b>WGASFA</b> * Uses a variety of digital tools to write and publish writing (W6)</li> <li><input type="checkbox"/> <b>WGASFA</b> * Recalls information from experiences or gathers information from provided sources to answer a question (W8)</li> </ul>	<p><b>Adequate</b> use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prints all upper- and lowercase letters (L1a)</li> <li><input type="checkbox"/> Produces and expands complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts (L1j)</li> <li><input type="checkbox"/> Capitalizes dates and names of people (L2a)</li> <li><input type="checkbox"/> Uses end punctuation for sentences (L2b)</li> <li><input type="checkbox"/> Uses commas in dates and to separate single words in a series (L2c)</li> <li><input type="checkbox"/> Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words (L2d)</li> <li><input type="checkbox"/> Spells untaught words phonetically (L2e)</li> </ul>	<p>Check off what was done before the student wrote the piece being scored.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discussion</li> <li><input type="checkbox"/> Read aloud or shared reading</li> <li><input type="checkbox"/> Drawing</li> <li><input type="checkbox"/> Vocabulary word bank</li> <li><input type="checkbox"/> Shared or interactive writing</li> <li><input type="checkbox"/> Graphic organizer</li> <li><input type="checkbox"/> Language frames</li> </ul>
<b>2</b> Almost Meets	<ul style="list-style-type: none"> <li><input type="checkbox"/> Names topic and supplies at least one fact</li> <li><input type="checkbox"/> Does not include closure or closure is unclear</li> <li><input type="checkbox"/> <b>WGASFA</b> * Adds few facts or details</li> <li><input type="checkbox"/> <b>WGASFA</b> * Recalls little information from sources</li> </ul>	<p><b>Limited</b> use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writes most uppercase and lowercase letters correctly</li> <li><input type="checkbox"/> Writes mostly simple sentences, and may rely on patterned sentences to write</li> <li><input type="checkbox"/> Uses some end punctuation marks correctly</li> <li><input type="checkbox"/> Spells some words phonetically</li> </ul>	
<b>1</b> Does Not Meet	<ul style="list-style-type: none"> <li><input type="checkbox"/> Makes few or no attempts to write</li> <li><input type="checkbox"/> Does not name topic</li> <li><input type="checkbox"/> Provides no facts</li> </ul>	<p><b>Infrequent</b> use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Makes no or few attempts at correct spelling</li> <li><input type="checkbox"/> Has many errors in capitalization</li> <li><input type="checkbox"/> Writes no or few complete sentences</li> <li><input type="checkbox"/> Makes no or few attempts at end punctuation</li> </ul>	

- **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](http://www.smarterbalanced.org)) using the California Common Core Standards at [www.cde.ca.gov](http://www.cde.ca.gov).

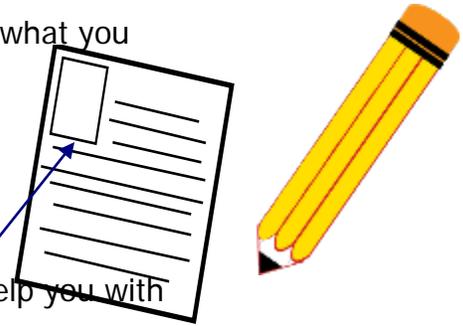


**Informative Writing Performance Task**

Student Version			
<b>Grade</b>	<b>1</b>	<b>Title/Subject</b>	<b>Spiders</b>

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

- 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...**

- o Use **capitals** at the beginning of sentences
  - o **Capitals** for dates and names of people
  - o Use **end points** at the end of your sentences **.!?**
  - o Use commas in dates and to separate words in a series
  - o Check your spelling
  - o 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





Student Reading Text			
Grade	1	Title/Subject	Spiders

# SPIDERS ARE ARACHNIDS



*This article has been abbreviated*

<http://www.kidzone.ws/lw/spiders/facts01.htm>

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Spiders belong to a group of animals called “arachnids”. Scorpions, mites, and ticks are also part of the arachnid family. Arachnids are creatures with two body segments, eight legs, no wings or antennae and are not able to chew. Many people think that spiders are insects but they are mistaken since insects have six legs and three main body parts. Most insects have wings.

Arachnids belong to an even larger group of animals called “arthropods” which also include insects and crustaceans (lobster, crabs, shrimp, and barnacles). This is the largest group in the animal kingdom! Approximately 80% of all animals are from this group...that would be over a million different species! There are more than 30 000 different species of spiders.



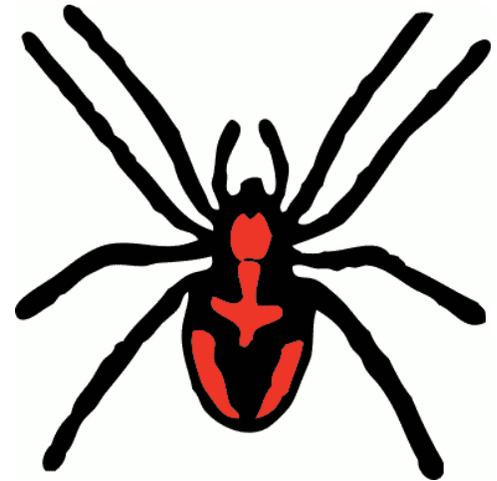


## Informative Writing Performance Task

# THE BODY OF A SPIDER

<http://www.kidzone.ws/lw/spiders/facts01.htm>

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Spiders have two body segments. The front segment is called the Cephalothorax. The spider's eyes, mouth fangs, stomach, brain and the glands that make the poison are on this part of the body. The legs are connected to this part, as well. Most spiders have eight eyes, but some have less. Spiders also have these tiny little leg-ish things called 'pedipalps' that are beside the fangs. They help to hold prey while the spider bites it.

The second part of the body is called the Abdomen. The back end of the abdomen is where the spinnerets, the silk producing glands, are. The spider's body has an oil on it to keep the spider from sticking to its own web.

Spider's legs are covered with many hairs. The hairs pick up vibrations and smells from the air. At the end of the legs are, at least, two small claws.