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

|  |  |  |  |
| --- | --- | --- | --- |
| **Teacher Version** | | | |
| **Grade** | **K** | **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**

|  |
| --- |
| **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 the topic 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 Ants. Ask students to share orally what they might know about Ants. Possible questions could include:

*“Have you ever seen an \_\_\_\_\_\_? What do \_\_\_\_\_ look like? Where do \_\_\_\_ live? How do \_\_\_\_ get food? What else do you know about \_\_\_\_?”*

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 the subject.



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

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

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

**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.

***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.

After10 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 ants. 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 ants.
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 assessment log.

|  |  |  |
| --- | --- | --- |
| **Grade** | **K** | **Informative/Explanatory Writing Rubric** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Level** | **INFORMATIVE/EXPLANATORY WRITING** | **LANGUAGE CONVENTIONS** | **WITH GUIDANCE and SUPPORT**  **FROM ADULTS** |
| 4  **Exceeds** | * Meets all expectations in level 3 * Includes several pieces of information on topic * Uses some descriptive words * Writes multiple complete sentences * Provides a sense of closure | **Mostly correct** use of language conventions, and some above grade level skills used, for example:   * Meets all expectations in level 3 * Writes proper names with capital letters * Consistently spells grade level appropriate words correctly | 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)   * Draws, dictates, and/or writes an informative text about a topic (W2) * Names the topic (W2) * Supplies some information about the topic (W2)   **WRITING PROCESS** (W5-W8)   * **WGASFA\*** Adds details to strengthen writing (W5) * **WGASFA\*** Explores digital tools to write (W6) * Participates in shared research projects (W7) * **WGASFA\*** Recalls information from experiences or gathers information from provided sources (W8) | **Adequate** use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:   * Writes left to right and return sweeps (L1a) * Uses spaces between words most of the time (L1c) * Prints many upper- and lowercase letters (L1a) * Capitalizes the first word in a sentence and the pronoun *I* (L2a) * Recognizes and names end punctuation (L2b) * Writes a letter or letters for most consonant and short-vowel sounds (L2c) * Spells simple words phonetically (L2d) |
| 2  **Almost Meets** | * Draws about topic * Names topic but provides little information * Includes simple sentences about topic * May rely on copying from a patterned sentence | **Limited** use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:   * Begins to write from left to right and return sweeps * Begins to space words correctly * Writes uppercase letters are random or within words * Uses only uppercase letters in writing * Uses no or few end punctuation marks * Spells some words phonetically |
| 1  **Does Not Meet** | * Makes few or no attempts to write * Provides no details * Does not name topic | **Infrequent** use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:   * Uses random letters to represent print * Makes no attempts at correct spelling * Writes no complete sentences * Writes in all directions or may just label drawing |

* **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.***

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

**Draw a picture**



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

**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.

**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** | **Type your subject here** |

***Add articles here…at least 2.***