



## Informative/Explanatory Writing Performance Task

### Teacher Version

<b>Grade</b>	<b>3</b>	<b>Title/Subject</b>	<b>Raccoons</b>
--------------	----------	----------------------	-----------------

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 shared reading and note-taking activity using an informative text and video to learn about raccoons. After the group activity, they will be directed to plan, and begin to draft an informative writing piece about raccoons utilizing the information they read in the text 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: Shared Reading, Note-taking and Planning: 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 about how raccoons have special adaptations to help them survive. Ask students to share orally what they might know about raccoons. Possible questions could include:

*“Have you ever seen a raccoon? What do they look like? Where do they live? How do they take care of themselves? Are they beneficial to other animal or plant life? What else do you know about raccoons?”*

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

### Step 2: Accessing the Text ~ 35 minutes

1. Explain: *“Now we will watch a video and read the source about raccoons.”* Read the source, and play the video pointing out important facts and features (pictures, captions, etc.) Use ONLY the sources (text and video) provided in this prompt packet.



#### Play the video

<http://video.nationalgeographic.com/video/raccoon?source=searchvideo>

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 raccoons.”* Make sure both partners have time to share with each other.



**Informative/Explanatory Writing Performance Task**

<b>Teacher Version</b>			
<b>Grade</b>	<b>3</b>	<b>Title/Subject</b>	<b>Raccoons</b>
<b>Process continued</b>			

**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 raccoons. 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.

**Step 4: Planning and Drafting 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.

After 10 minutes suggest to students that they may begin writing their drafts.

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

**DAY 2: Up to 60 minutes**

1. Allow students to access the sources, their notes, the classroom activity charts/key word lists, their plan, and their draft.
2. Students read the prompt and their draft from Day 1 to make revisions.
3. 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.
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 15 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 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.



# Informative/Explanatory Writing Performance Task

Grade		3		Informative/Explanatory Writing Rubric	
Level	INFORMATIVE/EXPLANATORY WRITING/PROCESS	LANGUAGE CONVENTIONS		WITH GUIDANCE and SUPPORT FROM ADULTS	
4 Exceeds	<ul style="list-style-type: none"> <li><input type="checkbox"/> Meets all expectations in level 3</li> <li><input type="checkbox"/> Provides information well supported by facts and details</li> <li><input type="checkbox"/> Uses precise language and domain-specific vocabulary to inform/explain</li> <li><input type="checkbox"/> Is well planned and organized</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"/> Uses commas in direct quotations, and apostrophes in possessive case of nouns and in contractions when appropriate</li> <li><input type="checkbox"/> Uses underlining, quotation marks or italics to identify titles of documents</li> </ul>		<p style="text-align: center;"><b>Guidance &amp; Support</b></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"> <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>	
	<p><b>INFORMATIVE/EXPLANATORY WRITING</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduces topic (W2a)</li> <li><input type="checkbox"/> Groups related information together (W2a)</li> <li><input type="checkbox"/> Includes illustrations when they will aid comprehension (W2a)</li> <li><input type="checkbox"/> Develops topic with facts, definitions, and details (W2b)</li> <li><input type="checkbox"/> Uses linking words/phrases such as <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i> to connect ideas within categories of information (W2c)</li> <li><input type="checkbox"/> Provides a concluding statement or section (W2d)</li> </ul> <hr/> <p><b>WRITING PROCESS (W5 - W8)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>WGASFA*</b> Has clearly planned writing with organized notes, and shows evidence of revision and editing during writing process (W5)</li> <li><input type="checkbox"/> <b>WGASFA*</b> Uses technology and keyboarding skills (W6)</li> <li><input type="checkbox"/> Conducts research (W7)</li> <li><input type="checkbox"/> Uses sources such as print and internet to gather evidence (W 8)</li> <li><input type="checkbox"/> Takes brief notes on sources and groups into categories (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"/> Uses a variation of simple, compound, and complex sentences (L1k)</li> <li><input type="checkbox"/> Uses subject/verb agreement, pronouns, adjectives, compound words, and articles correctly</li> <li><input type="checkbox"/> Uses past, present, and future verb tenses correctly (L1g)</li> <li><input type="checkbox"/> Uses commas in dates, locations, and addresses, items in a series, and quotations in dialogue correctly (L2 b/c)</li> <li><input type="checkbox"/> Capitalizes titles correctly (L2a)</li> <li><input type="checkbox"/> Spells high frequency words and adds suffixes correctly, uses spelling patterns from word families</li> <li><input type="checkbox"/> Forms and uses possessives correctly (L2d)</li> <li><input type="checkbox"/> Consults reference materials, as needed, to check/correct spelling (L2)</li> <li><input type="checkbox"/> Uses grade appropriate academic and domain-specific words and phrases (L6)</li> </ul>			
3 Meets					
2 Almost Meets	<ul style="list-style-type: none"> <li><input type="checkbox"/> Has weak introduction</li> <li><input type="checkbox"/> Information loosely grouped</li> <li><input type="checkbox"/> Information developed with few facts, definitions, details</li> <li><input type="checkbox"/> Uses few transition words, or uses the same throughout</li> <li><input type="checkbox"/> Concluding statement absent or unclear</li> <li><input type="checkbox"/> Has some evidence of planning, organizing notes, and revision</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 mostly simple sentences with correct punctuation</li> <li><input type="checkbox"/> Has some correct use of subject/verb agreement, pronouns, adjectives, compound words, and articles</li> <li><input type="checkbox"/> Uses some correct use of past, present and future verb tenses</li> <li><input type="checkbox"/> Uses some correct use of punctuation, commas and capitalization</li> <li><input type="checkbox"/> Has many spelling errors</li> </ul>			
1 Does Not Meet	<ul style="list-style-type: none"> <li><input type="checkbox"/> May not introduce topic</li> <li><input type="checkbox"/> Includes few or no facts or definitions on topic</li> <li><input type="checkbox"/> Has little evidence of planning, organizing and revision</li> <li><input type="checkbox"/> Copies sentences directly from text in articles in prompt</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"/> Writes incomplete sentences</li> <li><input type="checkbox"/> Has little or no subject/verb agreement or usage of pronouns, adjectives, compound words and articles</li> <li><input type="checkbox"/> Uses past, present, and future verb tenses incorrectly</li> <li><input type="checkbox"/> Uses little or no correct punctuation, commas and capitalization</li> <li><input type="checkbox"/> Uses poor spelling</li> </ul>			

• **WGASFA:** “with guidance and support from adults”

This rubric was adapted from rubrics at [sbused.org](http://sbused.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).





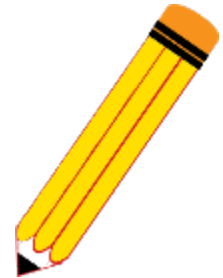
## Informative/Explanatory Writing Performance Task

Student Version

Grade	3	Title/Subject	Raccoons
-------	---	---------------	----------

### Student Prompt:

As you think about what you just read, write an essay to explain to your teacher what you learned about raccoons and how their adaptations help them survive.



### 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 facts, definitions, and details to develop points.
- Group information together as you write.
- Use linking words such as *also*, *another*, *and*, *more*, or *but* to connect ideas.
- Write a concluding sentence or paragraph.



Informative/Explanatory Writing Prompt

<b>Student Version</b>			
<b>Grade</b>	<b>3</b>	<b>Title/Subject</b>	<b>Raccoons</b>

**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

**Step 5: Final Draft**

- Recopy and fix your mistakes.
- Use your neatest handwriting or typing.

Good work!





Informative/Explanatory Writing Performance Task

Student Reading Text		
Grade	3	Title/Subject
		Raccoons



National Geographic-Kids

RACCOONS

Video: <http://video.nationalgeographic.com/video/raccoon>



**On land, raccoons lumber around on all four paws like a bear. But, unlike bears, they don't hibernate in winter.**

Photograph by Songquan Deng, Dreamstime

**OVERVIEW**

Raccoons are active-at-night, or nocturnal, mammals that live throughout much of the world, from North and South America to Asia, in wooded areas and big cities alike.

During winter in cold northern climates, raccoons sleep for extended periods, although they don't actually hibernate. To prepare for cold winters, raccoons pack on extra body fat in fall. This extra fat helps provide the raccoon with energy when it's too cold to search for food.



Informative/Explanatory Writing Performance Task

# RACCOONS

On land, raccoons lumber around on all four paws like a bear. Among the raccoon’s favorite foods on land are: fruits, seeds, nuts, birds' eggs and plants. In cities, raccoons scavenge around garbage bins and will eat scraps of food and other trash found there. Raccoons are also excellent swimmers, hunting fish, frogs, and crayfish. Raccoons live for around one to three years in the wild. In captivity, where the raccoon doesn’t need to worry about finding food or outwitting predators, some have lived as long as 20 years.

**SCIENTIFIC NAME** *Procyon lotor*

**FAMILY NAME** Procyonidae

**ENDANGERED STATUS**

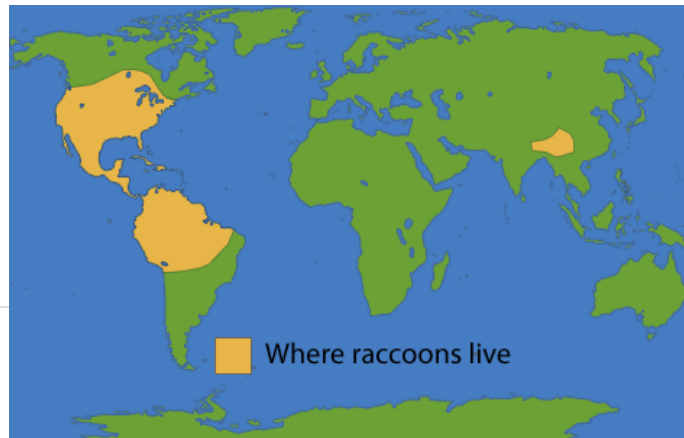
**CLASSIFICATION** Mammal

**LIFE SPAN** 1-3 years

**DIET** Omnivore

**HABITAT** Forest

**RANGE**



Weight: **HEAVIER THAN A U.S. Penny**  
8 - 20lbs

Length **LONGER THAN A Teaspoon**  
16 - 28in 41 - 72cm