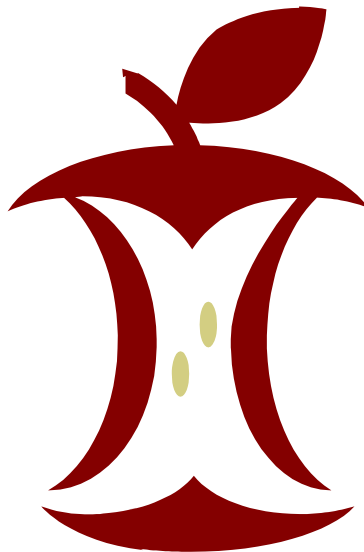


PUSD

Texto Informativo/Explicativo  
Ejercicios de Redacción,  
Guía de Calificación y Recursos

4<sup>o</sup> Grado

2014-2015



# **Informative/Explanatory Writing**

Formative Assessment (Teacher Provides): February 8-12, 2015

Summative Assessment (District Provides): March 23-27, 2015

**Summative Data due in Illuminate: April 10, 2015**

Grade level standard:

W 4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a) Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension.
- b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c) Link ideas within categories of information using words and phrases.
- d) Use precise language and domain specific vocabulary to inform about or explain the topic.
- e) Provide a concluding statement or section related to the information or explanation presented.

## **General Information About Writing Assessments**

1. Schedule uninterrupted time blocks in the morning when students are most fresh.
2. Refer to the script provided with your assessment so that administration can be as uniform as is reasonably possible between rooms.
3. Student assessment materials are limited to what is provided in their packets. Students may have:
  - a. Post-its, highlighters, or other active reading tools
  - b. Red/blue pens
  - c. Access to dictionary/thesaurus
  - d. As much blank/lined paper as needed
  - e. Walls do not need to be covered up for this assessment.
4. Students will not receive a graphic organizer. They will need to create one on their own.
5. **Do not run off other materials for your students.**
  - a. **No templates**
  - b. **No lists**
  - c. **No graphic organizers**
6. A rubric for assessing student work has been provided for you. If you need more, please run them off.

# Sample Writing Assessment

## Prompt for Informative/Explanatory Writing Common Core Standard W4.2

**Prompt:** \_\_\_\_\_? You will explain your thinking with facts and reasons from the article.

### Teacher Directions and Pacing:

Summary: This task is to be completed in phases over three days. In Phase One, students prepare for writing by viewing a video clip, reading source material, and completing prewriting/planning activities. Teachers may allow students to view the video clip more than once, read the texts aloud, and hold class discussions about the materials. In Phase Two, teacher reviews the materials and discussions from Phase One and allows students to write their informative/explanatory piece. In Phase Three, students are given more time to finish any steps of the writing process that are needed.

\*There is no time limit for this writing assessment. A student may take as long as he/she needs to complete the task.

### Day 1 (Approximate time: 45 minutes)\*

- Build background and Teacher introduces the topic by briefly discussing the topic and showing a video (if available).
- Pass out the Student Packet. Direct students to write their name on the front. Read the Teacher Script as students follow along on the front page of their packet.

Teacher Script:

Say: *For the essay, your prompt will be:*

\_\_\_\_\_?  
*You will explain your thinking with facts and reasons from the article.*

- Use the writing process to analyze the prompt together as a class. Students may make notations as needed on the prompt on the front page of their student packet.

- Continue reading as students continue to follow along:

Say:

*Remember, a informational/explanatory essay:*

- *Has an introduction*
- *Has a clear focus/topic*
- *Uses specific evidence and examples from the text(s) to support the focus and explain your thinking*
- *Groups ideas in paragraphs*
- *Has a conclusion*
- *Uses precise language and linking words to connect ideas*
- *Has correct spelling, capitalization, and punctuation*

*You will have three class periods to complete this reading/thinking/writing task. You may take notes right on the article(s) or on a separate sheet of paper. Take some time to prewrite before you begin writing. Plan before you begin writing. The essay will have a single draft.*

*When you have finished, be sure to proofread your work.*

**GOOD LUCK! WE LOOK FORWARD TO READING YOUR GOOD WORK!**

- Teacher Script:  
Say: *I am going to read the article(s) " \_\_\_\_\_ " aloud. As you listen to the text, think about the prompt. Your prompt is : \_\_\_\_\_? After you have had a chance to hear the article(s) a second time, you will write an essay that answers the question and explains your thinking using evidence and examples from the text(s).*
- Have students refer to their copy of the article(s) " \_\_\_\_\_ " in their packet. Explain that they may want to underline or take notes on the article(s) as you read it aloud. Read the article(s) aloud.
- Pose the question, " \_\_\_\_\_?" Remind students to use the article(s) and their notes when thinking through their response. Have students turn and talk to a partner about this question. Each partner needs to take a turn.
- Explain that tomorrow you will be writing about \_\_\_\_\_? Collect the article(s) and assignment sheet. (Be sure names are on them.)

### Day 2 (Approximate time: 45 minutes)\*

- Return to the article(s) and re-read it aloud.
- Ask students to think about the article(s). Read the prompt again. Have students turn and talk to a partner about this. Each partner needs to take a turn.
- Return the assignment sheet and re-read it aloud.
- Say: *On a piece of lined paper (or a computer if your students are accustomed to composing on a keyboard), write your name and grade, the date, and your teacher's name. You will use this paper for writing.*
- Give students the remainder of the period to write. The writing should be completed individually, without help.
- When the period is over, explain that students may finish writing and proofread tomorrow. Collect student work and materials.

### Day 3 (Approximate time: 45 minutes)\*

- Return student work and materials. Students may be given access to a dictionary and thesaurus.
- Give students the remainder of the period to finish writing and proofreading.

Name \_\_\_\_\_

## Grade 4 Performance Task

### Writing an Informational/Explanatory Piece

Directions: Please respond to the prompt below in writing. You may use your graphic organizer and/or your notes to help you write your informational/explanatory essay. You should write your informational/explanatory essay on lined paper.

**Writing Prompt:** \_\_\_\_\_? You will explain your thinking with facts and reasons from the article.

Remember, an informational/explanatory essay:

- Has an introduction
- Has a clear focus/topic
- Uses specific evidence and examples from the text(s) to support the focus and explain your thinking
- Groups ideas in paragraphs
- Has a conclusion
- Uses precise language and linking words to connect ideas
- Has correct spelling, capitalization, and punctuation

You will have three class periods to complete this reading/thinking/writing task. You may take notes right on the articles or on a separate sheet of paper. Take some time to pre write before you begin writing. The essay will have a single draft. When you have finished, be sure to proofread your work.

**GOOD LUCK! WE LOOK FORWARD TO READING YOUR GOOD WORK!**

(ESPAÑOL)

Nombre \_\_\_\_\_

## 4° Grado

### Redacción Informativa/Explicativa

Instrucciones: Responde al tema propuesto. Puedes usar tu gráfica organizativa y tus notas para ayudarte a preparar tu respuesta. Escribe tu redacción informativa/explicativa en un papel alineado.

**Tema: \_\_\_\_\_? Contesta a la pregunta con hechos, definiciones y detalles del texto.**

Recuerda, un buen ensayo informativo/explicativo:

- Tiene una introducción
- Expone claramente el tema
- Usa evidencia específica del texto para apoyar el tema y explicar tu razonamiento.
- Agrupa ideas en párrafos
- Tiene una conclusión
- Usa un lenguaje preciso y palabras de enlace para conectar las ideas
- La ortografía, mayúsculas, acentos y puntuación son correctos

Tendrás tres períodos de clase para completar esta tarea de lectura, razonamiento y escritura. Puedes tomar notas en los artículos o en una hoja de papel aparte. Puedes tomarte tu tiempo para planear lo que vas a escribir antes de empezar. El ensayo tendrá un borrador sencillo. Cuando hayas terminado asegúrate de volver a leer tu trabajo.

¡BUENA SUERTE! ESTAMOS DESEANDO LEER TU BUEN TRABAJO!

Name \_\_\_\_\_

**Title of Article (1)**

(Print Article Here)

Cited source:

Name \_\_\_\_\_

**Title of Article (2)**

(Print Article Here)

Cited source:



(ESPAÑOL)

Nombre \_\_\_\_\_

**Título del artículo (1)**

Citar la fuente:

(ESPAÑOL)

Nombre \_\_\_\_\_

**Título del artículo (2)**

Citar la fuente:

## Teacher Resources English and Spanish

### Prompt Ideas and Resources- Ideas de Temas y Recursos

#### Informative/Explanatory Prompt Ideas (In English)

1. **Article(s):** Science Interactive Text pgs. 40-43, the Science CD—Video, and/or Science Hardcover pgs. 106-110  
**Question:** How can people protect various environments?
2. **Article:** Social Studies Text pgs. 98-101  
**Question:** How did the Gold Rush change California's businesses?
3. **Article(s):** Wonders, pgs. 102-103 and/or Social Studies pgs. 12-17  
**Question:** Describe some reasons people live in California.
4. **Article(s):** Wonders pgs. 36-37 and/or Science Interactive Text pgs. 8-13, and/or Science Hardcover pgs. 38-46  
**Question:** Explain how the parts of the food chain depend on each other.
5. **Article(s):** Science Interactive Text pgs. 80-83 and/or Science Hardcover pgs. 194-197, and/or Wonders pgs. 90-91  
**Question:** Describe three different types of weathering of rocks.

#### Ideas de temas informativas/explicativas (en ESPAÑOL)

1. Libro de Ciencias p. 66  
**Pregunta:** ¿Cuáles son algunos usos de las rocas sedimentarias?
2. Libro de Ciencias p. 240  
**Pregunta:** ¿Cuáles son algunos efectos de las inundaciones?
3. Libro de Ciencias p. 290  
**Pregunta:** ¿Cómo pueden afectarte las descargas eléctricas?
4. A Explorar p. 80  
**Pregunta:** ¿Cómo transformar arena en chips de computadora?
5. A Explorar p.42  
**Pregunta:** ¿Por qué son tan importantes los hongos descomponedores?

#### Quick Writes or Quick Types: (Usar estas preguntas también para los temas en Español)

Read aloud an informational/explanatory trade book. Have students write three things they learned or explain the process described.

Have students write the facts learned in a chapter of the social studies or science text, or in an informational passage in Treasures.

Have students explain how to do something they are familiar with—play a game, make something, art project, science experiment, etc.

Describe an object in the classroom. Describe what you did over the weekend.

**Guía de Calificación de texto informativo/explicativo**  
**4- Sobresaliente (Mastery)**

<b>Contenido (Informativo)</b> Nota: _____	<b>Organización (Revisar)</b> Nota: _____	<b>Gramática (Editar)</b> Nota: _____
<p>La redacción Introduce el tema efectivamente.</p> <p>Agrupar ideas que están relacionadas para apoyar el propósito del autor.</p> <p>Todos los hechos, detalles y ejemplos son relevantes.</p> <p>Siempre usa un lenguaje preciso y vocabulario específico que explica el tema.</p> <p>El escrito responde al tema/pregunta totalmente.</p> <p>La redacción tiene completo sentido.</p>	<p>Siempre usa párrafos de forma apropiada.</p> <p>Introduce cada párrafo con una frase importante para el desarrollo del tema.</p> <p>La redacción incluye frases simples y compuestas correctamente.</p> <p>La redacción usa, de forma efectiva, palabras y frases de enlace para agrupar ideas relacionadas.</p> <p>La progresión de ideas es lógica.</p> <p>El ensayo termina con una frase o sección que resume todos los puntos.</p>	<p>La redacción no está fragmentada o con oraciones incompletas.</p> <p>Usa correctamente concordancia de sujeto y verbo y consistencia en los tiempos verbales.</p> <p>Siempre usa reglas gramaticales correctas.</p> <p>La redacción usa correctamente la puntuación (comas, acentos, y al principio y final de frases).</p> <p>El uso de mayúsculas es correcto.</p> <p>Toda la ortografía está correcta.</p> <p>Siempre usa el sangrado/márgenes correctamente.</p>

# Informational/Explanatory Writing

# Grade 4

	Informational/Explanatory (content) SCORE: _____	Revising Writing (organization) SCORE: _____	Editing Writing (conventions) SCORE: _____
<b>4-Grade Level Mastery</b>	<p>Writing introduces the topic effectively.</p> <p>Related ideas are grouped to support the writer’s purpose.</p> <p>All facts, details, or examples are relevant.</p> <p>Always uses precise language and domain-specific vocabulary correctly to explain the topic.</p> <p>Writing completely responds to the prompt.</p> <p>Writing makes sense.</p>	<p>Always paragraphs appropriately.</p> <p>Has a topic sentence at the beginning of each paragraph.</p> <p>Always uses transitional words or phrases to link ideas.</p> <p>Uses both simple and compound/complex sentences masterfully.</p> <p>Progression of ideas is logical.</p> <p>Essay ends with a concluding statement or section that summarizes all the points.</p>	<p>Contains no fragments or run-ons.</p> <p>Always uses correct subject/verb agreement and consistent verb tense.</p> <p>Always uses correct grammar.</p> <p>All punctuation is correct.</p> <p>All capitalization is correct.</p> <p>All spelling is correct.</p> <p>Always indents appropriately.</p>
<b>3-Approaching Grade Level</b>	<p>Writing has an adequate introduction of the topic.</p> <p>Related ideas are mostly grouped together.</p> <p>Writing includes mostly relevant facts, details, or examples.</p> <p>Mostly uses some precise language and domain-specific vocabulary correctly to explain the topic.</p> <p>Writing mostly responds to the prompt.</p> <p>Writing mostly makes sense.</p>	<p>Mostly paragraphs appropriately.</p> <p>Most paragraphs begin with a topic sentence.</p> <p>Mostly uses transitional words or phrases to link ideas.</p> <p>Has several compound/complex sentences.</p> <p>Progression of ideas is mostly logical.</p> <p>Essay ends with a concluding paragraph that mostly summarizes the points.</p>	<p>Contains few fragments or run-ons.</p> <p>Mostly uses correct subject/verb agreement and is mostly consistent with verb tense.</p> <p>Mostly uses correct grammar.</p> <p>Most punctuation is correct.</p> <p>Most capitalization is correct.</p> <p>Most spelling is correct.</p> <p>Indents appropriately most of the time.</p>
<b>2-</b>	<p>Writing attempts to introduce the topic, but it is not clear.</p> <p>Related ideas are sometimes grouped together.</p> <p>Writing includes some relevant facts, details, or examples.</p> <p>Uses very little precise language and domain-specific vocabulary correctly to explain the topic.</p> <p>Writing attempts to respond to the prompt, but is mostly about something other than the prompt itself.</p> <p>Writing makes some sense but is unclear.</p>	<p>Seldom paragraphs appropriately.</p> <p>A few paragraphs begin with a topic sentence</p> <p>Seldom uses transitional words or phrases to link ideas.</p> <p>Has a few compound/complex sentences.</p> <p>Progression of ideas is seldom logical.</p> <p>Essay may not end with a concluding paragraph that adequately summarizes the main points.</p>	<p>Contains several fragments or run-ons.</p> <p>Sometimes uses correct subject/verb agreement and is sometimes consistent with verb tense.</p> <p>Sometimes uses correct grammar.</p> <p>Some punctuation is correct.</p> <p>Some capitalization is correct.</p> <p>Some spelling is correct.</p> <p>Seldom indents correctly.</p>
<b>1-</b>	<p>The topic is not introduced or is off-topic.</p> <p>Related ideas are not grouped together.</p> <p>Writing does not include relevant facts, details, or examples.</p> <p>Does not use precise language and domain-specific vocabulary correctly to explain the topic.</p> <p>Writing does not respond to the prompt.</p> <p>Writing does not make sense.</p>	<p>Does not paragraph appropriately.</p> <p>Does not have a topic sentence at the beginning of each paragraph</p> <p>Does not use transitional words or phrases to link ideas.</p> <p>Uses only simple sentences.</p> <p>Progression of ideas is not logical.</p> <p>Essay either is missing a concluding paragraph or does not summarize the main points.</p>	<p>Contains mostly fragments or run-ons</p> <p>Frequent errors in subject/verb agreement and consistent verb tense.</p> <p>Rarely uses correct grammar.</p> <p>Frequent errors in punctuation.</p> <p>Frequent errors in capitalization</p> <p>Frequent spelling errors.</p> <p>Does not indent correctly.</p>

## Fourth Grade Revising Topics :

### \_\_\_\_\_ Multiple Paragraphs

\_\_\_\_\_ Introduction

\_\_\_\_\_ introduce a topic

\_\_\_\_\_ Develop a Topic with:

\_\_\_\_\_ facts/details/examples

\_\_\_\_\_ evidence/reasons

\_\_\_\_\_ quotations

\_\_\_\_\_ Formatting: headings/illustrations/multimedia  
(when useful in informative/explanatory only)

\_\_\_\_\_ Concluding statement or section

### \_\_\_\_\_ Transitions/ Link ideas using:

\_\_\_\_\_ words

\_\_\_\_\_ phrases

### \_\_\_\_\_ Details to improve the meaning and focus

\_\_\_\_\_ add words, phrases, or sentences

\_\_\_\_\_ delete/omit words or sentences

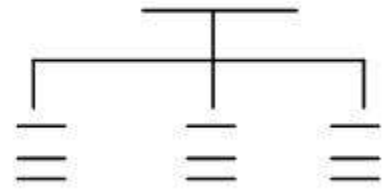
\_\_\_\_\_ consolidate or combine short sentences

\_\_\_\_\_ word choice (precise or domain-specific language)

\_\_\_\_\_ word order

### \_\_\_\_\_ Logical/sequential progression of ideas

## Expository-Tree



## Fourth Grade Editing Topics:

\_\_\_\_\_ Capitalization

\_\_\_\_\_ Titles

\_\_\_\_\_ Beginning of a Sentence

\_\_\_\_\_ Proper nouns (names of people, places, things)

\_\_\_\_\_ Punctuation

\_\_\_\_\_ Correct end mark at the end of a sentence

\_\_\_\_\_ Commas in dates, locations, and addresses

\_\_\_\_\_ Commas in a series

\_\_\_\_\_ Comma before a coordinating conjunction

\_\_\_\_\_ Quotations from text—quotation marks and comma

\_\_\_\_\_ Making Sense

\_\_\_\_\_ Complete/Incomplete Sentences

\_\_\_\_\_ Subject/Verb agreement

\_\_\_\_\_ Consistent use of verb tense

\_\_\_\_\_ Grammar (if present then used appropriately)

\_\_\_\_\_ Relative pronouns (who, whose, whom, which, etc.)

\_\_\_\_\_ Progressives (was walking, am walking, etc.)

\_\_\_\_\_ modal auxiliaries (can, may, must, etc.)

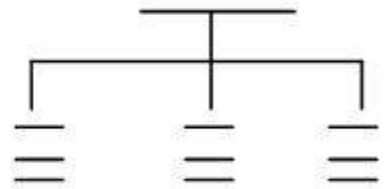
\_\_\_\_\_ Order of adjectives (i.e., small red bag)

\_\_\_\_\_ prepositional phrases

\_\_\_\_\_ Spelling (roots, inflections, suffixes, prefixes, and syllable constructions, homophones, frequently misused words)

\_\_\_\_\_ Indent at the start of each new paragraph

## Expository-Tree



Temas de Revisión en 4º grado :

\_\_\_\_\_ **Varios párrafos (párrafos múltiples)**

\_\_\_\_\_ Introducción

\_\_\_\_\_ presenta un tema

\_\_\_\_\_ Desarrolla el tema con:

\_\_\_\_\_ hechos/detalles/ejemplos

\_\_\_\_\_ evidencia/razones/explicaciones

\_\_\_\_\_ citas

\_\_\_\_\_ Formato: encabezamiento, ilustraciones, multimedia (cuando sea necesario en texto informativo/explicativo solamente)

\_\_\_\_\_ Frase o sección como conclusión



\_\_\_\_\_ **Transiciones/conectando ideas usando:**

\_\_\_\_\_ palabras

\_\_\_\_\_ frases

\_\_\_\_\_ **Detalles para mejorar el significado y enfoque**

\_\_\_\_\_ agregar palabras/ oraciones

\_\_\_\_\_ quitar/omitir palabras/oraciones

\_\_\_\_\_ consolidar o combinar oraciones cortas

\_\_\_\_\_ elección de palabras (palabras precisas del lenguaje relacionado con el tema)

\_\_\_\_\_ orden de palabras

\_\_\_\_\_ **Las ideas son lógicas y secuenciales**



## Temas para Editar en 4° grado:

### \_\_\_\_\_ **Uso de mayúsculas**

- \_\_\_\_\_ Títulos (libros, revistas, periódicos, etc.)
- \_\_\_\_\_ Al principio de cada oración
- \_\_\_\_\_ Sustantivos propios (nombres de personas, lugares/ciudades y objetos)

### \_\_\_\_\_ **Puntuación**

#### \_\_\_\_\_ **Acentos**

- \_\_\_\_\_ Puntuación correcta al final/al principio de cada oración
- \_\_\_\_\_ Comas en fechas, localidades y direcciones
- \_\_\_\_\_ Comas en serie
- \_\_\_\_\_ Coma antes de una conjunción coordinante
- \_\_\_\_\_ Comillas, comas en citas directas del texto

### \_\_\_\_\_ **¿Tiene sentido?**

- \_\_\_\_\_ Oraciones Completas/Incompletas
- \_\_\_\_\_ Concordancia sujeto y verbo
- \_\_\_\_\_ Uso constante del tiempo verbal

### \_\_\_\_\_ **Gramática (usados apropiadamente)**

- \_\_\_\_\_ Pronombres interrogativos, relativos (qué, que; quién, quien; cuál, cual; cuánto, cuanto)
- \_\_\_\_\_ Progresivos (estaba caminado, estoy caminando)
- \_\_\_\_\_ Auxiliares (ser, estar, haber)
- \_\_\_\_\_ Orden de adjetivos dentro de una oración
- \_\_\_\_\_ Frases preposicionales

### \_\_\_\_\_ **Ortografía** (raíces, inflexiones, sufijos, prefijos, construcción de sílabas, homófonos, palabras que frecuentemente se deletrean mal)

### \_\_\_\_\_ **Sangrado** al comienzo de cada párrafo

Ensayo Expositivo 4º Grado

Introducción

A \_\_\_\_\_  
B \_\_\_\_\_  
C \_\_\_\_\_

Transición

Transición

Transición

A

B

C

Hechos/detalles/explicación  
Hechos/detalles/explicación

Hechos/detalles/explicación

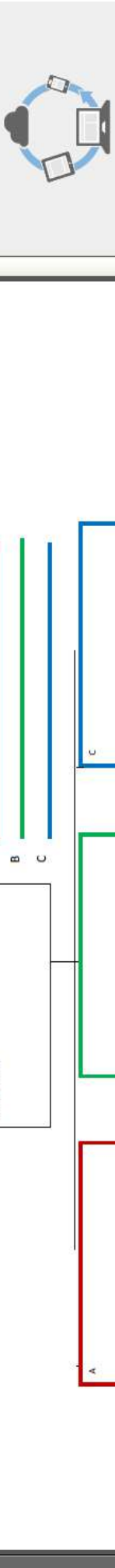
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Conclusión

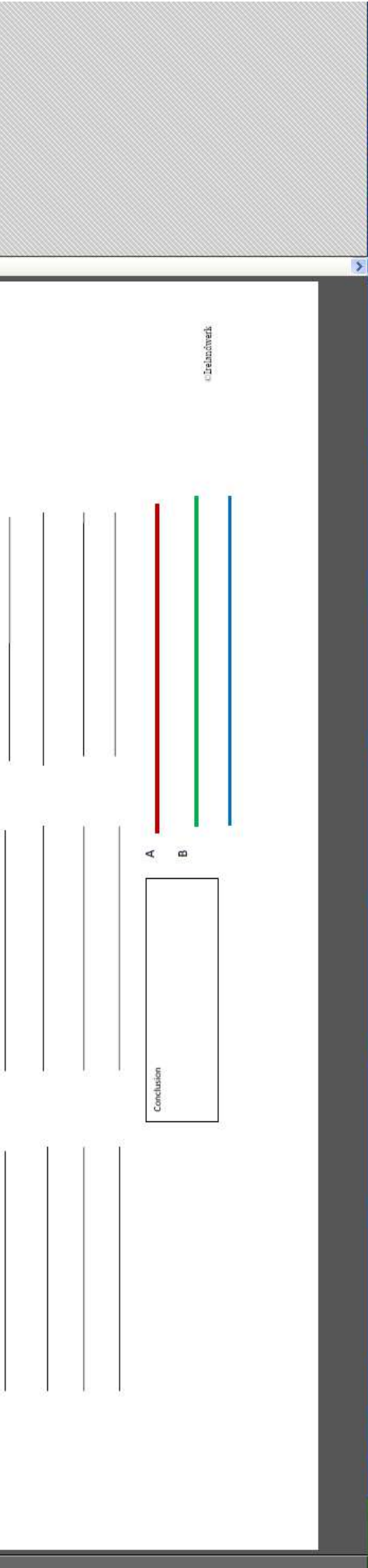
A \_\_\_\_\_  
B \_\_\_\_\_  
C \_\_\_\_\_



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# Expository Writing Grade 4 CCSS

Introduction:

A  
B  
C

A

B

C

Details:

Details:

Details:

Conclusion

A  
B

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