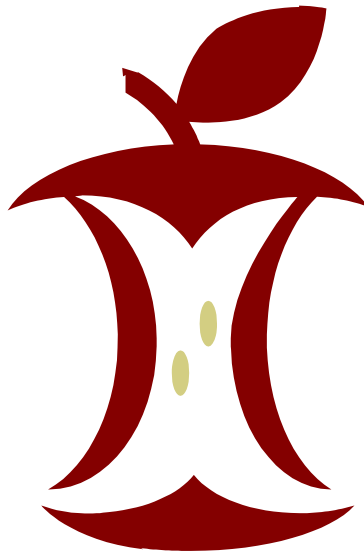


PUSD

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

Grado K

2014-2015



# ***Informative/Explanatory Writing***

Formative Assessment (Teacher Provides) Administration Dates: Feb. 9-12, 2015

Summative Assessment (District Provided) Administration Dates: Mar. 23-27, 2015

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

## **Common Core Standard W K.2**

*Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.*

## **General Information About Writing Assessments**

1. Schedule uninterrupted time blocks.
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 the following materials made available to them:
  - a. Red/blue pens
  - b. Circle Map and as much blank/lined paper as needed
  - c. Walls do not need to be covered up for this assessment. However, sentence frames and sentence starters are not permissible.

**Do not run off additional materials for your students.**

  - d. **No templates**
  - e. **No lists**
  - f. **No graphic organizers**
4. A rubric for assessing student work has been provided for you. If you need more, please run them off.

\*You may not prompt/support students with what to write, but may give students the directions on what to do. Use this as a guide, but adapt the time slots to meet the needs of your students.

# Sample Teacher Directions

## Common Core Standard WK.2

### Part 1

Teacher Says: *Hoy vamos a escribir sobre información que hemos aprendido.*

Tema: \_\_\_\_\_

- Build background knowledge. (Show optional video)
- Read Story. Afterwards, you may use close reading strategies with your students to draw attention to specific details. Students may use these details in their writing, or come up with their own for their informative piece. This close reading portion may be spread out over a few days.

### Part 2

Teacher Says: *Hoy vamos a escribir sobre información que hemos aprendido.*

Tema: \_\_\_\_\_

- Teacher Says: *Escucha de nuevo el pasaje.*
- Teacher Says: *Habla con tu compañero \_\_\_\_\_.*
- Give students the circle map. *Use the thinking map to brainstorm about \_\_\_\_\_.*
- Give students lined paper. *Now write about \_\_\_\_\_.*
- Have red and blue pens or pencils available. *When you are finished check your paper over and fix any mistakes you see.*

\*Allow students to attempt to write words/phrases before offering to write their dictated response. Feel free to write under student's written work to clarify for meaning.

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

# Kindergarten

## Informative/Explanatory

### Practice Prompts



*WK.2 Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.*

*\*Please note that it is highly encouraged to use informational text resources that are NOT included in this packet, such as Scholastic News or any other text that feel will benefit your students*





## Practice Prompts for Informative/Explanatory Writing WK.2

### Unit 4: Food

#### Part 1

Teacher Says: *Hoy vamos a escribir sobre información que hemos aprendido.*

Prompt: ¿Qué podemos hacer con las manzanas?

- Build background knowledge. Watch the short video (en inglés) on Making Apple Crisps on YouTube: <https://www.youtube.com/watch?v=djfYvrfnyJc>
- En Español: ¿Cómo hacer compota de manzana?  
<https://www.youtube.com/watch?v=40WCLraLfbo>

Discuss this question briefly with your class: **¿Qué podemos hacer con las manzanas?** Los árboles frutales (Unit 4 Week 1). Afterwards, you may use close reading strategies with your students to draw attention to specific details. Students may use these details in their writing, or come up with their own for their informative piece. This close reading portion may be spread out over a few days.

#### Part 2

Teacher Says: *Hoy vamos a escribir sobre información que hemos aprendido.*

Prompt: ¿Qué podemos hacer con las manzanas?

- Teacher Says: *Escucha de nuevo el pasaje.*
- Teacher Says: *Habla con tu compañero sobre qué se puede hacer con las manzanas \_\_\_\_\_.*
- Give students the circle map. *Use the thinking map to brainstorm about what you can make with apples.*
- Give students lined paper. *Now write about what you can make with apples.*
- Have red and blue pens or pencils available. *When you are finished check your paper over and fix any mistakes you see.*

\*Allow students to attempt to write words/phrases before offering to write their dictated response. Feel free to write under student's written work to clarify for meaning



## Practice Prompts for Informative/Explanatory Writing WK.2

### Unit 4: Food

#### Part 1

Teacher Says: *Hoy vamos a escribir sobre información que hemos aprendido.*

Tema: ¿Que puedes usar para hacer sopa de verduras?

- Build background knowledge. (Show optional video. En inglés.)  
<http://www.youtube.com/watch?v=TI200xXMWxI>
- Read Story/Teaching Chart 31 (Unit 4 Week 3), and or A story about making soup like *Stone Soup* (not in curriculum).
- Afterwards, you may use close reading strategies with your students to draw attention to specific details. Students may use these details in their writing, or come up with their own for their informative piece. This close reading portion may be spread out over a few days.

#### Part 2

Teacher Says: *Hoy vamos a escribir sobre información que hemos aprendido.*

Tema: ¿Qué puedes usar para hacer sopa de verduras?

- Teacher Says: *Escucha de nuevo la historia.*
- Teacher Says: *Habla con tu compañero sobre qué puedes usar para hacer sopa de verduras.*
- Give students the circle map. *Use the circle map to brainstorm about what to use to make vegetable soup.*
- Give students lined paper. *Now write about what you can use to make vegetable soup.*
- Have red and blue pens or pencils available. *When you are finished check your paper over and fix any mistakes you see.*

\*Allow students to attempt to write words/phrases before offering to write their dictated response. Feel free to write under student's written work to clarify for meaning.



## Practice Prompts for Informative/Explanatory Writing WK.2

### Unit 5: Animals

## Part 1

Teacher Says: *Hoy vamos a escribir sobre información que hemos aprendido.*

Tema: ¿Cómo puedes cuidar a un animal?

- Build background knowledge. (Show optional video. En inglés)  
<http://www.youtube.com/watch?v=YzvOgXqoCkc>
- Read Story *Vamos al veterinario* (A Explorar Vol. 3, p.13). Afterwards, you may use close reading strategies with your students to draw attention to specific details. Students may use these details in their writing, or come up with their own for their informative piece. This close reading portion may be spread out over a few days.

## Part 2

Teacher Says: *Hoy vamos a escribir sobre información que hemos aprendido.*

Tema: ¿Cómo puedes cuidar a un animal?

- Teacher Says: *Escucha la historia otra vez.*
- Teacher Says: *Habla con tu compañero sobre cómo puedes cuidar a un animal.*
- Give students the circle map. *Use the thinking map to brainstorm about how you can take care of an animal.*
- Give students lined paper. *Now write about how you can take care of animals.*
- Have red and blue pens or pencils available. *When you are finished check your paper over and fix any mistakes you see.*

\*Allow students to attempt to write words/phrases before offering to write their dictated response. Feel free to write under student's written work to clarify for meaning.



## Practice Prompts for Informative/Explanatory Writing WK.2

### Part 1

Teacher Says: *Hoy vamos a escribir sobre información que hemos aprendido.*

Tema: ¿Qué hacen los animales que viven de noche?

- Build background knowledge. (Show optional video. En inglés)  
<https://m.youtube.com/watch?v=liKz8k1niSA>
- En español: animales nocturnos.wmv,  
<https://www.youtube.com/watch?v=E5dMhIHWs9c>
- Read "Los animales nocturnos " (A Explorar Vol. 1, p.30). Afterwards, you may use close reading strategies with your students to draw attention to specific details. Students may use these details in their writing, or come up with their own for their informative piece. This close reading portion may be spread out over a few days.

### Part 2

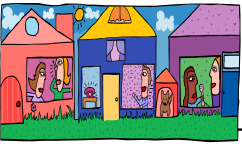
Teacher Says: *Hoy vamos a escribir sobre información que hemos aprendido.*

Tema: ¿Qué hacen los animals que viven de noche?

- Teacher Says: *Escucha la historia otra vez.*
- Teacher Says: *Habla con tus compañeros sobre lo que hacen los animales que viven de noche.*
- Give students the circle map. *Use the thinking map to brainstorm about what night animals do.*
- Give students lined paper. *Now write about what night animals do.*
- Have red and blue pens or pencils available. *When you are finished check your paper over and fix any mistakes you see.*

\*Allow students to attempt to write words/phrases before offering to write their dictated response. Feel free to write under student's written work to clarify for meaning.





## Practice Prompts for Informative/Explanatory Writing WK.2

### Unidad 6: Vecindario

#### Part 1

Teacher Says: *Hoy vamos a escribir sobre información que hemos aprendido.*

Tema: ¿Qué puedes hacer en el parque?

- Build background knowledge. (Show optional video. Singing in English.)  
<http://www.youtube.com/watch?v=wpTkYCRrY34>
- En español: <https://www.youtube.com/watch?v=gZCnIcNYDu0>
- Read *Letreros en el parque* (A Explorar Vol. 1, p.58). Afterwards, you may use close reading strategies with your students to draw attention to specific details. Students may use these details in their writing, or come up with their own for their informative piece. This close reading portion may be spread out over a few days.

#### Part 2

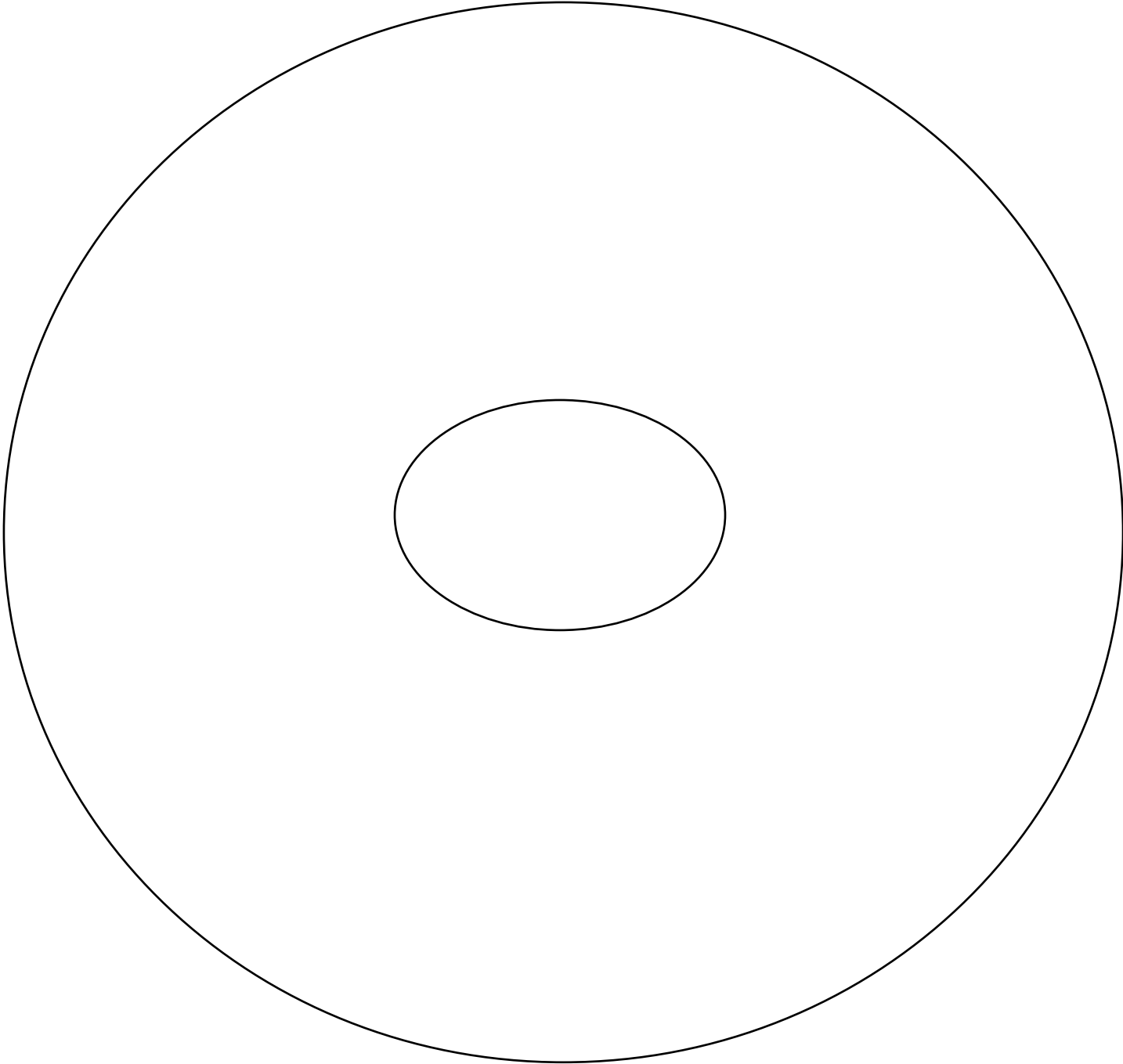
Teacher Says: *Hoy vamos a escribir sobre información que hemos aprendido.*

Tema: ¿Qué puedes hacer en el parque?

- Teacher Says: *Escucha la historia otra vez.*
- Teacher Says: *Habla con tu compañero sobre qué puedes hacer en el parque.*
- Give students the circle map. Use the thinking map to brainstorm about what you can do at the park.
- Give students lined paper. Now write about what you can do at the park.
- Have red and blue pens or pencils available. When you are finished check your paper over and fix any mistakes you see.

\*Allow students to attempt to write words/phrases before offering to write their dictated response. Feel free to write under student's written work to clarify for meaning.

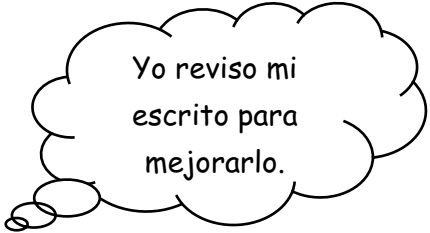
Nombre \_\_\_\_\_



K

Kindergarten **Temas a revisar**

\_\_\_\_\_ Añade detalles WK.5



Yo reviso mi escrito para mejorarlo.

Kindergarten **Temas para editar**

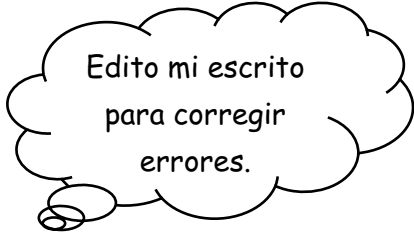
\_\_\_\_\_ Usa letras y palabras deletreadas fonéticamente. LK2.d

\_\_\_\_\_ Escribe palabras sencillas LK2.c

\_\_\_\_\_ Correcta caligrafía y espacios. LK.1a

\_\_\_\_\_ Mayúscula en la primera palabra de la frase y en los nombre propios.

\_\_\_\_\_ Puntuación correcta de la frase. LK2.b



Edito mi escrito para corregir errores.

## 4- Sobresaliente (Mastery)

	Redacción Informativa/Explicativa (Contenido) Nota: _____	Estrategias de revisión (Organización) Nota: _____	Estrategias de edición (Reglas ortográficas) Nota: _____
<b>4- Sobresaliente</b>	<p>Escriben independientemente una frase (s) sencilla o pensamiento.</p> <p>Nombra el tema de redacción claramente y aporta alguna información sobre el tema.</p>	<p>Los dibujos son relevantes al tema e incluyen muchos detalles.</p> <p>Escribe muchas mayúsculas y minúsculas correctamente. La escritura es legible.</p> <p>Todos los espacios entre las letras, palabras y frases son correctos.</p>	<p>Deletrea todas las palabras simples fonéticamente.</p> <p>Todas las palabras/sílabas (CV/CVC) están deletreadas correctamente.</p> <p>Pone mayúsculas correcta y consistentemente sin errores: primera palabra de una frase y nombres propios comunes.</p> <p>Usa la puntuación correcta y consistentemente: al principio y final de la frase.</p> <p>Pone el acento/tilde en palabras comunes conocidas.</p>

Informative/Explanatory Rubric

Kindergarten

	Informative/Explanatory Writing (Content) SCORE: _____	Writing Strategies-Revise (Organization) SCORE: _____	Written Conventions-Edit (Conventions) SCORE: _____
<b>4-End of Year</b>	<p>Student writes a simple sentence(s) or thought independently.</p> <p><b>Clearly names the topic and supplies some information about the topic.</b></p>	<p>Picture/Drawing is relevant to the topic and includes many details.</p> <p>Prints many upper and lower case letters correctly; printing is legible.</p> <p>All spacing between letters, words, and sentences are correct.</p>	<p>Spells all simple words phonetically.</p> <p>All CVC words are spelled correctly.</p> <p>Capitalizes correctly and consistently with no errors: first word in a sentence and the word "I".</p> <p>Uses end punctuation correctly and consistently.</p>
<b>3-Developing</b>	<p>Identifies the topic in a phrase or sentence, which is mostly a complete thought.</p> <p><b>Identifies the topic and gives one fact.</b></p>	<p>Picture/Drawing is relevant to the topic and includes some details.</p> <p>Prints many upper and lower case letters correctly; printing is mostly legible.</p> <p>Most spacing between letters, words, and sentences are correct.</p>	<p>Some simple words are spelled phonetically.</p> <p>Writes letters for most consonant and short vowel sounds.</p> <p>Capitalizes correctly, with a minor error: first word in a sentence and the word "I".</p> <p>Some end punctuation is correct.</p>
<b>2-</b>	<p>Identifies the topic in a student-dictated phrase or sentence.</p> <p><b>Only identifies the topic, but does not provide a fact.</b></p>	<p>Picture/Drawing is somewhat relevant to the topic, but includes few details.</p> <p>Prints some upper and lower case letters correctly; printing is somewhat legible.</p> <p>Some spacing between letters, words, and sentences are correct.</p>	<p>Inconsistently spells some simple words phonetically.</p> <p>Inconsistently writes letters for consonant and short vowel sounds.</p> <p>Capitalizes inconsistently/incorrectly: first word of a sentence and the word "I".</p> <p>Uses end punctuation inconsistently.</p>
<b>1-</b>	<p>Identifies the topic only in drawing or not at all.</p> <p><b>Does not identify the topic and does not provide facts.</b></p>	<p>Picture/Drawing is not relevant to the topic.</p> <p>Prints few upper and lower case letters correctly; printing is not legible.</p> <p>Correct spacing not evident.</p>	<p>Spells few to no words phonetically.</p> <p>Writes random letters with little to no sound/spelling correspondence of consonants and short vowels.</p> <p>Capitalizes incorrectly with many errors.</p> <p>Does not use end punctuation.</p>