

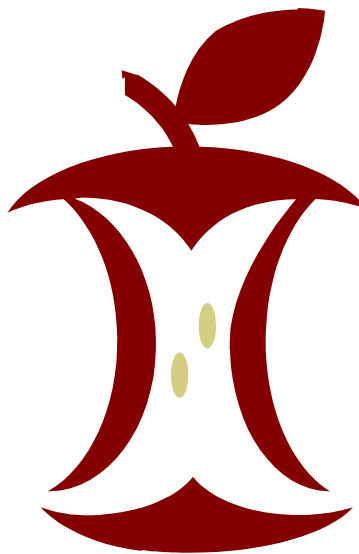
Updated: Nov 2014

PUSD

Informative/Explanatory

Writing Prompt, Rubric, and Resources

Grade 1



2014-2015

Informative/Explanatory Writing

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

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

Summative Data due in Illuminate: April 10, 2015

W1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

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. Red/blue pens, post-its, highlighters or other active reading tools
 - b. Access to dictionary/thesaurus
 - c. As much blank/lined paper as needed
 - d. Walls do not need to be covered up for this assessment.
4. Students will receive a graphic organizer for the opinion genre only. Students will have to create their own for the remaining genres.
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 #1

Informative/Explanatory Writing Assessment

Teacher Directions

* Part 1 and 2 can be done on the same day or can be separated into two or more days. There is no time limit for the writing assessment. A student may take as long as he/she needs to complete the task. If separated into two or more days, collect materials after day 1, and redistribute on subsequent days.

Part 1*

Teacher says: ***Today, you are going to get ready to write an informative piece that answers this question: What are ways to have fun?*** Teacher may write the prompt on the board.

BUILD BACKGROUND KNOWLEDGE:

Teacher discusses the topic of having fun. Teacher may ask: ***"What are ways that you have fun at school, home etc.?"*** or ***"What does having fun look like? How can you tell someone is having fun?"***. Allow students to share their experiences and thoughts aloud. You may also choose to share your own experiences. Teacher says: ***Today we are going to explore different ways to have fun.***

OPTIONAL:

You may show a short video clip that supports the theme "Kids have fun" in order to preface your students about the concept.

IF SHOWING A VIDEO CLIP:

Teacher says: ***I am going to show you a short video clip to help you think about different ways to have fun.*** (You may also choose your own short video clip to show 😊). Choose one:

<http://www.youtube.com/watch?v=Z4dc0dA3Va0> Indoor- siblings popping plastic bubble wrap

http://www.youtube.com/watch?v=rWfZrY_a1v8 Outdoor- Field Day fun—Oriental Trading Company

<http://www.youtube.com/watch?v=tCQsriUb7o8> Indoor- Pool of blue plastic balls and slides

OPTIONAL:

Attached is a picture that can also be shown to help spark a discussion and activate prior knowledge about "having fun".

IF DISCUSSING THE ATTACHED PICTURE:

Teacher says: *Here is a picture of students having fun. What do you notice? How are they having fun? How do you know?*

READ: "Kids Have Fun!" by Minda Novek --Unit 3, week 5, pp. 122-140.

Teacher says: *To help you think about the question before writing, we are going to read "Kids Have Fun!" on page 122 of your anthology. Students take out books and turn to the appropriate page. We will read together. Pay attention to the activities kids are doing to have fun. These details may help you plan your writing.*

Read passage. 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.

Teacher says: **THINK!** *What are ways to have fun?* Allow personal think time.

Teacher says: *Now we are going to draw our ideas.* Have students fold a piece of paper into quarters. *Pick at least four things that you could do to have fun. Draw a picture of each to show what you chose. Make sure to include lots of details!* If doing Part 2 on a subsequent day, collect drawings and redistribute when appropriate.

Part 2* Write!

Teacher activates prior knowledge about different ways to have fun.

OPTIONAL: Teacher may choose to read "Kids Have Fun!" again.

Pass out student drawings from Part 1.

Teacher says: *Look at your drawings about your ideas of different ways to have fun. Turn to a partner, point to a picture and tell what you might do to have fun, and why that is a good choice.*

Teacher says: *Now you are going to write an informative piece that answers this question: What are ways to have fun? Before we begin, let's analyze the prompt together.* Teacher analyzes the prompt with students.

Teachers says: *Use the writing process to help organize your ideas.*

- *Remember, a good informative piece will:*
 1. *Introduce the topic you are writing about*
 2. *Give some facts and details about the topic*
 3. *Provide some closure to your writing*
- *When you are finished check your paper over and fix any mistakes you see.*

PROMPT: **What are ways to have fun?**

Sample #2 -Informative/Explanatory Writing Assessment Teacher Directions

* Part 1 and 2 can be done on the same day or can be separated into two or more days. There is no time limit for the writing assessment. A student may take as long as he/she needs to complete the task. If separated into two or more days, collect materials after day 1, and redistribute on subsequent days.

Part 1*

Teacher says: *Today, you are going to get ready to write an informative piece that answers this question: What can you do to save water?* Teacher may write the prompt on the board.

BUILD BACKGROUND KNOWLEDGE:

Teacher says: *Today we are going to explore different ways to save water. We use water every day, at home and at school. Everything needs water to live. If we use too much water today, there won't be enough water for us to use later in the future. Therefore, it is important for us to save water!* Teacher discusses the various ways we use water at home and at school, and the importance of saving water.

OPTIONAL: Video

Teacher says: *I am going to show a short video that will explain why it is important to save water. It will show you different ways that you can save water."*

Show "The Adventure of Ecorilla" (3 mins)

http://www.youtube.com/watch?v=_ex1ZuKfw64

Teacher says: *What are some ways that the video showed to save water? Give student think time. Have students share with a partner different ways that the video showed to save water. Allow time for students to share out.*

READ: **"Water Wise" (article attached)**

Teacher says: **To help you think about the question before writing, we are going to read the article, "Water Wise". We will read this article together. Pay attention to the different ways that you can save water.**

Read passage. 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.

Teacher says: **THINK! What can you do to save water?** Allow personal think time.

Teacher says: **Now we are going to draw our ideas.** Have students fold a piece of paper into quarters. **Pick at least four things that you could do to save water. Draw a picture of each to show what you chose. Make sure to include lots of details!** If doing Part 2 on a subsequent day, collect drawings and redistribute when appropriate.

Part 2* **Write!**

Teacher activates prior knowledge about different ways to save water.

OPTIONAL: Teacher may choose to read "Water Wise" again.
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Pass out student drawings from Part 1.

Teacher says: *Look at your drawings about your ideas of different ways to save water. Turn to a partner, point to a picture and tell what you might do to save water.*

Teacher says: *Now you are going to write an informative piece that answers this question: What can you do to save water? Before we begin, let's analyze the prompt together.* Teacher analyzes the prompt with students.

Teachers says: *Use the writing process to help organize your ideas.*

- *Remember, a good informative piece will:*
 4. *Introduce the topic you are writing about*
 5. *Give some facts and details about the topic*
 6. *Provide some closure to your writing*

- *When you are finished check your paper over and fix any mistakes you see.*

PROMPT: What can you do to save water?
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Student Directions

Grade 1 Performance Task
Writing an Informative/Explanatory Piece

PROMPT:

Remember, a good informative piece will:

- 1. Introduce the topic you are writing about**
- 2. Give some facts and details about the topic**
- 3. Provide some closure to your writing**

When you are finished check your paper over and fix any mistakes you see.

Additional Practice Prompts

Unit 3:

Anthology

- What are some ways to be healthy? ("Healthy Eating" Wk2, pp. 60-63)
- What are some ways to make a doll? ("Make a Doll" Wk 3, pp. 68-69)
- Explain how a bottle gets recycled. ("A bottle Takes a Trip" Wk 4, pp. 108-113)

Decodable

- Tell your teacher about what a magnet does. ("Magnets" Wk1)
- What does a firefighter do? ("Race to a Fire!" Wk2)
- Tell your teacher about the American flag. ("Our Flag" Wk 3)
- Tell your teacher about your home. ("Where is your home?" Wk 4)

Oral Vocabulary Cards

- What are some ways to make art? (Wk 3)

Unit 4:

Anthology

- How do bees stay busy? ("Busy As a Bee" Wk1, pp. 30-33)
- What are some ways to celebrate Chinese New Year? ("Chinese New Year" Wk 2, pp. 60-63)
- Tell your teacher about Cesar Chavez. ("Cesar Chavez" Wk 3, pp. 70-77)
- How do animals work together? ("Animal Teams" Wk 5, pp. 114-132)

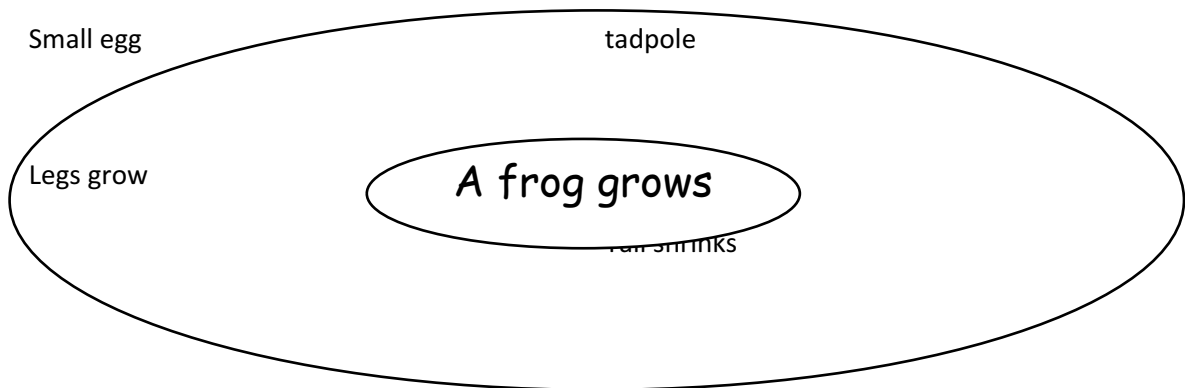
Decodable

- What are some ways to be safe? ("Play It Safe!" Wk 1)
- How do seeds grow? ("Plants Grow From Seeds" Wk 2)
- Tell your teacher how a frog grows. ("How a Frog Grows" Wk 3)
- Tell your teacher about bats. ("Bats" Wk 4)
- Tell your teacher about a map. ("Maps" Wk 5)

Science Text:

- What do plants need to grow? (chapter 1, Lesson 1 and 2)
- How do plants grow? (Chapter 1, Lesson 3)
- Tell your teacher about the water cycle. (Chapter 4, lesson 2)
- What happens in the winter? Spring? Summer? Fall? (Chapter 5)

Example Informative: How do frogs grow?



a frog grows

Small egg

tadpole

Tail shrinks

The size of a dot

legs too

Live out of water

a frog grows

4- A frog grows from a small egg that is the size of a dot. Then a tadpole grows with legs. The tail shrinks. Now it is a frog.

topic

detail

tell me more (not assessed)

sense of closure

3- A frog grows. Then a tadpole grows legs. The tail shrinks.

2- I like frogs. Legs come. It is a tadpole first.

Informative/Explanatory Quick Writes

(Purpose is for writing fluency. It is not tied to a graphic organizer)

W1.8 With guidance and support from adults, recall information from experiences or gather information from provided resources to answer a question.

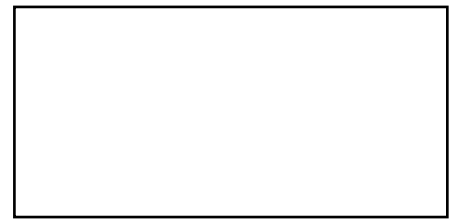
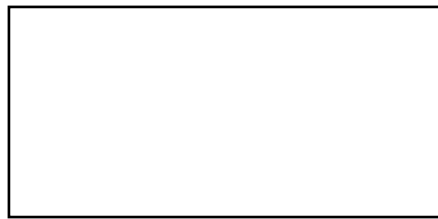
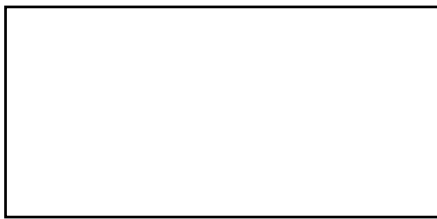
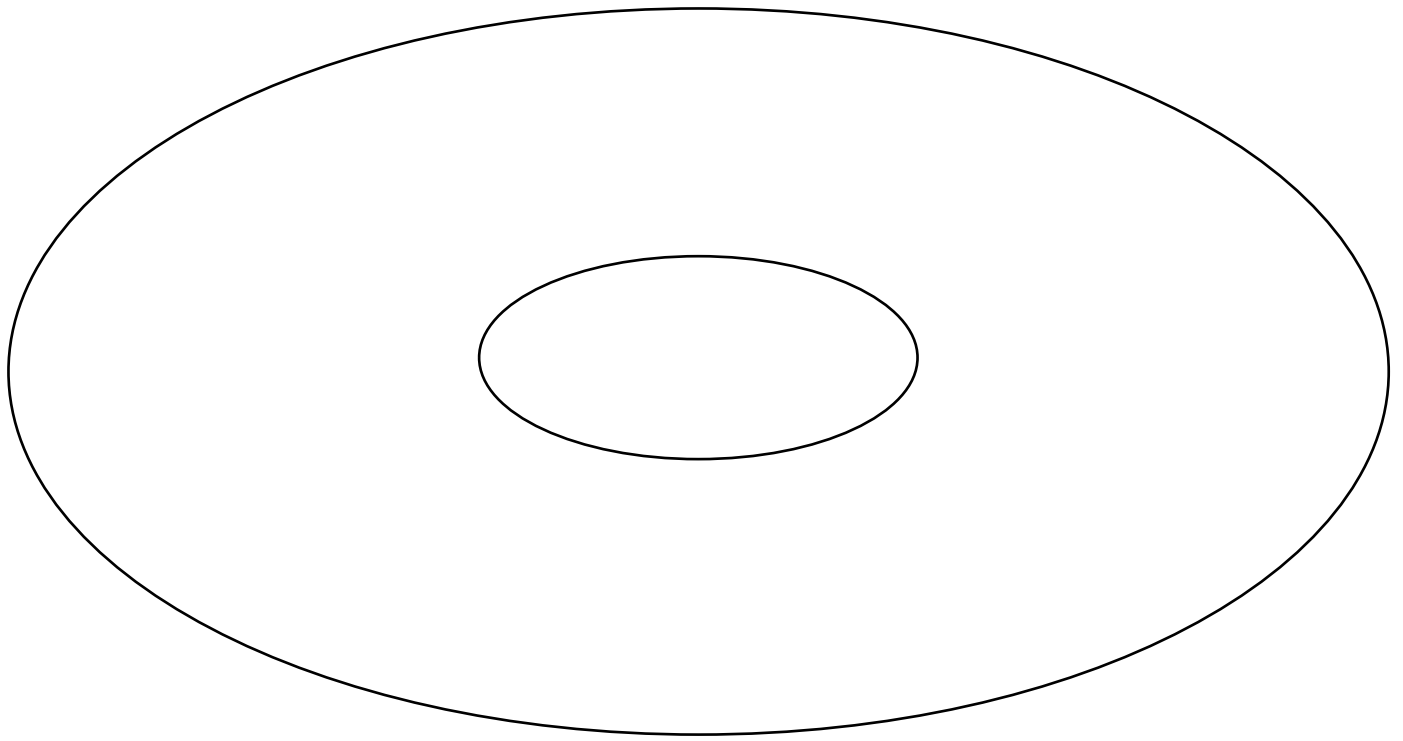
(Experience based)

- We just got back from lunch. Tell your teacher how you went to lunch today.
- We just watched an assembly about_____. Tell your teacher about it.
- Tell your teacher how you _____ in math today.
- Tell your teacher how you play tag.
- Tell your teacher how you play with friends.

(Resource based)

- You just got done reading a book about____. Write some things you learned about____. (Students write in complete sentences)

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1st Grade Informative/Explanatory Writing

Revising Topics:

____ Introduce/name the topic

____ Give facts

____ Provide a sense of closure

Editing Topics:

_____ Capitalization

____ Beginning of a Sentence

____ Names of People, dates, and I

_____ Punctuation

____ Correct end mark at the end of a sentence

____ Commas in a series (where appropriate)

_____ Complete/Incomplete Sentences (who/what)

_____ Does it make sense? (Correct use of prepositions, conjunctions, possessives, determiners etc. where appropriate)

_____ Spelling

_____ Neat penmanship (including correct spacing)

Informative/Explanatory Rubric

Grade 1

	Prompt-Content SCORE: _____	Revise- Organization SCORE: _____	Edit- Conventions SCORE: _____
4-Grade Level Mastery	<p>Writing completely responds to the prompt.</p> <p>Gives many facts about the topic</p> <p>Writing progresses logically</p>	<p>Introduces the topic</p> <p>Writing completely maintains a focus</p> <p>Provides a sense of closure</p>	<p>All sentences are complete.</p> <p>Uses all grammar rules correctly (noun/verb agreement, prepositions, conjunctions, possessives, determiners etc., when appropriate)</p> <p>Has correct end punctuation and/or use of commas (when appropriate)</p> <p>All capitalization is correct (first word of a sentence, names of people, and the word "I").</p> <p>Printing is completely legible (spaces and penmanship).</p> <p>All grade level words spelled correctly.</p>
3-Approaching Grade Level Mastery	<p>Writing mainly responds to the prompt.</p> <p>Gives more than one fact about the topic</p> <p>Writing mostly progresses logically</p>	<p>Somewhat introduces the topic</p> <p>Writing mainly maintains a focus.</p> <p>Provides some sense of closure</p>	<p>Most sentences are complete.</p> <p>Mostly uses grammar rules correctly (noun/verb agreement, prepositions, conjunctions, possessives, determiners etc., when appropriate) correctly.</p> <p>Most end punctuation and/or use of commas (when appropriate), is correct.</p> <p>Most capitalization is correct (first word of a sentence, names of people, and the word "I").</p> <p>Printing is mostly legible (spaces and penmanship).</p> <p>Most grade level words spelled correctly.</p>
2-Making Progress	<p>Writing attempts to respond to the prompt but is mostly about something other than the prompt itself.</p> <p>Gives a fact about the topic</p> <p>Writing attempts to progress logically</p>	<p>Attempts to introduce the topic</p> <p>Focus of writing drifts</p> <p>Attempts to provide some sense of closure</p>	<p>Some sentences are complete.</p> <p>Uses some grammar rules correctly (noun/verb agreement, prepositions, conjunctions, possessives, determiners etc., when appropriate) correctly some of the time.</p> <p>Some end punctuation and/or use of commas (when appropriate) is correct.</p> <p>Some capitalization is correct (first word of a sentence, names of people, and the word "I").</p> <p>Some printing is legible (spaces and penmanship).</p> <p>Some grade level words spelled correctly.</p>
.-Insufficient Progress toward Grade Level Mastery	<p>Writing does not respond to the prompt.</p> <p>Does not give facts about the topic</p> <p>Writing does not progress logically</p>	<p>Does not name the topic</p> <p>Writing does not have a focus</p> <p>Does not have a sense of closure</p>	<p>Few or no sentences complete.</p> <p>Does not use grammar rules correctly (noun/verb agreement, prepositions, conjunctions, possessives, determiners etc., when appropriate) correctly.</p> <p>Little or no end punctuation and/or commas (when appropriate) is correct.</p> <p>Little or no capitalization is correct.</p> <p>Printing is not legible (spaces and penmanship).</p> <p>Few if any grade level words spelled correctly.</p>

“Water Wise”

Original Science Script Written and Developed by Lisa Blau
Reformatted by Staci Hart

Water is the Earth’s most precious resource. Every form of life needs water in order to live. A tiny fish needs water. A tall tree needs water. Everyone needs water!



People need water to drink because our bodies need water to stay healthy. We also need water to make the crops grow so that we have food to eat. People use water for taking baths, brushing their teeth, and washing their clothes. Everyone needs water!

We know that water is precious so we must find ways to save all the water that we can. If you turn off the running water when you brush your teeth, you can save 35 gallons of water in one week. If you take a shorter shower you can save up to 75 gallons of water in one week! You can help Mom or Dad fix leaky faucets or make sure it is turned off all the way. You don’t want to leave it dripping. Every drop counts!



Never play in sprinklers if your town is having a water shortage. It is tons of fun, but you will use over 10 gallons of water in only one minute! Don’t use more water than you really need. You really don’t need to fill your bathtub up all the way when you take a bath. You should use a broom, not the hose, to clean a driveway or sidewalk. When washing your family car, fill up a bucket of water and only use the hose to rinse it off.

By trying some of these tricks, you and your family can help save lots of water.

