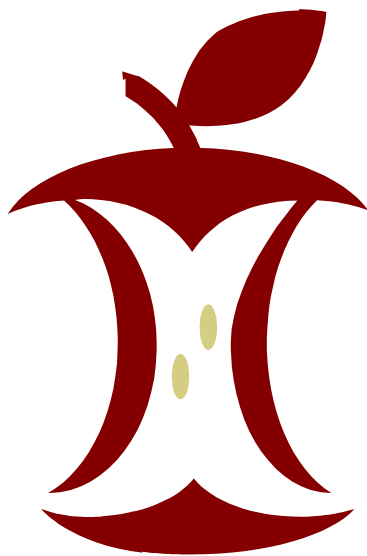


PUSD
Informative/Explanatory
Writing Prompt, Rubric, and
Resources

Grade 4

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 prewrite 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!

Name _____

Title of Article (1)

(Print Article Here)

Cited source:

Name _____

Title of Article (2)

(Print Article Here)

Cited source:

Teacher Resources

Prompt Ideas and Resources

Informative/Explanatory Prompt Ideas

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.

Quick Writes or Quick Types:

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.

Informational/Explanatory Writing

Grade 4

	Informational/Explanatory (content) SCORE: _____	Revising Writing (organization) SCORE: _____	Editing Writing (conventions) SCORE: _____
4-Grade Level Mastery	<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>
3-Approaching Grade Level	<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>
2-	<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>
1-	<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

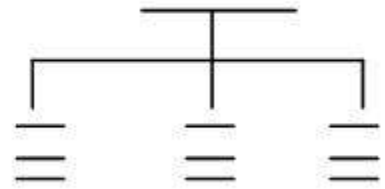
_____ consolidate or combine short sentences

_____ word choice (precise or domain-specific language)

_____ word order

_____ Logical/sequential progression of ideas

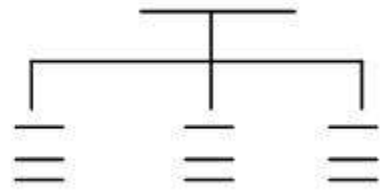
Expository-Tree



Fourth Grade Editing Topics:

- _____ Capitalization
 - _____ Titles
 - _____ Beginning of a Sentence
 - _____ Proper nouns (names of people, places, things)

Expository-Tree



- _____ 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



12 / 96

74.2%

Tools Sign Comment

Export PDF Create PDF Send Files Store Files

Acrobat.com

Sign In

Store and access PDF and other documents from multiple devices. Learn More

Open Acrobat.com Files

Save

Expository Writing Grade 4 CCSS

Introduction:

Introduction box with lines A, B, and C for writing.

Introduction box with lines A, B, and C for writing.

Body paragraph box A with lines for writing.

Details:

Five horizontal lines for details.

Body paragraph box B with lines for writing.

Details:

Five horizontal lines for details.

Body paragraph box C with lines for writing.

Details:

Five horizontal lines for details.

Conclusion

Conclusion box with lines A and B for writing.

Conclusion box with lines A and B for writing.

© Pearson Education, Inc. or its affiliate(s). All rights reserved.