

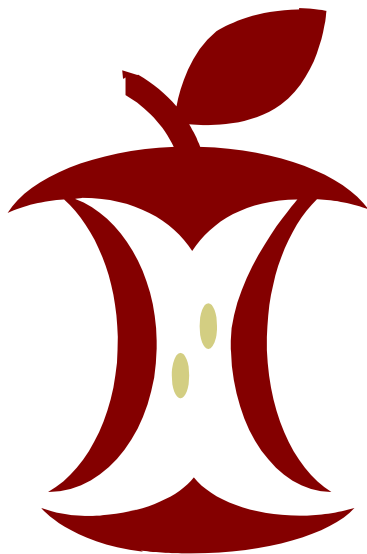
PUSD

Informational Explanatory

Writing Prompt, Rubric, and Resources

Grade 3

2014-2015



Informative Explanatory Writing

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

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

Summative Data due in Illuminate: April 10, 2015

Grade level standard W3.2:

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

- a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b) Develop the topic with facts, definitions, and details.
- c) Use linking words and phrases to connect ideas within categories of information.
- d) Provide a concluding statement or section.

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 Informational/Expository Writing
Common Core Standard W3.2

Prompt: What can you do to save water?
Answer the question with facts, definitions, and details from the text(s).

Teacher Directions and Script

Summary: This task is to be completed in phases over three days. In phase one, students prepare for writing by viewing a video clip (optional), reading source materials, and having class discussions to help students form their opinion. In phase two, teacher reviews the materials and discussions from phase one and allows students to write their 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 the writing assessment. A student may take as long as he/she needs to complete the task.

Day 1 (Suggested time: 45 minutes)

- Teacher introduces the topic of saving water. Teacher says: ***Today we are going to read to learn how to save water.***
- Optional: Teacher **may** show a video The Adventure of EcoRilla (http://www.youtube.com/watch?v=_ex1ZuKfw64).
- Give out the student prompt packets and read the prompt together. Use the writing process to analyze the prompt.
- Read the student writing prompt sheet aloud together and use the writing process to analyze the prompt as a class.
- Teacher prepares students for reading. Teacher says: ***We are going to closely read an article called Save Our Water! As you listen to the text, think about what the author tells us about how to save water. After you have had a chance to hear the article a second time, you will write a paragraph that answers the prompt and explains your thinking. You will explain your thinking with facts, definitions, and details to support your points.***
- Pass out the article Save Our Water! Teacher uses close reading strategies with students to draw attention to specific details. Read the article aloud. Allow students to reread the article or their notes a second time or take more notes as needed as they consider the content.
- Pose the question: **What can you do to save water?** Remind students to use the article and their notes when thinking through their informative piece. Have students share their ideas with each other.
- Explain that *tomorrow you will be writing about what you can do to save water.* Collect the article, assignment sheets, and notes. (Be sure names are on them.)

Day 2 (Suggested time 45 minutes)

- Return the articles, assignment sheets, and notes and re-read the article aloud.
- Ask students to think about the article. **What can you do to save water?** Have students turn and talk to a partner(s) about this. Each student should have a chance to share their ideas from the previous day. Students may add additional details to their notes.
- Provide lined paper. Teacher says: **Write your name and the date at the top. You will use this paper for your writing.** Go through the rest of the directions on the Student Assignment Sheet together.
- 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/revising/editing tomorrow. Collect student work and materials.

Day 3 (Suggested 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.

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

Grade 3 Performance Task

Writing an Informational/Explanatory Piece

Name: _____

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 paragraph. You should write your informational/explanatory essay on lined paper.

Writing Prompt: What can you do to save water?
Answer the question with facts, definitions, and details from the article.

Remember, a good informative writing will:

- *Introduce the topic you are writing about.*
- *Clearly state facts, definitions, and details.*
- *Use linking words and phrases.*
- *Wrap up the writing with a concluding statement.*
- *Use capitals, punctuation, and spell words correctly.*

You will have three class periods to complete this reading/thinking/writing task. You may take notes right on the article or on a separate sheet of paper. You may want to take some time to plan your writing before you begin work. When you have finished, be sure to proofread your work.

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

Prompt Ideas and Resources

Prompt-**What can you do to save water?**

Suggested Video: http://www.youtube.com/watch?v=_ex1ZuKFW64

Read attached article #1 *Save Our Water!*

Prompt-**Who is George Washington Carver?**

Suggested Video: <http://www.youtube.com/watch?v=ggUI20GR7Fw>

Read attached article #2 *Famous African American George Washington Carver*

Prompt-**Why is Pluto not a planet?**

Suggested Video: <http://www.youtube.com/watch?v=9b25dPQ9ORY>

Read *The Sun and Its Planets*

Science Text Book p.218-224

Read *Eight is Enough*

Wonders p.86-87

Prompt-**How do animals get what they need?**

Read *How do animals get what they need?*

Science Interactive Text p.6-7

Read *Science Textbook* p.30-31

Read *Animals and What They Need*

Wonders p.42-43

Suggested Video: <http://www.youtube.com/watch?v=Pe9kSIVeEIM>

Prompt-**How do Meerkats work together?**

Suggested Video: <http://www.youtube.com/watch?v=kJ4CYbCGhLA>

Read *Mighty Little Meerkats*

Wonders p.44-45

Read attached article #3 *Meerkat Suricata suricatta*

Prompt-**What does an illustrator do?**

Suggested Video: <http://www.youtube.com/watch?v=FEw23En5cO4>

What Do Illustrators Do?

Treasures p.362-383

Quick Writes:

How can you play safe on the playground?

How do you make a picture graph?

How do you make a bar graph?

How would you make a map of our classroom?

Article #1

Name _____

Save Our Water!

Did you know that kids can make a very important difference in saving the earth's water? They can! But first off, why do we even need to save water?

Water is a natural resource that we get from the Earth. Without it, we would not be able to live! Imagine a world with no water at all. You wouldn't be able to drink it, bathe, or swim! Without clean water, plants, animals, birds, and ocean life would also be unable to live. Kids can help protect this resource. You make a huge difference simply by starting at home. To get an idea of how much water we could save if we all made a small effort, think about this. What if every person across the nation flushed their toilets one time less every day? Together they could save enough water to fill a lake as large as a mile wide and long and four feet in depth!

Now you know how important it is to help save water. Try some of the ideas below. Start doing your part to change our world!

Some Ways Kids Can Help to Save Water:

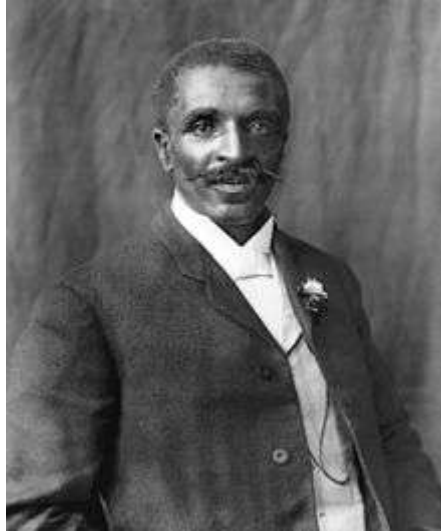
- When you wash your hands, don't leave the water running. Wet your hands and turn the water off. Use soap and lather your hands well. Then turn the water on to rinse. Turn off the water and make sure it is off completely. Then dry your hands.
- Do the same when you brush your teeth. Turn the faucet on to get your toothbrush and toothpaste wet. Turn it on again to rinse your mouth and toothbrush. Don't leave the water running while you're brushing.
- Baths use a lot of water (about 37 gallons on average). Take short showers and use only about 20 gallons of water, instead.
- Do you have plants in your house? When vegetables or other fresh produce are washed, collect what water and use it to water the plants.
- Do you like a drink of cold water now and then? Keep a pitcher of water in the refrigerator. That way you don't have to run the water to get it cold.
- Put a barrel outdoors to catch rain water. Then use the water for things like watering plants or flushing toilets. You can save hundreds of gallons of water a year!
- In the summertime, it's fun to play under the lawn sprinkler. When you do, make sure it's only when the lawn is being watered.
- Remind the others in your home, and your friends, not to leave any faucet running. Only use what is truly needed!
- Is there a leaky faucet or toilet in the bathroom at school? Be sure to let someone know so that it can be repaired.

Even if you do just one thing each day to contribute to your home's water conservation, you're doing the right thing!

Adapted from Water Conservation for Kids

Name _____

Famous African American George Washington Carver



Did you ever wonder who created peanut butter? It was George Washington Carver! Carver performed scientific experiments on peanuts and made many other useful products from them, including dyes, shampoo, and soap.

George Washington Carver was born a slave during the Civil War. He never knew his parents. When he was very young, Carver was freed from slavery. He wanted to get an education. He decided to work at lots of jobs so he could afford school. He worked as a cook and a janitor. He even took in laundry, washing clothes to make money.

In 1894, Carver received a degree in agriculture from Iowa State University. He was very talented in his field. He became a professor at the Tuskegee Institute in Alabama. There, he was a leading expert in agriculture. He conducted lots of experiments. He also worked hard to improve race relations. Today, he is remembered as an important inventor and educator.

Name _____

Meerkat *Suricata suricatta*



**All adult meerkats—
male and female—pitch in to help educate the young in hunting and survival techniques.**

Photograph by Mattias Klum

These gregarious animals are often seen in groups, and several families may live together in a large community. Squirrel-sized meerkats are mongooses famed for their upright posture. They often stand on their rear legs and gaze alertly over the southern African plains where they live. Mothers can even nurse their young while standing.

Meerkats (also called suricates) work together in numbers. A few will typically serve as lookouts, watching the skies for birds of prey, such as hawks and eagles, that can snatch them from the ground. A sharp, shrill call is the signal for all to take cover. While a few individuals guard the group, the rest busy themselves foraging for the foods that make up their varied diet. Meerkats will eat insects, lizards, birds, and fruit. When hunting small game, they work together and communicate with purring sounds. Meerkats are good hunters and are sometimes tamed for use as rodent-catchers.

Meerkat groups utilize several different burrows and move from one to another. Each burrow is an extensive tunnel-and-room system that remains cool even under the broiling African sun. Females give birth to two to four young each year in one of the group's burrows. Fathers and siblings help to raise meerkat young, teaching them to play and forage and alerting them to the ever present danger from above. Young meerkats are so fearful of predatory birds that even airplanes will send them diving for cover.

Map



Size relative to a 6-ft (2-m) man:



Fast Facts

Type: Mammal **Diet:** Omnivore

Size: Head and body, 9.75 to 11.75 in (25 to 30 cm); tail, 7.5 to 9.5 in (19 to 24 cm)

Weight: Less than 2.2 lbs (1 kg)

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Document Views: Print Reading Layout, Web Reading Layout, Outline Layout, Draft Layout

References: Ruler, Gridlines, Navigation Pane

Mailings: Zoom 100%, Page Width, Zoom

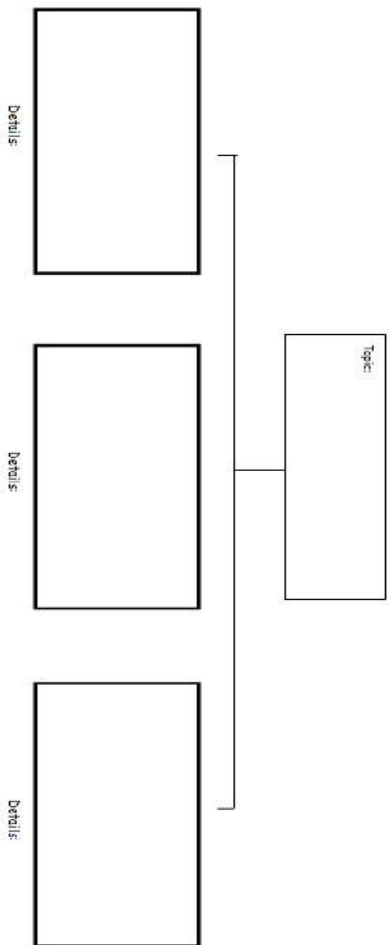
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Name _____ Date _____

Grade 3 Expository Writing



Closing: _____

Page: 1 of 1 Words: 11

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Expository Writing

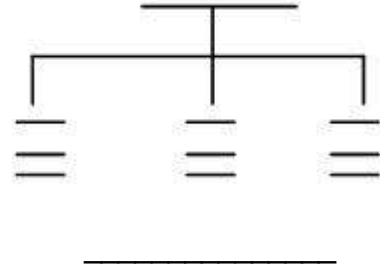
Third Grade Expository Revising Topics:

- ___ Introduce the topic
- ___ Support the topic with:
 - ___ facts/details
- ___ Use linking words and phrases
- ___ Have a concluding sentence
- _____ Details to improve the meaning and focus
 - ___ add words, phrases, or sentences
 - ___ delete/omit words or sentences
 - ___ word choice
 - ___ word order

Third Grade Expository 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
- _____ Making Sense
 - ___ Complete/Incomplete Sentences
 - ___ Subject/Verb agreement
 - ___ Correct use of verb tense
- _____ Spelling

Expository-Tree



	Content (Informative) SCORE: _____	Organization (Revise) SCORE: _____	Language Conventions (Edit) SCORE: _____
	<p>*Writing addresses all aspects of the <u>prompt</u>.</p> <p>*Writing clearly develops the topic with <u>facts, definition, and detail</u>.</p> <p>*The writing includes <u>illustrations</u> that closely aid comprehension.</p> <p>*Writing completely <u>makes sense</u>.</p>	<p>*The writing clearly <u>introduces the topic</u>.</p> <p>*The writing clearly <u>stays on topic</u>.</p> <p>*The writing includes clear, well-chosen <u>academic words and phrases</u> that improve the meaning and focus.</p> <p>*The writing effectively uses <u>linking words and phrase to group related information together</u>.</p> <p>*The writing provides an effective <u>concluding statement</u>.</p>	<p>*Writing uses <u>grammar rules</u> consistently and correctly (pronouns, abstract nouns, comparative and superlative adjectives and adverbs, verb tenses and plural nouns).</p> <p>*Writing uses <u>compound and complex sentences with coordinating and subordinating conjunctions</u> correctly and consistently.</p> <p>*Writing <u>capitalizes</u> words correctly and consistently.</p> <p>*Writing <u>punctuates</u> (commas, apostrophes, end punctuation) correctly and consistently.</p> <p>*Writing applies <u>spelling rules and patterns</u> correctly and consistently.</p>
3-Approaching Grade Level Mastery	<p>*Writing addresses the prompt with an inconsistent focused response.</p> <p>*Writing mostly develops the topic with <u>facts, definition, or detail</u>.</p> <p>*The writing includes <u>illustrations</u> that mostly aid comprehension.</p> <p>*Writing mostly <u>makes sense</u>.</p>	<p>*Writing <u>introduces the topic</u>.</p> <p>*Writing mostly <u>stays on topic</u>.</p> <p>*Writing includes some words and phrases that <u>improve the meaning and focus</u>.</p> <p>*Writing uses <u>linking words</u> correctly.</p> <p>*Writing provides a <u>concluding statement</u>.</p>	<p>*Writing uses <u>grammar rules</u> with few errors (pronouns, abstract nouns, comparative and superlative adjectives and adverbs, verb tenses and plural nouns).</p> <p>*Writing uses <u>compound and complex sentences with coordinating and subordinating conjunctions</u> with few errors.</p> <p>*Writing <u>capitalizes</u> words with few errors.</p> <p>*Writing <u>punctuates</u> (commas, apostrophes, end punctuation) with few errors.</p> <p>*Writing applies <u>spelling rules and patterns</u> (as referenced in pacing guide) with few errors.</p>
2- Making Progress toward	<p>*Writing attempts to address the prompt but lacks focus.</p> <p>*The writing’s attempts to develop the topic with <u>facts, definitions or details</u> is unclear.</p> <p>*The writing includes <u>illustrations</u> that somewhat aid comprehension.</p> <p>*Writing <u>makes some sense</u> but is not clear.</p>	<p>*Writing attempts to <u>introduce the topic</u> but is unclear.</p> <p>*Writing somewhat <u>stays on topic, yet, progression of ideas is lacking (rambling or repetition)</u>.</p> <p>*Writing includes few words and phrases that <u>improve the meaning and focus</u>.</p> <p>*Writing inconsistently uses <u>linking words</u> correctly.</p> <p>*Provides an unclear <u>concluding statement</u>.</p>	<p>*Writing uses <u>grammar rules</u> inconsistently (pronouns, abstract nouns, comparative and superlative adjectives and adverbs, verb tenses and plural nouns).</p> <p>*Writing uses <u>compound and complex sentences with coordinating and subordinating conjunctions</u> with many errors.</p> <p>*Writing <u>capitalizes</u> words with many errors.</p> <p>*Writing <u>punctuates</u> (commas, apostrophes, end punctuation) with many errors.</p> <p>**Writing applies <u>spelling rules and patterns</u> (as referenced in pacing guide) with many errors.</p>
1-Insufficient Progress toward Grade	<p>*Writing does not address the prompt.</p> <p>*The writing does not develop the topic with <u>facts, definitions, or details</u>.</p> <p>*The writing does not include related <u>illustrations</u>.</p> <p>*Writing <u>makes no sense</u>.</p>	<p>*Writing does not <u>introduce the topic</u>.</p> <p>*Writing does not <u>stay on topic</u>.</p> <p>*Writing does not include words or phrases that <u>improve the meaning and focus</u>.</p> <p>*Writing does not use <u>linking words</u>.</p> <p>*Writing does not have a <u>concluding statement</u>.</p>	<p>*Writing does not use <u>grammar rules</u> (pronouns, abstract nouns, comparative and superlative adjectives and adverbs, verb tenses and plural nouns).</p> <p>*Writing does not use <u>compound and complex sentences with coordinating and subordinating conjunctions</u>.</p> <p>*Writing does not <u>capitalizes</u> words.</p> <p>*Writing does not <u>punctuates</u> (commas, apostrophes, end punctuation).</p> <p>*Writing does not apply <u>spelling rules and patterns</u> (as referenced in pacing guide) with excessive errors.</p>