

AUTHOR AT WORK



Grade 4

ELA Performance Task
Guided Practice
Assessment



TEACHER DIRECTIONS

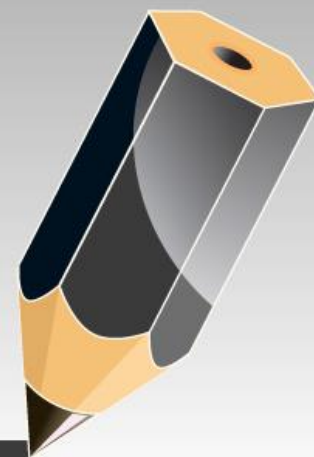
Grade 4

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STUDENT DIRECTIONS

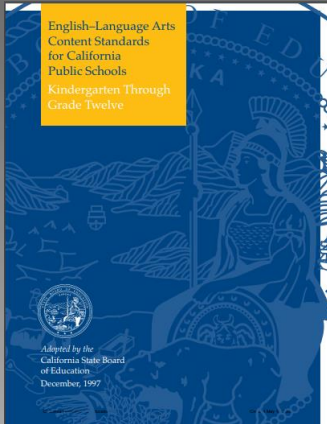
Writing Benchmarks



1997 ELA Standards

Dec 1997: State Board of Education (SBE) adopted standards for what every student should learn in every grade in English–language arts (ELA) and mathematics.

2nd grade standards



WRITING

1.0 Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade two outlined in Writing Standard 1.0, students:

- 2.1 Write brief narratives based on their experiences:
 - a. Move through a logical sequence of events.
 - b. Describe the setting, characters, objects, and events in detail.
- 2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.

Grade: Second

Student Name _____ School Year _____

1st Quarter

Prompt: Write a thank you letter to someone

- Body must have minimum of three sentences

Rubric/Scoring Guide

Score 4

- Responds to prompt using a writing style that is coherent and interesting
- Uses correct spelling of core words
- Uses correct penmanship

2nd Quarter

Prompt: A friend is giving away puppies (or kittens)

- Write a letter to convince your parents that you would be a responsible pet owner if they let you have one
- Body must have a minimum of six sentences

Rubric/Scoring Guide

Score 4

- Responds to prompt using a writing style that is coherent and interesting
- Uses correct spelling of core words
- Uses correct penmanship

3rd Quarter

Prompt: We have special things we do with friends and families; things like playing games, going places or celebrating a special time together
What was a special time/event you spent with your family?

Rubric/Scoring Guide

Score 4

- Responds to prompt using a writing style that is coherent and interesting
- Uses correct spelling of core words
- Uses correct penmanship

4th Quarter

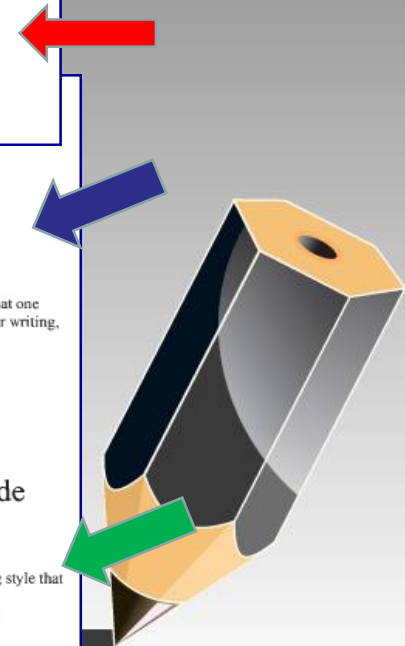
Prompt: school is coming to an end soon. What one event did you like best about this year? In your writing, include the following:

- Who you were with
- Where you were
- What you did first
- What happened next?
- How did the event end?
- Descriptive details

Rubric/Scoring Guide

Score 4

- Responds to prompt using a writing style that is coherent and interesting
- Uses correct spelling of core words
- Uses correct penmanship



CCSS Writing 2nd Grade

June 2010: Common Core State Standards Initiative releases the final version of its standards for English language arts and math, an effort that took three years from conception to completion.

3 Types of Writing: Opinion, **Informative/ Explanatory**, and Narrative

Text Types and Purposes:

CCSS.ELA-LITERACY.W.2.1

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.

CCSS.ELA-LITERACY.W.2.2

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

CCSS.ELA-LITERACY.W.2.3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

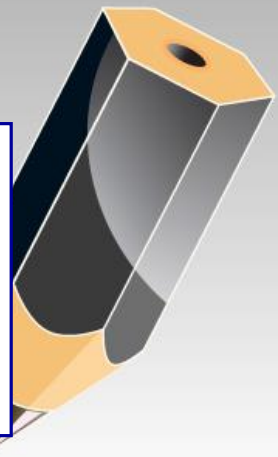
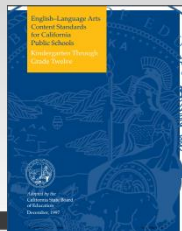


2.0 Writing Applications (Genres and Their Characteristics)

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Current Benchmarks

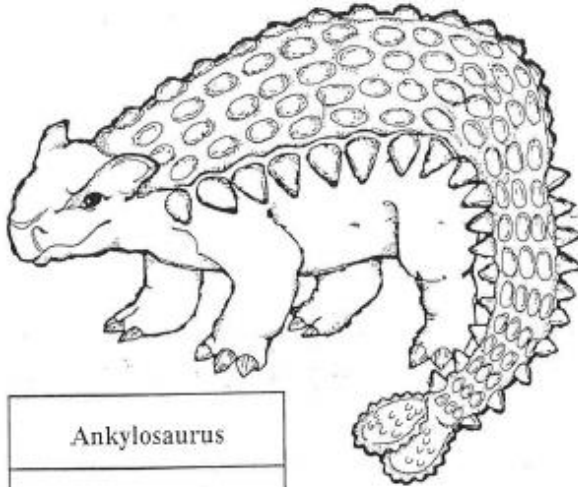
Halloween was so much fun
this year. I got a whole bunch
of candy. I went trick-or-
treating to so many houses.
Halloween was awesome.

First, we had a Halloween
parade at school. In the parade
I was Bane Max. We walked
around the basketball court.

September 15, 2011
Dear [REDACTED] name [REDACTED]
I have a dog named Bella.
She is a Yorkie poo. Her
fur is black. She likes to
sit on my lap. She likes to
kiss me. She likes to play.
She is so little. I love
Bella so much. Dylan
From,
[REDACTED]

2nd Grade Informative Benchmark

Researching Dinosaurs



Ankylosaurus

Ankylosaurus lived through 68 million and 65 million years ago. They lived in western North America. The name means fused lizard.

Ankylosaurus stood on four legs. It had bony plates on its back and tail because it was armored.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.2.7

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

CCSS.ELA-LITERACY.W.2.8

Recall information from experiences or gather information from provided sources to answer a question.

They were armored dinosaurs with bony shaped bodies.

Ankylosaurus is a dinosaur that had a big bony club at the end of tail because it lashed out at flesh eaters, knocking them off their feet or crushing their skulls. The dinosaur tail ended in a big ball of bone. This dinosaur was one of the most successful at surviving.

I learned from the video people and dinosaurs did not live at the same time. Dinosaurs died 60,000,000 years before humans. It was interesting to learn that it had a big ball of bone at the end of its tail. Ankylosaurus was cool. The name means fused lizard.

What is in store for our students taking the Smarter Balance Assessment?



Grade 4 ELA Draft Sample PT Item Form C2 T2

How this task contributes to the sufficient evidence for this claim:

In order to complete the performance task, students

1. Gather, select, and analyze information in a series of sources
2. Write a narrative effectively demonstrating
 - Narrative strategies (dialogue, sensory or concrete details, description)
 - Author's craft appropriate to purpose (detailing characters, plot, and setting)
 - Interpretation of language by distinguishing literal from nonliteral (correct and incorrect) meanings of words and phrases used in context
 - Clear and coherent organization of writing
 - Command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling

Grade 4 ELA Draft Sample PT Item Form C2 T2



Student Directions:

Part 1 (35 minutes)

Your assignment:

You will read an informational article about fables and then read three fables, taking notes on all of these sources. Then, you will answer several questions about these materials and write your own full-length fable.

Steps you will be following:

In order to plan and write your story, you will do all of the following:

1. Read an informational article and three fables.
2. Answer several questions about the sources.
3. Plan, revise, and write a fable.

Directions for beginning:

You will now read one article and three fables. Take notes because you may want to refer to your notes while writing your fable. You can refer to any of the sources as often as you like. Your notes and sources will be your basis for writing your final draft.

(informational article)
(fable 1)
(fable 2)
(fable 3)

Grade 4 ELA Draft Sample PT Item Form C2 T2



Sample Generic 4-point Narrative (Grades 3-8) Writing Rubric

Score	Establishment of Narrative Focus and Organization		Development: Elaboration and Language		Conventions
	Narrative Focus	Organization	Elaboration of Narrative	Language and Vocabulary	Conventions
4	<p>The narrative, real or imagined, is clearly focused and maintained throughout:</p> <ul style="list-style-type: none"> effectively establishes a setting, a narrator and/or characters, and a point of view* 	<p>The narrative, real or imagined, has an effective plot helping create unity and completeness:</p> <ul style="list-style-type: none"> effective, consistent use of a variety of transitional strategies logical sequence of events from beginning to end effective opening and closure for audience and purpose 	<p>The narrative, real or imagined, provides thorough and effective elaboration using details, dialogue, and description:</p> <ul style="list-style-type: none"> effective use of a variety of narrative techniques that advance the story or illustrate the experience 	<p>The narrative, real or imagined, clearly and effectively expresses experiences or events:</p> <ul style="list-style-type: none"> effective use of sensory, concrete, and figurative language clearly advances the purpose 	<p>The narrative, real or imagined, demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> few, if any, errors in usage and sentence formation effective and consistent use of punctuation, capitalization, and spelling

How do we support our students needs?

Name _____ Date _____

RUSD- PILOT- Narrative for W1, Grade 4

Point Value	4 (At Grade Level)	3 (Approaching Grade Level)	2 (Below Grade Level)	1 (Far Below Grade Level)
Information CCSS: W3a W4	<ul style="list-style-type: none"> Responds skillfully to all parts of the prompt Purposefully orients the reader by skillfully establishing a vivid situation (real or imagined) and introducing characters and/or narrator 	<ul style="list-style-type: none"> Responds to all parts of the prompt Orients the reader by establishing a situation (real or imagined) and introducing characters and/or a narrator 	<ul style="list-style-type: none"> Responds to most parts of the prompt Establishes a situation (real or imagined) and attempts to introduce 	<ul style="list-style-type: none"> Responds to some or no parts of the prompt Fails to establish a situation (real or imagined) and does not introduce

Organization Plot: CCSS: W3a W3c W3e W4	<ul style="list-style-type: none"> Coherently organizes an effective plot to create a sense of unity and completeness to the text Effectively establishes and maintains setting develops narrator/characters, and maintain point of view Skillfully connects a variety of transitional words and phrases to manage the sequence of events Provides a conclusion that clearly follows from the narrated experience or events
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Narrative Techniques CCSS: W3b W3d W9	<ul style="list-style-type: none"> Uses creative descriptions of actions, thoughts, and feelings to develop experiences and events Uses vivid dialogue to show the response characters to situations Draw sufficient evidence from literary or informational text to support analysis, reflection, and research Uses concrete words and sensory details to make experiences and events come to life
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Language CCSS: L1 L2	<ul style="list-style-type: none"> Uses purposeful and varied sentence structures Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) enhance meaning Utilizes precise and sophisticated word choice
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Grade 4 ELA Draft Sample PT Item Form C2 T2



Sample Generic 4-point Narrative (Grades 3–8) Writing Rubric					
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conventions; errors are minor and do not obscure meaning <ul style="list-style-type: none"> Utilizes strong and grade-level appropriate word choice 	• Demonstrates some grade level appropriate conventions, but errors obscure meaning <ul style="list-style-type: none"> Utilizes vague or basic word choice 	understanding of grade level appropriate conventions, and errors interfere with the meaning <ul style="list-style-type: none"> Utilizes incorrect and/or simplistic word choice
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Where are we going?

GRADE 4

STUDENT DIRECTIONS

Teacher Reads: The Chumash are a Native American people who historically inhabited that central and southern coastal regions of California. In the third grade you learned about different Native American tribes, today you will read about the Chumash tribe. You will use all your knowledge about Native Americans to write your creative Narrative story.

Student Instructions:

Your teacher will read two articles and share a video:

- 1- Chumash Indians article
- 2- Native American Facts for Kids article
- 3- The Chumash video

Next, your teacher will facilitate a discussion with the class. Use all three resources to respond to the stimulus questions and the prompt. Use text evidence and supportive details.

Stimulus Questions:

1. *What role would play you in the tribe?*
2. *What was the Chumash culture like?*
3. *How did the Chumash people live day to day?*

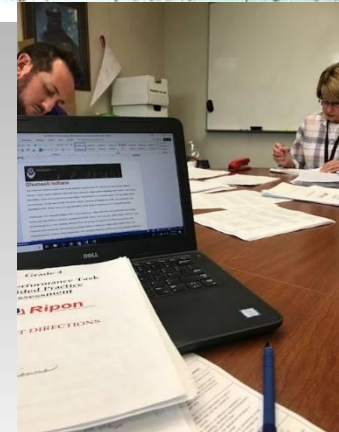
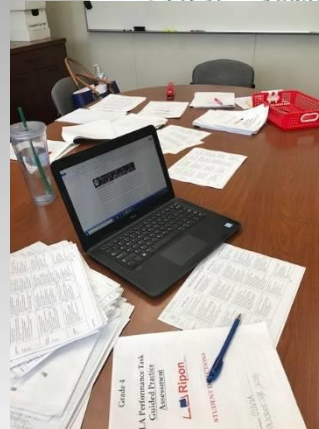
You are to use the writing process; you will brainstorm, research, use any graphic organizers you are familiar with, take notes, listen to the two articles and discussing both questions as a class. Use your notes to write your narrative story. You will do your prewriting, drafting, revising, editing and your final copy. **You will have no peer or teacher help for your writing piece.** Please answer the following question in a multi-paragraph Narrative Story:

Write a Narrative story about your adventure with a Chumash Chief.
Describe your journey through the village with details and supporting facts from your two articles and video.



I woke up today because of the clattering. I heard in the chumash village. I quickly knew it was time to get up so I rose from my grass mat. I saw the grass ceiling in my grass hut. I saw my whole extended family lying on there soft grass mat still sleeping. I told them "wake up we have a day of ah... of us". I knew we did because today I would teach all of the kids how to fish, hunt, weave, and draw and I would do this with the chief of our village we called her whighn.

I stepped out onto the soft cool sand and seeing the beautiful waves touching the golden sand. I went to a big grass hut where we ate our avorn mush. I added some fruit to my hot mush. I saw whighn and I ran to her. She said, "first today we will teach the kids



Q & A

Thank you for your time, may I answer any questions?

