

Kindergarten Fourth Prompt

Expository Observational Writing

English/Language Arts Content Standard:

1.0 Writing Strategies

Students write words and brief sentences that are legible.

1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.

1.2 Write consonant – vowel – consonant words.

1.3 Write by moving, from left to right, from top to bottom.

1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letter.

Writing Situation

During the science period you had the opportunity to observe many fascinating or unusual actions and changes. As a scientist, you became very good at carefully watching what happened, recording what happened, and telling what you thought about your observation. Observations might include:

magnets	weather
plants	color changes
	classification

(Allow opportunity for class discussion.)

Directions for Writing

Think about a science activity or observation from this year. Describe something you have observed. Make sure your reader will be able to understand what you observed, what happened, and what you thought or learned from making this observation.

Writing and Convention Standards

For this task, students will:

- write by moving from left to right, top to bottom.
- write upper and lower case letters independently.
- spell independently using pre-phonetic knowledge and sounds of the alphabet.
- give an objective account of a scientific change

Resources:

Reading/Language Arts Framework for California Public School, p. 43

The Writing Spot: Program Guide, pp. 33-39, 157-162, 255

Harcourt Science: Units A-F

Kindergarten Fourth Prompt Rubric

Expository Observational Writing

4	<ul style="list-style-type: none"> ▪ Fully addresses the prompt. ▪ Has a detailed picture of the observation. ▪ Has at least 2 complete sentences with details that tells story. ▪ Has expressive language that catches the reader’s attention. ▪ Has grade-level appropriate spelling, grammar, capitalization, and punctuation; contains few, if any, errors that do not interfere with understanding the writing. ▪ Has legible handwriting, moving from L-R and top to bottom, with appropriate spacing.
3	<ul style="list-style-type: none"> ▪ Responds to the prompt. ▪ Has a picture of the observation with some details. ▪ Has sentences or phrases that describe the story. ▪ Has some expressive language. ▪ Has mainly grade-level appropriate spelling, grammar, capitalization, and punctuation; contains some errors that do not interfere with understanding the writing. ▪ Has legible handwriting with most letters formed correctly, and appropriate spacing.
2	<ul style="list-style-type: none"> ▪ Attempts to respond to the prompt (writer can verbalize that what is written relates to the topic). ▪ Has a picture of an observation. ▪ Has letters, words, or phrases that tell something about the story, or has labels for a picture. ▪ May contain no expressive language. ▪ Has environmental print. ▪ May contain many errors in spelling, grammar, capitalization, and/or punctuation that may interfere with understanding the writing. ▪ Has some letters formed correctly and/or appropriate spacing.
1	<ul style="list-style-type: none"> ▪ May not respond to the prompt (no bridge from verbal language to written). ▪ May have no picture that is consistent with the topic. ▪ Contains scribbles, lines, or pictures. ▪ May have random letters and/or letter strings. ▪ May contain frequent and numerous errors in spelling, grammar, capitalization, and punctuation that interfere with the understanding of the writing. ▪ May show no evidence of letter formation or appropriate spacing.
BP	<ul style="list-style-type: none"> ▪ Blank Paper

Kindergarten Fourth Prompt – Student Page

Expository Observational Writing

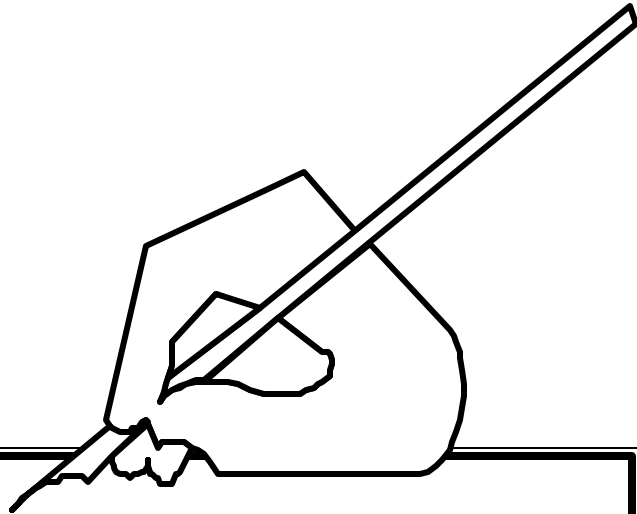
Writing Situation

During the science period you had the opportunity to observe many fascinating or unusual actions and changes. As a scientist, you became very good at carefully watching what happened, recording what happened, and telling what you think about your observation. Observations might include:

magnets	weather
plants	color changes
	classification

Directions for Writing

Think about a science activity or observation from this year. Describe something you have observed. Make sure your reader will be able to understand what you observed, what happened, and what you thought or learned from making this observation.



Writing and Convention Standards

For this task, you will:

- write by moving from left to right, top to bottom.
- write upper and lower case letters independently.
- spell independently using pre-phonetic knowledge and sounds of the alphabet.
- give an objective account of a scientific change.

District Writing Sample Scoring Rationale

Fourth Prompt, Kindergarten

Expository Observational Writing

Rubric Score Point: 4 high

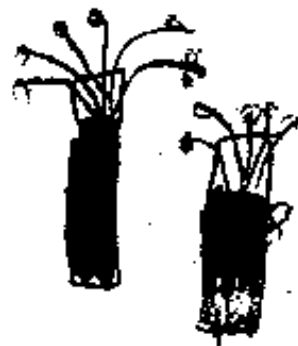
Characteristics that make the paper a high 4:

- a. Has extremely descriptive vocabulary.
- b. Uses more than 2 detailed sentences.
- c. Fully addresses the prompt.
- d. Contains grade level appropriate spelling.
- e. Has excellent concept development.
- f. Contains excellent phonetic spelling.
- g. Understands the use of periods and capitalization.

Additional instructional steps for the writer's growth would include:

- a. Accelerating the student's learning by introducing paragraphs.
- b. Continuing to work on letter formation.

Teacher Notes:



Red and

Blue

Salree

We did a science

experiment. First we

filled water in the

vases. Next we

put the Salree

in the vases. Last

we put the food

coloring in the vases.

I learned how plants

drink water because

the water turned

blue and red.

District Writing Sample Scoring Rationale

Fourth Prompt, Kindergarten

Expository Observational Writing

Rubric Score Point: 4 anchor

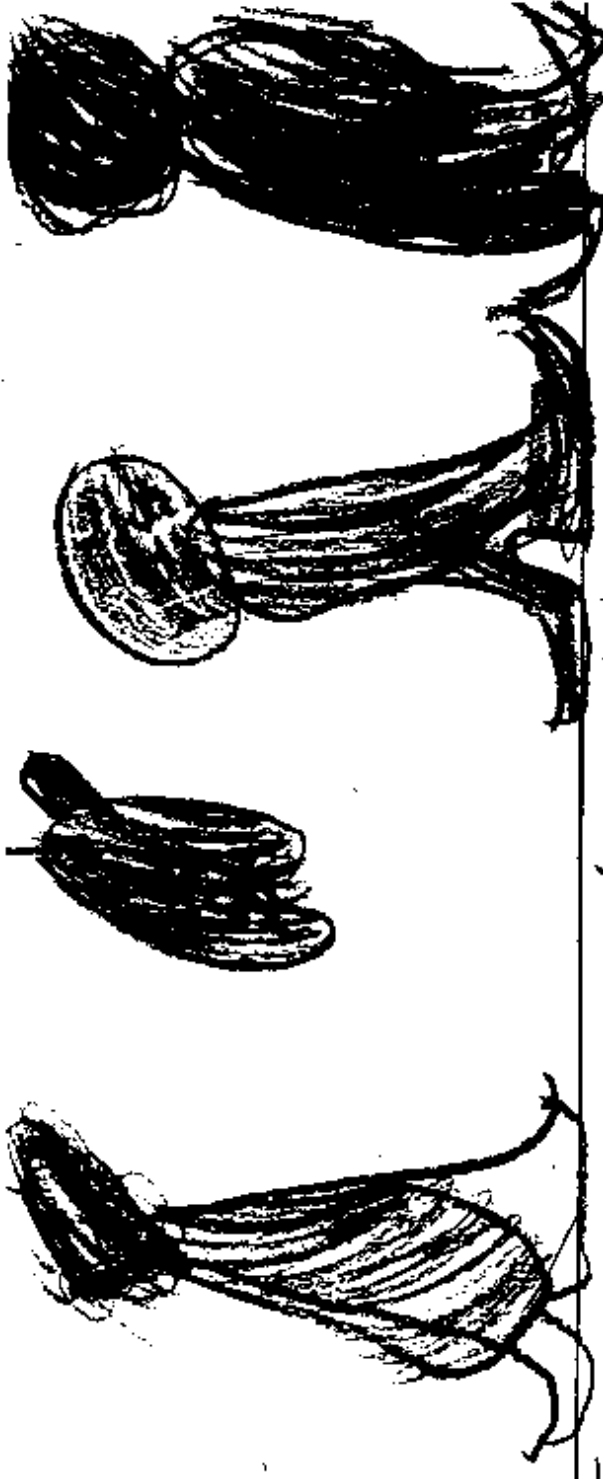
Characteristics that make the paper an anchor 4:

- a. Uses more than 2 sentences.
- b. Uses excellent descriptive language.
- c. Demonstrates fantastic use of punctuation.
- d. Contains a detailed picture.
- e. Has very legible handwriting.
- f. Excellent use of sight words.
- g. Lacks understanding of when to use capitals.

Additional instructional steps for the writer's growth would include:

- a. Working on reversals with d and b.
- b. Modeling the correct use of capital letters.
- c. Working on expanding sentences through writing demonstrations.

Teacher Notes:



I see my Apple
I like my Apple.

my apple is red
my apple is
my apple is

District Writing Sample Scoring Rationale

Fourth Prompt, Kindergarten

Expository Observational Writing

Rubric Score Point: 4 low

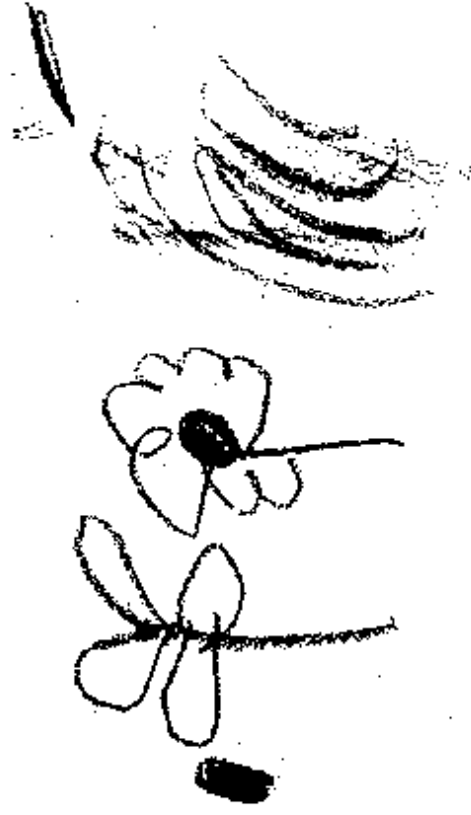
Characteristics that make the paper a low 4:

- a. Focuses on the prompt.
- b. Contains grade level appropriate capitalization and spelling.
- c. Has legible handwriting.
- d. Contains more than 2 sentences.
- e. Needs to work on placing periods properly.
- f. Needs to work on sentence variety.
- g. Shows an excellent sequential order.

Additional instructional steps to support this writer:

- a. Developing handwriting skills by demonstrating correct letter formation.
- b. Developing better spacing between words through writing demonstration.
- c. Demonstrating a variety of sentence patterns through modeled writing.

Teacher Notes:



seed a pum pka seed.

and it grows a flower

and it grows a plant

and it grows a tree

District Writing Sample Scoring Rationale

Fourth Prompt

Expository

Observational Writing

Rubric Score Point: 3 high

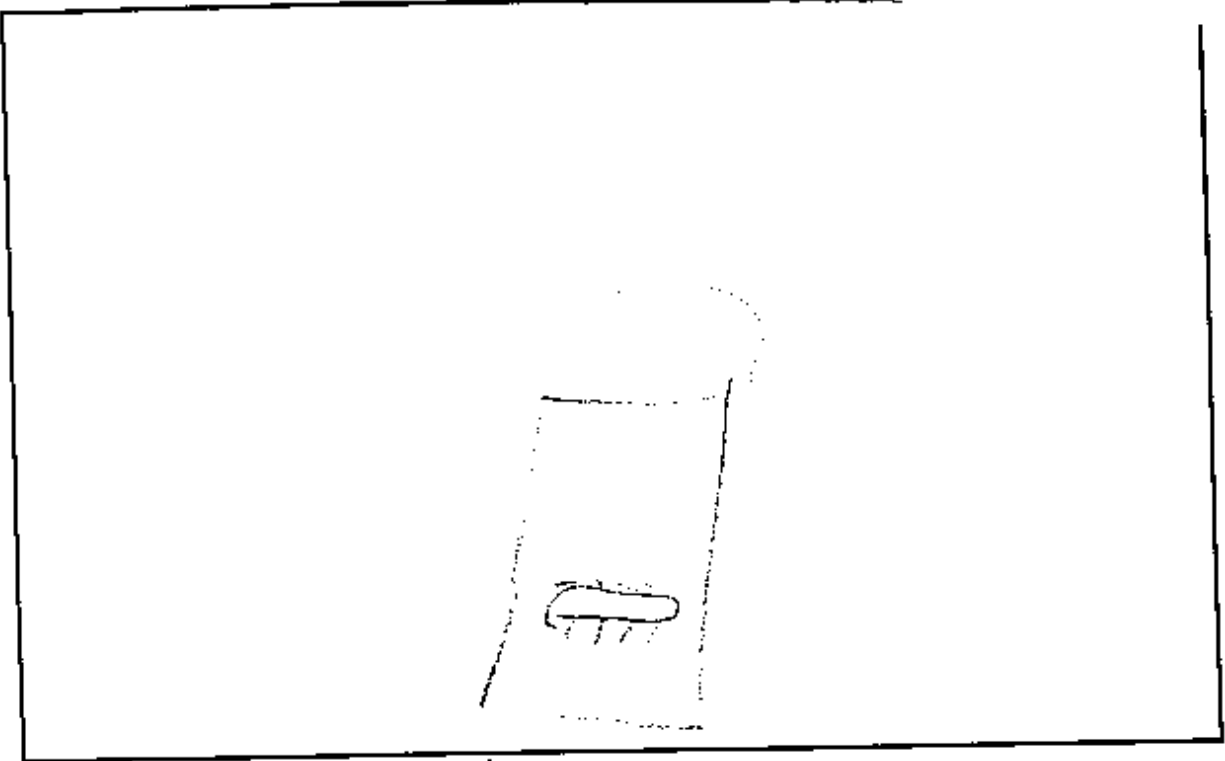
Characteristics that make the paper a high 3:

- a. Responds to the prompt.
- b. Describes the observation.
- c. Excellent use of cvc sight words.
- d. Spells phonetically very well.
- e. Has legible handwriting.
- f. Shows an understanding of capitals and punctuation.
- g. Demonstrates excellent spacing.

Additional instructional steps for the writer's growth would include:

- a. Modeling how to write more sentences to expand thoughts.
- b. Creating a more detailed picture.
- c. Working on differentiating between /D/ and /t/ through phonemic awareness activities and phonics instruction.

Teacher Notes:



so the Cadpi
clime on the
bucit.

Blank handwriting lines for practice.

District Writing Sample Scoring Rationale

Fourth Prompt, Kindergarten

Expository Observational Writing

Rubric Score Point: 3 anchor

Characteristics that make the paper an anchor 3:

- a. Uses expressive language.
- b. Describes the observation.
- c. Excellent use of sight vocabulary.
- d. Grade level appropriate capitalization and spelling.
- e. Shows a good understanding of words and spacing.
- f. Has an excellent understanding of CVC and phonetic spelling.
- g. Contains excellent legibility.

Additional instructional steps for the writer's growth would include:

- a. Modeling how to add more information and detail by adding detail to the picture and writing more sentences.
- b. Demonstrating correct letter formation using lined paper.

Teacher Notes:



I like the way the
Flower turn to red.

I like the way the
flower turn to red.

District Writing Sample Scoring Rationale

Fourth Prompt, Kindergarten

Expository Observational Writing

Rubric Score Point: 3 low

Characteristics that make the paper a low 3:

- a. Has one complete sentence.
- b. Sentence begins with a capital and ends with a period.
- c. Has legible handwriting with inappropriate capital letters.
- d. Lacks understanding of when to use capitals.
- e. Contains expressive language within a complex sentence.
- f. Good description of the observation.

Additional instructional steps to support this writer:

- a. Demonstrating correct letter formation
- b. Expanding sight word vocabulary.
- c. Working on listening to all of the sounds within the word through phonemic awareness activities.

Teacher Notes:



WATER AND SOAP
AND GLUE AND
+ TUBS TO SILLI
PUTTY

e mixed water and soap and glue and it turned
o Silly putty.

District Writing Sample Scoring Rationale

Fourth Prompt, Kindergarten

Expository Observational Writing

Rubric Score Point: 2 high

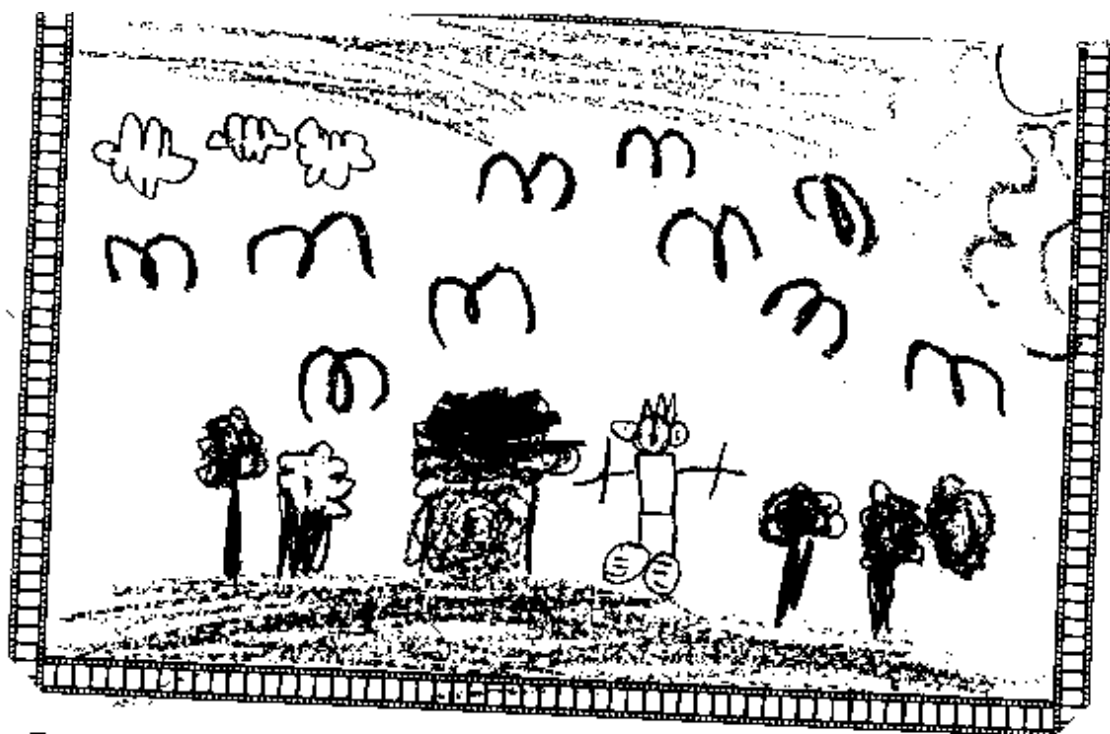
Characteristics that make the paper a high 2:

- a. Attempts to use initial consonants and some high frequency words.
- b. Can verbalize what is written.
- c. Excellent picture of observations.
- d. Lacks spacing between words.
- e. No attempt at punctuation.

Additional instructional steps to support this writer:

- a. Modeling the use of punctuation through writing demonstrations.
- b. Demonstrating correct letter formation and spacing.

Teacher Notes:



I like to smell flowers

I like to smell flowers.

District Writing Sample Scoring Rationale

Fourth Prompt, Kindergarten

Expository Observational Writing

Rubric Score Point: 2 anchor

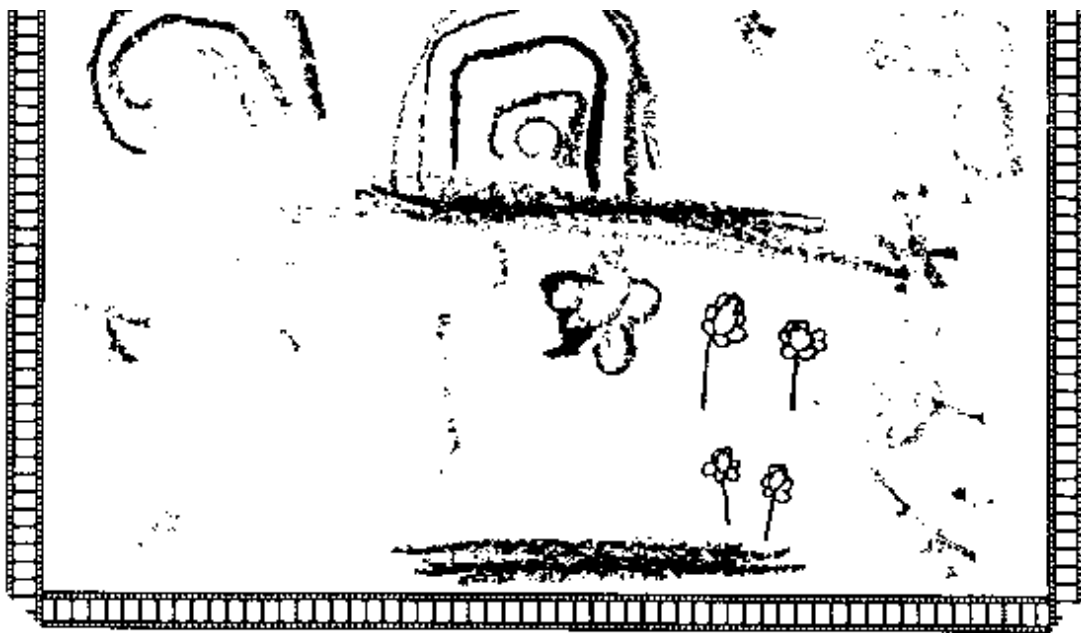
Characteristics that make the paper an anchor 2:

- a. Attempts to use initial consonants.
- b. Responds to the prompt.
- c. Lacks expressive language.
- d. Can verbalize what is written.
- e. No attempt to write cvc words.
- f. No punctuation.
- g. Understands that letters are placed on the line.

Additional instructional steps for the writer's growth would include:

- a. Working on medial and ending sounds through phonemic awareness and phonics activities.
- b. Introducing sight words.
- c. Working on developing an understanding of capitals and punctuation through modeled writing.

Teacher Notes:



i + p + f + w

I planted a flower.

District Writing Sample Scoring Rationale

Fourth Prompt, Kindergarten

Expository Observational Writing

Rubric Score Point: 2 low

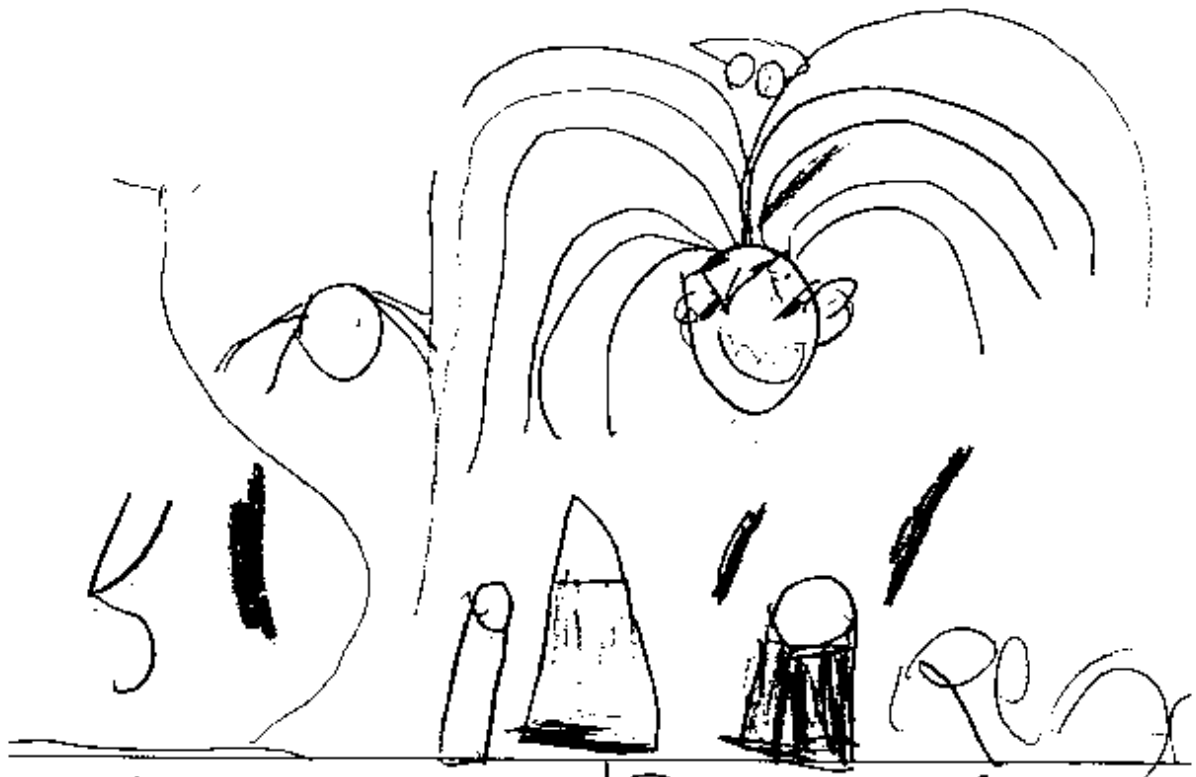
Characteristics that make the paper a low 2:

- a. Appears to contain environmental print.
- b. Contains no expressive language.
- c. Contains words that describe the observation.
- d. Attempts to respond to the prompt.
- e. No attempt to use initial consonants (environmental print only).
- f. No sight words.
- g. Lacks understanding of CVC concepts.

Additional instructional steps to support this writer:

- a. Providing opportunities for phonemic awareness activities.
- b. Working on sight word vocabulary.
- c. Developing handwriting skills through demonstration of correct letter formation.

Teacher Notes:



h ge e h

~~k~~ s b b t c

h e g i k e a l w

District Writing Sample Scoring Rationale

Fourth Prompt, Kindergarten

Expository Observational Writing

Rubric Score Point: 1 high

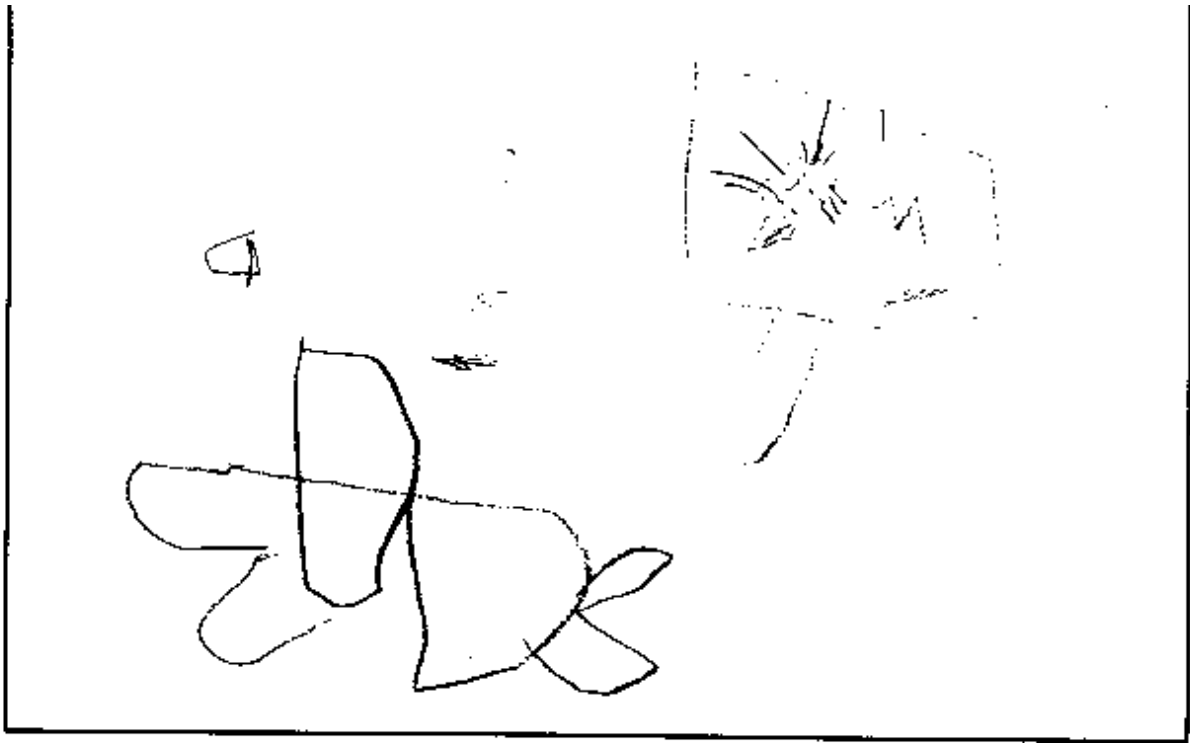
Characteristics that make the paper a high 1:

- a. Lacks words or phrases.
- b. Attempts to write letters on the lines.
- c. Lacks a picture.
- d. Appears to respond to the prompt.
- e. Attempt at letter formation.
- f. No example of letter/sound relationships.
- g. Spaces between letter groups.

Additional instructional steps for the writer's growth would include:

- a. Providing phonemic awareness activities.
- b. Providing instruction/practice with letter/sound connection.
- c. Developing 2 or 3 sight words.
- d. Continuing to develop handwriting skills through writing demonstrations.

Teacher Notes:



W P M S + O U O M O N

~~W~~

DA

and blue and yellow and got green.

~~and blue and yellow and got green.~~

District Writing Sample Scoring Rationale

Fourth Prompt, Kindergarten

Expository Observational Writing

Rubric Score Point: 1 anchor

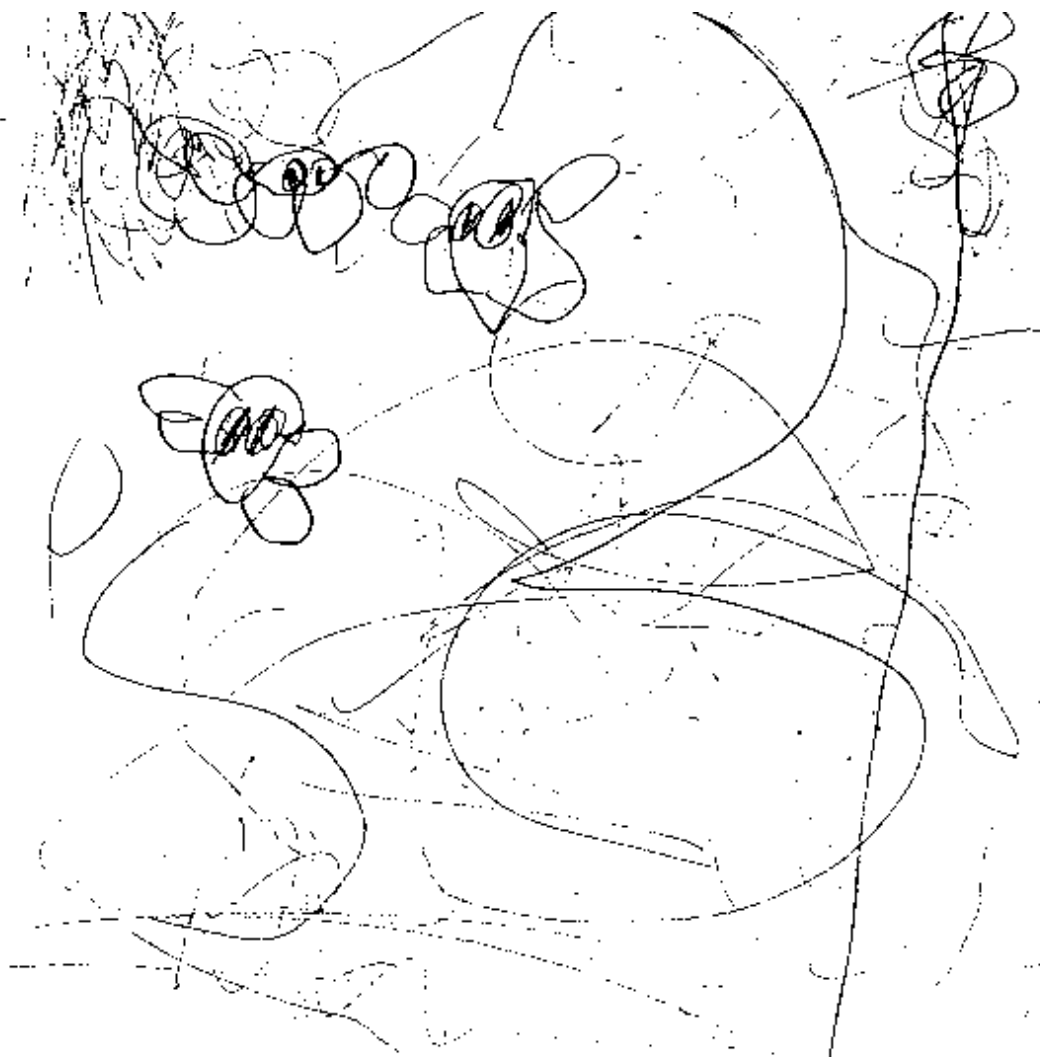
Characteristics that make the paper an anchor 1:

- a. Mixes letters, numbers, and scribbles.
- b. Contains random letters.
- c. Does not attempt initial consonants.
- d. Has an appropriate picture.
- e. Attempts to write on line provided.
- f. Lacks understanding of initial consonants or words.
- g. Picture refers to the observation.

Additional instructional steps for the writer's growth would include:

- a. Providing opportunities for phonemic awareness activities
- b. Working on understanding the difference between letters, shapes, and numbers through demonstrations.
- c. Modeling correct letter formation

Teacher Notes:



I see butterflies.

Handwritten practice on a three-line grid. The characters are: 4, 10, 7, 3, 5, 8, 2, 9.

Handwritten practice on a three-line grid. The characters are: 11, 12, 13, 14, 15, 16, 17, 18. The number 113 is written at the end of the line.

District Writing Sample Scoring Rationale

Fourth Prompt, Kindergarten

Expository Observational Writing

Rubric Score Point: 1 low

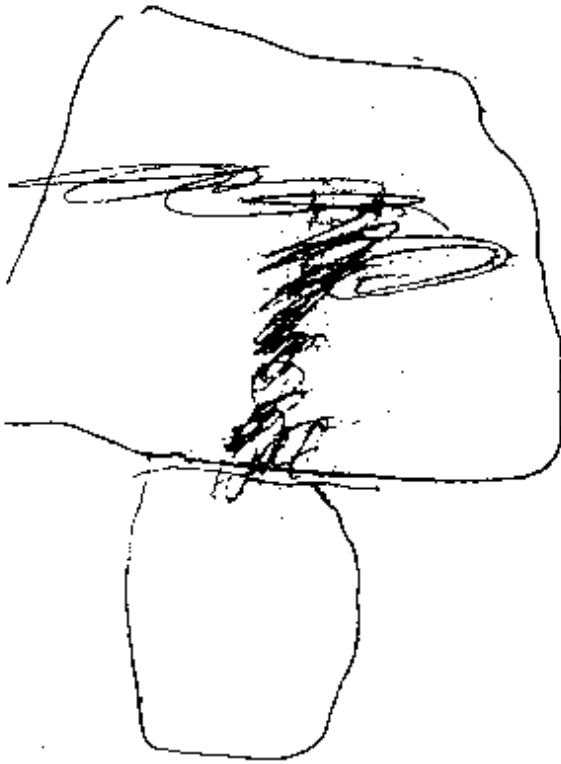
Characteristics that make the paper a low 1:

- a. Contains scribbles, lines, and pictures.
- b. Has unrecognizable print.
- c. Does not attempt initial consonants.
- d. Does not contain any letters, words, or phrases.
- e. Attempts to write on line provided.
- f. Draws in the appropriate space provided.
- g. Lacks apparent understanding of “spaces”.

Additional instructional steps for the writer’s growth would include:

- a. Providing phonemic awareness activities
- b. Focusing on letter/sound connection.
- c. Modeling letter formation and handwriting skills.
- d. Developing an understanding of spaces by demonstrations.

Teacher Notes:



Handwritten text on lined paper, possibly a list or notes, written in a cursive or shorthand style. The text is arranged in three lines, with a vertical line on the left side. The first line contains several characters that look like 'A', 'A', 'O', 'k', 'k', 'D', 'l', 'y', 'A', 'V', 's', 'g'. The second line contains 'H', 'h', 'o', 'u', 'x', 'k', 'l', 'l', 'h', 'l', 'p', 'd', 'e', 'l', 'd'. The third line contains 'u', 'l', 't', 'f', 'f', 't', 'r', 'i', 'd', 'e', 's', 'h', 'e'. There is a small number '145' at the end of the third line.