

Exemplars & Rubric

Prompt: "Write a clear central idea for an informational piece about Laura Ingalls Wilder."

3.12B(i)

4

"Laura Ingalls Wilder shared stories about her frontier childhood so people could understand what life was like long ago."

SECURE • one clear controlling idea, broad enough to develop into an ECR • RPLD: **Independent**

3

"Laura Ingalls Wilder wrote stories so people could learn about the past."

DEMONSTRATES • clear central idea, slightly general • RPLD: **Visible**

2

"Laura Ingalls Wilder was a writer on the frontier."

DEVELOPING • names the topic; no controlling idea about it • RPLD: **Emergent** • Next: "topic → idea" frame

1

"Laura Ingalls Wilder."

BEGINNING • gives the topic only • RPLD: **Foundational** • Next: model turning a name into an idea

Which rubric applies? This four-point Targeted Evidence Scale scores every written central-idea response in Cluster 2. The Multiple-Choice Check uses its own 5-point key.

TEACHER SCRIPT — EXPLAINING THIS TASK TO STUDENTS

SAY

"Today you'll write one sentence — the central idea. What is the ONE big thing the writer wants us to understand about Laura Ingalls Wilder?"

SAY

"Remember: a name is a topic. 'Laura Ingalls Wilder shared her frontier stories so people could understand the past' is an idea about that topic."

► Point to the topic (her name), then to the idea (why she wrote). Give 60 seconds of think time before students write.

" " = say word-for-word • ► = teacher direction (do not read aloud)

What to Assess This Week

ASSESSMENT TARGET

Choose precise, informational words and the details that best develop the central idea.

STANDARDS

3.11C(ii) revise — word choice 3.12B(ii) support with details

RPLD STAGE THIS WEEK

Visible — students CHOOSE precise words and relevant support.

EVIDENCE TYPE

Daily Learning Artifact — one vague sentence revised with a precise word + one detail chosen to prove the idea.

Three Ways to Gather the Evidence

Path A — Quick Check

The 5-question Multiple-Choice Check on precise word choice and relevant details.

Path B — Application Artifact

Student replaces a vague word (“nice,” “stuff”) with a precise informational word and picks a supporting detail.

Path C — Choice Demonstration

Student may highlight, chart, or rewrite the precise word — same target, same scoring.

Grade the target, not everything. Grade whether the revised word is more precise and whether the chosen detail supports the central idea — not the whole piece.

Exemplars & Rubric

Prompt: "Revise one vague sentence about Laura Ingalls Wilder to use precise, informational words." 3.11C(ii)

4

"Laura Ingalls Wilder shared true stories about her frontier childhood so readers could picture the past."

SECURE • precise verbs and nouns; every word carries meaning • RPLD: **Independent**

3

"Laura Ingalls Wilder wrote real stories about the frontier."

DEMONSTRATES • more precise than the original, some general words remain • RPLD: **Visible**

2

"Laura Ingalls Wilder wrote nice stories about stuff."

DEVELOPING • still relies on vague words • RPLD: **Emergent** • Next: replace one vague word at a time

1

"She did writing."

BEGINNING • no precise informational language • RPLD: **Foundational** • Next: model naming exactly what she wrote

Which rubric applies? The four-point Targeted Evidence Scale scores this word-choice revision. The MC Check keeps its 5-point key. Same scale as Module 1 — the target grows, the rubric doesn't.

TEACHER SCRIPT — EXPLAINING THIS TASK TO STUDENTS

SAY

"Precise words do the work. Instead of 'nice stories about stuff,' tell me exactly what kind of stories and about what."

SAY

"Circle any word that could mean almost anything — 'nice,' 'stuff,' 'things' — and trade it for an exact one."

► Model one swap aloud ("nice" → "true stories about frontier life"), then have students revise one sentence of their own.

" " = say word-for-word • ► = teacher direction (do not read aloud)

Exemplars & Rubric

Prompt: "Combine two sentences from the passage into one stronger sentence, and check your proper nouns." 3.11C(i)

4

"Laura Ingalls Wilder was a writer who shared stories about her childhood on the American frontier."

SECURE • one correct combined sentence; proper nouns capitalized • RPLD: **Independent**

3

"Laura Ingalls Wilder was a writer, and she shared frontier stories."

DEMONSTRATES • correct combine, lighter structure • RPLD: **Visible**

2

"Laura was a writer she shared stories."

DEVELOPING • joins without a connector (run-on) • RPLD: **Emergent** • Next: add a connecting word

1

"Laura was a writer. She shared stories."

BEGINNING • leaves the sentences uncombined • RPLD: **Foundational** • Next: model one combine aloud

Which rubric applies? The four-point Targeted Evidence Scale scores this revision artifact. Noun editing is scored on the Standards Sweep tracking sheet, not this scale.

TEACHER SCRIPT — EXPLAINING THIS TASK TO STUDENTS

SAY

"You're organizing now. Take two short sentences and make one stronger sentence — and make sure every name keeps its capital."

SAY

"A connecting word — 'who,' 'and,' 'because' — turns two short sentences into one smooth one."

► Show one combine aloud, then have students combine a different pair and circle every proper noun they capitalized.

" " = say word-for-word • ► = teacher direction (do not read aloud)