

Overview

Overview | Community Helpers



## Community Helpers

*by Michelle Whitaker and Bernadette Carpenter*

*The students will discuss and identify the various ways community Helpers are important to the community.*

**Grades:** 1

**Discipline:** Social Studies

**Teaching Task:** Task Template 14 (Informational or Explanatory and Description)

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*Section 1: What Task?*

TEACHING TASK

*Task Template 14 — [1 Level]*

*Informational & Description*

**L1:** Describe how community helpers and their jobs are important to the community. After reading The selected books and other online resources write a report on a community helper that describes three reasons your helper is important and addresses the question. Support your discussion with evidence from the text(s).

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STUDENT BACKGROUND

During the next few weeks we will discuss 7 community helpers and ways they help our community. In this module you will learn about informational writing by: \* listening to informational text about each worker. \* Brainstorming and describing in your journal each community helper discussed.

EXTENSION

Rubric							
Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
<b>Focus</b>	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately, but with a weak or uneven focus.		Addresses prompt appropriately and maintains a clear, steady focus.		Addresses all aspects of prompt appropriately and maintains a strongly developed focus.
<b>Controlling Idea</b>	Attempts to establish a controlling idea, but lacks a clear purpose.		Establishes a controlling idea with a general purpose.		Establishes a controlling idea with a clear purpose maintained throughout the response.		Establishes a strong controlling idea with a clear purpose maintained throughout the response.
<b>Reading/Research</b>	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt. (L2) Does not address the credibility of sources as prompted.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. (L2) Begins to address the credibility of sources when prompted.		Presents information from reading materials relevant to the prompt with accuracy and sufficient detail. (L2) Addresses the credibility of sources when prompted.		Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials. (L2) Addresses the credibility of sources and identifies salient sources when prompted.
<b>Development</b>	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy. (L2) Implication is missing, irrelevant, or illogical. (L3) Gap/unanswered question is missing or irrelevant.		Presents appropriate details to support the focus and controlling idea. (L2) Briefly notes a relevant implication or (L3) a relevant gap/unanswered question.		Presents appropriate and sufficient details to support the focus and controlling idea. (L2) Explains relevant and plausible implications, and (L3) a relevant gap/unanswered question.		Presents thorough and detailed information to strongly support the focus and controlling idea. (L2) Thoroughly discusses relevant and salient implications or consequences, and (L3) one or more significant gaps/unanswered questions.
<b>Organization</b>	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure.		Maintains an appropriate organizational structure to address the specific requirements of the prompt.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.

<p><b>Conventions</b></p>	<p>Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.</p>	<p>Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.</p>	<p>Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.</p>	<p>Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.</p>
<p><b>Content Understanding</b></p>	<p>Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.</p>	<p>Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.</p>	<p>Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.</p>	<p>Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.</p>

**STANDARDS***Common Core Anchor Standards — Reading*

**R.CCR.1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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**R.CCR.2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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**R.CCR.4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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**R.CCR.6:** Assess how point of view or purpose shapes the content and style of a text.

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**R.CCR.10:** Read and comprehend complex literary and informational texts independently and proficiently.

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*Common Core Anchor Standards — Writing*

**W.CCR.2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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**W.CCR.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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**W.CCR.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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**W.CCR.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

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**W.CCR.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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*Custom Standards*

## Section 2: What Skills?

### Selected Skills

#### *Preparing for the Task*

**TASK ENGAGEMENT :** Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

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**TASK ANALYSIS:** Ability to understand and explain the task's prompt and rubric.

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**DEVELOPMENT:** Ability to construct an initial draft with an emerging line of thought and structure.

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#### *Reading Process*

**TEXT SELECTION:** Ability to identify appropriate texts

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**ACTIVE READING:** Ability to identify the central point and main supporting elements of a text.

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**ESSENTIAL VOCABULARY:** Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.

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**NOTE-TAKING:** Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

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#### *Transition to Writing*

**PLANNING:** Ability to develop a line of thought and text structure appropriate to an information/explanation task.

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**DEVELOPMENT:** Ability to construct an initial draft with an emerging line of thought and structure.

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#### *Writing Process*

**CONTROLLING IDEA:** Ability to establish a controlling idea and consolidate information relevant to task.

---

**PLANNING:** Ability to develop a line of thought and text structure appropriate to an information/explanation task.

---

**DEVELOPMENT:** Ability to construct an initial draft with an emerging line of thought and structure.

---

**COMPLETION:** Ability to submit final piece that meets expectations.

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Section 3: What Instruction?

MiniTasks

*Preparing for the Task*

**TASK ENGAGEMENT** : Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

**LIST**

Day 1

I can identify a community helper and list 3 ways they help the community.

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**Pacing:** 20 min

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**Scoring Guide: work meets expectations if:**

None

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**Teaching Strategies:**

Read Community Helpers A-Z by Bobbie Kalman.

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**Notes:**

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**NOTES**

Day 2

I can identify different ways a construction worker helps my community

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**Pacing:** 20 min

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**Scoring Guide: work meets expectations if:**

None

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**Teaching Strategies:**

After reading A day in the Life of a Construction Worker by Heather Adamson brainstorm ways a construction worker helps the community.

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**Notes:**

See Carpenter Brainstorming.

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**LIST**

Day 2

I can read words and draw pictures to illustrate words or tools related to a



construction worker

---

**Pacing:** 15 min

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**Scoring Guide: work meets expectations if:**

None

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**Teaching Strategies:**

Students will illustrate words/tools related to a construction worker

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**Notes:**

See Draw pictures to match words

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**LIST**

Day 3

I can list 6 adjectives describing a construction worker

---

**Pacing:** 15

---

**Scoring Guide: work meets expectations if:**

None

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**Teaching Strategies:**

After review A Day in the Life of a Construction Worker. Students will list 6 adjectives relating to a construction worker.

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**Notes:**

See Using adjectives to describe

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**SHORT CONSTRUCTED RESPONSE**

Day 3

I can draw and list 3 ways a construction worker helps my community

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**Pacing:** 30 min

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**Scoring Guide: work meets expectations if:**

None

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**Teaching Strategies:**

Students will draw an illustration of a construction worker and describe 3 ways they

help our community.

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**Notes:**

See C is for Carpenter

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**NOTES**

Day 4

I can identify different ways a doctor helps my community.

---

**Pacing:** 20 min

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**Scoring Guide: work meets expectations if:**

None

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**Teaching Strategies:**

After reading Froggy Goes to the Doctor brainstorm ways a doctor helps our community.

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**Notes:**

See Dr Brainstorming

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**NOTES**

I can list 6 adjectives describing a doctor

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**Pacing:** 10 min

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**Scoring Guide: work meets expectations if:**

None

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**Teaching Strategies:**

After listening to the story I can list 6 adjectives describing a doctor.

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**Notes:**

see dr adjectives

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**NOTES**

Day 4

I can identify tools used by a doctor

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**Pacing:** 1 day

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**Scoring Guide: work meets expectations if:**

None

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**Teaching Strategies:**

Students will correctly identify tools used by a doctor.

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**Notes:**

See doctor tools

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### **OUTLINE**

Day 5

I can list things doctors can do.

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**Pacing:** 1 day

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**Scoring Guide: work meets expectations if:**

None

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**Teaching Strategies:**

Students will identify places where a doctor can be found and things they do.

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**Notes:**

see I know things about dr

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### **SHORT CONSTRUCTED RESPONSE**

Day 5

I can draw and identify 3 ways a doctor helps my community

---

**Pacing:** 30 min

---

**Scoring Guide: work meets expectations if:**

None

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**Teaching Strategies:**

Students will illustrate and describe 3 ways a doctor helps the community.

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**Notes:**

See dr illustration

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**NOTES**

Day 6

I can brainstorm ways a mail carrier helps my community

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**Pacing:** 20 min

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**Scoring Guide: work meets expectations if:**

None

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**Teaching Strategies:**

after reading A Day with a Mail Carrier students will brainstorm ways a mail carrier helps the community.

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**SHORT CONSTRUCTED RESPONSE**

Day 6

I can identify correct word families

---

**Pacing:** 20 min

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**Scoring Guide: work meets expectations if:**

None

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**Teaching Strategies:**

Students will place words with the appropriate family boxes.

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**Notes:**

see word family boxes

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**NOTES**

Day 7

I can brainstorm ways a firefighter helps my community.

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**Pacing:** 20 min

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**Scoring Guide: work meets expectations if:**

None

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**Teaching Strategies:**

After reading When I Grow Up I Want to Be a Firefighter students will brainstorm

ways a firefighter can help the community.

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**Notes:**

See firefighter brainstorming

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**NOTES**

Day 7

I can list 6 adjectives describing a firefighter.

---

**Pacing:** 1 day

---

**Scoring Guide: work meets expectations if:**

None

---

**Teaching Strategies:**

Students will identify 6 adjectives describing a firefighter

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**Notes:**

See firefighter adjectives

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**SHORT CONSTRUCTED RESPONSE**

Day 8

I can illustrate and describe 3 ways a firefighter helps my community

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**Pacing:** 30 min

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**Scoring Guide: work meets expectations if:**

None

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**Teaching Strategies:**

Students will illustrate and describe 3 ways a firefighter helps our community

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**Notes:**

See firefighter illustration

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**NOTES**

Day 9

I can brainstorm ways a police officer helps my community

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**Pacing:** 20 min

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**Scoring Guide: work meets expectations if:**

None

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**Teaching Strategies:**

After reading A Day With a Police Officer students will brainstorm ways the police officer helps the community

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**Notes:**

See police brainstorming

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### **LIST**

Day 9

I can list 6 adjectives describing a police officer.

---

**Pacing:** 10 min

---

**Scoring Guide: work meets expectations if:**

None

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**Teaching Strategies:**

Student will list 6 adjectives describing a police officer

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**Notes:**

See police officer adjective

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### **SHORT CONSTRUCTED RESPONSE**

Day 10

I can illustrate and describe 3 ways a police officer helps my community.

---

**Pacing:** 30 min

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**Scoring Guide: work meets expectations if:**

None

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**Teaching Strategies:**

Students will illustrate and list 3 ways a police officer helps the community.

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**Notes:**

See police officer illustration

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**SHORT CONSTRUCTED RESPONSE**

Day 10

I can identify the correct tools used by a police officer.

---

**Pacing:** 15 min

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**Scoring Guide: work meets expectations if:**

None

---

**Teaching Strategies:**

Students will correctly identify tools used by a police officer.

---

**Notes:**

See police officer tools

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**TASK ANALYSIS:** Ability to understand and explain the task's prompt and rubric.

**NOTES**

Day 11

I can identify a community helper and gives ways they help my community.

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**Pacing:** 30 min

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**Scoring Guide: work meets expectations if:**

None

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**Teaching Strategies:**

After reviewing the journals on community helpers students will choose one and give reasons why they have chosen them.

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**DEVELOPMENT:** Ability to construct an initial draft with an emerging line of thought and structure.

**LONG CONSTRUCTED RESPONSE**

Day 12

I can identify a community helper and list .ways they help my community

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**Pacing:** 45 min

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**Scoring Guide: work meets expectations if:**

None

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**Teaching Strategies:**

Students will dress and a community helper and present reason why the will want to be the helper when they grow up

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**Notes:**

See when I grow up I want to be

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### *Reading Process*

**TEXT SELECTION:** Ability to identify appropriate texts

#### **NOTES**

For each text, list the needed bibliographic information. Add bullets on why you think the work is credible and/or worthy of study.

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**Scoring Guide: work meets expectations if:**

- Identifies author, title, publisher, date, and any other needed information (for example, the volume for a periodical or the editor for an anthology).
  - Includes reasonable evidence that work is credible and/or worthy of study.
- 

**Teaching Strategies:**

- Provide citation guide and discuss why each element of citation is needed.
  - Ask students to brainstorm what makes an author credible and/or worthy of study.
  - Provide access to research sources for students to assess the texts.
  - Note: for an “after researching” task, add teaching and time for students to select the texts they will use.
- 

**ACTIVE READING:** Ability to identify the central point and main supporting elements of a text.

#### **SHORT CONSTRUCTED RESPONSE**

What is the author trying to accomplish? Which parts of the text show you that?

- L2 What competing arguments have you encountered or can you think of?
  - L3 What historical or current examples can you note that relate to the task prompt?
-



**Scoring Guide: work meets expectations if:**

- Answers questions with credible response.
- 

**Teaching Strategies:**

- Invite students to brainstorm ways to figure out any author’s intent.
  - Invite students to share and discuss their answers for each text.
  - After the discussion, allow them to add to their entries.
- 

**ESSENTIAL VOCABULARY:** Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.

**LIST**

In your notebook, list words and phrases essential to the texts. Add definitions, and (if appropriate) notes on connotation in this context.

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**Scoring Guide: work meets expectations if:**

- Lists appropriate phrases.
  - Provides accurate definitions.
- 

**Teaching Strategies:**

- After scoring, ask some students to share definitions of terms that others overlooked or misunderstood.
  - After scoring, be willing to provide direct instruction or guide a close reading if needed to work through a key phrase most students missed.
- 

**NOTE-TAKING:** Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

**NOTES**

From each text, make a list of the elements that look most important for answering the prompt. Do what you need to do to avoid plagiarism.

- L2(a) What strategies will you use to discern “credible sources”?
  - L2(b): What implications can you draw? (Tasks 11,12 )
  - L3 Why is it important in the process of inquiry to “identify gaps” or “unanswered questions” about the topic?
- 

**Scoring Guide: work meets expectations if:**

- Identifies relevant elements.
- Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly).

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**Teaching Strategies:**

- Teach a model format for note taking.
  - Check that early student work is in the assigned format (or in another format that gathers the needed information effectively).
- 

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*Transition to Writing*

**PLANNING:** Ability to develop a line of thought and text structure appropriate to an information/explanation task.

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**OUTLINE**

Create an outline based on your notes and reading in which you state your claim, sequence your points, and note your supporting evidence.

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**Scoring Guide: work meets expectations if:**

- Creates an outline or organizer.
  - Supports controlling idea. Uses evidence from texts read earlier.
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**Teaching Strategies:**

- Provide and teach one or more examples of outlines or organizers.
  - Invite students to generate questions in pairs about how the format works, and then take and answer questions.
- 

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**DEVELOPMENT:** Ability to construct an initial draft with an emerging line of thought and structure.

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**LONG CONSTRUCTED RESPONSE**

Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.

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**Scoring Guide: work meets expectations if:**

- Provides complete draft with all parts.
  - Supports the opening in the later sections with evidence and citations.
- 

**Teaching Strategies:**

- Encourage students to re-read prompt partway through writing, to check that they are on track.
-

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## *Writing Process*

**CONTROLLING IDEA:** Ability to establish a controlling idea and consolidate information relevant to task.

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### **SHORT CONSTRUCTED RESPONSE**

Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your composition

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#### **Scoring Guide: work meets expectations if:**

- Writes a concise summary statement or draft opening.
- Provides direct answer to main prompt requirements.
- Establishes a controlling idea.
- Identifies key points that support development of argument.

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#### **Teaching Strategies:**

- Offer several examples of opening paragraphs.
- Ask class to discuss what makes them strong or weak.
- Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2).

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**PLANNING:** Ability to develop a line of thought and text structure appropriate to an information/explanation task.

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### **OUTLINE**

Create an outline based on your notes and reading in which you state your claim, sequence your points, and note your supporting evidence.

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#### **Scoring Guide: work meets expectations if:**

- Creates an outline or organizer.
- Supports controlling idea. Uses evidence from texts read earlier.

---

#### **Teaching Strategies:**

- Provide and teach one or more examples of outlines or organizers.
- Invite students to generate questions in pairs about how the format works, and then take and answer questions.

---

**DEVELOPMENT:** Ability to construct an initial draft with an emerging line of thought and

structure.

---

**LONG CONSTRUCTED RESPONSE**

Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.

---

**Scoring Guide: work meets expectations if:**

- Provides complete draft with all parts.
  - Supports the opening in the later sections with evidence and citations.
- 

**Teaching Strategies:**

- Encourage students to re-read prompt partway through writing, to check that they are on track.
- 

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**COMPLETION:** Ability to submit final piece that meets expectations.

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**LONG CONSTRUCTED RESPONSE**

Turn in your complete set of drafts, plus the final version of your piece

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**Scoring Guide: work meets expectations if:**

- Fits the “Meets Expectations” category in the rubric for the teaching task.
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## Resources

### *Uploaded Files*

  [Carpenter Brainstorming.pdf](#)

([http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/12843/498731951\\_Mar\\_04\\_2013\\_135158581.pdf](http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/12843/498731951_Mar_04_2013_135158581.pdf))

Day 1 Construction Worker

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  [Draw Pictures to match Words.pdf](#)

([http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/12843/1756153276\\_Mar\\_04\\_2013\\_135220171.pdf](http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/12843/1756153276_Mar_04_2013_135220171.pdf))

Day 1 Construction Worker

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  [Using Adjectives to Describe.pdf](#)

([http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/12843/441362726\\_Mar\\_04\\_2013\\_135229641.pdf](http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/12843/441362726_Mar_04_2013_135229641.pdf))

Day 1 Construction Worker

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  [C is for Carpenter Drawing and explanation.pdf](#)

([http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/12843/31789474\\_Mar\\_04\\_2013\\_135238829.pdf](http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/12843/31789474_Mar_04_2013_135238829.pdf))

Day 1 Construction Worker

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  [Dr Brainstorming.pdf](#)

([http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/12843/1480206655\\_Mar\\_04\\_2013\\_142313865.pdf](http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/12843/1480206655_Mar_04_2013_142313865.pdf))

Day 2 Doctor

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  [Dr Adjectives.pdf](#)

([http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/12843/445568128\\_Mar\\_04\\_2013\\_142339590.pdf](http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/12843/445568128_Mar_04_2013_142339590.pdf))

Day 2 Doctor

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  [Dr Tools.pdf](#)

([http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/12843/1104595277\\_Mar\\_04\\_2013\\_142409417.pdf](http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/12843/1104595277_Mar_04_2013_142409417.pdf))

Day 2 Doctor

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  [I know things about Dr.pdf](#)

([http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/12843/1516854910\\_Mar\\_04\\_2013\\_142437482.pdf](http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/12843/1516854910_Mar_04_2013_142437482.pdf))

## Day 2 Doctor

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 [Dr Illustration and description.pdf](#)

([http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/12843/885286343\\_Mar\\_04\\_2013\\_142456748.pdf](http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/12843/885286343_Mar_04_2013_142456748.pdf))

## Day 2 Doctor

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 [Mail-Word-Family-Matching-Game\[.pdf](#)

([http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/12843/1578158361\\_Mar\\_04\\_2013\\_143346453.pdf](http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/12843/1578158361_Mar_04_2013_143346453.pdf))

## Day 3 Mail Carrier

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 [CommunityHelpersBINGO\[1\].pdf](#)

([http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/12843/598994952\\_Mar\\_04\\_2013\\_143357545.pdf](http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/12843/598994952_Mar_04_2013_143357545.pdf))

## Day 3 Mail Carrier

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 [Firefighter Brainstorming.pdf](#)

([http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/12843/327695226\\_Mar\\_04\\_2013\\_143835916.pdf](http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/12843/327695226_Mar_04_2013_143835916.pdf))

## Day 4 Firefighter

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 [Firefighter Adjectives.pdf](#)

([http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/12843/407546215\\_Mar\\_04\\_2013\\_143847320.pdf](http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/12843/407546215_Mar_04_2013_143847320.pdf))

## Day 4 Firefighter


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 [Firefighter Illustration and writing.pdf](#)

([http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/12843/2106310336\\_Mar\\_04\\_2013\\_143857210.pdf](http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/12843/2106310336_Mar_04_2013_143857210.pdf))

## Day 4 Firefighter

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 [Police Brainstorming.pdf](#)

([http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/12843/433937233\\_Mar\\_04\\_2013\\_14493509.pdf](http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/12843/433937233_Mar_04_2013_14493509.pdf))

## Day 5 Police Officer

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 [Police Adjective.pdf](#)

([http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/12843/6164757\\_Mar\\_04\\_2013\\_144946241.pdf](http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/12843/6164757_Mar_04_2013_144946241.pdf))

Day 5 Police Officer

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 [Police Tools.pdf](#)

([http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/12843/834919901\\_Mar\\_04\\_2013\\_145002762.pdf](http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/12843/834919901_Mar_04_2013_145002762.pdf))

Day 5 Police Officer

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 [Police Illustration and description.pdf](#)

([http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/12843/548955049\\_Mar\\_04\\_2013\\_145012917.pdf](http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/12843/548955049_Mar_04_2013_145012917.pdf))

Day 5 Police Officer


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### *Keywords*


### *Links\**

\* These Lexile measures were computed automatically and did not undergo human review. They are not certified measures and should not be published or recorded in any way.


### *Other Resources*

 A Day in the Life of A construction Worker  
By Heather Adamson


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 Froggy Goes to the Doctor  
By Jonathan London


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 A Day With a Mail Carrier  
By Jan Kottke


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 When I Grow Up I Want to be a Firefighter  
By The Old Schoolhouse Wanna Be Series

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 A Day With Police Officers  
By Jan Kottke

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 My Teacher Sleeps in School  
By Lestie Weiss

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## A Day in the Life of a Dentist

By Heather Adamson

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## Section 4: What Results?

Classroom Assessment Rubric	
<b>Not Yet</b>	
<b>Focus</b>	Attempts to address prompt but lacks focus or is off-task.
<b>Reading/Research</b>	Attempts to present information relevant to prompt.
<b>Controlling Idea</b>	Controlling idea is weak and does not establish a purpose and/or address a research question.
<b>Development</b>	Tends to retell rather than present information in order to answer questions, solve problems; lacks details to develop topic. *L2 Implications are weak or not relevant to topic. L3 Does not identify a relevant gap or unanswered question.
<b>Organization</b>	Applies an ineffective structure; composition does not address requirements of the prompt.
<b>Conventions</b>	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are inappropriate to audience and purpose.
<b>Meets Expectations</b>	
<b>Focus</b>	Addresses prompt with a focused response.
<b>Reading/Research</b>	Presents and applies relevant information with general accuracy.
<b>Controlling Idea</b>	Establishes a controlling idea that states the main purpose and/or question for the tasks. L2 Addresses the credibility of sources.
<b>Development</b>	Presents sufficient information in order to examine or convey topics or issues, answer questions, solve problems; identifies salient themes or features; explains key information with sufficient detail. *L2 Discusses relevant implications to topic. L3 Identifies a gap or unanswered question.
<b>Organization</b>	Applies a generally effective structure to address specific requirements of the prompt.
<b>Conventions</b>	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.

### Classroom Assessment Task

No Classroom Assessment Task for this module

### Exemplar Work

*Uploaded Files*

*Comments*

Author Notes

Other Comments