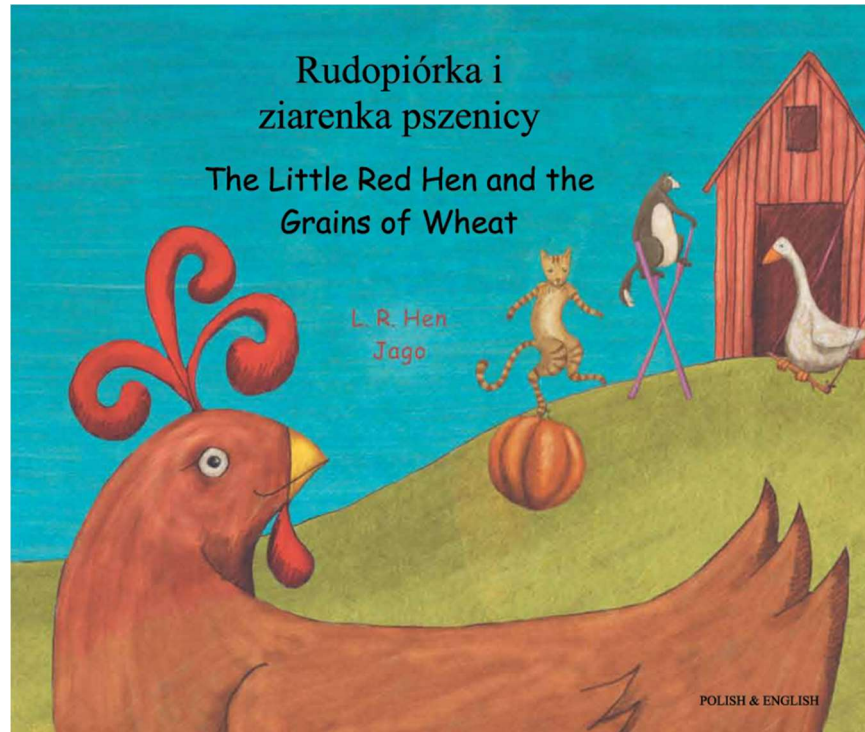This document includes two lesson plans using the bilingual book
Little Red Hen and the Grains of Wheat:
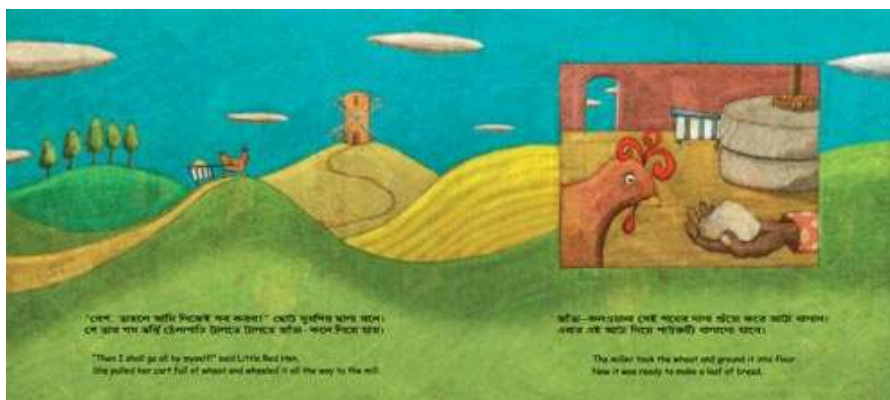

Lesson 1 - Learning and Practicing New Words
Lesson 2 - Making Predictions and Practicing Reading Comprehension

<u>**The Little Red Hen and the Grains of Wheat**</u>
Lesson 1 - Learning and Practicing New Words

Language Lizard Book Used: <u>The Little Red Hen and the Grains of Wheat</u> **Optional Additional Materials:** <u>PENpal Audio Recorder Pen</u>
Language Options: Various languages available
Grades: 2-3
Focus Languages: Cantonese and Spanish
Expected Duration: 20-30 minutes

Authors: Aleah Costello and Amy Ramson
Affiliation: The authors are teacher education students at West Chester University of Pennsylvania. Both authors are studying in the teacher education program for teachers of Pre-K to Grade 4 in Pennsylvania.

Learning and Practicing New Words:
This lesson has been designed to use the <u>PENPal Audio Recorder Pen</u> to assist children in learning and practicing new words (vocabulary) in English and another language. Examples using Cantonese and Spanish are included in this lesson. Facilitators may adapt the lesson to introduce other languages as well.

The Language Lizard book recommended for use in this lesson is: <u>The Little Red Hen and the Grains of Wheat</u>. Additional books may be substituted and similar skills practiced through the lesson format presented here.

The lessons can be aligned with state and Common Core standards in Reading/Language Arts. Facilitators using the <u>Little Red Hen</u> may also choose to focus on the story's message about community, helping, and responsibility.

Lesson Plan
The Little Red Hen and the Grains of Wheat: Learning and Practicing New Words

Goals:
1. Children will learn to use the PENpal Audio Recorder Pen to experience new languages.
2. Children will develop skills to use when they encounter unfamiliar words. 3. Children will develop an appreciation for languages other than their own.

Objectives:
1. Children will be able to define vocabulary words pertaining to the story *The Little Red Hen and the Grains of Wheat* by L.R. Hen Jago.
2. Children will be able to match the correct vocabulary word to a visual depiction of that vocabulary word.

Skills:
1. Use context clues to define vocabulary words
2. Use visuals to define vocabulary words
3. Sort vocabulary words into categories
4. Use technology [PENPal] as a tool to extend thinking

Pennsylvania Common Core Standard
E03.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature

Additional Applicable National Common Core Standards
CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events CCSS.ELA-Literacy.L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
CCSS.ELA-Literacy.L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).

Beginning the Lesson [Anticipatory Set]:
1. The lesson facilitator will tell students that sometimes before reading a new story, it is important to learn key vocabulary words that they will encounter in the book so that they can focus on understanding the story rather than trying to understand the words as they read.
2. The facilitator will distribute a "mystery bag" to each child. Each mystery bag contains pictures of the 14 vocabulary words that will be encountered during the lesson. 3. The facilitator will tell the first student to pull one picture out of the bag and show the picture to his or her peers.
4. The facilitator will ask the children if any of them recognize the picture and can guess what the vocabulary word from the story might be.
5. The facilitator will repeat this step with each child in the group.

6. The facilitator will tell children that by the end of the lesson they will be able to recognize and explain each of the 14 vocabulary words.

During the Lesson [Procedures]:
Part I: Learning New Words:
  1. The facilitator will hand out a vocabulary graphic organizer to each child. This graphic organizer will include 14 vocabulary words, a sentence from the book containing the word, a spot for written definition, and a spot for a photo depicting the word. Children learning English can be given a translation of each vocabulary word on their graphic organizer, if possible and appropriate for each child.
  2. The facilitator will instruct children to hold up the picture that represents the first vocabulary word, hen, from their mystery bag. The facilitator will guide students to glue the picture in the correct spot on the graphic organizer.
  3. The facilitator will work with the children to define the word hen, based on the picture provided from the mystery bag and the sentence from the book with the word underlined. Book Sentence: "One day Little Red Hen was walking across the farmyard when she found some grains of wheat."
  4. The facilitator and children will form the definition for the word. Example definition: a female chicken.
  5. The facilitator will instruct children to fill in the definition on the graphic organizer. 6. Children will use their PENpal Talking Pen throughout to listen to the word along with the sentence from the book in Cantonese, Spanish or language chosen by the facilitator. This will allow children to a) hear new, unfamiliar languages, or b) hear and practice native languages while learning English.
  7. The facilitator will continue this process with the rest of the vocabulary words, and may adjust the order of the steps to utilize PENPal at preferred stages of the lesson. a. Find the image.
       b. Read the sentence from the book where the new word appears.
       c. Define the word together.
       d. Listen to the word using the PENPal.
       e. Complete the graphic organizer.
       Children who need to be challenged during this activity may independently complete the graphic organizer without facilitator assistance.

Vocabulary List:

Farmyard - the area of land surrounding a farm.
   Book Sentence [page]: *One day Little Red Hen was walking across the farmyard when she found some grains of wheat.*
Farm - an area of land used for raising crops and animals.
   Book Sentence [page]: *Little Red Hen called out to the other animals on the*
farm. **Wheat** - a plant that is used to make things like bread and pasta.
   Book Sentence [page]: *"I can plant this wheat," she thought.*
Busy - having a lot of work to do.
   Book Sentence [page]: *"Not I," said the cat, "I'm too busy."*
Sickle - a curved farming tool used to cut plants.
   Book Sentence [page]: *She took a sickle and cut down all the wheat.*
Bundle - a collection of things wrapped together.

Book Sentence [page]: *Little Red Hen carried the <u>bundle </u>of wheat back to the farmyard.* **Thresh** - using a tool to remove the grains from wheat.

Book Sentence [page]: *She <u>threshed</u> the wheat all day long.*

Grind - crushing something into very small pieces.

Book Sentence [page]: *Now the wheat was ready to <u>grind</u> into flour.*

Mill - a building where wheat is turned into flour.

Book Sentence [page]: *She pulled her cart full of wheat and wheeled it all the way to the <u>mill</u>.*

Miller - a person who owns or works in a mill.

Book Sentence [page]: *The <u>miller</u> took the wheat and ground it into flour.* **Baker** - a person who makes bread and cakes.

Book Sentence [page]: *The <u>baker </u>took the flour and added some yeast, water, sugar, and salt. He put the dough in the oven and baked it.*

Yeast - an ingredient in bread that makes it rise.

Book Sentence [page]: *The baker took the flour and added some <u>yeast,</u> water, sugar, and salt.*

Delicious - having a pleasant taste.

Book Sentence [page]: *The Little Red Hen invited the miller and the baker to share her <u>delicious </u>bread while the three other animals all looked on.*

Part II: Reading the Story:

8. The facilitator will read the book with the children in its entirety, stopping as appropriate to review the new terms, in order for children to practice new words.

9. The facilitator may have children use their graphic organizers during the story to identify the 14 vocabulary terms as they encounter each term. Children may use an item to mark each word, or they may point to each word on the graphic organizer as they encounter the word during the reading.

10. The facilitator may engage children in a discussion of: a) what it means to be a member of a community, b) how different community members in the story chose to act when they were asked to help the little red hen, and c) responsibilities of each community member in assisting the group.

Part III: Categorizing New Words:

11. The facilitator will provide children with the same images of the vocabulary words from the mystery bag as well as strips of paper containing the words *Places, Characters, Things, Actions,* and *Descriptions.* The facilitator will read each word and have children offer a definition of each word.

12. The facilitator will tell children to place the images of the vocabulary words under the different categories, modeling by placing the image of the hen under the *Characters* category.

13. The facilitator will allow children to place words under the categories: *characters, places, things, actions,* and *descriptions,* assisting when needed.

The facilitator may provide children with their completed graphic organizer to guide them, as needed.

14. After children have organized their images into groups, the facilitator will check answers and assist children in changing any incorrect placements.

Places: farmyard, farm, mill

Characters: hen, miller, baker
Things: wheat, sickle, bundle, yeast
Actions: thresh, grind
Descriptions: busy, delicious

Ending the Lesson [Closure]:
5. The facilitator will provide children with slips of paper containing the definitions of the vocabulary words.
6. The facilitator will then instruct children to match the definitions to the correct images of their vocabulary words, modeling by matching the definition of the word hen to the image of the hen.
7. The facilitator will assist any child who needs help defining the images, allowing them to utilize their graphic organizers if necessary.

Assessing Children's Understanding:
1. Assessment during the lesson: The facilitator will observe children throughout the lesson, re-teaching, clarifying, and re-directing as needed to insure children's understanding of each new vocabulary term, and categorizing each term.
2. The facilitator will utilize the matching activity to assess the children's ability to match images of the words to their definitions. The facilitator will make note of how many words each student correctly defined during the closure on a checklist.

Materials/Equipment
1. *The Little Red Hen and the Grains of Wheat* retold by L.R.Hen translated in Spanish and Cantonese, or languages selected by the facilitator.
2. PENpal Audio Recorder Pen (optional)
3. Headphones (optional)
4. Mystery Bag (4) with vocabulary pictures (14)
5. Vocabulary graphic organizer
7. Glue
8. Category strips
9. Definition strips

Images
Images for Mystery Bag were taken from *The Little Red Hen and the Grains of Wheat,* and:
Farm- http://www.mycutegraphics.com/graphics/farm-images.html
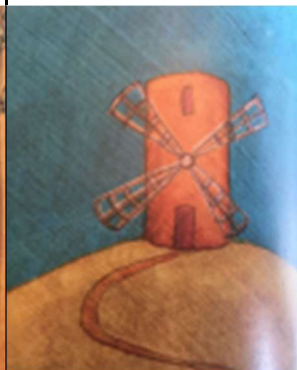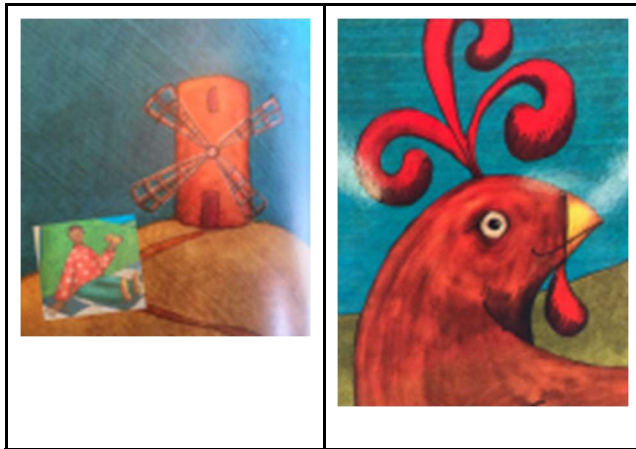Busy- http://autodo.info/pages/b/busy-office-worker-clipart/
Grind- https://www.dreamstime.com/royalty-free-stock-photo-grinding-wheat-closeup-stone mortar-pestle-filled-sprouted-berries-white-background-image35827175
Yeast- https://www.dreamstime.com/stock-images-yeast-spoon-image22448474 Delicious- http://pdclipart.com/food-clipart_3307/
Mystery Bag Images

Graphic Organizer

Word	Sentence	Definition	Picture
Hen	One day Little Red <u>Hen</u> was walking across the farmyard when she found some grains of wheat.		
Farmyard	One day Little Red Hen was walking across the <u>farmyard</u> when she found some grains of wheat.		
Farm	Little Red Hen called out to the other animals on the <u>farm.</u>		
Wheat	"I can plant this <u>wheat</u>," she thought.		
Busy	"Not I," said the cat, "I'm too <u>busy</u>."		

Sickle	She took a sickle and cut down all the wheat.		
Bundle	Little Red Hen carried the bundle of wheat back to the farmyard.		
Thresh	She threshed the wheat all day long.		

Grind	Now the wheat was ready to grind into flour.		
Mill	She pulled her cart full of wheat and wheeled it all the way to the mill.		
Miller	The miller took the wheat and ground it into flour.		
Baker	The baker took the flour and added some yeast, water, sugar, and salt. He put the dough in the oven and baked it.		
Yeast	The baker took the flour and added some yeast, water, sugar, and salt.		

Delicious	The Little Red Hen invited the miller and the baker to share her delicious bread while the three other animals all looked on.		

Graphic Organizer KEY

Word	Sentence	Definition	Picture
Hen	One day Little Red Hen was walking across the farmyard when she found some grains of wheat.	A female chicken	
Farmyard	One day Little Red Hen was walking across the farmyard when she found some grains of wheat.	The area of land surrounding a farm.	
Farm	Little Red Hen called out to the other animals on the farm.	An area of land used for raising crops and animals.	
Wheat	"I can plant this wheat," she thought.	A plant that is used to make things like bread and pasta.	
Busy	"Not I," said the cat, "I'm too busy."	Having a lot of work to do.	

Sickle	She took a <u>sickle</u> and cut down all the wheat.	A curved farming tool used to cut plants.	

Bundle	Little Red Hen carried the <u>bundle</u> of wheat back to the farmyard.	A collection of things wrapped together.	
Thresh	She <u>threshed</u> the wheat all day long.	Using a tool to remove the grains from wheat.	
Grind	Now the wheat was ready to <u>grind</u> into flour.	Crushing something into very small pieces.	

Mill	She pulled her cart full of wheat and wheeled it all the way to the <u>mill</u>.	A building where wheat is turned into flour.	

Miller	The <u>miller</u> took the wheat and ground it into flour.	A person who owns or works in a mill.	
Baker	The <u>baker</u> took the flour and added some yeast, water, sugar, and salt. He put the dough in the oven and baked it.	A person who makes bread and cakes.	
Yeast	The baker took the flour and added some <u>yeast</u>, water, sugar, and salt.	An ingredient in bread that makes it rise.	

Delicious	The Little Red Hen invited the miller and the baker to share her delicious bread while the three other animals all looked on.	Having a pleasant taste.	

Category Strips

Places
Characters
Things
Actions
Descriptions

Definition Strips

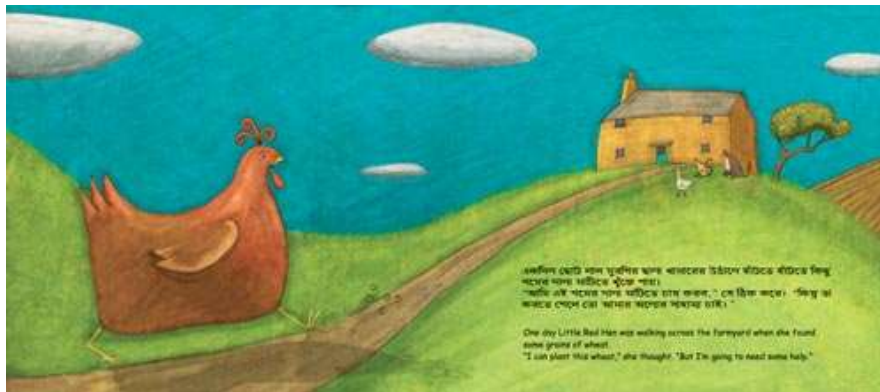| A female chicken	The area of land surrounding a farm
An area of land used for raising crops and animals	A plant that is used to make things like bread and pasta
Having a lot work to do	A curved farming tool used to cut plants
A collection of things wrapped together	Using a tool to remove the grains from wheat
Crushing something into very small pieces	A building where wheat is turned into flour
A person who owns or works in a mill.	A person who makes bread and cakes.
An ingredient in bread that makes it rise.	Having a pleasant taste

Graphic Organizer - Spanish

Word	Sentence	Definition	Picture
Hen *La gallina*	One day Little Red <u>Hen</u> was walking across the farmyard when she found some grains of wheat.		
Farmyard *El patio*	One day Little Red Hen was walking across the <u>farmyard</u> when she found some grains of wheat.		
Farm *La granja*	Little Red Hen called out to the other animals on the <u>farm.</u>		
Wheat *El trigo*	"I can plant this <u>wheat</u>," she thought.		
Busy *Ocupado*	"Not I," said the cat, "I'm too <u>busy</u>."		
Sickle *La hoz*	She took a <u>sickle </u>and cut down all the wheat.		
Bundle *El manojo*	Little Red Hen carried the <u>bundle</u> of wheat back to the farmyard.		

Thresh *Trillar*	She <u>threshed</u> the wheat all day long.		

Grind *Moler*	Now the wheat was ready to <u>grind</u> into flour.		
Mill *El molino*	She pulled her cart full of wheat and wheeled it all the way to the <u>mill</u>.		
Miller *El molinero*	The <u>miller</u> took the wheat and ground it into flour.		
Baker *El panadero*	The <u>baker</u> took the flour and added some yeast, water, sugar, and salt. He put the dough in the oven and baked it.		
Yeast *La levadura*	The baker took the flour and added some <u>yeast</u>, water, sugar, and salt.		
Delicious *Delicioso*	The Little Red Hen invited the miller and the baker to share her <u>delicious</u> bread while the three other animals all looked on.		

The Little Red Hen and the Grains of Wheat
Lesson 2 - Making Predictions and Practicing Reading Comprehension

Language Lizard Books Used: The Little Red Hen and the Grains of Wheat **Optional Additional Materials:** PENpal Audio Recorder Pen
Language Options: Various languages available
Grades: 2-3
Focus Languages: Cantonese and Spanish
Expected Duration: 50-60 minutes

Authors: Aleah Costello and Amy Ramson
Affiliation: The authors are teacher education students at West Chester University of Pennsylvania. Both authors are studying in the teacher education program for teachers of Pre-K to Grade 4 in Pennsylvania.

Making Predictions and Practicing Reading Comprehension:
This lesson has been designed to use the PENpal Audio Recorder Pen ("Talking Pen") to assist children in developing skills in making predictions as they read fiction books and practicing their comprehension of fiction stories. Examples using Cantonese and Spanish are included in this lesson. Facilitators may adapt the lesson to introduce various languages.

The Language Lizard book recommended for use in this lesson is: The Little Red Hen and the Grains of Wheat. Additional books may be substituted and similar skills practiced through the lesson format presented here. The lessons can be aligned with state and Common Core standards in Reading/Language Arts.

Lesson Plan
The Little Red Hen and the Grains of Wheat: Making Predictions
and Practicing Reading Comprehension

Goals:
   1. Children will learn to use the PENpal Audio Recorder Pen to experience new languages.
   2. Children will develop skills to use when they encounter unfamiliar words. 3. Children will develop an appreciation for languages other than their own.

Objectives:
   1. Children will be able to make predictions using information in the book *The Little Red Hen and the Grains of Wheat* as well as their own background knowledge. 2. Children will be able to complete a graphic organizer reflecting upon their predictions. 3. Children will be able to write a response to a given prompt pertaining to their predictions and illustrating comprehension of the story.

Skills:
   1. Use fiction text to make predictions
   2. Use predictions to comprehend text
   3. Identify characteristics of folktales
   4. Use technology [PENPal] as a tool to extend thinking

Pennsylvania Common Core Standard
E03.A-K.1.1.2 Recount poems, dramas, or stories, including fables, folktales and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Additional Applicable National Common Core Standards
CC.1.1.3.E - Read with accuracy and fluency to support comprehension • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Preparation Before the Lesson:
   1. The facilitator must place PENpal stickers (labels) on the bottom right of pages 5, 11, 17, 23, and 25 in each book for children to stop and make predictions.
   2. The facilitator must place stickers next to key vocabulary words (procedure #5) and record him or herself saying the word and definition out loud into the PENpal. When the children get to this sticker in the text they will be able to listen to the key vocabulary word and definition aloud.

Beginning the Lesson [Anticipatory Set]:
   1. The facilitator will pose the question, "Why do people tell stories to one another? Think about a time someone told you a story. Why do you think they wanted you to hear it?" 2. The

facilitator will tell children to turn and talk with a partner about why they think people tell stories.

3. The facilitator will ask one student from each pair for their response.

4. The facilitator will tell children, "There is a certain type of story that people pass to others that teaches an important lesson. These stories are called folk tales. Different cultures tell these folk tales as a way to teach morals so that others can learn from the lessons within the story."

5. The facilitator will ask children if they have ever been told a folk tale. The facilitator will ask children for examples of folk tales that they have been told and what lessons they learned from that story.

6. The facilitator will show examples of folk tales to the children from the classroom
   library: *Little Red Riding Hood*
   Goldilocks and the Three Bears
   The Three Billy Goats Gruff
   The Tortoise and the Hare

7. The facilitator will review the components of every folk tale with the children: each teaches a lesson, contains morals, and typically contains animals with human characteristics as characters.

8. The facilitator will tell children that a great way to be an active reader and learn the lesson while reading folk tales is to make predictions.

9. The facilitator will tell children that today they are going to be reading the folk tale *The Little Red Hen and the Grains of Wheat* and making predictions as they read in order to understand the story.

During the Lesson [Procedures]:
Part I: Using the Story to Make Predictions:
1.The facilitator will pass out *The Little Red Hen and the Grains of Wheat*. 2. The facilitator will tell children to remember that in order to make predictions, you must use information from your background knowledge and information from the book. 3. The facilitator will model making a prediction using the image on the front cover of the book. The facilitator will add a PENpal sticker and record his/her prediction using the PENpal.

> *On the cover, I see that there are four characters, a hen, a cat, a dog, and a goose. The hen is the largest character on the page. Because of this and knowing that the title of the book is "The Little Red Hen and the Grains of Wheat," I believe that the red hen is the main character of this story. I also know that wheat is used to make a lot of different foods that I eat such as bread and cereal, so I think that the hen might be making some type of food. I also know that this story is a folk tale, so I know that the hen and the other animals might display human characteristics such as making food. Lastly, I think that I might learn a lesson from reading this story since it is a folk tale. Now, I have to read on in the story to see if my predictions are correct. While I read, I will keep my predictions in mind so that I can see if they are true or false.*

4. The facilitator will tell children that they are going to read the book and when they come across a sticker on the bottom right of pages 5, 11, 17, 23, and 25, they will record a prediction. The facilitator will show children where the first sticker will be found, at the bottom right of page 5.

5. The facilitator will add that sometimes children will see stickers directly next to a word within the text and that these special words are some of the vocabulary words that they learned in the previous lesson. The facilitator will tell children that if they see this sticker, pressing on it with their PENpal will read the vocabulary word aloud to them, as well as tell them the definition of the word. The facilitator will tell children that these special vocabulary words are hen, farm, wheat, miller, and baker.

6. The facilitator will instruct children to begin reading independently. The teacher may select group reading strategies or other reading approaches as appropriate for her/his group of children. 7. The facilitator will observe children and assist those in need of help.

8. When children have finished reading, the facilitator will model using the prediction graphic organizer which will allow children to determine if their predictions were correct and comment on any incorrect predictions.

Looking at our prediction graphic organizer, I see that each page number is already written in. The next column asks me to write a check mark (✓) if my prediction was correct. If I listen to my first prediction from the cover page I would put a checkmark (✓) in that column because my prediction was correct. Since my prediction was correct, I will not leave the next column blank. Looking at the last column I would write down:

> ○ *"On the cover, I see that there are four characters, a hen, a cat, a dog, and a goose. The hen is the largest character on the page. Because of this, and knowing that the title of the book is "The Little Ren Hen and the Grains of Wheat," I believe that the red hen is the main character of this story. I also know that wheat is used to make a lot of different foods that I eat such as bread and cereal, so I think that the hen might be making some type of food."*

> ● *This information is exactly what I said when making my original predictions. It is important to realize that we must use context clues when making predictions.* ● *You will continue to fill out this graphic organizer while going through each of the predictions you have already made.*

9. The facilitator will instruct children to fill out their prediction graphic organizer.

Part II: Retelling the Story and Checking Predictions:

10. When children have finished filling out their graphic organizers, the facilitator will ask for each student to retell the story in their own words. The children will be able to use illustrations from their books to retell if needed.

11. The facilitator will ask children to discuss their predictions and whether there were any correct or incorrect predictions.

Part III: Responding to Moral Questions:

12. The facilitator will ask the children if they believe there are any lessons taught throughout the story and what the lessons might be.
13. The facilitator will discuss the lesson or moral of the story with the children. 14. The facilitator will pass out moral questions to discuss among the group.

Moral Questions:
1. Were the other animals right or wrong for not helping the hen make the bread? 2. Should the hen have given the other animals the bread even though they did not help her make it?
3. Is it okay to only help someone if you know that you are getting something in return?
4. Did the miller and the baker deserve to eat the bread?
5. Was it right or wrong for the other animals to say they were busy when they were playing instead of working?

Ending the Lesson [Closure]:
1. The facilitator will pass out the following writing prompt to children and direct them to answer it in their writing journals:

> *If your original predictions came true throughout the story, how would the events change? How would the lesson in the story change?*

2. For children who are fluent writing in English, the facilitator will require them to write 1 paragraph. For children who are English language learners, they will be required to answer the question in 2-3 sentences, or as appropriate for their language skills at the time of the lesson. The children will be expected to include all 5 of their vocabulary words throughout the response. The children will be given a rubric to use in order to write their response.

Assessing Children's Understanding:
1. Assessment during the lesson: The facilitator will assess children while listening to them create predictions and while children complete their graphic organizers. This allows the facilitator to address needs for re-teaching or enrichment. The facilitator will be able to assess children's comprehension when they discuss 'lessons' presented in the story. 2. The facilitator will collect the children's prediction graphic organizers and their writing prompts. The graphic organizer will be graded by completion and correctness. The writing prompt will be evaluated based upon the rubric given to the children.

Materials/Equipment
1. *The Little Red Hen and the Grains of Wheat* retold by L.R.Hen translated in Spanish and Cantonese (4)
2. PENpal Audio Recorder Pen (4)
3. Headphones (4)

4. Prediction graphic organizer
5. Prediction writing prompt
6. Prediction writing prompt rubric
7. Writing Journals

Prediction Graphic Organizer

Page Number	Write a check if your prediction was correct ✓	Write a check if your prediction was incorrect ✓	What clues did you use to make your predictions?
5			
11			
17			
23			
25			

Writing Prompt
If your original predictions came true throughout the story how would the events change? How would the lesson in the story change? Make sure to use each of our 5 vocabulary words in the prompt:

Writing Prompt Rubric

Conventions	All spelling, punctuation and grammar is used correctly.	Most spelling, punctuation and grammar is used correctly.	Some spelling, punctuation and grammar is used correctly.	Many errors in spelling, punctuation and grammar.	Does not turn in assignment/ Does not complete assignment.
Ideas	Has a clear topic and provides many supporting ideas.	Has a clear topic and provides several supporting ideas.	Unclear topic and provides some/no supporting ideas.	Unclear topic, no details and it is hard to follow.	Does not turn in assignment/ Does not complete assignment.
Fulfills Writing Assignment	Answers question and fulfills requirements of assignment. Including all 5 vocabulary words.	Mostly answers question and fulfills requirements of assignment. Including at least 4 vocabulary words.	Partially answers question and fulfills requirements of assignment. Including at least 3 vocabulary words.	Does not answer question and does not fulfill requirements of assignment. Includes 2 or less vocabulary words.	Does not turn in assignment/ Does not complete assignment.
Evidence	Provides support for answer and gives several specific text based details.	Provides support for answer and gives specific text-based details.	Provides some support for answer. Gives text based details, but may not support answer.	Does not provide support for answer and gives no specific text based details.	Does not turn in assignment/ Does not complete assignment.

Most of rubric taken from: http://kimmas16.blogspot.com/2013/01/writing-rubric-and independent-writing.html