Elementary Draw-and-Write Page: Picture Box, Primary Lines, Word Bank

Original tasks 1, 2, 3 / complete keys

Task 1

A learner draws a dog with a bowl and writes: My dog eats. The caption has three words. Using the rubric, what is missing and what is the next step?

Answer: The caption is shorter than the five-to-nine-word target. The picture has a main subject and one detail (the bowl), so one more detail is needed. Next step: add a second picture detail, such as a bone or a water bowl, and write a longer caption such as My dog eats from the red bowl.

Reason: The rubric requires five to nine words and two details. Three words is below the target, and the picture shows only one supporting detail.

Check: Count the caption words and list the picture details. Compare both counts to the rubric targets.

Task 2

A learner writes: thesunishot. The letters are legible but there are no spaces. Which rubric item is not met, and how would you fix it?

Answer: The word-spacing item is not met. Fix by rewriting with clear gaps: the sun is hot. The caption has four words, so add at least one word to reach five to nine, for example The sun is very hot.

Reason: The rubric checks clear spacing between words. The caption is also below the five-word minimum, so both spacing and length need attention.

Check: Point to each word gap. If words run together, spacing is not met. Count words after rewriting.

Task 3

A learner draws a side view of a car and writes: The car is fast. The teacher expected a front view. Should the page be marked wrong? Explain using the convention.

Answer: No. The side view is a valid alternative because the convention asks for a clear main subject and two details, not one fixed viewpoint. The caption has four words, so ask for one more word, such as The red car is fast.

Reason: The convention allows valid alternatives in drawing view. The main subject is clear, but the caption is one word short of the five-word target.

Check: Check the main subject and details first, then count caption words. Do not penalize a different but clear viewpoint.

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Original tasks 4 / complete keys

Task 4

The midline on your paper is 5 mm above the baseline. A learner's lowercase a reaches 3 mm above the baseline. Is the baseline item met? What should you do next?

Answer: The baseline item is partly met: the letter sits on the baseline but does not reach the midline. Treat 5 mm as a hypothetical example and measure your own paper. Next step: model one lowercase a that touches the midline, then have the learner try three more.

Reason: X-height is measured from baseline to midline. A 3 mm height on a 5 mm midline is shorter than the guide, so practice is needed rather than a wrong mark.

Check: Measure the actual midline with a ruler, then measure three lowercase letters. Compare the heights and note one specific practice step.

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Source rubric / reflection

- [ ] Picture shows a clear main subject: 1 point.
- [ ] Picture includes at least two supporting details: 1 point.
- [ ] Caption has five to nine words and is readable: 1 point.
- [ ] Caption matches the picture: 1 point.
- [ ] Word spacing is clear: 1 point.
- [ ] Most letters sit on the baseline: 1 point.
- [ ] Accept valid alternatives in drawing view and letter style.

Reflection: What did you check, what did you change, and what will you try next?