Task: Students work as individuals to extend the story, *Buddy’s Bedtime Battery,* to include a STEM connection. The resulting story should include (a) illustrations of Buddy with his newly designed item(s), and (b) contextualized details with integrated academic vocabulary. Students can use varied materials and technology (e.g., available software, tablet, applications, posters, paint, markers) to create their stories. Students should work collaboratively while either editing their stories for a final draft or as peer reviewers when presenting their stories to the class.

NGSS.4-PS3-4 Energy: Apply scientific ideas to design test, and refine a device that converts energy from one form to another. <https://www.nextgenscience.org/pe/4-ps3-4-energy>

CCCS.ELA-Literacy.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<http://www.corestandards.org/ELA-Literacy/W/4/>

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| **Criterion** | **Exemplary (3)** | **Competent (2)** | **Developing (1)** |
| **Technology Integration** | The student uses *several* technology resources to research, illustrate, and provide details in their story. | The student uses *some* technology resources to research, illustrate, and provide details in their story. | The student uses a *few* technology resources to research, illustrate, and provide details in their story. |
| **Contextualized****Academic Vocabulary** | There are no contextual errors – the academic vocabulary is integrated *without errors* and is precise. | There are 1-3 contextual errors – the academic vocabulary is integrated with few *errors*. | There are 4 or more contextual errors – the academic vocabulary is integrated with *some errors.* |
| **Amount of Integrated Academic Vocabulary** | The student’s story provides *substantial detail* in explaining (a) how energy is transferred in complete and incomplete circuits, (b) components of circuits, and (c) indicators of complete and incomplete circuits. | The student’s story provides *some detail* in explaining (a) how energy is transferred in complete and incomplete circuits, (b) components of circuits, and (c) indicators of complete and incomplete circuits. | The student’s story *lacks detail* in explaining (a) how energy is transferred in complete and incomplete circuits, (b) components of circuits, and (c) indicators of complete and incomplete circuits. |
| **Collaborative Communication** | The student collaboratively communicates with their peers, offering positive and constructive criticism to their peers. They receive criticism well. | The student attempts to collaboratively communicate with their peers, offering *somewhat* positive and constructive criticism to their peers. They receive criticism well. | The student does not collaboratively communicate with their peers, offering only negative criticism to their peers. They also fail to receive criticism. |

Total Points Earned: \_\_\_\_\_\_\_\_\_\_\_