



Cultural Diversity K-5 Tasks with Rubric

Kindergarten

NC ES Social Studies K.C.1.2:	Explain the elements of culture (how people speak, how people dress, foods they eat, etc.).
CCSS SL.K.4:	Describe familiar people, places, things, and events and with prompting and support, provide additional detail.
CCSS L.K.5c:	Identify real-life connections between words and their use.
CCSS W.K.2:	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
CCSS W.K.7:	Participate in shared research and writing projects (e.g. explore a number of books by a favorite author and express opinions about them).
CCSS W.K.8:	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
CMS SS Resource:	Nystrom: Around the World, Lessons 2-5

Suggested Task

Choose an international family (diverse culture). Gather information about the family/culture by reading books, asking people in your international community to tell you what languages they speak, how people in their family/culture dress, what foods they eat, what type of music they listen to.

Create a large cube for the family/culture and assign small groups of students to prepare an illustration for each face of the cube. Use guiding research questions to assign the faces of the cube. Extend this with a writing activity: After researching an international family (diverse culture) and creating an information cube, write a class book about the family/culture and illustrate each page.



Informational/Explanatory Writing Grade K

Evaluation Checklist

Student _____ Date _____

Qualities of Good Writing	Goals: The Writer is able to use a combination of drawing, dictating, and writing to:	1	2	3	4
Statement of Purpose	NCES SS K.C.1.2: Explain the elements of culture How people speak, dress, what foods they eat, etc.				
Stage of Writing Development	Check one: <ul style="list-style-type: none"> ○ Non representational sketches ○ Representational sketches, no labels ○ Labeling sketches with some initial sounds ○ Labeling sketches with taught initial sounds ○ Labeling sketches with some initial and secondary/ending sounds ○ Labeling sketches with two or more sounds ○ Produces a simple line of text, related to the sketch, using developmental spelling ○ Produces 2 or more lines of print, related to the sketch, using a combination of developmental spelling and conventional spelling of sight words 				
Behaviors to Notice					
The student remains on task and maintains focus					
The writer demonstrates awareness of where s/he is in the writing process					
The writer demonstrates willingness to share their writing					
The writer seeks out and incorporates feedback					
The writer tries writing techniques they have been taught					

1	Not yet approaching expectation in this area
2	Approaching the grade level expectation in this area
3	Meeting the grade level expectation in this area
4	Exceeding the grade level expectation in this area



Cultural Diversity K-5 Tasks with Rubric

First Grade

- NC ES Social Studies 1.C.1.2: Use literature to help people understand diverse cultures.
- CCSS RL.1.5: Explain major differences between books that tell stories and books that give information drawing on a wide reading of a range of text types.
- CCSS RL.1.7: Use illustrations and details in a story to describe its characters, setting or events.
- CCSS RI.1.9: Identify basic similarities and differences between two texts on the same topic (illustrations, descriptions, or procedures).
- CCSS W.K.7: Participate in shared research and writing projects (e.g. explore a number of books by a favorite author and express opinions about them).
- CCSS W.K.8: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- CMS SS Resource: Nystrom: Looking at our World Lesson 1

Suggested Task

Have students read one nonfiction book about a continent and country. Next have them find and review a fairy tale that is set in a similar place or culture. Discuss what students saw in both books (geography, people, clothing, food, places, and customs). Discuss how the books are different (one tells a story; the other gives factual information). Have students work together to illustrate what is learned.



Informational/Explanatory Writing Grade 1

Evaluation Checklist

Student _____ Date _____

Qualities of Good Writing	Goals: The Writer is able to...	1	2	3	4
Statement of Purpose	NC ES SS 1.C.1.2: Use literature to help people understand diverse cultures.				
Structure	Introduce a culture				
	Supply some facts about the culture				
	Provide some sense of closure				
Conventions	The writer uses capital letters and end punctuation correctly.				
	The writer uses developmental spelling independently.				
Behaviors to Notice					
The student remains on task and maintains focus					
The writer demonstrates awareness of where s/he is in the writing process					
The writer demonstrates willingness to share their writing					
The writer seeks out and incorporates feedback					
The writer tries writing techniques they have been taught					

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Cultural Diversity K-5 Tasks with Rubric

Second Grade

NC ES Social Studies 2.C.1.1:	Explain how artistic expressions of diverse cultures contribute to the community (stories, art, music, food, etc.).
CCSS RL.2.2:	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
CCSS RL.2.5:	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CCSS RL.2.7:	Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.
CCSS W.2.7:	Participate in shared research and writing projects.
CCSS SL.2.2:	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CMS SS Resource:	Nystrom: Looking at our World Lesson 4

Suggested Task

Have students select an “international folktale” (e.g. *Martina the Beautiful Cockroach: A Cuban Folktale*). Provide each student with a piece of plain white paper. Then, give these instructions:

Read a folktale with a partner. When you are finished reading the folktale, follow these directions:

- *Fold your paper into fourths.*
- *Draw a picture of the main character in one square.*
- *Draw the setting in another square.*
- *Draw your favorite part of the plot in another square.*
- *In the last part, write a few sentences describing what you think the folktale is teaching about the culture.*



Informational/Explanatory Writing Grade 2

Evaluation Checklist

Student _____ Date _____

Qualities of Good Writing	Goals: The Writer is able to...	1	2	3	4
Statement of Purpose	NC ES SS 2.C.1.1: Explain how artistic expressions of diverse cultures contribute to the community (stories, art music, food, etc).				
Structure	Introduce a diverse culture				
	Supply some artistic expressions				
	Provide a concluding statement/contribution to community				
Elaboration	Elaborate across the entire piece				
	Use facts, definitions, explanations, concrete details, or other information/examples to explain/develop points				
Conventions	Demonstrate grade-level appropriate spelling.				
	Use grade appropriate punctuation correctly.				
	Use grade appropriate grammar correctly.				
	Use capital letters and end punctuation correctly.				
Behaviors to Notice					
The student remains on task and maintains focus					
The writer demonstrates awareness of where s/he is in the writing process					
The writer demonstrates willingness to share their writing					
The writer seeks out and incorporates feedback					
The writer tries writing techniques they have been taught					

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Cultural Diversity K-5 Tasks with Rubric

Third Grade

- NC ES Social Studies 3.G.1.5: Summarize the elements (cultural, demographic, economic and geographic) that define regions, community, state, nation and world.
- CCSS RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- CCSS W3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.
a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
b. Provide reasons that support the opinion.
c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
d. Provide a concluding statement or section.
- CCSS W3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
b. Develop the topic with facts, definitions, and details.
c. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
d. Provide a concluding statement or section.

Suggested Task

Research a country other than the United States. Read about their geographic representation, culture and categorize information in areas including geography, traditions, food, language, holidays celebrated, and clothing. Create a presentation to give to your peers about your country. Explaining the information you have gathered including geography, traditions, holidays, foods, clothing, and language specific to the country you have chosen.



Informational/Explanatory Writing Grade 3

Evaluation Checklist

Student _____ Date _____

Qualities of Good Writing	Goals: The Writer is able to...	1	2	3	4
Statement of Purpose	NC ES SS 3.G.1.5: Summarize the elements (cultural, demographic, economic, and geographic) that define regions, community, state, nation and world.				
Structure	Introduce a region/culture clearly				
	Provide a general observation and focus of the elements (cultural, demographic, economic, and geographic) that define regions, community, state, nation and world. (hook/lead, background information on the topic)				
	Group related information logically (into paragraphs/sections)				
	Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information				
	Provide a concluding statement or section related to the information or explanation presented.				
Elaboration	Elaborate across the entire piece				
	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic				
Craft	Attempt the use of creative word choice, analogy, metaphor, figurative language, simile, repetition, or other compositional risks				
Meaning/Significance	Communicate why this topic matters/has interest to them/others/the outside world				
Conventions	Demonstrate grade-level appropriate spelling.				
	Use grade appropriate punctuation correctly.				
	Use grade appropriate grammar correctly.				
	Use capital letters and end punctuation correctly.				
Behaviors to Notice					
The student remains on task and maintains focus					
The writer demonstrates awareness of where s/he is in the writing process					
The student understands the difference between revising and editing					
The writer uses the language of writers to talk about his or her writing (leads, voice, audience, etc.)					
The writer demonstrates willingness to share their writing					
The writer seeks out and incorporates feedback					
The writer tries writing techniques they have noticed in books, mentor texts, or peer writing					

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Cultural Diversity K-5 Tasks with Rubric

Fourth Grade

NC ES Social Studies 4.C.1.1:	Explain how the settlement of people from various cultures affected the development of regions in North Carolina (languages, foods, and traditions).
NC ES Social Studies 4.H.1.3:	Explain how people, events, and developments brought about changes to communities in various regions of North Carolina.
CCSS RI.4.3:	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
CCSS W.4.2:	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCSS W.4.7:	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
CCSS L.4.3:	Use knowledge of language and its conventions when writing, speaking, reading or listening.
CMS SS Resource:	Harcourt: Social Studies: North Carolina, Geography, History and Culture

Suggested Task

“Celebrating NC Culture” ---There are many different cultures and customs celebrated in North Carolina and culture, beliefs and values can impact the characteristics of its region (Coastal Plain, Piedmont, and Mountains). Illustrate how culture is different in each region of North Carolina and explain the impact of the culture on its region.

Guiding Questions: What people, events and developments impacted the regions of North Carolina? How does culture impact the characteristics of a region? What cultural and physical differences can be found among regions?



Informational/Explanatory Writing Grade 4

Evaluation Checklist

Student _____ Date _____

Qualities of Good Writing	Goals: The Writer is able to...	1	2	3	4
Statement of Purpose	NC ES SS 4.C.1.1: Explain how the settlement of people from various cultures affected the development of regions in NC (language, foods, and traditions).				
Structure	Introduce a region and its settlement of people clearly (hook/lead, background information)				
	Explain how the culture affected the development				
	Group related information in paragraphs and sections				
	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because)				
	Provide a concluding statement or section				
Elaboration	Elaborate consistently across the entire piece				
	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic				
Craft	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because)				
Craft	Use some of the following: creative word choice, analogy, metaphor, figurative language, simile, repetition, or other compositional risks				
Meaning/ Significance	Communicate why this topic matters/has interest to them/others/the outside world				
Conventions	Demonstrate grade-level appropriate spelling.				
	Use grade appropriate punctuation correctly.				
	Use grade appropriate grammar correctly.				
	Use capital letters and end punctuation correctly.				
	The student uses a variety of simple and complex sentences.				
Behaviors to Notice					
The student remains on task and maintains focus					
The writer demonstrates awareness of where s/he is in the writing process					
The student understands the difference between revising and editing					
The writer uses the language of writers to talk about his or her writing (leads, voice, audience, etc.)					
The writer demonstrates willingness to share their writing					
The writer seeks out and incorporates feedback					
The writer tries writing techniques they have been taught or have noticed in books, mentor texts, or peer writing					

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Fifth Grade

NC ES Social Studies 5.C.1.4	Understand how cultural narrative (legends, songs, ballads, games, Folktales and art forms) reflect the lifestyles, beliefs, and struggles of diverse ethnic groups.
CCSS RI.5.7:	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer quickly or to solve a problem efficiently.
CCSS RI.5.9:	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
CCSS W.5.7:	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Suggested Task

Cultural expressions can reveal the values, lifestyles, beliefs, and struggles of diverse ethnic groups. Have students research a country/culture and create a multimedia presentation answering the following prompt: What should visitors learn that would increase understanding of that country's culture/heritage? What type of literature, art, and/or music will help provide insight to the culture?



Informational/Explanatory Writing Grade 5

Evaluation Checklist

Student _____ Date _____

Qualities of Good Writing	Goals: The Writer is able to...	1	2	3	4
Statement of Purpose	NC ES SS 5.C.1.4: Understand how cultural narrative (legends, songs, ballads, games, Folktales and art forms) reflect the lifestyles, beliefs, and struggles of diverse ethnic groups.				
Structure	Introduce a culture clearly (hook/lead, orient the reader)				
	Provide a general observation and focus (background information on how the narrative reflects the lifestyles, beliefs, and struggles of diverse ethnic groups)				
	Group related information logically (into paragraphs/sections)				
	Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).				
	Provide a concluding statement or section related to the information or explanation presented.				
Elaboration	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic				
Craft	Use precise language and domain-specific vocabulary to inform about or explain the topic.				
	Use some of the following: creative word choice, analogy, metaphor, figurative language, simile, repetition, or other compositional risks				
Meaning/ Significance	Communicate why this topic matters/has interest to them/others/the outside world				
Conventions	Demonstrate grade-level appropriate spelling.				
	Use grade appropriate punctuation correctly.				
	Use grade appropriate grammar correctly.				
	Use capital letters and end punctuation correctly.				
	The student uses a variety of simple and complex sentences.				
Behaviors to Notice					
The student remains on task and maintains focus					
The writer demonstrates awareness of where s/he is in the writing process					
The student understands the difference between revising and editing					
The writer uses the language of writers to talk about his or her writing (leads, voice, audience, etc.)					
The writer demonstrates willingness to share their writing					
The writer seeks out and incorporates feedback					
The writer tries writing techniques they have been taught, or have noticed in books, mentor texts, or peer writing					

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Notes