Narrative Performance Task

Task:
Your class has been learning about how animals protect themselves. Your teacher has explained how animals have their own clever ways of staying safe. You decide to do some more research on the topic. While doing your research, you read two sources.

After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and review the sources carefully to gain the information you will need to answer the questions and complete your research.

In Part 2, you will write a story using information from the two sources.

Directions for Part 1
You will now review two sources. You can review any of the sources as often as you like.

Research Questions:
After reviewing the research sources, use the rest of the time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the information you have read and viewed, which should help you write your story. You may also look at your notes.

Source #1: Hiding in Camouflage

In the animal world, there is one rule. It says, "Eat or be eaten." Some animals can fly or run away from danger. Other animals use a trick to hide themselves. It's called camouflage. Animals use their body color to hide. They also use their body shape to stay safe.

Color Change

Animals use their fur color to stay out of sight. They may also use their feathers or scales to hide. The birds in the forest use their brown feathers to hide in trees. Some animals can change colors. They are one color when they are young. Then as they grow older, the color of their fur changes. The color may change because they are now hunters. An animal's color also changes with the seasons. For example, the Arctic fox is dark during the summer. The fox's dark color blends in with the land around it. In winter, the fox's fur turns white. It blends in with the snow that covers the ground. It makes it harder for other animals to find it in the snow. Some insects can change colors in seconds. They sense danger and their color changes.

Many kinds of sharks are gray, and dolphins are grayish blue. These colors help the animals blend in with the water. Most deer and squirrels are brownish gray. Their colors help them stay hidden in the forest. A grasshopper is green to blend in with the grass and other plants.

Color Patterns

Some animals use their spots or stripes to hide. These patterns make it easier for animals to look like the things around them. For example, the zebra's coat is a pattern of stripes. In a herd of zebras, the white and black stripes all blend in together. The zebras look like one huge animal rather than just one zebra. A hungry lion has trouble seeing just one zebra in a group like that. Another animal that hides is the tiger. Its stripes help it hide in the tall grass.

GO ON →

Two Colors

Animals with two different colors can also trick other animals. They might have one color on their stomachs and another color on their backs. The two colors help them blend into many places in the forest. A red squirrel uses its reddish brown color to look like the forest ground. When the squirrel is in a tree it uses its white belly to look like the sky.

Body Shape

Another type of camouflage is when an animal uses its body shape to stay out of danger. While walking among trees, you may never see the walking stick. Its body looks like a branch. The praying mantis is another animal that looks like a branch. Grasshoppers hide in the grass and look like leaves.

Next time you are walking in the forest look for those animals that are hiding. Some may be using color to hide. Some may be using shape to hide.

GO ON →

Source #2: Animal Defenses

The animal world can be dangerous. Some animals will run from danger. Some animals will fight back. Still others have different ways of defending themselves. Animals have to fight back to keep themselves from harm. Harm could mean death.

Some Animals Run

What will some animals do when they sense danger? Some animals will run. Yes, some will just run fast. Others have a special way of running away. The deer will first lift its white tail to warn others. Then it will start running left to right at a high speed. The deer hopes to confuse the animal chasing it.

Rabbits are also runners. They run away in a back-and-forth pattern. It makes it hard to follow them. Both deer and rabbits hope the other animal will give up. Ducks will fly away from danger. Some ducks will jump up and start flying. Other ducks walk fast then use their wings to fly. Once in the air, they are safe.

Some Animals Attack

Some animals will attack when they are in danger. The skunk first warns other animals by lifting its tail. It is the skunk's way of saying, "Back off!" Then it sprays a smelly mist in the direction of the threat. The mist can be smelled for miles. It has a horrible scent.

Another animal that uses spray as a defense is the bombardier beetle. If it senses danger, it will mix chemical liquids that come from its body and fill its back end with those liquids. Then it sprays the liquid from its tail with a loud popping sound. Not only is the spray smelly, it is also boiling hot. Watch out!

On the other hand, a bee uses its stinger. It will buzz to let others know it's around. If threatened, it will sting to protect itself.

GO ON →

Unique Animals

Did you know that some animals play dead? Well, they do. The opossum will fall over and curl up if threatened. Its tongue will hang out of its mouth. Once playing dead, the opossum hopes the other animal will lose interest and walk away.

Another great defense is puffing up the body. A toad will puff up its whole body to look about three times its normal size to keep predators away. Once bigger, it scares the other animal.

Two other unique animals are the worm and the turtle. It is not easy to tell one side of a worm from another. If a bird or other animal takes the back end of a worm, it can grow a new end. The worm gets a second chance at staying alive. The turtle has the best protection: its shell. If an animal tries to attack it, the turtle can pull all of its body parts into the shell. It stays safe. Teeth or claws cannot destroy a turtle's shell.

How amazing are animals? Each one has ways of hunting, ways of eating, and ways of staying alive. There is so much to learn about animals.

GO ON →

Name: _____ Date: _____

1 "Hiding in Camouflage" gives information about how animals protect themselves with the colors and shapes of their bodies. Choose **two** details from "Animal Defenses" that give **different** information about the ways animals protect themselves.

Ⓐ Sharks tend to be gray in color.

Ⓑ Most squirrels can be two colors.

Ⓒ Animals run to stay safe and avoid harm.

Ⓓ Survival in the animal world is never easy.

Ⓔ Walking sticks are hard to find in the forest.

Ⓕ Some animals will spray a mist to stay out of danger.

2 Both sources discuss how animals protect themselves. What does "Hiding in Camouflage" explain about how animals protect themselves that "Animal Defenses" does not? Explain why that information is helpful for the reader. Give **two** details from "Hiding in Camouflage" to support your answer.

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GO ON →

Name: _____ Date: _____

3 Explain why animals can be sneaky. Give **two** reasons, one from "Hiding in Camouflage" and one from "Animal Defenses." For each reason, include the source title.

GO ON →

Directions for Part 2

You will now review your notes and sources, and plan, draft, revise, and edit your story. You may use your notes and go back to the sources. Now read your assignment and the information about how your story will be scored; then begin your work.

Your teacher has asked the class to write about what has been taught on how animals protect themselves. You decide to write a story about an animal protecting itself.

Your Assignment:

Your assignment is to write a story about an animal in the forest who encounters an enemy. Write a story that is several paragraphs long about what happens to the animal. Writers often do research to add interesting details to the setting, characters, and plot in their stories. Be sure to use the information that you learned about in the sources when you write about your animal encounter. Make sure your story includes a setting, gives information about the characters, and tells what happens. Remember to use words that describe and don't just tell. Your story should have a clear beginning, middle, and end.

REMEMBER: A well-written story

- has a clear plot and clear sequence of events.
- is well-organized and has a point of view.
- uses details from the sources to support your story.
- uses clear language.
- follows rules of writing (spelling, punctuation, and grammar usage).

Now begin work on your story. Manage your time carefully so that you can plan, write, revise, and edit the final draft of your story. Write your response on a separate sheet of paper.

Informational Performance Task 2

Student Directions

Task:

Your class is creating a magazine about climate and weather. Each student has been assigned to learn about a different type of weather. Your assignment is to learn about thunderstorms. You have found two sources about these types of storms.

After you have looked at these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully to get the information you will need to answer the questions and write an informational article.

In Part 2, you will write an informational article using information you have read.

Directions for Part 1

You will now look at two sources. You can look at either of the sources as often as you like.

Research Questions:

After looking at the sources, use the rest of the time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Your answers will also help you think about the information you have read and should help you write your informational article.

You may look at the sources when you think it would be helpful. You may also look at your notes. Answer the questions in the space provided.

GO ON →

Part 1

Source #1

Lightning and Thunder

Thunderstorms can make us want to curl up in bed and pull the blankets over our heads. First, lightning streaks across the sky. Then, there is usually a loud BOOM of thunder. What causes the lightning and thunder? Why do they happen during rainstorms?

Positive and Negative Charges

Lightning is a form of electricity. It builds up from positive and negative charges in the air. Thunderstorms occur when there are a lot of raindrops in the clouds. Sometimes the raindrops are frozen because the clouds are up so high. The higher the cloud, the colder the air is. These frozen bits of ice move around in the cloud and bump into each other. They create electrical charges that fill the cloud.

Some electrical charges are positive, and some are negative. In a cloud, the positive charges are at the top. The negative charges are at the bottom. They also build up under the cloud all the way down to the ground below. Positive and negative charges are opposites. They attract.

Lightning Strikes!

As the charges build up, they get closer and closer to each other. When they finally touch: ZAP! That's when lightning strikes. Because of the way that positive and negative charges work, there are different types of lightning.

GO ON →

Cloud to Ground Lightning

- Positive charge at top of cloud is attracted to negative charge on ground below
- Lightning streak goes from cloud to the ground

Cloud to Cloud Lightning

- Positive charge at top of one cloud is attracted to negative charge at bottom of another cloud
- Lightning streaks across the sky, not touching the ground

Intra-Cloud Lightning

- Positive charge at top of cloud is attracted to negative charge at bottom of cloud
- Flickering light flashes inside a cloud

Do You Hear Thunder?

Lightning is always followed by thunder. Sometimes you hear it and sometimes you don't. It depends on how far away the lightning is.

When lightning strikes, it creates a hole in the air that it passes through. As the air falls back in to fill the hole, it creates a loud sound wave. That is the thunder you hear after you see lightning. It is the sound of the air refilling the space that the lightning created.

You can find out how far away a thunderstorm is by counting how many seconds are between the lightning you see and the thunder you hear. Divide the total seconds by five. This will tell you how many miles away the storm is.

Lightning and thunder occur during rainstorms because the clouds need to be full of water to build up positive and negative charges. This happens in clouds that are tall and dense. When you see these kinds of clouds, you know a storm is on the way!

GO ON →

Source #2

Storm Spotters

Weather centers use a lot of gadgets to help predict the weather. They use satellites up in space. They also use tools in the sky and on the ground. But one of the most important things that weather centers use is not a gadget at all. It is people!

Storm spotters are people who tell weather centers when they see a storm. These are volunteers who live in the community. They are trained by weather centers to know how to spot a thunderstorm. When they see the warning signs of a storm, they quickly call the weather center. The center then warns the public that a storm is on the way!

Sometimes, storm spotters follow storms, as well. They do this to figure out which way the storm is moving. They drive behind storms at a safe distance. Weather centers tell spotters to stay at least two miles away from the storm.

Without storm spotters, weather centers would not know exactly where a storm is or where it is headed. Storm spotters work with weather centers to make sure that people are ready for any storms that come their way!

Signs of a Thunderstorm

- Dark, thick clouds
- Dark sky
- Cooler air temperature
- Increase in wind

GO ON →

Name: _____ Date: _____

Research Questions

1 Which warning sign of a thunderstorm is described in both sources?

Ⓐ how the air gets cooler

Ⓑ how the clouds look

Ⓒ how the sky gets dark

Ⓓ how the wind starts to blow

2 Explain why a storm spotter would count the seconds between lightning and thunder. Give two reasons, using information from both sources. Be sure to tell which source you used for each reason.

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GO ON →

Name: _____ Date: _____

3 How does it most likely feel to be a storm spotter? Explain your answer by giving two examples from "Storm Spotters."

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GO ON →

Directions for Part 2

You will now look at your sources, take notes, and plan, draft, revise, and edit your article. You may use your notes and go back to the sources. Now read your assignment and the information about how your informational article will be scored; then begin your work.

Your assignment:

Your class is creating a magazine about climate and weather. Each person has been assigned to write about a type of weather.

Your assignment is to write an informational article that is several paragraphs long . The article will help the students in your class know how thunderstorms form and what happens during a thunderstorm. The article will be read by the students in your class, parents, and your teacher.

Make sure to have a main idea, clearly organize your article, and support your main idea with details from the sources using your own words. Be sure to develop your ideas clearly.

REMEMBER: A well-written informational article:

- has a clear main idea
- is well-organized and stays on the topic
- has an introduction and conclusion
- uses transitions
- uses details from the sources to support your main idea
- develops ideas clearly
- uses clear language
- follows rules of writing (spelling, punctuation, and grammar)

GO ON →

Now begin work on your informational article. Manage your time carefully so that you can

1. plan your article
2. write your article
3. revise and edit the final draft of your article

For Part 2, you are being asked to write an article that is several paragraphs long. Write your response on a separate sheet of paper. Remember to check your notes and your prewriting/planning as you write. Then revise and edit your article.

Opinion Performance Task

Task:
Your class has been learning about endangered animals. Your teacher has asked the class to think about which animal needs the most protection, the peregrine falcon or sharks. You decide to do more research on both animals. As part of your research, you have found two sources.

After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and complete your research.

In Part 2, you will write an opinion paper using information from the two sources.

Directions for Part 1
You will now look at two sources. You can look at either of the sources as often as you like.

Research Questions:
After reviewing the sources, use the rest of the time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the information you have read, which should help you write your opinion paper. You may refer to the sources when you think it would be helpful. You may also look at your notes.

GO ON →

Source #1: Saving the Peregrine Falcon

The peregrine falcon flies faster than any other bird. It can reach speeds of more than 200 miles an hour! The bird uses this speed to snatch its food with its strong claws when it is flying. Bird lovers have been interested in this special bird for a long time. It almost disappeared more than 50 years ago.

The Disappearance of the Peregrine Falcon

Starting in 1950, farmers began using a chemical called DDT. They put this chemical on crops to kill insects. About six years later, people noticed that many animals were dying, including the peregrine falcon. Then, in 1962, an expert named Rachel Carson wrote a book called *Silent Spring*. This book explained how harmful chemicals like DDT could be to the environment. These chemicals were killing the animals that ate the insects.

For example, the chemical made the peregrine falcon's eggs thin and brittle. When the females sat on their eggs to warm them, the eggs cracked. No baby chicks were born. There were fewer peregrine falcons each year. Scientists studied the chemicals, and they agreed with Rachel Carson. Then starting in 1973, harmful chemicals such as DDT were no longer allowed to be used in the United States.

GO ON →

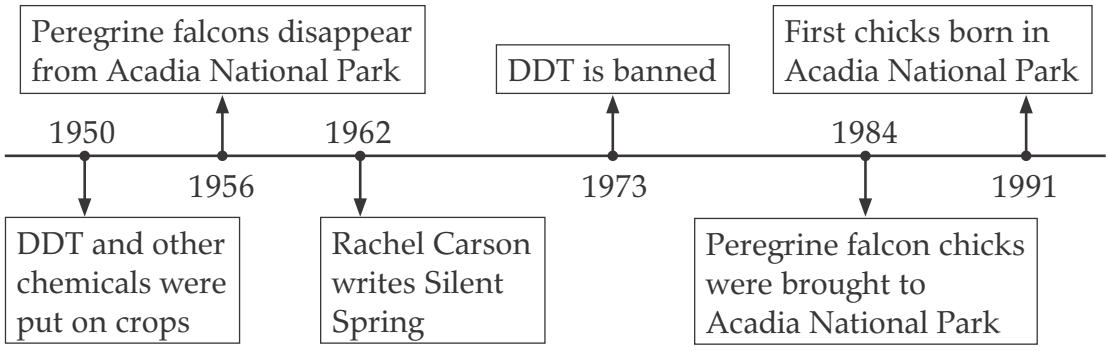
Protecting the Peregrines

Peregrine falcons are strong fliers. They can fly thousands of miles in a year. Even though the United States did not allow the use of DDT, some other countries still used it. Peregrines could still eat animals that contained the chemical from other places. To protect the birds, scientists took some adult birds to a nursery to lay their eggs. Then they took the chicks to safe places. There the chicks could safely grow into adults.

Scientists chose Acadia National Park as one of the safe places. In 1984, scientists brought the bird to the park. In two years, they brought 22 chicks there when they were three or four weeks old. The park is a good place for the peregrines because it has high mountain ledges where the birds like to live. The birds were placed outside in a wooden box for three more weeks. They were fed food and water from a long tube. This meant that the chicks would not have contact with people. The chicks learned to live in their new home. Finally, they began to hunt for food on their own. When it was time to lay their eggs, they built nests at this site.

A Success Story

The first eggs from the replaced chicks hatched in 1991. From 1991 to 2011, at least 87 chicks have hatched in the park. Both Canada and the United States have worked hard to save peregrine falcons. Today, the peregrine falcon is back and stronger than ever. In some places, there are more peregrines than there were 60 years ago. For scientists and bird lovers, the story of the peregrine falcon is a success.



GO ON →

Source #2: Endangered Sharks

Did you know that some wildlife organizations believe that one-third of all sharks may become extinct? Many scientists believe that about 100 million sharks are caught and killed each year.

Even though scientists are worried about sharks becoming extinct, scientists can only estimate how many sharks are in the wild. This means they do not know the exact number of sharks there are. There may be many more sharks than we realize. Scientists might be wrong about how few sharks are in the wild. They might be wrong about how many sharks are caught.

Scientists do know that there are over 400 species of sharks in the world. Sharks might be anywhere from 6 inches to 40 feet long, depending on the species. Some species are considered endangered. Many species are threatened. Threatened species may become endangered soon.

Some sharks are caught as bycatch. This means that they are caught accidentally while fishing for something else. Other sharks are caught on purpose. Many sharks are caught for their fins. In some cultures, shark fin soup is considered a delicacy. So shark fins are worth a lot of money in these cultures. Sharks are used in many other items, too. These goods do not list shark on their ingredient lists. Instead, they use words like *squalene* and *shagreen*.

Many people want to protect the shark population. However, it takes a lot of time and money to work with sharks, and even more research is needed. Satellite tracking tags are sometimes used by scientists to learn about sharks. Equipment, such as tracking devices and shark cages, is expensive. There are other methods to research sharks, but all methods cost money and time.

Governments have to spend time creating shark protection laws and voting them into effect. But laws are not enough. Wildlife organizations that protect sharks need donations to help pay for their work. Saving sharks is an effort that depends on everyone, not just scientists.

GO ON →

Name: _____ Date: _____

1 Draw lines and match each source with the idea that it supports. Pick **one** choice for **each** source.

Saving the Peregrine Falcon	Animals become extinct when their homes are destroyed by humans creating buildings and roads.
Endangered Sharks	Some animals are caught and killed by accident.
	Chemicals can harm animals even after countries ban their use.

2 Explain what the sources say about endangered animals. Use **one** detail from **each** source to support your explanation. For each detail, include the source title.

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GO ON →

Name: _____ Date: _____

3 Explain which source has the most useful information about how to help protect animals. Support your answer with **two** details from your chosen source.

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GO ON →

Directions for Part 2

You will now review your notes and sources, and plan, draft, revise, and edit your writing. You may use your notes and go back to the sources. Now read your assignment and the information about how your writing will be scored; then begin your work.

Your Assignment:

Your school is organizing a fundraiser for the community to help endangered and at-risk animals. However, some people are not sure if the money raised should go to help peregrine falcons or sharks. Your teacher has asked you to write an opinion paper about the problem to share with the principal.

Your assignment is to use the information from the sources to write an opinion paper in which you convince your principal to use the fundraiser money to help peregrine falcons or sharks. Make sure you clearly state your opinion and write several paragraphs supporting your opinion with reasons and details from the sources. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to give the source title for the details or facts you use.

REMEMBER: A well-written opinion paper

- has a clear opinion, is well-organized and stays on the topic.
- has an introduction and conclusion.
- uses details or facts from the sources to support your opinion.
- puts the information from the sources in your own words except when using direct quotations.
- gives the title or number of the source.
- develops ideas clearly.
- uses clear language follows rules of writing (spelling, punctuation, and grammar usage).

Now begin work on your paper. Manage your time carefully so that you can plan, write, revise, and edit the final draft of your paper.
Write your response on a separate sheet of paper.