2017-2018 BENCHMARK WRITING ASSESSMENTS

3RD GRADE

Dear Teachers,

Enclosed you will find documents for the three Benchmark Writing assessments, in the order in which they are to be administered. The Assessment Timeline is as follows:

Assessment Timeline
Benchmark Writing Assessment 1   10/23-11/10   Entered in IO (EADMS):   11/10
Benchmark Writing Assessment 2   2/19-3/9   Entered in IO: 3/9
Benchmark Writing Assessment 3   5/14-5/25   Entered in IO: 5/26

This table includes all three benchmarks in the order they are to be administered:

3rd Rubric: GUSD	Narrative Life Science	Informative/Explanatory Weather and Climate	Opinion/Argument Life Science
	Benchmark Assessment p.87-94	CCC Informational Performance Task 2	Benchmark Assessment p.102-108

The prompts generally take two days, students may use a dictionary, thesaurus, word wall, etc. to help them write but their writing needs to be done independently. As you score the prompts, it would be beneficial to identify anchor papers to recommend to Curriculum Council.

Scoring

Please input the scores into IO by the deadlines noted above. If you need assistance, please contact me. Access the input area under Input/Edit Scores (not Responses), either from the top menu or from one of the tiles on your Home page.
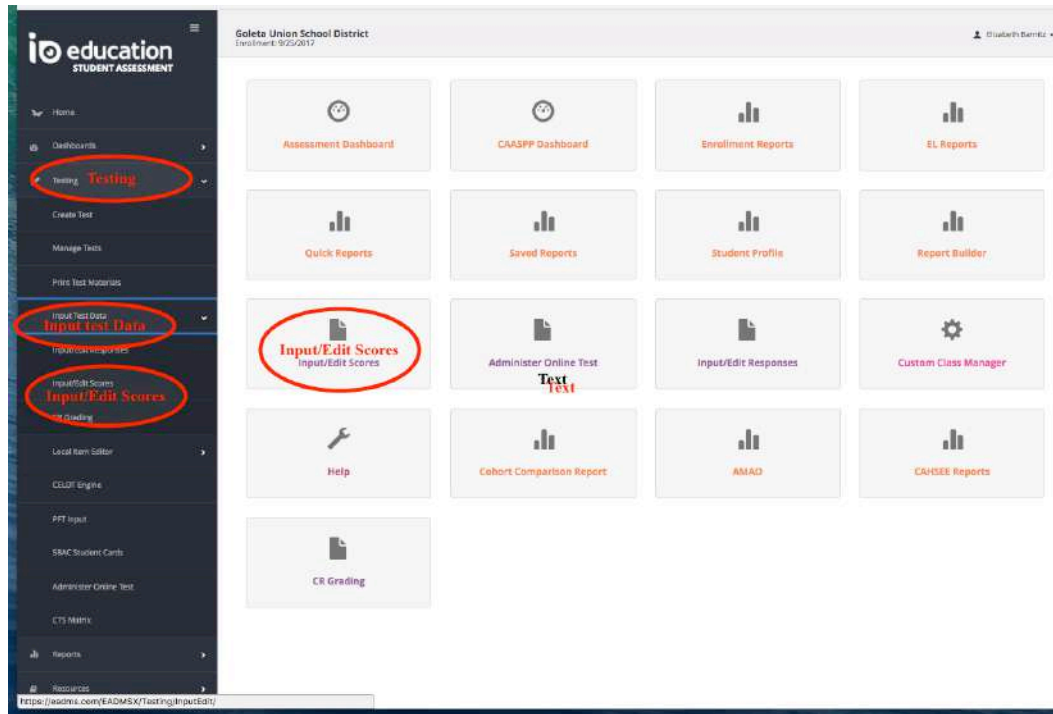
Collaborative scoring provides a measure of calibration and ensures teachers are using the rubric in the same way. Using the rubric, grade level colleagues independently and silently read the student work to result in two scores for each student paper.

Record the numerical scores for each student for the four or five areas on the rubric. The scoring rubric and evidence in the student work should always be the basis for the score, rather than the relative strength or weakness of a piece.

Once two scores have been determined, average the two for a final score in the four or five categories according to the rubric and enter them into IO. Please note IO will not take a decimal score, the final score must be a whole number. If a student receives a 2 and 3 for a category, the average is 3, not 2.5. Round up!

If you need assistance with scores input or have any questions, please contact me.

Thank you,

Liz

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Purpose CCSS*: ➢ W – 3a ➢ W – 4	• Responds skillfully to all parts of the prompt • Orients the reader by establishing a vivid situation (real or imagined) and introducing characters and/or a narrator	• Responds to all parts of the prompt • Establishes a situation (real or imagined) and introducing characters and/or a narrator	• Responds to most parts of the prompt • Establishes a situation (real or imagined) and attempts to introduce characters and/or a narrator	• Responds to some or no parts of the prompt • Fails to establish a situation (real or imagined) and does not introduce characters and/or a narrator
Organization CCSS: ➢ W – 3a ➢ W – 3c ➢ W – 3d ➢ W – 4	• Coherently organizes a clear event sequence that unfolds naturally • Skillfully uses temporal words and phrases to signal event order • Provides a conclusion that follows from the narrated experience or events	• Organizes a clear event sequence that unfolds naturally • Uses temporal words and phrases to signal event order • Provides a sense of closure	• Organizes some sequencing but might confuse the reader • Uses some temporal words and/or phrases to signal event order • Attempts a conclusion	• Does not sequence narrative in a logical order. Narrative is confusing • Uses few to no temporal words or phrases to manage the sequence of events. • Conclusion is not attempted or discernible
Elaboration/ Details CCSS: ➢ W – 3b	• Uses creative descriptions of actions, thoughts, and feelings to develop experiences and events • Uses vivid dialogue to show the response of characters to situations	• Uses descriptions of actions, thoughts, and feelings to develop experiences and events • Uses dialogue to show the response of characters to situations	• Uses minimal or irrelevant descriptions of actions, thoughts, or feelings to describe experiences /events • Attempts to use dialogue to support plot	• Uses little to no description of actions, thoughts, or feelings to describe experiences /events • Does not use dialogue to support plot
Language CCSS: ➢ L – 1 ➢ L – 2	• Uses purposeful and varied sentence structures • Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning • Utilizes precise and sophisticated word choice	• Uses correct and varied sentence structures • Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning • Utilizes strong and grade-level appropriate word choice	• Uses some correct sentence structures • Demonstrates some grade level appropriate conventions, but errors may obscure meaning • Utilizes vague or basic word choice	• Uses little to no correct sentence structure • Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning • Utilizes incorrect and/or simplistic word choice

*CCSS – Common Core State Standards alignment ("W" = Writing strand; "L"= Language strand)

Adapted from Elk Grove Unified School District

CA Common Core State Standards (CCSS) Alignment

NOTES: In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (3rd) as well as the preceding and subsequent grade. Since the rubric score of "4" represents "above grade level" work, the 4th grade standards were referenced.

The letter abbreviations are as follows: CCSS = Common Core State Standards   W = Writing   L=Language

Strand (Domain)	2nd	3rd	4th
Writing	3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. 4. Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.
Language	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Adapted from Elk Grove Unified School District

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Purpose CCSS*: ➤ RIT – 1 ➤ W – 2	• Responds skillfully to all parts of the prompt • Demonstrates a strong understanding of topic/text(s)	• Responds to all parts of the prompt • Demonstrates an understanding of topic/text(s)	• Responds to most parts of the prompt • Demonstrates limited understanding of topic/text(s)	• Responds to some or no parts of the prompt • Demonstrates little to no understanding of topic/text(s)
Organization CCSS: ➤ W – 2a ➤ W – 2c ➤ W – 2d ➤ W – 4	• Organizes ideas and information into logical, coherent paragraphs that are clear to the reader • Skillfully groups and structures related information in paragraphs and sections • Uses linking words and phrases strategically to connect ideas within categories of information	• Organizes ideas and information using a clear topic sentence, details, explanation, and concluding sentence • Groups related information together • Uses effective linking words and phrases to connect ideas	• Organizes ideas and information in an incomplete paragraph structure (e.g., missing conclusion) • Grouping of ideas lacks cohesion (e.g., list-like, rambling, or repetitive) • Attempts to use some simplistic linking words to connect ideas	• Organizes with no evidence of paragraph structure • Does not group related information together • Uses no linking words
Evidence/ Elaboration CCSS: ➤ RIT – 1 ➤ W – 2b ➤ W – 8	• Skillfully uses relevant and substantial text support from the resources with accuracy • Uses credible and varied sources • Develops the topic with facts, definitions, concrete details, quotations, or other information and examples	• Uses relevant and sufficient text support from the resources with accuracy • Uses credible sources • Develops the topic with facts, definitions, and details	• Uses mostly relevant text support but may lack sufficient evidence and/or accurate use • Uses mostly credible sources • Develops the topic with limited facts, definitions, or details	• Does not use relevant or sufficient text support from the resources with accuracy • Uses few to no credible sources • Uses few to no facts, definitions, or details
Language CCSS: ➤ L – 1 ➤ L – 2	• Uses purposeful and varied sentence structures • Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance readability • Utilizes precise and sophisticated word choice	• Uses correct and varied sentence structures • Demonstrates grade level appropriate conventions; errors are minor and does not interfere with readability • Utilizes strong and grade-level appropriate word choice	• Uses some correct sentence structures • Demonstrates some grade level appropriate conventions, but errors may interfere with readability • Utilizes vague or basic word choice	• Uses little to no correct sentence structure • Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the readability • Utilizes incorrect and/or simplistic word choice

*CCSS – Common Core State Standards alignment ("W" = Writing strand; "RIT" = Reading-Informational Text; "L"= Language strand)

Adapted from Elk Grove Unified School District

NOTES: In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (3rd) as well as the preceding and subsequent grade. Since the rubric score of "4" represents "above grade level" work, the 4th grade standards were referenced.

The letter abbreviations are as follows: CCSS = Common Core State Standards   W = Writing   RIT= Reading – Informational Text   L=Language

Strand (Domain)	2nd	3rd	4th
Writing	2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	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. e. Provide a concluding statement or section.	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
	4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	4. Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.
	8. Recall information from experiences or gather information from provided sources to answer a question.	8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, **paraphrase**, and categorize information, and provide a list of sources.
Reading – Informational Text	1. Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Language	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GUSD – Opinion/Argument Rubric, Grade __3___

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Purpose CCSS*: ➢ W – 1a ➢ W – 1 b ➢ W – 4	• Responds skillfully to all parts of the prompt • States an opinion that demonstrates an insightful understanding of topic/text	• Responds to all parts of the prompt • States an opinion that demonstrates an understanding of topic/text	• Responds to most parts of the prompt • States an opinion that demonstrates limited understanding of topic/text	• Responds to some or no parts of the prompt • Does not state an opinion and/or demonstrates little to no understanding of topic/text
Organization CCSS: ➢ W – 1a ➢ W – 1c ➢ W – 1d ➢ W – 4	• Organizes ideas and information into logical, coherent paragraphs that are clear to the reader • Uses linking words and phrases skillfully to connect reasons to opinion	• Organizes ideas and information using a clear topic sentence, details, explanation, and concluding sentence • Uses linking words and phrases to connect reasons to opinion	• Organizes ideas and information in an incomplete paragraph structure (e.g., missing conclusion) • Uses some linking words to connect reasons to opinion but simplistically or ineffectively	• Organizes with no evidence of paragraph structure • Uses no linking words
Evidence/ Elaboration CCSS: ➢ RIT – 1 ➢ W – 1b	• Supports opinion skillfully with substantial and relevant facts, details, and/or reasons • Provides explanation/analysis of how evidence supports opinion	• Supports opinion with relevant reasons • Provides clear explanation of how reasons support opinion	• Supports opinion with minimal and/or irrelevant reasons • Provides some explanation of how reasons support opinion	• Does not support opinion with reasons • Provides no or inaccurate explanation of how reasons support opinion
Language CCSS: ➢ L – 1 ➢ L – 2	• Uses purposeful and varied sentence structures • Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning • Uses precise and sophisticated academic and domain-specific vocabulary appropriate for the audience and purpose	• Uses correct and varied sentence structures • Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning • Uses academic and domain-specific vocabulary appropriate for the audience and purpose	• Uses some correct but repetitive sentence structures • Demonstrates some grade level appropriate conventions, but errors may obscure meaning • Uses limited academic and/or domain-specific vocabulary for the audience and purpose	• Uses little to no correct sentence structure • Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning • Uses no academic or domain-specific vocabulary

*CCSS – Common Core State Standards alignment ("W" = Writing strand; "RIT" = Reading-Informational Text; "L"= Language strand)

CA Common Core State Standards (CCSS) Alignment

NOTES: In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (3rd) as well as the preceding and subsequent grade. Since the rubric score of "4" represents "above grade level" work, the 4th grade standards were referenced.

The letter abbreviations are as follows:　　　　CCSS = Common Core State Standards　　　　W = Writing　　　　RIT= Reading – Informational Text　　　　L=Language

Strand (Domain)	2nd	3rd	4th
Writing	1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section. 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	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. 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented. 4. Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Reading – Informational Text	1. Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Language	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Benchmark Writing Assessment Team Scoring

Trade and score each other's Benchmark Writing assessments using the grade level rubric and the scoring sheet.

Trade back samples and calibrate for a 4, 3, 2, 1 paper so there is some agreement on scoring. Record scores on the scoring sheet.

Discuss results and analyze for trends and patterns: What are areas of student strengths and what areas need more attention? Analyze for both writing content and writing conventions. Use the organizer below to record your team analysis.

Strengths:	Stretches:

Next steps:

Name

Grade

Teacher

Reader's Initials:	Score:
Reader 1	
Reader 2	
Final Score = Reader 1 + Reader 2	

Name_____

Grade_____

Teacher_____

Reader's Initials:	Score:
Reader 1	
Reader 2	
Final Score = Reader 1 + Reader 2	

Teacher Introduction

Overview of *Think Smart for Smarter Balanced Assessments Benchmark Assessments*

The *Think Smart for Smarter Balanced Assessments Benchmark Assessments* component consists of three tests—Benchmark Test 1, Benchmark Test 2, and Benchmark Test 3.

Test 3 contains examples of the three PTs that are part of SBAC performance-based assessment.

- Narrative
  - Students craft a narrative using information from the sources.
- Informational
  - Students generate a thesis based on the sources and use information from the sources to explain this thesis.
- Opinion
  - Students analyze the ideas in sources and make a claim that they support using the sources.

Each PT assesses standards that address comprehension, research skills, genre writing, and the use of standard English language conventions (ELC). The stimulus texts and research questions in each task build toward the goal of the final writing topic.

Administering *Think Smart for Smarter Balanced Assessments Benchmark Assessments*

Due to the length of the PTs, and to provide students a test-taking experience that is in concert with standardized testing), the schedule below is suggested. (Session 1 and Session 2 can be spaced over two days or grouped together with a short break in between.)

- PTs in Test 3—90 to 100 minutes. (Provide students 30 to 40 minutes to read the stimulus materials and answer the research questions, and 60 to 70 minutes for planning, writing, and editing their responses. If desired, provide students a short break between these activities.)

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.

GO ON →

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 →

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.

(A) Sharks tend to be gray in color.

(B) Most squirrels can be two colors.

(C) Animals run to stay safe and avoid harm.

(D) Survival in the animal world is never easy.

(E) Walking sticks are hard to find in the forest.

(F) 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.

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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 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.

STOP

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 →

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!

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 →

Research Questions

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

(A) how the air gets cooler

(B) how the clouds look

(C) how the sky gets dark

(D) 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.

STOP

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.
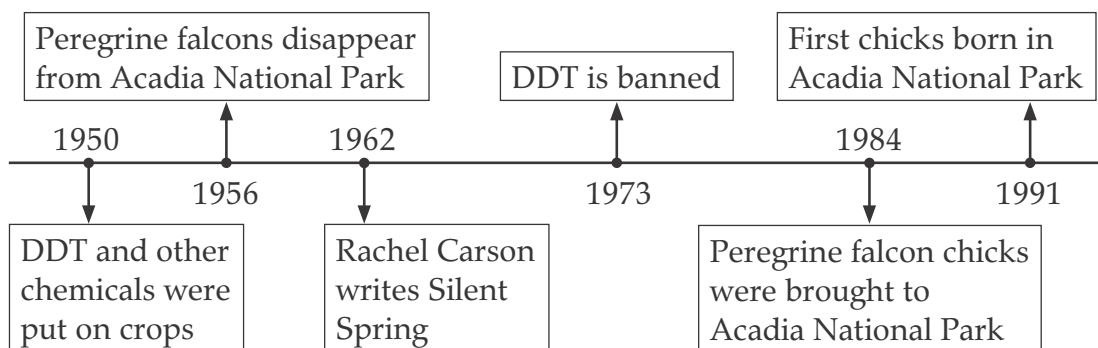
GO ON →

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.

Peregrine falcons disappear from Acadia National Park		DDT is banned		First chicks born in Acadia National Park	
1950	1962		1984		
1956		1973		1991	
DDT and other chemicals were put on crops	Rachel Carson writes Silent Spring		Peregrine falcon chicks were brought to Acadia National Park		

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 →

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 →

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.

STOP