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**ELA Grade 2: Writing Informational Text
Community and School Gardens**

Inspect offers the following assessment products:

<p>Content Bank for English/Language Arts and Math Grades 2 – High School</p>	<ul style="list-style-type: none"> More than 36,000 items More 1500 complex texts, including authentic permissioned texts Includes Literacy in History, Social Science, Science, and Technical Subjects
<p>Quick Checks for English/Language Arts and Math Grades 2 – High School</p>	<ul style="list-style-type: none"> Fixed-form assessments with five to seven items including constructed response Key instructional concepts embedded in standards (clusters for Math, staircase of text complexity for ELA)
<p>Focused Interim Assessments for English/Language Arts and Math Grades 3 – High School</p>	<ul style="list-style-type: none"> Prebuilt assessments with up to 15 items that focus on groups of related standards within a Claim or domain More focused than summative assessments Flexible and customizable Mirrors SBAC IAB blueprints
<p>NGSS Formative Assessments Grades 5 – High School</p>	<ul style="list-style-type: none"> Prebuilt assessments with items linked to experimental contexts that assess the three dimensions of science learning Flexible and customizable Addresses the California Course Models and NGSS Bundles
<p>Observational Tasks for English/Language Arts and Math Grades K - 1</p>	<ul style="list-style-type: none"> Developmentally appropriate for individual students and small groups

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Professional development embedded within content that

- shows the relationship between specific skills and higher-order thinking
- includes authentic, permissioned texts of appropriate complexity
- and documents student progress using DOK and learning progressions

Help for teachers addressing the instructional shifts with content that elicits evidence of learning from each response

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CCR Performance Tasks

ELA Grade 2: Writing Informational Text

Community and School Gardens

Student Test Booklet

Name:

PART 1

Directions: Read the passage “A Garden for Every Child.” Follow your teacher’s directions and answer the questions in the test booklet.

A Garden for Every Child

Children have always helped their families to grow gardens, even in cities. There were times in United States history, though, when more city people than usual had gardens. There were times when the leaders of our cities, states, and country wanted people to help each other — and the nation — by growing food. They dreamed of having “a garden for every child.”

The Seeds of an Idea

It was 1893, in the city of Detroit. The people of Detroit needed low-cost food. The city had many empty lots, or spaces. Mayor Hazen Pingree had an idea. Why not let people in the **community** grow food on those empty lots? People loved it. Families, schools, churches, and other groups grew food in their own gardens. Green gardens also made the city a prettier place. And young people learned good work habits.

A **community** is a group of people who live close to each other or who are interested in the same thing.

Cities in other parts of the country copied Mayor Pingree’s idea. Programs started in Omaha, Baltimore, New York, Chicago, and many other places. After a number of years, though, people did not need low-cost food as much. The nation was richer. People stopped gardening.

During World War I

In 1917, the United States and many other countries were in a war. There was not always enough food. The United States started the U.S. School Garden Army. Millions of students and teachers across the country grew food to help their nation. They learned about gardens and growing in school. Families grew gardens, too. These gardens were called Liberty Gardens. The word “liberty” means “freedom.” Life got easier after the war ended. The gardens died out.



Children showing a giant cabbage from their garden



Children in a school garden

In the 1930s and 1940s

In the 1930s, life was again hard for people in the United States. Community gardens were a place for people to grow their own food. For some people, it was the only way to eat. Then the United States entered another war, World War II, in 1941. Just like during the First World War, people grew gardens to help the nation. They were called Victory Gardens. The word “victory” means “success” or “win.” People mostly grew simple foods, like beans and potatoes. After the war, only a few gardening programs continued.

A Dream Grows

After that, it was many years before city gardens became popular again. In the 1970s, people became more interested in caring for the earth. They wanted to make their cities pretty again. They wanted to work together with their neighbors. City gardens were one way to do all of these things. People all over the United States helped to make the dream of city gardening come true.



A poster made by the U.S. government

Option A

Directions: Prepare for a discussion of the following questions. Use the chart below to help you prepare for the discussion.

1. What were the main reasons why people grew community gardens?

2. Were the reasons why people grew community gardens different in the 1970s? If so, how?

3. How do the pictures and the poster help you to understand the passage?

4. Look at the pictures of the children in gardens. How do you think the children felt about the gardens?

Option B

Directions: Make a timeline below of the main events in the passage.

A horizontal timeline line is drawn across the page. Below this line, four vertical lines extend downwards, dividing the space into four equal-width rectangular boxes. These boxes are intended for students to write the main events from a passage in chronological order.

Option C

Directions: Reread the passage and write the definitions to these words in the spaces below.

1. lot—

2. community—

3. liberty—

4. victory—

5. government—

PART 2

Directions: You will now read an article about community gardens today. Follow your teacher's directions and answer the questions in the test booklet.

Green in the City

The growing of a garden can seem a little bit like magic. Maybe it is that feeling of magic that makes people want to start community gardens. More and more people are doing so, whether in small towns or big cities.

In the past, people mostly made community gardens when they needed food. Today, they might also have other reasons.

Good Food, Cheap!

People still want good food that is cheap. You can grow fruits, vegetables, or even flowers in a community garden. You can eat your food yourself, or you can share it with others.

Neighbors

Community gardens are a good chance to get to know your neighbors. When people work together to make something happen, they become closer. They learn more about each other. They learn how to get along. Sometimes, people who have moved to the United States from other countries miss their homes and the foods they ate. A garden can help bring them together, let them grow foods they know, and help them meet people.

Green Space

In some cities, there are very few trees and little grass. Community gardens can be built in empty lots. They can make something ugly into something green and beautiful.



*A community garden in
Portland, Oregon*

In the heart of a seed,
Buried deep so deep,
A tiny plant
Lay fast asleep.
"Wake," said the sunshine,
"And creep to the light."
"Wake," said the voice
Of the raindrops bright.
The little plant heard
And it rose to see,
What the wonderful,
Outside world might be.

Outdoor Exercise and Work

Taking care of a garden is a good reason to get outside. And, it is hard work! Gardeners must learn to do things they do not always want to do. Sometimes things do not grow the way you want them to. Gardeners must learn to keep on trying. One day, they will have a beautiful harvest of food to eat and share.

All of these things come together to make the "magic" in a garden.

Option A

Directions: Prepare for a discussion of the following questions. Use the chart below to help you prepare for the discussion.

1. What makes a garden a “community garden”? Think about both of the passages you have read.

2. How are the reasons for community gardens today the same as they used to be?

3. How are the reasons for community gardens different from how they used to be?

4. What does the author think is “magic” about a community garden?

Option B

Directions: Explain the MAIN idea of each section of the passage. Write your answers in the space below.

SECTION	MAIN IDEA
Good Food, Cheap!	
Neighbors	
Green Space	
Outdoor Exercise and Work	

Option C

Directions: Explain how a community garden can help people where you live. Remember that a good explanation includes the most important ideas in your own words.

A large rectangular box containing 20 horizontal lines for writing.

PART 3

Directions: You will now read about how a seed grows. Follow your teacher’s directions and answer the questions in the test booklet.

What Does a Seed Need to Grow?

Before you start a big garden outside, you need to know some simple things about growing. You can start by growing plants inside.

Seeds need certain things in order to grow: air, water, food (which they make from the sun), and **shelter**. This project will help you understand how they make seeds grow.

A **shelter** is something that covers, or protects. Your house is a shelter. It keeps you safe from rain, snow, and other things.

Materials:

- 4 small, clear plastic cups
- 8 bean seeds
- 4 paper towels
- Water
- Pencil
- Paper

Directions:

1. Wet each paper towel with water. Don’t make it too wet!
2. Fold each paper towel so it fits in one of the cups.
3. Slide two bean seeds into each cup, so that the seeds are between the cup and the paper towel.
4. Put the cups in different places in the classroom, with different amounts of sunlight. This is so you can see how important sunlight is to growing plants.
5. Sprinkle them with water every day, but not too much.
6. Watch them grow. They will soon grow roots downward and grow sprouts upward toward the sun!
7. Take notes as they grow. Which ones grow tallest? Which ones grow fastest?

Option A

Directions: Prepare for a discussion of the following questions. Use the chart below to help you prepare for the discussion.

1. What are the MAIN things a seed needs to grow?

2. Why do you think you put the beans IN BETWEEN the paper towel and the cup?

3. How do you think the beans getting the most sunlight will grow? The least sunlight?

4. What lessons can you learn from this to help with an outdoor garden?

Option B

Directions: Explain how having an inside garden can help you plan an outdoor garden. Remember that a good explanation includes the most important ideas in your own words.

A large rectangular box containing 18 horizontal lines for writing.

PLANNING EXERCISE

Directions: For the extended response, you will write a report that explains three of the most important things to think about when planning a community garden.

Reread the passages, and review your notes and responses to the earlier parts of this task. As you plan your report, you should think about:

- Why people had community gardens in the past, and why they have them today,
- The information you will use, and
- The way in which you will organize your writing.

Use the space below and on the next page to make notes that prepare you to write your report.

Notes

Notes

EXTENDED WRITING PROMPT

Directions: Review the passages and review your notes and responses for the earlier parts of this task. Write your response in the spaces on the next pages.

Think about all of the things you have learned about community gardens and growing. Write a report that explains three of the most important things to think about when planning a community garden. Be sure to include ideas about how the garden can help the community.

Be sure that your response:

- Uses details from all of the passages;
- Includes several paragraphs with a concluding section.

A large rectangular box containing 20 horizontal lines for writing.

CCR Performance Tasks

ELA Grade 2: Writing Informational Text

Community and School Gardens

Teacher Guide

Passage Summary

Title	Text Type	Word Count	Lexile	Levels of Meaning/ Purpose	Text Structure	Language Features	Knowledge Demands
A Garden for Every Child	Informational Text	412	610 L	2	2	2	3
Green in the City	Informational Text	270	680 L	2	2	3	2
What Does a Seed Need to Grow	Informational Text	184	600 L	2	2	2	2

Passage Placement Rationale

Title	Placement Rationale
A Garden for Every Child	<ul style="list-style-type: none"> Both the Lexile and qualitative measures indicate that the text is appropriate for grade 2.
Green in the City	<ul style="list-style-type: none"> Although the Lexile is slightly above range for grade 2, the text is supported with a photograph and poem to aid in the comprehension of information about the city gardens.
What Does a Seed Need to Grow	<ul style="list-style-type: none"> Both the Lexile and qualitative measures indicate that the text is appropriate for grade 2.

Key to Qualitative Measures of Text Complexity

Measure	Levels of Meaning/Purpose	Text Structure	Language Features	Knowledge Demands
1	Theme or purpose of text is explicit.	Organization of text is obvious and generally chronological.	Language is explicit and literal; vocabulary is contemporary and familiar; the text contains mainly simple sentences.	The text describes familiar experiences or everyday knowledge.
2	Theme or purpose of text may be more complex or implied but still easy to identify.	Literary text: May include more than one storyline, and may be difficult to predict. Informational text: Connections between some ideas are implicit or subtle; organization of text is generally evident and sequential. Text features and graphics directly support comprehension of text.	Language is largely explicit and easy to understand; vocabulary is mostly contemporary and familiar; the text includes simple and compound sentences.	Literary text: The text describes experiences common to most readers and has a single theme. Informational text: The text includes some discipline- specific knowledge and both concrete and abstract ideas.
3	Theme or purpose of text is implicit and involves several layers of meaning.	Literary text: Organization may include subplots or time shifts. Informational text: Connections among an expanded range of ideas may be deeper and more subtle. Some text features and graphics may be essential to comprehension of text.	Language is complex and contains some abstract and/or figurative language; vocabulary is somewhat complex and is sometimes unfamiliar, archaic or academic; the text includes many complex sentences.	Literary text: The text describes experiences unfamiliar to most readers and includes complex themes. It may include some references to other texts or cultures. Informational text: The text contains moderate levels of discipline-specific content and may include challenging abstract concepts. It may make references to other texts or outside knowledge.
4	Theme or purpose of text is subtle, difficult to determine, and may involve several layers that are difficult to separate and interpret.	Literary text: Organization is intricate. Informational text: Organization is intricate. Connections among an extensive range of ideas are deep, and often implicit.	Language is dense and complex and contains abstract and/or figurative language; vocabulary is generally unfamiliar, archaic, or academic; the text includes mainly complex sentences, often containing multiple concepts.	Literary text: The text describes experiences that are distinctly different for the common reader and includes sophisticated themes. It may make many references to other texts or cultures. Informational text: The text contains extensive discipline- specific content and a range of challenging abstract concepts. It may make many references to other texts or outside knowledge.

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About the Teacher Guide

This document contains support materials for the *Grade 2 Writing Informational Text: Community and School Gardens* task. This includes:

- (a) An overview of the task
- (b) The standards addressed by this task, including detailed descriptions of the standards
- (c) The scoring rubrics, including sample student responses
- (d) Questions to stimulate further discussion
- (e) Optional extension activities

PTE27: Grade 2 Writing Informational Text

DOK Level and Consortia Claims

DOK Level: 4

This performance task provides evidence to support the following claims:

SBAC claims

Primary claim

Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.

Secondary claims

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	Parts 1, 2, and 3
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Claim 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.	Parts 1, 2, and 3
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PARCC claims

Primary claim

Major Claim II: Writing —Students write effectively when using and/or analyzing sources.

Secondary claims

Sub Claim I.2: Reading Informational Text —Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational texts.	Parts 1, 2, and 3
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Overview of Performance Task

MAJOR OBJECTIVE: Students will write explanatory text based on facts they have learned from text in the performance task.

PRIMARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Grade 2 Writing Informational Text: Community and School Gardens

The passages and activities in this text are centered around historical and current purposes for community gardens. The passages include basic background information about growing plants. Students have the opportunity to discuss the information they have read and to investigate topics that may be new to them.

The task consists of three parts; all parts involve student production of work. Parts 1 and 2 include options for activities that may involve group activities or may be completed independently. Parts 1 and 2 lead to the major objective of the performance task: to have the student write explanatory text that draws evidence from informational texts.

TEACHER GUIDE

Part 1

CORE TASK

Read the passage “A Garden for Every Child.”

In addition to the CORE TASK, select one or more of these options:

Option A

Students discuss the passage.

Option B

Students make timelines from the information in the passage.

Option C

Students look up and record the meanings of unknown words from the passages.

Part 2**CORE TASK**

Read the passage “Green in the City.”

In addition to the CORE TASK, select one or more of these options:

Option A

Students discuss the passage.

Option B

Students write explanations of the main idea of each section of the passage.

Option C

Students write paragraphs connecting information from the passage to their own communities.

Part 3**CORE TASK**

Read the passage “What Does a Seed Need to Grow?”

In addition to the CORE TASK, select one or more of these options:

Option A

Students discuss the passage.

Option B

Students write paragraphs related to the passage.

Planning Exercise for Extended Writing Prompt

Students plan their extended responses.

Extended Writing Prompt

Students respond to the writing prompt.

PART 1 Overview

Part 1 focuses on the passage, “A Garden for Every Child,” and addresses the following general objective.

OBJECTIVE: Student will show understanding of historical information related to community gardens.

CORE TASK

Read the passage “A Garden for Every Child.”

In addition to the CORE TASK, select one or more of these options:

Option A

Students discuss the passage.

Option B

Students make timelines from the information in the passage.

Option C

Students look up and record the meanings of unknown words from the passages.

STANDARDS ALIGNMENT

The tasks in part 1 are aligned with the following standards.

PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	Option A
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Option A Option B
RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	Option C

SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RI.2.1	Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	Option A Option B
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Option A

PROCEDURE for Part 1**CORE TASK**

Provide students with a general overview to the tasks. Your overview should include the following points:

- Community gardens are gardens that are shared among members of a community.
- They have a long and interesting history in the United States.

Instruct students to read the passages.

PROCEDURE for Part 1: Option A

Organize a classroom discussion about the passage. Ask students to take notes during the discussion. These discussion notes will be used to complete other parts of the overall task and as a work product that can be evaluated.

Use the following questions to stimulate discussion:

1. What were the main reasons why people grew community gardens?

Possible Response: *They grew them to get good, cheap food, to help their country, and to help the earth.*

2. Were the reasons why people grew community gardens different in the 1970s? If so, how?

Possible Response: *They were less about needing food than about caring for the earth and making cities pretty.*

3. How do the pictures and the poster help you to understand the passage?

Possible Response: *They help you imagine a long time ago. They help to show that the gardens were important.*

4. Look at the pictures of the children in the gardens. How do you think the children felt about the gardens?

Possible Response: *They seem serious and proud of what they're doing.*

SCORING RUBRIC for Part 1: Option A

Use the following rubric to evaluate students' responses.

4 Point Response

Student will:

- Have meaningful notes for each question addressed in the discussion, which may not be limited to the list in the prompt;
- Participate in the discussion by asking relevant questions and contributing meaningful responses.

3 Point Response

Student will:

- Have notes for most questions addressed in the discussion;
- Participate in the discussion by asking relevant questions and/or contributing meaningful responses.

2 Point Response

Student will:

- Have notes for some questions addressed in the discussion;
- Participate in the discussion by asking questions and/or contributing responses.

1 Point Response

Student will:

- Have few, if any, notes for the questions addressed in the discussion;

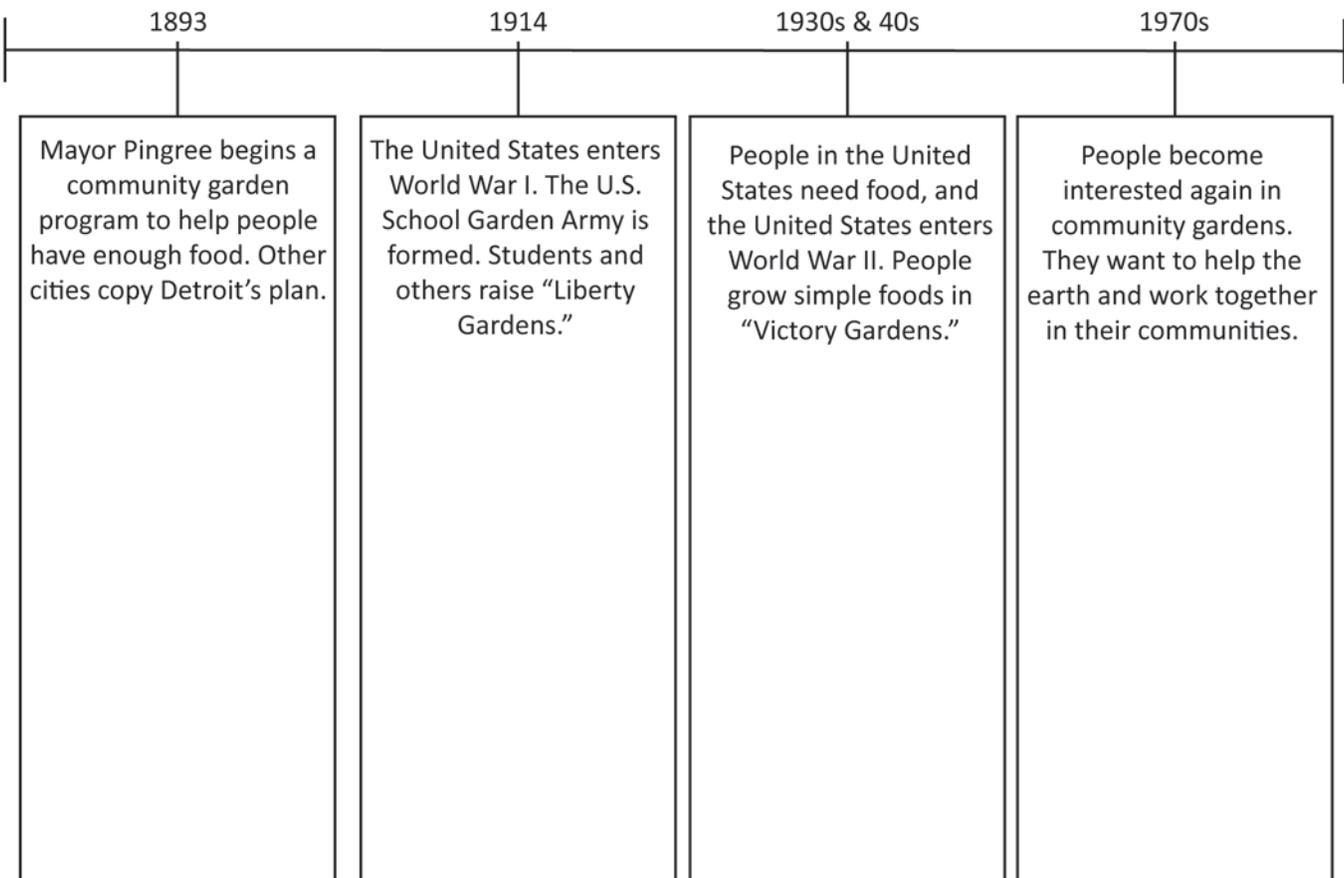
- Fail to participate in the discussion in a meaningful way.

0 Point Response

Student provides no response, or the response is off topic.

PROCEDURE for Part 1: Option B

Tell students to complete the timeline in their booklets with relevant information from the passage. This activity can replace OPTION A.



PROCEDURE for Part 1: Option C

Ask students to define the identified words found in the passage. They may use context, or they may look the words up in a dictionary. This activity can replace OPTION A or B.

1. lot—a piece of land
2. community—a group of people that either live near one another or share an interest in something
3. liberty—the freedom to do or be something
4. victory—a win or success
5. government—people who run a city, state, or country by making laws and decisions

SCORING RUBRIC for Part 1: Option C

Use the following rubric to evaluate students' responses.

<p>4 Point Response Student will:</p> <ul style="list-style-type: none"> • Provide correct and complete definitions that reflect understanding of all of the terms.
<p>3 Point Response Student will:</p> <ul style="list-style-type: none"> • Provide mostly correct and complete definitions that reflect understanding of all of the terms.
<p>2 Point Response Student will:</p> <ul style="list-style-type: none"> • Provide somewhat correct definitions of two or more of the terms.
<p>1 Point Response Student will:</p> <ul style="list-style-type: none"> • Provide a correct definition of at least one of the terms.
<p>0 Point Response Student will provide no response, the response is incorrect or irrelevant, or the student simply quotes the text.</p>

PART 2 Overview

Part 2 focuses on the passage “Green in the City,” and addresses the following general objective.

OBJECTIVE: Student will show understanding of current reasons for interest in community gardens.

CORE TASK

Read the passage “Green in the City.”

In addition to performing the CORE TASK, select one or more of these options:

Option A

Students discuss the passage.

Option B

Students write explanations of the main idea of each section of the passage.

Option C

Students write paragraphs connecting information from the passage to their own communities.

STANDARDS ALIGNMENT

The tasks in part 2 are aligned with the following standards.

PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	Option A
RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	Option B
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Option B, C

SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons) to locate key facts or information in a text efficiently.	Option B
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.	Option A Option C

PROCEDURE for Part 2

CORE TASK

Tell students that they will now read a passage about community gardens today.

Instruct students to read the passage.

PROCEDURE for Part 2: Option A

Organize a classroom discussion about the passage. Ask students to take notes during the discussion. These discussion notes will be used to complete other parts of the overall task and as a work product that can be evaluated.

Use the following questions to stimulate discussion:

1. What makes a garden a “community garden”? Think about both of the passages you have read.

Possible Response: A community garden is shared. It helps a group of people, either by giving them food, helping them get to know one another, making their community prettier, or helping people exercise.

2. How are the reasons for community gardens today the same as they used to be?

Possible Response: People still want good, cheap food.

3. How are the reasons for community gardens different from how they used to be?

Possible Response: People are thinking more about the earth and about working together.

4. What does the author think is “magic” about a community garden?

Possible Response: It brings people together to make their community a better place.

SCORING RUBRIC for Part 2: Option A

Use the following rubric to evaluate students’ participation in the discussion.

4 Point Response

Student will:

- Have meaningful notes for each question addressed in the discussion, which may not be limited to the list in the prompt;
- Participate in the discussion by asking relevant questions and contributing meaningful responses.

3 Point Response

Student will:

- Have notes for most questions addressed in the discussion;
- Participate in the discussion by asking relevant questions and/or contributing meaningful responses.

2 Point Response

Student will:

- Have notes for some questions addressed in the discussion;
- Participate in the discussion by asking questions and/or contributing responses.

1 Point Response

Student will:

- Have few, if any, notes for the questions addressed in the discussion;
- Fail to participate in the discussion in a meaningful way.

0 Point Response

Student provides no response, or the response is off topic.

PROCEDURE for Part 2: Option B

Tell the students to complete the graphic organizers in their booklets using relevant information from the passage. This activity can replace OPTION A.

SECTION	MAIN IDEA
Good Food, Cheap!	A community garden is a good source of healthy and cheap food.
Neighbors	A community garden can bring people together.
Green Space	A community garden makes a place prettier with green, growing things.
Outdoor Exercise and Work	A community garden helps people exercise and learn good work habits.

PROCEDURE for Part 2: Option C

Tell students that they will now write a short paragraph that tells how a community garden can help people where you live. Remind them that they should use information from the passages in part 1 and part 2, in addition to their own ideas. This activity can replace OPTION A or B.

SCORING RUBRIC for Part 2: Option C

Use the following rubric to evaluate students' writing.

4 Point Response

Student will:

- Provide a clear and complete response to the task;
- Include relevant supporting details from the passages and the student's own ideas.

3 Point Response

Student will:

- Provide a mostly complete response to the task;
- Include supporting details from the passages and the student's own ideas.

2 Point Response

Student will:

- Provide a limited response to the task;
- Include a supporting detail from the passages or the student's own ideas.

1 Point Response

Student will:

- Provide a minimal response to the task;
- Include few if any supporting details.

0 Point Response

Student will provide no response, the response is incorrect or irrelevant, or the student simply quotes the text.

OPTIONAL EXTENSION ACTIVITIES for Part 2

RI.2.8. Describe how reasons support specific points the author makes in a text.

Ask the students to write or discuss why the author included the poem in the passage.

W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Ask students to design a poster, similar to the government poster in part 1, to promote a community garden today.

Part 3 Overview

Part 3 includes a passage with an experiment that illustrates how seeds grow and addresses the following general objective.

OBJECTIVE

Students will show an understanding of what a seed needs in order to grow.

CORE TASK

Read the passage “What Does a Seed Need to Grow?”

In addition to performing the CORE TASK, select one or more of these options:

Option A

Students discuss the passage.

Option B

Students write paragraphs related to the passage.

Planning Exercise for Extended Writing Prompt

Students plan their extended responses.

Extended Writing Prompt

Each student will write an extended response to the texts.

STANDARDS ALIGNMENT

The tasks in part 3 are aligned with the following standards.

PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	Option A
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Option B Option C
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Writing Prompt

SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	Option A
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.	Writing Prompt

PROCEDURE for Part 3

CORE TASK

Tell students that they will now read a passage with an experiment that illustrates how seeds grow.

Instruct students to read the passage.

PROCEDURE for Part 3: Option A

Organize a classroom discussion about the passage. Ask students to take notes during the discussion. These discussion notes will be used to complete other parts of the overall task and as a work product that can be evaluated.

Use the following questions to stimulate discussion:

1. What are the MAIN things a seed needs to grow?

Possible Response: A seed needs air, water, food, and shelter.

2. Why do you think you put the beans IN BETWEEN the paper towel and the cup?

Possible Response: Put them in between so that you can see the bean sprouting.

3. How do you think the beans getting the most sunlight grow? The least sunlight?

Possible Response: The beans getting the most sunlight probably grow more than the beans getting the least sunlight.

4. What lessons can you learn from this to help with an outdoor garden?

Possible Response: It's important to water the plants, but not too much. You have to choose the location carefully so that plants get sunlight and are somehow protected from bad weather.

SCORING RUBRIC for Part 3: Option A

Use the following rubric to evaluate students' participation in the discussion.

4 Point Response

Student will:

- Have meaningful notes for each question addressed in the discussion, which may not be limited to the list in the prompt;
- Participate in the discussion by asking relevant questions and contributing meaningful responses.

3 Point Response

Student will:

- Have notes for most questions addressed in the discussion;
- Participate in the discussion by asking relevant questions and/or contributing meaningful responses.

2 Point Response

Student will:

- Have notes for some questions addressed in the discussion;
- Participate in the discussion by asking questions and/or contributing responses.

1 Point Response

Student will:

- Have few, if any, notes for the questions addressed in the discussion;
- Fail to participate in the discussion in a meaningful way.

0 Point Response

Student provides no response, or the response is off topic.

PROCEDURE for Part 3: Option B

Tell your students that each of them will write a paragraph about how having an inside garden can help you plan an outside garden. Remind them that they should use information from the passages in part 2 and part 3, in addition to their own ideas. This activity can replace OPTION A.

Use the following rubric to evaluate students' responses.

4 Point Response

Student will:

- Provide a clear and complete response to the task;
- Include relevant supporting details from the passages and the student's own ideas.

3 Point Response

Student will:

- Provide a mostly complete response to the task;
- Include supporting details from the passages and the student's own ideas.

2 Point Response

Student will:

- Provide a limited response to the task;
- Include a supporting detail from the passages or the student's own ideas.

1 Point Response

Student will:

- Provide a minimal response to the task;
- Include few, if any, supporting details.

0 Point Response

Student will provide no response, the response is incorrect or irrelevant, or the student simply quotes the text.

PROCEDURE for Part 3: Planning Exercise

Tell students they will now have a chance to plan their extended responses. They should follow the directions in their booklets.

PROCEDURE for Part 3: Extended Writing Prompt

Tell the students to respond to the writing prompt in their test booklet.

SCORING RUBRIC for Part 3: Extended Writing Prompt

Use the following rubric to evaluate students' responses.

4 Point Response

Student will:

- Write an essay that answers all parts of the question;
- Explain three of the most important things to think about when planning a community garden;
- Include ideas about how the garden can help the community;
- Use several details from the passages that support the student's ideas;
- Write several paragraphs and a concluding section.

3 Point Response

Student will:

- Write an essay that answers parts of the question;
- Explain at least one important thing to think about when planning a community garden;
- Use at least one detail from the passages that supports the student's ideas;
- Write several paragraphs and a concluding section.

2 Point Response

Student will:

- Write an essay that answers at least one part of the question;
- Explain one thing to think about when planning a community garden or use some detail from a passage;
- Write at least one paragraph.

1 Point Response

Student will:

- Write one or more sentences about planning a community garden, with some explanation.

0 Point Response

- Student will not write a response or will not answer the question.

OPTIONAL EXTENSION ACTIVITIES for Part 3

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Ask the students to revise and edit their responses to the extended prompt based on teacher or peer reviews.