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CCR Performance Tasks

ELA Grade 5: Writing About Literature

Comparing and Contrasting Characters in *Heidi*

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CCR Performance Tasks

ELA Grade 5: Writing About Literature

Comparing and Contrasting Characters in *Heidi*

Student Test Booklet

Name: _____

PART 1

Directions: Read the passage from *Heidi* and then follow your teacher's directions.

Up to the Pasture: Part 1 of Chapter 3 from *Heidi*

¹ Heidi was awakened early next morning by a loud whistle. Opening her eyes, she saw her little bed and the hay beside her bathed in golden sunlight. For a short while she did not know where she was, but when she heard her grandfather's deep voice outside, she recollected everything. She remembered how she had come up the mountain the day before and left old Ursula, who was always shivering with cold and sat near the stove all day. While Heidi lived with Ursula, she had always been obliged to keep in the house, where the old woman could see her. Being deaf, Ursula was afraid to let Heidi go outdoors, and the child had often fretted in the narrow room and had longed to run outside. She was therefore delighted to find herself in her new home and hardly could wait to see the goats again. Jumping out of bed, she put on her few things and in a short time went down the ladder and ran outside. Peter was already there with his flock, waiting for Schwänli and Bärli, whom the grandfather was just bringing to join the other goats.

² "Do you want to go with him to the pasture?" asked the grandfather.

³ "Yes," cried Heidi, clapping her hands.

⁴ "Go now, and wash yourself first, for the sun will laugh at you if he sees how dirty you are. Everything is ready there for you," he added, pointing to a large tub of water that stood in the sun. Heidi did as she was told, and washed and rubbed herself till her cheeks were glowing. In the meanwhile the grandfather called to Peter to come into the hut and bring his bag along. The boy followed the old man, who commanded him to open the bag in which he carried his scanty dinner. The grandfather put into the bag a piece of bread and a slice of cheese that were easily twice as large as those the boy had in the bag himself.

⁵ "The little bowl goes in, too," said the Uncle, "for the child does not know how to drink straight from the goat, the way you do. She is going to stay with you all day, therefore milk two bowls full for her dinner. Look out that she does not fall over the rocks! Do you hear?"

⁶ Just then Heidi came running in. "Grandfather, can the sun still laugh at me?" she asked. The child had rubbed herself so violently with the coarse towel which the grandfather had put beside the tub that her face, neck and arms were as red as a lobster. With a smile the grandfather said: "No, he can't laugh any more now; but when you come home to-night you must go into the tub like a fish. When one goes about like the goats, one gets dirty feet. Be off!"

⁷ They started merrily up the Alp. A cloudless, deep-blue sky looked down on them, for the wind had driven away every little cloud in the night. The fresh green mountain-side was bathed in brilliant sunlight, and many blue and yellow flowers had opened. Heidi was wild with joy and ran from side to side. In one place she saw big patches of fine red primroses, on another spot blue gentians sparkled in the grass, and

everywhere the golden rock-roses were nodding to her. In her transport at finding such treasures, Heidi even forgot Peter and his goats. She ran far ahead of him and then strayed away off to one side, for the sparkling flowers tempted her here and there. Picking whole bunches of them to take home with her, she put them all into her little apron.

⁸ Peter, whose round eyes could only move about slowly, had a hard time looking out for her. The goats were even worse, and only by shouting and whistling, especially by swinging his rod, could he drive them together.

⁹ "Heidi, where are you now?" he called quite angrily.

¹⁰ "Here," it sounded from somewhere. Peter could not see her, for she was sitting on the ground behind a little mound, which was covered with fragrant flowers. The whole air was filled with their perfume, and the child drew it in, in long breaths.

¹¹ "Follow me now!" Peter called out. "The grandfather has told me to look out for you, and you must not fall over the rocks."

¹² "Where are they?" asked Heidi without even stirring.

¹³ "Way up there, and we have still far to go. If you come quickly, we may see the eagle there and hear him shriek."

¹⁴ That tempted Heidi, and she came running to Peter, with her apron full of flowers.

¹⁵ "You have enough now," he declared. "If you pick them all to-day, there won't be any left to-morrow." Heidi admitted that, besides which she had her apron already full. From now on she stayed at Peter's side. The goats, scenting the pungent herbs, also hurried up without delay.

¹⁶ Peter generally took his quarters for the day at the foot of a high cliff, which seemed to reach far up into the sky. Overhanging rocks on one side made it dangerous, so that the grandfather was wise to warn Peter.

¹⁷ After they had reached their destination, the boy took off his bag, putting it in a little hollow in the ground. The wind often blew in violent gusts up there, and Peter did not want to lose his precious load. Then he lay down in the sunny grass, for he was very tired.

Option A

Directions: Prepare for a discussion of the following questions. Be ready to give evidence from the passage to support your answers during the discussion.

1. What are several ways that Grandfather shows he cares about Heidi?

2. What are several ways that Peter shows he feels responsible for Heidi?

3. What are several ways that Heidi shows she is enjoying the climb to the pasture?

4. How is Peter's attitude toward the mountain scenery very different from Heidi's attitude?

Option B

Directions: Complete the chart below by choosing a word that best describes each character's behavior in the passage. Write that word below the character's name on the chart. Then choose a sentence from the passage that shows this behavior. Write the sentence in the second column. Finally, write an explanation of how the sentence shows this behavior in the third column.

Word That Best Describes the Character's Behavior	Sentence from the Passage That Shows This Behavior	Explanation of How the Sentence Shows the Behavior
Grandfather <hr/> <hr/> <hr/>		
Peter <hr/> <hr/> <hr/>		
Heidi <hr/> <hr/> <hr/>		

Option C

Directions: Review the passage and pay special attention to how often the narrator describes a character’s thoughts or feelings. You may want to keep track of these descriptions by underlining them. Do not consider words in dialogue, just words that directly describe what a character is thinking or how he or she is feeling. When you have completed your review, answer the questions below.

1. The narrator describes Heidi’s thoughts and feelings most often. List two examples of these descriptions below.

2. Explain how one of the events that occurs on the way to the pasture would be described differently if Peter’s thoughts and feelings were emphasized instead of Heidi’s thoughts and feelings.

3. Give an example of how the focus on Heidi’s thoughts and feelings allows the narrator to pay special attention to the setting of the passage.

PART 2

Directions: Read the passage from *Heidi* and then follow your teacher's directions.

On the Pasture - Part 2 of Chapter 3 from *Heidi*

1 Heidi sat a long time without stirring, with Peter asleep by her side and the goats climbing about between the bushes. A light breeze fanned her cheek and those big mountains about her made her feel happy as never before. She looked up at the mountain-tops till they all seemed to have faces, and soon they were familiar to her, like old friends. Suddenly she heard a loud, sharp scream, and looking up she beheld the largest bird she had ever seen, flying above her. With outspread wings he flew in large circles over Heidi's head.

2 "Wake up, Peter!" Heidi called. "Look up, Peter, and see the eagle there!"

3 Peter got wide awake, and then they both watched the bird breathlessly. It rose higher and higher into the azure, till it disappeared at last behind the mountain-peak.

4 "Where has it gone?" Heidi asked.

5 "Home to its nest," was Peter's answer.

6 "Oh, does it really live way up there? How wonderful that must be! But tell me why it screams so loud?" Heidi inquired.

7 "Because it has to," Peter replied.

8 "Oh, let's climb up there and see its nest!" implored Heidi, but Peter, expressing decided disapproval in his voice, answered: "Oh dear, Oh dear, not even goats could climb up there! Grandfather has told me not to let you fall down the rocks, so we can't go!"

9 Peter now began to call loudly and to whistle, and soon all the goats were assembled on the green field. Heidi ran into their midst, for she loved to see them leaping and playing about.

10 Peter in the meantime was preparing dinner for Heidi and himself, by putting her large pieces on one side and his own small ones on the other. Then he milked Bärli and put the full bowl in the middle. When he was ready, he called to the little girl. But it took some time before she obeyed his call.

11 "Stop jumping, now," said Peter, "and sit down; your dinner is ready."

12 "Is this milk for me?" she inquired.

13 "Yes it is; those large pieces also belong to you. When you are through with the milk, I'll get you some more. After that I'll get mine."

14 Heidi was watching the goats in the meantime, and asked Peter for their names.

15 The boy could tell them all to her, for their names were about the only thing he had to carry in his head. She soon knew them, too, for she had listened attentively. One of them was the Big Turk, who tried to stick his big horns into all the others. Most of the goats ran away from their rough comrade. The bold Thistlefinch alone was not

afraid, and running his horns three or four times into the other, so astonished the Turk with his great daring that he stood still and gave up fighting, for the Thistlefinch had sharp horns and met him in the most warlike attitude. A small, white goat, called Snowhopper, kept up bleating in the most piteous way, which induced Heidi to console it several times. Heidi at last went to the little thing again, and throwing her arms around its head, she asked, "What is the matter with you, Snowhopper? Why do you always cry for help?" The little goat pressed close to Heidi's side and became perfectly quiet. Peter was still eating, but between the swallows he called to Heidi: "She is so unhappy, because the old goat has left us. She was sold to somebody in Mayenfeld two days ago."

16 "Who was the old goat?"

17 "Her mother, of course."

18 "Poor little Snowhopper!" said Heidi, drawing the little creature tenderly to her. "Don't grieve any more; see, I am coming up with you every day now, and if there is anything the matter, you can come to me."

19 Snowhopper rubbed her head against Heidi's shoulder and stopped bleating. When Peter had finally finished his dinner, he joined Heidi.

20 The little girl had just been observing that Schwänli and Bärli were by far the cleanest and prettiest of the goats. They evaded the obtrusive Turk with a sort of contempt and always managed to find the greenest bushes for themselves. She mentioned it to Peter, who replied: "I know! Of course they are the prettiest, because the uncle washes them and gives them salt. He has the best stable by far."

21 All of a sudden Peter, who had been lying on the ground, jumped up and bounded after the goats. Heidi, knowing that something must have happened, followed him. She saw him running to a dangerous abyss¹ on the side. Peter had noticed how the rash Thistlefinch had gone nearer and nearer to the dangerous spot. Peter only just came in time to prevent the goat from falling down over the very edge. Unfortunately Peter had stumbled over a stone in his hurry and was only able to catch the goat by one leg. The Thistlefinch, being enraged to find himself stopped in his charming ramble, bleated furiously. Not being able to get up, Peter loudly called for help. Heidi immediately saw that Peter was nearly pulling off the animal's leg. She quickly picked some fragrant herbs and holding them under the animal's nose, she said soothingly: "Come, come, Thistlefinch, and be sensible. You might fall down there and break your leg. That would hurt you horribly."

22 The goat turned about and devoured the herbs Heidi held in her hand. When Peter got to his feet, he led back the runaway with Heidi's help.

¹ abyss—a large, deep hole that appears to have no bottom

Option A

Directions: Prepare for a discussion of the following questions. Be ready to give evidence from the passage to support your answers during the discussion.

1. Which sentence from the first paragraph includes figurative language to describe Heidi's feelings toward the mountains? Explain why the figurative language is a good way to describe Heidi's feelings.

2. How are Heidi's and Peter's reactions to the eagle both alike and different?

3. What does Heidi's attitude toward Snowhopper show about her?

4. What does Heidi's reaction to Thistlefinch's near-accident show about her?

Option C

Directions: Your teacher will now assign you to work with classmates to research and report on topics related to the setting and characters of *Heidi*. You may use the chart below to help organize your research and prepare your report.

Topic

Sources

Important Findings

PART 3

Directions: Read the passage from *Heidi* and then follow your teacher's directions.

Home from the Pasture - Part 3 of Chapter 3 of *Heidi*

¹ Thus the day had passed, and the sun was already sinking down behind the mountains. Sitting on the grass, Heidi looked at the bluebells and the wild roses that were shining in the last rays of the sun. The peaks also started to glow, and Heidi suddenly called to the boy: "Oh, Peter, look! Everything is on fire. The mountains are burning and the sky, too. Oh, look! the moon over there is on fire, too. Do you see the mountains all in a glow? Oh, how beautiful the snow looks! Peter, the eagle's nest is surely on fire, too. Oh, look at the fir-trees over there!"

² Peter was quietly peeling his rod, and looking up, said to Heidi: "This is no fire; it always looks like that."

³ "But what is it then?" asked Heidi eagerly, gazing about her everywhere.

⁴ "It gets that way of itself," explained Peter.

⁵ "Oh look! Everything is all rosy now! Oh, look at this mountain over there with the snow and the sharp peaks. What is its name?"

⁶ "Mountains have no names," he answered.

⁷ "Oh, see, how beautiful! It looks as if many, many roses were growing on those cliffs. Oh, now they are getting grey. Oh dear! the fire has gone out and it is all over. What a terrible shame!" said Heidi quite despondently.

⁸ "It will be the same again tomorrow," Peter reassured her. "Come now, we have to go home."

⁹ When Peter had called the goats together, they started downwards.

¹⁰ "Will it be like that every day when we are up?" asked Heidi, eagerly.

¹¹ "It usually is," was the reply.

¹² "What about tomorrow?" she inquired.

¹³ "Tomorrow it will be like that, I am sure," Peter affirmed.

¹⁴ That made Heidi feel happy again. She walked quietly by Peter's side, thinking over all the new things she had seen. At last, reaching the hut, they found the grandfather waiting for them on a bench under the fir-trees. Heidi ran up to him and the two goats followed, for they knew their master. Peter called to her: "Come again tomorrow! Good-night!"

¹⁵ Heidi gave him her hand, assuring him that she would come, and finding herself surrounded by the goats, she hugged Snowhopper a last time.

¹⁶ When Peter had disappeared, Heidi returned to her grandfather. "Oh grandfather! It was so beautiful! I saw the fire and the roses on the rocks! And see the many, many flowers I am bringing you!" With that Heidi shook them out of her apron. But oh, how miserable they looked! Heidi did not even know them any more.

17 "What is the matter with them, grandfather? They looked so different!" Heidi
exclaimed in her fright.

18 "They are made to bloom in the sun and not to be shut up in an apron," said the
grandfather.

19 "Then I shall never pick them anymore! Please, grandfather, tell me why the eagle
screeches so loudly," asked Heidi.

20 "First go and take a bath, while I go into the shed to get your milk. Afterwards we'll
go inside together and I'll tell you all about it during supper-time."

21 They did as was proposed, and when Heidi sat on her high chair before her milk,
she asked the same question as before.

22 "Because he is sneering at the people down below, who sit in the villages and
make each other angry. He calls down to them:—'If you would go apart to live up on
the heights like me, you would feel much better!'" The grandfather said these last
words with such a wild voice, that it reminded Heidi of the eagle's screech.

23 "Why do the mountains have no names, grandfather?" asked Heidi.

24 "They all have names, and if you tell me their shape I can name them for you."

25 Heidi described several and the old man could name them all. The child told him
now about all the happenings of the day, and especially about the wonderful fire. She
asked how it came about.

26 "The sun does it," he exclaimed. "Saying good-night to the mountains, he throws
his most beautiful rays to them, that they may not forget him till the morning."

27 Heidi was so much pleased with this explanation that she could hardly wait to see
the sun's good-night greetings repeated. It was time now to go to bed, and Heidi slept
soundly all night. She dreamt that the little Snowhopper was bounding happily about
on the glowing mountains with many glistening roses blooming round her.

Option A

Directions: Prepare for a discussion of the following questions. Be ready to give evidence from the passage to support your answers during the discussion.

1. How is Heidi’s reaction to the sunset similar to her behavior in parts 1 and 2?

2. How are Peter’s answers to Heidi’s questions about the sunset and the names of the mountains similar to his answers to her questions in parts 1 and 2?

3. Read Grandfather’s answer to Heidi’s question about why the eagle screeches so loudly:

“Because he is sneering at the people down below, who live in the villages and make each other angry. He calls down to them: —‘If you would go apart to live up on the heights like me, you would feel much better!’” The grandfather said these last words with such a wild voice, that it reminded Heidi of the eagle’s screech.

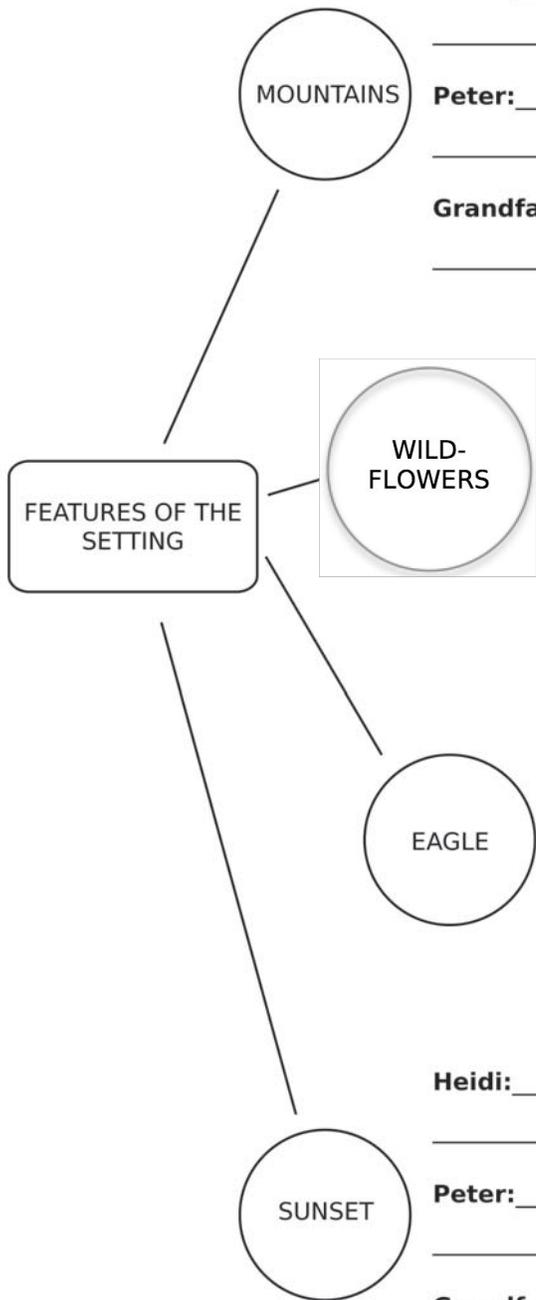
What does this answer show about Heidi’s grandfather?

4. How is the grandfather’s explanation of the sunset similar to his comments about the sun in part 1?

5. How are Heidi and the grandfather similar in their feelings about the natural world around them?

Option B

Directions: Complete the diagram below by describing each character’s reaction to the features of the setting of *Heidi*. Write your answers on the lines provided.



Heidi: _____

Peter: _____

Grandfather: _____

Heidi: _____

Peter: _____

Grandfather: _____

Heidi: _____

Peter: _____

Grandfather: _____

Heidi: _____

Peter: _____

Grandfather: _____

PLANNING EXERCISE

Directions: For the extended response, you will compare and contrast the characters in chapter 3 from *Heidi*.

Reread the texts, and review your notes and responses to the earlier parts of this task.

As you plan your response, you should think about:

- How Heidi, Peter, and Grandfather are alike
- How Heidi, Peter, and Grandfather are different from each other
- How Heidi, Peter, and Grandfather react to the same events or things
- What evidence from the chapter supports your answers to the questions above

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

Notes

Notes

A large, empty rectangular box with a black border, intended for students to write their notes.

EXTENDED WRITING PROMPT

Directions: Review the texts and review your notes and responses for the earlier parts of this task. Respond to this prompt on the following pages.

Explain how the behavior of Heidi, Peter, and Grandfather is alike and different throughout chapter 3 of *Heidi*. Support your explanation with specific information from the text.

Your response will be scored using this rubric.

4 Point Response

Student will:

- Write a clear, complete, and accurate explanation of how the behavior of Heidi, Peter, and Grandfather is alike and different throughout chapter 3 of *Heidi*;
- Use well-chosen details and examples from the chapter that clearly support the explanation;
- Create a logical organization that includes more than one paragraph and a concluding section that supports the explanation.

3 Point Response

Student will:

- Write a clear and mostly accurate explanation of how the behavior of Heidi, Peter, and Grandfather is alike and different throughout chapter 3 of *Heidi*;
- Use details and examples from the chapter that clearly support the explanation;
- Create an organization that may include more than one paragraph and a concluding section.

2 Point Response

Student will:

- Write an explanation of the differences and similarities in the characters' behavior that lacks clarity or complete accuracy;
- Use few details or examples from the chapter that clearly relate to the characters' behavior;
- Fail to provide clear organization or a conclusion.

1 Point Response

Student will:

- Provide a vague or minimal statement about the differences or similarities in the characters' behavior.

0 Point Response

- Student will provide no response, or the response is off topic.

Lined writing area for student response.

A large rectangular box containing 20 horizontal lines for writing.

CCR Performance Task

ELA Grade 5: Writing About Literature

Comparing and Contrasting Characters in *Heidi*

Teacher Guide

Passage Summary

Title	Text Type	Word Count	Lexile	Levels of Meaning/ Purpose	Text Structure	Language Features	Knowledge Demands
Up to the Pasture: Chapter 3 from <i>Heidi</i> (Parts 1-3)	Literary Text	2583	850 L	2	2	3	2

Passage Placement Rationale

Title	Placement Rationale
Up to the Pasture: Chapter 3 from <i>Heidi</i> (Parts 1-3)	<ul style="list-style-type: none"> The Lexile and the qualitative measures indicate that the text has the appropriate complexity as stimulus for a writing task.

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.

Table of Contents

About the Teacher Guide.....	3
Overview of Performance Task.....	4
PART 1 Overview.....	6
PROCEDURE for Part 1.....	7
PROCEDURE for Part 1: Option A.....	8
SCORING RUBRIC for Part 1: Option A.....	8
PROCEDURE for Part 1: Option B.....	10
PROCEDURE for Part 1: Option C.....	11
SCORING RUBRIC for Part 1: Option C.....	12
PART 2 Overview.....	13
PROCEDURE for Part 2.....	14
PROCEDURE for Part 2: Option A.....	15
SCORING RUBRIC for Part 2: Option A.....	16
PROCEDURE for Part 2: Option B.....	17
SCORING RUBRIC for Part 2: Option B.....	17
PROCEDURE for Part 2: Option C.....	18
SCORING RUBRIC for Part 2: Option C.....	18
Part 3 Overview.....	19
PROCEDURE for Part 3.....	20
PROCEDURE for Part 3: Option A.....	21
SCORING RUBRIC for Part 3: Option A.....	22
PROCEDURE for Part 3: Option B.....	23
PROCEDURE for Part 3: Planning Exercise.....	24
PROCEDURE for Part 3: Extended Writing Prompt.....	24
SCORING RUBRIC for Part 3: Extended Writing Prompt.....	24
OPTIONAL EXTENSION ACTIVITIES for Part 3.....	25

About the Teacher Guide

This document contains support materials for the “Grade 5 Writing about Literature: Comparing Characters in *Heidi*” 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

PTE47 Grade 5 Writing about Literature

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
Claim 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.	Parts 1, 2, and 3
Claim 4: Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.	Part 2

PARCC claims

Primary claim

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

Secondary claims

Sub Claim I.1: Reading Literature —Students demonstrate comprehension and draw evidence from readings of grade-level, complex literary text.	Parts 1, 2, and 3
Sub Claim III.1: Research —Students build and present knowledge through research and the integration, comparison, and synthesis of ideas.	Part 2

Overview of Performance Task

MAJOR OBJECTIVE: Students will write extended responses to a prompt that asks them to compare three characters in a chapter from a novel.

PRIMARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text (e.g., how characters interact).

Grade 5 Writing About Literature: Comparing and Contrasting Characters in *Heidi*

Reading the third chapter of *Heidi* provides a useful opportunity for students to compare and contrast several characters in a literary text. The distinct personalities of three characters are clearly developed in the chapter: Heidi, an orphan who is enthralled by her new surroundings when she is sent to live with her grandfather in the Swiss Alps; her rather gruff but sensitive grandfather who shuns life in the valley below for the freedom and beauty of the mountains; and Peter, the young goatherd who sees life through a very practical lens. For the purposes of the task, the chapter is broken into three parts to allow students the time necessary to carefully read and consider the character development in each part.

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 literature.

TEACHER GUIDE

Part 1

CORE TASK

Read part 1 of chapter 3 from *Heidi*.

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

Option A

Students discuss the characters' behavior in the passage.

Option B

Students choose words to describe each character's behavior and defend their choices.

Option C

Students analyze the narrator's third-person point of view in the passage.

Part 2**CORE TASK**

Read part 2 of chapter 3 from *Heidi*.

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

Option A

Students discuss the characters' behavior in the passage.

Option B

Students complete charts that require them to compare the characters' reactions to the same events.

Option C

Students research topics related to the setting of the passage and report to the class.

Part 3**CORE TASK**

Read part 3 of chapter 3 from *Heidi*.

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

Option A

Students discuss the characters' behavior in the passage and relate it to the behavior in parts 1 and 2.

Option B

Students complete graphic organizers that relate the three characters to features of the setting developed in chapter 3.

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 part 1 of chapter 3 from *Heidi* and addresses the following general objective.

OBJECTIVE: Students will support conclusions made about three characters who are developed in the passage.

CORE TASK

Read part 1 of chapter 3 from *Heidi*.

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

Option A

Students participate in a class discussion about each character's behavior in the passage.

Option B

Students choose words to describe each character's behavior and defend their choices.

Option C

Students analyze the narrator's third-person point of view in the passage.

STANDARDS ALIGNMENT

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

PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text (e.g., how characters interact).	Option A, B, C
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Option A & B

SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.	Option A
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.	Option C

PROCEDURE for Part 1**CORE TASK**

Introduce students to *Heidi* by Johanna Spyri. Include the following points in your introduction:

- *Heidi* tells the story of a young orphaned girl who is sent to live with her grandfather in a humble hut located high in the Swiss Alps. The story takes place in the late 1800s.
- As Heidi journeys to join her grandfather, she is overwhelmed by the beauty of the mountain scenery.
- Her grandfather is a rather gruff hermit who avoids the company of the people who live in the villages below.
- When Heidi first arrives, her grandfather does not welcome her warmly, but gradually learns to love her companionship.
- Grandfather's only other regular companion is Peter, an eleven-year-old neighbor boy who works as a goatherd and takes grandfather's two goats to graze in a higher pasture each summer day.
- When chapter 3 of the book begins, Heidi is just awakening to her first full day of living in the mountains.

Instruct students to read "Up to the Pasture," the first passage from chapter 3.

PROCEDURE for Part 1: Option A

Organize a classroom discussion about the passage. Ask students to take notes and to use evidence from the story to support their answers 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 several ways that Grandfather shows he cares about Heidi?

Possible Response: *Grandfather equips Peter with a bowl and extra food for Heidi and commands him to watch carefully that she does not fall from the rocks. Grandfather smiles when she appears “red as a lobster” after her bath and asks if the sun will still laugh at her.*

2. What are several ways that Peter shows he feels responsible for Heidi?

Possible Response: *Peter has difficulty keeping track of Heidi who keeps disappearing to pick flowers. He gets angry and tells her to “Follow me now!... The grandfather has told me to look out for you.” He lectures her to stop picking flowers and tempts her to stay by his side so they can reach the pasture soon enough to “see the eagle and hear him shriek.”*

3. What are several ways that Heidi shows she is enjoying the climb to the pasture?

Possible Response: *Heidi cannot resist straying and running far ahead to fetch the blue gentians, red primroses, and golden rock roses that seem to be “nodding to her.” Peter finds her sitting among the flowers and breathing in the air that is “filled with their perfume.”*

4. How is Peter’s attitude toward the mountain scenery different from Heidi’s attitude?

Possible Response: *Heidi is “wild with joy” when she sees the colorful wild flowers “bathed in brilliant sunlight.” Peter doesn’t seem aware of the beauty around him. He is more mindful of practical matters such as keeping the goat herd together and avoiding the dangerous rocks.*

SCORING RUBRIC for Part 1: 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;
- Cite strong textual evidence to support 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;
- Cite some relevant textual evidence to support 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 will provide no response, or the response is off topic.

PROCEDURE for Part 1: Option B

Instruct students to follow the directions for completing the chart. Various responses are likely; the words listed below range from more inferential to more literal interpretations of each character's behavior.

Word That Best Describes the Character's Behavior	Sentence from the Passage That Shows This Behavior	Explanation of How the Sentence Shows the Behavior
Grandfather <i>caring, strict, bossy</i>	Possible Quote: <i>"'The little bowl goes in, too,' said the Uncle, 'for the child does not know how to drink straight from the goat, the way you do. She is going to stay with you all day, therefore milk two bowls full for her dinner. Look out that she does not fall over the rocks! Do you hear?'"</i>	Possible Explanation: <i>This quotation shows Grandfather's concern that Heidi be well fed and protected from harm.</i>
Peter <i>responsible, worried, angry</i>	Possible Quote: <i>"'Follow me now!' Peter called out. 'The grandfather has told me to look out for you, and you must not fall over the rocks.'"</i>	Possible Explanation: <i>This quotation shows that Peter feels responsible for Heidi's safety.</i>
Heidi <i>enthusiastic, happy, childish</i>	Possible Quote: <i>"Heidi was wild with joy and ran from side to side. In one place she saw big patches of fine red primroses, on another spot blue gentians sparkled in the grass, and everywhere the golden rock-roses were nodding to her. In her transport at finding such treasures, Heidi even forgot Peter and his goats."</i>	Possible Explanation: <i>This quotation shows how much Heidi is enjoying her surroundings.</i>

PROCEDURE for Part 1: Option C

Before students answer the questions, provide some context for the task with a brief discussion of third-person point of view in literature. For the purposes of this task, it is not necessary for students to distinguish among the three types of third-person point of view (i.e., limited, omniscient, and objective). *Heidi* is told from an omniscient third-person point of view, but it maintains a consistent emphasis on Heidi's perspective. Students should be prepared to analyze the effects of this perspective.

Instruct students to follow the directions in their test booklets.

Probable responses to the questions are included below.

1. The narrator describes Heidi's thoughts and feelings most often. List two examples of these descriptions below.

Possible Responses:

"She was therefore delighted to find herself in her new home and hardly could wait to see the goats again."

"Heidi was wild with joy and ran from side to side."

"In her transport at finding such treasures, Heidi even forgot Peter and his goats."

2. Explain how one of the events that occurs on the way to the pasture would be described differently if Peter's thought and feelings were emphasized instead of Heidi's thoughts and feelings.

Possible Response: *When Heidi keeps disappearing to gather flowers, her disappearances would be described as more troubling and dangerous from Peter's point of view.*

3. Give an example of how the focus on Heidi's thoughts and feelings allows the narrator to pay special attention to the setting of the passage.

Possible Response: *When Heidi sees the wildflowers, the narrator describes them in detail so the reader can imagine why Heidi was so excited about them.*

SCORING RUBRIC for Part 1: Option C

Use the following rubric to evaluate students' responses.

4 Point Response

Student will:

- Provide a complete and accurate answer for question 1.
- Provide accurate explanations for questions 2 and 3.

3 Point Response

Student will:

- Provide a complete and accurate answer for question 1.
- Provide partially accurate explanations for questions 2 and 3.

2 Point Response

Student will:

- Provide a partially complete and accurate answer for question 1.
- Provide a partially accurate explanation for either question 2 or 3.

1 Point Response

Student will:

- Provide a partially accurate answer or explanation for at least 1 question.

0 Point Response

Student will provide no response, or the response is off topic.

PART 2 Overview

Part 1 focuses on part 2 of chapter 3 from *Heidi* and addresses the following general objective.

OBJECTIVE: Students will compare and contrast two characters who are developed in the passage.

CORE TASK

Read part 2 of chapter 3 from *Heidi*.

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

Option A

Students participate in a class discussion about key events in the passage.

Option B

Students respond to a prompt that requires them to explain differences in the characters' reactions to the same events in the passage.

Option C

Students research and report on topics related to the characters and setting of *Heidi*.

STANDARDS ALIGNMENT

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

PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text (e.g., how characters interact).	Options A & B
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Options A & B
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Options B & C

SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.	Option A
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Option A

PROCEDURE for Part 2

CORE TASK

Instruct students to read “On the Pasture,” the second passage from chapter 3.

PROCEDURE for Part 2: Option A

Organize a classroom discussion about the passage. Ask students to take notes and to use evidence from the story to support their answers 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. Which sentence from the first paragraph includes figurative language to describe Heidi's feelings toward the mountains? Explain why this figurative language is a good way to describe Heidi's feelings.

Probable Response: *"She looked up at the mountaintops till they all seemed to have faces, and soon they were familiar to her, like old friends." Comparing the mountains to old friends shows that Heidi feels very comfortable with the mountains around her.*

2. How are Heidi's and Peter's reactions to the eagle both alike and different?

Probable Response: *Their reactions are alike when they "both watched the bird breathlessly" until it disappeared. Their reactions are different when Heidi asks where the eagle has gone and why it screams so loud. Peter's answers are very short and matter of fact (e.g., "Home to its nest" and "Because it has to"). Heidi's reaction is very emotional and excited (e.g., "How wonderful that must be!" "Oh! Let's climb up there and see its nest!").*

3. What does Heidi's attitude toward Snowhopper show about her?

Probable Response: *Heidi's attitude toward Snowhopper shows that she feels sympathy for the orphaned goat, and she promises to be there each day to comfort her.*

4. What does Heidi's reaction to Thistlefinch's near-accident show about her?

Probable Response: *Heidi's reaction to Thistlefinch's near-accident shows that she is quick thinking and calm during an emergency. She speaks soothingly to the goat and uses fragrant herbs to coax him away from the side of the cliff.*

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;
- Cite strong textual evidence to support 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;
- Cite some relevant textual evidence to support 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 will provide no response, or the response is off topic.

PROCEDURE for Part 2: Option B

Instruct students to respond to the prompt for option B in their test booklets.

SCORING RUBRIC for Part 2: Option B

Use the following rubric to evaluate students' writing.

4 Point Response

Student will:

- Clearly and thoughtfully respond to the prompt;
- Use several relevant ideas from the text to support the response.

3 Point Response

Student will:

- Respond to the prompt;
- Use relevant ideas from the text to support the response.

2 Point Response

Student will:

- Respond generally to the prompt;
- Give a few details to support the response that may or may not be text-based.

1 Point Response

Student will:

- Provide a vague or minimal response to the prompt;
- Give little or no textual support.

0 Point Response

- Student will provide no response, or the response is irrelevant or off topic.

PROCEDURE for Part 2: Option C

Ask students to conduct research related to the setting and characters in *Heidi*.

Instruct students to work in small groups of 4-5 people to research and report to the class information about one of the following main topics.

- The wildflowers and/or animals featured in *Heidi* that still grow and live in the Swiss Alps today
- How the mountains in the Swiss Alps got their names
- Major changes in how people live in the Swiss Alps since *Heidi* was written
- How the Swiss people still celebrate parts of the culture portrayed in *Heidi*
- Evidence of the popularity of the book *Heidi* in Switzerland and around the world since it was written

Use the following rubric to evaluate students' presentations.

SCORING RUBRIC for Part 2: Option C

Use the following rubric to evaluate students' responses.

4 Point Response

Student will:

- Provide a thorough report on the assigned topic with well-chosen details in support;
- Present the report in a focused and coherent manner.

3 Point Response

Student will:

- Provide a general report on the assigned topic with details in support;
- Present the report in an appropriate manner; the presentation shows some focus and cohesion.

2 Point Response

Student will:

- Provide a partial report on the assigned topic with some details;
- Present the report, but the report lacks cohesion or focus.

1 Point Response

Student will:

- Provide a minimal or limited report.

0 Point Response

Student will provide no response, the response is incorrect or irrelevant, or the student simply reads from existing text.

Part 3 Overview

Part 3 focuses on part 3 of chapter 3 from *Heidi* and its relationship to the character development explored in parts 1 and 2. It addresses the following general objective.

OBJECTIVE

Students will analyze the characters' behavior in part 3 of chapter 3 from *Heidi* and demonstrate understanding of the characters as they are developed throughout all three parts of chapter 3.

CORE TASK

Read part 3 of chapter 3 of *Heidi*.

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

Option A

Students discuss the behavior of the characters in part 3 and relate it to their behavior in parts 1 and 2.

Option B

Students complete graphic organizers that show connections between the characters and the features of the setting that are highlighted in parts 1, 2, and 3.

Option C

Students plan their extended responses.

Writing Prompt

All students write extended responses that compare the three characters as they are developed in chapter 3 of *Heidi*.

STANDARDS ALIGNMENT

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

PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text (e.g., how characters interact).	Options A & B
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Options A & B
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Options A & B
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Writing Prompt

SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.	Option A

PROCEDURE for Part 3**CORE TASK**

Ask students to read "Home from the Pasture," part 3 of chapter 3.

PROCEDURE for Part 3: Option A

Organize a classroom discussion about the passage. Ask students to take notes and to use evidence from the story to support their answers 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. How is Heidi's reaction to the sunset similar to her behavior in parts 1 and 2?

Probable Response: *Her reaction is similar to her reaction to the wildflowers in part 1 when she was overcome by their beauty. It is similar to her earlier reaction to the eagle that impressed her and raised questions in her mind.*

Heidi: "Oh look! Everything is all rosy now!" "Will it be like that every day when we are up?"

2. How are Peter's answers to Heidi's questions about the sunset and the names of the mountains similar to his answers to her questions about the eagle in part 2?

Probable Response: *Peter provides very short and overly simple answers to her questions about the sunset and the mountains, just as he answered her earlier questions about the eagle.*

Peter: "This is no fire; it always looks like that." "Mountains have no names."

3. Read Grandfather's answer to Heidi's question about why the eagle screeches so loudly:

"Because he is sneering at the people down below, who live in the villages and make each other angry. He calls down to them: —'If you would go apart to live up on the heights like me, you would feel much better!'" The grandfather said these last words with such a wild voice, that it reminded Heidi of the eagle's screech.

What does this answer show about Heidi's grandfather?

Probable Response: *It shows that Grandfather feels a connection to the eagle. He likes to think the eagle has the same opinion of the villagers that he has.*

4. How is Grandfather's explanation of the sunset similar to his comments about the sun in part 1?

Probable Response: *His explanation makes the sun seem like a person. "The sun does it," he exclaimed. "Saying good-night to the mountains, he throws his most beautiful rays to them, that they may not forget him till the morning."*

5. How are Heidi and her grandfather similar in their feelings about the natural world around them?

Probable Response: *Both appreciate the beauty of nature and take time to pay attention to it and to wonder about it. They seem to enjoy thinking that natural features like the sun and the mountains have personalities just as people do.*

"Heidi was so much pleased with this explanation that she could hardly wait to see the sun's good-night greetings repeated."

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;
- Cite strong textual evidence to support 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;
- Cite some relevant textual evidence to support 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.

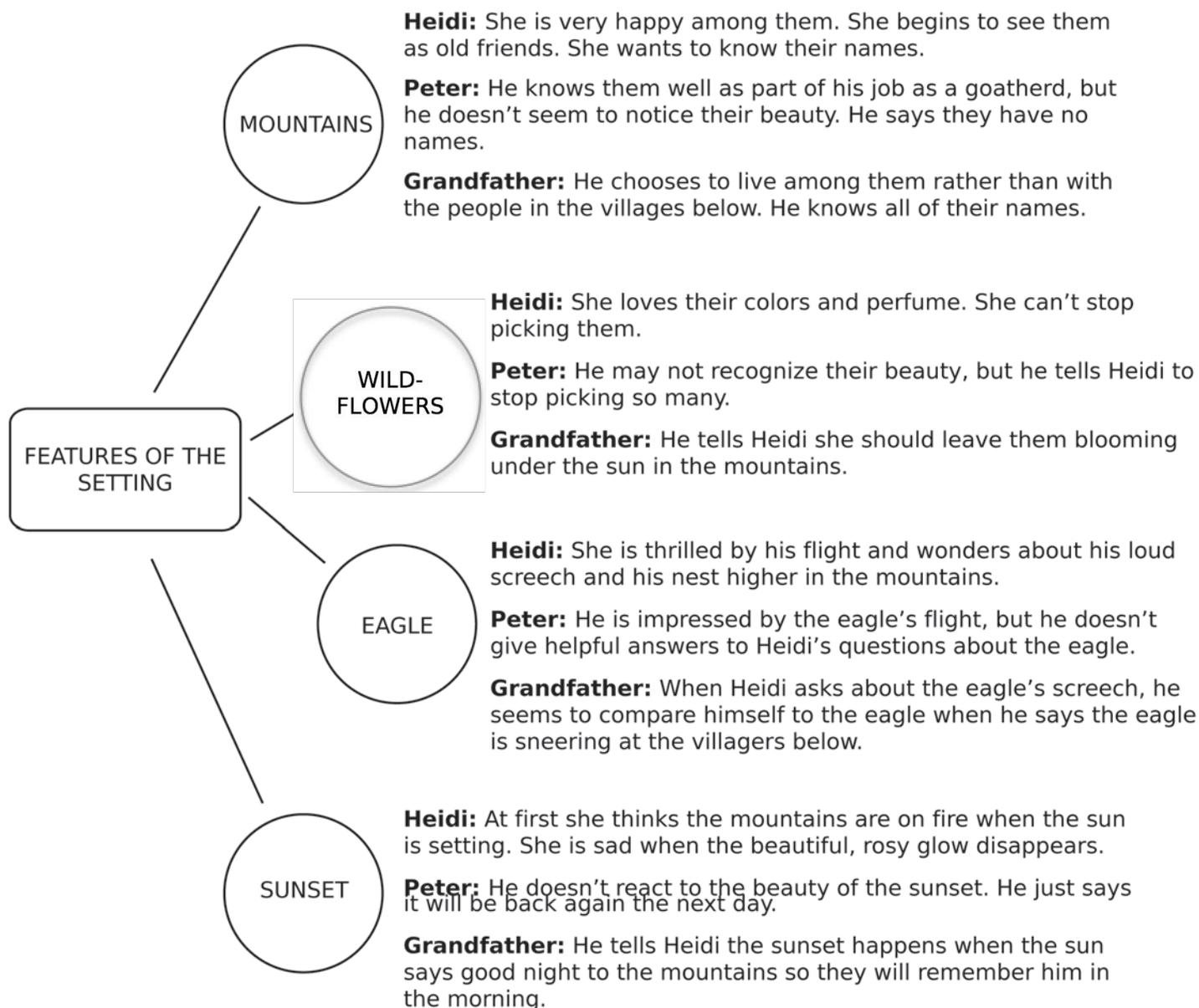
0 Point Response

Student will provide no response, or the response is off topic.

PROCEDURE for Part 3: Option B

Provide context for this task by explaining how *Heidi* is an example of a book in which the setting almost becomes a character itself. Ask students to think of other books they might be familiar with in which the setting is very important (e.g., *Treasure Island*, *The Call of the Wild*, and *Robinson Crusoe*). This task guides students to understand how the characters' interaction with the alpine setting is a unifying element in chapter 3 of *Heidi*.

Instruct students to complete the graphic organizer in their test booklets.



PROCEDURE for Part 3: Planning Exercise

Tell students they 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 booklets.

SCORING RUBRIC for Part 3: Extended Writing Prompt

Use the following rubric to evaluate students' responses.

4 Point Response

Student will:

- Write a clear, complete, and accurate explanation of how the behavior of Heidi, Peter, and Grandfather is alike and different throughout chapter 3 of *Heidi*;
- Use well-chosen details and examples from the chapter that clearly support the explanation;
- Create a logical organization that includes more than one paragraph and a concluding section that supports the explanation.

3 Point Response

Student will:

- Write a clear and mostly accurate explanation of how the behavior of Heidi, Peter, and Grandfather is alike and different throughout chapter 3 of *Heidi*;
- Use details and examples from the chapter that clearly support the explanation;
- Create an organization that may include more than one paragraph and a concluding section.

2 Point Response

Student will:

- Write an explanation of the differences and similarities in the characters' behavior that lacks clarity or complete accuracy;
- Use few details or examples from the chapter that clearly relate to the characters' behavior;
- Fail to provide clear organization or a conclusion.

1 Point Response

Student will:

- Provide a vague or minimal statement about the differences or similarities in the characters' behavior.

0 Point Response

- Student will provide no response, or the response is off topic.

OPTIONAL EXTENSION ACTIVITIES for Part 3

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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