

Inspect Learning CCR Performance Tasks

**ELA Grade 3: Writing Informational Text
Lemonade Stand**

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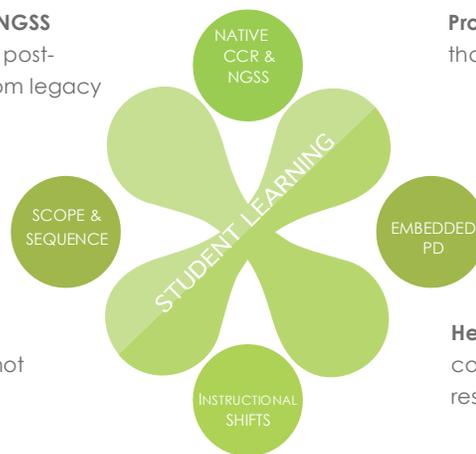
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Inspect assessment content offers these benefits:

Native college- and career-ready and NGSS content prepares students to meet their post-secondary goals. Content re-aligned from legacy standards cannot do this.

Content that addresses your scope and sequence so that your assessments do not waste valuable instruction time



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

We constantly update our content. Ask us about what's new!

CCR Performance Tasks

ELA Grade 3: Writing Informational Text

Lemonade Stand

Student Test Booklet

Name:

PART 1

Directions: Read the passages “How to Start a Business” and “An Invitation to Business.” Follow your teacher’s directions and answer the questions in the test booklet.

How to Start a Business

- ¹ Have you ever pretended that you owned a store? Maybe your pretend store had cool clothes or ice cream in flavors no one has ever thought about. You really could start your own business with a little planning.
- ² You have to start by choosing the right service or **product**. A product is something you make and sell. Choose something you enjoy. You are more likely to stick with it if you are having fun.
- ³ Maybe you live in a busy neighborhood with lots of kids and a nearby park. Maybe you like to work in the kitchen. You also like to be outside, but you don’t want to sweat? Hmmmm? A lemonade stand! The perfect idea for a product—but how to begin?
- ⁴ After you decide what kind of business you want to open, you must make a **business plan**. A business plan is just what it sounds like—a plan for your business. A business plan tells about the goals of a business. It tells how the goals will be reached. Maybe your goal is to make enough money to buy a new bike.
- ⁵ First, you need to find out if there are any people who will pay for what you are selling. Do your neighbors work or play outside a lot? Then they get thirsty! Make sure that there will be **customers** for your product. If no one wants to buy what you are selling, your business won’t last very long.
- ⁶ Second, you need to figure out how much you will spend on supplies like lemons and sugar. This helps you decide how much to charge your customers for every glass of lemonade. Any lemonade you sell must first pay you what you spent on supplies. That is how you make a **profit**. You will end up losing money if you don’t make enough money to pay your costs.

- 7 Finally, you need to decide where to have your lemonade stand. You need to decide when you want to work. You might not want to spend all your time waiting for customers! A business plan helps you make all of these decisions. It helps you know whether or not you are on track to make your goal.
- 8 Make sure to ask your parents before you start a business. They will want to make sure you stay safe. They may also be able to give you advice about how to make your business better. Or they may be able to lend you the money to get started.
- 9 With a little planning and some hard work, your real business can be a success. And it might even be more fun than a pretend ice cream store!

An Invitation to Business

- ¹ If you threw a party but forgot to invite anyone, you would probably end up with a lot of leftover cake. If you don't tell anyone about your party, no one will come. This is also true in business. If a person opens a store but doesn't let anyone know about it, then probably no one will come. There won't be many customers. That is why businesses **promote** themselves. "Promote" means to tell customers who you are and what you are selling. When businesses promote themselves, they are doing promotion.
- ² Ads are one kind of promotion. Every day we see ads for businesses all around us. They are on websites and television. Ads are on the sides of buses. You might even be wearing one on your t-shirt or hat right now. Businesses promote themselves in all these ways so that customers can learn about them.
- ³ Businesses also promote themselves to let customers know how their product is different. Think about all the types of soda for sale at the grocery store. Companies do promotions so that you know how their soda is different from other sodas. They might say that their soda tastes better. Or maybe they say that their soda has less sugar. A company might even get a famous person to tell you how much that person likes the soda.
- ⁴ If you are thinking of starting your own business, you may want to promote it. But you won't have to hire a famous person to do it. There are many ways to get the word out. One easy way is to make fliers that tell about your business. You can hand them out to let people know about what you are selling. Be sure to include the name of your business, your product or service, and where customers can find it. And always get your parents' help making your flier or any other promotion you may use.
- ⁵ Your promotion can also include a sale offer. You could offer a two-for-one sale, or 1/2-off on the first glass of lemonade. These are good ways to get customers interested in your product. Everyone likes to save money. And if your customers like your business, they will probably pay full price the next time.

- ⁶ So if you are throwing a party, invite people. And if you are opening a business, promote yourself. Because both parties and businesses are no fun if nobody shows up!

Option A

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

1. What is the first step in starting a business, and why is it important?

2. After you decide what your business should be, what other important decisions should you make?

3. Why is promotion an important part of running a business?

4. What are some good ways to get customers' attention in a promotion?

Option B

Directions: Reread the passages and write the definitions of these words in the spaces below.

1. business plan—

2. product—

3. customer—

4. promotion—

5. profit—

Option C

Directions: Write a SUMMARY of the most important information in the two passages. Remember that a good summary includes the most important ideas in your own words.

A large rectangular box containing 20 horizontal lines for writing a summary.

PART 2

Directions: You will now read an article about how to make lemonade. Follow your teacher’s directions and answer the questions in the test booklet.

From Lemons to Lemonade

Anybody can make lemonade from powder mix — just add water! But the best lemonade is made from scratch, starting with real lemons. This recipe tells an easy way to do just that.

Ingredients:

6 lemons
6 cups of cold water
1 cup of sugar

What to do:

1. Cut the lemons in half. Either squeeze them by hand or get an adult to help you use a juicer. Six lemons should give you about 1 cup of fresh lemon juice.
2. Mix the lemon juice with the sugar and water.
3. Stir, and add ice if you like.
4. Taste your lemonade! This is a very important step. This helps you know if your lemonade is too sweet, too tart, or just right! If you need to, add small amounts of lemon, sugar, or water until you get the lemonade just right.

This recipe makes about $\frac{1}{2}$ gallon. This is enough for about 6 servings of lemonade, depending on how big your cups are! If you need more than this, you can make more than one batch at a time.

Variations:

Want a treat the whole neighborhood will be talking about? Try adding blended strawberries or a little cinnamon to your lemonade. You can also freeze the lemonade to make popsicles for the hottest summer afternoons. Yum!

Option A

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

1. What ingredients MUST you have to make lemonade? What other ingredients could you use that are not necessary, but would make your lemonade more interesting?

2. Besides the ingredients, what else do you need to make lemonade? Think of the things from the kitchen that you might need.

3. Imagine selling lemonade at your lemonade stand. What else do you need for your stand? For example, would you like a place to sit? How do you want your stand to look?

Option C

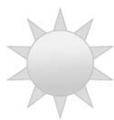
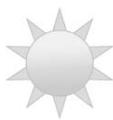
Directions: Think about what you learned in part 1 about promoting your business. Now, after reading about how to make lemonade, explain how you would convince customers to buy your lemonade instead of someone else's. Use information from the passages and your own ideas. Write your paragraph on the lines below.

A large rectangular box containing 20 horizontal lines for writing a paragraph.

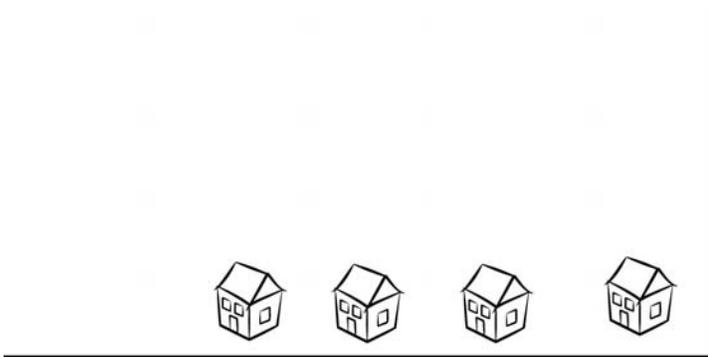
PART 3

Directions: Now you will learn about two other important parts of planning your lemonade stand: the weather forecast and the location for your stand.

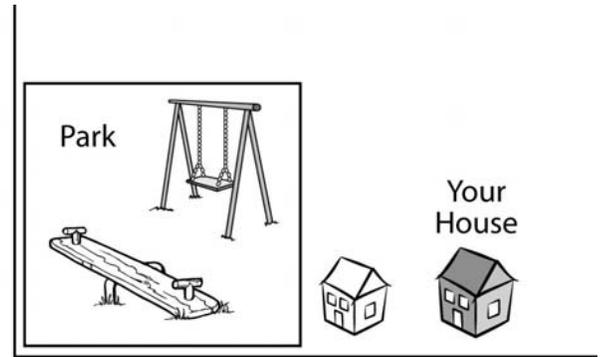
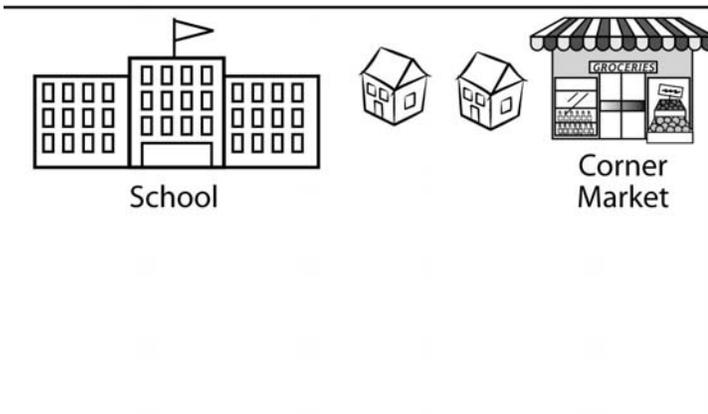
Weather Forecast

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						
Partly cloudy and cool, with a chance of rain in the morning	Thunderstorms for most of the day	Clear and hot early; chance of some clouds in the afternoon	Sunny and a little cooler, but still warm	Cloudy with a good chance of rain in the morning and afternoon	Partly cloudy and warm early, with a strong chance of showers in the afternoon and evening	Partly cloudy, with a small chance of rain in the morning

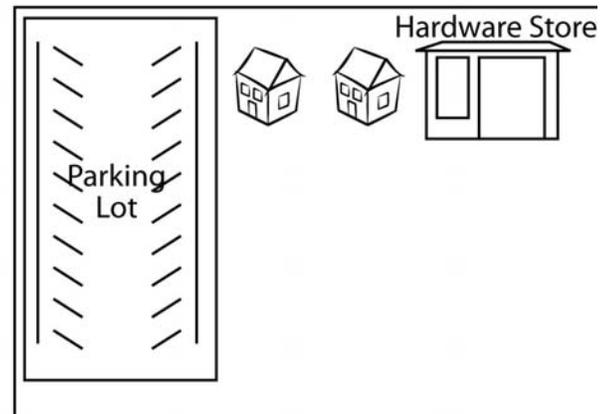
Map of the Neighborhood



Harriet Avenue



Pine Street



Option A

Directions: Prepare for a discussion of the following questions.

You can use this chart to help you prepare for the discussion.

1. Which days of the week are probably best for your lemonade stand to be open? Why? Which days are worst?

2. Which places are best for your lemonade stand? Why? Which places are worst?

Option B

Directions: Think about all of the things you have learned about starting a lemonade stand. In the space below, list the most important things and tell why each of them is important.

Important Thing When Starting a Lemonade Stand	Why It Is Important

PLANNING EXERCISE

Directions: For the extended response, you will write a business plan for a lemonade stand.

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:

- The business plan you will write,
- 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 business plan.

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 in the space below.

Think about all of the things you have learned about making your lemonade stand a success. Write a business plan for your lemonade stand. Be sure to include where you will put your lemonade stand, what days of the week you will be there, and how you will make people want to buy your lemonade.

Be sure that your response:

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

Your response will be scored using this rubric.

4 Point Response

Student will:

- Write a business plan that answers all parts of the question;
- Explain the reasons why your plan will make your lemonade stand a success;
- Use several details from the passages that support your ideas;
- Write several paragraphs and a concluding section;
- Write a response that is well organized.

3 Point Response

Student will:

- Write a business plan;
- Explain at least one reason why your plan will make your lemonade stand a success;
- Use at least one detail from the passages that supports your ideas;
- Write several paragraphs and a concluding section;
- Write a response that shows some organization.

2 Point Response

Student will:

- Write some part of a business plan;
- Explain at least one reason why your plan will be a success or use some detail from a passage;
- Write at least one organized paragraph.

1 Point Response

Student will:

- Write one or more sentences about having a lemonade stand, with some explanation.

0 Point Response

- You will not write a response, or you will not answer the question.

A large rectangular box containing 20 horizontal lines for writing.

CCR PPerformance Tasks

ELA Grade 3: Writing Informational Text

Lemonade Stand

Teacher Guide

Passage Summary

Title	Text Type	Word Count	Lexile	Levels of Meaning/ Purpose	Text Structure	Language Features	Knowledge Demands
How to Start a Business	Informational Text	443	700 L	2	2	2	2
An Invitation to Business	Informational Text	404	750 L	2	2	2	3
From Lemons to Lemonade	Informational Text	197	760 L	1	2	2	2

Passage Placement Rationale

Title	Placement Rationale
How to Start a Business	<ul style="list-style-type: none"> Both the Lexile and qualitative measures indicate that the text is appropriate for grade 3.
An Invitation to Business	<ul style="list-style-type: none"> Both the Lexile and qualitative measures indicate that the text is appropriate for grade 3.
From Lemons to Lemonade	<ul style="list-style-type: none"> Both the Lexile and qualitative measures indicate that the text is appropriate for grade 3.

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 3 Writing Informational Text: Lemonade Stand* 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

These specifications are included to help you find the specific causes of student errors and thus guide you in your intervention and reteach strategies.

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

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 an extended response to a prompt that asks them to write a business plan for a lemonade stand.

PRIMARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Grade 3 Writing Informational Text: Lemonade Stand

The passages and activities in this text are centered around the creation of a fictional lemonade stand. The passages include basic background information about running and promoting a business. Students will 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 passages *How to Start a Business* and *An Invitation to Business*.

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

Option A

Students discuss the passages.

Option B

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

Option C

Students summarize the most important information from the passages.

Part 2

CORE TASK

Read the passage *From Lemons to Lemonade*.

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

Option A

Students discuss the passage.

Option B

Students summarize the steps described in the passage.

Option C

Students write a paragraph connecting some of the information from part 1 with the passage in part 2.

Part 3**CORE TASK**

Review two supporting documents: a weather forecast and a map of a neighborhood.

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

Option A

Students will discuss forecasts and neighborhood maps.

Option B

Students will complete charts outlining important things to consider when starting a lemonade stand.

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 passages *How to Start a Business* and *An Invitation to Business*, and addresses the following general objective.

OBJECTIVE: Student will show understanding of fundamental information related to starting a simple business.

CORE TASK

Read the passages *How to Start a Business* and *An Invitation to Business*.

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

Option A

Students review and draw conclusions about the passages in a class discussion.

Option B

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

Option C

Students summarize the most important information 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
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Option A Option C
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Option B
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	Option A

SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Option A
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Option B

PROCEDURE for Part 1**CORE TASK**

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

- Many considerations go into starting and running a successful business;
- A successful business starts with an idea and a plan;
- Businesses can be very simple or very complicated.

Instruct students to read the passages.

PROCEDURE for Part 1: Option A

Organize a classroom discussion about the passages. 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 is the first step in starting a business, and why is it important?

Possible Response: *The first step is to choose something you like to do. This is important because you are more likely to stay with it if you like what you're doing.*

2. After you decide what your business should be, what other important decisions should you make?

Possible Response: *You should decide what your goals are, where and when to have your business, and how you should promote your business.*

3. Why is promotion an important part of running a business?

Possible Response: *Promotion is important so that people know about and want to buy your product.*

4. What are some good ways to get customers' attention in a promotion?

Possible Response: *Use a famous person, make fliers, or offer a discount.*

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.

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

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.

1. business plan—explains the goals of a business and how to meet them
2. product—something that is made, possibly to be sold
3. customer—a person who buys a product or service
4. promotion—something that is made or done to help sell products, like an advertisement
5. profit—the amount of money made from a business that is more than the money put in at the start

SCORING RUBRIC for Part 1: Option B

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>

PROCEDURE for Part 1: Option C

Ask students to write a summary of the most important information in the two passages. This activity can replace OPTION A or OPTION B.

SCORING RUBRIC for Part 1: Option C

Use the following rubric to evaluate students' responses.

4 Point Response

Student will:

- Provide a clear and complete summary;
- Include major ideas and details from the passages;
- Exclude minor details that do not support the central task.

3 Point Response

Student will:

- Provide a mostly clear and complete summary;
- Include the main ideas from the passages;
- Include a few details that do not clearly support the central task.

2 Point Response

Student will:

- Provide a partial summary;
- Exclude some major ideas or details;
- Include details that do not clearly support the central task.

1 Point Response

Student will:

- Provide a limited summary;
- Use mostly direct quotations from the passages in an attempt to summarize them.

0 Point Response

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

PART 2 Overview

Part 2 includes a passage on making lemonade and addresses the following general objective.

OBJECTIVE: Student will show understanding of the steps involved in making lemonade.

CORE TASK

Read the passage *From Lemons to Lemonade*.

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

Option A

Students will discuss the passage.

Option B

Students will summarize key information from the passage.

Option C

Students will connect information from part 1 with information from the passage.

STANDARDS ALIGNMENT

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

PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Option A Option B Option C
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	Option A
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Option B
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	Option C

SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Option A

PROCEDURE for Part 2

CORE TASK

Tell students that they will now learn about how to make the product for their business: lemonade.

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 ingredients **MUST** you have to make lemonade? What other ingredients could you use that are not necessary, but would make your lemonade more interesting?

Possible Response: Lemons, sugar, and water are necessary. You could also use strawberries or cinnamon.

2. Besides the ingredients, what else do you need to make lemonade? Think of the things from the kitchen that you might need.

Possible Response: You need a pitcher or other container, something with which to stir the mixture, possibly a juicer, and cups for serving.

3. Imagine selling lemonade at your lemonade stand. What else do you need for your stand? For example, would you like a place to sit? How do you want your stand to look?

Possible Response: You need a table to put your lemonade and cups on, a sign to let people know what you are selling and how much it costs, and a shelter from the sun.

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

Ask students to summarize the steps to make lemonade.

SCORING RUBRIC for Part 2: Option B

Use the following rubric to evaluate students' summaries.

4 Point Response

Student will:

- Provide a clear and complete summary;
- Include major ideas and details from the passage;
- Exclude minor details that do not support the central task.

3 Point Response

Student will:

- Provide a mostly clear and complete summary;
- Include the main ideas from the passage;
- Include a few details that do not clearly support the central task.

2 Point Response

Student will:

- Provide a partial summary;
- Exclude some major ideas or details;
- Include details that do not clearly support the central task.

1 Point Response

Student will:

- Provide a limited summary;
- Use mostly direct quotations from the passages in an attempt to summarize it.

0 Point Response

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

PROCEDURE for Part 2: Option C

Tell students that they will now write a short paragraph that tells how they will make customers want to buy their lemonade instead of someone else's. Remind them that they should use information from the passages in part 1 and part 2, in addition to their own ideas.

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.

Part 3 Overview

Part 3 focuses on two other important parts of planning a lemonade stand and addresses the following general objective.

OBJECTIVE

Student will draw upon passages and activities to create their own business plans for a lemonade stand.

CORE TASK

Review the weather forecast and the neighborhood map.

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

Option A

Students will discuss forecasts and neighborhood maps.

Option B

Students will complete a chart outlining important things to consider when starting a lemonade stand.

Planning Exercise for Extended Writing Prompt

Students plan their extended response.

Writing Prompt

All students will write an extended response in response to text.

STANDARDS ALIGNMENT

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

PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Option A Option B Option C
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	Option A
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Option A Option B Option C
W.3.2	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
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Option A
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	Writing Prompt

PROCEDURE for Part 3**CORE TASK**

Tell students that the materials they are about to review are related to additional important things to consider when planning a lemonade stand.

Instruct students to review the weather forecast and neighborhood map.

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. Which days of the week are probably best for your lemonade stand to be open? Why? Which days are worst?

Possible Response: The best days are probably Wednesday and Saturday, since they will mostly be warm or hot and sunny. The worst days are Monday because of thunderstorms and Friday in the afternoon and evening because of rain.

2. Which places are best for your lemonade stand? Why? Which places are worst?

Possible Response: The best place is in front of my own house because there are other houses and a park nearby, and additional supplies are right there. The worst place is by the parking lot, because there are fewer people and it is across the street from a store that probably sells drinks.

SCORING RUBRIC for Part 3: Option A

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

<p>4 Point Response Student will:</p> <ul style="list-style-type: none"> • 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.
<p>3 Point Response Student will:</p> <ul style="list-style-type: none"> • Have notes for most questions addressed in the discussion; • Participate in the discussion by asking relevant questions and/or contributing meaningful responses.
<p>2 Point Response Student will:</p> <ul style="list-style-type: none"> • Have notes for some questions addressed in the discussion; • Participate in the discussion by asking questions and/or contributing responses.
<p>1 Point Response Student will:</p> <ul style="list-style-type: none"> • Have few, if any, notes for the questions addressed in the discussion; • Fail to participate in the discussion in a meaningful way.
<p>0 Point Response Student provides no response, or the response is off topic.</p>

PROCEDURE for Part 3: Option B

Ask students to review the passages they have read and to complete the chart of important things when starting a lemonade stand.

Possible student responses:

Important Thing When Starting a Lemonade Stand	Why It Is Important
Location	The stand needs to be where customers are.
Weather	The weather has to be good if you're going to be outside.
Promotions	You need to let people know where the stand is and give them a reason to stop by.
Price	It needs to be enough to meet goals but not so much as to keep people from buying.
Something special	It makes your lemonade seem better than others.

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 booklets.

SCORING RUBRIC for Part 3: Extended Writing Prompt

Use the following rubric to evaluate students' responses.

4 Point Response

Student will:

- Write a business plan that answers all parts of the question;
- Explain the reasons why the plan will make the lemonade stand a success;
- Use several details from the passages that support the student's ideas;
- Write several paragraphs and a concluding section;
- Write a response that is well organized.

3 Point Response

Student will:

- Write a business plan;
- Explain at least one reason why the plan will make the lemonade stand a success;
- Use at least one detail from the passages that supports the student's ideas;
- Write several paragraphs and a concluding section;
- Write a response that shows some organization.

2 Point Response

Student will:

- Write some part of a business plan;
- Explain at least one reason why the plan will be a success or use some detail from a passage;
- Write at least one organized paragraph.

1 Point Response

Student will:

- Write one or more sentences about having a lemonade stand, with some explanation.

0 Point Response

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

OPTIONAL EXTENSION ACTIVITIES for Part 3

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

Ask students to design promotional posters for their lemonade stands.