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CCR Performance Tasks

ELA Grade 3: Writing a Narrative
How Bear Lost His Tail

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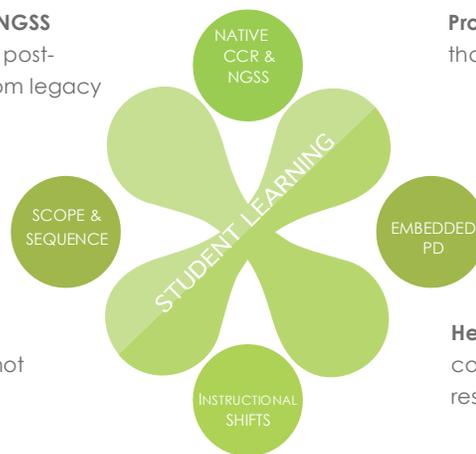
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CCR Performance Tasks

ELA Grade 3: Writing a Narrative

How Bear Lost His Tail

Student Test Booklet

Name:

How Bear Lost His Tail

1 Once upon a time, Bear had a long bushy tail and he was very proud of this tail. Now, Fox had a very long and bushy tail, too, and thought his tail was much more beautiful than Bear's. Fox loved to play tricks on other animals and decided that when he could, he would play a trick on Bear.

2 In the winter it was very cold and the lake was frozen solid. A fisherman made a hole in the ice and caught many fish. He had too many to carry, so he left some by the hole he had made in the ice and walked home with the rest of the fish.

3 Fox came along and saw the pile of fish. He was very happy because he loved to eat fish. Now, he knew that Bear often walked over this part of the lake, and he did not want to share his fish. He thought that this would be a good chance to trick Bear.

4 Sure enough, Bear came along and smelled the fish. "Hey, Fox," he asked, "where did you get all those fine fish?"

5 "I caught them," Fox lied.

6 "I would love to eat some of those sweet fish," Bear said.

7 "Oh, no," Fox answered, "you will have to catch your own fish."

8 Bear said, "The lake is frozen. How can I catch any fish?"

9 "I will show you," Fox answered. "I will show you a type of fishing called ice fishing." He already had a plan about how to trick Bear.

10 Fox said that he had made the hole in the ice and stuck his tail into the water. He said he waited until many fish came and bit his tail, and then he pulled them all out onto the ice. He told Bear he had to wait a long, long time and keep his tail very still to catch a lot of fish.

11 Bear said, "Thank you! I will try to fish." He walked over to the hole, sat down, and stuck his tail into the cold, cold water.

12 "Good luck!" said Fox, and walked away with his fish.

13 Bear remembered what Fox had said and waited a long, long time. He kept his tail very, very still. He became more and more unhappy because he was very cold. "Where are the fish?" he thought.

14 After hours of sitting, Bear decided he needed to move. When he tried to stand up, he discovered that the hole had frozen solid and his tail was stuck in the ice.

15 Bear pulled and pulled, but nothing happened. Finally he pulled so hard that his long, beautiful, bushy tail broke off and was left in the ice. All Bear had left was a little stub of a tail!

16 This is why, even today, bears have short tails and are often in a very bad mood.

PART 1

Directions: Read the first part of the story “How Bear Lost His Tail,” and then follow your teacher’s directions.

How Bear Lost His Tail — Part 1

- ¹ Once upon a time, Bear had a long bushy tail and he was very proud of this tail. Now, Fox had a very long and bushy tail, too ,and thought his tail was much more beautiful than Bear's. Fox loved to play tricks on other animals and decided that when he could, he would play a trick on Bear.
- ² In the winter it was very cold and the lake was frozen solid. A fisherman made a hole in the ice and caught many fish. He had too many to carry, so he left some by the hole he had made in the ice and walked home with the rest of the fish.
- ³ Fox came along and saw the pile of fish. He was very happy because he loved to eat fish. Now, he knew that Bear often walked over this part of the lake, and he did not want to share his fish. He thought that this would be a good chance to trick Bear.

Option A

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

Who are the characters in this story?

What do you learn in part 1 about the characters in this story?

What happens in part 1 that is important to the rest of the story?

Why do you think Fox wants to trick Bear?

Option B

Directions: Complete the chart below.

What did you learn in paragraph 1?

What did you learn in paragraph 2?

What did you learn in paragraph 3?

Option C

Directions: Complete the chart below.

Planning for My Story

Main Characters

Who will trick someone else:

Who will be tricked:

How will I introduce the characters in the story:

What Happens in the Story

What is the trick:

What is the first thing that will happen in the story:

PART 2

Directions: Read part 2 of the story and then follow your teacher's directions.

How Bear Lost His Tail — Part 2

4 Sure enough, Bear came along and smelled the fish. "Hey, Fox," he asked, "where did you get all those fine fish?"

5 "I caught them," Fox lied.

6 "I would love to eat some of those sweet fish," Bear said.

7 "Oh, no," Fox answered, "you will have to catch your own fish."

8 Bear said, "The lake is frozen. How can I catch any fish?"

9 "I will show you," Fox answered. "I will show you a type of fishing called ice fishing." He already had a plan about how to trick Bear.

10 Fox said that he had made the hole in the ice and stuck his tail into the water. He said he waited until many fish came and bit his tail, and then he pulled them all out onto the ice. He told Bear he had to wait a long, long time and keep his tail very still to catch a lot of fish.

11 Bear said, "Thank you! I will try to fish." He walked over to the hole, sat down, and stuck his tail into the cold, cold water.

12 "Good luck!" said Fox, and walked away with his fish.

Option A

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

What does Bear think when he smells the fish?

How do you know?

What does Fox want Bear to believe?

How do you know?

Why does Fox tell Bear he needs to wait a long, long time and keep his tail very still?

Option C

Directions: Complete the chart below.

Planning for My Story

Beginning of the Story

What happens:

How do the characters feel about what happens:

Middle of the Story

What happens:

How do the characters feel about what happens:

End of the Story

What happens:

How do the characters feel about what happens:

PART 3

Directions: Read Part 3 of the story and then follow your teacher's directions.

How Bear Lost His Tail — Part 3

¹³ Bear remembered what Fox had said and waited a long, long time. He kept his tail very, very still. He became more and more unhappy because he was very cold. "Where are the fish?" he thought.

¹⁴ After hours of sitting, Bear decided he needed to move. When he tried to stand up, he discovered that the hole had frozen solid and his tail was stuck in the ice.

¹⁵ Bear pulled and pulled, but nothing happened. Finally he pulled so hard that his long, beautiful, bushy tail broke off and was left in the ice. All Bear had left was a little stub of a tail!

¹⁶ This is why, even today, bears have short tails and are often in a very bad mood.

Option A

Directions: Think about what would happen in the story if Bear met Fox after Bear lost his tail. Use the space below to prepare for a discussion of the end of the story.

What would Bear say to Fox at the end of the story?

What would Fox say to Bear at the end of the story?

How would the story end?

Option B

Directions: Use the space below to write an ending for the story that shows what would happen if Bear met Fox after Bear lost his tail.

A large rectangular box containing 18 horizontal lines for writing.

PLANNING EXERCISE

Directions: For the extended response, you will write a story about how one character tricks another. The story can be true or made up, and the characters can be people or animals.

As you plan your story, you should think about:

- How you will begin the story by introducing your characters and what is going to happen;
- How you will use dialogue and description to show what happens and how the characters react to what happens;
- How you will show that one event follows another;
- How you will end the story.

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

Notes

Notes

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

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

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

CCR Performance Tasks

ELA Grade 3: Writing a Narrative

How Bear Lost His Tail

Teacher Guide

Passage Summary

Title	Text Type	Word Count	Lexile	Levels of Meaning/ Purpose	Text Structure	Language Features	Knowledge Demands
How Bear Lost His Tail (Parts 1-3)	Literary Text	475	760 L	2	2	2	2

Passage Placement Rationale

Title	Placement Rationale
How Bear Lost His Tail (Parts 1-3)	<ul style="list-style-type: none"> The Lexile and the qualitative measures indicate that the text is appropriate for a grade 3 writing task since the students will receive support as they work through the parts of the story.

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 “How Bear Lost His Tail” 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

PTE30: Grade 3 Writing a Narrative

DOK Level and Consortia Claims

DOK Level: 3

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

Sub Claim II.1: Written Expression—Students produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

Secondary claim

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
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Overview of Performance Task

MAJOR OBJECTIVE: Students will write narratives about a character who plays a trick on another character.

PRIMARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Grade 3 Writing a Narrative: “How Bear Lost His Tail”

The passage and activities in this text focus on writing an independent narrative after discussions and activities that explore the elements of a story.

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 students write their own narratives.

TEACHER GUIDE

Part 1

Students will read the entire story before starting part 1.

CORE TASK

Reread part 1 of the passage “How Bear Lost His Tail.”

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

Option A

Students discuss the passage.

Option B

Students complete their graphic organizers.

Option C

Students plan elements of their own stories.

Part 2**CORE TASK**

Reread part 2 of the passage “How Bear Lost His Tail.”

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

Option A

Students discuss the passage.

Option B

Students complete their graphic organizers.

Option C

Students plan elements of their own stories.

Part 3**CORE TASK**

Reread the passage “How Bear Lost His Tail.”

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

Option A

Students discuss a new ending for the passage.

Option B

Students write new endings for the passage.

Option C: 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 first part of the passage and addresses the following general objective.

OBJECTIVE: Students will prepare for writing their own narratives by examining the way in which a story introduces characters and establishes a sequence of events.

CORE TASK

Read part 1 of the passage.

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

Option A

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

Option B

Students complete their graphic organizers based on the passage.

Option C

Students complete planning organizers about their own stories.

STANDARDS ALIGNMENT

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

PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RL.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 Option B
W.3.3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Option C

SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Option A 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

PROCEDURE for Part 1

CORE TASK

Instruct students to reread part 1 of the passage. Ask them to think about how the story introduces the characters and what will happen in the story.

PROCEDURE for Part 1: Option A

Organize a classroom discussion about the passage. During the course of the discussion, show the students how the first portion of the story introduces the characters and sets up a series of events involving the fish.

Use the following questions to stimulate discussion.

Who are the characters in this story?

Fox, Bear, and the fisherman

What do you learn in part 1 about the characters in this story?

Fox is tricky and decides to play a trick on Bear.

Bear is very proud of his tail.

The fisherman leaves a pile of fish behind.

What happens in part 1 that is important to the rest of the story?

The fisherman leaves a pile of fish that Fox decides to use to trick Bear.

Why do you think Fox wants to trick Bear?

He thinks his tail is more beautiful than Bear's; he is a tricky animal.

SCORING RUBRIC for Part 1: Option A

Use the following rubric to evaluate students' responses.

4 Point Response

Student will:

- Have meaningful notes for each question addressed in the discussion;
- 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:

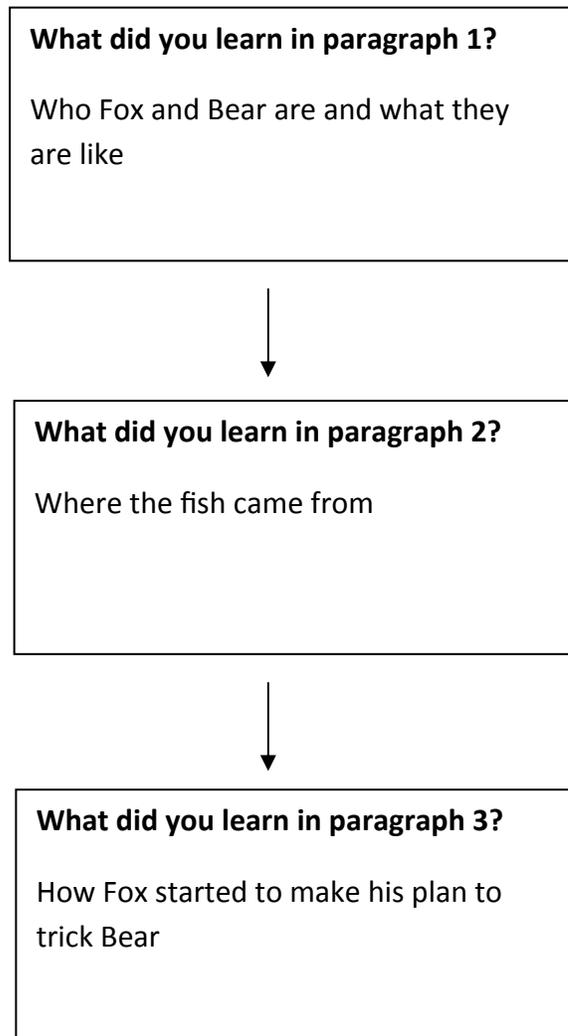
- Have few, if any, notes for the questions addressed in the discussion;
- Fail to participate in the discussion in a meaningful way.

0 Point Response

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

PROCEDURE for Part 1: Option B

Ask students to complete their graphic organizers. This activity can replace OPTION A.



PROCEDURE for Part 1: Option C

Tell the students they are going to write their own stories about how one character tricks another. Their characters can be people or animals and can be made up or real. To help plan for their stories, students should fill out the graphic organizers in their student booklets.

PART 2 Overview

Part 2 focuses on the second part of the passage and addresses the following general objective.

OBJECTIVE: Student will prepare for writing their own narratives by examining the ways in which dialogue functions within a story and how characters react to situations with words and actions.

CORE TASK

Reread part 2 of the passage.

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

Option A

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

Option B

Each student writes a paragraph with dialogue.

Option C

Students perform additional planning for their narratives.

STANDARDS ALIGNMENT

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

PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RL.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 Option B
W.3.3.b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	Option C

SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Option A 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

PROCEDURE for Part 2

CORE TASK

Instruct students to read the passage.

PROCEDURE for Part 2: Option A

Organize a classroom discussion about the passage. Make sure students understand what dialogue is and how stories show what characters are thinking and how they react to situations.

Use the following questions to stimulate discussion.

What does Bear think when he smells the fish?

He thinks he is going to get something to eat.

How do you know?

He calls the fish “nice” and “sweet” and talks about how he likes to eat them.

What does Fox want Bear to believe?

He wants Bear to believe he caught the fish by sticking his tail in the hole.

How do you know?

He describes his fake version of ice fishing to Bear.

Why does Fox tell Bear he needs to wait a long, long time and keep his tail very still?

He knows that Bear’s tail will freeze in the hole.

SCORING RUBRIC for Part 2: Option A

Use the following rubric to evaluate students' responses.

4 Point Response

Student will:

- Have meaningful notes for each question addressed in the discussion;
- 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 will provide no response, the response is incorrect or irrelevant, or the student simply quotes the text.

PROCEDURE for Part 2: Option B

Ask students to follow the directions in their booklets. This activity can replace OPTION A.

SCORING RUBRIC for Part 2: Option B

Use the following rubric to evaluate students' responses.

2 Point Response

Student will:

- Demonstrate an understanding of dialogue;
- Provide dialogue that fulfills the scenario and is consistent with the characters.

1 Point Response

Student will:

- Provide dialogue that is minimal or fulfills the scenario in a limited way.

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

Remind the students they are going to write their own stories about how one character tricks another. To help plan for their stories, they should fill out the graphic organizers in their student booklets.

PART 3 Overview

Part 3 focuses on the ending of the passage and then addresses the following general objective.

OBJECTIVE: Student will demonstrate the ability to write a narrative that establishes a situation, introduces characters, organizes events, uses dialogue and descriptions of actions, thoughts, and feelings, and provides closure.

CORE TASK

Reread part 3 of the passage.

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

Option A

Students discuss additional endings for the story.

Option B

Students write additional endings for the story.

Option C

Students plan their extended responses.

Writing Prompt

Students write narratives.

STANDARDS ALIGNMENT

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

PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Option A Option B Option C

SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RI.3.1	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	Option A Option B
W.3.3.b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	Option C

W.3.3.d	Provide a sense of closure.	Option A 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

PROCEDURE for Part 3

CORE TASK

Instruct students to reread part 3 of the passage.

PROCEDURE for Part 3: Option A

Tell the students to think about how they would end the story if Bear talked to Fox after Bear lost his tail. What would Bear say to Fox? What would Fox say to Bear? How would the story end if they talked to each other?

SCORING RUBRIC for Part 3: Option A

Use the following rubric to evaluate students' responses.

4 Point Response

Student will:

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

3 Point Response

Student will:

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

2 Point Response

Student will:

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

1 Point Response

Student will:

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

0 Point Response

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

PROCEDURE for Part 3: Option B

Tell students to reread the entire story and then follow the directions in their student booklets. This activity can replace or supplement OPTION A.

SCORING RUBRIC for Part 3: Option B

Use the following rubric to evaluate students' responses.

2 Point Response

Student will:

- Write a narrative that provides logical closure to the story and includes an interaction between Bear and Fox that reveals their feeling or reactions.

1 Point Response

Student will:

- Write a limited narrative that provides minimal closure to the story.

0 Point Response

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

PROCEDURE for Part 3: Planning Exercise

Tell students they will now have a chance to plan their narratives. 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:

- Include a beginning that thoroughly introduces characters and establishes a situation;
- Use dialogue and description thoroughly to develop events and show characters' reactions and feelings;
- Establish a clear sequence of events;
- Provide effective closure to the story.

3 Point Response

Student will:

- Include a beginning that provides some introduction to characters and the situation;
- Use some dialogue and description to develop events and show characters' reactions and feelings;
- Establish a sequence of events;
- Provide closure to the story.

2 Point Response

Student will:

- Include a beginning, but the beginning may fail to serve as an introduction;
- Use some dialogue and/or description to develop events or show characters' reactions and feelings; Establish a sequence of events, but the sequence may be unclear;
- Provide some closure to the story, but the closure may be incomplete.

1 Point Response

Student will:

- Write one or more sentences about a character that tricks another, but the narrative is minimal.

0 Point Response

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

OPTIONAL EXTENSION ACTIVITY 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.