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CCR Performance Tasks

ELA Grade 3: Writing an Opinion
Buddies that Bark or Purr-fect Pets?

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CCR Performance Tasks

ELA Grade 3: Writing an Opinion

Buddies that Bark or Purr-fect Pets?

Student Test Booklet

Name: _____

PART 1

Directions: Read the article “Buddies That Bark,” then follow your teacher’s directions.

Buddies that Bark

If you love dogs, you’re not alone. There are 78.2 million pet dogs in the United States. More than a third of American households own dogs. There are lots of reasons that dogs are popular. Some reasons have to do with dogs themselves—dogs are fun friends! But there are many benefits to having a dog in your life.

Here are some reasons dogs are the best pets:

1. Dogs are smart. Dog owners will tell you how smart their dogs are. Science supports this claim. Dogs have bigger brains than cats. Dogs also usually do better on animal intelligence tests.
2. Dogs are good companions. While there are some breeds that are shy, dogs are usually friendly. They are especially friendly with their owners. Dogs are social animals that like to live in packs. If you have a dog, he is happiest when he is with you. Studies show that kids with dogs feel less lonely.
3. Dogs are fun. Dogs are always ready to play. Whether you want to throw a ball or play tug-of-war, dogs are always game. It’s fun to train your dog to do tricks. You can take your dog to the park or just go for a walk in your neighborhood.
4. Dogs make sure you get plenty of exercise. Dogs need to go for lots of walks. Walking is great exercise. Studies show that people who walk regularly have better health and live longer. Walking also makes people feel happier.
5. Dogs help keep kids healthy. According to a study, kids who live with dogs get sick less often than kids who don’t. Kids with dogs get fewer colds and ear infections.
6. Dogs teach kids how to get along with other people. A study showed that kids who took care of dogs learned important social skills. These kids were well liked by other kids and did a good job of understanding other kids’ feelings. Maybe this is because when kids took care of dogs, they learned to think about what the dog needed and how the dog felt.

7. Dogs help keep you safe. They are good alarm systems. Some dogs are serious watchdogs. They bark to scare people away. But even the friendliest dog often barks to tell you when someone is outside.
8. Dogs are active during the day. Dogs tend to be on the same schedule as people. They are alert and active during the day and sleep at night. They don't usually bother you when you are sleeping.

Option A

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

What is the author's opinion about dogs? How can you tell?

Do you agree with the author? Why or why not?

What are two facts in the article? How do you know these are facts?

What are two opinions in the article? How do you know these are opinions?

Option C

Directions: Work in small groups of 3-4 people to research facts about dogs and report these facts to the class.

Choose one of these questions to answer with your research:

- **What is the history of dogs living with people?**
- **What jobs do dogs do for people?**
- **How do pet dogs help people?**
- **How does having a pet dog help you be healthy?**
- **How much and what kind of care does a pet dog need?**
- **How can you train a dog?**

Use the space below to take notes for your report to the class.

Notes

PART 2

Directions: Read the article “Purr-fect Pets!” and then follow your teacher’s directions.

Purr-fect Pets!

Cat lovers outnumber dog lovers. There are 86.4 million pet cats in the United States. A third of American households own cats. What makes cats such purr-fect pets?

Here are some reasons cats are the best pets:

1. Cats are smart. You can tell they are smart because they are very curious. They always want to know what is happening. Some experts say that cats are smarter than dogs because cats are able to take care of themselves. They can hunt for their own food. They are cautious and know how to stay safe.
2. Cats are cuddly. Cats like to sit in your lap. They sleep on your bed at night. Some cats like to follow you around the house, but others keep to themselves.
3. Cats naturally have good manners. You don’t have to train a cat. They don’t make much noise. Cats won’t rush at guests or bother you when you are busy. They don’t beg for your food. Best of all, cats don’t lick your face.
4. Cats don’t need too much care. A cat is independent by nature. It doesn’t need a lot from you. You don’t have to take cats for walks or play endless games of fetch. All you have to do is make sure they have food and water.
5. Cats are naturally clean. Cats spend a lot of time grooming. They keep themselves clean.
6. Cats can be happy in small spaces. Cats don’t need a lot of room. Cats can be perfectly happy in a small apartment.
7. Cats help you be happy and calm. Studies show that people who own any kind of pet feel happier than people who don’t. Cats especially help people feel calm when they are upset.
8. Cats help keep you healthy. One study shows that people who own cats are less likely to have heart problems than people who don’t. There is another study that shows that kids who grow up with cats have fewer allergies than kids who don’t.

Option A

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

What is the author's opinion about cats? How can you tell?

Do you agree with the author? Why or why not?

What are two facts in the article? How do you know these are facts?

What are two opinions in the article? How do you know these are opinions?

Option C

Directions: Work in small groups of 3-4 people to research facts about cats and report these facts to the class.

Choose one of these questions to answer with your research:

- **What is the history of cats living with people?**
- **How do pet cats help people?**
- **How does having a pet cat help you be healthy?**
- **How much and what kind of care does a pet cat need?**

Use the space below to take notes for your report to the class.

Notes

PART 3

Directions: Read the article “Cat-Lovers vs. Dog-Lovers,” then follow your teacher’s directions.

Cat-Lovers vs. Dog-Lovers

¹ At the end of the day, your dog runs to greet you. He wags his tail and jumps up to show how happy he is to see you. He follows you around the house because if you’re home, he wants to be right where you are.

² When you come home, your cat is waiting by the door. He purrs or meows hello. He winds around your feet to show you he missed you. As soon as you sit down, he curls up in your lap.

³ Both dogs and cats make loving pets—and Americans return the love. Nine out of ten U.S. pet owners say they think of their pets as a part of the family. They buy their pets presents for birthdays and holidays. Half of pet owners talk to their pets. It’s no surprise that most Americans think that people are happier when they have a dog or a cat—or both.

⁴ How do people choose a cat over a dog, or a dog over a cat? Why would a person rather have a cat than a dog? Over the years, there have been many studies and polls about how cat owners and dog owners are different. Cat owners and dog owners have different beliefs about politics. They buy different products. They live in different kinds of homes. People who have cats tend to live alone. Their home is more likely an apartment than a house. People who have dogs tend to live in families. They often live in a house.

⁵ But some experts say that the differences all come down to personality. Cat owners are shyer with new people than dog owners. Cat owners are more creative. They are more open to new ideas and new ways of doing things. But they are also a bit more anxious. They are more comfortable with being a little different from other people. It is easier for cat owners to trust other people. They tend to be modest, and they don’t boast.

⁶ Dog owners are more sociable. They enjoy other people’s company. They tend to be careful to do things the right way and to be on time when they go places. They like to finish what they start. They would rather plan ahead than do things without thinking first.

⁷ Interestingly, dog owners tend to like all pets. One survey asked what pet owners would do if a lost kitten or puppy showed up at the door. Most dog owners said they

would give a home to a stray kitten. But most cat owners said they would not keep a stray puppy.

- ⁸ It's fun to think about these differences. But we can't take them too seriously. All people are alike in some ways and different in others. Not everyone fits into a mold. A cat owner might be the friendliest person in the world. A dog owner might be a wildly creative artist. If the polls are right, cat owners and dog owners have something important in common. They love their pets and want to take good care of them.

Option A

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

What fact from “Purr-fect Pets!” might explain why cat owners tend to live in apartments?

What fact from “Buddies That Bark” might explain why people who live in families tend to have dogs?

What does the author of “Cat-Lovers vs. Dog-Lovers” think is most important about owning a pet?

Do you agree with the author of “Cat-Lovers vs. Dog-Lovers” that cat owners and dog owners have different personalities? Why or why not?

Option B

Directions: Use information from all three passages to complete the chart.

Words That Describe Cat Owners	Supporting Facts from “Purr-fect Pets!”
<p>1.</p> <p>2.</p>	<p>1.</p> <p>2.</p>
Words That Describe Dog Owners	Supporting Facts from “Buddies that Bark”
<p>1.</p> <p>2.</p>	<p>1.</p> <p>2.</p>

PLANNING EXERCISE

Directions: For the extended response, you will write an essay that gives your opinion about which is the best pet for you: a dog or a cat.

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:

- Your opinion about which pet is best for you;
- Reasons for your opinion;
- Facts from the passages that support your opinion;
- Facts from research or your own experience that support your opinion;
- How to organize your writing.

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

Notes

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 on the next page.

Think about all of the things you have learned about dogs and cats and the people who own them. Which pet is best: a dog or a cat? Why?

Write an essay to explain why a dog or a cat is the best pet for you. Be sure to include reasons and facts to support your opinion.

Be sure that your response:

- Clearly states which pet is best for you;
- Uses facts from all of the passages;
- Includes several paragraphs;
- Has a clear beginning, middle, and end.

A large rectangular box containing 20 horizontal lines for writing an opinion.

A large rectangular box containing 20 horizontal lines for writing an opinion.

CCR Performance Tasks

ELA Grade 3: Writing an Opinion

Buddies that Bark or Purr-fect Pets?

Teacher Guide

Passage Summary

Title	Text Type	Word Count	Lexile	Levels of Meaning/ Purpose	Text Structure	Language Features	Knowledge Demands
Buddies that Bark	Informational Text	412	620 L	2	1	2	2
Purr-fect Pets	Informational Text	328	560 L	2	1	1	2
Cat-Lovers vs. Dog Lovers	Informational Text	510	690 L	2	2	2	2

Passage Placement Rationale

Title	Placement Rationale
Buddies that Bark	<ul style="list-style-type: none"> Both the Lexile and qualitative measures indicate that the text is appropriate for grade 3.
Purr-fect Pets	<ul style="list-style-type: none"> Both the Lexile and qualitative measures indicate that the text is appropriate for grade 3.
Cat-Lovers vs. Dog Lovers	<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 “Buddies That Bark or Purr-fect Pets?” 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

PTE26 Grade 3 Writing an Opinion

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.	Parts 1 and 2

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
Sub Claim III.1: Research —Students build and present knowledge through research and the integration, comparison, and synthesis of ideas.	Parts 1 and 2

Overview of Performance Task

MAJOR OBJECTIVE: Students will write an extended response to a prompt that asks them to write an opinion about whether a dog or a cat makes a better pet, and will support the opinion with reasons.

PRIMARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
RI.3.6	Distinguish their own point of view from that of the author of a text.

Grade 3 Writing an Opinion: Buddies That Bark or Purr-fect Pets?

The passages and activities in this text focus on the development of an informed opinion about which makes the best pet for the student: a dog or a cat. The passages provide information about why dogs and cats make good pets, and about differences between dog owners and cat owners. Students have the opportunity to discuss the information they have read and to investigate topics that may be new to them.

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

TEACHER GUIDE

Part 1

CORE TASK

Read the passage “Buddies That Bark.”

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

Option A

Students discuss the passage.

Option B

Students complete a graphic organizer.

Option C

Students perform a research task.

Part 2

CORE TASK

Read the passage “Purr-fect Pets!”

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

Option A

Students discuss the passage.

Option B

Students complete a graphic organizer.

Option C

Students perform a research task.

Part 3**CORE TASK**

Read the passage “Cat-Lovers vs. Dog-Lovers.”

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

Option A

Students discuss the passages.

Option B

Students complete a graphic organizer.

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 passage “Buddies That Bark” and addresses the following general objective.

OBJECTIVE: Student will prepare for writing an opinion essay by showing understanding of the difference between fact and opinion, and of facts about dogs.

CORE TASK

Read the passage “Buddies That Bark.”

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 a graphic organizer based on the passage.

Option C

Students perform additional research on the passage topic.

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 B
RI.3.6	Distinguish their own point of view from that of the author of a 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
W.3.7	Conduct short research projects that build knowledge about a 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
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Option C

PROCEDURE for Part 1**CORE TASK**

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

- The difference between a fact and an opinion (a fact is a statement that can be shown to be true; an opinion is a statement of how a person feels or what a person believes);
- Opinions may be based on facts (“I like dogs because they wag their tails” or “I like cats because they chase balls of string”);
- Opinions may be based on other opinions (“I like cats because they are cute” or “I like dogs because they are fun”);
- People make decisions based on facts or opinions or both.

Instruct students to read the passage.

PROCEDURE for Part 1: Option A

Organize a classroom discussion about the passage. Ask students to take notes during the discussion. These discussion notes are 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 author’s opinion about dogs? How can you tell?

Possible Response: *The author likes dogs and thinks dogs are good pets. You can tell because the author says that “dogs are fun friends!”*

2. Do you agree with the author? Why or why not?

Possible Response: *Yes, because I have a dog/like dogs/think that dogs are great OR No, because dogs drool/I’m scared of dogs [or any other relevant reason that explains the student’s response].*

3. What are two facts in the article? How do you know these are facts?

Possible Response: *Two facts from the article are that dogs have bigger brains than cats and that kids who live with dogs get sick less often than kids who don’t. I can tell these are facts because you can show that they are true. A dog’s brain and a cat’s brain can be measured. Doctors can keep track to see how often kids who have pet dogs get sick.*

4. What are two opinions in the article? How do you know these are opinions?

Possible Response: *Two opinions from the article are that dogs are good companions and that dogs are fun. The words “good” and “fun” describe things that can’t be proved. What is good or fun to one person might not be good or fun to another person.*

SCORING RUBRIC for Part 1: Option A

Use the following rubric to evaluate students’ responses.

4 Point Response

Student will:

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

3 Point Response

Student will:

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

2 Point Response

Student will:

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

1 Point Response

Student will:

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

0 Point Response

Student 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 organizer. This activity can replace OPTION A.

My Opinion About Dogs	The Author's Opinion About Dogs	3 Facts About Dogs
<i>Dogs are silly.</i>	<i>Dogs are good pets.</i>	<ol style="list-style-type: none"> 1. <i>Dogs have bigger brains than cats.</i> 2. <i>Kids with dogs get sick less often than kids who don't have dogs.</i> 3. <i>Taking care of dogs helps kids learn skills.</i>

SCORING RUBRIC for Part 1: Option B

Use the following rubric to evaluate students' responses.

<p>4 Point Response</p> <p>Student will:</p> <ul style="list-style-type: none"> ● Provide the student's opinion, identify the author's opinion, and give 3 facts from the article with no extraneous information.
<p>3 Point Response</p> <p>Student will:</p> <ul style="list-style-type: none"> ● Identify the author's opinion and give 2 facts from the article with no extraneous information.
<p>2 Point Response</p> <p>Student will:</p> <ul style="list-style-type: none"> ● Identify the author's opinion and give 1 fact from the article.
<p>1 Point Response</p> <p>Student will:</p> <ul style="list-style-type: none"> ● Identify the author's opinion OR give at least one fact from the article.
<p>0 Point Response</p> <p>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 conduct research related to the topic of the passage. This activity can replace OPTION A or OPTION B.

Instruct students to work in small groups of 3-4 people to research facts about dogs and report these facts to the class. Instruct students to take notes on their research. Remind students to gather facts (not opinions) about dogs.

Suggest that students find answers to some of these questions about dogs:

- What is the history of dogs living with people?
- What jobs do dogs do for people?
- How do pet dogs help people?
- How does having a pet dog help you be healthy?
- How much and what kind of care does a pet dog need?
- How can you train a dog?

SCORING RUBRIC for Part 1: Option C

Use the following rubric to evaluate students' presentations.

4 Point Response

Student will:

- Provide a thorough report of relevant facts gathered from research about dogs with no unrelated information;
- Present the information in a focused and coherent manner.

3 Point Response

Student will:

- Provide a general report of mostly relevant facts gathered from research about dogs;
- Present the report in an appropriate manner; the presentation shows some focus and cohesion.

2 Point Response

Student will:

- Provide a partial report of facts gathered from research about dogs;
- Present the report, but the report lacks focus and cohesion.

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.

OPTIONAL EXTENSION ACTIVITY for Part 1

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause and effect.

Ask students to use information from the passage to complete the following sentences:

Scientists think dogs are smart because _____.

Possible response: *Dogs do better on intelligence tests than cats.*

Dogs help keep kids healthy because _____.

Possible response: *Dogs need walks, and walking is good exercise.*

Dogs help keep people safe because _____.

Possible response: *Dogs bark at strangers.*

Dogs help kids get along with others because _____.

Possible response: *Kids learn how to think about how others feel when they take care of dogs.*

SL.3.5 Add visual displays when appropriate to emphasize or enhance certain facts or details.

Ask students to draw illustrations or make charts or other types of graphics for their presentations (e.g., students who present information on the history of dogs and people might make a timeline, and students who present information about how to train a dog might draw or list the tools needed, such as treats, a leash, etc.).

PART 2 Overview

Part 2 focuses on the passage “Purr-fect Pets!” and addresses the following general objective.

OBJECTIVE: Student will prepare for writing an opinion essay by showing understanding of the difference between fact and opinion, and of facts about cats.

CORE TASK

Read the passage “Purr-fect Pets!”

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 a graphic organizer based on the passage.

Option C

Students perform additional research on the passage topic.

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
RI.3.6	Distinguish their own point of view from that of the author of a 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
W.3.7	Conduct short research projects that build knowledge about a 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
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Option C

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. Ask students to take notes during the discussion. These discussion notes are 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 author’s opinion about cats? How can you tell?

Possible Response: *The author likes cats and thinks cats are good pets. You can tell because the author says that “cats are cuddly.”*

2. Do you agree with the author? Why or why not?

Possible Response: *Yes, because I have a cat/like cats/think that cats are great/[any other relevant reason that explains the student’s response].*

3. What are two facts in the article? How do you know these are facts?

Possible Response: *Two facts from the article are that cats clean themselves and that people who own cats feel happier than people who don’t. I can tell these are facts because you can show that they are true. You can watch cats to see if they clean themselves. There was a study that showed that people who own cats feel happier than people who don’t.*

4. What are two opinions in the article? How do you know these are opinions?

Possible Response: *Two opinions from the article are that cats are cuddly and that cats have good manners. The words “cuddly” and “good” describe things that can’t be shown or measured. They might mean different things to different people.*

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, 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 2: Option B

Ask students to complete the graphic organizer. This activity can replace OPTION A.

My Opinion About Cats	The Author's Opinion About Cats	3 Facts About Cats
<i>Cats are cute.</i>	<i>Cats are cuddly.</i>	<ol style="list-style-type: none"> 1. <i>Cats don't make a lot of noise.</i> 2. <i>Kids who grow up with cats have fewer allergies than kids who don't.</i> 3. <i>Cats can hunt for their own food.</i>

SCORING RUBRIC for Part 2: Option B

Use the following rubric to evaluate students' responses.

<p>4 Point Response Student will:</p> <ul style="list-style-type: none"> ● Provide the student's opinion, identify the author's opinion, and give 3 facts from the article with no extraneous information.
<p>3 Point Response Student will:</p> <ul style="list-style-type: none"> ● Identify the author's opinion and give 2 facts from the article with no extraneous information.
<p>2 Point Response Student will:</p> <ul style="list-style-type: none"> ● Identify the author's opinion and give 1 fact from the article.
<p>1 Point Response Student will:</p> <ul style="list-style-type: none"> ● Identify the author's opinion OR give at least one fact from the article.
<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 2: Option C

Ask students to conduct research related to the topic of the passage. This activity can replace OPTION A or OPTION B.

Instruct students to work in small groups of 3-4 people to research facts about cats and report these facts to the class. Instruct students to take notes on their research. Remind students to gather facts (not opinions) about cats.

Suggest that students find answers to some of these questions about cats:

- What is the history of cats living with people?
- How do pet cats help people?
- How does having a pet cat help you be healthy?
- How much and what kind of care does a pet cat need?

SCORING RUBRIC for Part 1: Option C

Use the following rubric to evaluate students' presentations.

4 Point Response

Student will:

- Provide a thorough report of relevant facts gathered from research about cats with no unrelated information;
- Present the information in a focused and coherent manner.

3 Point Response

Student will:

- Provide a general report of mostly relevant facts gathered from research about cats;
- Present the report in an appropriate manner; the presentation shows some focus and cohesion.

2 Point Response

Student will:

- Provide a partial report of facts gathered from research about cats;
- Present the report, but the report lacks focus and cohesion.

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.

OPTIONAL EXTENSION ACTIVITIES for Part 2

RI.3.6 Distinguish their own point of view from that of the author of a text.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Tell students you are going to take a poll of the class. You are going to find out how many students like cats best, how many like dogs best, and how many like dogs and cats the same.

1. Ask students to take notes to record the data from the poll.
2. Ask the students to raise their hands if they like dogs better than cats. Count the number of hands. Tell the total number to the students. Ask the students to write the number of students who like dogs better than cats.
3. Ask the students to raise their hands if they like cats better than dogs. Count the number of hands. Tell the total number to the students. Ask the students to write the number of students who like cats better than dogs.
4. Ask the students to raise their hands if they like cats and dogs the same. Count the number of hands. Tell the total number to the students. Ask the students to write the number of students who like cats and dogs the same.
5. Remind the students of the difference between facts and opinions. You can say that it is a fact that a certain number of students like dogs better than cats. It is an opinion to say that cats are better than dogs.

SL.3.5 Add visual displays when appropriate to emphasize or enhance certain facts or details.

Ask students to make a graph that gives this information:

- The number of students who like dogs better than cats
- The number of students who like cats better than dogs
- The number of students who like cats and dogs the same

If students are unfamiliar with graphs or need additional support, show students a sample graph or work with students to create the graph together as a class.

PART 3 Overview

Part 3 focuses on the passage “Cat-Lovers vs. Dog-Lovers” and addresses the following general objective.

OBJECTIVE: Student will demonstrate the ability to write an opinion essay, supporting the opinion with reasons and facts gathered from reading and/or research.

CORE TASK

Read the passage “Cat-Lovers vs. Dog-Lovers.”

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

Option A

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

Option B

Students complete a graphic organizer based on all of the passages.

Option C

Students plan their extended response.

Writing Prompt

Students write an extended response in response to the texts.

STANDARDS ALIGNMENT

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

PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
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
RI.3.6	Distinguish their own point of view from that of the author of a 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
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	Extended Response

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 Option B
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Option B Option C

PROCEDURE for Part 3**OPTIONAL PREPARATION ACTIVITY for Part 3**

Initiate a class discussion to review what students have read. Ask students questions such as:

- What was your opinion about dogs before you read “Buddies That Bark”? Did your opinion change after you read the passage?
- What is one new fact you learned about dogs?
- What was your opinion about cats before you read “Purr-fect Pets!”? Did your opinion change after you read the passage?
- What is one new fact you learned about cats?

Tell students that now they are going to read about dog owners and cat owners.

CORE TASK

Instruct students to read the passage.

PROCEDURE for Part 3: Option A

Organize a classroom discussion about the passages. Ask students to take notes during the discussion. These discussion notes are 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 fact from “Purr-fect Pets!” might explain why cat owners tend to live in apartments?

Possible Response: *Cats don’t need a lot of space. People who live in apartments might decide to get cats because they don’t have enough room for dogs.*

2. What fact from “Buddies That Bark” might explain why people who live in families tend to have dogs?

Possible Response: *Dogs help keep kids healthy and safe OR Dogs help kids learn important social skills OR Dogs live in packs.*

3. What does the author of “Cat-Lovers vs. Dog-Lovers” think is most important about owning a pet?

Possible Response: *It is most important to love your pet and take good care of it.*

4. Do you agree with the author of “Cat-Lovers vs. Dog-Lovers” that cat owners and dog owners have different personalities? Why or why not?

Possible Response: *Yes, because my friend who has a cat is shy, just like the author says OR No, because the author says dog owners are sociable, but my neighbor has a dog and lives alone.*

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

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

Words That Describe Cat Owners	Supporting Facts from “Purr-fect Pets!”
1. <i>shy</i>	1. <i>Cats don’t need a lot of attention.</i>
2. <i>open to new ideas</i>	2. <i>Cats are independent.</i>
Words That Describe Dog Owners	Supporting Facts from “Buddies That Bark”
1. <i>sociable</i>	1. <i>Dogs live in packs.</i>
2. <i>like to do things the right way</i>	2. <i>Dogs can be trained.</i>

SCORING RUBRIC for Part 3: Option B

Use the following rubric to evaluate students’ responses.

<p>4 Point Response</p> <p>Student will:</p> <ul style="list-style-type: none"> ● Provide a response that fully synthesizes information from the passages and includes relevant, descriptive words or phrases matched with relevant supporting facts from the passages.
<p>3 Point Response</p> <p>Student will:</p> <ul style="list-style-type: none"> ● Provide a response that synthesizes partial information from the passages and includes mostly relevant, descriptive words or phrases matched with at least one relevant supporting fact from each passage.
<p>2 Point Response</p> <p>Student will:</p> <ul style="list-style-type: none"> ● Provide a partial response that may not synthesize information, but may include a somewhat relevant, descriptive word or phrase with a somewhat relevant fact.
<p>1 Point Response</p> <p>Student will:</p> <ul style="list-style-type: none"> ● Provide a response that may not synthesize information, but may include relevant descriptive words or phrases with no supporting facts OR facts about dogs and cats that are not matched with descriptive words or phrases.
<p>0 Point Response</p> <p>Student will provide no response, the response is incorrect or irrelevant, or the student simply quotes the text.</p>

PROCEDURE for Part 3: Planning Exercise

Tell students they now have a chance to plan their extended response. 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 an opinion essay that answers all parts of the question;
- State which pet is best for the student: a dog or a cat;
- Give reasons to support the student's opinion;
- Use facts from at least two of the passages to support the student's opinion;
- Write several paragraphs;
- Write a response that is well organized, with a clear beginning, middle, and end.

3 Point Response

Student will:

- Write an opinion essay;
- State which pet is best for the student: a dog or a cat;
- Give at least one reason to support the student's opinion;
- Use at least one fact from the passages to support the student's opinion;
- Write several paragraphs;
- Write a response that shows some organization.

2 Point Response

Student will:

- Write some part of an opinion essay;
- State which pet is best for the student: a dog or a cat;
- Give at least one fact or reason to support the student's opinion;
- Write at least one organized paragraph.

1 Point Response

Student will:

- Write one or more sentences about which pet is best for the student: a dog or a cat;
- Give some explanation.

0 Point Response

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

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.