

# COMMON CORE

## State Standards

# 3<sup>rd</sup> Grade

## ELA Exemplar Performance Task

# SAMPLER

## ENGLISH LANGUAGE ARTS



**Collaborative, Inc.**  
*Supporting Today's Educators, Shaping Tomorrow's Leaders*

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# SAMPLER

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## INTRODUCTION

The Common Core Institute is pleased to provide student **Performance Task Items** and the resource of **Online Planning Coach Modules** for teachers as they plan their units and/or lessons leading up to the performance tasks. The **Performance Task Items** have been created for English Language Arts (ELA) for grades 3-8, as well as for the following secondary courses: English I, English II, and English III. **Performance Task Items** are aligned to the Common Core State Standards and focus on priorities and critical areas. These resources, designed by educators, for educators, can be used district-wide, school-wide or by teachers in individual classrooms.

The purpose of the **Performance Task Items** is to provide insight into how deeply a particular student understands the expectations embedded within one or more standard. Each task presents students with a complex, real-world challenge in which the scenario, role, process and products are authentic. Students must then demonstrate that they have the skills and knowledge necessary to complete the task.

The intent of this resource is not so much to be utilized as a summative assessment, but to help you as an educator plan backwards for student success. These resources help you plan instruction purposefully and design student tasks/experiences that require higher levels of cognitive demand to address the rigor and depth of knowledge required for students to be college and career ready.

### Understanding the Organization and Structure of the Resources

The **Performance Task Items Resource Package** consists of the performance task for that grade level or course, a rubric for scoring, sample questions or articles, and an accompanying **Online Planning Coach Module** to use as you serve as your “coach” as you plan units/lessons. We highly suggest that you view the **Performance Task Introduction Module** to learn the purpose of performance tasks, how they differ from other assessments, and how performance tasks can drive instruction in your classroom. Next, if you want to view the **Online Planning Coach Module** for your specific grade/course, the **Online Planning Coach Module** walks you through the specific performance task including the rubric for scoring, and offers helpful hints and tips to help you plan your unit/lesson leading up to the administration of the performance task, including common student misconceptions. Since the suggested purpose of the performance task items is to be used as a formative assessment, the information collected from the rubrics provides critical data to guide and scaffold instruction as you differentiate student experiences.

# PERFORMANCE TASK PLANNING GUIDE

## **Performance Task Item: Good Enough to Eat**

(Approximately 2-3 Class Periods to Complete)

### TASK OVERVIEW/PURPOSE

#### Core Ideas:

- Students will explore a real world issue from a variety of resources by reading closely to determine what the text says explicitly and to make logical inferences from it.
- Students will write an explanatory text to convey ideas and information clearly and accurately while citing textual evidence to support conclusions drawn from text and sources.

#### Assessment Target:

- Use of Informational/Explanatory Writing Rubric for third grade to assess how students write to examine a topic and convey ideas and concepts through analysis of text.

#### ATOS or Lexile Levels:

- *Time for Kids* Article: "Good Enough to Eat" ATOS: 7
- Video: "Fight World Hunger: Eat Insects" is non-print and therefore does not have a text level.

### COMMON CORE STATE STANDARDS

#### Anchor Standards:

- CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual details when writing or speaking to support conclusions drawn from the text.
- CCRA.R.8: Delineate and analyze the argument and specific claims in a text, including the validity of the reasons and the relevance and sufficiency of the evidence.
- CCRA.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

#### Anchor Standards:

- RI.3.1: Cite specific textual details in support of answers and questions to demonstrate understanding of a text, referring explicitly to the text as evidence for the answers.
- 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).
- W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

### IDEAS FOR PLANNING & SCAFFOLDING

#### The following scaffolds are built into the performance tasks:

- Using various formats to present information: article, video, websites
- Teacher reads text aloud before students read independently
- Teacher Think Aloud
- Opportunities for student conversations
- Annotating the text while reading - use of a graphic organizers – Double Bubble and Circle Maps
- Stop and Say Something
- Photographs of the mind

# PERFORMANCE TASK PLANNING GUIDE

The teacher may implement the following scaffolds:

- Choral or Partner Read
- Provide an audio of the text
- Small group instruction for those students needing additional support
- Pre-teaching vocabulary or concepts prior to introduction to whole class for ESE/ELL readers

## QUESTIONS FOR REFLECTION

For Teacher:

- What questions did I ask that clarified student thinking?
- What connections was I able to make prior to learning?

For Students:

- What did you learn about yourself as you worked on this piece?
- What was especially satisfying to you about either the process or the final product?
- What was the most interesting idea you learned?
- How would you use what you learned in another class?

## IDEAS FOR EXTENDED LEARNING

- “Stand and Deliver” – Students share their plans with one another and, as a class, vote on the one plan to implement as a class or school.

## MATERIALS/RESOURCES

- Performance Task
- Time for Kids Article: “Good Enough to Eat”  
<http://www.timeforkids.com/news/article-good-enough-eat/99001>
- Video: “Fight World Hunger: Eat Insects”  
<http://www.youtube.com/watch?v=MAFTU5qkupY>
- Website: Kids Can Make a Difference  
<http://www.kidscanmakeadifference.org/>
- Double Bubble Map
- Circle Map
- Informative/Explanatory Rubric (3rd Grade)

Name: \_\_\_\_\_

## ***Good Enough to Eat***

### ***Part A: "Good Enough to Eat" (Time for Kids News Article)***

Have you ever tried a new food you didn't expect to like? Would you ever give bugs a try? Some scientists say we should use insects to help feed the world's growing population.

<http://www.timeforkids.com/news/article-good-enough-eat/99001>

Read the article "Good Enough to Eat" and think about insects as an alternative way to feed our world. After reading, use evidence from the text to support your answers to the following questions:

1. Many reasons were provided for eating insects. Which reason was the most convincing to you and why? Use evidence from the text to support your answer.

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Contrast the use of insects versus meat as a food source. (Use the Double Bubble Map provided.) Use evidence from the text to support your answer.

3. How do the facts and statistics provided in the article support the explanations scientists give for why more people should eat insects? Use evidence from the text to support your answer.

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4. In the article, Van Huis makes the statement that he is absolutely sure that in the future, eating insects will be common practice around the world in Europe and North America. Do you agree or disagree with his opinion? Explain and use evidence from the text to support your answer.



**Part B: Fight World Hunger: Eat Insects, UN**

<http://www.youtube.com/watch?v=MAFTU5qkupY>

Watch the video clip “Fight World Hunger: Eat Insects” and think about the important message the video is conveying about fighting world hunger. Watch the video several times; you may also want to jot down a few notes on the circle map provided. Use evidence from the video to support your answers to the following questions:

1. What reasons does the video provide for using insects as a food source? Use evidence from the video to support your answer.

2. In some parts of the world, eating insects is considered completely normal. What do you think is one reason why Americans find it strange? Use evidence from the video to support your answer.

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3. What is meant by the statement, “The report writers recommend that Western eateries find a way to making eating insects seem like an epicurean delight rather than an act of desperation to enhance their status”? Use evidence from the video to support your answer.

## Part C:

Hunger is everywhere including in your country the way you live in. The first step in helping end hunger is talking about hunger. Begin by sharing with family, friends, and community leaders what you know about world hunger.

Kids can have an impact on ending hunger in their lives. Your teacher is collecting letters to alert newspaper editors and government officials of the knowledge you have gained about world hunger and what can be done to end it. When students with a common purpose combine their skills and energies, the results are magnified; it gets people talking and leads to change.

You may take or use your notes from the article and video we discussed in class as well as view the different links on the website Kids Can Make a Difference below:

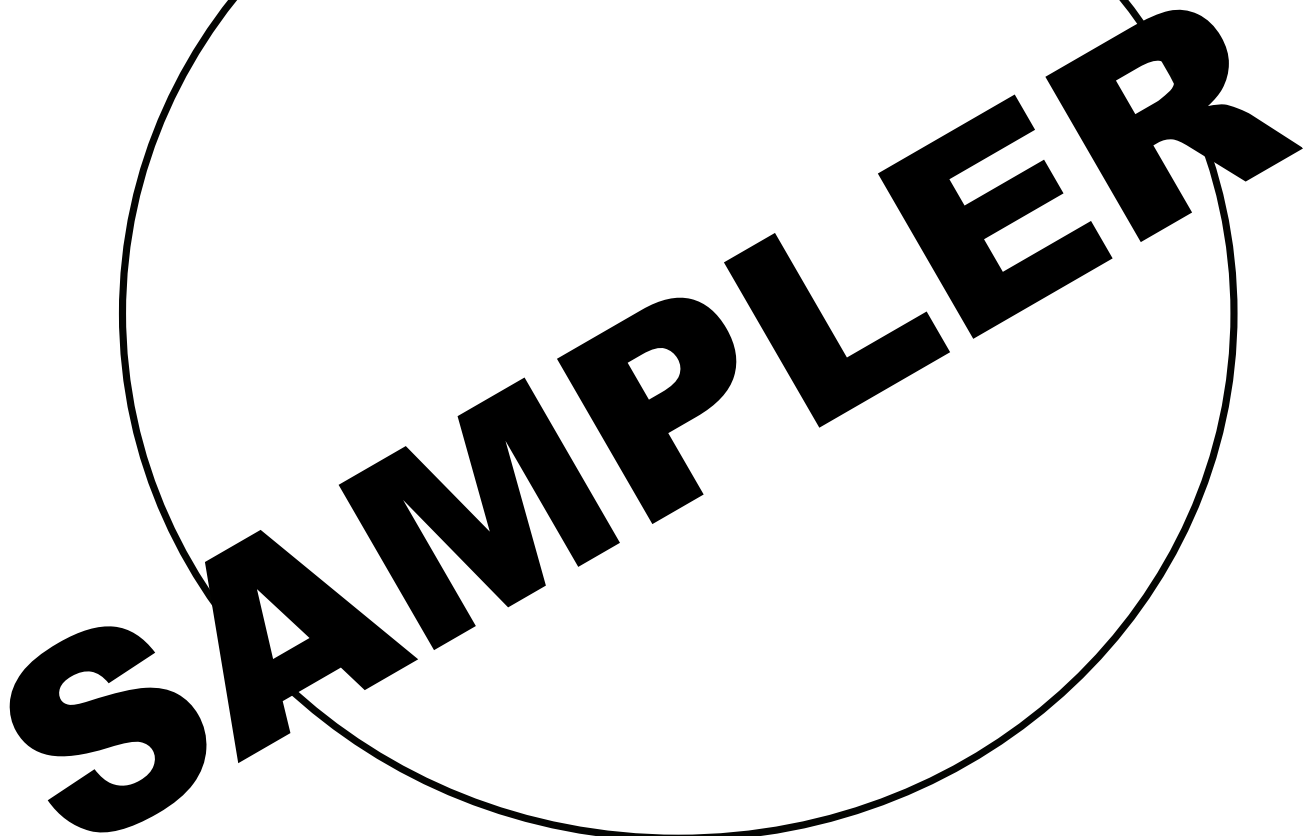
- <http://www.kidscanmakeadifference.org/what-kids-can-do>
- <http://www.kidscanmakeadifference.org/hunger-facts>
- <http://www.kidscanmakeadifference.org/hunger-quiz>
- <http://www.kidscanmakeadifference.org/kids-speak>
- <http://www.kidscanmakeadifference.org/kids-video>

Once you have spent some time researching, write a one-page letter explaining your plan or idea(s) for ending world hunger.

Be sure to include:

- Description of your plan or idea(s)
- Reasons and evidence from sources used in research that support your plan or idea(s)
- Impact that this plan or idea will have in the community or world

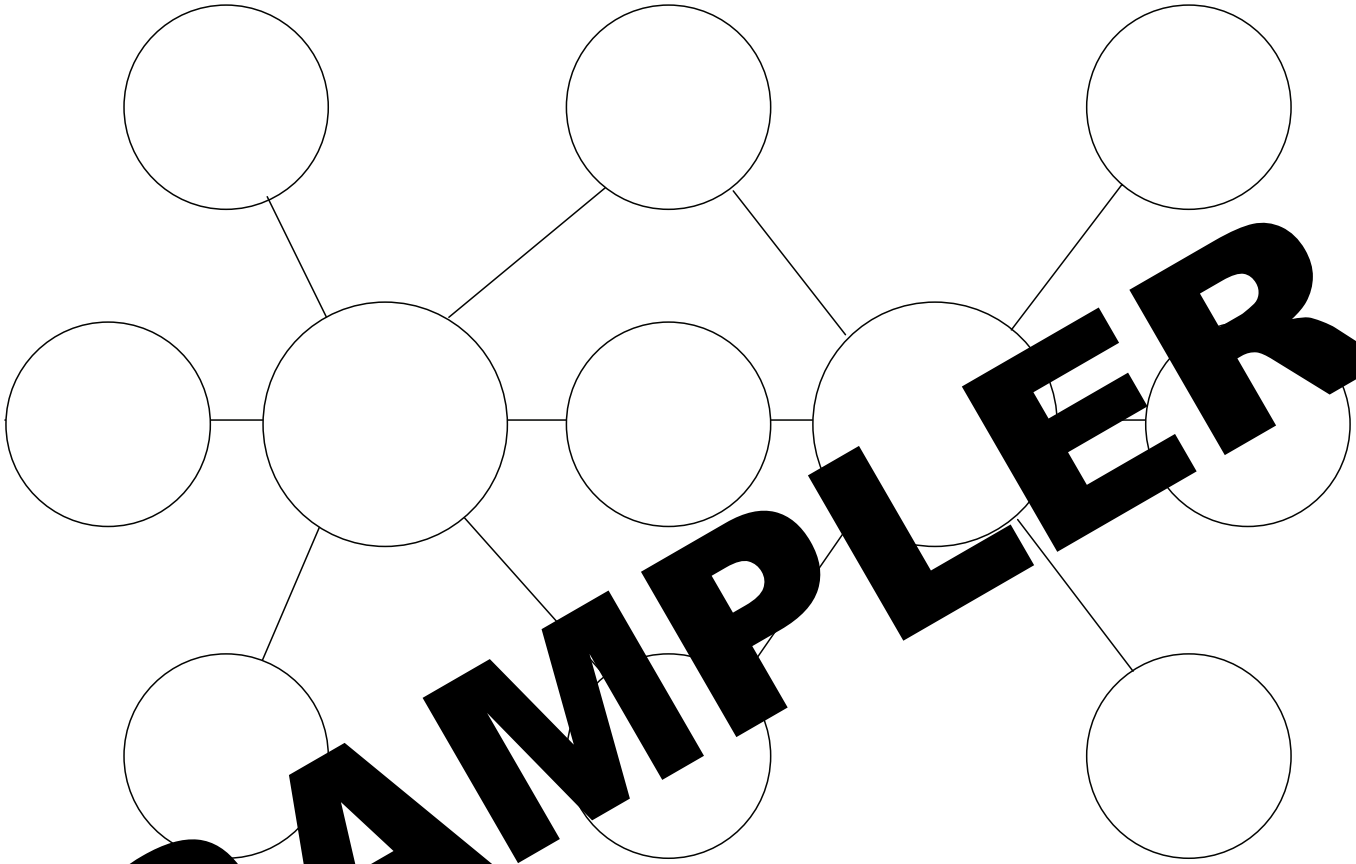
**Circle Map**



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Double Bubble Map

Name \_\_\_\_\_



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Double Bubble Map for Comparing Similarities and Contrasting Differences

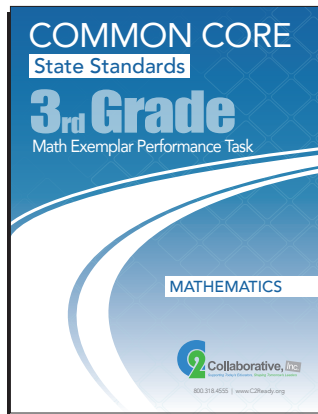
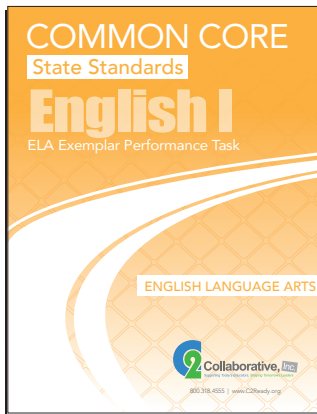
# PERFORMANCE TASK SCORING RUBRIC

Description	4	3	2	1
<b>Focus</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Responds skillfully to all parts of the prompt or task</li> <li><input type="checkbox"/> Demonstrates a complete understanding of topic/text(s)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Responds to all parts of the prompt or task</li> <li><input type="checkbox"/> Demonstrates a general understanding of topic/text(s)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Responds to most parts of the prompt or task</li> <li><input type="checkbox"/> Demonstrates a partial understanding of topic/text(s)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Responds to some or no parts of the prompt or task</li> <li><input type="checkbox"/> Demonstrates a lack of understanding of topic/text(s)</li> </ul>
<b>Evidence</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Skillfully uses relevant and substantial text support from the resources with accuracy</li> <li><input type="checkbox"/> Develops the topic with well-integrated facts, definitions, concrete details, quotations, or other information and examples as appropriate</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses relevant and sufficient text support from the resources with accuracy</li> <li><input type="checkbox"/> Develops the topic with facts, definitions, concrete details, quotations, or other information and examples as appropriate</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses mostly relevant text support that may lack sufficient accuracy</li> <li><input type="checkbox"/> Develops topic with limited facts, definitions, concrete details, quotations, or other information and examples as appropriate</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not use relevant or sufficient text support from the resources with accuracy</li> <li><input type="checkbox"/> Does not support the topic with facts, details, and/or reasons</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Effective use of planning and logical order allows reader to move through response</li> <li><input type="checkbox"/> Clear beginning, middle, and end; clear sense of completion</li> <li><input type="checkbox"/> Effective use of transitions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Has a beginning, middle and an ending</li> <li><input type="checkbox"/> Uses some transitions to connect ideas</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Attempts to present ideas in order</li> <li><input type="checkbox"/> Lacks cohesion (list-like, rambling, digressions, or repetitions)</li> <li><input type="checkbox"/> Weak beginning and ending</li> <li><input type="checkbox"/> Few transitions to connect ideas; not always appropriate</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Random order</li> <li><input type="checkbox"/> No beginning or ending</li> <li><input type="checkbox"/> Difficult for the reader to move through the response</li> <li><input type="checkbox"/> Uses no transitions to connect ideas</li> </ul>

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**C2Collaborative, Inc. provides the following materials for enhanced classroom instruction aligned to meet the needs of 21st Century learners.**



**ELA & Math Exemplar Performance Tasks  
Grades 3 and Up**

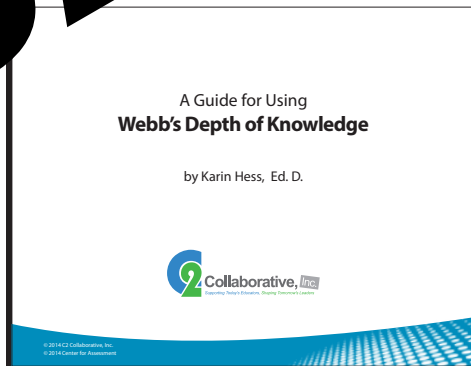
This teacher-friendly tool is designed for both instruction and formative assessment. Performance Tasks can provide insight into how deeply a particular student understands the expectations embedded within one or more standard.

**Common Core State Standards  
Deconstructed for Classroom Impact  
Available for ELA & Math, K-12**

Plan instruction with everything you need at your fingertips: Learning Progressions, Big Ideas, Essential Questions, Deconstruction of Standards, Depth of Knowledge, and more.



**SAMPLELER**



**A Guide for Using Webb's Depth of Knowledge**  
An indispensable spiral-bound resource printed on glossy card stock for ensuring assessment, instructional activities, and standards are all aligned by the level of cognitive demand.

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