Nevada Department of Education

Nevada Formative Writing Tools

Third Grade

Formative Writing Tasks

2014

GRADE 3

Nevada Department of Education

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Introduction to the Writing Tasks

The Nevada Formative Writing Tasks (Formative Tasks) were developed to help students, teachers, and administrators implement the Nevada Academic Content Standards for English Language Arts (NACS for ELA) and prepare for the administration of the spring 2015 Smarter Balanced assessments. The tasks are intended to:

- Encourage students to read closely and analyze information;
- Enable students to produce effective and well-grounded writing for a range of purposes and audiences;
- Empower teachers to shift and improve instruction to meet the demands of the NACS;
- Inform teachers and students when timely adjustments can be made; and
- Provide an early look into the types of writing performance tasks expected on the Smarter Balanced assessments.

The Nevada Formative Writing Tasks illustrate the depth of understanding of the Nevada Academic Content Standards for English Language Arts that will be measured on the Smarter Balanced assessments.

The Formative Tasks are timed, on-demand, classroom writing assignments. They include uniform student directions for writing responses and uniform teacher directions for administering the tasks. Each task was carefully created for consistency of format, content, and administration procedures, allowing teachers to monitor student progress over time. This consistency also makes it possible for teachers to participate in collaborative groups to discuss student progress and refine delivery of writing instruction.

"[Students] need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it."

Nevada Academic Content Standards for English Language Arts & Literacy in History, Social Studies, Science, & Technical Subjects (p. 41)

All fifth and eighth grade students are required by NRS 389.550 to participate in at least one Nevada Formative Writing Task during the 2013-14 school year. However, the NDE has provided multiple tasks for use in third through eighth grades, allowing teachers to monitor students at multiple points during the school year and adjust their instruction to match the needs of students.

Results from the Nevada Formative Writing Tasks will not be used to calculate a school's rating on the Nevada School Performance Framework. However, the NDE will collect and report participation rates on each school's report card (as required by NRS 389.550).

To improve the consistency of evaluating the tasks and other classroom writing assignments, the NDE released The Nevada Formative Writing Tools: Grade 3 Evaluation Guides (Evaluation Guides) that include:

- Analytic writing rubrics developed by the Smarter Balanced Assessment Consortium;
- Checklists to support teachers when learning the rubrics and documenting student progress;
- Student writing guides to support students in all phases of the writing process (before, during, and after); and
- A glossary of terms used in the *Evaluation Guides* to establish a common vocabulary for writing.

The Evaluation Guides identify a student's level of command for each of the five characteristics of writing and can be downloaded at http://www.doe.nv.gov/Nevada_State_Writing_Assessment/. Knowing these levels will help teachers and students identify student strengths and areas to improve. The NDE encourages districts and schools to establish policies for how and when to use the rubrics and checklists for grading other classroom assignments.

Since the results of the tasks are relatively low stakes for schools and teachers, keep them low stakes for students by not assigning grades to them.

However, the NDE **strongly** discourages teachers and schools from using the results of the Formative Tasks as part of their grading, since they were **not** designed as summative or interim assessments. Instead, teachers and schools should use the formative tasks to gather information needed to inform and enhance both teaching and learning.

Guidelines for Administering the Tasks

WHO: All fifth and eighth grade students who are enrolled in public schools, including charter schools, are required to take at least one Formative Task during the 2013-14 school year. It is strongly recommended for students in third, fourth, sixth, and seventh grades. Students with disabilities and students classified as having limited English proficiency (LEP) must also participate.

Accommodations are made for IEP, LEP, and/or 504 students who have testing accommodation plans. The classroom teacher must make certain that all students with special needs receive permissible appropriate accommodations, as indicated in IEPs, LEPs, 504 plans, and Testing Accommodation Plans.

WHAT: The Formative Tasks have students read closely and analyze information to produce effective and well-grounded writing for a range of purposes and audiences. For the 2013-14 school year, the NDE provides tasks for the three text types in the NACS (opinion/argumentative, informative/explanatory, and narrative).

Since the tasks are formative, classroom teachers will evaluate their own students' responses using the Evaluation Guides provided by the NDE (http://www.doe.nv.gov/Nevada_State_Writing_Assessment/). It is strongly recommended that each task be evaluated twice: by the student's classroom teacher and by another teacher. This will facilitate collaborative teams that build a vision of good writing and can focus on using the results of the Formative Tasks to improve teaching and student learning.

The NDE will neither score student responses nor collect student results. However, the NDE will collect participation data in May from each school and each classroom in accordance with NRS 389.550. Participation rates will be published on every school's Nevada Accountability Report.

WHERE: It is strongly recommended that the Formative Tasks be administered by the student's classroom teacher in the regular classroom or computer lab.

WHEN: March 3, 2014, through May 9, 2014, is the timeframe for administering the Formative Tasks. Each district and school may determine exact testing days and times within this testing window. Please check with your district's test director for specific days and times within the mandated timeframe.

WHY: Descriptive feedback is widely considered an important element of improved writing performance. When students understand their **strengths and weaknesses** and are taught how to improve their writing, they learn faster and retain what they have learned longer.

The Formative Tasks and Evaluation Guides can help teachers provide constructive feedback and help students become self-regulated learners. Since the tasks and Evaluation Guides are based on the NACS and performance task specifications for the Smarter Balanced assessment, they also play an essential role in aligning teaching, learning, and assessment while allowing districts, schools, and teachers to use them to begin planning the shifts in instruction that will be required to help students meet the demands of the standards and prepare for the Smarter Balanced assessment in 2015.

HOW: The Formative Tasks are timed, on-demand classroom writing assignments. The tasks include uniform student directions for writing responses and uniform teacher directions for administering the tasks. The tasks have been carefully designed for consistency of format, content, and administration procedures, allowing teachers to monitor progress over time.

Each task is administered in two timed sessions that should not exceed 45 minutes each. Teachers may administer the sessions over two consecutive days or on the same day with a 15 minute break between sessions. The first 45 minute session involves introducing students to the writing task, helping students understand how the tasks will be evaluated, having students independently read information, and beginning to draft a well-grounded response. The second 45 minute session involves writing, revising, and editing their final draft.

Teachers should provide each student with a paper copy of the student directions for the selected task. Please check with your district to determine if the district has selected a task for the entire district to use. The NDE will not provide printed copies for schools.

Teachers may also provide each student with a copy of the Student Writing Guide that matches the writing mode of the task (i.e., the Grade 3 Student Writing Guide for Argumentative Writing for third grade students responding to the third grade argumentative tasks). These guides can be found in the Evaluation Guides at http://www.doe.nv.gov/Nevada_State_Writing_Assessment/.

Since the 2015 administration of the Smarter Balanced assessment is computer based, students should use a word processor (i.e., Microsoft Word) to write their responses. Using technology to produce and publish writing is part of the NACS and keyboarding skills are introduced in second grade in the Nevada Computer and Technology Standards (2010).

Students may use spell check and grammar check. They should **not** use any other electronic resources, including the Internet, during the task. All students are expected to word process their responses to the Formative Tasks. Students with IEPs may use pre-approved electronic devices as designated in their IEPs and are consistent with their testing accommodations.

In addition, each student should have at least one blank sheet of paper (lined or unlined) and a pencil. Students can use these tools to plan their writing (i.e., individually brainstorm, create graphic organizers) and create their first drafts. However, students may also word process their first drafts on computers, if they prefer.

Students may also use highlighters and colored pencils for planning, revising, and editing.

Regular paper Standard English dictionaries are also allowed for all students. In addition, paper bilingual dictionaries with word-to-word translations are approved for LEP students identified to receive this accommodation and used previously as part of regular instruction. Teachers do **not** need to cover bulletin boards, posters, or other materials used as part of daily instruction.

Teachers will NOT translate any part of the directions.

Teachers will NOT read any part of the student directions that call for the student to read, unless such accommodations are specified in a student's accommodation plan.

Teacher Checklist for Administering the Writing Tasks

Completing the following steps will help ensure successful administration of the Formative Tasks.

- ☐ Carefully read all of the contents of this manual.
- ☐ Check your district testing schedule for any specific test dates for your district.
- ☐ Check with your district to determine if they have selected a task for the entire district to administer.
- ☐ Check with the special education facilitators, LEP testing coordinators, and 504 building officers for any students who need to receive special accommodations.
- ☐ Ensure that procedures and materials for testing special student populations follow those specified by the Nevada Department of Education and that students with special needs receive the appropriate accommodations.
- ☐ Ensure that you have all of the materials for administering the formative task:
  - ___ Print copies of the student directions
  - ___ Optional: Print copies of the student guide that matches the task (i.e., opinion guide for opinion task) (see page 13-15 in The Nevada Formative Writing Tools: Grade 3 Evaluation Guides at http://www.doe.nv.gov/Nevada_State_Writing_Assessment/)
  - ___ Pencils
  - ___ Blank scratch paper (lined or unlined)
  - ___ Standard English dictionaries (optional)
  - ___ Bilingual dictionaries with word-for-word translations (only for LEP students approved to receive this accommodation and who use them as part of their classroom instruction)
  - ___ Highlighters and colored pencils or pens during testing sessions (if students have been using these during regular classroom instruction)
  - ___ Printer paper (optional for printing hard copies of student essays)
  - ___ Books for students to read if they finish early (paper only)
- ☐ Check computers to make sure they are ready.
- ☐ Check with your school/district for special procedures on how to save essays on the school/district network.
- ☐ Review computer procedures with your students:
  - ___ Open a new blank document
  - ___ Maintain default font size and color (i.e., 12 point and black)
  - ___ Save documents
  - ___ Print files
- ☐ Make arrangements with another teacher to exchange and evaluate tasks.
- ☐ Make plans for how you will provide feedback to students for improving their writing (i.e., conferences).

Teacher Checklist for Evaluating the Writing Tasks

Completing the following steps will help ensure consistent evaluation of the Formative Tasks.

- ☐ Work with another teacher so that each student's essay is evaluated twice.
- ☐ Reread the Evaluation Guides (rubric or checklist) for the type of writing that matches the task (opinion/argumentative, informative/explanatory, or narrative) and highlight or underline key information. (Evaluation Guides can be downloaded at http://www.doe.nv.gov/Nevada_State_Writing_Assessment/)
- ☐ Reread the exemplar papers for the type of writing that matches the task and review how the characteristics of the paper relate to the level of each trait. (Argumentative Exemplars can be downloaded at http://www.doe.nv.gov/Nevada_State_Writing_Assessment/)
- ☐ Read entirely each essay before assigning a level for each of the five traits.
- ☐ Refer to the language in the rubric and the exemplar papers when assigning levels.
- ☐ Cover the first evaluator's levels before the essay is evaluated the second time (this is optional but many teachers find it helpful if they don't know how the first teacher evaluated the papers).
- ☐ Discuss the levels, understanding that it is normal for some traits to have some split levels (1-2 or 3-4).
- ☐ Discuss any discrepant levels. Levels are discrepant when one teacher evaluates a trait as proficient (4 or 3) and another teacher evaluates that same trait as not proficient (2 or 1).

  When a trait is rated 1-3, 1-4, 2-3, or 2-4, both teachers should review the rubric, checklist, and exemplar papers to determine if the paper is proficient or not (for feedback purposes).

Proficient (Meets or Exceeds Standard)		**Not Proficient** (Below Standard or Emerging/Developing)	
4 Thorough Understanding	3 Adequate Understanding	2 Partial Understanding	1 Minimal Understanding

- ☐ Identify trends (i.e., overall, what traits were strong or weak) and how that will impact instruction.
- ☐ Prioritize the weakest trends and plan instruction to remediate weaknesses.

Student Directions
Grade 3 Opinion Writing Task A

YOUR ASSIGNMENT: You will read two fables about a fox. Take notes as you read. You will later write an opinion essay about the fox's actions.

STEP 1

Read the passages and take notes on these sources.

Read the following fables on the ways the fox tricked others. Take notes to use later while writing your essay. You may look back at the passages and your notes as often as you like.

- "The Fox and the Crow"
- "The Fox and the Goat"

As you read, decide whether or not it was right for the fox to trick others.

STEP 2

Plan and write your opinion.

Now, review your notes and sources, then plan and draft your essay on the following topic:

Was it right for the fox to trick others? Why or why not?

STEP 3

Revise and edit your opinion.

The teachers evaluating your essay will be assigning levels for:

- Statement of Purpose/Focus – how well you clearly state your opinions on the topic and maintain your focus
- Organization – how well your ideas logically flow from the introduction to conclusion using effective transitions and how well you stay on topic throughout the essay
- Elaboration of Evidence – how well you provide evidence from sources about your opinions and elaborate with specific information
- Language and Vocabulary – how well you effectively express ideas using precise language that is appropriate for your audience and purpose
- Conventions – how well you follow the rules of usage, punctuation, capitalization, and spelling

Teachers reading your essay will evaluate only your final draft.

GO ON

The Fox and the Crow

1 One bright morning, Fox was following his nose through the woods in search of a bite to eat. He saw Crow on the limb of a tree overhead. This was not the first crow Fox had ever seen. What caught his attention this time, was that the lucky crow held a bit of cheese in her beak.

2 "No need to search any farther," thought sly Fox. "Here is a small bite for my breakfast."

3 Up he trotted to the foot of the tree where the Crow was sitting. Looking up with a crafty eye, he cried, "Good morning, beautiful creature!"

4 Crow cocked her head cocked on one side and watched Fox with distrust. But she kept her beak tightly closed on the cheese and did not return his greeting.

5 "What a charming creature she is!" said Fox. "How her feathers shine! What a beautiful form and what glorious wings! Such a wonderful bird should have a very lovely voice. Everything else about her is so perfect. Could she sing just one song? I know I should call her Queen of Birds."

6 Listening to these kind words, Crow forgot all her distrust, and also her breakfast. She wanted very much to be called Queen of Birds.

7 So she opened her beak wide to sing her loudest caw, and down fell the cheese straight into the Fox's open mouth.

8 "Thank you," said Fox sweetly, as he walked off. "Though it is cracked, you have a voice sure enough. But where are your smarts?"

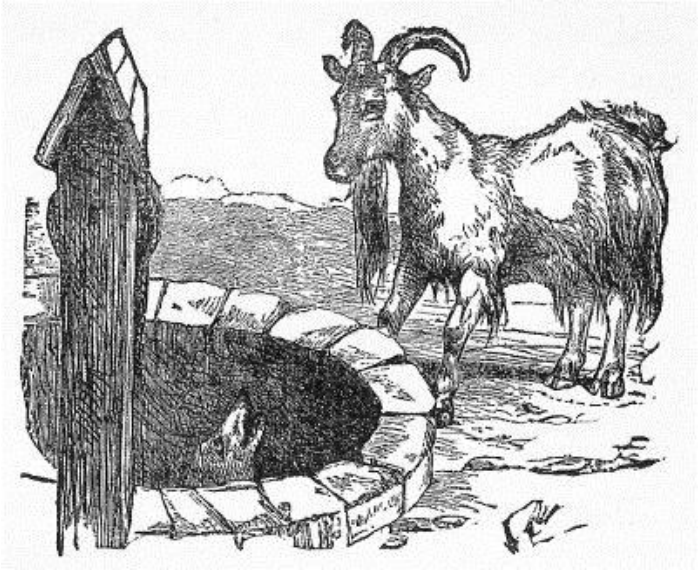
9 *Do not trust flatterers.*

flatterer: someone who praises another in order to get something from them

"The Fox and The Crow" adapted from work in the public domain. Illustration in the public domain.

GO ON

The Fox and the Goat



1 A Fox fell into a well. It was not very deep, but he found that he could not get out. After he had been in the well a long time, a thirsty goat came by. Goat thought the Fox had gone down to drink, and so he asked if the water was good.

2 "The finest in the whole country," said crafty Fox, "jump in and try it. There is more than enough for both of us."

3 Thirsty Goat immediately jumped in and began to drink. Just as quickly, Fox jumped on Goat's back and leaped out of the well.

4 Foolish Goat now saw what a **plight** he had gotten into. He begged Fox to help him out. But the Fox was already on his way to the woods.

plight: a very bad situation

5 "If you had been smart, old fellow," he said as he ran, "you would have been more cautious about finding a way to get out again before you jumped in."

6 *Look before you leap.*

"The Fox and The Goat" adapted from work in the public domain. Illustration in the public domain.

END

Directions for Administering the Grade 3 Opinion Writing Task A

Session 1 (45 minutes)

1. Distribute the Materials

Do: Hand out the materials students will need to complete the formative writing task:

___ Student Directions Opinion Writing Task A

___ Grade 3 Student Guide to Opinion Writing (optional)

___ Standard English dictionaries (optional)

___ Blank scratch paper (lined or unlined)

___ Pencils

___ Highlighters, colored pencils or pens (optional)

2. Read the Directions Aloud to the Students

Say: *Over two sessions, you will write an opinion essay about a character's actions. During the first session, you will have 45 minutes to read the directions, read two fables about a fox, read how the teachers will evaluate your essay, and begin planning and drafting your essay. During the second 45 minute session, you will finish drafting your essay and then revise and edit your final draft.*

You have a pencil and blank paper to use for taking notes and planning your essay. You may write, highlight, and underline on the student directions and passages. You will write your essay using the word processor on the computer. You may use spell check and grammar check. However, you may ***not*** *use any other programs on the computer, and you may* ***not*** *use the Internet.*

Find the YOUR ASSIGNMENT section at the top of page 1 of the student directions. Read along while I read aloud. It says:

> *You will read two fables about a fox. Take notes as you read. You will later write an opinion essay about the fox's actions.*

Next, find STEP 1. It says:

> ***Read the passages and take notes on these sources.***
>
> *Read the following fables on the ways the fox tricked others. Take notes to use later while writing your essay. You may look back at the passages and your notes as often as you like.*
>
> - *"The Fox and the Crow"*
> - *"The Fox and the Goat"*
>
> *As you read, decide whether or not it was right for the fox to trick others.*

You will read this on your own; I will not read this to you.

Now, find STEP 2. It says:

Plan and write your opinion.

Now, review your notes and sources, then plan and draft your essay on the following topic:

Was it right for the fox to trick others? Why or why not?

3. Read the Evaluation Information

Say*:* *Find STEP 3 and read along as I tell you how your essay will be evaluated. It says:*

Revise and edit your opinion.

The teachers evaluating your essay will be assigning levels for:

- *Statement of Purpose/Focus – how well you clearly state your opinions on the topic and maintain your focus*
- *Organization – how well your ideas logically flow from the introduction to conclusion using effective transitions and how well you stay on topic throughout the essay*
- *Elaboration of Evidence – how well you provide evidence from sources about your opinions and elaborate with specific information*
- *Language and Vocabulary – how well you effectively express ideas using precise language that is appropriate for your audience and purpose*
- *Conventions – how well you follow the rules of usage, punctuation, capitalization, and spelling*

Teachers reading your essay will evaluate only your final draft.

4. Answer Any Questions

Say: *I can read the directions as often as needed, but I cannot translate, edit your work, explain, or give examples on what or how to write. Do you have any questions before we begin?*

Do: Answer questions by rereading the directions.

5. Begin Planning and Drafting

Say: *Now, go back to STEP 1 of the student directions sheet. You have 45 minutes to read these passages, take notes, and start planning and drafting your essay. You should think about the information you have read, which should help you write your essay.*

Do: Write the ending time on the board to let students know when the first session will end.

Say: *Now, read your assignment and begin your work. Manage your time carefully so that you have time to plan and draft your essay. I'll announce when you have 10 minutes left. You may begin.*

Do: Start timing now. Monitor the class to ensure students are working productively, not using any other programs on the computer, and not using the Internet.

If students finish early, encourage them to reread their work or silently read a book.

6. **Announce 10 Minutes Remaining**

Say: *You have 10 minutes left.*

7. **End Session 1**

Say: *Please stop writing. Save your work on the computer. Write your name on the top of your directions paper and the scratch paper. You will finish writing your essay during the next session.*

Do: If your next session will start on the next day, collect all materials. If your next session will continue on the same day, provide a 15 minute break before beginning the second session.

Session 2 (45 minutes)

1. Distribute the Materials (if necessary)

Do: Hand out the things students will need:

___ Student Directions Opinion Writing Task A

___ Grade 3 Student Guide to Opinion Writing (optional)

___ Standard English dictionaries (optional)

___ Blank scratch paper (lined or unlined)

___ Pencils

___ Highlighters, colored pencils or pens (optional)

2. Review the Directions

Say: *During the first session, you read two fables about a fox, took notes on these sources, and started planning and drafting an opinion essay. Now, you will have 45 minutes to review, revise, and edit your essay. You may reread the passages and use the notes you wrote on your scratch paper. You will write your essay using the word processor on the computer. You may use spell check and grammar check. However, you may* ***not*** *use any other programs on the computer, and you may* ***not*** *use the Internet.*

Let's review how your essay will be evaluated and then you can reread your essay and begin revising and editing. Find STEP 3 and read along as I tell you how your essay will be evaluated. It says: evaluated. It says:

Revise and edit your opinion.

The teachers evaluating your essay will be assigning levels for:

- *Statement of Purpose/Focus – how well you clearly state your opinions on the topic and maintain your focus*

- *<u>Organization</u> – how well your ideas logically flow from the introduction to conclusion using effective transitions and how well you stay on topic throughout the essay*
- *<u>Elaboration of Evidence</u> – how well you provide evidence from sources about your opinions and elaborate with specific information*
- *<u>Language and Vocabulary</u> – how well you effectively express ideas using precise language that is appropriate for your audience and purpose*
- *<u>Conventions</u> – how well you follow the rules of usage, punctuation, capitalization, and spelling*

Teachers reading your essay will evaluate only your final draft.

3. Reread, Revise, and Edit

Say: *Now, continue working on your essay. Manage your time carefully so that you can reread the essay you started during the last session, finish any drafting, and revise and edit for your final draft.*

Do: Write the ending time on the board to let students know when the second session will end.

Say: *I'll announce when you have 10 minutes left. You may continue writing your essay now.*

Do: Start timing now. Monitor the class to ensure students are working productively, not using any other programs on the computer, and not using the Internet.

If students finish early, encourage them to reread their work or silently read a book.

4. Announce 10 Minutes Remaining

Say: *You have 10 minutes left. Please work quickly to finish your final draft. Remember, teachers reading your essay will only evaluate the final draft.*

5. End Session 2

Say: *Please stop writing. Save your work on the computer. I will collect your pencils and scratch paper.*

Do: Collect student writing by asking students to print their essays, or email them to you, or drop them in your virtual inbox.

Student Directions
Grade 3 Opinion Writing Task B

YOUR ASSIGNMENT: You will read two fables about a fox. Take notes as you read. You will later write an opinion essay about the fox's actions.

STEP 1

Read the passages and take notes on these sources.

Read the following fables on the ways the fox tricked others. Take notes to use later while writing your essay. You may look back at the passages and your notes as often as you like.

- "The Fox and the Crow"
- "The Fox and the Goat"

As you read, decide whether or not the fox should have been rewarded for his behavior.

STEP 2

Plan and write your opinion.

Now, review your notes and sources, then plan and draft your essay on the following topic:

Should the fox have been rewarded for his behavior? Why or why not?

STEP 3

Revise and edit your opinion.

The teachers evaluating your essay will be assigning levels for:

- Statement of Purpose/Focus – how well you clearly state your opinions on the topic and maintain your focus
- Organization – how well your ideas logically flow from the introduction to conclusion using effective transitions and how well you stay on topic throughout the essay
- Elaboration of Evidence – how well you provide evidence from sources about your opinions and elaborate with specific information
- Language and Vocabulary – how well you effectively express ideas using precise language that is appropriate for your audience and purpose
- Conventions – how well you follow the rules of usage, punctuation, capitalization, and spelling

Teachers reading your essay will evaluate only your final draft.

GO ON

The Fox and the Crow

1 One bright morning, Fox was following his nose through the woods in search of a bite to eat. He saw Crow on the limb of a tree overhead. This was not the first crow Fox had ever seen. What caught his attention this time, was that the lucky crow held a bit of cheese in her beak.

2 "No need to search any farther," thought sly Fox. "Here is a small bite for my breakfast."

3 Up he trotted to the foot of the tree where the Crow was sitting. Looking up with a crafty eye, he cried, "Good morning, beautiful creature!"

4 Crow cocked her head cocked on one side and watched Fox with distrust. But she kept her beak tightly closed on the cheese and did not return his greeting.

5 "What a charming creature she is!" said Fox. "How her feathers shine! What a beautiful form and what glorious wings! Such a wonderful bird should have a very lovely voice. Everything else about her is so perfect. Could she sing just one song? I know I should call her Queen of Birds."

6 Listening to these kind words, Crow forgot all her distrust, and also her breakfast. She wanted very much to be called Queen of Birds.

7 So she opened her beak wide to sing her loudest caw, and down fell the cheese straight into the Fox's open mouth.

8 "Thank you," said Fox sweetly, as he walked off. "Though it is cracked, you have a voice sure enough. But where are your smarts?"

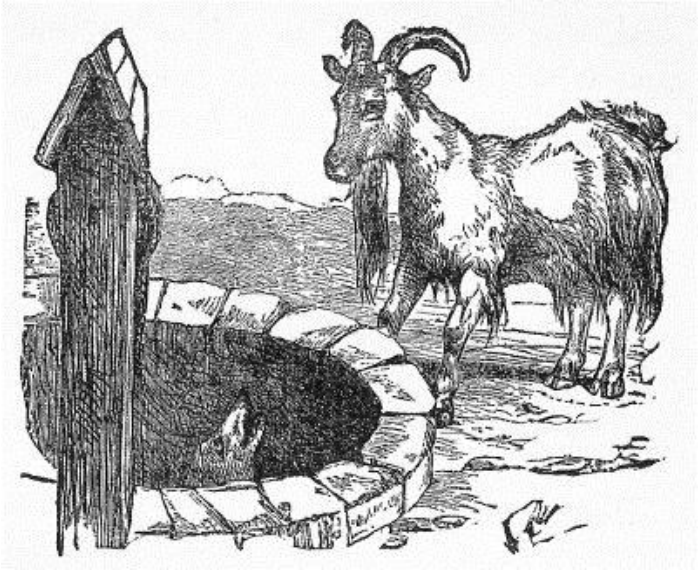
9 *Do not trust flatterers.*

flatterer: someone who praises another in order to get something from them

"The Fox and The Crow" adapted from work in the public domain. Illustration in the public domain.

GO ON

The Fox and the Goat



1 A Fox fell into a well. It was not very deep, but he found that he could not get out. After he had been in the well a long time, a thirsty goat came by. Goat thought the Fox had gone down to drink, and so he asked if the water was good.

2 "The finest in the whole country," said crafty Fox, "jump in and try it. There is more than enough for both of us."

3 Thirsty Goat immediately jumped in and began to drink. Just as quickly, Fox jumped on Goat's back and leaped out of the well.

4 Foolish Goat now saw what a **plight** he had gotten into. He begged Fox to help him out. But the Fox was already on his way to the woods.

plight: a very bad situation

5 "If you had been smart, old fellow," he said as he ran, "you would have been more cautious about finding a way to get out again before you jumped in."

6 *Look before you leap.*

"The Fox and The Goat" adapted from work in the public domain. Illustration in the public domain.

END

Directions for Administering the Grade 3 Opinion Writing Task B

Session 1 (45 minutes)

1. Distribute the Materials

Do: Hand out the materials students will need to complete the formative writing task:

___ Student Directions Opinion Writing Task B

___ Grade 3 Student Guide to Opinion Writing (optional)

___ Standard English dictionaries (optional)

___ Blank scratch paper (lined or unlined)

___ Pencils

___ Highlighters, colored pencils or pens (optional)

2. Read the Directions Aloud to the Students

Say: *Over two sessions, you will write an opinion essay about a fox's actions. During the first session, you will have 45 minutes to read the directions, read two fables about a fox, read how the teachers will evaluate your essay, and begin planning and drafting your essay. During the second 45 minute session, you will finish drafting your essay and then revise and edit your final draft.*

You have a pencil and blank paper to use for taking notes and planning your essay. You may write, highlight, and underline on the student directions and passages. You will write your essay using the word processor on the computer. You may use spell check and grammar check. However, you may ***not*** *use any other programs on the computer, and you may* ***not*** *use the Internet.*

Find the YOUR ASSIGNMENT section at the top of page 1 of the student directions. Read along while I read aloud. It says:

> *You will read two fables about a fox. Take notes as you read. You will later write an opinion essay about the fox's actions.*

Next, find STEP 1. It says:

> ***Read the passages and take notes on these sources.***
>
> *Read the following fables on the ways the fox tricked others. Take notes to use later while writing your essay. You may look back at the passages and your notes as often as you like.*
>
> - *"The Fox and the Crow"*
> - *"The Fox and the Goat"*
>
> *As you read, decide whether or not the fox should have been rewarded for his behavior.*

You will read this on your own; I will not read this to you.

Now, find STEP 2. It says:

Plan and write your opinion.

Now, review your notes and sources, then plan and draft your essay on the following topic:

Should the fox have been rewarded for his behavior? Why or why not?

3. Read the Evaluation Information

Say*:* *Find STEP 3 and read along as I tell you how your essay will be evaluated. It says:*

Revise and edit your opinion.

The teachers evaluating your essay will be assigning levels for:

- *Statement of Purpose/Focus – how well you clearly state your opinions on the topic and maintain your focus*
- *Organization – how well your ideas logically flow from the introduction to conclusion using effective transitions and how well you stay on topic throughout the essay*
- *Elaboration of Evidence – how well you provide evidence from sources about your opinions and elaborate with specific information*
- *Language and Vocabulary – how well you effectively express ideas using precise language that is appropriate for your audience and purpose*
- *Conventions – how well you follow the rules of usage, punctuation, capitalization, and spelling*

Teachers reading your essay will evaluate only your final draft.

4. Answer Any Questions

Say: *I can read the directions as often as needed, but I cannot translate, edit your work, explain, or give examples on what or how to write. Do you have any questions before we begin?*

Do: Answer questions by rereading the directions.

5. Begin Planning and Drafting

Say: *Now, go back to STEP 1 of the student directions sheet. You have 45 minutes to read these passages, take notes, and start planning and drafting your essay. You should think about the information you have read, which should help you write your essay.*

Do: Write the ending time on the board to let students know when the first session will end.

Say: *Now, read your assignment and begin your work. Manage your time carefully so that you have time to plan and draft your essay. I'll announce when you have 10 minutes left. You may begin.*

Do: Start timing now. Monitor the class to ensure students are working productively, not using any other programs on the computer, and not using the Internet.

If students finish early, encourage them to reread their work or silently read a book.

6. Announce 10 Minutes Remaining

Say: *You have 10 minutes left.*

7. End Session 1

Say: *Please stop writing. Save your work on the computer. Write your name on the top of your directions paper and the scratch paper. You will finish writing your essay during the next session.*

Do: If your next session will start on the next day, collect all materials. If your next session will continue on the same day, provide a 15 minute break before beginning the second session.

Session 2 (45 minutes)

1. Distribute the Materials (if necessary)

Do: Hand out the things students will need:

___ Student Directions Opinion Writing Task B

___ Grade 3 Student Guide to Opinion Writing (optional)

___ Standard English dictionaries (optional)

___ Blank scratch paper (lined or unlined)

___ Pencils

___ Highlighters, colored pencils or pens (optional)

2. Review the Directions

Say: *During the first session, you read two fables about a fox, took notes on these sources, and started planning and drafting an opinion essay. Now, you will have 45 minutes to review, revise, and edit your essay. You may reread the passages and use the notes you wrote on your scratch paper. You will write your essay using the word processor on the computer. You may use spell check and grammar check. However, you may **not** use any other programs on the computer, and you may **not** use the Internet.*

Let's review how your essay will be evaluated and then you can reread your essay and begin revising and editing. Find STEP 3 and read along as I tell you how your essay will be evaluated. It says: evaluated. It says:

Revise and edit your opinion.

The teachers evaluating your essay will be assigning levels for:

- *Statement of Purpose/Focus – how well you clearly state your opinions on the topic and maintain your focus*

- *<u>Organization</u> – how well your ideas logically flow from the introduction to conclusion using effective transitions and how well you stay on topic throughout the essay*
- *<u>Elaboration of Evidence</u> – how well you provide evidence from sources about your opinions and elaborate with specific information*
- *<u>Language and Vocabulary</u> – how well you effectively express ideas using precise language that is appropriate for your audience and purpose*
- *<u>Conventions</u> – how well you follow the rules of usage, punctuation, capitalization, and spelling*

Teachers reading your essay will evaluate only your final draft.

3. Reread, Revise, and Edit

Say: *Now, continue working on your essay. Manage your time carefully so that you can reread the essay you started during the last session, finish any drafting, and revise and edit for your final draft.*

Do: Write the ending time on the board to let students know when the second session will end.

Say: *I'll announce when you have 10 minutes left. You may continue writing your essay now.*

Do: Start timing now. Monitor the class to ensure students are working productively, not using any other programs on the computer, and not using the Internet.

If students finish early, encourage them to reread their work or silently read a book.

4. Announce 10 Minutes Remaining

Say: *You have 10 minutes left. Please work quickly to finish your final draft. Remember, teachers reading your essay will only evaluate the final draft.*

5. End Session 2

Say: *Please stop writing. Save your work on the computer. I will collect your pencils and scratch paper.*

Do: Collect student writing by asking students to print their essays, or email them to you, or drop them in your virtual inbox.

Student Directions
Grade 3 Opinion Writing Task C

YOUR ASSIGNMENT: You will read a fable about a king who can turn things into gold with his touch, called the Midas Touch. Take notes as you read. You will later write an opinion essay about the Midas Touch.

STEP 1

Read the passages and take notes on these sources.

Read the following fable. Take notes to use later while writing your essay. You may look back at the passages and your notes as often as you like.

- "King Midas and the Golden Touch"

As you read, decide whether or not a person with the Midas Touch can ever be happy and satisfied.

STEP 2

Plan and write your opinion.

Now, review your notes and sources, then plan and draft your essay on the following topic:

Can a person with the Midas Touch ever be happy and satisfied? Why or why not?

STEP 3

Revise and edit your opinion.

The teachers evaluating your essay will be assigning levels for:

- Statement of Purpose/Focus – how well you clearly state your opinions on the topic and maintain your focus
- Organization – how well your ideas logically flow from the introduction to conclusion using effective transitions and how well you stay on topic throughout the essay
- Elaboration of Evidence – how well you provide evidence from sources about your opinions and elaborate with specific information
- Language and Vocabulary – how well you effectively express ideas using precise language that is appropriate for your audience and purpose
- Conventions – how well you follow the rules of usage, punctuation, capitalization, and spelling

Teachers reading your essay will evaluate only your final draft.

GO ON

King Midas and the Golden Touch

Chapter 1

There once lived a king named Midas who loved gold. He loved how it sparkled in the sun. He loved to feel its weight in his hands. He had only one other love—his daughter, Marigold.

Marigold and her father often sat together in the rose garden. Marigold would wonder how the roses came to smell so wonderful. Midas would wonder how much the roses would be worth if they were made of gold.

Chapter 2

One day, King Midas was counting golden coins in his treasure room. Suddenly a shadow fell across the gold. Who could it be? Midas always locked himself inside his treasure room! Startled, Midas looked up. He saw before him a beautiful stranger.

The stranger said, “You have more gold than anyone in the world. Still, you are not satisfied.”

King Midas sighed. “I could never have too much gold. I wish all that I touched would turn to gold.”

The stranger asked, “Would this gift of the Golden Touch satisfy you?”

“Yes!” Midas said eagerly.

“At sunrise you will receive the Golden Touch,” said the stranger. The stranger bowed and disappeared.

Chapter 3

The king awoke feeling excited the next morning. He touched a curtain, but nothing happened.

Then, a ray of sunlight struck Midas. When he touched the swaying curtain again, it turned into solid gold and froze with a *clank*.

The king ran into the garden, laughing. Each rose he touched instantly turned into sparkling gold. Midas danced around the palace transforming everything he saw into gold. Finally, he went to have breakfast.

The king found Marigold at the table, crying.

“Marigold, what is wrong?” Midas asked.

Marigold held out a stiff, scentless golden rose. “All of the roses are spoiled,” she cried.

Upset, Midas grabbed some bread and quickly stuffed it into his mouth. But the Golden Touch was too fast for him. The bread turned to gold and crunched against his teeth. The king spat it out

GO ON

and yelled, “What is to become of me?”

Marigold rushed to her father and kissed him on the cheek. “What will I do?” he asked.

But there was only silence. Before Midas stood Marigold, the daughter he adored, now just a beautiful golden statue.

Chapter 4

“What have I done?” Midas cried.

“What could possibly be wrong, Midas?” The stranger had appeared.

“I am heartbroken,” the king said.

“Does the Golden Touch not make you happy?” the stranger asked.

“I can never again be happy,” Midas cried, pointing to his daughter.

The stranger said gently, “Go to the river. Take water from the river and pour it over anything you wish no longer to be gold.”

Chapter 5

The king grabbed a clay pitcher, which turned to gold. Midas dragged it to the river and jumped into the water. The pitcher changed back to clay. The king filled it with water and rushed back to the palace.

As the water washed over her, Marigold came back to life. She and the king laughed as they poured river water over the golden roses. As Midas hugged his daughter close, he knew that he held what he loved more than anything else in the world.

“King Midas and the Golden Touch” © WestEd.

END

Directions for Administering the Grade 3 Opinion Writing Task C

Session 1 (45 minutes)

1. Distribute the Materials

Do: Hand out the materials students will need to complete the formative writing task:

___ Student Directions Opinion Writing Task C

___ Grade 3 Student Guide to Opinion Writing (optional)

___ Standard English dictionaries (optional)

___ Blank scratch paper (lined or unlined)

___ Pencils

___ Highlighters, colored pencils or pens (optional)

2. Read the Directions Aloud to the Students

Say: *Over two sessions, you will write an opinion essay about whether or not a character can be happy and satisfied. During the first session, you will have 45 minutes to read the directions, read a fable about a king who can turn things into gold with his touch, read how the teachers will evaluate your essay, and begin planning and drafting your essay. During the second 45 minute session, you will finish drafting your essay and then revise and edit your final draft.*

*You have a pencil and blank paper to use for taking notes and planning your essay. You may write, highlight, and underline on the student directions and passage. You will write your essay using the word processor on the computer. You may use spell check and grammar check. However, you may **not** use any other programs on the computer, and you may **not** use the Internet.*

Find the YOUR ASSIGNMENT section at the top of page 1 of the student directions. Read along while I read aloud. It says:

> *You will read a fable about a king who can turn things into gold with his touch, called the Midas Touch. Take notes as you read. You will later write an opinion essay about the Midas Touch.*

Next, find STEP 1. It says:

> ***Read the passages and take notes on these sources.***
>
> *Read the following fable. Take notes to use later while writing your essay. You may look back at the passages and your notes as often as you like.*
>
> - *"King Midas and the Golden Touch"*
>
> *As you read, decide whether or not a person with the Midas Touch can ever be happy and satisfied.*

You will read this on your own; I will not read this to you.

Now, find STEP 2. It says:

Plan and write your opinion.

Now, review your notes and sources, then plan and draft your essay on the following topic:

Can a person with the Midas Touch ever be happy and satisfied? Why or why not?

3. Read the Evaluation Information

Say*:* *Find STEP 3 and read along as I tell you how your essay will be evaluated. It says:*

Revise and edit your opinion.

The teachers evaluating your essay will be assigning levels for:

- *Statement of Purpose/Focus – how well you clearly state your opinions on the topic and maintain your focus*
- *Organization – how well your ideas logically flow from the introduction to conclusion using effective transitions and how well you stay on topic throughout the essay*
- *Elaboration of Evidence – how well you provide evidence from sources about your opinions and elaborate with specific information*
- *Language and Vocabulary – how well you effectively express ideas using precise language that is appropriate for your audience and purpose*
- *Conventions – how well you follow the rules of usage, punctuation, capitalization, and spelling*

Teachers reading your essay will evaluate only your final draft.

4. Answer Any Questions

Say: *I can read the directions as often as needed, but I cannot translate, edit your work, explain, or give examples on what or how to write. Do you have any questions before we begin?*

Do: Answer questions by rereading the directions.

5. Begin Planning and Drafting

Say: *Now, go back to STEP 1 of the student directions sheet. You have 45 minutes to read this passage, take notes, and start planning and drafting your essay. You should think about the information you have read, which should help you write your essay.*

Do: Write the ending time on the board to let students know when the first session will end.

Say: *Now, read your assignment and begin your work. Manage your time carefully so that you have time to plan and draft your essay. I'll announce when you have 10 minutes left. You may begin.*

Do: Start timing now. Monitor the class to ensure students are working productively, not using any other programs on the computer, and not using the Internet.

If students finish early, encourage them to reread their work or silently read a book.

6. Announce 10 Minutes Remaining

Say: *You have 10 minutes left.*

7. End Session 1

Say: *Please stop writing. Save your work on the computer. Write your name on the top of your directions paper and the scratch paper. You will finish writing your essay during the next session.*

Do: If your next session will start on the next day, collect all materials. If your next session will continue on the same day, provide a 15 minute break before beginning the second session.

Session 2 (45 minutes)

1. Distribute the Materials (if necessary)

Do: Hand out the things students will need:

___ Student Directions Opinion Writing Task C

___ Grade 3 Student Guide to Opinion Writing (optional)

___ Standard English dictionaries (optional)

___ Blank scratch paper (lined or unlined)

___ Pencils

___ Highlighters, colored pencils or pens (optional)

2. Review the Directions

Say: *During the first session, you read a fable about King Midas, took notes on this source, and started planning and drafting an opinion essay. Now, you will have 45 minutes to review, revise, and edit your essay. You may reread the passage and use the notes you wrote on your scratch paper. You will write your essay using the word processor on the computer. You may use spell check and grammar check. However, you may **not** use any other programs on the computer, and you may **not** use the Internet.*

Let's review how your essay will be evaluated and then you can reread your essay and begin revising and editing. Find STEP 3 and read along as I tell you how your essay will be evaluated. It says: evaluated. It says:

Revise and edit your opinion.

The teachers evaluating your essay will be assigning levels for:

- *Statement of Purpose/Focus – how well you clearly state your opinions on the topic and maintain your focus*

- *<u>Organization</u> – how well your ideas logically flow from the introduction to conclusion using effective transitions and how well you stay on topic throughout the essay*
- *<u>Elaboration of Evidence</u> – how well you provide evidence from sources about your opinions and elaborate with specific information*
- *<u>Language and Vocabulary</u> – how well you effectively express ideas using precise language that is appropriate for your audience and purpose*
- *<u>Conventions</u> – how well you follow the rules of usage, punctuation, capitalization, and spelling*

Teachers reading your essay will evaluate only your final draft.

3. Reread, Revise, and Edit

Say: *Now, continue working on your essay. Manage your time carefully so that you can reread the essay you started during the last session, finish any drafting, and revise and edit for your final draft.*

Do: Write the ending time on the board to let students know when the second session will end.

Say: *I'll announce when you have 10 minutes left. You may continue writing your essay now.*

Do: Start timing now. Monitor the class to ensure students are working productively, not using any other programs on the computer, and not using the Internet.

If students finish early, encourage them to reread their work or silently read a book.

4. Announce 10 Minutes Remaining

Say: *You have 10 minutes left. Please work quickly to finish your final draft. Remember, teachers reading your essay will only evaluate the final draft.*

5. End Session 2

Say: *Please stop writing. Save your work on the computer. I will collect your pencils and scratch paper.*

Do: Collect student writing by asking students to print their essays, or email them to you, or drop them in your virtual inbox.

Student Directions
Grade 3 Informative/Explanatory Writing Task A

YOUR ASSIGNMENT: You will read two passages about how butterflies and people see. Take notes as you read. You will later write an explanatory essay comparing the two.

STEP 1

Read the passages and take notes on these sources.

Read the following passages on how butterflies and people see. Take notes to use later while writing your essay. You may look back at the passages and your notes as often as you like.

- "Through the Eyes of a Butterfly"
- "How People See"

As you read, take notes on how both butterflies and people see.

STEP 2

Plan and write your essay.

Now, review your notes and sources, then plan and draft your essay on the following topic:

Compare how butterflies see to how people see.

STEP 3

Revise and edit your essay.

The teachers evaluating your essay will be assigning levels for:

- Statement of Purpose/Focus – how well you clearly state and maintain your controlling idea or main idea
- Organization – how well the ideas progress from the introduction to the conclusion using effective transitions and how well you stay on topic throughout the essay
- Elaboration of Evidence – how well you provide evidence from sources about your topic and elaborate with specific information
- Language and Vocabulary – how well you effectively express ideas using precise language that is appropriate for your audience and purpose
- Conventions – how well you follow the rules of usage, punctuation, capitalization, and spelling

Teachers reading your essay will evaluate only your final draft.

GO ON

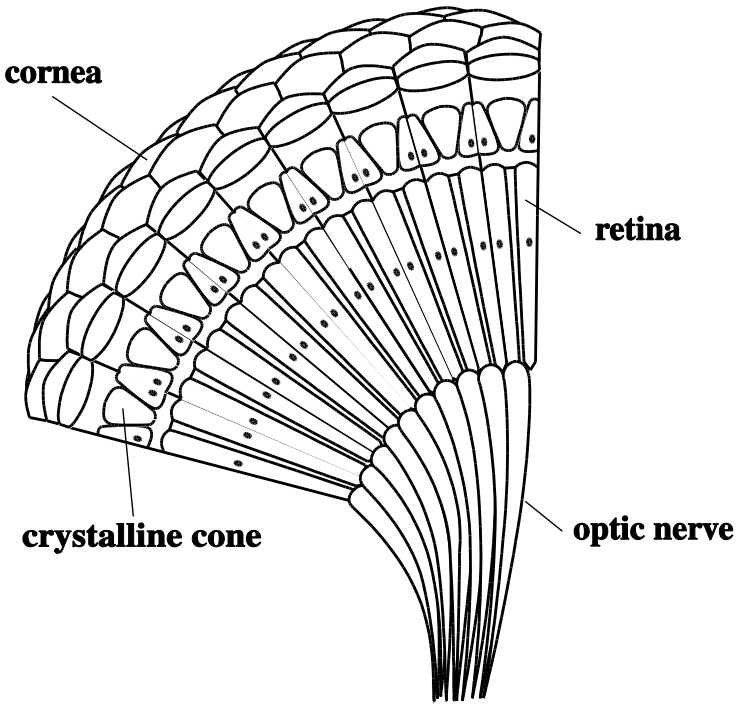
Through the Eyes of a Butterfly

1 Almost every animal on the planet has eyes. Some animals have two eyes. Others have many. Scorpions, for example, can have up to 12. Some animals have eyes in their heads. Others have eyes in strange places. Some starfish, for example, have eyes on the tips of their arms. Some animals can see many colors. Others can see only one. Octopi, for example, can see only blue. But butterflies can see even more colors than we humans can.

Why can butterflies see extra colors?

2 Like us, butterflies have two eyes in their heads. But unlike us, butterflies have *compound eyes*. A compound eye is made up of small parts, or *units*, that are exactly the same. Each unit works like a separate eye. When light bounces off of a flower, for instance, it enters each unit through the *cornea*. Then it travels through the *crystalline cone*, which is clear, like a crystal. This cone directs the light into the *retina*.

Compound Eye



3 The parts of the compound eye that can see color are located in the retina. In the human eye, these parts are called *cones*. We humans have three types of cones. They allow us to see millions of colors. Some butterflies have five types of cones. Butterflies can see all the colors we can. Plus, they can see others that we cannot see. Imagine how colorful the world is through their eyes!

4 A butterfly's world is more colorful than ours, but it is not very clear. A butterfly can see things that are close, but it cannot see things that are far away. However, the butterfly's compound eyes are excellent at sensing motion. They can see above, below, on both sides, and in front—all at once.

Why is seeing color helpful?

5 Color helps butterflies find food. Have you ever seen a black-eyed Susan? It is a flower that looks to us humans like a bright yellow daisy with a brown or black center. To a butterfly, however, that dark center is surrounded by a large, dark circle, like a target. Scientists think this design leads the butterflies to their food, which is in the center of the flower. With this design, everybody wins; the butterfly gets a meal and the flower gets pollinated.

GO ON

6 Not all types of butterflies see the same colors. One kind of butterfly may be able to see its favorite meal, a bright red flower. Another kind of butterfly may not be able to see the red flower, but it can see its favorite meal, a white flower, just fine.

7 Color also helps butterflies find mates. To us, for example, male and female Little Sulphur butterflies look a lot alike. But a butterfly can see that the male and the female have very different markings. These markings let the butterflies tell the males and the females apart.

8 Clearly, color is important to butterflies. Compound eyes with color sensors let them see many colors. Butterflies use color to find food, find mates, and flutter safely through the world. Next time you see a butterfly flutter by, imagine what the world looks like through the butterfly's eyes.

"Through the Eyes of a Butterfly" © WestEd. Illustration © WestEd.

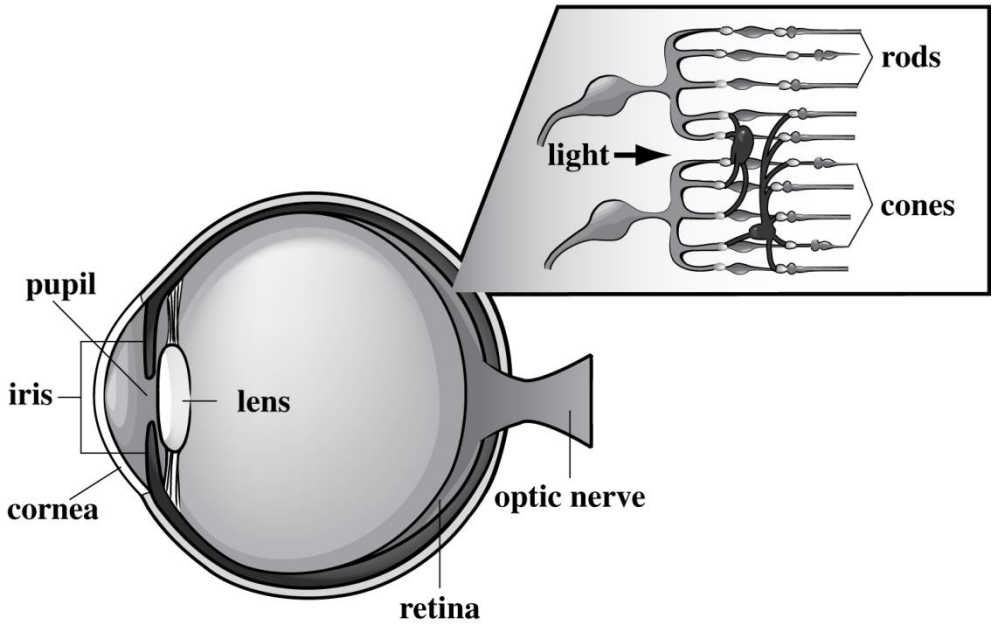
How People See

1 We humans see things in a way that no other animal does. Why? Because *vision*, or the power to see, depends on three things. Vision depends on light, our eyes, and our brain. Light comes from the sun. We all live under the same sun. But our eyes and our brains are different. And they let us see the world in a special way.

2 Here is how it works: Imagine looking at a sagebrush bush under the bright desert sun. You see the pale yellow flowers and gray-green leaves. They are easy to see against the beige desert sand. You can see them because light from the sun bounces off of the plant and into your eye. That light forms a picture on the back of your eyeball. Then your brain makes sense of that picture. That's why you can see a bush and say, "Hey, that's sagebrush. It's the Nevada state flower!" A desert tortoise can't do that.

3 Let's take a closer look at how people see.

Human Eye



Light

4 What color is sunlight? Yellow? White? No color at all? In fact, sunlight is made up of a whole range of colors. Different kinds of animals see different parts of this range. Seeing color helps us stay safe. It helps us notice things and figure out what they are. Without color, everything would be gray. Without color, it would be harder to see a bear in a creek bed.

5 Animals that hunt at night, like owls, have eyes that see well in low light. Animals that are awake in the day, like pigeons, have eyes that see well in bright light. The extra light during the daytime lets them see color. Animals can also see movement. This allows them to quickly judge

where something is. And it lets them see very clearly. We humans have eyes that can see well in both night and day.

Your Eyes

6 Your eyeball is round, like a golf ball. Light enters through the front. In the back there is a nerve that leads to the brain. Light goes in through the *cornea*, the clear covering. It passes through the *pupil*. The pupil is the dark opening in the middle of the colored *iris* area. The iris controls the amount of light that enters the eye. It does so by making the pupil bigger or smaller. The bigger the pupil is, the more light gets in.

7 The light then enters the *lens*. The lens directs the light onto the back of the eye. At the back of the eye, the light lands on the *retina*. The retina is made up of cells. The cells contain tiny things called *rods* and *cones*. Rods see black, white, and gray. Cones see colors.

8 The number of colors that an animal can see depends on the types of cones it has. Humans have three types of cones. One type sees blues, another type sees greens, and another type sees reds. The cones work together to allow us to see millions of colors. Many birds and fish have a fourth cone. The fourth cone allows them to see even more colors. They can see ultraviolet light, which we cannot see.

Your Brain

9 When the light hits a rod or cone in your eye, the rod or cone sends a message that travels through the *optic nerve* to your brain. Your brain puts that message together with millions of other messages. Then it can figure out what you are looking at. This is an important task, and it takes up a lot of space. Half of your brain is involved in helping you to see!

10 The steps are much the same in people and puppies, apes and aardvarks. But our eyes and brains are different. So we humans see the world in a way that no other creature can.

"How People See" © WestEd. Illustration © WestEd.

END

Directions for Administering the
Grade 3 Informative/Explanatory Writing Task A

Session 1 (45 minutes)

1. Distribute the Materials

Do: Hand out the materials students will need to complete the formative writing task:

___ Student Directions Informative/Explanatory Writing Task A

___ Grade 3 Student Guide to Informative/Explanatory Writing (optional)

___ Standard English dictionaries (optional)

___ Blank scratch paper (lined or unlined)

___ Pencils

___ Highlighters, colored pencils or pens (optional)

2. Read the Directions Aloud to the Students

Say: *Over two sessions, you will write an informative/explanatory essay about how butterflies and see. During the first session, you will have 45 minutes to read the directions, read some information about the eyes of humans and butterflies, read how the teachers will evaluate your essay, and begin planning and drafting your essay. During the second 45 minute session, you will finish drafting your essay and then revise and edit your final draft.*

You have a pencil and blank paper to use for taking notes and planning your essay. You may write, highlight, and underline on the student directions and passages. You will write your essay using the word processor on the computer. You may use spell check and grammar check. However, you may ***not*** *use any other programs on the computer, and you may* ***not*** *use the Internet.*

Find the YOUR ASSIGNMENT section at the top of page 1 of the student directions. Read along while I read aloud. It says:

> *You will read two passages about how butterflies and people see. Take notes as you read. You will later write an explanatory essay comparing the two.*

Next, find STEP 1. It says:

> ***Read the passages and take notes on these sources.***
>
> *Read the following passages on how butterflies and people see. Take notes to use later while writing your essay. You may look back at the passages and your notes as often as you like.*
>
> - *"Through the Eyes of a Butterfly"*
> - *"How People See"*
>
> *As you read, take notes on how both butterflies and people see.*

You will read this on your own; I will not read this to you.

Now, find STEP 2. It says:

Plan and write your essay.

Now, review your notes and sources, then plan and draft your essay on the following topic:

Compare how butterflies see to how people see.

3. Read the Evaluation Information

Say*:* *Find STEP 3 and read along as I tell you how your essay will be evaluated. It says:*

Revise and edit your essay.

The teachers evaluating your essay will be assigning levels for:

- *Statement of Purpose/Focus – how well you clearly state and maintain your controlling idea or main idea*
- *Organization – how well the ideas progress from the introduction to the conclusion using effective transitions and how well you stay on topic throughout the essay*
- *Elaboration of Evidence – how well you provide evidence from sources about your topic and elaborate with specific information*
- *Language and Vocabulary – how well you effectively express ideas using precise language that is appropriate for your audience and purpose*
- *Conventions – how well you follow the rules of usage, punctuation, capitalization, and spelling*

Teachers reading your essay will evaluate only your final draft.

4. Answer Any Questions

Say: *I can read the directions as often as needed, but I cannot translate, edit your work, explain, or give examples on what or how to write. Do you have any questions before we begin?*

Do: Answer questions by rereading the directions.

5. Begin Planning and Drafting

Say: *Now, go back to STEP 1 of the student directions sheet. You have 45 minutes to read these passages, take notes, and start planning and drafting your essay. You should think about the information you have read, which should help you write your essay.*

Do: Write the ending time on the board to let students know when the first session will end.

Say: *Now, read your assignment and begin your work. Manage your time carefully so that you have time to plan and draft your essay. I'll announce when you have 10 minutes left. You may begin.*

Do: Start timing now. Monitor the class to ensure students are working productively, not using any other programs on the computer, and not using the Internet.

If students finish early, encourage them to reread their work or silently read a book.

6. Announce 10 Minutes Remaining

Say: *You have 10 minutes left.*

7. End Session 1

Say: *Please stop writing. Save your work on the computer. Write your name on the top of your directions paper and the scratch paper. You will finish writing your essay during the next session.*

Do: If your next session will start on the next day, collect all materials. If your next session will continue on the same day, provide a 15 minute break before beginning the second session.

Session 2 (45 minutes)

1. Distribute the Materials (if necessary)

Do: Hand out the things students will need:

___ Student Directions Informative/Explanatory Writing Task A

___ Grade 3 Student Guide to Informative/Explanatory Writing (optional)

___ Standard English dictionaries (optional)

___ Blank scratch paper (lined or unlined)

___ Pencils

___ Highlighters, colored pencils or pens (optional)

2. Review the Directions

Say: *During the first session, you read some information about how butterflies and people see, took notes on these sources, and started planning and drafting an informative/explanatory essay. Now, you will have 45 minutes to review, revise, and edit your essay. You may reread the passages and use the notes you wrote on your scratch paper. You will write your essay using the word processor on the computer. You may use spell check and grammar check. However, you may **not** use any other programs on the computer, and you may **not** use the Internet.*

Let's review how your essay will be evaluated and then you can reread your essay and begin revising and editing. Find STEP 3 and read along as I tell you how your essay will be evaluated. It says: evaluated. It says:

Revise and edit your essay.

The teachers evaluating your essay will be assigning levels for:

- *Statement of Purpose/Focus – how well you clearly state and maintain your controlling idea or main idea*

- *Organization – how well the ideas progress from the introduction to the conclusion using effective transitions and how well you stay on topic throughout the essay*
- *Elaboration of Evidence – how well you provide evidence from sources about your topic and elaborate with specific information*
- *Language and Vocabulary – how well you effectively express ideas using precise language that is appropriate for your audience and purpose*
- *Conventions – how well you follow the rules of usage, punctuation, capitalization, and spelling*

Teachers reading your essay will evaluate only your final draft.

3. Reread, Revise, and Edit

Say: *Now, continue working on your essay. Manage your time carefully so that you can reread the essay you started during the last session, finish any drafting, and revise and edit for your final draft.*

Do: Write the ending time on the board to let students know when the second session will end.

Say: *I'll announce when you have 10 minutes left. You may continue writing your essay now.*

Do: Start timing now. Monitor the class to ensure students are working productively, not using any other programs on the computer, and not using the Internet.

If students finish early, encourage them to reread their work or silently read a book.

4. Announce 10 Minutes Remaining

Say: *You have 10 minutes left. Please work quickly to finish your final draft. Remember, teachers reading your essay will only evaluate the final draft.*

5. End Session 2

Say: *Please stop writing. Save your work on the computer. I will collect your pencils and scratch paper.*

Do: Collect student writing by asking students to print their essays, or email them to you, or drop them in your virtual inbox.

Student Directions
Grade 3 Informative/Explanatory Writing Task B

YOUR ASSIGNMENT: You will read two passages about how butterflies and people see. Take notes as you read. You will later write an explanatory essay about how the authors make the information easier to understand.

STEP 1

Read the passages and take notes on these sources.

Read the following passages on how butterflies and people see. Take notes to use later while writing your essay. You may look back at the passages and your notes as often as you like.

- "Through the Eyes of a Butterfly"
- "How People See"

As you read, take notes on how the authors make the information easier to understand.

STEP 2

Plan and write your essay.

Now, review your notes and sources, then plan and draft your essay on the following topic:

What does each author include to make the information easier to understand? Why are these things helpful?

STEP 3

Revise and edit your essay.

The teachers evaluating your essay will be assigning levels for:

- Statement of Purpose/Focus – how well you clearly state and maintain your controlling idea or main idea
- Organization – how well the ideas progress from the introduction to the conclusion using effective transitions and how well you stay on topic throughout the essay
- Elaboration of Evidence – how well you provide evidence from sources about your topic and elaborate with specific information
- Language and Vocabulary – how well you effectively express ideas using precise language that is appropriate for your audience and purpose
- Conventions – how well you follow the rules of usage, punctuation, capitalization, and spelling

Teachers reading your essay will evaluate only your final draft.

GO ON

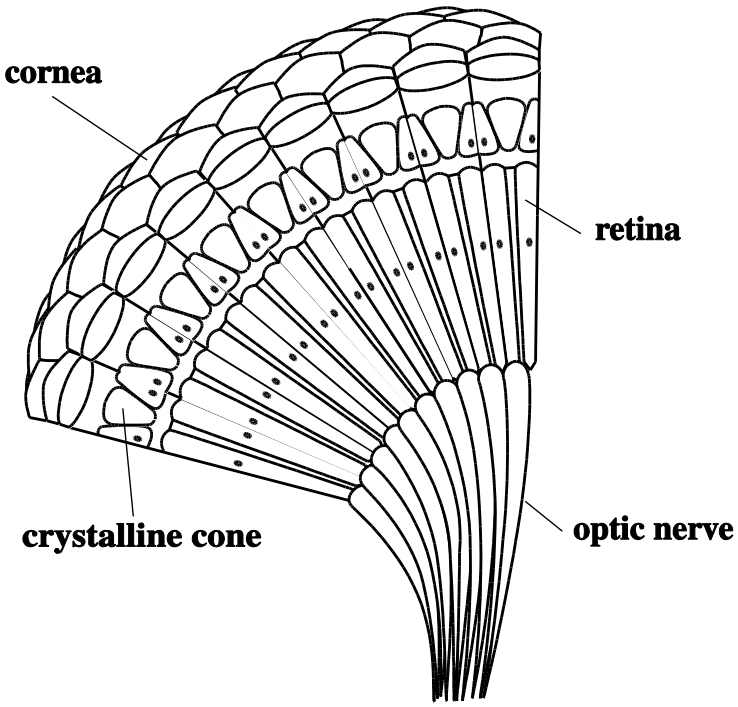
Through the Eyes of a Butterfly

1 Almost every animal on the planet has eyes. Some animals have two eyes. Others have many. Scorpions, for example, can have up to 12. Some animals have eyes in their heads. Others have eyes in strange places. Some starfish, for example, have eyes on the tips of their arms. Some animals can see many colors. Others can see only one. Octopi, for example, can see only blue. But butterflies can see even more colors than we humans can.

Why can butterflies see extra colors?

2 Like us, butterflies have two eyes in their heads. But unlike us, butterflies have *compound eyes*. A compound eye is made up of small parts, or *units*, that are exactly the same. Each unit works like a separate eye. When light bounces off of a flower, for instance, it enters each unit through the *cornea*. Then it travels through the *crystalline cone*, which is clear, like a crystal. This cone directs the light into the *retina*.

Compound Eye



3 The parts of the compound eye that can see color are located in the retina. In the human eye, these parts are called *cones*. We humans have three types of cones. They allow us to see millions of colors. Some butterflies have five types of cones. Butterflies can see all the colors we can. Plus, they can see others that we cannot see. Imagine how colorful the world is through their eyes!

4 A butterfly's world is more colorful than ours, but it is not very clear. A butterfly can see things that are close, but it cannot see things that are far away. However, the butterfly's compound eyes are excellent at sensing motion. They can see above, below, on both sides, and in front—all at once.

Why is seeing color helpful?

5 Color helps butterflies find food. Have you ever seen a black-eyed Susan? It is a flower that looks to us humans like a bright yellow daisy with a brown or black center. To a butterfly, however, that dark center is surrounded by a large, dark circle, like a target. Scientists think this design leads the butterflies to their food, which is in the center of the flower. With this design, everybody wins; the butterfly gets a meal and the flower gets pollinated.

GO ON

6 Not all types of butterflies see the same colors. One kind of butterfly may be able to see its favorite meal, a bright red flower. Another kind of butterfly may not be able to see the red flower, but it can see its favorite meal, a white flower, just fine.

7 Color also helps butterflies find mates. To us, for example, male and female Little Sulphur butterflies look a lot alike. But a butterfly can see that the male and the female have very different markings. These markings let the butterflies tell the males and the females apart.

8 Clearly, color is important to butterflies. Compound eyes with color sensors let them see many colors. Butterflies use color to find food, find mates, and flutter safely through the world. Next time you see a butterfly flutter by, imagine what the world looks like through the butterfly's eyes.

"Through the Eyes of a Butterfly" © WestEd. Illustration © WestEd.

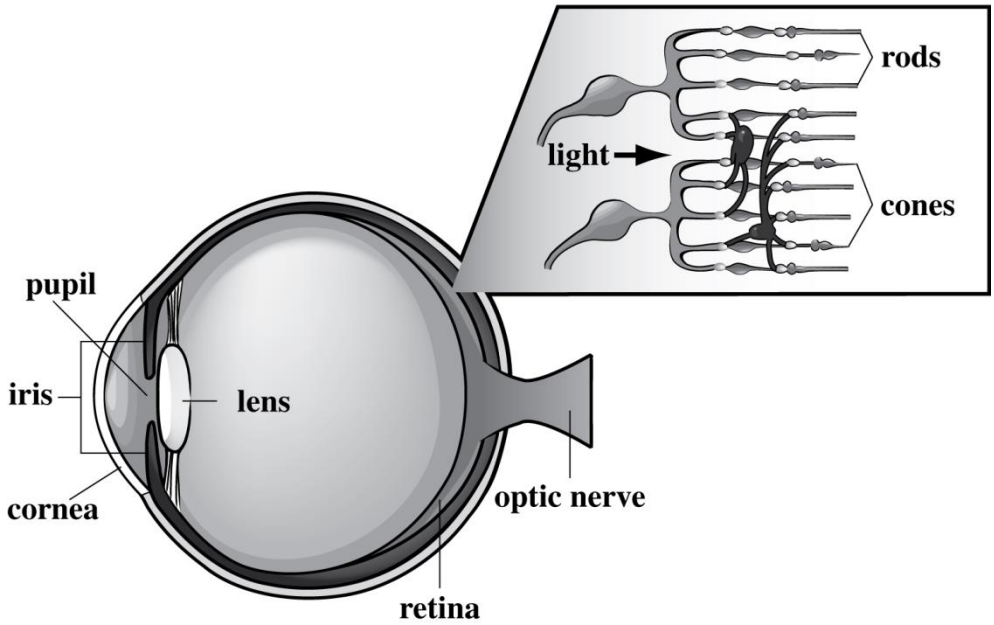
How People See

1 We humans see things in a way that no other animal does. Why? Because *vision*, or the power to see, depends on three things. Vision depends on light, our eyes, and our brain. Light comes from the sun. We all live under the same sun. But our eyes and our brains are different. And they let us see the world in a special way.

2 Here is how it works: Imagine looking at a sagebrush bush under the bright desert sun. You see the pale yellow flowers and gray-green leaves. They are easy to see against the beige desert sand. You can see them because light from the sun bounces off of the plant and into your eye. That light forms a picture on the back of your eyeball. Then your brain makes sense of that picture. That's why you can see a bush and say, "Hey, that's sagebrush. It's the Nevada state flower!" A desert tortoise can't do that.

3 Let's take a closer look at how people see.

Human Eye



Light

4 What color is sunlight? Yellow? White? No color at all? In fact, sunlight is made up of a whole range of colors. Different kinds of animals see different parts of this range. Seeing color helps us stay safe. It helps us notice things and figure out what they are. Without color, everything would be gray. Without color, it would be harder to see a bear in a creek bed.

5 Animals that hunt at night, like owls, have eyes that see well in low light. Animals that are awake in the day, like pigeons, have eyes that see well in bright light. The extra light during the daytime lets them see color. Animals can also see movement. This allows them to quickly judge

GO ON

where something is. And it lets them see very clearly. We humans have eyes that can see well in both night and day.

Your Eyes

6 Your eyeball is round, like a golf ball. Light enters through the front. In the back there is a nerve that leads to the brain. Light goes in through the *cornea*, the clear covering. It passes through the *pupil*. The pupil is the dark opening in the middle of the colored *iris* area. The iris controls the amount of light that enters the eye. It does so by making the pupil bigger or smaller. The bigger the pupil is, the more light gets in.

7 The light then enters the *lens*. The lens directs the light onto the back of the eye. At the back of the eye, the light lands on the *retina*. The retina is made up of cells. The cells contain tiny things called *rods* and *cones*. Rods see black, white, and gray. Cones see colors.

8 The number of colors that an animal can see depends on the types of cones it has. Humans have three types of cones. One type sees blues, another type sees greens, and another type sees reds. The cones work together to allow us to see millions of colors. Many birds and fish have a fourth cone. The fourth cone allows them to see even more colors. They can see ultraviolet light, which we cannot see.

Your Brain

9 When the light hits a rod or cone in your eye, the rod or cone sends a message that travels through the *optic nerve* to your brain. Your brain puts that message together with millions of other messages. Then it can figure out what you are looking at. This is an important task, and it takes up a lot of space. Half of your brain is involved in helping you to see!

10 The steps are much the same in people and puppies, apes and aardvarks. But our eyes and brains are different. So we humans see the world in a way that no other creature can.

"How People See" © WestEd. Illustration © WestEd.

END

Directions for Administering the
Grade 3 Informative/Explanatory Writing Task B

Session 1 (45 minutes)

1. Distribute the Materials

Do: Hand out the materials students will need to complete the formative writing task:

___ Student Directions Informative/Explanatory Writing Task B

___ Grade 3 Student Guide to Informative/Explanatory Writing (optional)

___ Standard English dictionaries (optional)

___ Blank scratch paper (lined or unlined)

___ Pencils

___ Highlighters, colored pencils or pens (optional)

2. Read the Directions Aloud to the Students

Say: *Over two sessions, you will write an informative/explanatory essay about how two authors make things easier to understand. During the first session, you will have 45 minutes to read the directions, read some information about how butterflies and people see, read how the teachers will evaluate your essay, and begin planning and drafting your essay. During the second 45 minute session, you will finish drafting your essay and then revise and edit your final draft.*

You have a pencil and blank paper to use for taking notes and planning your essay. You may write, highlight, and underline on the student directions and passages. You will write your essay using the word processor on the computer. You may use spell check and grammar check. However, you may ***not*** *use any other programs on the computer, and you may* ***not*** *use the Internet.*

Find the YOUR ASSIGNMENT section at the top of page 1 of the student directions. Read along while I read aloud. It says:

> *You will read two passages about how butterflies and people see. Take notes as you read. You will later write an explanatory essay about how the authors make the information easier to understand.*

Next, find STEP 1. It says:

> ***Read the passages and take notes on these sources.***
>
> *Read the following passages on how butterflies and people see. Take notes to use later while writing your essay. You may look back at the passages and your notes as often as you like.*
>
> - *"Through the Eyes of a Butterfly"*
> - *"How People See"*
>
> *As you read, take notes on how the authors make the information easier to understand.*

You will read this on your own; I will not read this to you.

Now, find STEP 2. It says:

Plan and write your essay.

Now, review your notes and sources, then plan and draft your essay on the following topic:

What does each author include to make the information easier to understand? Why are these things helpful?

3. Read the Evaluation Information

Say*:* *Find STEP 3 and read along as I tell you how your essay will be evaluated. It says:*

Revise and edit your essay.

The teachers evaluating your essay will be assigning levels for:

- *Statement of Purpose/Focus – how well you clearly state and maintain your controlling idea or main idea*
- *Organization – how well the ideas progress from the introduction to the conclusion using effective transitions and how well you stay on topic throughout the essay*
- *Elaboration of Evidence – how well you provide evidence from sources about your topic and elaborate with specific information*
- *Language and Vocabulary – how well you effectively express ideas using precise language that is appropriate for your audience and purpose*
- *Conventions – how well you follow the rules of usage, punctuation, capitalization, and spelling*

Teachers reading your essay will evaluate only your final draft.

4. Answer Any Questions

Say: *I can read the directions as often as needed, but I cannot translate, edit your work, explain, or give examples on what or how to write. Do you have any questions before we begin?*

Do: Answer questions by rereading the directions.

5. Begin Planning and Drafting

Say: *Now, go back to STEP 1 of the student directions sheet. You have 45 minutes to read these passages, take notes, and start planning and drafting your essay. You should think about the information you have read, which should help you write your essay.*

Do: Write the ending time on the board to let students know when the first session will end.

Say: *Now, read your assignment and begin your work. Manage your time carefully so that you have time to plan and draft your essay. I'll announce when you have 10 minutes left. You may begin.*

Do: Start timing now. Monitor the class to ensure students are working productively, not using any other programs on the computer, and not using the Internet.

If students finish early, encourage them to reread their work or silently read a book.

6. Announce 10 Minutes Remaining

Say: *You have 10 minutes left.*

7. End Session 1

Say: *Please stop writing. Save your work on the computer. Write your name on the top of your directions paper and the scratch paper. You will finish writing your essay during the next session.*

Do: If your next session will start on the next day, collect all materials. If your next session will continue on the same day, provide a 15 minute break before beginning the second session.

Session 2 (45 minutes)

1. Distribute the Materials (if necessary)

Do: Hand out the things students will need:

___ Student Directions Informative/Explanatory Writing Task B

___ Grade 3 Student Guide to Informative/Explanatory Writing (optional)

___ Standard English dictionaries (optional)

___ Blank scratch paper (lined or unlined)

___ Pencils

___ Highlighters, colored pencils or pens (optional)

2. Review the Directions

Say: *During the first session, you read some information about how butterflies and people see, took notes on these sources, and started planning and drafting an informative/explanatory essay. Now, you will have 45 minutes to review, revise, and edit your essay. You may reread the passages and use the notes you wrote on your scratch paper. You will write your essay using the word processor on the computer. You may use spell check and grammar check. However, you may **not** use any other programs on the computer, and you may **not** use the Internet.*

Let's review how your essay will be evaluated and then you can reread your essay and begin revising and editing. Find STEP 3 and read along as I tell you how your essay will be evaluated. It says: evaluated. It says:

Revise and edit your essay.

The teachers evaluating your essay will be assigning levels for:

- *<u>Statement of Purpose/Focus</u> – how well you clearly state and maintain your controlling idea or main idea*
- *<u>Organization</u> – how well the ideas progress from the introduction to the conclusion using effective transitions and how well you stay on topic throughout the essay*
- *<u>Elaboration of Evidence</u> – how well you provide evidence from sources about your topic and elaborate with specific information*
- *<u>Language and Vocabulary</u> – how well you effectively express ideas using precise language that is appropriate for your audience and purpose*
- *<u>Conventions</u> – how well you follow the rules of usage, punctuation, capitalization, and spelling*

Teachers reading your essay will evaluate only your final draft.

3. Reread, Revise, and Edit

Say: *Now, continue working on your essay. Manage your time carefully so that you can reread the essay you started during the last session, finish any drafting, and revise and edit for your final draft.*

Do: Write the ending time on the board to let students know when the second session will end.

Say: *I'll announce when you have 10 minutes left. You may continue writing your essay now.*

Do: Start timing now. Monitor the class to ensure students are working productively, not using any other programs on the computer, and not using the Internet.

If students finish early, encourage them to reread their work or silently read a book.

4. Announce 10 Minutes Remaining

Say: *You have 10 minutes left. Please work quickly to finish your final draft. Remember, teachers reading your essay will only evaluate the final draft.*

5. End Session 2

Say: *Please stop writing. Save your work on the computer. I will collect your pencils and scratch paper.*

Do: Collect student writing by asking students to print their essays, or email them to you, or drop them in your virtual inbox.

Student Directions
Grade 3 Informative/Explanatory Writing Task C

YOUR ASSIGNMENT: You will read two passages about the history of flight. Take notes as you read. You will later write an informative essay describing the problems the Wright brothers and Louis Blériot faced in order to fly.

STEP 1

Read the passages and take notes on these sources.

Read the following passages on the history of flight. Take notes to use later while writing your essay. You may look back at the passages and your notes as often as you like.

- "The Wright Brothers"
- "Taking to the Sky"

As you read, identify the problems the Wright brothers and Louis Blériot faced in order to fly.

STEP 2

Plan and write your essay.

Now, review your notes and sources, then plan and draft your essay on the following topic:

Describe the problems the Wright brothers and Louis Blériot faced in order to fly.

STEP 3

Revise and edit your essay.

The teachers evaluating your essay will be assigning levels for:

- Statement of Purpose/Focus – how well you clearly state and maintain your controlling idea or main idea
- Organization – how well the ideas progress from the introduction to the conclusion using effective transitions and how well you stay on topic throughout the essay
- Elaboration of Evidence – how well you provide evidence from sources about your topic and elaborate with specific information
- Language and Vocabulary – how well you effectively express ideas using precise language that is appropriate for your audience and purpose
- Conventions – how well you follow the rules of usage, punctuation, capitalization, and spelling

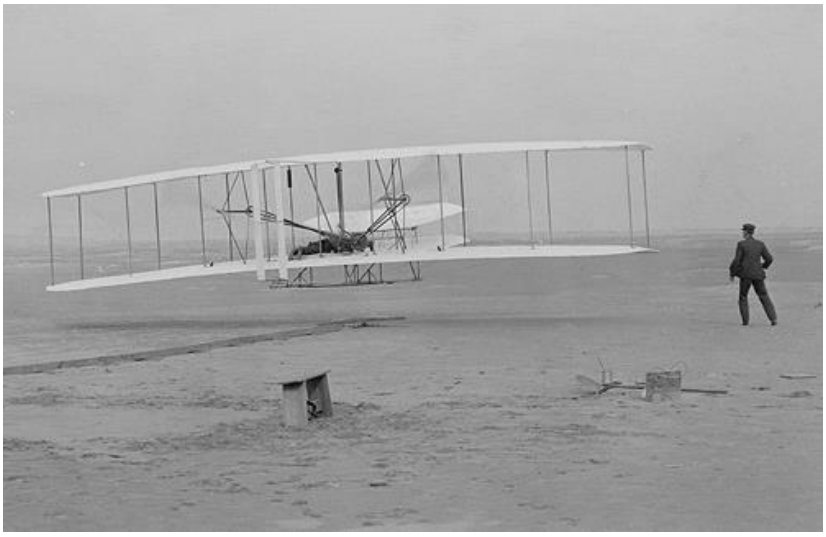
Teachers reading your essay will evaluate only your final draft.

GO ON

The Wright Brothers

by Kitty Shea

Kitty Hawk



1 In 1900, Wilbur and Orville made a double-decker glider. Their glider was made of wood, wire, and fabric. The brothers took the glider to a fishing village called Kitty Hawk in North Carolina to see how it would fly.

2 Orville and Wilbur camped on the beach near Kitty Hawk, but it was not a vacation. The weather was cold, and sand blew everywhere.

3 The strong winds near Kitty Hawk helped the Wright brothers launch their glider. The sand dunes softened its landings. Orville and Wilbur wanted to control the wings of their glider like a bird controls its wings. But something wasn't working right.

Testing Wings

4 Back at their bike shop, Wilbur and Orville did lots of experiments. They needed to know more about wings.

5 The Wright brothers used a wind tunnel to test the wings of their model gliders. This helped them see what effects air would have on the wings. They tested more than 200 different wing types.

6 Year after year, the Wright brothers returned to Kitty Hawk. They brought new and better gliders.

Success!

7 The day was December 17, 1903. The wind was icy cold. Wilbur and Orville were nervous. They had named their latest machine the *Flyer*. They really wanted it to fly.

8 The brothers had worked on their airplane in Kitty Hawk, but they launched it from nearby sand dunes called Kill Devil Hills.

9 Orville got into the *Flyer*. Wilbur ran beside it as it took off. Orville flew for 12 seconds before landing safely. The *Flyer* had stayed in the air for about 120 feet (37 meters). Later that day, Wilbur flew for 59 seconds and went 852 feet (260 meters).

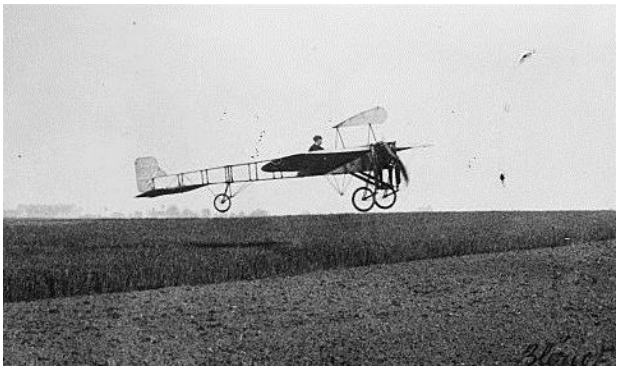
"The Wright Brothers" by Kitty Shea. Copyright © 2005 by Compass Point Books. Reprinted by permission of Compass Point Books, an imprint by Capstone. *First Flight; Kitty Hawk, North Carolina* © Library of Congress.

GO ON

Taking to the Sky

by Scott Miller

1 The Wright brothers became the first people to fly a powered airplane in 1903. Soon many other daring pilots were trying to break flying records of their own. A Frenchman named Louis Blériot tried to become the first person to fly an airplane across the English Channel. The English Channel is the body of water that separates France and England.



2 Blériot had been experimenting with gliders and airplanes for many years. His airplane was different from the Wright brothers' *Flyer*. The Blériot monoplane had a single set of wings instead of two like the Wright *Flyer*.

Setting a Record

3 On July 25, 1909, Blériot woke up early. He saw that the weather was good enough to make an attempt to cross the English Channel. He had experimented for years. Now it was time to see if an airplane could cross the channel. Blériot started the small engine and took off from France, headed toward England.

Lost in the Clouds

4 Blériot flew into thick clouds soon after takeoff. He did not know which way to steer the airplane. It was even difficult to tell which way was up. Blériot just kept the airplane pointed in what he hoped was the right direction.

Land at Last

5 Blériot finally spotted the English coast. However, he had flown off course and was not where he was supposed to be. Blériot flew on until he finally saw his friend waving a French flag to show him where to land. Blériot had made the crossing in 37 minutes.

6 Blériot is still remembered for his amazing feat. Pilots like the Wright brothers and Louis Blériot will always be known for their wonderful inventions and for their bravery in the sky.

"Taking to the Sky" © WestEd. *The First Blériot X* in the public domain.

END

Directions for Administering the
Grade 3 Informative/Explanatory Writing Task C

Session 1 (45 minutes)

1. Distribute the Materials

Do: Hand out the materials students will need to complete the formative writing task:

___ Student Directions Informative/Explanatory Writing Task C

___ Grade 3 Student Guide to Informative/Explanatory Writing (optional)

___ Standard English dictionaries (optional)

___ Blank scratch paper (lined or unlined)

___ Pencils

___ Highlighters, colored pencils or pens (optional)

2. Read the Directions Aloud to the Students

Say: *Over two sessions, you will write an informative/explanatory essay about the problems the Wright brothers and Louis Blériot faced in order to fly. During the first session, you will have 45 minutes to read the directions, read some information about the Wright brothers and Louis Blériot, read how the teachers will evaluate your essay, and begin planning and drafting your essay. During the second 45 minute session, you will finish drafting your essay and then revise and edit your final draft.*

You have a pencil and blank paper to use for taking notes and planning your essay. You may write, highlight, and underline on the student directions and passages. You will write your essay using the word processor on the computer. You may use spell check and grammar check. However, you may ***not*** *use any other programs on the computer, and you may* ***not*** *use the Internet.*

Find the YOUR ASSIGNMENT section at the top of page 1 of the student directions. Read along while I read aloud. It says:

> *You will read two passages about the history of flight. Take notes as you read. You will later write an informative essay describing the problems the Wright brothers and Louis Blériot faced in order to fly.*

Next, find STEP 1. It says:

> ***Read the passages and take notes on these sources.***
>
> *Read the following passages on the history of flight. Take notes to use later while writing your essay. You may look back at the passages and your notes as often as you like.*
>
> - *"The Wright Brothers"*
> - *"Taking to the Sky"*

As you read, identify the problems the Wright brothers and Louis Blériot faced in order to fly.

You will read this on your own; I will not read this to you.

Now, find STEP 2. It says:

Plan and write your essay.

Now, review your notes and sources, then plan and draft your essay on the following topic:

Describe the problems the Wright Brothers and Louis Blériot faced in order to fly.

3. Read the Evaluation Information

Say*:* *Find STEP 3 and read along as I tell you how your essay will be evaluated. It says:*

Revise and edit your essay.

The teachers evaluating your essay will be assigning levels for:

- *Statement of Purpose/Focus – how well you clearly state and maintain your controlling idea or main idea*
- *Organization – how well the ideas progress from the introduction to the conclusion using effective transitions and how well you stay on topic throughout the essay*
- *Elaboration of Evidence – how well you provide evidence from sources about your topic and elaborate with specific information*
- *Language and Vocabulary – how well you effectively express ideas using precise language that is appropriate for your audience and purpose*
- *Conventions – how well you follow the rules of usage, punctuation, capitalization, and spelling*

Teachers reading your essay will evaluate only your final draft.

4. Answer Any Questions

Say: *I can read the directions as often as needed, but I cannot translate, edit your work, explain, or give examples on what or how to write. Do you have any questions before we begin?*

Do: Answer questions by rereading the directions.

5. Begin Planning and Drafting

Say: *Now, go back to STEP 1 of the student directions sheet. You have 45 minutes to read these passages, take notes, and start planning and drafting your essay. You should think about the information you have read, which should help you write your essay.*

Do: Write the ending time on the board to let students know when the first session will end.

Say: *Now, read your assignment and begin your work. Manage your time carefully so that you have time to plan and draft your essay. I'll announce when you have 10 minutes left. You may begin.*

Do: Start timing now. Monitor the class to ensure students are working productively, not using any other programs on the computer, and not using the Internet.

If students finish early, encourage them to reread their work or silently read a book.

6. Announce 10 Minutes Remaining

Say: *You have 10 minutes left.*

7. End Session 1

Say: *Please stop writing. Save your work on the computer. Write your name on the top of your directions paper and the scratch paper. You will finish writing your essay during the next session.*

Do: If your next session will start on the next day, collect all materials. If your next session will continue on the same day, provide a 15 minute break before beginning the second session.

Session 2 (45 minutes)

1. Distribute the Materials (if necessary)

Do: Hand out the things students will need:

___ Student Directions Informative/Explanatory Writing Task C

___ Grade 3 Student Guide to Informative/Explanatory Writing (optional)

___ Standard English dictionaries (optional)

___ Blank scratch paper (lined or unlined)

___ Pencils

___ Highlighters, colored pencils or pens (optional)

2. Review the Directions

Say: *During the first session, you read some information about the Wright brothers and Louis Blériot, took notes on these sources, and started planning and drafting an informative/explanatory essay. Now, you will have 45 minutes to review, revise, and edit your essay. You may reread the passages and use the notes you wrote on your scratch paper. You will write your essay using the word processor on the computer. You may use spell check and grammar check. However, you may **not** use any other programs on the computer, and you may **not** use the Internet.*

Let's review how your essay will be evaluated and then you can reread your essay and begin revising and editing. Find STEP 3 and read along as I tell you how your essay will be evaluated. It says: evaluated. It says:

Revise and edit your essay.

The teachers evaluating your essay will be assigning levels for:

- *Statement of Purpose/Focus – how well you clearly state and maintain your controlling idea or main idea*
- *Organization – how well the ideas progress from the introduction to the conclusion using effective transitions and how well you stay on topic throughout the essay*
- *Elaboration of Evidence – how well you provide evidence from sources about your topic and elaborate with specific information*
- *Language and Vocabulary – how well you effectively express ideas using precise language that is appropriate for your audience and purpose*
- *Conventions – how well you follow the rules of usage, punctuation, capitalization, and spelling*

Teachers reading your essay will evaluate only your final draft.

3. Reread, Revise, and Edit

Say: *Now, continue working on your essay. Manage your time carefully so that you can reread the essay you started during the last session, finish any drafting, and revise and edit for your final draft.*

Do: Write the ending time on the board to let students know when the second session will end.

Say: *I'll announce when you have 10 minutes left. You may continue writing your essay now.*

Do: Start timing now. Monitor the class to ensure students are working productively, not using any other programs on the computer, and not using the Internet.

If students finish early, encourage them to reread their work or silently read a book.

4. Announce 10 Minutes Remaining

Say: *You have 10 minutes left. Please work quickly to finish your final draft. Remember, teachers reading your essay will only evaluate the final draft.*

5. End Session 2

Say: *Please stop writing. Save your work on the computer. I will collect your pencils and scratch paper.*

Do: Collect student writing by asking students to print their essays, or email them to you, or drop them in your virtual inbox.

Student Directions
Grade 3 Narrative Writing Task A

YOUR ASSIGNMENT: You will read two passages about two children who moved to the United States from other countries. Take notes as you read. You will later write a story based on what you have read.

STEP 1

Read the passages and take notes on these sources.

Read the following passages about the two children, Annie and Taylor. Take notes to use later while writing your essay. You may look back at the passages and your notes as often as you like.

- "Annie, 1892"
- "Meet Young Immigrants"

As you read, imagine what would happen if Annie and Taylor met.

STEP 2

Plan and write your narrative.

Now, review your notes and sources, then plan and draft your essay on the following topic:

Imagine what would happen if Annie and Taylor met. What would they talk about? How would they behave toward one another? Write a story about the two children meeting.

STEP 3

Revise and edit your narrative.

The teachers evaluating your essay will be assigning levels for:

- Narrative Focus – how well you maintain your focus, and establish a setting, narrator and or characters
- Organization – how well the events logically flow from beginning to end using effective transitions and how well you stay on topic throughout the essay
- Elaboration of Narrative – how well you elaborate with details, dialogue, and description to advance the story or illustrate the experience
- Language and Vocabulary – how well you effectively express experiences or events using sensory, concrete, and figurative language that is appropriate for your purpose
- Conventions – how well you follow the rules of usage, punctuation, capitalization, and spelling

Teachers reading your essay will evaluate only your final draft.

GO ON

Annie, 1892

1 Annie Moore was a famous American immigrant. (An *immigrant* is a person who moves to a new country.) She was the very first immigrant to enter the United States through Ellis Island. We know this for sure. For a long time, though, people did not really know what happened to her after that.

2 The first part of Annie's story is pretty clear. On December 20, 1891, Annie boarded the ship the *SS Nevada* at Queenstown, Ireland. She said she was 14 years old. Some people say she was really 17. She may have lied about her age to save money on tickets. Annie and her two younger brothers, Anthony and Phillip, were among 148 passengers on the ship. Their parents were waiting for them in New York, where they had moved four years earlier.

3 Annie was one of more than four million people who left Ireland for America between 1820 and 1930. Her trip lasted 12 days. Annie and her brothers spent the entire trip with the other passengers in a large room below deck. It was dark and cold and miserable. Many people got seasick. Others were hungry or very ill. When Annie's ship pulled into New York Harbor, it was New Year's Eve. The immigrants were greeted by the Statue of Liberty, which had been built six years earlier.

This is how Ellis Island looked when Annie arrived in 1892.

4 The next day, Annie, her brothers, and the other travelers were moved to a smaller boat. They would be the first immigrants to enter America at the brand-new Ellis Island immigration center. As the boat approached Ellis Island, the people were greeted with whistles, bells, and foghorns. At Ellis Island, Annie was the first in line. After a short ceremony, Annie was given a gold Liberty coin worth $10. It was the first U.S. coin she had ever seen and the largest amount of money she had ever held. When the ceremony was over, Annie went to live with her parents in New York City.

5 For more than 100 years, people thought that Annie left New York City almost as soon as she arrived. She lived in Indiana for a while, the story went. Then she moved to New Mexico. She finally settled in Texas. She got married and had five children. Her husband died during the 1919 flu epidemic. Then, in 1924, Annie Moore died in a streetcar accident.

6 But more than 60 years later, a woman named Megan Smolenyak discovered something. Smolenyak studies family histories. She learned that the Annie Moore who died in Texas had been born in Illinois. She had never even been to Ireland! All those years, people had been honoring the wrong Annie Moore. With help from other people, Smolenyak learned the true story.

GO ON

7 It turns out that the real Annie Moore spent her entire life in one tiny part of New York City. Life was hard for immigrants at the time. Most were very poor. Often entire families lived in one tiny, dark room. Few had toilets or running water. The miserable living conditions caused many people to get ill. It cost a lot to live there, even though the rooms were filthy and smelly and got almost no fresh air. Fire escapes could not be used because they were crowded with clutter. Few children went to school. Many had to work.

8 Annie grew up and married Joseph Augustus Schayer, the son of a baker. They had 11 children. Five lived to adulthood. Three had children of their own. Today, many people can say that they are related to her. Some of them met for the first time recently, when people found out who the real Annie Moore was.

9 Annie's family shows how much the United States has changed. It now includes members with Dominican, Chinese, Jewish, and Italian backgrounds. They are part of America's family.

10 After a difficult life, Annie died in 1924. Today, she is honored by two statues. One is at the port in Ireland where she began her journey. The other is at Ellis Island, where her journey ended and her new story began.

"Annie, 1892" © WestEd. *Ellis Island* in the public domain.

GO ON

Meet young Immigrants

by Taylor

1 My name is Taylor and I am Korean. My parents are Korean, but by brothers and I were born in Australia. I lived half of my life in Korea. We all moved to Atlanta, Georgia, in America nine months ago. We moved here because my mom's job was transferred here.

2 I was only a little nervous about moving because I was worried about how I was going to make friends and improve my English. I didn't know anything about what my new life would be like. I was scared. I had never seen this place before. My oldest brother likes it here because he speaks English well. My little brother is not as happy because he does not speak as well and he has trouble doing his homework.

3 My father, grandmother, and cousin are still in Korea, and I miss them. I keep in touch with them through Skype.

Everything here is different. In Korea, I eat Korean food, but here I eat steak and hamburgers. My favorite American food is macaroni and cheese.

4 I learned about trick-or-treating on Halloween. My mother bought me a costume, but it was too big so I handed out candy at home. In Korea, we celebrate Children's Day, which is not a holiday here in the United States. Children's Day is on May 5. Children get to stay home from school, rest, and spend time with their parents.

5 The things I do after school are still the same in both Korea and America. I play the piano and do origami. My favorite subjects in school are math and social studies.

6 I like math because I'm good at it. I like social studies because I like to learn things about history.

7 I like American schools much better. I have lots of friends here. I have learned that America is a big and good place. The people here are kind and have been very good to me.

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END

Directions for Administering the Grade 3 Narrative Writing Task A

Session 1 (45 minutes)

1. Distribute the Materials

Do: Hand out the materials students will need to complete the formative writing task:

___ Student Directions Narrative Writing Task A

___ Grade 3 Student Guide to Narrative Writing (optional)

___ Standard English dictionaries (optional)

___ Blank scratch paper (lined or unlined)

___ Pencils

___ Highlighters, colored pencils or pens (optional)

2. Read the Directions Aloud to the Students

Say: *Over two sessions, you will write a narrative about what might happen if two immigrants met. During the first session, you will have 45 minutes to read the directions, read some information about two immigrants named Annie and Taylor, read how the teachers will evaluate your essay, and begin planning and drafting your essay. During the second 45 minute session, you will finish drafting your essay and then revise and edit your final draft.*

You have a pencil and blank paper to use for taking notes and planning your essay. You may write, highlight, and underline on the student directions and passages. You will write your essay using the word processor on the computer. You may use spell check and grammar check. However, you may ***not*** *use any other programs on the computer, and you may* ***not*** *use the Internet.*

Find the YOUR ASSIGNMENT section at the top of page 1 of the student directions. Read along while I read aloud. It says:

> *You will read two passages about two children who moved to the United States from other countries. Take notes as you read. You will later write a story based on what you have read.*

Next, find STEP 1. It says:

> ***Read the passages and take notes on these sources.***
>
> *Read the following passages about the two children, Annie and Taylor. Take notes to use later while writing your essay. You may look back at the passages and your notes as often as you like.*
>
> - *"Annie, 1892"*
> - *"Meet Young Immigrants"*
>
> *As you read, imagine what would happen if Annie and Taylor met.*

You will read this on your own; I will not read this to you.

Now, find STEP 2. It says:

Plan and write your narrative.

Now, review your notes and sources, then plan and draft your essay on the following topic:

Imagine what would happen if Annie and Taylor met. What would they talk about? How would they behave toward one another? Write a story about the two children meeting.

3. Read the Evaluation Information

Say*:* *Find STEP 3 and read along as I tell you how your essay will be evaluated. It says:*

Revise and edit your narrative.

The teachers evaluating your essay will be assigning levels for:

- *Narrative Focus – how well you maintain your focus, and establish a setting, narrator and or characters*
- *Organization – how well the events logically flow from beginning to end using effective transitions and how well you stay on topic throughout the essay*
- *Elaboration of Narrative – how well you elaborate with details, dialogue, and description to advance the story or illustrate the experience*
- *Language and Vocabulary – how well you effectively express experiences or events using sensory, concrete, and figurative language that is appropriate for your purpose*
- *Conventions – how well you follow the rules of usage, punctuation, capitalization, and spelling*

Teachers reading your essay will evaluate only your final draft.

4. Answer Any Questions

Say: *I can read the directions as often as needed, but I cannot translate, edit your work, explain, or give examples on what or how to write. Do you have any questions before we begin?*

Do: Answer questions by rereading the directions.

5. Begin Planning and Drafting

Say: *Now, go back to STEP 1 of the student directions sheet. You have 45 minutes to read these passages, take notes, and start planning and drafting your essay. You should think about the information you have read, which should help you write your essay.*

Do: Write the ending time on the board to let students know when the first session will end.

Say: *Now, read your assignment and begin your work. Manage your time carefully so that you have time to plan and draft your essay. I'll announce when you have 10 minutes left. You may begin.*

Do: Start timing now. Monitor the class to ensure students are working productively, not using any other programs on the computer, and not using the Internet.

If students finish early, encourage them to reread their work or silently read a book.

6. Announce 10 Minutes Remaining

Say: *You have 10 minutes left.*

7. End Session 1

Say: *Please stop writing. Save your work on the computer. Write your name on the top of your directions paper and the scratch paper. You will finish writing your essay during the next session.*

Do: If your next session will start on the next day, collect all materials. If your next session will continue on the same day, provide a 15 minute break before beginning the second session.

Session 2 (45 minutes)

1. Distribute the Materials (if necessary)

Do: Hand out the things students will need:

___ Student Directions Narrative Writing Task A

___ Grade 3 Student Guide to Narrative Writing (optional)

___ Standard English dictionaries (optional)

___ Blank scratch paper (lined or unlined)

___ Pencils

___ Highlighters, colored pencils or pens (optional)

2. Review the Directions

Say: *During the first session, you read some information about two immigrants named Annie and Taylor, took notes on these sources, and started planning and drafting a narrative. Now, you will have 45 minutes to review, revise, and edit your essay. You may reread the passages and use the notes you wrote on your scratch paper. You will write your essay using the word processor on the computer. You may use spell check and grammar check. However, you may* ***not*** *use any other programs on the computer, and you may* ***not*** *use the Internet.*

Let's review how your essay will be evaluated and then you can reread your essay and begin revising and editing. Find STEP 3 and read along as I tell you how your essay will be evaluated. It says: evaluated. It says:

Revise and edit your narrative.

The teachers evaluating your essay will be assigning levels for:

- *<u>Narrative Focus</u> – how well you maintain your focus, and establish a setting, narrator and or characters*
- *<u>Organization</u> – how well the events logically flow from beginning to end using effective transitions and how well you stay on topic throughout the essay*
- *<u>Elaboration of Narrative</u> – how well you elaborate with details, dialogue, and description to advance the story or illustrate the experience*
- *<u>Language and Vocabulary</u> – how well you effectively express experiences or events using sensory, concrete, and figurative language that is appropriate for your purpose*
- *<u>Conventions</u> – how well you follow the rules of usage, punctuation, capitalization, and spelling*

Teachers reading your essay will evaluate only your final draft.

3. Reread, Revise, and Edit

Say: *Now, continue working on your essay. Manage your time carefully so that you can reread the essay you started during the last session, finish any drafting, and revise and edit for your final draft.*

Do: Write the ending time on the board to let students know when the second session will end.

Say: *I'll announce when you have 10 minutes left. You may continue writing your essay now.*

Do: Start timing now. Monitor the class to ensure students are working productively, not using any other programs on the computer, and not using the Internet.

If students finish early, encourage them to reread their work or silently read a book.

4. Announce 10 Minutes Remaining

Say: *You have 10 minutes left. Please work quickly to finish your final draft. Remember, teachers reading your essay will only evaluate the final draft.*

5. End Session 2

Say: *Please stop writing. Save your work on the computer. I will collect your pencils and scratch paper.*

Do: Collect student writing by asking students to print their essays, or email them to you, or drop them in your virtual inbox.

Student Directions
Grade 3 Narrative Writing Task B

YOUR ASSIGNMENT: You will read two passages about two children who moved to the United States from other countries. Take notes as you read. You will later write a story based on what you have read.

STEP 1

Read the passages and take notes on these sources.

Read the following passages about the two children, Annie and Taylor. Take notes to use later while writing your essay. You may look back at the passages and your notes as often as you like.

- "Annie, 1892"
- "Meet Young Immigrants"

As you read, imagine what would happen if Taylor found a journal that Annie had written.

STEP 2

Plan and write your narrative.

Now, review your notes and sources, then plan and draft your essay on the following topic:

Imagine what would happen if Taylor found and read a journal that Annie had written. How would he feel? What would he think about this girl who immigrated long before he did? Write a story about Taylor finding and reading Annie's journal.

STEP 3

Revise and edit your narrative.

The teachers evaluating your essay will be assigning levels for:

- Narrative Focus – how well you maintain your focus, and establish a setting, narrator and or characters
- Organization – how well the events logically flow from beginning to end using effective transitions and how well you stay on topic throughout the essay
- Elaboration of Narrative – how well you elaborate with details, dialogue, and description to advance the story or illustrate the experience
- Language and Vocabulary – how well you effectively express experiences or events using sensory, concrete, and figurative language that is appropriate for your purpose
- Conventions – how well you follow the rules of usage, punctuation, capitalization, and spelling

Teachers reading your essay will evaluate only your final draft.

GO ON

Annie, 1892

1 Annie Moore was a famous American immigrant. (An *immigrant* is a person who moves to a new country.) She was the very first immigrant to enter the United States through Ellis Island. We know this for sure. For a long time, though, people did not really know what happened to her after
2 that.

The first part of Annie's story is pretty clear. On December 20, 1891, Annie boarded the ship the *SS Nevada* at Queenstown, Ireland. She said she was 14 years old. Some people say she was really 17. She may have lied about her age to save money on tickets. Annie and her two younger brothers, Anthony and Phillip, were among 148 passengers on the ship. Their parents were waiting for them in
3 New York, where they had moved four years earlier.

Annie was one of more than four million people who left Ireland for America between 1820 and 1930. Her trip lasted 12 days. Annie and her brothers spent the entire trip with the other passengers in a large room below deck. It was dark and cold and miserable. Many people got seasick. Others were hungry or very ill. When Annie's ship pulled into New York Harbor, it was New Year's Eve.

This is how Ellis Island looked when Annie arrived in 1892.

4 The immigrants were greeted by the Statue of Liberty, which had been built six years earlier.

The next day, Annie, her brothers, and the other travelers were moved to a smaller boat. They would be the first immigrants to enter America at the brand-new Ellis Island immigration center. As the boat approached Ellis Island, the people were greeted with whistles, bells, and foghorns. At Ellis
5 Island, Annie was the first in line. After a short ceremony, Annie was given a gold Liberty coin worth $10. It was the first U.S. coin she had ever seen and the largest amount of money she had ever held. When the ceremony was over, Annie went to live with her parents in New York City.

6 For more than 100 years, people thought that Annie left New York City almost as soon as she arrived. She lived in Indiana for a while, the story went. Then she moved to New Mexico. She finally settled in Texas. She got married and had five children. Her husband died during the 1919 flu epidemic. Then, in 1924, Annie Moore died in a streetcar accident.

But more than 60 years later, a woman named Megan Smolenyak discovered something. Smolenyak studies family histories. She learned that the Annie Moore who died in Texas had been

born in Illinois. She had never even been to Ireland! All those years, people had been honoring the wrong Annie Moore. With help from other people, Smolenyak learned the true story.

7 It turns out that the real Annie Moore spent her entire life in one tiny part of New York City. Life was hard for immigrants at the time. Most were very poor. Often entire families lived in one tiny, dark room. Few had toilets or running water. The miserable living conditions caused many people to get ill. It cost a lot to live there, even though the rooms were filthy and smelly and got almost no fresh air. Fire escapes could not be used because they were crowded with clutter. Few children went to school. Many had to work.

8 Annie grew up and married Joseph Augustus Schayer, the son of a baker. They had 11 children. Five lived to adulthood. Three had children of their own. Today, many people can say that they are related to her. Some of them met for the first time recently, when people found out who the real Annie Moore was.

9 Annie's family shows how much the United States has changed. It now includes members with Dominican, Chinese, Jewish, and Italian backgrounds. They are part of America's family.

10 After a difficult life, Annie died in 1924. Today, she is honored by two statues. One is at the port in Ireland where she began her journey. The other is at Ellis Island, where her journey ended and her new story began.

"Annie, 1892" © WestEd. *Ellis Island* in the public domain.

GO ON

Meet young Immigrants

by Taylor

1 My name is Taylor and I am Korean. My parents are Korean, but by brothers and I were born in Australia. I lived half of my life in Korea. We all moved to Atlanta, Georgia, in America nine months ago. We moved here because my mom's job was transferred here.

2 I was only a little nervous about moving because I was worried about how I was going to make friends and improve my English. I didn't know anything about what my new life would be like. I was scared. I had never seen this place before. My oldest brother likes it here because he speaks English well. My little brother is not as happy because he does not speak as well and he has trouble doing his homework.

3 My father, grandmother, and cousin are still in Korea, and I miss them. I keep in touch with them through Skype.

Everything here is different. In Korea, I eat Korean food, but here I eat steak and hamburgers. My favorite American food is macaroni and cheese.

4 I learned about trick-or-treating on Halloween. My mother bought me a costume, but it was too big so I handed out candy at home. In Korea, we celebrate Children's Day, which is not a holiday here in the United States. Children's Day is on May 5. Children get to stay home from school, rest, and spend time with their parents.

5 The things I do after school are still the same in both Korea and America. I play the piano and do origami. My favorite subjects in school are math and social studies.

6 I like math because I'm good at it. I like social studies because I like to learn things about history.

7 I like American schools much better. I have lots of friends here. I have learned that America is a big and good place. The people here are kind and have been very good to me.

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END

Directions for Administering the Grade 3 Narrative Writing Task B

Session 1 (45 minutes)

1. Distribute the Materials

Do: Hand out the materials students will need to complete the formative writing task:

___ Student Directions Narrative Writing Task B

___ Grade 3 Student Guide to Narrative Writing (optional)

___ Standard English dictionaries (optional)

___ Blank scratch paper (lined or unlined)

___ Pencils

___ Highlighters, colored pencils or pens (optional)

2. Read the Directions Aloud to the Students

Say: *Over two sessions, you will write a narrative about an immigrant. During the first session, you will have 45 minutes to read the directions, read some information about two children who moved to the United States from other countries, read how the teachers will evaluate your essay, and begin planning and drafting your essay. During the second 45 minute session, you will finish drafting your essay and then revise and edit your final draft.*

You have a pencil and blank paper to use for taking notes and planning your essay. You may write, highlight, and underline on the student directions and passages. You will write your essay using the word processor on the computer. You may use spell check and grammar check. However, you may ***not*** *use any other programs on the computer, and you may* ***not*** *use the Internet.*

Find the YOUR ASSIGNMENT section at the top of page 1 of the student directions. Read along while I read aloud. It says:

> *You will read two passages about two children who moved to the United States from other countries. Take notes as you read. You will later write a story based on what you have read.*

Next, find STEP 1. It says:

> ***Read the passages and take notes on these sources.***
>
> *Read the following passages about the two children, Annie and Taylor. Take notes to use later while writing your essay. You may look back at the passages and your notes as often as you like.*
>
> - *"Annie, 1892"*
> - *"Meet Young Immigrants"*
>
> *As you read, imagine what would happen if Taylor found a journal that Annie had written.*

You will read this on your own; I will not read this to you.

Now, find STEP 2. It says:

Plan and write your narrative.

Now, review your notes and sources, then plan and draft your essay on the following topic:

Imagine what would happen Taylor found and read a journal that Annie had written. How would he feel? What would he think about this girl who immigrated long before he did? Write a story about Taylor finding and reading Annie's journal.

3. Read the Evaluation Information

Say*:* *Find STEP 3 and read along as I tell you how your essay will be evaluated. It says:*

Revise and edit your narrative.

The teachers evaluating your essay will be assigning levels for:

- *Narrative Focus – how well you maintain your focus, and establish a setting, narrator and or characters*
- *Organization – how well the events logically flow from beginning to end using effective transitions and how well you stay on topic throughout the essay*
- *Elaboration of Narrative – how well you elaborate with details, dialogue, and description to advance the story or illustrate the experience*
- *Language and Vocabulary – how well you effectively express experiences or events using sensory, concrete, and figurative language that is appropriate for your purpose*
- *Conventions – how well you follow the rules of usage, punctuation, capitalization, and spelling*

Teachers reading your essay will evaluate only your final draft.

4. Answer Any Questions

Say: *I can read the directions as often as needed, but I cannot translate, edit your work, explain, or give examples on what or how to write. Do you have any questions before we begin?*

Do: Answer questions by rereading the directions.

5. Begin Planning and Drafting

Say: *Now, go back to STEP 1 of the student directions sheet. You have 45 minutes to read these passages, take notes, and start planning and drafting your essay. You should think about the information you have read, which should help you write your essay.*

Do: Write the ending time on the board to let students know when the first session will end.

Say: *Now, read your assignment and begin your work. Manage your time carefully so that you have time to plan and draft your essay. I'll announce when you have 10 minutes left. You may begin.*

Do: Start timing now. Monitor the class to ensure students are working productively, not using any other programs on the computer, and not using the Internet.

If students finish early, encourage them to reread their work or silently read a book.

6. Announce 10 Minutes Remaining

Say: *You have 10 minutes left.*

7. End Session 1

Say: *Please stop writing. Save your work on the computer. Write your name on the top of your directions paper and the scratch paper. You will finish writing your essay during the next session.*

Do: If your next session will start on the next day, collect all materials. If your next session will continue on the same day, provide a 15 minute break before beginning the second session.

Session 2 (45 minutes)

1. Distribute the Materials (if necessary)

Do: Hand out the things students will need:

___ Student Directions Narrative Writing Task B

___ Grade 3 Student Guide to Narrative Writing (optional)

___ Standard English dictionaries (optional)

___ Blank scratch paper (lined or unlined)

___ Pencils

___ Highlighters, colored pencils or pens (optional)

2. Review the Directions

Say: *During the first session, you read some information about two children who moved to the United States from other countries, took notes on these sources, and started planning and drafting a narrative. Now, you will have 45 minutes to review, revise, and edit your essay. You may reread the passages and use the notes you wrote on your scratch paper. You will write your essay using the word processor on the computer. You may use spell check and grammar check. However, you may **not** use any other programs on the computer, and you may **not** use the Internet.*

Let's review how your essay will be evaluated and then you can reread your essay and begin revising and editing. Find STEP 3 and read along as I tell you how your essay will be evaluated. It says: evaluated. It says:

Revise and edit your narrative.

The teachers evaluating your essay will be assigning levels for:

- *Narrative Focus – how well you maintain your focus, and establish a setting, narrator and or characters*
- *Organization – how well the events logically flow from beginning to end using effective transitions and how well you stay on topic throughout the essay*
- *Elaboration of Narrative – how well you elaborate with details, dialogue, and description to advance the story or illustrate the experience*
- *Language and Vocabulary – how well you effectively express experiences or events using sensory, concrete, and figurative language that is appropriate for your purpose*
- *Conventions – how well you follow the rules of usage, punctuation, capitalization, and spelling*

Teachers reading your essay will evaluate only your final draft.

3. Reread, Revise, and Edit

Say: *Now, continue working on your essay. Manage your time carefully so that you can reread the essay you started during the last session, finish any drafting, and revise and edit for your final draft.*

Do: Write the ending time on the board to let students know when the second session will end.

Say: *I'll announce when you have 10 minutes left. You may continue writing your essay now.*

Do: Start timing now. Monitor the class to ensure students are working productively, not using any other programs on the computer, and not using the Internet.

If students finish early, encourage them to reread their work or silently read a book.

4. Announce 10 Minutes Remaining

Say: *You have 10 minutes left. Please work quickly to finish your final draft. Remember, teachers reading your essay will only evaluate the final draft.*

5. End Session 2

Say: *Please stop writing. Save your work on the computer. I will collect your pencils and scratch paper.*

Do: Collect student writing by asking students to print their essays, or email them to you, or drop them in your virtual inbox.

Student Directions
Grade 3 Narrative Writing Task C

YOUR ASSIGNMENT: You will read two passages about the history of flight. You will read two passages about the history of flight. Take notes as you read. You will later write a story based on what you have read.

STEP 1

Read the passages and take notes on these sources.

Read the following passages about the history of flight. Take notes to use later while writing your essay. You may look back at the passages and your notes as often as you like.

- "The Wright Brothers"
- "Taking to the Sky"

As you read, imagine what would happen if the Wright brothers and Louis Blériot met.

STEP 2

Plan and write your narrative.

Now, review your notes and sources, then plan and draft your essay on the following topic:

Imagine what would happen if the Wright brothers and Louis Blériot met. What would they talk about? How would they behave toward one another? Write a story about these famous flyers meeting.

STEP 3

Revise and edit your narrative.

The teachers evaluating your essay will be assigning levels for:

- Narrative Focus – how well you maintain your focus, and establish a setting, narrator and or characters
- Organization – how well the events logically flow from beginning to end using effective transitions and how well you stay on topic throughout the essay
- Elaboration of Narrative – how well you elaborate with details, dialogue, and description to advance the story or illustrate the experience
- Language and Vocabulary – how well you effectively express experiences or events using sensory, concrete, and figurative language that is appropriate for your purpose
- Conventions – how well you follow the rules of usage, punctuation, capitalization, and spelling

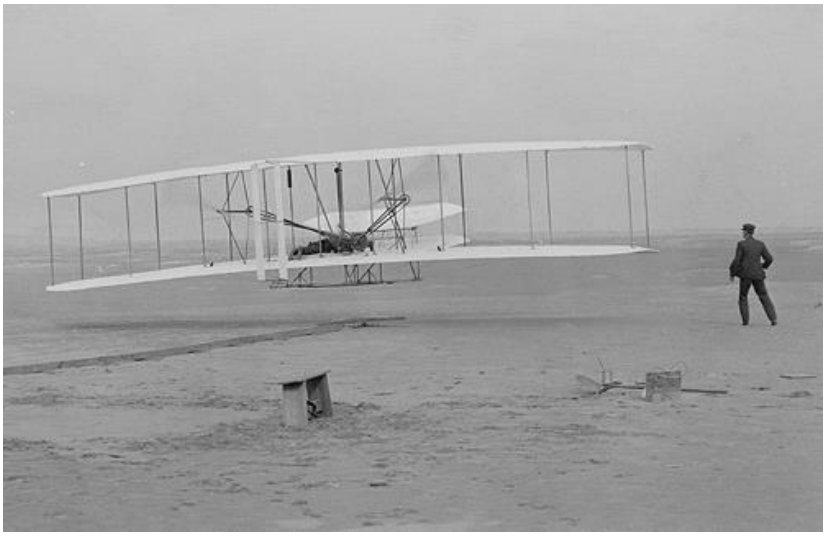
Teachers reading your essay will evaluate only your final draft.

GO ON

The Wright Brothers

by Kitty Shea

Kitty Hawk



1 In 1900, Wilbur and Orville made a double-decker glider. Their glider was made of wood, wire, and fabric. The brothers took the glider to a fishing village called Kitty Hawk in North Carolina to see how it would fly.

2 Orville and Wilbur camped on the beach near Kitty Hawk, but it was not a vacation. The weather was cold, and sand blew everywhere.

3 The strong winds near Kitty Hawk helped the Wright brothers launch their glider. The sand dunes softened its landings. Orville and Wilbur wanted to control the wings of their glider like a bird controls its wings. But something wasn't working right.

Testing Wings

4 Back at their bike shop, Wilbur and Orville did lots of experiments. They needed to know more about wings.

5 The Wright brothers used a wind tunnel to test the wings of their model gliders. This helped them see what effects air would have on the wings. They tested more than 200 different wing types.

6 Year after year, the Wright brothers returned to Kitty Hawk. They brought new and better gliders.

Success!

7 The day was December 17, 1903. The wind was icy cold. Wilbur and Orville were nervous. They had named their latest machine the *Flyer*. They really wanted it to fly.

8 The brothers had worked on their airplane in Kitty Hawk, but they launched it from nearby sand dunes called Kill Devil Hills.

9 Orville got into the *Flyer*. Wilbur ran beside it as it took off. Orville flew for 12 seconds before landing safely. The *Flyer* had stayed in the air for about 120 feet (37 meters). Later that day, Wilbur flew for 59 seconds and went 852 feet (260 meters).

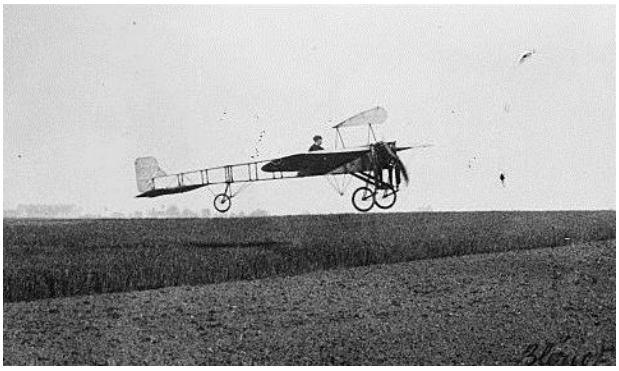
"The Wright Brothers" by Kitty Shea. Copyright © 2005 by Compass Point Books. Reprinted by permission of Compass Point Books, an imprint by Capstone. *First Flight; Kitty Hawk, North Carolina* © Library of Congress.

GO ON

Taking to the Sky

by Scott Miller

1 The Wright brothers became the first people to fly a powered airplane in 1903. Soon many other daring pilots were trying to break flying records of their own. A Frenchman named Louis Blériot tried to become the first person to fly an airplane across the English Channel. The English Channel is the body of water that separates France and England.



2 Blériot had been experimenting with gliders and airplanes for many years. His airplane was different from the Wright brothers' *Flyer*. The Blériot monoplane had a single set of wings instead of two like the Wright *Flyer*.

Setting a Record

3 On July 25, 1909, Blériot woke up early. He saw that the weather was good enough to make an attempt to cross the English Channel. He had experimented for years. Now it was time to see if an airplane could cross the channel. Blériot started the small engine and took off from France, headed toward England.

Lost in the Clouds

4 Blériot flew into thick clouds soon after takeoff. He did not know which way to steer the airplane. It was even difficult to tell which way was up. Blériot just kept the airplane pointed in what he hoped was the right direction.

Land at Last

5 Blériot finally spotted the English coast. However, he had flown off course and was not where he was supposed to be. Blériot flew on until he finally saw his friend waving a French flag to show him where to land. Blériot had made the crossing in 37 minutes.

6 Blériot is still remembered for his amazing feat. Pilots like the Wright brothers and Louis Blériot will always be known for their wonderful inventions and for their bravery in the sky.

"Taking to the Sky" © WestEd. *The First Blériot X* in the public domain.

END

Directions for Administering the Grade 3 Narrative Writing Task C

Session 1 (45 minutes)

1. Distribute the Materials

Do: Hand out the materials students will need to complete the formative writing task:

___ Student Directions Narrative Writing Task C

___ Grade 3 Student Guide to Narrative Writing (optional)

___ Standard English dictionaries (optional)

___ Blank scratch paper (lined or unlined)

___ Pencils

___ Highlighters, colored pencils or pens (optional)

2. Read the Directions Aloud to the Students

Say: *Over two sessions, you will write a narrative about the Wright brothers and Louis Blériot, famous early fliers. During the first session, you will have 45 minutes to read the directions, read some information about the history of flight, read how the teachers will evaluate your essay, and begin planning and drafting your essay. During the second 45 minute session, you will finish drafting your essay and then revise and edit your final draft.*

You have a pencil and blank paper to use for taking notes and planning your essay. You may write, highlight, and underline on the student directions and passages. You will write your essay using the word processor on the computer. You may use spell check and grammar check. However, you may ***not*** *use any other programs on the computer, and you may* ***not*** *use the Internet.*

Find the YOUR ASSIGNMENT section at the top of page 1 of the student directions. Read along while I read aloud. It says:

> *You will read two passages about the history of flight. You will read two passages about the history of flight. Take notes as you read. You will later write a story based on what you have read.*

Next, find STEP 1. It says:

> ***Read the passages and take notes on these sources.***
>
> *Read the following passages about the history of flight. Take notes to use later while writing your essay. You may look back at the passages and your notes as often as you like.*
>
> - *"The Wright Brothers"*
> - *"Taking to the Sky"*
>
> *As you read, imagine what would happen if the Wright brothers and Louis Blériot met.*

You will read this on your own; I will not read this to you.

Now, find STEP 2. It says:

Plan and write your narrative.

Now, review your notes and sources, then plan and draft your essay on the following topic:

Imagine what would happen if the Wright Brothers and Louis Blériot met. What would they talk about? How would they behave toward one another? Write a story about these famous flyers meeting.

3. Read the Evaluation Information

Say*:* *Find STEP 3 and read along as I tell you how your essay will be evaluated. It says:*

Revise and edit your narrative.

The teachers evaluating your essay will be assigning levels for:

- *Narrative Focus – how well you maintain your focus, and establish a setting, narrator and or characters*
- *Organization – how well the events logically flow from beginning to end using effective transitions and how well you stay on topic throughout the essay*
- *Elaboration of Narrative – how well you elaborate with details, dialogue, and description to advance the story or illustrate the experience*
- *Language and Vocabulary – how well you effectively express experiences or events using sensory, concrete, and figurative language that is appropriate for your purpose*
- *Conventions – how well you follow the rules of usage, punctuation, capitalization, and spelling*

Teachers reading your essay will evaluate only your final draft.

4. Answer Any Questions

Say: *I can read the directions as often as needed, but I cannot translate, edit your work, explain, or give examples on what or how to write. Do you have any questions before we begin?*

Do: Answer questions by rereading the directions.

5. Begin Planning and Drafting

Say: *Now, go back to STEP 1 of the student directions sheet. You have 45 minutes to read these passages, take notes, and start planning and drafting your essay. You should think about the information you have read, which should help you write your essay.*

Do: Write the ending time on the board to let students know when the first session will end.

Say: *Now, read your assignment and begin your work. Manage your time carefully so that you have time to plan and draft your essay. I'll announce when you have 10 minutes left. You may begin.*

Do: Start timing now. Monitor the class to ensure students are working productively, not using any other programs on the computer, and not using the Internet.

If students finish early, encourage them to reread their work or silently read a book.

6. Announce 10 Minutes Remaining

Say: *You have 10 minutes left.*

7. End Session 1

Say: *Please stop writing. Save your work on the computer. Write your name on the top of your directions paper and the scratch paper. You will finish writing your essay during the next session.*

Do: If your next session will start on the next day, collect all materials. If your next session will continue on the same day, provide a 15 minute break before beginning the second session.

Session 2 (45 minutes)

1. Distribute the Materials (if necessary)

Do: Hand out the things students will need:

___ Student Directions Narrative Writing Task C

___ Grade 3 Student Guide to Narrative Writing (optional)

___ Standard English dictionaries (optional)

___ Blank scratch paper (lined or unlined)

___ Pencils

___ Highlighters, colored pencils or pens (optional)

2. Review the Directions

Say: *During the first session, you read some information about famous early fliers, took notes on these sources, and started planning and drafting a narrative. Now, you will have 45 minutes to review, revise, and edit your essay. You may reread the passages and use the notes you wrote on your scratch paper. You will write your essay using the word processor on the computer. You may use spell check and grammar check. However, you may **not** use any other programs on the computer, and you may **not** use the Internet.*

Let's review how your essay will be evaluated and then you can reread your essay and begin revising and editing. Find STEP 3 and read along as I tell you how your essay will be evaluated. It says: evaluated. It says:

Revise and edit your narrative.

The teachers evaluating your essay will be assigning levels for:

- *<u>Narrative Focus</u> – how well you maintain your focus, and establish a setting, narrator and or characters*
- *<u>Organization</u> – how well the events logically flow from beginning to end using effective transitions and how well you stay on topic throughout the essay*
- *<u>Elaboration of Narrative</u> – how well you elaborate with details, dialogue, and description to advance the story or illustrate the experience*
- *<u>Language and Vocabulary</u> – how well you effectively express experiences or events using sensory, concrete, and figurative language that is appropriate for your purpose*
- *<u>Conventions</u> – how well you follow the rules of usage, punctuation, capitalization, and spelling*

Teachers reading your essay will evaluate only your final draft.

3. Reread, Revise, and Edit

Say: *Now, continue working on your essay. Manage your time carefully so that you can reread the essay you started during the last session, finish any drafting, and revise and edit for your final draft.*

Do: Write the ending time on the board to let students know when the second session will end.

Say: *I'll announce when you have 10 minutes left. You may continue writing your essay now.*

Do: Start timing now. Monitor the class to ensure students are working productively, not using any other programs on the computer, and not using the Internet.

If students finish early, encourage them to reread their work or silently read a book.

4. Announce 10 Minutes Remaining

Say: *You have 10 minutes left. Please work quickly to finish your final draft. Remember, teachers reading your essay will only evaluate the final draft.*

5. End Session 2

Say: *Please stop writing. Save your work on the computer. I will collect your pencils and scratch paper.*

Do: Collect student writing by asking students to print their essays, or email them to you, or drop them in your virtual inbox.

Teaching Tips

Citing/Using Evidence

Students need ample practice in using evidence to support their opinions/arguments with reasons and details. It is never acceptable to simply copy verbatim from a text as their reasons or details. While students are not expected to use formal citations (i.e. APA or MLA) on the Formative Tasks, it is important that they acknowledge the source of their evidence because citing sources gives credibility to their opinion and makes for proficient writing. Appropriate phrases might include: "According to the table…" or "Scientists found…." Students may also use parenthetical citations, such as, (Pros column). Students may reference their experiences as an elaborative technique, such as, "On a trip to the beach I discovered…"

Highlighters to the Rescue!

Teach students to use highlighters, colored pencils, or colored pens to emphasize important information as they read. At first it may be tempting for them to highlight everything, since it all seems important. But be patient and model the process a few times.

1. Look briefly over the entire book, article, or assignment to get a feel for its structure and how it is organized.
2. Pay particular attention to introductory and concluding paragraphs. These often contain summaries of important points.
3. Look for certain words and phrases that can tip you off that something important is coming up, such as "In sum," "The point is," "Most importantly," and so on.
4. Consider reading the conclusion first. It's like doing a maze backwards: If you know where you're trying to end up, you can find and understand the path better.
5. Look back over the book, article, or assignment the next day/class/session, reading only the highlighted material.

Elaborating Information in Tables

Tables and charts can provide a lot of information. Unfortunately, when students are writing opinions, arguments, or informative/explanatory essays using information from tables and charts, they do not elaborate. Simply repeating something from a chart is not very interesting. Teach students elaborative techniques such as adding sensory details, adding anecdotes, providing examples, and giving reasons. Students can become better writers by employing elaborative techniques that take their writing from mundane to interesting and even exciting!

To Title or Not to Title

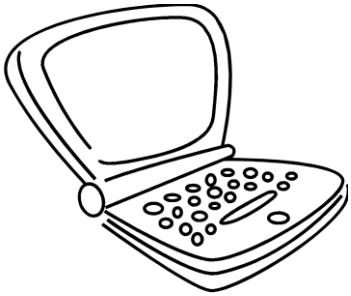
Students often ask, "Does my essay need a title?" Confront this issue while you are teaching and before you administer the formative tasks. Although the rubric does not specifically reference a title, teach students how to write effective and engaging titles.

On-Demand Writing

Remind students that authors write for different purposes. During instruction, there are definitely times when it is important for writers to take a piece through the entire writing process. However, the formative assessments are designed as "on-demand" writing, to see how well students can write to an assigned task in a finite amount of time. This is an important skill as on-demand writing will often be required of them in the college and career world. In on-demand writing, students need to be able to go from their pre-writing/brainstorming to drafting on computer, rather than a paper/pencil created draft. Be sure to incorporate opportunities for on-demand writing in regular instruction so it is not a surprise to students when they take the Formative Tasks.

Word Processing

Be sure students have ample practice and feel confident with the word processing program they will be using for the formative assessments. It is important students are familiar with how to save their documents and use the spell check and grammar check features. Ample practice drafting, re-reading, revising, and editing on-screen will also be beneficial for students so these become comfortable and expected parts of the writing process.



Word processing programs come with many bells and whistles than can enhance the publishing process. However, it is important during the Formative Tasks that students are focused on their writing and not wasting valuable time playing with features such as font and colors. While there are no specific guidelines in these areas for the assessment, it is important students understand the focus of the task is their actual writing. Teachers may want to establish their own parameters for font size/type. Only spell check and grammar check features are permitted.

Collecting the Finished Tasks

Consider setting up a shared drive where students can save their word-processed final drafts. Create folders for each of your classes on this drive. When students save their essays, have them name their file with their last name and first initial (i.e., Jamie Martinez = martinezj). The names will appear alphabetically in the file and make it easy for both you and the student to locate.

Meet with Your Colleagues

Plan to meet with colleagues after scoring all of the papers for your grade. Start a discussion about writing trends. What are some things that are working well? What are some areas that need to be addressed? Create a plan that maintains what is working well and addresses areas that need improving.

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