

Grade 3 ELA C2 T2

Sample Item ID:	ELA.03.PT.2.02.084
Title:	Tall Tale Narrative
Grade/Model:	3/2
Claim(s):	<p>Primary Claims</p> <p>2: Students can produce effective writing for a range of purpose and audiences.</p> <p>4: Students can engage in research / inquiry to investigate topics, and to analyze, integrate, and present information.</p>
Primary Target(s):	<p><i>These claims and targets will be measured by scorable evidence collected.</i></p> <p>Claim 2</p> <p>2. COMPOSE FULL TEXTS: Write full compositions demonstrating narrative strategies (dialogue, description), structures, appropriate transitional strategies for coherence, and authors' craft appropriate to purpose (closure, detailing characters, plot, setting, and events).</p> <p>8. LANGUAGE & VOCABULARY USE: Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.</p> <p>9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and opinion texts</p> <p>Claim 4</p> <p>2. INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and key details; Select information from data or print and non-print text sources</p> <p>4. USE EVIDENCE: Generate opinions and cite evidence to support them based on prior knowledge and information collected.</p>
Secondary Target(s):	<i>n/a</i>
Standard(s):	<p>Claim 2 targets: W-3a, W-3b, W-3c, W-2d, W-3d, W-4, W-5, L-1, L-2, L-3a, L-3b, L-6</p> <p>Claim 4 targets: RI-9; W-8, SL-2, SL-3, SL-4; W-6, W-7 RI-9; W-1a, W-8</p>
DOK:	4
Difficulty:	High
Score Points:	TBD
Task Source:	Testing Contractor
How this task contributes to the sufficient evidence for the claims:	<p>In order to complete the performance task, students</p> <ol style="list-style-type: none"> 1. Gather, select, and analyze information in a series of sources 2. Write a narrative effectively demonstrating <ul style="list-style-type: none"> • Narrative strategies (dialogue, sensory or concrete details, description • Author's craft appropriate to purpose (detailing characters,

	<p>plot, and setting)</p> <ul style="list-style-type: none"> • Interpretation of language by distinguishing literal from non-literal (correct and incorrect) meanings of words and phrases used in context • Clear and coherent organization of writing • Command of the conventions of standard English grammar and usage, capitalization, punctuation and spelling
Item Type	PT
Target-Specific Attributes (e.g., accessibility issues):	Students with visually and hearing impairment will need to be provided with audio/Braille/enlarged text versions of stories provided for independent reading materials.
Stimuli:	<p>Sources (2 tall tale narratives, 1 article about tall tales; presented in the order in which they are used)</p> <p>Narrative 1: Johnny Appleseed</p> <p>Long ago, Johnny Appleseed walked with a tin cooking pot on his head across the United States of America. Many people said he planted apple seeds everywhere he went. Appleseed knew the seeds he planted would grow to be an apple orchard. And, all the pioneers would have apples to eat.</p> <p>Johnny Appleseed was a gentle and kind man. He gave seeds to the pioneers and they planted them. His real name was John Chapman, but the people named him Johnny Appleseed because he always gave apple seeds. Appleseed is an American folk hero because he loved apple seeds and apple trees.</p> <p>Narrative 2: Paul Bunyan and his Blue Ox Babe</p> <p>Paul Bunyan was a giant and strong lumberjack. He had a huge blue ox named Babe. It was said that Bunyan was seven feet tall and able to do any lumber job in the country. He was able to cut the trees of whole forests with one sweep of his axe. Some lumberjacks told stories about how Bunyan logged all the timber from the large state of North Dakota.</p> <p>Now a story would not be complete without Bunyan's ox. One might ask why Babe was blue. The story started one fine winter. The snow was blue for seven days. Babe rested in the blue snow and then his fur was blue instead of white. Babe was also very large and strong. Other lumberjacks were so amazed because Babe weighed ten thousand pounds and had the strength of nine horses.</p> <p>It was no wonder that Bunyan and Babe were known to pull</p>

	<p>large houses up mountains and down to the valleys with only drops of sweat. Together they helped people haul logs or chopped trees to give a hand around the logging camps.</p> <p style="text-align: center;">Both were happiest in the woods with plenty of trees. They tried to stay close to the river so they could cut the trees and drop them in the river. And, down the river the logs floated to the mill. And so, Paul Bunyan and Babe became larger than life American folk heroes of our country.</p> <p>Article 1: Brief informational article (300 words or less) describing the genre of tall tales. The article will discuss tall tales as stories of ordinary people presented in extraordinary ways, that is, made "larger than life." The article will also classify tall tales by various types and also discuss their unique roll in diverse cultures.</p>
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Stimuli/Text Complexity:	
Acknowledgments:	<p>Sources have been taken from the following sources:</p> <p>Narrative 1- Johnny Appleseed Illustration: Library of Congress, Harper's New Magazine, 1871: http://digital.library.cornell.edu/cgi/t/text/pageviewer-idx?c=harp;cc=harp;rgn=full%20text;idno=harp0043-6;didno=harp0043-6;view=image;seq=00840;node=harp0043-6%3A1</p> <p>Information used in Narrative 1: ~State Symbols USA: http://www.statesymbolsusa.org/Massachusetts/Johnny_Appleseed.html http://www.britannica.com/EBchecked/topic/106148/John-Chapman ~Osborne, Mary Pope. <i>American Tall Tales</i>. New York: Alfred A. Knopf, 1991. Print.</p> <p>Narrative 2-Paul Bunyan and Babe Photo: Library of Congress, Statues of the legendary lumberjack Paul Bunyan and his faithful blue ox Babe http://www.loc.gov/pictures/item/2011633652/</p> <p>Information used in Narrative 2: Library of Congress, 1922 http://archive.org/stream/paulbunyantales00brow#page/n1/mode/2up</p> <p>Brown, Charles. <i>American Folk Lore Paul Bunyan Tales</i>. Madison: University of Wisconsin, 1922. Print.</p> <p>Additional information article would be commissioned.</p>

Task Notes:	
<p>Task Overview (105 total minutes): Title: Tall Tale Narratives Part 1 (35 minutes): Ultimately tasked with writing a narrative, students will independently read two tall tales and an informational article about tall tales, taking notes on these sources. They will then respond to several questions about these sources, addressing the research skills of analyzing and evaluating information. Part 2 (70 minutes): Students will work individually to plan, write, and revise a narrative of a tall tale character that has super-human abilities or an extraordinary story to tell. Scorable Products: Student responses to the selected-response and constructed-response questions and the narrative will be scored.</p>	
<p>Teacher preparation / Resource requirements The teacher should assure that sufficient blank paper and writing utensils are available for student note taking. Teacher should conduct standard preparation, registration, etc., for computer-based testing. The testing software will include access to spell check, but not to grammar check.</p>	
<p>Teacher Directions: Students are given the texts, research, and any additional information about the essay.</p> <p>Part 1 (35 minutes)</p> <ul style="list-style-type: none"> • Initiate the online testing session testing session. • Alert the students when 15 minutes have elapsed. • Alert the students when there are 5 minutes remaining in the session. • Make sure the students have put their names on any notes. <p>Stretch Break</p> <p>Part 2 (70 minutes)</p> <ul style="list-style-type: none"> • Initiate the testing part 2 • Allow students to access the sources and their answers to the constructed response questions presented in part 1. They will not be allowed to change their answers. • Once 15 minutes have elapsed, suggest students begin writing their essays. • Alert the students when 55 minutes have elapsed. • After students have been writing for 55 minutes, alert them that there are 15 minutes remaining and suggest they begin revising their essays. • It is acceptable if some students continue to write their essays rather than revise them. • Alert the students when there are 10 minutes remaining in the session. • Close the testing session. 	

Pre-Task Activity:

There are no specific pre-task activities to be conducted.

Time Requirements:

The Performance Task will take 105 minutes in one session.

Student Directions:

Part 1 (35 minutes)

Your assignment:

You will read two tall tales, then read an informational article about tall tales, taking notes on all of these sources. Then, you will answer several questions about these materials and write your own full-length tall tale.

Steps you will be following:

In order to plan and write your story, you will do all of the following:

1. Read two tall tales and an informational article.
2. Answer several questions about the sources.
3. Plan, revise, and write a tall tale.

Directions for beginning:

You will now read two tall tales and one article. Take notes because you may want to refer to your notes while writing your tall tale. You can refer to any of the sources as often as you like. Your notes and sources will be your basis for writing your final draft.

(tall tale 1)

(tall tale 2)

(informational article)

Questions

Use the remaining time to answer the questions below. Your answers to these questions will be scored. Also, they will help you think about the sources you've read, which should help you write

your tall tale. You may click on the appropriate buttons to refer to the sources when you think it would be helpful. You may also refer to your notes. Answer the questions in the spaces provided below them.

1. Based on the information in the article and the tall tale of Johnny Appleseed, Johnny Appleseed can be called an American folk hero because he
 - A. knew how to start an apple orchard
 - B. ate many apples when he walked the country
 - C. planted and gave apple seeds
 - D. used a cooking pot to gather apple seeds
2. Based on the two tall tales, what do Johnny Appleseed and Paul Bunyan have in common?
 - A. They take good care of their farm animals.
 - B. They are well known for helping people.
 - C. They are physically very strong.
 - D. They enjoy eating fruits.
3. What do the tales of Johnny Appleseed and Paul Bunyan have in common with the types of tall tales well known in other countries? Support your answer with details from the informational article and the two tall tales.

Part 2 (70 minutes)

You will now have 70 minutes to review your notes and sources, plan, draft, and revise your tall tale. While you may use your notes and refer to the sources, you must work on your own. You may also refer to the answers you wrote to earlier questions, but you cannot change those answers. Now read your assignment and the information about how your essay will be scored, and then begin your work.

Your Assignment

The two narratives you read were tall tales about American folk heroes. Johnny Appleseed and Paul Bunyan are larger than life characters with exaggerated facts or statements about them. Write a short tall tale involving a character who has larger-than life abilities or an extraordinary story to tell. Remember to include narrative strategies like dialogues, descriptions, characters, plot, setting, and closure.

How your essay will be scored: The people scoring your essay will be assigning scores for

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

Now begin work on your narrative. Manage your time carefully so that you can:

- plan your narrative
- write your narrative
- revise and edit for a final draft

Word-processing tools, including spell check, are available to you.

1. C2T2. Key C.
2. C4T2. Key D
3. C4T4

Use Evidence Rubric (Claim 4, Target 4)	
2	<ul style="list-style-type: none">• The response gives sufficient evidence of the ability to generate an opinion and cite evidence to support them based on information collected.• The response adequately cites evidence to support conjectures or opinions based on evidence collected and analyzed
1	<ul style="list-style-type: none">• The response gives limited evidence of the ability to generate an opinion and cite evidence to support them based on information collected.• The response offers little evidence to support conjectures opinions based on minimal or no evidence collected and analyzed
0	A response gets no credit if it provides no evidence of the ability to generate an opinion, cite evidence to support them based on information collected, and includes no relevant information from the text.

Sample Generic 4-point Narrative (Grades 3-8) Writing Rubric					
Score	Establishment of Narrative Focus and Organization		Development: Elaboration and Language		Conventions
	Narrative Focus	Organization	Elaboration of Narrative	Language and Vocabulary	Conventions
4	<p>The narrative, real or imagined, is clearly focused and maintained throughout:</p> <ul style="list-style-type: none"> effectively establishes a setting, narrator and/or characters, and point of view* 	<p>The narrative, real or imagined, has an effective plot helping create unity and completeness:</p> <ul style="list-style-type: none"> effective, consistent use of a variety of transitional strategies logical sequence of events from beginning to end effective opening and closure for audience and purpose 	<p>The narrative, real or imagined, provides thorough and effective elaboration using details, dialogue, and description:</p> <ul style="list-style-type: none"> effective use of a variety of narrative techniques that advance the story or illustrate the experience 	<p>The narrative, real or imagined, clearly, and effectively expresses experiences or events:</p> <ul style="list-style-type: none"> effective use of sensory, concrete, and figurative language clearly advance the purpose 	<p>The narrative, real or imagined, demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> few, if any, errors in usage and sentence formation effective and consistent use of punctuation, capitalization, and spelling

<p>3</p>	<p>The narrative, real or imagined, is adequately focused and generally maintained throughout:</p> <ul style="list-style-type: none"> adequately establishes a setting, narrator and/or characters, and point of view* 	<p>The narrative, real or imagined, has an evident plot helping create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> adequate use of a variety of transitional strategies adequate sequence of events from beginning to end adequate opening and closure for audience and purpose 	<p>The narrative, real or imagined, provides adequate elaboration using details, dialogue and description:</p> <ul style="list-style-type: none"> adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience 	<p>The narrative, real or imagined, adequately expresses experiences or events:</p> <ul style="list-style-type: none"> adequate use of sensory, concrete, and figurative language generally advance the purpose 	<p>The narrative, real or imagined, demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> some errors in usage and sentence formation but no systematic pattern of errors is displayed adequate use of punctuation capitalization, and spelling
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<p>2</p>	<p>The narrative, real or imagined, is somewhat maintained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> inconsistently establishes a setting, narrator and/or characters, and point of view* 	<p>The narrative, real or imagined, has an inconsistent plot, and flaws are evident:</p> <ul style="list-style-type: none"> inconsistent use of basic transitional strategies with little variety uneven sequence of events from beginning to end opening and closure, if present, are weak weak connection among ideas 	<p>The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue and description:</p> <ul style="list-style-type: none"> narrative techniques, if present, are uneven and inconsistent 	<p>The narrative, real or imagined, unevenly expresses experiences or events:</p> <ul style="list-style-type: none"> partial or weak use of sensory, concrete, and figurative language that may not advance the purpose 	<p>The narrative, real or imagined, demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> frequent errors in usage may obscure meaning inconsistent use of punctuation capitalization, and spelling
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<p>1</p>	<p>The narrative, real or imagined, may be maintained but may provided little or no focus:</p> <ul style="list-style-type: none"> • may be very brief • may have a major drift • focus may be confusing or ambiguous 	<p>The narrative, real or imagined, has little or no discernible plot:</p> <ul style="list-style-type: none"> • few or no transitional strategies are evident • frequent extraneous ideas may intrude 	<p>The narrative, real or imagined, provides minimal elaboration using little or no details, dialogue and description:</p> <p>use of narrative techniques is minimal, absent, in error, or irrelevant</p>	<p>The narrative, real or imagined, expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> • uses limited language • may have little sense of purpose 	<p>The narrative, real or imagined, demonstrates a lack of command of conventions:</p> <p>errors are frequent and severe and meaning is often obscured</p>
<p>0 A response gets no credit if it provides no evidence of the ability to write full compositions demonstrating narrative strategies.</p>					

*Point of view begins in Grade 7.