

## ELA.7.PT.2.02.159

Sample Item ID:	<b>ELA.7.PT.2.02.159</b>
Title:	Narrating History
Grade/Model:	7/1
Claim(s):	<p><b>Primary Claims</b></p> <p>2: Students can produce effective and well-grounded writing for a range of purposes 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><b>Claim 2</b></p> <p><b>2. COMPOSE FULL TEXTS:</b> Write longer narrative texts demonstrating narrative strategies, structures, transitional strategies for coherence, a closure, and authors' craft—all appropriate to purpose (writing a speech, style or point of view in a short story).</p> <p><b>8. LANGUAGE &amp; VOCABULARY USE:</b> Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts</p> <p><b>9. EDIT/CLARIFY:</b> Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and argumentative texts</p> <p><b>Claim 4</b></p> <p><b>2. INTERPRET &amp; INTEGRATE INFORMATION:</b> Locate information to support central ideas and subtopics; Select and integrate information from data or print and non-print text sources</p> <p><b>3. ANALYZE INFORMATION/SOURCES:</b> Distinguish relevant-irrelevant information (e.g., fact/opinion)</p> <p><b>4. USE EVIDENCE:</b> Generate conjectures or opinions and cite evidence to support them based on prior knowledge and evidence collected and analyzed</p>
Secondary Target(s):	n/a
Standard(s):	<b>W-2d, W-3a, W-3b, W-3c, W-3d, W-3e, W-4, W-5, W-8, W-9, L-1, L-2, L-3, L-6 RI-9; W-1a, W-1b, W-8 W-9</b>
DOK:	4
Difficulty:	Medium
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"> <li>1. Read and analyze literary text and audiovisual sources about real historical events.</li> <li>2. Compare and contrast examples of historical fiction about the same historical event.</li> <li>3. Gather and organize information from sources and integrate the information into their own narrative writing.</li> <li>4. Plan, write, and revise a full work of historical fiction</li> </ol>

	<p>narrative demonstrating</p> <ul style="list-style-type: none"> <li>• a strong, accurate historical point of view, with dialogue and descriptive details of historical setting, events, facts, and characters</li> <li>• effective organization within and between paragraphs to establish a situation, introduce the narrator, naturally unfold the sequence of events, and provide closure</li> <li>• adherence to conventions and rules of grammar, usage, and mechanics</li> <li>• control of language for purpose and audience</li> </ul>
Item type	PT
Target-Specific Attributes (E.G., Accessibility Issues):	Students with visual and hearing impairments will need to be provided with descriptions and/or transcripts of video material. Students with visual impairments will need to be provided with a description of the illustrations.
Stimuli:	<p><b>Sources (1 article, 1 video, 1 picture book, 1 novel excerpt; presented in the order in which they are used)</b></p> <p><b>Source 1: Article</b>  <b>What is Historical Fiction?</b>          A brief (under 100 words) article describing the historical fiction genre. The article explains that historical fiction is not true, may be based on real or imagined characters and/or events, and takes place during an historical time period with an authentic setting.</p> <p><b>Source 2: Video</b>  <b>Deborah Hopkinson interview</b>          Video clips of a Reading Rockets interview with Deborah Hopkinson who writes historical fiction for children and teens.  <a href="http://www.readingrockets.org/books/interviews/hopkinson/">http://www.readingrockets.org/books/interviews/hopkinson/</a>          Video clips to include:          Always a Reader 0:46          It’s all in the details 1:52          We’re all discoverers 2:22          History’s boys and girls 1:31          An excerpt from <i>Abe Lincoln Crosses a Creek</i> 2:01          (For transcript of this interview:  <a href="http://www.readingrockets.org/books/interviews/hopkinson/transcript/">http://www.readingrockets.org/books/interviews/hopkinson/transcript/</a>)</p> <p><b>Source 3: Picture Book</b>  <b>A Band of Angels, by Deborah Hopkinson</b>          An historical fiction narrative in picture book format that is based on real people and events. The book tells the story of the Jubilee Singers, an African-American chorus that travels the country after the Civil War in order to raise money to save a school for freed slaves.</p> <p><b>Source 4: Novel excerpt</b>  <b>The Red Badge of Courage, by Stephen Crane</b>          A boy who dreams of being a hero in battle is confronted by the</p>

	realities of the Civil War.
Stimuli/Text Complexity:	
Acknowledgments:	<p><b>Stimuli have been taken from the following sources:</b></p> <p>Deborah Hopkinson interview  <a href="http://www.readingrockets.org/books/interviews/hopkinson/">http://www.readingrockets.org/books/interviews/hopkinson/</a></p> <p><b>Additional source acknowledgements to be added</b>          What is Historical Fiction?</p>
Task Notes:	
<p><b>Task Overview (105 total minutes):</b>          Title: Narrating History  <b>Part 1</b> (35 minutes): Ultimately tasked with writing an historical narrative, students will read an article and two stories and view a video, taking notes on these sources. They will then respond to three constructed-response questions addressing the research skills of analyzing and evaluating information.  <b>Part 2</b> (70 minutes): Students will work individually to compose full-length historical narratives, referring to their notes as needed. Pre-writing, drafting, and revising will be involved.  <b>Scorable Products:</b> Student responses to the constructed-response questions and the narrative will be scored.</p>	
<p><b>Teacher preparation / Resource requirements</b>          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><b>Teacher Directions:</b>          Students are given the texts, research, and any additional information about the narrative.</p> <p><b>Part 1 (35 minutes)</b></p> <ul style="list-style-type: none"> <li>• Initiate the online testing session.</li> <li>• Alert the students when 15 minutes have elapsed.</li> <li>• Alert the students when there are 5 minutes remaining in part 1.</li> </ul> <p>Stretch Break</p> <p><b>Part 2 (70 minutes)</b></p> <ul style="list-style-type: none"> <li>• Initiate the testing part 2.</li> <li>• 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.</li> <li>• After students have been writing for 50 minutes, alert them that there are 20 minutes remaining and suggest they begin revising their narratives.</li> <li>• Alert the students when there are 5 minutes remaining.</li> <li>• Close the testing session.</li> </ul>	
<p><b>Pre-Task Activity:</b>          There are no specific pre-task activities to be conducted.</p>	
<p><b>Time Requirements:</b> The Performance Task will take 105 minutes in one session.</p>	

**Student Directions:****Part 1** (35 minutes)**Your assignment:**

You will read about historical fiction, listen to an interview with an historical fiction author, and read a picture book and an excerpt of a classic historical fiction novel. You will answer some questions about the sources. Then you will plan, write, and revise your own historical fiction narrative.

**Steps you will be following:**

In order to plan and compose your narrative, you will:

- 1) Read an article about elements of historical fiction.
- 2) Listen to an interview with an historical fiction author.
- 3) Read a picture book.
- 4) Read an excerpt from a novel.
- 5) Answer questions about the sources.
- 6) Plan, write, and revise your narrative.

**Directions for beginning:**

You will now read the sources and watch a video. Take notes because you may want to refer back to your notes while writing your narrative. You can refer back to any of the sources as often as you like.

(source 1)

(source 2)

(source 3)

(source 4)

**Questions**

Use your 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 and viewed, which should help you write your narrative. You may click on the appropriate buttons to refer back 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. What elements of historical fiction are mentioned in both the article, “What is Historical Fiction?” and the video interview with author Deborah Hopkinson. Use details from the article and the video to support your answer.
2. “A Band of Angels” is based on real people and events. “The Red Badge of Courage” is about a made-up character during a real time period. Analyze how these differences impact the way the author’s tell the stories. Use details from the sources to support your answer.
3. Explain why you agree or disagree with the following statement: “Even though historical fiction stories are not true, they develop more accurate and true understandings of real events from the past.” Use details from the sources to support your answer.

**Part 2** (70 minutes)

You have 70 minutes to plan, draft, and revise your narrative. You may refer to the sources and the answers you wrote to the questions in part 1, but you cannot change those answers.

**Your Assignment**

Write a historical narrative using what you learned from the sources. Your story may take place during the same time periods or in the same places as the sources, but do not use the same characters, exact settings, or specific situations from the sources. When writing your story, be sure to include strong descriptive details, an identifiable historical setting, and believable characters.

Use this planning guide to make sure you get started quickly and keep your story short enough to finish in one hour.

I. Setting – The time and place should be real since you are

writing historical fiction.

II. Main character – Focus your narrative on one main character since you have just an hour to complete it. The character can be real or imaginary, but you should include details that make it seem like the person is really in the time and place you chose for your setting.

III. Plot –

a. Problem

1. What is the problem your character will be trying to solve?

b. Events

1. What is happening as your story begins?

2. How will your story end?

3. What happens to move your story from the beginning to its ending?

**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, and point of view*

**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 usage, punctuation, capitalization, and spelling.

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

- write your narrative
- revise and edit the final draft of your narrative

Word-processing tools and spell check are available to you.

Key and scoring information for questions:

1. Claim 4, Target 2

<b>Analyze/Integrate Information Rubric (Claim 4, Target 2)</b>	
<b>2</b>	<ul style="list-style-type: none"> <li>• The response gives sufficient evidence of the ability to gather, analyze and integrate information within and among multiple sources of information.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• The response gives limited evidence of the ability to gather, analyze and integrate information within and among multiple sources of information.</li> </ul>
<b>0</b>	A response gets no credit if it provides no evidence of the ability to gather, analyze and integrate information within and among multiple sources of information.

2. Claim 4, Target 2

<b>Analyze/Integrate Information Rubric (Claim 4, Target 2)</b>	
<b>2</b>	<ul style="list-style-type: none"> <li>• The response gives sufficient evidence of the ability to gather, analyze and integrate information within and among multiple sources of information.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• The response gives limited evidence of the ability to gather, analyze and integrate information within and among multiple sources of information.</li> </ul>
<b>0</b>	A response gets no credit if it provides no evidence of the ability to gather, analyze and integrate information within and among multiple sources of information.

3. Claim 4, Target 4

<b>Sample Generic 2-point Research (Grades 6-11): Use Evidence Rubric (Claim 4, Target 4)</b>	
<b>2</b>	<ul style="list-style-type: none"> <li>• The response gives sufficient evidence of the ability to cite evidence to support arguments and/or ideas.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• The response gives limited evidence of the ability to cite evidence to support arguments and/or ideas.</li> </ul>
<b>0</b>	A response gets no credit if it provides no evidence of the ability to cite evidence to support arguments and/or ideas.

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

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

\*Point of view begins in Grade 7.