

Title:	Camping Narrative Performance Task
Grade:	3
Claim(s):	<p>Claim 2: Students can produce effective writing for a range of purposes and audiences.</p> <p>Claim 4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.</p>
Assessment Target(s):	<p>Claim 2 2. COMPOSE FULL TEXTS: Write full compositions demonstrating narrative techniques (dialogue, description), structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).</p> <p>Claim 4 2. INTERPRET/INTEGRATE INFORMATION: Locate information to support central ideas and key details that are provided; select information from data or print and non-print text sources for a given purpose.</p> <p>4. USE EVIDENCE: Generate conjectures or opinions and cite evidence to support them based on prior knowledge and evidence collected and analyzed.</p>
Standard(s):	<p>Part 1: C4T2: RI-1, RI-9, W-8; C4T4: RI-1, RI-9, W-1b, W-8</p> <p>Part 2: C2T2: W-3a, W-3b, W-3c, W-3d, W-4, W-5, W-8</p>
Bloom's Taxonomy Level:	<p>Part 1: Understand, Analyze</p> <p>Part 2: Analyze, Evaluate, Create</p>
DOK Level:	<p>Part 1: 3</p> <p>Part 2: 4</p>
Score Points:	15 points possible
Difficulty:	Medium

Resources:	<p>Information for the stimuli has been retrieved from the following sources:</p> <p>(2015). Safety. <i>National Park Service</i>. Retrieved from http://www.nps.gov/yose/planyourvisit/yoursafety.htm</p> <p>(2015). Pines campgrounds. <i>National Park Service</i>. Retrieved from http://www.nps.gov/yose/planyourvisit/pinescampgrounds.htm</p> <p>(2015). Coleman tent camping checklist. <i>Coleman</i>. Retrieved from http://www.coleman.com/checklists/tent-camping-checklist/</p> <p>(2015). How to your your first camping trip a big success. <i>Good Sam RV Travel Guide & Campground Directory</i>. Retrieved from http://www.woodalls.com/articledetails.aspx?articleID=2441755</p> <p>(2015). Ten tips to finding the best camping spot. <i>Good Sam RV Travel Guide & Campground Directory</i>. Retrieved from http://www.woodalls.com/ten-tips-to-finding-the-best-camping-spot</p> <p>How to prepare for a camping trip. <i>WikiHow</i>. Retrieved from http://www.wikihow.com/Prepare-for-a-Camping-Trip</p>
Notes:	N/A
Task Overview:	<p>Task should take approximately 120 minutes in total.</p> <p>Part 1: (Approximately 50 minutes) Students will examine and take notes on the texts provided to them. Students will answer the research questions which ask students to evaluate the sources provided to them.</p> <p>Part 2: (Approximately 70 minutes) Students will refer to their answers from the research questions in part 1. Students will compose a full-length story. Students are allowed to access the texts that they read and their answers to the research questions within part 1 but cannot modify their responses.</p>
Teacher Preparation/Resource Requirements:	Teachers should supply sufficient amounts of blank paper and writing utensils for students to compose their work and take any notes.
Time Requirements:	Task should take approximately 120 minutes.

Instruction:	<p>Your Assignment:</p> <p>A camping club wants to publish a collection of stories about camping. The club leaders have asked for people to learn about camping and to send in stories about camping. You have found two informational sources that tell about camping.</p> <p>After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information to answer the questions and complete your research. You may take notes on the information you find in the sources as you read.</p> <p>In part 2, you will need to write a story using the sources you have read.</p> <p>Directions for Beginning:</p> <p>You may now look at the two sources. You can look back to these sources as much as you would like. Be sure to take notes when reading. You may want to use your notes while you are writing your story.</p> <p>Research Questions:</p> <p>After you have carefully read the sources, use the rest of the time in part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers should help you think about the information that you have read in order to help you write your story.</p> <p>You may refer back to your scratch paper to review your notes when you think it would be helpful. Answer the questions in the spaces below the questions.</p> <p>Your written notes on scratch paper will be available to you in part 1 and part 2 of the performance task.</p>
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Source 1

You have found an article from a guide book written by an outdoorsman. It was published on November 11, 2014. This article is about what to bring on a camping trip.

Preparing for Your Camping Trip

By: Ely Goldberg

So, you want to go on a camping trip? You are already imagining hiking through the woods and seeing deer. You can picture yourself fishing in the lake. You can almost taste the marshmallows you will roast over the fire! Camping can be great fun, but where do you begin planning your trip? In this part of the guide book, we will give information about sleeping and eating while camping.

When going camping, you will bring most of the things you will need with you. Think about how heavy your supplies will be to carry in a backpack. Think about how well they will fit into a car. You do not want to bring too much! On the other hand, the middle of the woods is not a great place to realize that you forgot something important!

Start by finding out about the campground where you will be camping. Check the campground's website if they have one. Are there cabins to sleep in? Do you need to bring a tent?

Unless you are sleeping in a cabin or RV, you will want to bring a tent to sleep in. A tent will keep you dry. It will also keep all of your supplies in one place. Make sure your tent or tents can fit everyone on the trip. Bring tent poles to hold the tent up. You will also need tent stakes to keep the tent in place. It is a good idea to bring some extra tent stakes in case you lose one. Your tent will not be useful if it blows away! Everyone will also need a sleeping bag to keep warm at night.

You will also want to know if the campsite has a grill for cooking. This will help plan meals for your trip. Some foods need to be kept cold like cheese, milk, and meat. Only bring along those foods if you have a cooler with ice to keep them cold. You do not want to wind up with spoiled milk or meat that has gone bad! If you camp without a cooler, pack foods that do not have to be kept cold. A can of tuna fish or a jar of peanut butter is a good choice. Fruit and trail mix make good snacks.

Glossary

RV: a vehicle used to go camping in, often including a place to sleep and small kitchen

stake: a stick to hold a tent to the ground

tent poles: poles used to hold a tent up

**Passage/
Stimulus:**

Source 2

You have found a newspaper article written by a reporter describing a new campground that has opened. This article was published on March 3, 2015. This article is about the new campground.

Oak Park Opens New Campground

By: Lena Bello

Last week, Oak Park in Lakeville opened a new campground. Campers from all over have already come to enjoy nature. Campers can find plenty to do during the day. The new campground is close to five hiking trails. It is also near Lake Ann. "I really liked fishing in the lake" said eight-year-old Hailey Anderson who was camping with her family. "I caught my first fish!" Hailey's parents planned to cook the fish for dinner.

After a busy day, the campground is a place to relax. There are no cabins, but the ground is very flat for tents. There are 30 campsites where campers can set up their own tents. Each campsite has a grill for cooking. Campers must use their own cooking pots and equipment, though. Each campsite also has a food locker. These are used to keep food away from animals.

Many campers like the view of Lake Ann. However, there can be many bugs near the lake. Camper Tanya Davis loved looking out at the water from her campsite. "The view was great, but I was glad I could go into my tent to get away from the bugs!" said Davis.

Campers should watch out for animals. Some campers have already spotted raccoons. One black bear has been seen nearby. Keeping all food in the food lockers is the best way to make sure animals cannot get to it. Camper Tom Pham put all of his food into the food locker. "At another campground, a bear ate my jar of peanut butter. I do not want that to happen again!" he said. Bears may come back to campsites if they find food there.

Sue Mayer is a park ranger at Oak Park. She works at the ranger station and can answer questions. "Some campers have asked if they can drink the lake water" said Ranger Sue. "Drinking lake water can make you sick. Be sure to pack plenty of clean water to drink."

With a great view of Lake Ann, this new campground is sure to fill up fast.

Glossary

campground: a place for camping which includes campsites, bathrooms, etc.

campsite: an area to set up a tent and camp

park ranger: a person who takes care of parks

Prework:	None
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Part 1	<p>Using the information you have just read from the two articles, answer the questions below.</p> <ol style="list-style-type: none"> 1. Source 1 gives information about what to bring for meals while camping. Choose TWO details from Source 2 that give MORE information about what campers should bring for meals. <ol style="list-style-type: none"> A. Hailey's parents planned to cook the fish for dinner. B. There are 30 campsites where campers can set up their own tents. C. Campers must use their own cooking pots and equipment, though. D. Camper Tom Pham put all of his food into the food locker. E. Bears may come back to campsites if they find food there. F. "Be sure to pack plenty of clean water to drink." 2. Explain what could happen if you went camping without a tent. Give at least TWO details, one from Source 1 and one from Source 2, to support your answer. For each detail, include the source title or number. 3. Source 1 discusses possible problems that might happen while camping. Explain how the information in Source 2 adds to the reader's understanding of possible problems while camping. Give TWO details from Source 2 to support your explanation.
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End of Part 1

Part 2	<p>Directions:</p> <p>You will now look at your sources, review your notes, plan, draft, and revise a story. You may use your notes and go back to the sources provided. Read your assignment and the information about how your story will be scored. Then begin your work.</p> <p>Your Assignment:</p> <p>Now that you have completed your research about camping, you will use that information to write a story for the camping club's collection of stories about camping. This story does not have to be about something that actually happened to you.</p> <p>Write a story that is several paragraphs long about what happens when you discover a problem while you are camping. Your story will be read by kids and</p>
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adults who are interested in camping. Be sure to use the information that you learned about in the sources when you write about a problem while camping. Make sure your story includes a setting, gives information about the characters, and tells what happens. Remember to use words that describe, not just words that tell. Your story should have a clear beginning, middle, and end.

Remember:

A well-written story:

- has a clear plot and clear order of events
- is well organized
- uses details from the sources to support your story
- uses clear language
- follows rules of writing (spelling, punctuation, and grammar)

You may begin working on your story. Make sure that you manage your time so that you can plan your story, write your story, and revise and edit the final draft.

For part 2, you are being asked to write a multi-paragraph story, so be as thorough as possible.

Remember to check your notes and your prewriting/planning as you write and then revise and edit your story.

End of Part 2

Scoring Rubric for Part 1:**Rationales Interpret/Integrate Information (Claim 4, Target 2)**

- A. Student(s) may have chosen a detail related to cooking food that has been caught while camping but not related to what campers should bring for meals.
- B. Student(s) may have chosen a detail related to what equipment to bring for sleeping but not related to what to bring for meals.
- C. Correct answer
- D. Student(s) may have chosen a detail related to what to do with food while camping but not about what food or cooking equipment to bring.
- E. Student(s) may have chosen a detail related to not leaving food out at campsites but not a detail related to what campers should bring for meals.
- F. Correct answer

Scoring Rubric 2: Use Evidence (Claim 4, Target 4)

2 Points:	The response gives sufficient evidence of the ability to cite evidence to support opinions based on information collected.
1 Point:	The response gives limited evidence of the ability to cite evidence to support opinions based on information collected.
0 Points:	The response gets no credit if it provides no evidence of the ability to cite evidence to support opinions based on information collected.

Scoring Rubric 3: Interpret/Integrate Information (Claim 4, Target 2)

2 Points:	The response gives sufficient evidence of the ability to locate information to support a central idea.
1 Point:	The response gives limited evidence of the ability to locate information to support a central idea.
0 Points:	The response gets no credit if it provides no evidence of the ability to locate information to support a central idea.

Scoring Rubric for Part 2:

Scoring Rubric Narrative Writing for Statement Purpose/Focus and Organization:	
4 Points:	<p>The response:</p> <ul style="list-style-type: none"> • Has an effective plot that helps to create a sense of unity and completeness • Effectively establishes a setting and narrator/characters • Demonstrates consistent use of a variety of transitional strategies to clarify the relationships between and among ideas; demonstrates strong connection between and among ideas • Has a natural, logical sequence of events from beginning to end • Has an effective opening and closure for audience and purpose
3 Points:	<p>The response:</p> <ul style="list-style-type: none"> • Has an evident plot that helps to create a sense of unity and completeness, though there may be minor flaws, and some ideas may be loosely connected • Adequately establishes a setting and narrator/characters • Demonstrates adequate use of a variety of transitional strategies to clarify the relationships between and among ideas • Has an adequate sequence of events from beginning to end • Has an adequate opening and closure for audience and purpose
2 Points:	<p>The response:</p> <ul style="list-style-type: none"> • May have an inconsistent plot and/or flaws may be evident • Unevenly or minimally establishes a setting and narrator/characters • Demonstrates uneven use of appropriate transitional strategies and/or little variety • Has a weak or uneven sequence of events • Has an opening and closure that are weak, if present
1 Point:	<p>The response:</p> <ul style="list-style-type: none"> • Has little or no discernable plot, or there may just be a series of events • May be brief or may demonstrate little to no attempt to establish a setting and narrator/characters • Uses few or no appropriate transitional strategies and may cause confusion • Has little or no organization of an event sequence, has frequent extraneous ideas, and/or a major drift • May be missing an opening and/or closure, or opening and/or closure may be unsatisfactory
0 Points:	<p>A response receives no credit if it provides no evidence of the ability to write a full narrative text on a topic, attending to purpose and audience. A response receives no credit if it is in a language other than English, is illegible, off-topic, or off-purpose.</p>

Scoring Rubric Narrative Writing for Evidence and Elaboration of Evidence:	
4 Points:	<p>The response:</p> <ul style="list-style-type: none"> • Has characters, setting, and/or events that are clearly developed • Connects to source materials to enhance the narrative • Effectively uses a variety of narrative techniques that advance the story • Effectively uses sensory, concrete, and figurative language that clearly advances the purpose • Has an effective, appropriate style that enhances the narration
3 Points:	<p>The response:</p> <ul style="list-style-type: none"> • Has characters, setting, and/or events that are adequately developed • Connects to source materials to enhance the narrative • Adequately uses a variety of narrative techniques that generally advance the story • Adequately uses sensory, concrete, and figurative language that generally advances the purpose • Has a generally appropriate style
2 Points:	<p>The response:</p> <ul style="list-style-type: none"> • Has characters, setting, and/or events that are unevenly developed • Has connections to source materials that may be ineffective, awkward, or vague but do not interfere with the narrative • Uses narrative techniques that are uneven and inconsistent • Demonstrates partial or weak use of sensory, concrete, and figurative language that may not advance the purpose • Demonstrates an inconsistent or weak attempt to create appropriate style
1 Point:	<p>The response:</p> <ul style="list-style-type: none"> • Has characters, setting, and/or events that may be vague, may lack clarity, or may be confusing • May have connections to source materials that may detract from the narrative • Demonstrates minimal, absent, incorrect, or irrelevant use of narrative techniques • May have little or no use of sensory, concrete, or figurative language; may use language that does not advance and may interfere with the purpose • Demonstrates little or no evidence of appropriate style
0 Points:	<p>A response receives no credit if it provides no evidence of the ability to develop/elaborate on a topic. A response receives no credit if it is in a language other than English, is illegible, off-topic, or off-purpose.</p>

Scoring Rubric Narrative Writing for Conventions:	
2 Points:	The response: <ul style="list-style-type: none">• Demonstrates adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling
1 Point:	The response: <ul style="list-style-type: none">• Demonstrates limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling
0 Points:	A response receives no credit if it demonstrates little or no command of conventions. The response demonstrates infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling. A response receives no credit if it is in a language other than English, is illegible, off-topic, or off-purpose.