

Title:	Pets
Grade:	3
Claim(s):	<p>Claim 2: Students can produce effective writing for a range of purpose 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 7. COMPOSE FULL TEXTS: Write full opinion pieces about topics or sources, attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitional strategies for coherence, and develop supporting reasons (from sources when appropriate to prompt) and an appropriate conclusion.</p> <p>9. EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.</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>3. ANALYZE INFORMATION/SOURCES: Distinguish relevant-irrelevant information (e.g., fact/opinion).</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-6, RI-7, RI-9, W-8, W-9; C4T3: RI-7, W-8, W-9; C4T4: RI-1, RI-6, RI-7, RI-9, W-1b, W-8, W-9; C1T12: RI-3, RI-6</p> <p>Part 2: C2T7: W-1a, W-1b, W-1c, W-1d, W-3b, W-4, W-5, W-8; C2T9: L-1a, L-1b, L-1c, L-1d, L-1e, L-1f, L-1g, L-1h, L-1i, L-2a, L-2b, L-2c, L-2d, L-2e, L-2f, L-2g</p>
Blooms Taxonomy Level:	<p>Part 1: Understand, Analyze, Plan</p> <p>Part 2: Analyze, Evaluate, Create</p>
DOK Level:	<p>Part 1: 3, 4</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>http://www.aspc.org/pet-care/virtual-pet-behaviorist/cat-behavior/nighttime-activity-cats</p> <p>http://www.humanesociety.org/animals/dogs/tips/bringing_new_dog_home.html?credit=web_id101199907</p>
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	<p>http://www.aaha.org/pet_owner/pet_health_library/dog_care/general_health/caring_for_your_new_dog_or_puppy.aspx</p> <p>http://www.aafa.org/display.cfm?id=9&sub=18&cont=236</p> <p>http://www.animalplanet.com/pets/i-like-top-ten-cats-better-dogs.htm</p> <p>http://www.familycircle.com/family-fun/pets/reasons-why-cats-make-great-pets</p> <p>http://living.msn.com/family-parenting/pets/dog-vs-cat-which-pet-is-better</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 opinion essay. 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.

<p>Instruction:</p>	<p>Your Assignment:</p> <p>Your family has decided to get a new pet and wants a cat or a dog. Your family has asked you to learn about the different reasons why each pet is a good pet to have and decide which pet would be best for your family. You have found two sources about cats and dogs.</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 an opinion essay 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 them while you are writing your essay.</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 opinion essay.</p>
<p>Passage/ Stimulus:</p>	<p style="text-align: center;">Source 1</p> <p>You have found a source about why dogs are better pets than cats.</p> <p style="text-align: center;">Dogs are Cool! By: Joshua Smith</p> <p>Dogs are great pets to have. No matter how old you are, dogs always make things fun. There are so many different types of dogs, called breeds. Each breed has something special. But all dogs are loyal and loving pets. It is no wonder why they are called man's best friend. Some dogs will play with you and others will keep you safe. Some are more active and others need less attention.</p> <p>Having a dog helps you have a healthier life. Walking and playing with your dog will keep you active and healthy. Unlike cats, dogs will let you sleep at night and will not accidentally hurt you in your sleep. A lot more people are allergic to cats than dogs, too. If you get a cat, you could spend all your time sniffing and sneezing.</p>

Dogs are better than cats because dogs are friendlier than cats. Dogs are super fun and can play with you for hours. A cat will just lay around or ignore you until it wants to play. Plus, a dog will have fun just because it is with you. Cats like to play when they want to, not when you want to.

Owning a dog will even teach you things that owning a cat will not. When you own a dog, you learn responsibility because it needs more attention than a cat. But if you own a cat, you could easily forget about it for a while. You may even get bored of a cat since it does not play with you a lot. Also if you forget your cat, then it could get outside. Being outside could be dangerous for a cat because they are small. Dogs are playful enough that you would not forget them and even if you did, it would not be able to sneak outside. Dogs are stronger than cats, so they are safer outside than cats. Plus if you ever do not feel like playing with your dog, you could just put it outside and it could still get the exercise it needs (as long as you have a fenced yard). Dogs even like to go for drives, so if you go on vacation, you can take your dog with you. Your dog will love the ride. When you get to your vacation spot you can still have fun with your dog.

Dogs are wonderful animals that naturally love and protect. If you want a friend who will always love and care for you, get a dog!

Source 2

You have found a source explaining why owning a cat is better than owning a dog.

Cats are Purrrrr-fect

By: Karla Brown

A pet will love you and play with you, plus it is fun to have a pet. They can teach you things too. Cats are the best pets. They are better pets than dogs. They are better because they are entertaining and easy to care for. They make better pets than dogs in a lot of ways.

Cats have good manners. Dogs get too excited when they meet a new person while a cat stays calm. Some people might be bothered by a dog's excitement, but no one will complain about a cat. They will not go near a stranger like a dog would. They will not beg your guests for food during dinner or bark in the middle of the night. Even the loudest cat is not as loud as a dog barking.

Cats do not need much room. They also do not need to be walked. When it is cold or raining, a dog still needs to go for a walk. A cat owner will stay warm and dry. They also do not need to buy a leash. Cats are smaller than dogs, so they do not eat as much. That means cat owners save money on food. Cats do not need their owners as much as dogs do. They groom themselves, so they do not need baths. This also means they smell better because they clean themselves often. Although not recommended, studies have proven that cats can be alone all day. A cat will be entertained by a toy. A dog would need a

	<p>walk and lots of attention.</p> <p>Cats are funny without even trying. Everything a dog does is not as entertaining because they do it all the time. Cats can be trained but do not have to be given a treat like a dog. Dogs will only do things for treats. Cats will also keep insects and rodents away because they will chase them until they do not come back.</p> <p>Since cats are easier to take care of, you can have more than one. They do not need lots of space. That means that you could have two or three cats instead of just one dog. Two cats can keep each other company and would require even less attention from their owner. While one cat will need you to play with it, two cats can play with each other. They do not eat a lot and only play once in a while. Dogs always want attention and require more care.</p> <p>If a dog gets bored, he will start destroying furniture and everything else in sight. A cat will learn not to destroy furniture if it is something bad. Research has shown that cats learn through experience. If something good happens, then they will try to make it happen again. If something bad happens, then they will stop the things that make it happen.</p> <p>Cats do not need as much attention, but they are still playful and love their owners.</p>
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Prework:	None
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Part 1	<ol style="list-style-type: none">1. Which source MOST LIKELY has the most useful information about how much attention each animal needs? Choose ONE answer that gives the source number and correctly explains why this is MOST LIKELY the most useful source.<ol style="list-style-type: none">A. Source 2 because it talks about how excited dogs can get.B. Source 1 because it says that dogs need more attention than cats.C. Source 2 because it says that cats can be left alone all day.D. Source 2 because it compares the amount of space and playtime each pet needs. 2. Source 1 talks about dogs as pets. Explain how the information in Source 2 adds to the reader's understanding of dogs as pets. Give TWO details from Source 2 to support your explanation.
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Part 1	<p>3. Each source explains the amount of energy cats and dogs have. Why is this topic important when choosing a pet? Use examples from BOTH Source 1 and Source 2 to support your answer. For each example, include the source title or number.</p>
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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 an essay. You may use your notes and go back to the sources provided. Read your assignment and the information about how your essay will be scored. Then begin your work.</p> <p>Your assignment:</p> <p>After completing your research, you share your findings with your family. To convince your family which pet is better, your parents suggest you write an opinion essay about the better pet with reasons why.</p> <p>You will write a multi-paragraph opinion essay in which you explain which pet is better for your family and why. Your essay will be read by your parents as well as other family members. Keep your purpose in mind (to convince your family that the pet you chose is best for your family).</p>
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Part 2	<p>Remember:</p> <p>A good opinion paper:</p> <ul style="list-style-type: none"> • has a clear opinion • is well-organized • stays in the assigned topic • has an introduction and a conclusion • uses transitions and linking words • uses details from the articles • clearly develops ideas • uses clear language • follows the rules of writing (spelling, punctuation, grammar) <p>You may begin working on your essay. Make sure that you manage your time so that you can plan your essay, write your essay, and revise and edit the final draft.</p>
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End of Session 2

Scoring Rubric for Part 1:**Rationales 1 Analyze Information/Sources (Claim 4, Target 3)**

- A. Student(s) may have correctly identified the proper source but failed to identify the reason why Source 2 is the correct source. Student(s) may have misread the question, thinking it asked for how much attention each animal gives, rather than needs.
- B. Student(s) may have chosen this because it is the only choice pertaining to Source 1.
- C. Student(s) may have correctly identified the proper source but may have failed to identify the correct reasoning. Student(s) may have forgotten that the question asked for how much each animal needs and instead may have chosen the reasoning for how much attention a cat needs.
- D. Correct answer

Scoring Rubric 2 Interpret & Integrate Information (Claim 4, Target 2)

2 Points:	The response gives sufficient evidence of the ability to gather, analyze, and integrate information within and among multiple sources of information.
1 Point:	The response gives limited evidence of the ability to gather, analyze, and integrate information within and among multiple sources of information.
0 Points:	The 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.

Scoring Rubric 3 Use Evidence Rubric (Claim 4, Target 4)

2 Points:	The response gives sufficient evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
1 Point:	The response gives limited evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
0 Points:	A response gets no credit if it provides no evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.

Scoring Rubric for Part 2:

Scoring Rubric Opinion Performance Task Writing Rubric for Organization/Purpose:	
4 Points:	<p>The response:</p> <ul style="list-style-type: none"> • Is consistent and purposefully focused on the given topic • Has a clear and effective organizational structure • Creates a sense of unity and completeness • Has an organization that is fully sustained between and within paragraphs • Is consistently and purposefully focused • Has a thesis/controlling idea of a topic that is clearly communicated, and the focus is strongly maintained for the purpose and audience • Has consistent use of a variety of transitional strategies to clarify the relationships between and among ideas • Has an effective introduction and conclusion • Has a logical progression of ideas from beginning to end • Has strong connections between and among ideas with some syntactic variety
3 Points:	<p>The response:</p> <ul style="list-style-type: none"> • Is adequately consistent and generally focused on the given topic • Has an evident organizational structure and a sense of completeness • May have minor flaws, but they do not interfere with the overall coherence • Has an organization that is adequately sustained between and within paragraphs • Is generally focused • Has a thesis/controlling idea of a topic that is clear, and the focus is mostly maintained for the purpose and audience • Has adequate use of transitional strategies with some variety to clarify the relationships between and among ideas • Has an adequate introduction and conclusion • Has an adequate progression of ideas from beginning to end • Has adequate connections between and among ideas
2 Points:	<p>The response:</p> <ul style="list-style-type: none"> • Is somewhat sustained and may be a bit off focus/topic • Has an inconsistent organizational structure • Has some flaws that are evident, and some ideas may be loosely connected • Has an organization that is somewhat sustained between and within paragraphs • May have a minor drift in focus • Has a thesis/controlling idea of a topic that may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience • Has an inconsistent use of transitional strategies and/or little variety • Has an introduction or conclusion, that, if present, may be weak • Has uneven progression of ideas from beginning to end; and/or formulaic • Has inconsistent or unclear connections between and among ideas

1 Point:	<p>The response:</p> <ul style="list-style-type: none"> • May be related to the topic, but may provide little to no focus • Has little or no discernible organizational structure • May be related to the topic but may provide little or no focus • Has a thesis/controlling idea that may be confusing or ambiguous • May be too brief or the focus may drift from the purpose and/or audience • Has few or no transitional strategies • Has an introduction and/or conclusion that may be missing • Has frequent extraneous ideas that may be evident • Ideas may be randomly ordered or have an unclear progression
0 Points:	<p>A response receives no credit if it provides no evidence of the ability to write full informational/explanatory texts on a topic, attending to purpose and audience.</p>

Scoring Rubric Opinion Performance Task Writing Rubric for Evidence/Elaboration:	
4 Points:	<p>The response:</p> <ul style="list-style-type: none"> • Provides thorough elaboration of the support/evidence for the opinion that includes the effective use of source material • Clearly and effectively develops ideas, using precise language • Has comprehensive evidence (facts and details) from the source material that is integrated, relevant, and specific • Has clear citations or attribution to source material • Has effective use of a variety of elaborative techniques • Has vocabulary that is clearly appropriate for the audience and purpose • Has effective, appropriate style that enhances content
3 Points:	<p>The response:</p> <ul style="list-style-type: none"> • Provides adequate elaboration of the support/evidence for the opinion that includes the use of source material • Adequately develops ideas, employing a mix of precise and more general language • Has adequate evidence (facts and details) from the source material that is integrated and relevant, yet may be general • Has adequate use of citations or attribution to source material • Has adequate use of some elaborative techniques • Has vocabulary that is generally appropriate for the audience and purpose • Has generally appropriate style

2 Points:	<p>The response:</p> <ul style="list-style-type: none"> • Provides uneven, cursory elaboration of the support/evidence for the opinion that includes uneven or limited use of source material • Develops ideas unevenly, using simplistic language • Has some evidence (facts and details) from the source material that may be weakly integrated, imprecise, repetitive, vague, and/or copied • Has weak use of citations or attribution to source material • Has weak or uneven use of elaborative techniques; development may consist primarily of source summary • Has vocabulary use that is uneven or somewhat ineffective for the audience and purpose • Has an inconsistent or weak attempt to create appropriate style
1 Point:	<p>The response:</p> <ul style="list-style-type: none"> • Provides minimal elaboration of the support/evidence for the opinion that includes little or no use of source material • Is vague, lacks clarity, or is confusing • Has evidence (facts and details) from the source material that is minimal, irrelevant, absent, incorrectly used, or predominantly copied • Has insufficient use of citations or attribution to source material • Has minimal, if any, use of elaborative techniques • Has vocabulary that is limited or ineffective for the audience and purpose • Has little or no evidence of appropriate style
0 Points:	<p>A response receives no credit if it provides no evidence of the ability to write full informational/explanatory texts on a topic, attending to language and elaboration of evidence.</p>

Scoring Rubric Opinion Performance Task Writing Rubric for Conventions:	
2 Points:	<p>The response:</p> <ul style="list-style-type: none"> • Demonstrates an adequate command of conventions • Has adequate use of correct sentence formation • Has correct punctuation • Has correct capitalization • Has correct grammar usage • Contains no spelling errors
1 Point:	<p>The response:</p> <ul style="list-style-type: none"> • Demonstrates a partial command of conventions • Has limited use of correct sentence formation • May contain some punctuation errors • May contain some capitalization errors • May contain some errors in grammar usage • May include some spelling errors
0 Points:	<p>A response gets no credit if it demonstrates little or no command of conventions, has infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling.</p>