

Title:	Farm and City Life
Grade:	4
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, W-9; C4T4: RI-1, RI-9, W-1b, W-8, W-9</p> <p>Part 2: C2T2: W-3a, W-3b, W-3c, W-3d, W-3e, W-4, W-5, W-8, W-9</p>
Bloom's Taxonomy Level:	<p>Part 1: Understand, Analyze, Evaluate</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:	Difficult

Resources:	<p>Information for the stimuli has been retrieved from the following sources:</p> <p>(2015). Life on the farm. <i>Go Dairy</i>. Retrieved from http://www.godairy.co.nz/life-on-the-farm/a-day-in-the-life</p> <p>(2015). Farm life. <i>AG Day</i>. Retrieved from http://www.agday.org/tc/tc-farmlife.html</p> <p>(2015). Meet Donna Kerr, dairy farmer. <i>4-H Virtual Farm</i>. Retrieved from http://www.sites.ext.vt.edu/virtualfarm/dairy/dairy_producer.html</p> <p>(2015). Let's milk. <i>Kenyon Education</i>. Retrieved from http://www2.kenyon.edu/projects/farmschool/food/milking1.htm</p> <p>(2015). Want to raise your own chickens? Here's what you need to know. <i>About</i>. Retrieved from http://smallfarm.about.com/od/chickens/</p> <p>(2015). Maintaining your flock of laying hens. <i>About</i>. Retrieved from http://smallfarm.about.com/od/farmanimals/a/chickencare.htm</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 narrative 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>Your state travel committee wants to publish a collection of stories about life in different parts of the state. The committee has asked for people to learn about life on farms and in cities and to send in stories about visiting different places. You have found two sources about farms and one source about a city.</p> <p>After you have reviewed the story, newspaper article, and magazine article, 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 three 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 a story written by a local reporter about a family that owns a dairy farm. This story explains the life of people living on a dairy farm for those who may not know what it is like.

A Day at the Stewarts' Farm

By: Raymond Hall

While many of her school classmates are still asleep, 9-year-old Casey Stewart is already hard at work. Casey and her brother, Sam, get up at 5:30 a.m. every morning to help their parents on the dairy farm that the family runs. The family milks the 80 Holstein cows on their farm twice a day. If the cows do not get milked twice a day, they get very uncomfortable. They could even get sick. "Some of my friends think we milk all of the cows by hand," says Casey. "But we really use a milking machine." Casey helps get the cows hooked up to the milking machine. Sam checks the cows to see if any of them look sick. Then, Casey's parents hose down the milking machine while the kids eat breakfast and get ready for school.

After school, there is more work to be done on the farm. Casey and Sam check their hens' nest boxes for eggs. The Stewarts have just started raising a small brood of chickens. They have learned that it is best to collect their eggs often. Casey and Sam's parents collect eggs from the nest boxes early in the morning. Later in the afternoon, Casey and Sam do another check for eggs. "Even when it rains, we still have to go out to collect the eggs!" says Sam. Casey also makes sure that the hens have enough straw to sit on in their nest boxes. She makes sure the straw is clean and adds more if it is getting low. She also makes sure the chickens have plenty of water and helps fill the feeders with chicken feed.

Working on her family's farm is a lot of work, but it can also be a lot of fun. One of the things Casey likes best is feeding the newborn calves. She also loves to make ice cream from the fresh milk. When Casey has finished with her farm chores, she enjoys riding horses. Casey has been riding horses since she was 6 years old. The Stewarts' closest neighbor lives almost a mile away, but he owns several horses that he lets Casey ride.

Casey has lived on this farm her whole life. In fact, the dairy farm has been in the family for close to 50 years. The farm belonged to Casey's grandparents. Casey's mother, Joann, loves life on the farm and is glad to be able to share that with her own children. "I love the wide open space of farm life," she says. "We are surrounded by nature." The Stewarts enjoy listening to the sounds of their cows and chickens, and they love the fresh air.

While the family enjoys farm life, they do not always love the early morning hours. The cows will need to be milked first thing, though, so that means an early bedtime for everyone.

**Passage/
Stimulus:**

Source 2

You have found a magazine article written by a farm owner. This article is for people purchasing chickens to know how to care for chickens on a farm.

How to Care for Your Chickens

By: Nancy Brown

Keeping a few chickens on your farm is a great way to get fresh, delicious eggs every day. Plus, selling eggs from your farm is a way to earn extra money. Once you learn how to set up a coop, feed your chickens, and collect their eggs, you will be ready to care for your chickens. Compared with other farm animals, chickens are pretty easy to take care of. Even though you will not need to do too much for your chickens each day, the chores do need to be done every day. There is no vacation when it comes to caring for farm animals!

If you want eggs, you will need female chickens. Female chickens are called hens. Most people set up a coop for the chickens to sleep in, with some room to run around outside the coop. A basic chicken coop has walls made of chicken wire and a roof. Inside the coop, hens will lay their eggs in a nest box. A plastic tub with straw inside can be used for a nest box. Once you have your nest boxes set up, you will need to check on them to make sure there is plenty of clean straw. If any eggs break in the nest boxes, clean the box out as soon as possible and replace the straw.

Check on your chickens every day to make sure they have plenty of water and chicken feed. Chicken feed is made mostly of grains like corn, wheat, and oats. It also has some vitamins and other ingredients to keep chickens healthy. Chickens also find food on the ground. They eat grass, earthworms, insects, and slugs. For a special treat, you can sprinkle some cracked corn on the ground for your chickens. In addition, chickens need plenty of water.

If you are new to taking care of laying hens, you might not realize how often the eggs need to be collected. Hens usually lay eggs early in the morning. If the eggs stay in the nest boxes for too long, the hens might step on them and break them. Eggs left in the boxes will get dirty, and the hens might even eat them. That is why it is best to collect the eggs from the nest boxes early every morning. It is a good idea to check the boxes for eggs again later in the day, too.

You might get worried when you see your chickens losing their feathers. Do not worry! When chickens lose their feathers and grow new ones, this is called molting. Molting happens once a year. This is a normal sight to see on a farm and a normal part of the life of a chicken.

Source 3

You have found a newspaper article written by a reporter about a New York City shop owner.

A Shopkeeper Shares His Love for the City

By: Layla Phillips

As soon as you step off of the subway train and walk up the stairs and out of the subway station, you know you have arrived in New York City. The smells of hot dog carts and other food sellers hit your nose. Fire trucks screech by and taxi cabs honk their horns. Music spills out of an apartment window. People rush by on their way to work in tall office buildings. Tourists take pictures of the Empire State Building that stretches up 102 floors.

If you are searching for a souvenir to take home from your trip to the "Big Apple," you might find yourself at Malcolm Kent's souvenir shop. Kent has owned this store in New York City for 45 years. Kent moved here from Connecticut 46 years ago. When he first arrived in New York, the city seemed too crowded and too busy. "Now, though," says Kent, "when I leave the city, it seems too quiet around me!" There is always something happening in the city, and Kent loves to watch it all from the window of his store. "The city is exciting!" says Kent.

Besides key chains and postcards with pictures of the Empire State Building, Kent also sells a few grocery items in his store. He often gets people stopping into the store to buy a gallon of milk or a dozen eggs on their way home from work. After school, Kent's grandchildren come to help out at his store. They help put items on the shelves and sweep the sidewalk. They help take the trash out to the dumpster behind the store. That is not one of the city smells that Kent loves!

When tourists come into Kent's store, Kent talks to them. He tells them about everything there is to see and do in New York City. There are museums, stores, and Broadway shows. If his customers are traveling with kids, Kent mentions the children's museums, festivals, and street fairs. Of course, the view from the top of the Empire State Building is a must-see. The rooftop gives a view of the people and buildings packed into the city below.

Another thing Kent loves about New York City is Central Park. He takes a walk through the park when he wants to escape the noise of the city and enjoy a bit of nature. He loves to take his grandchildren to the Central Park Zoo. "Other than dogs and maybe some rats, there are not many chances for city kids to see animals!" says Kent.

The next time you visit New York City, check out Kent's store. Big Apple Souvenirs on East 33rd Street is the place to go for souvenirs and great tips for seeing New York City!

Glossary

souvenir: something that you keep or buy to remind you of a place you have visited

Prework:

None

Part 1

Using the information you have just read from the three articles, answer the questions below.

1. Source 2 tells that some farm chores must be done every day. Choose *two* details from Source 1 that give *more* information about how important it is to do farm chores every day.
 - A. If the cows do not get milked twice a day, they get very uncomfortable.
 - B. The Stewarts have just started raising a small brood of chickens.
 - C. "Even when it rains, we still have to go out to collect the eggs!" says Sam.
 - D. One of the things Casey likes best is feeding the newborn calves.
 - E. Casey has been riding horses since she was 6 years old.
 - F. The Stewarts enjoy listening to the sounds of their cows and chickens, and they love the fresh air.

2. Source 1 tells that it is best to collect hens' eggs often. Explain how the information in Source 2 adds to the reader's understanding of collecting eggs. Give *two* details from Source 2 to support your explanation.

3. Explain what someone who lives on a farm might think of life in a city. Give at least *two* details, one from Source 1 and one from Source 3, to support your explanation. For each detail, include the source title or number.

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 narrative 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 life on farms and in cities, you will use that information to write a narrative story for your state's collection of stories about visiting different places.</p> <p>Write a story that is several paragraphs long about what happens when your friend from the city comes to visit you on your farm. Your story will be read by kids and adults who want to learn about life in different parts of the state. Be sure to use the information that you learned about in the sources when you write about a city friend visiting the farm. 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.</p> <p>Remember:</p> <p>A well-written story:</p> <ul style="list-style-type: none">• 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) <p>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.</p> <p>For part 2, you are being asked to write a multi-paragraph story, so be as thorough as possible.</p> <p>Remember to check your notes and your prewriting/planning as you write and then revise and edit your story.</p>
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End of Part 2

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

- A. Correct answer
- B. Student(s) may have chosen a detail that references farm animals but does not give specific information about daily farm chores.
- C. Correct answer
- D. Student(s) may have chosen a detail that tells about a farm chore that Casey likes to do but does not give more information about the importance of doing farm chores every day.
- E. Student(s) may have chosen a detail that references a pastime on the farm but does not give more information about the importance of doing farm chores every day.
- F. Student(s) may have chosen a detail that describes features of life on a farm but does not give more information about the importance of doing farm chores every day.

Scoring Rubric 2: 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 3: 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 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 Rubric 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.