*Performance Task Development Template*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Step 1: Learning Targets and Success Criteria** | | | | | | |
| **Learning Targets**  **WK.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  **Science Standard 4 Objective 2a:** Compare the parts of different animals, e.g., skin, fur, feathers, scales; hands, wings, flippers, and fins. | | **Transfer** | | | | |
| Students will be able to independently use their learning to… | | | | |
| **Success Criteria** | | | | |
| I can identify the different body parts of an animal using my five senses.  I can compare and contrast the body parts of two different animals.  I can draw, label, and write about the similarities and differences. | | | | |
| **Step 2: Context** | | | | | | |
| **Text Set** | | | | | | |
| Title: “Bats at Night” (Scholastic News) | | | | Description: Presents information on the behavior of bats during night and day. INSET: “The Biggest Bat!”  Use this link when at a Utah School:  <http://web.b.ebscohost.com/sas/pdf?vid=9&sid=71dd1b7c-eaec-45a4-ad78-65fc32cee165%40sessionmgr110&hid=116> | | |
| Lexile: 270 | | | |
| Qualitative Features: Moderate vocabulary demands. Note a “key word” definition and also proper nouns. Moderately complex sentence structure. Content is a great distance from reader’s experiences. | | | |
| Title: “The Big Blue Whale Is the Biggest Whale!” | | | | Description: The article provides information on the blue whale. The parts of the whale are identified, including its fin, flipper and blowholes. It is noted that the infant whale is called a calf. Its weight and the sound it can make are also described.  Use this link when at a Utah School:  <http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=58c74632-1072-4b78-bace-dcb674d7d54d%40sessionmgr198&vid=4&hid=116> | | |
| Lexile: N/A | | | |
| Qualitative Features: Moderately complex. Explores content that is some distance from the reader’s experiences. | | | |
| Title: “Meet the Meerkat” | | | | Description: A series of questions and answers introduce children to the life and habitat of little meerkat. Scientifically accurate illustrations make these exotic animals accessible to young readers.  Available via Salt Lake County Library Services. <http://www.slcolibrary.org/> Go to Kid Zone. Click on Reading Corner. Scroll to the bottom of the page and click on Listen to a Story. It is in Tumblebooks. | | |
| Lexile: 300 | | | |
| Qualitative Features: Moderately complex. Explores content that is some distance from the reader’s experiences. | | | |
| Title: “World’s Deadliest-Super-Hearing Helps Owl Hunt” (National Geographic Wild) | | | | Description: A great gray owl hunts for a mouse in the arctic snow. It includes a description of the owl’s physical characteristics.  Available via Youtube. Search the title of the video. | | |
| Lexile: N/A | | | |
| Qualitative Features: N/A | | | |
| Title: “Polar Bear Patrol” | | | | Description: A polar bear's body is made for hunting. Read about each body-part.  Use this link when at a Utah School:  <http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=7b587a85-ed23-410a-87e1-c33229979b7c%40sessionmgr113&vid=1&hid=116> | | |
| Lexile: 850 | | | |
| Qualitative Features: Text features are moderately complex. Explores content that is some distance from the reader’s experiences. | | | |
| Title: “Turtle, Turtle, Watch Out!” | | | | Description: Sea turtles face many dangers as they grow, eat, travel, and breed. In this dramatization of one female turtle's challenges, acclaimed nature writer April Pulley Sayre highlights the role that humans have in helping this endangered species.  Available via Salt Lake County Library Services. <http://www.slcolibrary.org/> Go to Kid Zone. Click on Reading Corner. Scroll to the bottom of the page and click on Listen to a Story. It is in Tumblebooks. | | |
| Lexile: 530 | | | |
| Qualitative Features: Moderately complex text purpose that is implied with some inference. Moderately complex vocabulary and sentence structure. | | | |
| **Step 3: Performance Task** | | | | | | |
| After reading “The Big Blue Whale Is the Biggest Whale!” and “Polar Bear,” compare the differences between the blue whale and the polar bear. Using the organizer, draw and label the blue whale and the polar bear. Dictate or write the differences between a polar bear and a blue whale. | | | | | | |
| **Step 4: Scoring Guide** | | | | | | |
| Performance Criteria | 4  Highly Proficient | | 3  Proficient | | 2  Approaching Proficient | 1  Below Proficient |
| Focus and Organization  **WK.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. | Addresses all aspects of prompt with a developed and consistent focus; stays on task.  Identifies topic using correct labels and in more than one sentence. | | Addresses prompt appropriately with a steady focus; stays on task.  Identifies topic using labels and in a sentence. | | Addresses prompt but focus is uneven.  Identifies topic using some labels, and a dictated sentence or uses sentence frames. | Attempts to address prompt but lacks focus or is off task.  Identifies topic in drawings using few labels. |
| Evidence and Elaboration  W.K.2  Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. | Supplies extra information about the topic in the form of labels and in sentences. | | Supplies some information about the topic in the form of labels and/or sentences. | | Attempts to supply some information but may be unrelated to topic. | Supplies no information about topic. |
| Conventions  L.K.1 & L.K.2 | Capitalizes correctly and consistently with no errors.  Uses end punctuation correctly.  Demonstrates mastery of proper spacing between all words and word placement on the lines.  Prints all upper and lower case letters correctly. | | Capitalizes correctly and consistently with a minor error.  Uses end punctuation.  Demonstrates proficiency of proper spacing between most words and word placement on the lines.  Prints many upper and lower case letters correctly. | | Capitalizes correctly and consistently with some errors.  Uses end punctuation incorrectly.  Demonstrates some proficiency of proper spacing between words and word placement on the lines.  Prints some upper and lower case letters correctly. | Capitalizes incorrectly with many errors.  Does not use end punctuation.  Demonstrates little to no proficiency of proper spacing between words and word placement on the lines.  Prints few upper and lower case letters correctly. |
|  |  | |  | |  |  |
| **Step 5: Review and Revise** | | | | | | |