*Performance Task Development Template--Kindergarten*

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| **Step 1: Learning Targets and Success Criteria** | | | | | | |
| **Learning Targets**  **Writing Standard 2.2** 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 2** Earth and Space Science. Students will gain an understanding of Earth and Space Science through the study of earth materials, celestial movement, and weather.  ***Objective 2***  Observe and describe changes in day and night. Examine what happens when you block the sun’s light. Explore shadows and temperature changes. | | **Transfer** | | | | |
| Students will be able to identify other themes that are interrelated.  Students will be able write and illustrate how multiple themes and objects may be interrelated. | | | | |
| **Success Criteria** | | | | |
| Students will be able to name sources of light (e.g., sun, flashlight, and spotlight).  Students will be able to explain what makes a shadow.  Students will be able to create shadows using objects and light sources.  Students will be able to match objects to their shadow.  Students will be able to draw selected light sources, objects and shadows.  Students will be able to draw, dictate or write about the relationship between selected light sources, objects and shadows. | | | | |
| **Step 2: Context** | | | | | | |
| **Text Set** | | | | | | |
| Title: My Shadow/ Reading Rainbow/UEN e-media  Link: <http://eq.uen.org/emedia/items/66af1fde-abea-d5b3-ffef-6c2d0741d3c4/1/> First 8.36 minutes of video | | | | Description: My Shadow, written by Robert Louis Stevenson, illustrated by Ted Rand. An illustrated version of the poem in which a child describes her relationship with her shadow. This video demonstrates the relationship between light, objects and shadows. 8.36 minutes. Demonstrates relationship between light, shadow, distance, time of day. | | |
| Lexile: NA | | | |
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| Title: I Have a Friend by Keiko Narahashi (1987) | | | | Description: Through gentle, poetic text and outstanding watercolor paintings, children will discover that special friend each one of us has--our shadow--who keeps our dreams "secret and safe". | | |
| Lexile: Unknown | | | |
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| Title: What Makes a Shadow by Clyde Robert Bulla | | | | Description: What makes a shadow? Where does it come from? When the sun is shining, everything has its own shadow -- trees, houses, cars, even clouds and planes way up in the sky. You have a shadow, too. As the sun sets, all shadows become part of a much larger one -- the night! | | |
| Lexile: 220 | | | |
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| Title: Moonbear’s Shadow | | | | Description: One sunny day Bear decides to go fishing, but his shadow keeps scaring the fish away, time and time again. Bear tries everything he can think of to get rid of this pesky nuisance. And at last he succeeds—or so he thinks! | | |
| Lexile: 580 | | | |
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| Title: My Shadow | | | | Description: A Robert Lois Stevenson poem about a child and how he feels about his shadow. Can be found at <http://www.bygosh.com/Features/072000/shadow.htm> | | |
| Lexile 1010 | | | |
| Qualitative Features: Complex conventionality, vocabulary, sentence structure, vocabulary, archaic language such as notion, rubber ball, metaphoric language. | | | |
| Title: Nothing Sticks Like a Shadow by Ann Tompert | | | | Description: "I have a friend who lives in my house," says the small boy who narrates this simple story. His shadow friend follows him down the street and to the park; they "hip-hop down the stairs" and swim together at the beach. Sometimes the shadow "is short and fat. And sometimes he is so tall he can touch the treetops." After disappearing at night, the shadow returns each morning with the sun, because "he is yesterday's night left behind for the day. | | |
| Lexile: 690 | | | |
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| Title: Shadow by Suzy Lee  Lexile: NA Workless book | | | | Description: Shadow is a stunning nearly wordless book. The story is about a young girl who plays make-believe in her garage. On the left hand page you see the girl and her surroundings drawn in black and white with charcoal and pencil. On the right hand page are the shadows of the girl and the objects. | | |
| Title: Light, Shadows, Mirrors, and Rainbows by Natalie M. Rosinsky  Lexile: 670 L | | | | Description: This simple text with graphics illustrates numerous types of light sources and the relationship between light and shadows.  The use of graphics directly support and assist in interpreting the text. The vocabulary is mostly familiar and rarely over academic. | | |
| **Step 3: Performance Task** | | | | | | |
| How are light, object and shadow interrelated? After listening to Bear Shadow by Frank Asch and watching the My Shadow video, draw, dictate, or write about how Bear’s shadow and the little girl’s shadow are similar. | | | | | | |
| **Step 4: Scoring Guide** | | | | | | |
| Performance Criteria | 4  Highly Proficient | | 3  Proficient | | 2  Approaching Proficient | 1  Below Proficient |
| Focus and Organization  W.K.2. | Responds with all statements related to the prompt  Identifies topic in introductory sentence | | Responds with all statements, phrases, and/or drawing(s) related to the prompt  Identifies topic about which they are writing | | Responds with most statements, phrases, and /or drawing(s) related to the prompt  Identifies topic about which they are writing in a student dictated phrase or sentence | Responds with some or no statements, phrases, and /or drawing(s) related to the prompt  Identifies topic in drawing(s) or not at all |
| Evidence and Elaboration  W.K.2 | Supplies extra information about the topic | | Supplies some information about the topic | | 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** | | | | | | |