*Performance Task Development Template 3rd Grade*

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| **Step 1: Learning Targets and Success Criteria** | | | | | | |
| **Learning Targets**  **W.3.2:** Write Informative/explanatory pieces on topics or texts, to examine a topic and convey ideas and information clearly.  **Science: Standard 2.2.e** Pose a question about the interaction between living things *(and nonliving)* in the environment. | | **Transfer** | | | | |
| Students will be able to independently use their learning to determine the causes and effects of a species being removed or reintroduced into an ecosystem. | | | | |
| **Success Criteria** | | | | |
| Write informational/explanatory paragraphs that introduce a topic, inform the reader, provide facts, definitions and details about the interaction between living things in an environment, using linking words, and a concluding statement. | | | | |
| **Step 2: Context** | | | | | | |
| **Text Set** | | | | | | |
| Title: Why do We Need Animals and Plants***?***  (2011). *Zoobooks*, *29*(2), 2. | | | | Description: The article offers information on the important role and relationship of plants and animals for all living things on Earth. <http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=efd48b06-55b2-4b36-8fc3-3c7a7300c870%40sessionmgr4005&vid=30&hid=4207> | | |
| Lexile: 810 | | | |
| Qualitative Features: Use of graphics and captions | | | |
| Title: Big Bad Wolf? Smith, S. (2005). BIG BAD WOLF? (cover story). *Scholastic News -- Edition 5/6*, *74*(10),4. | | | | Description: The article focuses on the Yellowstone Wolf Project which had reintroduced gray wolves to Yellowstone National Park. The reintroduction have significantly changed the park's ecosystem. Gray wolves in the U.S. had been near-extinction so the government started reintroducing wolves and as a result, the wolf populations increased. The big part played by the gray wolf in changing Yellowstone's ecosystem is discussed. A quiz about gray wolves is presented.  <http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=efd48b06-55b2-4b36-8fc3-3c7a7300c870%40sessionmgr4005&vid=26&hid=4207> | | |
| Lexile: 820 | | | |
| Qualitative Features: Use of graphics, captions, maps, key, glossary, sentence length and syntax, vocabulary | | | |
| Title: Wolf Island—(Basal series—Imagine It, SRA) | | | | Description: Story about an island ecosystem. Where the nature’s ecosystem is in perfect balance. Effects of removing one piece of the ecosystem. | | |
| Lexile: 590 | | | |
| Qualitative Features: informational narrative, content vocabulary, text structure (cause and effect) | | | |
| Title: Wondering About Wolves CBS News Video | | | | Description: The return of wolves to Yellowstone Park has drawn tourists, but nearby cattle ranchers say they're a menace to livestock and should come off the endangered list. Tracy Smith reports. <http://www.cbsnews.com/videos/wondering-about-wolves/> | | |
| Lexile: NA | | | |
| Qualitative Features: vocabulary, subject matter, organization | | | |
| Title: The Wolves Are Back – Jean Craighead George (*2008)*  Lexile: 630  Qualitative Features: informational narrative, content vocabulary, text structure (cause and effect) | | | | Description: Information about Yellowstone Park, how the wolves were all killed off, then wolves being integrated back into the park. Further explains how all types of animals are needed in an ecosystem. Impact from wolves on meadow, health or herds, and habitats are kept in balance. | | |
| Optional Title: BIG BAD WOLF? CRANE, C. (2014). *Scholastic Math*, *34*(9), 8.  Lexile: 980  Qualitative Features: metaphors, vocabulary, graphic sources, mathematical content | | | | <http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=bd6006d2-9520-4392-af3b-c6145c9ae8d1%40sessionmgr111&vid=7&hid=118> | | |
| Title: NATURE | The Wolf That Changed America | Wolf Expert | PBS    Lexile: NA (Video)  Qualitative Features: Vocabulary, images and narration are closely aligned. | | | | Description: Information about Yellowstone Park and the reintroduction of wolves to the park. Explains interactions of wolves with other animals, also provides reasons for wolves to be in the Rockies and neighboring states of Yellowstone Park. <https://www.youtube.com/watch?v=iyCZqkX-f_8> | | |
| **Step 3: Performance Task** | | | | | | |
| How do the interactions of animals and plants balance an environment?  Use the information you gained from reading *Why Do We Need Animals and Plants?* and *Big Bad Wolf?* to write an informative paragraph(s) about ecosystems being in balance. What happens when you remove one piece of the ecosystem?  Support your response with evidence from the texts. | | | | | | |
| **Step 4: Scoring Guide** | | | | | | |
| Performance Criteria | 4  Highly Proficient | | 3  Proficient | | 2  Approaching Proficient | 1  Below Proficient |
| Focus and Organization  W3.2a | * Provides a clear introduction of the topic * Groups related information into a well formed paragraphs | | * Provides a clear introduction of the topic * Groups related information together into a paragraph | | * Provides introduction of the topic * Groups some related information together | * Introduction is not evident |
| Evidence and Elaboration  W3.2b | Develops the topic with multiple paragraphs that provide:   * facts * definitions * details | | Develops the topic with:   * facts * definitions * details | | Develops the topic with:   * some facts * some definitions * some details | Develops the topic with:   * few facts * few definitions * few details |
| Transitions  W3.2c | Uses multiple linking words and phrases to connect ideas and paragraphs (also, another, for example, more, but) | | Uses linking words and phrases (also, another, and more, but) | | Uses some linking words | Uses little or no linking words |
| Conclusions  W3.2d | Provides a concluding statement related to the information and ideas presented | | Provides a concluding statement | | Provides a concluding statement | A conclusion is not evident |
| **Step 5: Review and Revise** | | | | | | |