

ELA.04.PT.2.04.139 C2 T4

Sample Item ID:	ELA.04.PT.2.04.139
Title:	Civil War Quilts
Grade/Model:	4/1
Claim(s):	<p>Primary Claims</p> <p>2: Students can produce effective writing for a range of purpose and audiences.</p> <p>4: Students can engage in research / inquiry to investigate topics, and to analyze, integrate, and present information.</p>
Primary Target(s):	<p><i>These claims and targets are eligible to be measured by scorable evidence collected.</i></p> <p>Claim 2</p> <p>4. COMPOSE FULL TEXTS: Write full informational/explanatory texts, attending to purpose and audience: organize ideas by stating and maintaining a focus, develop a topic including citing relevant supporting evidence (from text when appropriate) and elaboration, with appropriate transitions for coherence, and providing a conclusion</p> <p>8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary, figurative language) and style appropriate to the purpose and audience when revising or composing texts</p> <p>9. EDIT AND CLARIFY: Apply or edit grade-appropriate grammar, usage and mechanics to clarify a message and edit narrative and informational texts</p> <p>CLAIM 4</p> <p>2. INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics; Select and integrate information from data or print and non-print text sources</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>
Secondary Target(s):	N/A
Standard(s):	<p>Primary Standards</p> <p>Writing W-2a,W-2b,W-2c,W-2d,W-2e,W-4, W-5, W-8, W-9b L-1, L-2, L-3</p> <p>Research RI-9, W-1a, W-1b, W-8, W-9</p>
DOK:	4
Difficulty:	Medium/High
Score Points:	TBD
Task Source:	Testing Contractor
How this task addresses the sufficient evidence	<p>In order to complete the performance task, students</p> <ol style="list-style-type: none"> 1. Gather, select, and analyze information in a series of sources 2. Write an informational essay effectively demonstrating

for the claims:	<ul style="list-style-type: none"> • a clearly-established main idea • relevant supporting evidence, details, and elaboration that are consistent with the main idea, purpose, and audience • effective organization of ideas • adherence to conventions and rules of grammar, usage, and mechanics • control of language and tone for purpose and audience
Item Type:	PT
Target-Specific Attributes (e.g., accessibility issues):	Students with visual and/or hearing impairments will need to be provided with transcripts of video material. Students with visual impairments will need to be provided with descriptions of the illustration and photographs.

Stimuli:	<p>Sources (1 illustration, 2 photographs, 1 video, 2 articles; presented in the order in which they are used)</p> <p>Video 1 This video will be a brief introduction to the Civil War quilts. It will focus on the idea that women from the South and the North made quilts to help support the troops during the Civil War. The video will give background on the collectivity of quilting among women and children of the diverse communities. Furthermore, it will describe quilt-making as a series of fabric blocks sewn by a group of women and children to create a bedcover or blanket. The video will portray these quilts as a community activity as well as a way to capture messages on various topics that provide insight into the lives of people at that time. The video will provide a visual of the diverse fabrics and the general construction of these quilts. This video may be similar to <i>Smithsonian National Quilt Collection: Civil War Sunday School Quilt</i> (2:45 minutes).</p> <p>Article 1 This article will be a grade-appropriate text about quilts as a useful craft in American history. The article will briefly touch on the fact that quilts provided warmth from the cold weather, but more importantly, the quilts and fabrics used reveal a story, message, and/or an emotion from the quilt’s maker that reflects her or his environment and beliefs of that time. The article will detail the hardship felt during the Civil War and explain that, because money, food, and fabrics were not readily available, women used clothes, curtains, men’s suits, and any sort of fabrics to make quilts. The article will also show how these quilts were a means to help raise money for war supplies.</p> <p>The article will describe the three layers of a quilt and development of various Civil War quilt patterns. It will also explain that a simple quilt is a set of 7 blocks wide and 8 blocks long. The patterns selected represent the quilter’s lifestyle, artistic aptitude, socio-political views, and possibly emotions about a certain situation or</p>
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	<p>cause.</p> <p>Illustration 1 to go with Article 1 A Public Domain illustration from <i>Harper's Weekly</i>, a magazine published from 1857–1916. Part of Winslow Homer Civil War Art June 20, 1861—"Role of Women in Civil War"</p> <p>Illustration depicts women sewing Civil War quilts. Women from the South and the North designed and created Civil War quilts to keep the soldiers warm during the war. Quilts were sold to raise money for war supplies. Women had to handle all the daily duties while the men were away.</p> <p>Photograph 2 to go with Article 1</p> <p>Photo of the symbolic cabin of Abraham Lincoln Birthplace, Abraham Lincoln Birthplace National Historical Park http://www.nps.gov/abli/photosmultimedia/Abraham-Lincoln-Birthplace.htm</p> <p>Photograph 3 to go with Article 1</p> <p>American Log Cabin Quilt—photo of a log cabin quilt. http://www.gutenberg.org/files/24682/24682-h/24682-h.htm</p> <p>Article 2 This article will be a brief grade-appropriate text about quilt patterns, Log Cabin Blocks, made popular during the Civil War era. The article will include information describing the log cabin blocks as a humble representation of Abraham Lincoln's cabin. It will further explain that the block pattern represents the interlocking logs stacked in rows of a log cabin. Many of the block patterns had red or yellow centers. The red centers signified the hearth as the focal point of the cabin. The yellow center indicated the candles used in the cabins. The article will include information about how quilts were a part of the division between the Confederate South and the Union North, and that, in spite of their differences, women from both sides made quilts for their loved ones at war and to raise money for war efforts. The article also addresses how this historical event caused strong feelings to become evident in the patriotic designs of the quilts.</p>
Stimuli/Text Complexity:	

Acknowledgments:	<p>Video <i>Smithsonian National Quilt Collection: Civil War Sunday School Quilt</i> http://www.youtube.com/watch?v=gFS34M_5PIM</p> <p>Articles Article 1—An example could be: Meeske, Susan. <i>Quilt Me a Story</i>. Rutgers University-School of Communication and Information, 1996. PDF file. http://comminfo.rutgers.edu/professional-development/childlit/books/MEESKE.pdf</p> <p>Article 2-An example may be: Better Homes and Garden. <i>Quilting Pieces of the Past: 175 Years of Inspirational Quilting</i>. Des Moines: Meredith Corporation, 2004. Print.</p>
Task Notes:	<p>Portions of the article written by Susan Meeske, <i>Quilt Me a Story</i>, may be a good example for Article 1. Article 2 may be similar to portions of the book <i>Quilting Pieces of the Past: 175 Years of Inspirational Quilting</i>.</p>

Task Overview (105 total minutes):

Title: Civil War Quilts

Part 1 (35 minutes): Ultimately tasked with writing an informative essay on Civil War quilts, students will read articles and view a video and several photographs, taking notes on these sources. They will then respond to three constructed-response questions addressing the research skills of analyzing and evaluating information.

Part 2 (70 minutes): Students will work individually on drafting, composing, and revising an informative essay about Civil War quilts. Students may use their notes to help plan their essay. Pre-writing, drafting, and revising will be involved.

Scorable Products: Student responses to the constructed-response questions and the essay in part 2 will be scored.

Teacher preparation / Resource requirements:

The teacher should ensure that sufficient blank paper and writing utensils are available for student note-taking. Teacher should conduct standard preparation, registration, etc., for computer-based testing. The testing software will include access to spell check but not to grammar check.

Teacher Directions:

Students are given the texts, research, and any additional information about the essay.

Part 1 (35 minutes)

- Initiate the online testing session.
- Alert the students when 15 minutes have elapsed.
- Alert the students when there are 5 minutes remaining in part 1.

Stretch Break

Part 2 (70 minutes)

- Initiate the testing part 2.

- Allow students to access the sources and their answers to the constructed-response questions presented in part 1. They will not be allowed to change their answers.
- Once 15 minutes have elapsed, suggest students begin writing their essays.
- Alert students when there are 15 minutes remaining and suggest they begin revising their essays.
- Alert the students when there are 5 minutes remaining in the session.
- Close the testing session

Pre-Task Activity:

There are no specific pre-task activities to be conducted.

Time Requirements:

The Performance Task will take 105 minutes in one session.

Student Directions:**Part 1** (35 minutes)**Your assignment:**

During the U.S. Civil War, quilts became a popular item for women to make. In part 1, you will watch a video, view three images, and read two articles about quilts that were made during the Civil War. In part 2, you will write an informative essay summarizing the history and purposes of civil war quilts.

Steps you will be following:

In order to plan and write your essay, you will do all of the following:

- 1) Watch a video and read two articles with relating images about Civil War quilts.
- 2) Answer three questions about the sources.
- 3) Plan and write your essay.

Directions for Beginning:

You will now watch a video and read two articles including images about Civil War Quilts. Take notes because you may want to refer back to your notes while writing your essay. You can refer back to any of the sources as often as you like.

(Video)

(Article 1)

(Illustration and photographs)
(Article 2)

Questions

Use the remaining time to answer the questions below. Your answers to these questions will be scored. Also, they will help you think about the sources you have read and viewed. You may click on the appropriate buttons to refer back to the sources or your notes when you think it would be helpful. Answer the questions in the spaces provided below them.

1. Which sentence from article 2 **best** emphasizes the importance of quilts for strengthening communities?
2. Which source is most useful for finding information about the appearance of different fabrics used to make Civil War quilts?
 - A) the video
 - B) article 1
 - C) article 2
 - D) the images
3. List two important facts or ideas which can be found in the video and in at least one of the articles.

Part 2 (70 minutes)

You have 70 minutes to review your notes and sources, and plan, draft, and revise your essay. You may also refer to the answers you wrote to the questions in part 1, but you cannot change those answers. Now read your assignment and the information about how your essay will be scored, then begin your work.

Your Assignment

Your class is planning a field trip to a history museum. To help

you prepare for what you will see, write an informative essay about Civil War quilts. In your essay, discuss the history of the quilts, including the reasons people made these quilts during the Civil War, and explain how the quilts were made. Include evidence from the sources in part 1 to help support the information you include in your essay.

How your essay will be scored: The people scoring your essay will be assigning scores for

- 1. *Statement of Purpose/Focus***—how well you clearly state and maintain your controlling idea or main idea
- 2. *Organization***—how well the ideas progress from the introduction to the conclusion using effective transitions and how well you stay on topic throughout the essay
- 3. *Elaboration of Evidence***—how well you provide evidence from sources about your topic and elaborate with specific information
- 4. *Language and Vocabulary***—how well you effectively express ideas using precise language that is appropriate for your audience and purpose
- 5. *Conventions***—how well you follow the rules of usage, punctuation, capitalization, and spelling

Now begin work on your essay. Manage your time carefully so that you can:

- plan your essay
- write your essay
- revise and edit for a final draft

Word-processing tools and spell-check are available to you.

Grade 4 ELA Item Specification Claim 2



Key and scoring information for questions:

1. C4T2

Sample Generic 2-point Research (Grades 3–5):	
Interpret & Integrate Information Rubric (Claim 4, Target 2)	
2	<ul style="list-style-type: none">The response gives sufficient evidence of the ability to locate, select, interpret, and integrate information within and among sources of information.
1	<ul style="list-style-type: none">The response gives limited evidence of the ability to locate, select, interpret, and integrate information within and among sources of information.
0	A response gets no credit if it provides no evidence of the ability to locate, select, interpret, and integrate information within and among sources of information.

2. C4T3 Key A

3. C4T4

Sample Generic 2-point Research (Grades 3–5):	
Use Evidence Rubric (Claim 4, Target 4)	
2	<ul style="list-style-type: none">The response gives sufficient evidence of the ability to cite evidence to support opinions and ideas.
1	<ul style="list-style-type: none">The response gives limited evidence of the ability to cite evidence to support opinions and ideas.
0	A response gets no credit if it provides no evidence of the ability to cite evidence to support opinions and ideas.

Sample Generic 4-point Informative-Explanatory (Grades 3–5) Writing Rubric					
Score	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	Conventions
4	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained controlling idea or main idea of a topic is introduced and communicated clearly within the context 	<p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> use of a variety of transitional strategies logical progression of ideas from beginning to end effective introduction and conclusion for audience and purpose 	<p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details:</p> <ul style="list-style-type: none"> use of evidence from sources is smoothly integrated, comprehensive, and relevant effective use of a variety of elaborative techniques 	<p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose 	<p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> few, if any, errors are present in usage and sentence formation effective and consistent use of punctuation, capitalization, and spelling

<p>3</p>	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> • focus is clear and for the most part maintained, though some loosely related material may be present • some context for the controlling idea or main idea of the topic is adequate 	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> • adequate use of transitional strategies with some variety • adequate progression of ideas from beginning to end • adequate introduction and conclusion 	<p>The response provides adequate support/evidence for controlling idea or main idea that includes the use of sources, facts, and details:</p> <ul style="list-style-type: none"> • some evidence from sources is integrated, though citations may be general or imprecise • adequate use of some elaborative techniques 	<p>The response adequately expresses ideas, employing a mix of precise language with more general language:</p> <ul style="list-style-type: none"> • use of domain-specific vocabulary is generally appropriate for the audience and purpose 	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> • some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed • adequate use of punctuation, capitalization, and spelling
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Grade 4 ELA Item Specification Claim 2



<p>2</p>	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> • may be clearly focused on the controlling or main idea, but is insufficiently sustained • controlling idea or main idea may be unclear and somewhat unfocused 	<p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> • inconsistent use of transitional strategies with little variety • uneven progression of ideas from beginning to end • conclusion and introduction, if present, are weak 	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial or uneven use of sources, facts, and details:</p> <ul style="list-style-type: none"> • evidence from sources is weakly integrated, and citations, if present, are uneven • weak or uneven use of elaborative techniques 	<p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> • use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> • frequent errors in usage may obscure meaning • inconsistent use of punctuation, capitalization, and spelling
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Grade 4 ELA Item Specification Claim 2



<p>1</p>	<p>The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> • may be very brief • may have a major drift • focus may be confusing or ambiguous 	<p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> • few or no transitional strategies are evident • frequent extraneous ideas may intrude 	<p>The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> • use of evidence from the source material is minimal, absent, in error, or irrelevant 	<p>The response expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> • uses limited language or domain-specific vocabulary • may have little sense of audience and purpose 	<p>The response demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> • errors are frequent and severe and meaning is often obscure
<p>0</p>	<p>A response gets no credit if it provides no evidence of the ability to compose a coherent informational essay based on the sources.</p>				

ELA.05.PT.2.02.142

Sample Item ID:	ELA.05.PT.2.02.142
Title:	Honus Wagner
Grade/Model:	5/1
Claim(s):	<p>Primary Claims</p> <p>2: Students can produce effective writing for a range of purposes and audiences.</p> <p>4: Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.</p>
Primary Target(s):	<p><i>These claims and targets will be measured by scorable evidence collected.</i></p> <p>Claim 2</p> <p>2. COMPOSE FULL TEXTS: Write full compositions demonstrating narrative strategies (dialogue, sensory or concrete details, description, pacing), structures, appropriate transitions for coherence, and authors' craft appropriate to purpose (detailing characters, plot, setting, events)</p> <p>8. LANGUAGE & VOCABULARY USE: Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts</p> <p>9. EDIT AND CLARIFY: Apply or edit grade-appropriate grammar, usage and mechanics to clarify a message and edit narrative, informational, and opinion texts</p> <p>CLAIM 4</p> <p>2. INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics; select and integrate information from data or print and non-print text sources</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>
Secondary Targets (s):	N/A
Standard(s):	<p>Primary Standards</p> <p>RI-9, W-1a, W-1b, W-2d, W-3a, W-3b, W-3c, W-3d, W-3e, W-4, W-5, W-8, W-9, L-1, L-2, L-3a, L-3b, L-6</p>
DOK:	4
Difficulty:	Medium/High
Score Points:	TBD
Task Source:	Testing Contractor
How this task addresses the sufficient evidence for the claims:	<p>In order to complete the performance task, students</p> <ol style="list-style-type: none"> 1. Gather, select, and analyze information in a series of sources 2. Write a narrative effectively demonstrating <ul style="list-style-type: none"> • a clearly-established topic • presentation of relevant evidence, details, and elaboration consistent with sources, purpose, and

	<p>audience</p> <ul style="list-style-type: none"> • effective organization of ideas • adherence to conventions and rules of grammar, usage, and mechanics • control of language and tone for purpose and audience
Item type	PT
Target-specific attributes (e.g., accessibility issues):	Students with visual and hearing impairments will need to be provided with transcripts of video material. Students with visual impairments may need alternative formats to access written material.
Stimuli:	<p>Sources (2 public domain photographs, 1 video, 1 literary text and 1 informational text; presented in the order in which they are used)</p> <p>Public Domain Photograph 1 A profile photo of Honus Wagner, Pittsburgh National Baseball League, Library of Congress Online Photographs Catalog http://www.loc.gov/pictures/item/2001704364/</p> <p>Public Domain Photograph 2 John Peter "Honus" Wagner, shortstop, Pittsburgh, National Baseball League, Library of Congress Online Photographs Catalog (whole-body shot of Honus Wagner in position to field a ground ball) http://www.loc.gov/pictures/item/2008677272/</p> <p>Video 1 This video will be a brief introduction to Honus Wagner, nicknamed "The Flying Dutchman," sometimes referred to as baseball's greatest shortstop. The video will focus on his accomplishments, especially his induction into the Hall of Fame in 1936. Other interesting facts about Wagner can be included in the video (e.g., he was the first baseball player to officially endorse the Louisville Slugger, now a very popular brand of baseball bat).</p> <p>Literary Text 1 This literary text will be a grade-appropriate text about a boy who finds a baseball card while cleaning out his neighbor's attic. As he sees the old-fashioned looking card, he recognizes the famous player as Honus Wagner. One night, Honus Wagner travels in time and meets the boy in his room. The narrative will provide Wagner's physical features and personality attributes. As Wagner answers all of the boy's questions, the reader learns Wagner is honest and friendly. In addition, the reader learns about Wagner's German heritage, his baseball uniform, obscure statistics, and some interesting details not found in the informational text such as not wearing a wallet with a baseball uniform, writing Pittsburg without an h, and shagging flies at the ballpark. Include in narrative that the boy compares Wagner's sad eyes to those of President Abraham Lincoln.</p> <p>Informational Text 1</p>

	This informational text will be a brief grade-appropriate biographical text about Honus Wagner (1874-1955). Article will include Wagner's positions played with the Pittsburgh Pirates, athletic abilities, baseball ranking, and achievements.
Stimuli/Text Complexity:	
Acknowledgments:	<p>Public Domain Photo 1, Library of Congress Online Photograph Catalog http://www.loc.gov/pictures/item/2001704364/</p> <p>Public Domain Photo 2, Library of Congress Online Photograph Catalog http://www.loc.gov/pictures/item/2008677272/</p> <p>Gutman, Dan. <i>Honus & me</i>. New York: Harper Trophy, 2003. Print. [Chapter 7, "One Last Peek," pp. 33-37]</p> <p>Gentile, Derek. "#3 Johannes Peter 'Honus' Wagner." <i>Baseball Best 1,000: Ranking of the Skills, the Achievements, and the Performance of the Greatest Players of All Time</i>. New York: Black Dog & Leventhal, 2003. Print.</p>
Task Notes:	<p>The video may be similar to "The Flying Dutchman" (:57 minutes). http://www.youtube.com/watch?v=mkoTdpsibhQ</p> <p>The fictional narrative may be similar to <i>Honus & Me</i> written by Dan Gutman.</p> <p>The article may be similar to "#3 Johannes Peter 'Honus' Wagner" from <i>Baseball Best 1,000: Ranking of the Skills, the Achievements, and the Performance of the Greatest Players of All Time</i>.</p>
<p>Task Overview (105 total minutes): Title: Honus Wagner Session 1 (35 minutes): Ultimately tasked with writing a narrative story, in this session, students will look at two photographs, view a brief video, and read one literary text and one informational text. Students will take notes on these sources. They will then respond to three research questions about the video and texts. Session 2 (70 minutes): Finally, students will work individually to compose a full-length narrative from the point of view of Honus Wagner, referring to their notes as needed. Pre-writing, drafting, and revising will be involved. Scorable Products: Student responses to the constructed-response questions and the narrative will be scored.</p>	
<p>Teacher preparation / Resource requirements The teacher should assure that sufficient blank paper and writing utensils are available for student note taking. Teacher should conduct standard preparation, registration, etc., for computer-based testing. The testing software will include access to spell check, but not to grammar check.</p>	
<p>Pre-Task Activity: There are no specific pre-task activities to be conducted.</p>	

Teacher Directions:

Students are given the texts, research, and any additional information about the essay.

Session 1 (35 minutes)

- Initiate the online testing session.
- Alert the students when 15 minutes have elapsed.
- Alert the students when there are 5 minutes remaining in part 1.
- Make sure the students have put their names on all notes.

Stretch Break

Session 2 (70 minutes)

- Initiate the testing part 2.
- Allow students to access the sources and their answers to the constructed response questions presented in part 1. They will not be allowed to change their answers.
- Once 15 minutes have elapsed, suggest students begin writing their narratives.
- Alert the students when 55 minutes have elapsed.
- After students have been writing for 55 minutes, alert them that there are 15 minutes remaining and suggest they begin revising their essays.
- Alert the students when there are 10 minutes remaining in the session.
- Close the testing session.

Time Requirements:

The Performance Task will take 105 minutes in one session.

Student Directions:**Part 1 (35 minutes)****Your assignment:**

Honus Wagner was a baseball player in the early 1900s and is considered by some to be the world's greatest shortstop. You will view and read several sources about him and write a narrative story from the point of view of Honus Wagner, using the information you learned.

Steps you will be following:

In order to plan and compose your narrative, you will do all of the following:

- 1) Watch a video and read a fictional narrative and a biography about Honus Wagner.
- 2) Answer questions about the video and texts.
- 3) Plan, write, and revise your narrative.

Directions for beginning:

Today, you will look at two photographs of Honus Wagner and then view a brief video about him. Next, you will read a story about a boy who meets Wagner and a biography about Wagner. Take notes because you may want to refer back to your notes while writing your narrative. You can refer back to any of the sources as often as you like.

(Video)

(Literary Text 1)

(Informational Text 1)

Questions

Use your remaining time to answer the questions below. Your answers to these questions will be scored. Also, they will help you think about the sources you've read and viewed, which should help you write your essay. You may click on the appropriate buttons to refer back to the sources when you think it would be helpful. You may also refer to your notes. Answer the questions in the spaces provided below them.

1. What details in the story about Honus Wagner travelling back in time show you that the character of Honus in the story is based on the real-life Honus Wagner? Use details from the story and the biography or the video to support your answer.
2. According to both the video and the informational article, Honus Wagner is known as an important baseball player because
 - A) he is considered one of the best shortstops who ever played
 - B) he is thought to be the first player to have used a Louisville Slugger bat
 - C) he played more than one position for the Pittsburgh Pirates
 - D) he was one of the first shortstops elected to the Baseball Hall of Fame
3. Explain how each of the three major sources (the video,

the story, and the biography) can help you to understand and write about who Honus Wagner was and what he did. Use details from all the sources to support your answer.

Part 2 (70 minutes)

You will now have 70 minutes to review your notes and sources, plan, draft, and revise your essay. You may also refer to the answers you wrote to the questions in part 1, but you cannot change those answers. Now read your assignment and the information about how your essay will be scored, then begin your work.

Your Assignment

You have learned about Honus Wagner from different sources and different points of view. Now write a narrative story from the point of view of Honus Wagner. You should present factual information about Wagner and also create a sense of what he is like as a person. Use all the materials from Part 1 to help you write your story.

How your essay will be scored: The people scoring your essay will be assigning scores for

- 1. Narrative focus**—how well you maintain your focus, and establish a setting, narrator and or characters
- 2. Organization** – how well the events logically flow from beginning to end using effective transitions and how well you stay on topic throughout the essay
- 3. Elaboration of narrative** – how well you elaborate with details, dialogue, and description to advance the story or illustrate the experience
- 4. Language and Vocabulary** – how well you effectively express experiences or events using sensory, concrete, and figurative language that is appropriate for your purpose
- 5. Conventions** – how well you follow the rules of usage, punctuation, capitalization, and spelling

Now begin work on your narrative. Manage your time

carefully so that you can:

- plan your narrative
- write your narrative
- revise and edit for a final draft

Word-processing tools and spell check function are available to you.

Key and scoring information for questions:

1. C4T2

Sample Generic 2-point Research (Grades 3-5):	
Interpret & Integrate Information Rubric (Claim 4, Target 2)	
2	<ul style="list-style-type: none"> • The response gives sufficient evidence of the ability to locate, select, interpret and integrate information within and among sources of information.
1	<ul style="list-style-type: none"> • The response gives limited evidence of the ability to locate, select, interpret and integrate information within and among sources of information.
0	A response gets no credit if it provides no evidence of the ability to locate, select, interpret and integrate information within and among sources of information.

2. C4T3. Key A

3. C4T2

Sample Generic 2-point Research (Grades 3-5):	
Interpret & Integrate Information Rubric (Claim 4, Target 2)	
2	<ul style="list-style-type: none">The response gives sufficient evidence of the ability to locate, select, interpret and integrate information within and among sources of information.
1	<ul style="list-style-type: none">The response gives limited evidence of the ability to locate, select, interpret and integrate information within and among sources of information.
0	A response gets no credit if it provides no evidence of the ability to locate, select, interpret and integrate information within and among sources of information.

Sample Generic 4-point Narrative (Grades 3-8) Writing Rubric					
Score	Establishment of Narrative Focus and Organization		Development: Elaboration and Language		Conventions
	Narrative Focus	Organization	Elaboration of Narrative	Language and Vocabulary	Conventions
4	<p>The narrative, real or imagined, is clearly focused and maintained throughout:</p> <ul style="list-style-type: none"> effectively establishes a setting, narrator and/or characters, and point of view* 	<p>The narrative, real or imagined, has an effective plot helping create unity and completeness:</p> <ul style="list-style-type: none"> effective, consistent use of a variety of transitional strategies logical sequence of events from beginning to end effective opening and closure for audience and purpose 	<p>The narrative, real or imagined, provides thorough and effective elaboration using details, dialogue, and description:</p> <ul style="list-style-type: none"> effective use of a variety of narrative techniques that advance the story or illustrate the experience 	<p>The narrative, real or imagined, clearly, and effectively expresses experiences or events:</p> <ul style="list-style-type: none"> effective use of sensory, concrete, and figurative language clearly advance the purpose 	<p>The narrative, real or imagined, demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> few, if any, errors in usage and sentence formation effective and consistent use of punctuation, capitalization, and spelling

<p>3</p>	<p>The narrative, real or imagined, is adequately focused and generally maintained throughout:</p> <ul style="list-style-type: none"> adequately establishes a setting, narrator and/or characters, and point of view* 	<p>The narrative, real or imagined, has an evident plot helping create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> adequate use of a variety of transitional strategies adequate sequence of events from beginning to end adequate opening and closure for audience and purpose 	<p>The narrative, real or imagined, provides adequate elaboration using details, dialogue and description:</p> <ul style="list-style-type: none"> adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience 	<p>The narrative, real or imagined, adequately expresses experiences or events:</p> <ul style="list-style-type: none"> adequate use of sensory, concrete, and figurative language generally advance the purpose 	<p>The narrative, real or imagined, demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> some errors in usage and sentence formation but no systematic pattern of errors is displayed adequate use of punctuation capitalization, and spelling
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<p>2</p>	<p>The narrative, real or imagined, is somewhat maintained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> inconsistently establishes a setting, narrator and/or characters, and point of view* 	<p>The narrative, real or imagined, has an inconsistent plot, and flaws are evident:</p> <ul style="list-style-type: none"> inconsistent use of basic transitional strategies with little variety uneven sequence of events from beginning to end opening and closure, if present, are weak weak connection among ideas 	<p>The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue and description:</p> <ul style="list-style-type: none"> narrative techniques, if present, are uneven and inconsistent 	<p>The narrative, real or imagined, unevenly expresses experiences or events:</p> <ul style="list-style-type: none"> partial or weak use of sensory, concrete, and figurative language that may not advance the purpose 	<p>The narrative, real or imagined, demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> frequent errors in usage may obscure meaning inconsistent use of punctuation capitalization, and spelling
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<p>1</p>	<p>The narrative, real or imagined, may be maintained but may provided little or no focus:</p> <ul style="list-style-type: none"> • may be very brief • may have a major drift • focus may be confusing or ambiguous 	<p>The narrative, real or imagined, has little or no discernible plot:</p> <ul style="list-style-type: none"> • few or no transitional strategies are evident • frequent extraneous ideas may intrude 	<p>The narrative, real or imagined, provides minimal elaboration using little or no details, dialogue and description:</p> <ul style="list-style-type: none"> • use of narrative techniques is minimal, absent, in error, or irrelevant 	<p>The narrative, real or imagined, expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> • uses limited language • may have little sense of purpose 	<p>The narrative, real or imagined, demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> • errors are frequent and severe and meaning is often obscured
<p>0</p>	<p>A response gets no credit if it provides no evidence of the ability to write full compositions demonstrating narrative strategies.</p>				

*Point of view begins in Grade 7.