

# 3-5 ELA

## PERFORMANCE TASK

### TEACHER INSTRUCTIONS



## TASK OVERVIEW

TITLE	GRADE LEVEL	SUBJECT AREA	INSTRUCTIONAL UNIT	TIME FRAME: HOW LONG TO ADMINISTER THE TASK?
This Fisherman and his Wife by Brothers Grimm	3	ELA	Characterization	40 - 60 minutes at the conclusion of a 5-8 day unit on the story.

## CONTENT AREA

### PROFICIENCIES AND PERFORMANCE INDICATORS

GRADUATION PROFICIENCY	GRADUATION PROFICIENCY DESCRIPTION	PERFORMANCE INDICATOR	PERFORMANCE INDICATOR DESCRIPTION
#1 Reading Literature	Students will read, comprehend, and analyze appropriately complex literary texts independently and proficiently.	A	Cite evidence from the text when explaining what the text says explicitly and when drawing inferences. (RL.3-5.1)
#3 Writing	Students will produce clear and coherent writing for a range of tasks, purposes, and audiences.	B	Write informative/ explanatory pieces to integrate information. (W.3-5.2)

## SCORING CRITERIA

PERFORMANCE INDICATOR	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
#1 Reading Literature: A  Cite evidence from the text when explaining what the text says explicitly and when drawing inferences.	Recall some explicit details of the text.	Identify relevant information to support explicit/implicit ideas.  Infer ideas from the text.	Explain and connect information and inferences using supporting evidence from the text	Synthesize multiple pieces of evidence from the text to explain thinking and inferences drawn from the text.



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(RL.3-5.1)				
#3 Writing: B Write informative/ explanatory pieces to integrate information. (W.3-5.2)	Attempts to introduce a topic; writing may include inaccuracies or is incomplete.	Introduces the topic, integrates information to partially support a topic and may include a conclusion.	Develop a topic by using a clear introduction, organizing ideas logically and providing a conclusion.  Integrates relevant information from the text with sufficient detail to support topic.	Develops a topic by providing a clear introduction, organizing and conveying ideas through the use of precise language, and includes a well-developed conclusion.  Synthesizes multiple relevant and detailed examples from the text to support topic.

## CONNECTIONS TO INSTRUCTIONAL UNIT

### UNIT SUMMARY

May include big ideas, anchoring phenomenon, enduring understandings, essential questions.

In this third grade unit students will work to develop and understanding of different character traits. They will be able to provide evidence from the story to support why they feel a character is demonstrating a particular trait.

Prior to this task, the teacher will model how to annotate the text, identify and evaluate character traits, fill out graphic organizers with text evidence, and write proficient responses using text evidence. These mini-lessons will be completed as the teacher reads aloud other texts. Students will also be taught how to annotate a text using sticky notes or a highlighter. It will also be modelled for students how a character’s actions and traits impact the story.

**What will students know as a result of instruction in this unit in order to complete the task?**

What is close reading?  

- How to make notes on a text to further their

**What will students be able to do as a result of instruction in this unit in order to complete the task?**

- Annotate Text
- Identify character traits

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<p>understanding of the story and identify questions they have about what they read.</p> <p>What are character traits?</p> <ul style="list-style-type: none"> <li>Differentiate between traits, situational emotions, physical appearance</li> </ul> <p>What is text evidence?</p> <ul style="list-style-type: none"> <li>How to select appropriate evidence from a text to support their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Cite evidence from text</li> <li>Write an organized response</li> </ul>
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<p><b>How will teachers know what students know and can do prior to the task? Which relevant concepts and skills have students struggled with, had misconceptions about or missed entirely?</b></p>	<p><b>What background knowledge do students need (cultural, language, etc)? Have both content goals and language demands for ELL students been considered? Have the needs of diverse learners been considered?</b></p>
<ul style="list-style-type: none"> <li>Students will have identified the traits of characters in other texts prior to reading this story. Teacher should begin by modelling how to analyze the characters of previous stories to build towards students being able to do this work independently.</li> <li>Teachers should look at student work while they are annotating the story to make sure they are understanding what they are reading.</li> <li>The teacher should hold a discussion with the class to discuss any questions they have about the story after the students have read and annotated the folk tale.</li> <li>The teacher should review the graphic organizers the students have completed prior to the culminating task.</li> <li>Students will independently write a response that identifies the character trait in the story and provide accurate text evidence.</li> </ul>	<ul style="list-style-type: none"> <li>For ELL students the text will be recorded so they can listen.</li> <li>Collaborate with Special Educator if a differentiated text of the same genre is necessary to reach some students.</li> <li>For the written response text to speech should be available to students that need it.</li> <li>Free audio book: <a href="https://www.youtube.com/watch?v=rEMqTYrGvNw">https://www.youtube.com/watch?v=rEMqTYrGvNw</a></li> <li>Cultural Diversity Extension: Other versions of this tale told in different cultures can be found here:</li> <li><a href="http://www.surlalunefairytales.com/fishermanwife/ot-her.html">http://www.surlalunefairytales.com/fishermanwife/ot-her.html</a></li> </ul>

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## CULMINATING TASK

### TASK SUMMARY

#### Students will:

- Complete a graphic organizer to show the traits of the characters and text evidence to support those traits.
- Write a response to the following question:  
Select a character from the folktale. Write a response/essay that shows how your character's traits impact the story. Use evidence from the folktale to support your understanding.

### STUDENT ACTIVITY

1. Read text through once to the students.
2. Students annotate the text in pairs.
3. Pick a character and complete graphic organizer to show traits and text evidence.
4. Write a response:  
Select a character from the folktale. Write a response/essay that shows how your character's traits impact the story. Use evidence from the folktale to support your understanding.

### CONSIDERATIONS FOR DIFFERENTIATION AND ACCESSIBILITY

1. Record the text ahead of time for students to listen to if they are struggling readers.
2. Text to speech and dictation software is available for those who may need it.
3. Provide some model sentence starters for those who might be struggling to begin the task.

### ADMINISTRATION NOTES AND DIRECTIONS

1. Tell students that today they will be answering a question about a character from The Fisherman and his Wife.
2. Remind students that when answering the question they should go back into their annotated copy of the story to search for evidence that supports their ideas.
3. Distribute the student copy of the task.
4. Provide students with ample time to complete the task.
5. Circulate around the room to help make sure students are using their text to answer.
6. Collect completed responses.

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## MATERIALS AND RESOURCES

- Student copies of the story The Fisherman and his Wife by the Brothers Grimm.
- Copies of Graphic Organizer: Graphic Organizer
- Printed copies of the text for students to annotate on.
- Highlighters and/or sticky notes
- Free audio book: <https://www.youtube.com/watch?v=rEMqTYrGvNw>
- Other versions of this tale told in different cultures can be found here: <http://www.surlalunefairytales.com/fishermanwife/other.html>