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**New York State Testing Program
Grade 3 Common Core
English Language Arts Test**

Released Questions with Annotations

August 2014

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THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK /
ALBANY, NY 12234

New York State Testing Program Grade 3 Common Core English Language Arts Test

Released Questions with Annotations

With the adoption of the New York P-12 Common Core Learning Standards (CCLS) in ELA/Literacy and Mathematics, the Board of Regents signaled a shift in both instruction and assessment. Starting in Spring 2013, New York State began administering tests designed to assess student performance in accordance with the instructional shifts and the rigor demanded by the Common Core State Standards (CCSS). To aid in the transition to new assessments, New York State has released a number of resources, including test blueprints and specifications, sample questions, and criteria for writing assessment questions. These resources can be found at <http://www.engageny.org/common-core-assessments>.

New York State administered the ELA/Literacy and Mathematics Common Core tests in April 2014 and is now making a portion of the questions from those tests available for review and use. These released questions will help students, families, educators, and the public better understand how tests have changed to assess the instructional shifts demanded by the Common Core and to assess the rigor required to ensure that all students are on track to college and career readiness.

Annotated Questions Are Teaching Tools

The released questions are intended to help educators, students, families, and the public understand how the Common Core is different. The annotated questions demonstrate the way the Common Core should drive instruction and how tests have changed to better assess student performance in accordance with the instructional shifts demanded by the Common Core. They are also intended to help educators identify how the rigor of the State tests can inform classroom instruction and local assessment. To this end, these annotated questions will include instructional suggestions for mastery of the CCLS.

The annotated questions will include both multiple-choice and constructed-response questions. With each multiple-choice question released, a rationale will be available to demonstrate why the question measures the intended standards; why the correct answer is correct; and why each wrong answer is plausible but incorrect. Additionally, for each constructed-response question, there will be an explanation for why the question measures the intended standards and an annotated rubric with sample student responses that would obtain each score on the rubric.

Understanding ELA Annotated Questions

Multiple Choice

Multiple-choice questions are designed to assess Common Core Reading and Language Standards. They will ask students to analyze different aspects of a given text, including central idea, style elements, character and plot development, and vocabulary. Almost all questions, including vocabulary questions, will only be answered correctly if the student comprehends and makes use of the whole passage. For multiple-choice questions, students will select the correct response from four answer choices.

Multiple-choice questions will assess Reading Standards in a range of ways. Some will ask students to analyze aspects of text or vocabulary. Many questions will require students to combine skills. For example, questions may ask students to identify a segment of text that best supports the central idea. To answer correctly, a student must first comprehend the central idea and then show understanding of how that idea is supported. Questions will require more than rote recall or identification. Students will also be required to negotiate plausible, text-based distractors¹. Each distractor will require students to comprehend the whole passage.

The rationales describe why the distractors are plausible but incorrect and are based in common misconceptions regarding the text. While these rationales will speak to a possible and likely reason for selection of the incorrect option by the student, these rationales do not contain definitive statements as to why the student chose the incorrect option or what we can infer about knowledge and skills of the student based on their selection of an incorrect response. These multiple-choice questions were designed to assess student proficiency, not to diagnose specific misconceptions/errors with each and every incorrect option.

The annotations accompanying the multiple-choice questions will also include instructional suggestions for mastery of the CCLS measured.

Short Response

Short-response questions are designed to assess Common Core Reading and Language Standards. These are single questions in which students use textual evidence to support their own answer to an inferential question. These questions ask the student to make an inference (a claim, position, or conclusion) based on his or her analysis of the passage, and then provide two pieces of text-based evidence to support his or her answer.

The purpose of the short-response questions is to assess a student's ability to comprehend and analyze text. In responding to these questions, students will be expected to write in complete sentences. Responses should require no more than three complete sentences

The rubric used for evaluating short-response questions can be found both in the grade-level annotations and in the Educator Guide to the 2014 Grade 3 Common Core English Language Arts Test at www.engageny.org/resource/test-guides-for-english-language-arts-and-mathematics.

Extended Response

Extended-response questions are designed to measure a student's ability to **Write from Sources**. Questions that measure Writing from Sources prompt students to communicate a clear and coherent analysis of one or two texts. The comprehension and analysis required by each extended response is directly related to grade specific reading standards.

Student responses are evaluated on the degree to which they meet grade-level writing and language expectations. This evaluation is made using a rubric that incorporates the demands of grade specific Common Core Writing, Reading, and Language standards. The integrated nature of the Common Core Learning Standards for ELA and Literacy require that students are evaluated across the strands (Reading, Writing, and Language) with longer piece of writing such as those prompted by the extended-response questions.

The information in the annotated extended-responses questions focuses on the demands of the questions and as such will show how the question measures the Common Core Reading standards.

The rubric used for evaluating extended-response can be found both in the grade-level annotations and in the Educator Guide to the 2014 Grade 3 Common Core English Language Arts Test at www.engageny.org/resource/test-guides-for-english-language-arts-and-mathematics.

These Released Questions Do Not Comprise a Mini Test

¹ A distractor is an incorrect response that may appear to be a plausible correct response to a student who has not mastered the skill or concept being tested.

This document is NOT intended to show how operational tests look or to provide information about how teachers should administer the test; rather, its purpose is to provide an overview of how the new test reflects the demand of the CCSS.

The released questions do not represent the full spectrum of standards assessed on the State tests, nor do they represent the full spectrum of how the Common Core should be taught and assessed in the classroom. Specific criteria for writing test questions as well as additional assessment information is available at www.engageny.org/common-core-assessments.

Directions

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Read this article. Then answer questions XX through XX.

Sugaring Time

by Gesina Berk

1 You probably like to eat maple syrup on your pancakes and waffles, right? But did you know that real maple syrup comes from a tree?

2 It is true. Maple syrup is made from the sap of sugar maple trees. Sap is made of water, sugar, and minerals. A tree needs sap to make leaves in the spring and to stay healthy year-round.

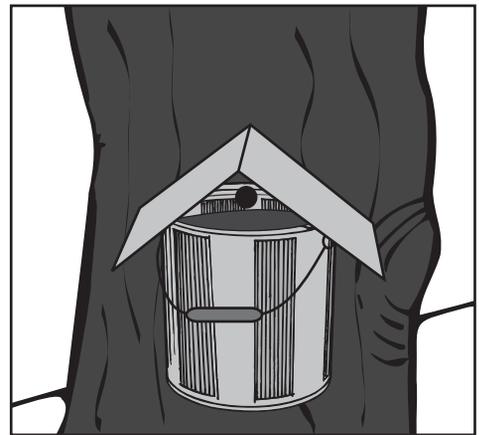
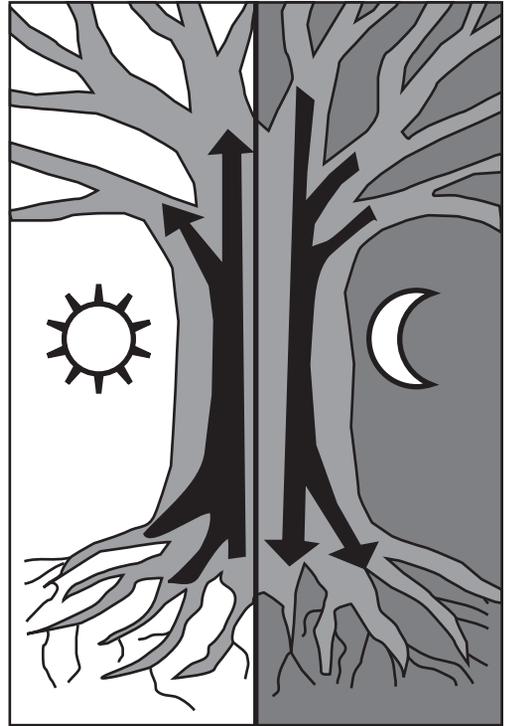
3 When the weather is cold, sap is stored in the tree's roots. But when the weather starts to warm up, sap begins to move up and down in the tree. This usually happens in March, when spring weather begins.

4 On warm spring days, sap flows to the branches, where it makes leaves bud. On cool spring nights, sap goes back down to the roots. When the sap is flowing up and down in the tree for many days in a row, syrup makers start collecting it. *Sugaring season* has begun.

Tapping the Trees

5 Sap flows inside the tree. Syrup makers drill small holes in the tree to collect the sap. They call this *tapping* the tree.

6 After syrup makers tap the tree, they put a spout into each hole.



7 Some syrup makers hang buckets beneath the spouts to collect the sap. When the buckets are full, they empty the sap into a gathering tank, which is taken to the sugarhouse.

8 Other syrup makers use plastic tubing to collect the sap. The tubing connects to the spout and sap flows through the tubing into storage tanks near the sugarhouse.

In the Sugarhouse

9 Sap is mostly water. To make maple syrup, the water must be removed. This is done inside the sugarhouse.

10 Sap is poured into large pans; then it is boiled. Boiling takes out the water, or makes it evaporate. Pure maple syrup is left behind.

Filtering

11 Before the syrup can be bottled, it must be filtered to remove the “sugar sand.” This is a gritty substance made of minerals from the maple tree.

Color Grading

12 After the syrup is filtered, it is graded by color:

- Grade A—Light Amber (Fancy)
- Grade A—Medium Amber
- Grade A—Dark Amber
- Grade B—(darkest of all)

13 The best syrup to buy is the one you like the most. The darker the color, the stronger the flavor.

Bottling It Up

14 Now it is time to put the syrup into bottles. These bottles of maple syrup will be sent to grocery stores all around the world.

Time to Rest

15 When the days and nights stay warm, the tree leaves start to bud. When this happens the sap is not as sweet. And that means the maple syrup will not be as sweet, either. So syrup makers stop collecting sap. Sugaring season is over—until next year.

The first illustration best helps the reader understand the information in which paragraph?

- A** paragraph 2
- B** paragraph 4
- C** paragraph 5
- D** paragraph 7

Key: B

MEASURES CCLS: RI.3.5:

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

HOW THIS QUESTION MEASURES RI.3.5:

This question measures RI.3.5 because it requires students to use a sidebar illustration to enhance their understanding of the text. Students must interpret the visual information in the sidebar illustration as it relates to the information in the text.

WHY CHOICE "B" IS CORRECT:

Students who choose "B" are able to recognize how the illustration relates to the ideas described in paragraph 4. The illustration shows the flow of the sap moving up toward the branches in the daytime and back toward the roots at night, which mirrors the way paragraph 4 describes the movement of sap during day and night.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen "A" because the illustration shows how sap flows in the trees, which is implied in paragraph 2. However, the text in paragraph 2 contains no information that maps directly to the sun, moon, and arrows.

Choice C: Students may have chosen "C" because paragraph 5 mentions the movement of the sap, which the illustration captures, but the text does not explain the importance of day and night.

Choice D: Students may have chosen "D" because paragraph 7 indicates the time and location for the placement of the buckets. However, the text focuses on what syrup makers do rather than the natural processes portrayed in the illustration.

HOW TO HELP STUDENTS MASTER RI.3.5:

To prepare students to demonstrate the ability to utilize information in a sidebar to enhance understanding of the passage it accompanies, instructional activities can focus on recognizing the relationship between the two. Students can be asked to explain what the sidebar demonstrates and then to indicate the explicit wording in the text that corresponds to that explanation.

Read the chart below.

SUGARING STEPS

1. Syrup makers tap trees.
2.
3. Syrup makers collect sap in buckets.

Which statement **best** completes the chart?

- A** Syrup makers store syrup in tanks.
- B** Syrup makers boil sap in large pans.
- C** Syrup makers put spouts into drilled holes.
- D** Syrup makers pour sap into gathering tanks.

Key: C

MEASURES CCLS: RI.3.3

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

HOW THIS QUESTION MEASURES RI.3.3:

This question measures RI.3.3 because it requires a student to understand the sequence for producing sap that the text describes. To answer correctly, a student must analyze the order of the steps needed to collect sap from trees. Use of terms such as "after" and "then" in the text offer additional assistance in the recognition of sequence.

WHY CHOICE "C" IS CORRECT:

Students who choose "C" use the text to identify the steps of the sap-making process in the correct order. In order to correctly identify the omitted step in the chart, the students must comprehend the processes involved in each step and place these steps in appropriate order.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen “A” because the text describes the collection of sap and syrup in similar terms. As a result, it is easy to substitute syrup for sap when ordering the steps of the collection process.

Choice B: Students may have chosen “B” because the text describes the process of collecting sap and preparing sap in similar ways. As a result, students may insert a step in the preparation process that seems to fit in the collection process.

Choice D: Students may have chosen “D” because the text presents a sequential relationship between collecting the sap in buckets and pouring it into the tanks. This choice reverses the order of this process rather than describing the process of collecting sap in sequential order.

HOW TO HELP STUDENTS MASTER RI.3.3:

Three of the four choices describe steps in the collection of sap, but only “C” occurs in the appropriate sequential order. To help students succeed with questions measuring RI.3.3, instruction can focus on building students’ capacity to comprehend grade-level complex texts and the clear distinctions between different and related processes that are described in texts. Students can use vocabulary common to sequencing (later, next, after that, etc.) to recognize the order in which steps occur within a process and the sequential relationship between different processes.

According to the Filtering section, why do syrup makers remove minerals from maple syrup?

- A** Minerals make the syrup grainy.
- B** Minerals change the syrup's taste.
- C** Minerals change the syrup's color.
- D** Minerals stop the syrup from flowing.

Key: A

MEASURES CCLS: RI.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

HOW THIS QUESTION MEASURES RI.3.1:

This question measures RI.3.1 because it requires students to identify specific information in the text as the basis for answering the question.

WHY CHOICE "A" IS CORRECT:

Students who choose "A" have successfully identified that minerals change the consistency of syrup and that this change is the reason syrup makers want to remove minerals from the syrup.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice B: Students may have chosen "B" because substances in the sap could have a negative effect on the syrup's taste. The text may imply this connection, but it is not stated explicitly.

Choice C: Students may have chosen "C" because the text indicates that minerals affect the syrup's color. This change can be interpreted as negative and, therefore, a reason to remove the minerals, but the text does not state explicitly that color is the reason for wanting to remove minerals from the syrup.

Choice D: Students may have chosen "D" because the presence of sand could be understood as affecting how syrup is collected.

HOW TO HELP STUDENTS MASTER RI.3.1:

While choices "B," "C," and "D" contain inferences that could be made about the removal of minerals, only choice "A" refers to information explicitly stated in the text. To help students succeed with questions measuring RI.3.1, instruction should focus on locating a portion of a passage that answers a question based on specific details contained in the text.

Which section of the article contains information about the process of turning sap into syrup?

- A** Tapping the Trees
- B** In the Sugarhouse
- C** Filtering
- D** Color Grading

Key: B

MEASURES CCLS: RI.3.5

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic.

HOW THIS QUESTION MEASURES RI.3.5:

This question measures RI.3.5 because it requires students to recognize that a text feature, in this case a sub-heading, indicates a step in the process of converting sap to maple syrup.

WHY CHOICE "B" IS CORRECT:

Students who choose "B" recognize that this sub-heading introduces a specific step in how sap is made into syrup. Further, students recognize that the information within the sub-heading refers to the steps in the process that occur in the sugarhouse.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen "A" because of the sub-heading for tapping occurs before the sub-heading for the sugarhouse. Choice "A" is, then, part of the entire process for turning sap into syrup, but it is not the specific part of the process that the question asks about.

Choice C: Students may have chosen "C" for the same reason they might choose "A," however filtering occurs immediately after the sugarhouse. Like choice "A," the information in this sub-heading does not describe the specific part of the process that the question asks about.

Choice D: Students may have chosen "D" because this sub-heading describes the finished product rather than the specific step of the process that the question asks about.

HOW TO HELP STUDENTS MASTER RI.3.5:

While all of the choices for this question are sub-headings related to steps in the process, only one relates to the specific step referenced in the question. To help students succeed with questions measuring RI.3.5, instruction can focus on building students' capacity to comprehend grade-level complex texts and requiring the students to explain how each subheading serves to organize specific information in the passage.

Directions

203038P

Read this story. Then answer questions XX through XX.

Otter in the Cove

by Miska Miles

1 Maggie sat down near the edge of the low, rocky cliff and baited her hook. The beach was empty. Not even Barnaby was in sight. That dog! Probably sound asleep and snoring under the kitchen table this very minute.

2 Green water frothed beneath her feet, and strings of ropy kelp swung with the waves.

3 Out in the cove, the kelp was yellow-brown, and its big floating bulbs glittered in the morning sunshine. But something was different. Strangely different.

4 Five small logs floated high on the water. Gray and white sea gulls cruised above them. Puzzled, she sat without moving—waiting.

5 A small herd of otters rocked with the roll of the waves, cradled in blankets of kelp, forepaws folded on their chests.

6 Swiftly, a young brown otter swam toward the still figure on the edge of the cliff.

7 The otter came close. Maggie was almost afraid to breathe. His eyes were dark and unblinking, his round flat nose shining black, whiskers short and stiff. Then he slipped back into the water and was gone.

8 Offshore, the logs came to life. A mother otter floated on her back, her baby curled on her stomach. She curved her body and lifted her head. With her forepaws, she picked up the baby and held it over her shoulder. Two otters wrestled, tumbling over and over.

9 “Dad won’t like this.”

Maggie’s dad is a fisherman, so he worries that otters along the shore will make it harder for him to earn money for his family.

10 Maggie dropped her line into the water.

11 The pole jerked and Maggie reeled in the line. A fish flopped up over the rocks. She took the hook from its gill and held the jerking body between her hands.

12 She whistled—coaxingly sweet.

13 Nearby, the otter surfaced.

14 She held the flapping fish and the otter waited.

15 She whistled again—a soft whistle.

16 The otter came closer. Two gulls hovered above him. Maggie tossed the fish toward the otter.

17 A gull dipped, seized the fish, and looped high into the sky. The otter was gone.

18 Maggie waited. And there he was again. This time with a mussel in one paw and a rock in the other.

19 He put the rock on his chest and cracked the mussel against it. Maggie tried to count the staccato clicks of mussel on rock—ten, twenty, thirty sharp quick clicks. And when the food was ready to eat, he held it in his paws, rolled over once, and glided back to his herd.

20 When Maggie caught a second fish, she took it home.

21 Old Barnaby, gray-muzzled and lazy with age, lay near the door. His tail struck the floor in welcome. Maggie reached out with a foot and scratched his back.

22 “Why didn’t you take Barnaby along?” her mother asked.

23 “He wouldn’t go,” Maggie said. “He doesn’t like to run in the sand anymore.”

24 Each day after school, all the following week, Maggie fished and watched.

25 Otters rolled and frolicked in the cove, and in a minute or so, there he was—her otter—with his funny stubby whiskers and his big, dark, round eyes.

26 When Friday afternoon came, she burst into the house and grabbed her fishing pole.

27 “What a girl for fishing!” her mother said.
28 Maggie laughed and headed for the cove.
29 There was her otter, a sea urchin under one paw. He flopped on his back.
30 Above the easy splash of water, Maggie clearly heard the crunch of his
teeth against the spines of the urchin.
31 And when he had eaten, he twisted in the water and chased his tail.
32 Maggie laughed, a high, ringing laugh, and the otter disappeared.
33 “No fish today?” her mother asked.
34 “Mom, I forgot to fish.”
35 “Forgot?”
36 “There’s an otter in the cove, Mom. He’s tame.”
37 “An OTTER?”
38 “A tame otter,” Maggie said. “He’s really friendly. He’s as playful as a
puppy, and he trusts me.”

Which sentence **best** states what the reader learns in paragraph 8?

- A** The otters are fun-loving animals.
- B** Maggie has been hoping to see the otters.
- C** Maggie makes friends with a mother otter.
- D** The otters are seen next to the floating logs.

Key: A

MEASURES CCLS: RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

HOW THIS QUESTION MEASURES RL.3.1:

This question measures RL.3.1 because it requires students to show their understanding of the otters' activities in paragraph 8. To answer correctly, students must recognize what is revealed by the description of what the otters are doing in the water.

WHY CHOICE "A" IS CORRECT:

Students who choose "A" show an understanding of the text by recognizing that the descriptions of the otters show them engaged in fun activities. The text says that the mother floats on her back, moves the baby to her shoulder, and two other otters "tumble over and over."

WHY THE OTHER CHOICES ARE INCORRECT:

Choice B: Students may have chosen "B" because Maggie intently watches what the otters are doing; however, the paragraph includes no textual basis for the idea that Maggie has been hoping to see them.

Choice C: Students may have chosen "C" because both Maggie and the mother otter share the same cove; however, the mother otter plays with her young and Maggie watches silently from the shore. There is no textual basis for inferring any interaction between the two.

Choice D: Students may have chosen "D" because the text says, "Offshore, the logs came to life." The words in this sentence contradict this choice, however, because they mean that the otters appeared to be logs until they started moving. There is no textual evidence in the paragraph of any real logs floating next to them.

HOW TO HELP STUDENTS MASTER RL.3.1:

While all of the choices for this question refer to something mentioned in paragraph 8, only "A" is based on a correct understanding of a text-based idea. To help students succeed with questions measuring RL.3.1, instruction can focus on building their capacity to comprehend grade-level complex texts and understanding ideas that are conveyed by the words in those texts. Students can practice these types of questions by accurately retelling portions of the stories they read.

What do paragraphs 16 and 17 show about otters and gulls?

- A** Gulls and otters compete for the same food.
- B** Otters watch to see if gulls are nearby.
- C** Gulls and otters avoid each other.
- D** Gulls sometimes tease otters.

Key: A

MEASURES CCLS: RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

HOW THIS QUESTION MEASURES RL.3.1:

This question measures RL.3.1 because it requires students to show their understanding of what the descriptions in paragraphs 16 and 17 reveal. To answer students must recognize that the mutual presence of the gulls and otters is tied to the presence of food, and that both animals want to eat the fish.

WHY CHOICE "A" IS CORRECT:

Students who choose "A" show an understanding of the text by recognizing that both animals want the fish - Maggie tossed the fish to the otter, but a gull grabbed it away. The paragraphs support this answer by showing that "the otter came closer," but "a gull dipped, seized the fish, and moved high into the sky."

WHY THE OTHER CHOICES ARE INCORRECT:

Choice B: Students may have chosen "B" because paragraph 16 says, "the otter came closer," but this is referring to its moving toward Maggie, not toward the gulls. The text makes it clear that the otter is observing Maggie in response to her whistle.

Choice C: Students may have chosen "C" because the final sentence of paragraph 17 says "the otter was gone;" however, the prior sentence shows the gull moving toward the otter to grab the fish, thus showing a willingness to approach the otter rather than avoid it.

Choice D: Students may have chosen "D" because the text shows the gull preventing the otter from catching the fish Maggie tossed to it. The description of the gull immediately leaving the otter, however, shows its intent was to catch and keep the food, not tease the otter.

HOW TO HELP STUDENTS MASTER RL.3.1:

While all of the choices for this question refer to the gulls and the otter, only "A" is supported by the descriptions of their actions in the two paragraphs. To help students succeed with questions measuring RL.3.1, instruction can focus on building their capacity to comprehend grade-level complex texts and recognizing what is revealed by the descriptions in a story. Students can practice these types of questions by telling what the characters are doing at different points in a story.

Which detail from the story **best** shows why Maggie believes the otter trusts her?

- A** “Swiftly, a young brown otter swam toward the still figure on the edge of the cliff.” (paragraph 6)
- B** “Two otters wrestled, tumbling over and over.” (paragraph 8)
- C** “The otter was gone.” (paragraph 17)
- D** “And when he had eaten, he twisted in the water and chased his tail.” (paragraph 31)

Key: A

MEASURES CCLS: RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

HOW THIS QUESTION MEASURES RL.3.3:

This question measures RL.3.3 because it asks the students to find a textual link between the actions of the otters and Maggie’s belief that such actions indicate the otters’ trust. To answer correctly, students must understand that when the otter swims toward Maggie it causes her to believe he’s showing his trust for her.

WHY CHOICE “A” IS CORRECT:

Students who choose “A” demonstrate an understanding of how the otter’s action shows he is willing to approach Maggie – a “still figure on the edge of the cliff.” Maggie remains still until the otter shows his trust by swimming towards her.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice B: Students may have chosen “B” because the sentence refers to the otters engaged in a playful activity while Maggie watches. The description of the activity, however, is confined to two otters that remain separated from Maggie rather than the one that is willing to approach her.

Choice C: Students may have chosen “C” because the sentence tells what the otter does while Maggie watches, but leaving could indicate distrust rather than the trust Maggie feels the otter has for her.

Choice D: Students may have chosen “D” because the otter remains in Maggie’s presence after he finishes eating. Based on the sentence, however, there is no indication that Maggie is in any way connected to what the otter is doing.

HOW TO HELP STUDENTS MASTER RL.3.3:

While all of the choices for this question refer to the otters’ activities while Maggie is watching, only “A” offers an explanation for Maggie’s conclusion that a specific otter trusts her. To help students succeed with questions measuring RL.3.3, instruction can focus on building their capacity to comprehend grade-level complex texts and recognizing what is shown by the characters’ words, thoughts, and actions. Students can practice these types of questions by locating information in a story that provides a reason for a character’s thoughts or words.

Read paragraphs 26 and 27 from the story.

When Friday afternoon came, she burst into the house and grabbed her fishing pole.

“What a girl for fishing!” her mother said.

Which sentence **best** explains what causes Maggie’s mother to say this?

- A** “Maggie sat down near the edge of the low, rocky cliff and baited her hook.” (paragraph 1)
- B** “A fish flopped up over the rocks.” (paragraph 11)
- C** “Each day after school, all the following week, Maggie fished and watched.” (paragraph 24)
- D** “Mom, I forgot to fish.” (paragraph 34)

Key: C

MEASURES CCLS: RL.3.5

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

HOW THIS QUESTION MEASURES RL.3.5:

This question measures RL.3.5 because students must recognize how the characters’ actions and dialogue build on an earlier part of the story. To answer correctly, students must connect the mother’s statement, which shows that she is aware that Maggie seems to be spending an extraordinary amount of time fishing, to the earlier narration, which explains that Maggie went fishing every day for a week.

WHY CHOICE “C” IS CORRECT:

Students who choose “C” understand that the mother’s awareness that Maggie has been fishing more than usual is a result of Maggie going every day for a week. In paragraph 26, Maggie bursts into the house and grabs her fishing pole because that is what she does “each day after school.” The sentence from paragraph 27 builds on the information in paragraph 24 because the mother’s comment is explained by the frequency of Maggie’s fishing.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen “A” because it describes Maggie’s actions while fishing. However, this section does not reference either Maggie’s habit of fishing after school or her mother’s awareness of the habit. This choice only describes what she does when she is fishing.

Choice B: Students may have chosen “B” because it describes a fish, which can be linked to Maggie’s interest in fishing. However, the passage only describes the fish and, as such, does not reference either Maggie’s habit of fishing after school or her mother’s awareness of the habit. Also, the mother was not present when Maggie caught the fish, so the comment is unrelated.

Choice D: Students may have chosen “D” because this sentence involves Maggie’s discussion of fishing with her mother; however, Maggie’s words in paragraph 34 actually contradict the idea that she is in a hurry to spend more time fishing.

HOW TO HELP STUDENTS MASTER RL.3.5:

While all of the choices for this question include details related to Maggie and fishing, only “C” explains why she hurriedly grabs her fishing pole immediately after school and why her mother comments on it. To help students succeed with questions like this, instruction can focus on building their capacity to comprehend grade-level complex texts and recognizing how details in a story are explained by earlier statements and actions. Students can practice this skill by correctly identifying textual information that leads to a later action or statement.

Which sentence **best** describes a main idea of the story?

- A** “Maggie sat down near the edge of the low, rocky cliff and baited her hook. The beach was empty. Not even Barnaby was in sight.” (paragraph 1)
- B** “A small herd of otters rocked with the roll of the waves, cradled in blankets of kelp, forepaws folded on their chests.” (paragraph 5)
- C** “Maggie waited. And there he was again. This time with a mussel in one paw and a rock in the other.” (paragraph 18)
- D** “ ‘A tame otter,’ Maggie said. ‘He’s really friendly. He’s as playful as a puppy, and he trusts me.’ ” (paragraph 38)

Key: D

MEASURES CCLS: RL.3.2

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

HOW THIS QUESTION MEASURES RL.3.2:

This question measures RL.3.2 because it requires students to identify a detail that conveys the story’s main idea. To answer correctly, students must recognize that the story is mainly about the otter’s activities and relationship with Maggie.

WHY CHOICE “D” IS CORRECT:

Students who choose “D” are able to identify the main idea by recognizing that all of the descriptions, events, and dialogue in the story work together to paint a picture of the otter and Maggie’s relationship to it. The sentence from paragraph 38 refers to both the otter and Maggie, describes the otter’s characteristics, and mentions a relationship between the otter and Maggie.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen “A” because the sentence explains how and why Maggie first sees the otter in the cove. While the sentence is important in establishing the setting, the sentence focuses on Maggie and omits any mention of the otter, which is a vital component of the story.

Choice B: Students may have chosen “B” because the sentence introduces the otters to Maggie and the reader. However, there is only the mention of the group and what it is doing. This sentence fails to include Maggie, the otter that is the main focus of the story, or the relationship between the two.

Choice C: Students may have chosen “C” because the sentence mentions both Maggie and the otter and describes what she sees it doing; however, the activity in this sentence is a detail that is limited in what it shows about either the otter or its relationship with Maggie.

HOW TO HELP STUDENTS MASTER RL.3.2:

While all of the choices for this question include details that develop the plot, only “D” includes all of the elements necessary in a statement of the main idea. To help students succeed with questions like this, instruction can focus on building their capacity to comprehend grade-level complex texts and recognizing how each detail in a story works to develop a main idea. Students can practice this skill by correctly identifying a main idea and identifying details in the story that support that main idea.

Snow Fun on the Run!

by Daniel Lee

1 Wintertime gym class means ball tag and jumping jacks, right?

2 SNOW WAY!

3 Teachers say snowshoes are improving their students’:

- hearts and lungs,
- muscles,
- and spirits.

4 Kids just say it’s fun!

5 “It’s sort of like you’re walking on thin air,” said Troy Pierce, eight. “The snowshoes sort of keep you up on the snow.”

6 And that’s pretty important where they live, said Alex Almquist.

7 Alex and Troy are students at Hancock Elementary School in the far northern part of Michigan. “There’s lots and lots of snow,” laughed Alex.

8 That means snowshoes are perfect for gym class in the winter.

9 “The benefit of snowshoeing for kids is getting their heart rate up near maximum,” says Julie Hamar, a PE teacher at Hancock Elementary School in Hancock, Michigan. “It’s a good all around activity for kids.”

10 In other words, “It’s hard to walk and it gets your legs all strong,” said Troy.

11 Nearly 400 students in Ms. Hamar’s PE classes get to use the snowshoes, taking hikes, running relay races, and doing outside exercises.

12 The school’s PTO purchased the snowshoes for the kids recently. Not only do PE classes use them, but regular classes strap them on for outside nature hikes and wildlife study, too.

13 “I teach them the basic technique: how to put on the snowshoes and the proper ways of walking in snowshoes,” Ms. Hamar says.

14 “You have to lift your feet up or you’re going to trip,” cautions Alex, eight. “Snowshoes are huge.”

15 The classes take a short hike around the school. Then they hit the slopes and trails nearby. It’s not unusual to see animal signs.

16 “We saw tracks and a den,” said Troy. The rabbit that made them had something in common with the kids.

17 “Their feet are really flat, like snowshoes,” Troy said. “They’re better for walking.”

18 “It’s good for the kids because it’s extra hard work walking on the snowshoes in deep snow,” says Ms. Hamar. “You can tell. They start to unzip their jackets; they’re starting to sweat underneath their hats.”

19 All that means the kids are getting good exercise and having fun instead of sitting around all winter.

20 Making tracks outside means getting strong inside.

Snowshoe Smarts

Snowshoeing is tough—unless you can already walk! Here are a couple of tips:

- In a group, follow the trail-breaker.
- Take turns being the trail-breaker.
- Going uphill, dig the ties in.
- Going across a hill, dig edges in.
- Dress in layers; you’ll get warm.

Snow Toes

Sam Watson has been on the snowshoe crew longer than he can remember.

His father started making children’s snowshoes when Sam was only two or three.

But he recalls lots of snowshoeing from about age 5 or 6, as his father, Jim Watson, the founder of Little Bear Snowshoes, created new shoes.

“Of course, I was the logical one to test them,” says Sam, now 11.

But snowshoes are also a great way to reach the hidden skiing and ice fishing

spots that Sam loves. "You're strapped onto a big oval-shaped sort of platform and that allows more surface on the snow, so you don't sink," he says.



"Snowshoes spread your weight out over the snow," says Sam, showing the wide working surface of snowshoes above.

"You can go out in the wintertime and not worry about getting snow in your pants and freezing your legs off."

Read paragraph 3 from the passage.

Teachers say snowshoes are improving their students’:

- hearts and lungs,
- muscles,
- and spirits.

What does “improving their students’ . . . spirits” **most likely** mean?

- A** The students study harder.
- B** The students can walk farther.
- C** The students are more curious.
- D** The students are much happier.

Key: D

MEASURES CCLS: RI.3.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

HOW THIS QUESTION MEASURES RI.3.4:

This question measures RI.3.4 because it asks the student to define the term “spirit” based off the context of the passage. To answer correctly, the student must recognize the examples of “improved spirits” in order to determine the meaning of the phrase.

WHY CHOICE “D” IS CORRECT:

Students who choose “D” use details in later paragraphs as context clues to the meaning of the phrase. The word “fun” is used multiple times (in paragraphs 4 and 19), which leads to the term “happier” in this choice.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen “A” because paragraph 12 says, “regular classes strap them on for outside nature hikes and wildlife study, too”; however, nothing in the passage refers to the students studying harder as a result of the activity.

Choice B: Students may have chosen “B” because there are several references to walking in snowshoes throughout the passage, but these references are connected to exercise and strong muscles rather than “improving their spirits.”

Choice C: Students may have chosen “C” because Troy’s comments about rabbits could be a result of his curiosity about them; however, there is no reference in the passage to increased curiosity as a benefit of hiking in snowshoes.

HOW TO HELP STUDENTS MASTER RI.3.4:

While all of the choices for this question refer to beneficial results, only “D” is supported by information in the passage that connects to improved spirits. To help students succeed with questions measuring RI.3.4, instruction can focus on building their capacity to comprehend grade-level complex texts and using context as a clue to the meaning of new vocabulary. Students can practice this skill by identifying text that provides clues to the meaning of an unknown phrase.

Which paragraph explains how snowshoeing affects the body?

- A** paragraph 9
- B** paragraph 11
- C** paragraph 13
- D** paragraph 15

Key: A

MEASURES CCLS: RI.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

HOW THIS QUESTION MEASURES RI.3.1:

This question measures RI.3.1 because it requires students to identify the paragraph that mentions the key idea in the question. To answer correctly, students must recognize that paragraph 9 specifically mentions how snowshoeing affects the body.

WHY CHOICE "A" IS CORRECT:

Students who choose "A" recognize that the words "getting their heart rate up near maximum" is a physical effect and, therefore, explains how snowshoeing affects the body.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice B: Students may have chosen "B" because the information relates to physical exercise on snowshoes that could affect the body. The question, however, asks for an explanation of how it affects the body, and the paragraph does not include any discussion of a change that occurs because of snowshoeing.

Choice C: Students may have chosen "C" because the teacher discusses instruction related to putting on snowshoes and the proper way of walking in them, both of which involve the body and snowshoes; however, rather than discussing the effect of snowshoes, this paragraph discusses their proper use.

Choice D: Students may have chosen "D" because the paragraph discusses specific physical activities that are performed while wearing snowshoes, but it does not mention direct effects on the body as asked in the question.

HOW TO HELP STUDENTS MASTER RI.3.1:

While all of the choices for this question refer in some way to the body and snowshoeing, only "A" is based on explicitly stated information. To help students succeed with questions measuring RI.3.1, instruction can focus on building their capacity to comprehend grade-level complex texts and using textual evidence to answer questions about what the text says explicitly.

In paragraph 15, the word “hike” **most closely** means

- A** a planned walk
- B** a relay race
- C** an indoor activity
- D** an outdoor class

Key: A

MEASURES CCLS: L.3.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

HOW THIS QUESTION MEASURES L.3.4:

This question measures L.3.4 because it requires the student to use context to determine the meaning of a word as it is used in the passage. To answer correctly, the student must apply the description of what the students are doing when the word “hike” is used.

WHY CHOICE “A” IS CORRECT:

Students who choose “A” demonstrate the ability to understand what a word means given its use in the text. In this case, they may use a clue in the sentence (“around the school”) or recognize that the “short hike” takes place after learning the correct way to walk in snowshoes (paragraph 14) and before they hit the trails and mountains (paragraph 15).

WHY THE OTHER CHOICES ARE INCORRECT:

Choice B: Students may have chosen “B” because the passage indicates that snowshoeing activities provide exercise and take place as part of a physical education program. The unhurried nature of the activity that is described contradicts this choice, and makes clear that the students are not in a competition.

Choice C: Students may have chosen “C” because the hike takes place “around the school,” and interpreted the word “around” to mean inside the school building; but the information about walking in the snow, as well as seeing signs of animals, does not fit with an indoor activity.

Choice D: Students may have chosen “D” because the activity does take place outdoors; however, though there is instruction involved in the activity, the “hike” takes place after the instruction.

HOW TO HELP STUDENTS MASTER L.3.4:

While all of the choices for this question may be connected to information in the passage, only “A” fits the context and the use of the word “hike” in paragraph 15. To help students succeed with questions measuring L.3.4, instruction can focus on building their capacity to comprehend grade-level complex texts and using context as a clue to the meaning of unfamiliar or multiple-meaning vocabulary. Students can practice this skill by identifying words, phrases, and ideas that provide clues to the meaning of an unknown word as it is used in a passage.

Which statement from the passage is explained by the information in paragraph 17?

- A** “Snowshoes are huge.” (paragraph 14)
- B** “Then they hit the slopes and trails nearby.” (paragraph 15)
- C** “It’s not unusual to see animal signs.” (paragraph 15)
- D** “The rabbit that made them had something in common with the kids.” (paragraph 16)

Key: D

MEASURES CCLS: RI.3.8

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

HOW THIS QUESTION MEASURES RI.3.8:

This question measures RI.3.8 because it requires the student to recognize a statement-explanation connection. To answer correctly, the student must recognize that the information in paragraph 17 explains the statement from paragraph 16.

WHY CHOICE “D” IS CORRECT:

Students who choose “D” understand that the description of the rabbit’s feet as being “really flat, like snowshoes,” explains what the rabbit has in common with the kids. Paragraph 17 compares the snowshoes that the kids wear to the shape of the rabbit’s feet, which makes both of them “better for walking” in the snow.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen “A” because paragraph 17 mentions the snowshoes that the kids wear; however, nothing in the text of paragraph 17 explains the huge size of the shoes in the statement from paragraph 14.

Choice B: Students may have chosen “B” because paragraph 17 refers to walking, which is done on the nearby slopes and trails. The “walking,” however, refers to the benefit of flat feet and offers no explanation for hitting “the slopes and trails.”

Choice C: Students may have chosen “C” because paragraph 17 describes what can be seen from the tracks left by the rabbit; however, this does not explain what the tracks have in common with snowshoes.

HOW TO HELP STUDENTS MASTER RI.3.8:

While all of the choices refer to information in paragraph 17, only statement “D” is explained by that information. To help students succeed with questions measuring RI.3.8, instruction can focus on building their capacity to comprehend grade-level complex texts and recognizing how information in one paragraph can relate to a statement in another place in the passage. Students can practice the skill needed to answer questions like this one by locating explanations for statements found in the text.

How do the details in paragraph 18 support a main idea of the passage?

- A** The details show ways that kids observe the weather.
- B** The details give examples of kids enjoying the snow.
- C** The details give evidence that the kids get lots of exercise.
- D** The details show why the kids are learning about nature.

Key: C

MEASURES CCLS: RI.3.2

Determine the main idea of a text; recount the key details and explain how they support the main idea.

HOW THIS QUESTION MEASURES RI.3.2:

This question measures RI.3.2 because it requires the student to explain how details in paragraph 18 support the theme of children exercising by snowshoeing. To answer correctly, students must recognize that exercise is one of the main benefits stressed in the passage and paragraph 18 gives evidence that the children are getting exercise.

WHY CHOICE "C" IS CORRECT:

Students who choose "C" show an understanding of how the passage emphasizes the exercise children get from walking in snowshoes. Paragraphs 11 and 19 specifically mention exercise, and other paragraphs refer to benefits like increasing the heart rate (paragraph 9) and building muscle strength (paragraph 10). Paragraph 18 provides evidence of the exercise they get by referring to the "hard work" that results in the need to unzip jackets and remove hats.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen "A" because paragraph 18 refers to removing jackets and hats due to sweating; however, the paragraph makes no mention of the weather, but rather focuses on the "hard work" involved.

Choice B: Students may have chosen "B" because the passage says that snowshoeing is an enjoyable activity for the children; however, paragraph 18 makes no mention of the fun the children are having while they are hiking in the snowshoes.

Choice D: Students may have chosen "D" because paragraph 12 mentions "nature hikes" and paragraphs 15 through 17 refer to seeing animal tracks and a den; however, in paragraph 18, the subject changes from what they see to the exertion required by the activity.

HOW TO HELP STUDENTS MASTER RI.3.2:

While all of the choices for this question refer to important aspects of hiking in snowshoes, only "C" is covered by the information in paragraph 18. To help students succeed with questions measuring RI.3.2, instruction can focus on building their capacity to comprehend grade-level complex texts and recognizing how specific details support a particular main idea. Students can practice this skill by correctly identifying a main idea and then finding information that relates to it throughout the passage.

How does the information in the section titled “Snowshoe Smarts” add to the information in the rest of the passage?

- A** The section gives instructions on how to be a good trail-breaker.
- B** The section gives suggestions for people who want to go snowshoeing.
- C** The section gives explanations for some of the words used in the passage.
- D** The section gives details about the snowshoeing program at the elementary school.

Key: B

MEASURES CCLS: RI.3.5

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

HOW THIS QUESTION MEASURES RI.3.5:

This question measures RI.3.5 because it requires the student to determine the relationship of the information in a specified sidebar with the rest of the passage. To answer correctly, the student must locate the section and determine how the bullet points provide relevant information.

WHY CHOICE “B” IS CORRECT:

Students who choose “B” demonstrate an understanding of how the information in the sidebar contributes to the rest of the text. The introduction (“Here are a couple of tips”) indicates that the information presented in the sidebar adds to the main idea of snowshoeing. In addition, each bullet point is written in the form of a direction and contains tips related to mastering the activity or safety precautions.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen “A” because the sidebar mentions “trail-breaker” in the first two bullet points; however, there are no instructions as to how to do the job once it is assigned, and trail-breaking is not explicitly discussed in the text.

Choice C: Students may have chosen “C” because the sidebar does use words related to the sport, such as “trail-breaker” and “snowshoeing.” The terms used in the sidebar are not included in the text; rather, the sidebar introduces new terms to give general hints on how to snowshoe well.

Choice D: Students may have chosen “D” because the bullet points provide additional details about snowshoeing; however, these details about the activity of snowshoeing apply to anyone who participates, not just the program at the elementary school.

HOW TO HELP STUDENTS MASTER RI.3.5:

While all of the choices for this question refer to something mentioned in the sidebar, only “B” is an accurate description of what is added to the passage. To help students master the skills required for standard RI.3.5, instruction can focus on using information found in a sidebar connected to grade-level complex texts. In order to practice, students can state the subject, or topic, of the information found in sidebars and describe how they relate to or add to the rest of the text.

Which statement about snowshoes is made clearer by the photograph at the end of the passage?

- A** Students must lift their feet up when walking in snowshoes.
- B** Students study winter wildlife while wearing snowshoes.
- C** Walking in snowshoes takes a lot of energy.
- D** Snowshoes are very large and flat.

Key: D

MEASURES CCLS: RI.3.7

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

HOW THIS QUESTION MEASURES RI.3.7:

This question measures RI.3.7 because it requires students to demonstrate understanding of how a photograph is related to and helps develop an idea in the text. To answer correctly, students must connect what is seen in the photograph to information in the passage.

WHY CHOICE "D" IS CORRECT:

Students who choose "D" show an understanding of how the photograph reveals the actual size and shape of the snowshoes. Paragraph 14 says that snowshoes are "huge" and paragraph 17 says they are "flat." Both of these words are subject to interpretation, but the photograph shows exactly how large and flat they are.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen "A" because paragraph 14 indicates that you have to lift up your feet when walking in snowshoes; however, the photograph shows a boy on his knees, so there is no connection to how a person walks in snowshoes.

Choice B: Students may have chosen "B" because paragraphs 15 and 16 mention animals and their tracks that can be seen in the winter. The picture of the boy, however, shows no animal or tracks that would make the information clearer.

Choice C: Students may have chosen "C" because the passage states several times how it takes a lot of energy to walk in snowshoes; however, this idea does not relate to the photograph of a boy who is resting on his knees and showing no sign of energetic activity.

HOW TO HELP STUDENTS MASTER RI.3.7:

While all of the choices for this question refer to valid ideas in the passage, only "D" is a statement that is made clearer by the photograph. To help students succeed with questions measuring RI.3.7, instruction can focus on building their capacity to apply the information in illustrations and photographs to the ideas in grade-level complex texts. Students can practice this skill by describing a photograph using words or ideas from the passage it accompanies.

Directions
303023P

Read this story. Then answer questions XX through XX.

Excerpt from *David and the Phoenix*

by Edward Ormondroyd

- 1 All the way there David had saved this moment for himself, struggling not to peek until the proper time came. When the car finally stopped, the rest of them got out stiffly and went into the new house. But David walked slowly into the back yard with his eyes fixed on the ground. For a whole minute he stood there, not daring to look up. Then he took a deep breath, clenched his hands tightly, and lifted his head.
- 2 There it was!—as Dad had described it, but infinitely more grand. It swept upward from the valley floor, beautifully shaped and soaring, so tall that its misty blue peak could surely talk face to face with the stars. To David, who had never seen a mountain before, the sight was almost too much to bear. He felt so tight and shivery inside that he didn't know whether he wanted to laugh, or cry, or both. And the really wonderful thing about the mountain was the way it *looked* at him. He was certain that it was smiling at him, like an old friend who had been waiting for years to see him again. And when he closed his eyes, he seemed to hear a voice which whispered, "Come along, then, and climb."
- 3 It would be so easy to go! The back yard was hedged in (with part of the hedge growing right across the toes of the mountain), but there was a hole in the privet large enough to crawl through. And just beyond the hedge the mountainside awaited him, going up and up in one smooth sweep until the green and tawny faded into hazy heights of rock. It was waiting for him. "Come and climb," it whispered, "come and climb."
- 4 But there was a great deal to do first. They were going to move into the new house. The moving van was standing out in front, the car must be unloaded. David would be needed to carry things. Regretfully, he waved his hand at the peak and whispered, "It shouldn't take long—I'll be back as soon

as I can.” Then he went around to the front door to see what could be done about speeding things up.

5 Inside, everything was in confusion. Dad was pushing chairs and tables around in an aimless way. Mother was saying, “They’ll all have to go out again; we forgot to put down the rug first.” Aunt Amy was making short dashes between the kitchen and the dining room, muttering to herself. And Beckie was roaring in her crib because it was time for her bottle. David asked, “Can I do anything?”—hoping that the answer would be no.

6 “C’mere,” Aunt Amy said, grabbing him by the arm. “Help me look for that ironing board.”

7 When the ironing board was finally located, Mother had something for him to do. And when he was finished with that, Dad called for his help. So the afternoon wore on without letup—and also without any signs of progress in their moving. When David finally got a chance to sneak out for a breathing spell, he felt his heart sink. Somehow, in all the rush and confusion, the afternoon had disappeared. Already the evening sun was throwing shadows across the side of the mountain and touching its peak with a ruddy blaze. It was too late now. He would have to wait until morning before he could climb.

How does David feel when he sees the mountain for the first time? Use **two** details from the story to support your response.

MEASURES CCLS: RL.3.3:

RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

HOW THIS QUESTION MEASURES RL.3.3:

This question measures RL.3.3 because it asks the student to describe how a character feels when a specified event occurs in the story.

CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:

Students who use textual details to discuss the way David feels when he first sees the mountain demonstrate an understanding of how characters and events relate to each other in a story. Paragraph 2 provides details that describe David’s reaction in both literal and figurative terms. The narration says he sees it as tall, seemed to “hear” it calling to him to climb it, and describes him as feeling “so tight and shivery inside that he didn’t know whether he wanted to laugh or cry.” A response that receives full credit will use two of these examples to support a valid inference about David’s feelings as he reacts to first seeing the mountain.

There is no single “correct” response, but rather responses that are defensible based on the Short-Response (2-Point) Holistic Rubric, and responses that are not. Student responses are evaluated on the relevance, accuracy, and sufficiency of details selected from the text and the organization of details in a logical manner. Student responses should include relevant inferences and conclusions. Responses should be in complete sentences where errors, if present, do not impact readability.

HOW TO HELP STUDENTS MASTER RL.3.3:

To help students succeed with questions measuring RL.3.3, instruction can focus on providing a variety of grade-level complex texts and building their capacity to recognize how a story’s description of thoughts indicate a character’s reaction to an event. Students can practice this skill by identifying what a character is feeling and locating evidence in the text to support that description.

[See Short-Response \(2-point\) Holistic Rubric](#), suggested sample student responses, and scoring: two 2-pt responses, two 1-pt responses, one 0-pt response.

How does David feel when he sees the mountain for the first time? Use **two** details from the story to support your response.

David feels happy. He said that he didn't know if he wanted to laugh or cry. He felt like the mountain was smiling at him. "Come climb" says the mountain. That's how David feels.

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to identify how David felt when he saw the mountain for the first time (*David feels happy*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*he didn't know if he wanted to laugh or cry* and *He felt like the mountain was smiling at him*). This response includes complete sentences where errors do not impact readability.

How does David feel when he sees the mountain for the first time? Use **two** details from the story to support your response.

David feels like he's going to cry but laugh and he feels like the mountain is smiling to him and saying come climb me. So he is feeling very very happy.

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to identify how David felt when he saw the mountain for the first time (*he is feeling very very happy*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*feel's like he's going to cry but laugh and he feel's like the mountin is smileing to him*). This response includes complete sentences where errors do not impact readability.

How does David feel when he sees the mountain for the first time? Use **two** details from the story to support your response.

David feel happy to see the mountain because he has never seen a mountain before, and now he has now see one.

Score Point 1 (out of 2 points)

This response makes a valid inference from the text to identify how David felt when he saw the mountain for the first time (*David feel happy to see the mountain*); however, the response does not provide two concrete details from the text for support as required by the prompt.

How does David feel when he sees the mountain for the first time? Use **two** details from the story to support your response.

David feels happy wants to laugh and cry for joy. According to paragraph #2 it says "he didnt know wether to laugh or cry or both".

Score Point 1 (out of 2 points)

This response makes a valid inference from the text to identify how David felt when he saw the mountain for the first time (*David feels happy*); however, the response only provides one concrete detail from the text for support as required by the prompt (*he did'nt know wether to laugh or cry or both*). This response includes complete sentences where errors do not impact readability.

How does David feel when he sees the mountain for the first time? Use **two** details from the story to support your response.

he was touching its Peak with
a Ruddy blaze.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*he was touching its peak with a ruddy blaze*).

What do paragraphs 4 through 7 show about David? Use **two** details from the story to support your response.

MEASURES CCLS: RL.3.1:

RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

HOW THIS QUESTION MEASURES RL.3.1:

This question measures RL.3.1 because it asks the student to draw on textual details from specific paragraphs to discuss David in light of the events in paragraphs 4 and 7. In doing so, the student conveys an understanding of the text.

CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:

Students who use details from paragraphs 4 and 7 to discuss what happens to David will demonstrate their understanding of what happens in the story. The paragraphs show David's desire to climb the mountain, his family's reliance on him to help with the move, and his ultimate realization that he'll have to wait to climb the mountain. The details describe the various ways in which David is called upon to help with the move, his thoughts, and his return to view the mountain when the sun starts to set. A response that receives full credit will use two of these examples to support a valid statement about David.

There is no single "correct" response, but rather responses that are defensible based on the Short-Response (2-Point) Holistic Rubric, and responses that are not. Student responses are evaluated on the relevance, accuracy, and sufficiency of details selected from the text and the organization of details in a logical manner. Student responses should include relevant inferences and conclusions. Responses should be in complete sentences where errors, if present, do not impact readability.

HOW TO HELP STUDENTS MASTER RL.3.1:

To help students succeed with questions measuring RL.3.1, instruction can focus on providing a variety of grade-level complex texts and building their capacity to point to details in a story that answer a question. Students can practice this skill by accurately answering a question about a character or event by using a detail from the story.

[See Short-Response \(2-point\) Holistic Rubric](#), suggested sample student responses, and scoring: two 2-pt responses, two 1-pt responses, one 0-pt response.

What do paragraphs 4 through 7 show about David? Use **two** details from the story to support your response.

Paragraphs 4 through 7 show that David wanted to speed things up by helping. I know that because in the story it says, then he went around to the front door to see what could be done about speeding things up. The second detail is, Dad was pushing chairs and tables around in a aimless way. Mother was saying, "They'll have to go out again; we forgot to put the rug first." Aunt Amy was making short dashes between the kitchen and the dining room. And Beckie was roaring because it was time for her bottle. David asked, "Can I do anything" -hoping that the answer would be no. These details support my answer.

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to identify what paragraphs 4 through 7 show about David (*David wanted to speed things up by helping*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*he went around to the front door to see what could be done and David asked, "Can I do anything" -hoping that the answer would be no*). This response includes complete sentences where errors do not impact readability.

What do paragraphs 4 through 7 show about David? Use **two** details from the story to support your response.

Paragraphs 4 through 7 show that David is responsible because David says, "But there is a great deal to do first!" David knew that "He would have to wait until tomorrow morning before he could climb."

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to identify what paragraphs 4 through 7 show about David (*David is responsible*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*David says, "But there is a great deal to do first" and David knew that "He would have to wait until tomorrow morning before he could climb"*). This response includes complete sentences where errors do not impact readability.

What do paragraphs 4 through 7 show about David? Use **two** details from the story to support your response.

Paragraphs 4 through 7 show that David really wants to climb the mountain because he never climbed a mountain once in his life.

Score Point 1 (out of 2 points)

This response makes a valid inference from the text to identify what paragraphs 4 through 7 show about David (*David really wants to climb the mountain*); however, the response does not provide two concrete details from the text for support as required by the prompt.

What do paragraphs 4 through 7 show about David? Use **two** details from the story to support your response.

Paragraphs 4 through 7 show that David is a very good helper and that he couldn't go see the mountain.

Score Point 1 (out of 2 points)

This response makes a valid inference from the text to identify what paragraphs 4 through 7 show about David (*David is a very good helper*); however, the response does not provide two concrete details from the text for support as required by the prompt.

What do paragraphs 4 through 7 show about David? Use **two** details from the story to support your response.

They showed that
he did not know what
it was.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*They showed that he did not know what it was*).

Directions

303026P

Read this story. Then answer questions XX through XX.

Amanda, Ellen, Benji, and George have been assigned to work together on a science project. The project is due next week, and they still have not decided on a topic. They are meeting for the sixth week in a row in Amanda's very messy room. Her mother has just made a discovery that might help their science project. Ellen, who doesn't eat bread, has been hiding pieces of bread in Amanda's room each week for the six weeks they have been meeting.

Science Friction

by David Lubar

- 1 She went to various clothes heaps in my room and revealed the slices of bread, which ranged from slightly moldy to totally overgrown.
- 2 Benji picked up the pieces and laid them out on my desk. If the bread hadn't been buried in my wardrobe like some sort of ancient Egyptian funeral offering, I probably would have found it pretty fascinating.
- 3 "I'm sorry," Ellen said again. "I'll explain to your mom that this was my fault. And I'll help you clean your room. Okay? If there's one thing I'm really good at, it's straightening up." She looked at me like she expected me to turn her down.
- 4 She seemed really sorry. "Sure. You can help. That would be wonderful."
- 5 "I'll help too," Benji said.
- 6 George nodded.
- 7 "Thanks," I said as we tackled the top layer. "This is great. But we still don't have a project."
- 8 "Sure we do."
- 9 I was so shocked by the voice, I just stared at George.
- 10 "We do?" Benji asked.
- 11 George nodded and pointed at the bread.
- 12 "Mold!" Ellen said. "We have a whole display of the stages of mold growth."

13 “Yeah,” I said. George was right. We had pieces of bread for each week.
“But is that enough?” It was hard to imagine a whole project from some
slices of moldy bread. Then I realized it wasn’t just about mold growth.

14 “Look,” I said, flipping a piece over.

15 Ellen nodded. “Mayonnaise. It’s acidic.”

16 “Yup. We have an example of mold
inhibition too. We just have to figure out a way
to display it so you can see both sides.”

inhibition = prevention

17 “Great,” Ellen said. “But what if it’s still not enough?”

18 “Oh, there might be some more . . .” Benji said.

19 “What do you mean?” I asked.

20 “Promise you won’t kill me?”

21 “No.”

22 “Promise you won’t make it slow and painful?”

23 “No.”

24 He shrugged. “I sorta don’t like turkey a whole lot.”

25 “Oh, please don’t tell me you’ve been stashing meat in my room.”

26 He nodded.

27 “Where?” I sniffed and looked around.

28 Benji pointed at the top of my bookcase.

29 “You slimeball,” I said as I climbed a chair to take a look. Oh, yuck.
There were five piles of turkey in various stages of decomposition, neatly
laid out from left to right. It was absolutely disgusting. It was also pretty
fascinating. And I guess I was relieved to know the smell wasn’t coming
from my clothes.

30 I looked over at George. “What about you? Is there anything you don’t
like?”

31 He lifted a stack of books to reveal baby carrots.

32 We got back to work. At five, I asked Ellen, “Don’t you have a piano
lesson?”

33 “It won’t hurt me to miss one.” She flipped open her cell phone and made a call.

34 Right after that, George left. I figured he had some sort of appointment he couldn’t cancel. But I was grateful he’d helped for as long as he could.

35 There was still plenty to do. The rest of us kept working.

36 Just as we were finishing, George returned, holding a beautiful display case with sections for the bread, turkey, and carrots. It even had mirrors in it to show both sides of the specimens.

specimens = examples

37 “Wow,” I said, “that’s perfect. Did you build it?”

38 He nodded.

39 “You’re a genius with your hands,” I said.

40 He smiled.

41 Ellen patted him on the shoulder. “And you don’t waste time talking unless you have something to say.”

42 “I’ll do the captions,” Benji said. He started coming up with these awful puns that made everyone groan, like, “Spore score and seven weeks ago,” “Rot and roll,” and “Bacterial Girl.” But we laughed too. And I knew Ms. Adler had a great sense of humor, so I figured it wouldn’t hurt to use Benji’s titles.

43 Ellen, who had beautiful handwriting, lettered the signs. I typed a report to go along with the display. As we all finished up the project together, I realized I’d discovered an important scientific principle. It had nothing to do with mold, but everything to do with chemistry. Some elements combined quickly. Others combined slowly. And some didn’t combine at all unless you mixed them together under high heat and intense pressure.

How does George behave as a member of the group? Use **two** details from the story to support your response.

MEASURES CCLS: RL.3.3:

RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

HOW THIS QUESTION MEASURES RL.3.3:

This question measures RL.3.3 because it asks the student to describe a character's trait and use his actions as support for that description.

CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:

Students who can provide evidence for the way George behaves demonstrate an understanding of how a character's actions contribute to the story. The story reveals George's contributions to the group in paragraphs 6, 8, 11, 31, 36, 38, and 40. In addition, he only makes one statement (paragraph 8) and the narrator is surprised to hear him talk. Later, in paragraph 41, Ellen says, "And you don't waste time talking unless you have something to say," which gives additional evidence of his behavior. A response that receives full credit will use two of these examples to support a valid inference about how George behaves as a member of the group.

There is no single "correct" response, but rather responses that are defensible based on the Short-Response (2-Point) Holistic Rubric, and responses that are not. Student responses are evaluated on the relevance, accuracy, and sufficiency of details selected from the text and the organization of details in a logical manner. Student responses should include relevant inferences and conclusions. Responses should be in complete sentences where errors, if present, do not impact readability.

HOW TO HELP STUDENTS MASTER RL.3.3:

To help students succeed with questions measuring RL.3.3, instruction can focus on providing a variety of grade-level complex texts and building their capacity to recognize a character's words and actions as indicators of his behavior. Students can practice this skill by describing a character and locating evidence in the text to support that description.

[See Short-Response \(2-point\) Holistic Rubric](#), suggested sample student responses, and scoring: two 2-pt responses, two 1-pt responses, one 0-pt response.

How does George behave as a member of the group? Use **two** details from the story to support your response.

George is helpful as a member of the group. He is helpful because the group said that they had no projects to do but George said that they did have a project to do. Also George left and came back with a display case with bread, turkey, and carrots.

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to identify how George behaves as a member of the group (*George is helpful*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*the group said that they had no project to do but George said that they did have a project to do and George left and came back with a display case*). This response includes complete sentences where errors do not impact readability.

How does George behave as a member of the group? Use **two** details from the story to support your response.

George behaves great as a member of the group. He doesn't waste time talking and he built a box to put the project in.

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to identify how George behaves as a member of the group (*George behaves great*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*He doesn't waste time talking and he built a box to put the project in*). This response includes complete sentences where errors do not impact readability.

How does George behave as a member of the group? Use **two** details from the story to support your response.

George behaves as a member of the group by doing his part and solving the problem.

Score Point 1 (out of 2 points)

This response makes a valid inference from the text to identify how George behaves as a member of the group (*by doing his part and solving the problem*); however, the response does not provide two concrete details from the text for support as required by the prompt.

How does George behave as a member of the group? Use **two** details from the story to support your response.

He behaved like he was smart.

Score Point 1 (out of 2 points)

This response makes a valid inference from the text to identify how George behaves as a member of the group (*He behaved like he was smart*); however, the response does not provide two concrete details from the text for support as required by the prompt.

How does George behave as a member of the group? Use **two** details from the story to support your response.

George is not very happy. He does not want to be doing this.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*George is not very happy*).

Why is the setting of the story important? Use **two** details from the story to support your response.

MEASURES CCLS: RL.3.1:

RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

HOW THIS QUESTION MEASURES RL.3.1:

This question measures RL.3.1 by asking a student to refer to specific textual details that explain why the setting is important to the story.

CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:

Students who can provide evidence of the setting’s importance demonstrate their understanding of the story. The fact that the story takes place in Amanda’s messy bedroom is crucial to the decision to create a science project with moldy bread, turkey, and carrots. Because the room is so disorganized, she doesn’t notice the old food her friends had left there until they reveal it to her in paragraphs 1, 28, and 31. A response that receives full credit will use two of these examples to support a valid statement about the importance of the setting.

There is no single “correct” response, but rather responses that are defensible based on the Short-Response (2-Point) Holistic Rubric, and responses that are not. Student responses are evaluated on the relevance, accuracy, and sufficiency of details selected from the text and the organization of details in a logical manner. Student responses should include relevant inferences and conclusions. Responses should be in complete sentences where errors, if present, do not impact readability.

HOW TO HELP STUDENTS MASTER RL.3.1:

To help students succeed with questions measuring RL.3.1, instruction can focus on providing students with many opportunities to encounter a variety of grade-level complex texts and building their capacity to point to details in a story that answer a question. Students can practice this skill by locating a detail from the story that correctly answers a question about it.

[See Short-Response \(2-point\) Holistic Rubric](#), suggested sample student responses, and scoring: two 2-pt responses, two 1-pt responses, one 0-pt response.

Why is the setting of the story important? Use **two** details from the story to support your response.

The setting is important because that is where they got their project. In paragraph 12 it says "mold Ellen said we have a whole display of the stages of mold growth." In paragraph 13 it says "oh there might be some more Benj said". This shows me that if they were not in the room then they wouldn't have a project. And that is why the setting is important.

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to identify why the setting of the story is important (*if they were not in the room then they wouldn't have a project*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Ellen said we have a whole display of the stages of mold growth and oh there might be some more Benj said*). This response includes complete sentences where errors do not impact readability.

Why is the setting of the story important? Use **two** details from the story to support your response.

The setting of the story is important because they did every thing in Amandas room which was the setting. They had meetings there and they did their hole scince project in there.

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to identify why the setting of the story is important (*they did every thing in Amanda's room which was the setting*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*They had meetings there and they did their hole scince project in there*). This response includes complete sentences where errors do not impact readability.

Why is the setting of the story important? Use **two** details from the story to support your response.

The setting of the story is important because the setting (Amandas room) is where they get there science project from. That's why the setting is important.

Score Point 1 (out of 2 points)

This response makes a valid inference from the text to identify why the setting of the story is important [(Amandas room) is where they get there science project from]; however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

Why is the setting of the story important? Use **two** details from the story to support your response.

The setting of the story is important because in the passage it says "They are meeting for the sixth week in a row in Amanda's very messy room."

Score Point 1 (out of 2 points)

This response is a mostly literal recounting of details from the text (*because in the passage it says "They are meeting for the sixth week in a row in Amanda's very messy room"*). While the response provides some information from the text, no valid inference and/or claim is present.

Why is the setting of the story important? Use **two** details from the story to support your response.

It is important because if you were wondering where they were. And you could be guessing.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*because if you were wondering where they were*).

Directions

303021P

Read this passage. Then answer questions XX through XX.

Sea Turtles

by Kathy Kranking

SHELL STORY

1 The first thing you notice about a sea turtle is its big, beautiful shell. And that brings up one of the main differences between sea turtles and most other kinds of turtles. Most turtles have shells like houses that they can pull their heads and limbs into. But a sea turtle can't pull into its shell at all.

2 The shells of most kinds of sea turtles are made of bone and *cartilage* (the same bendable stuff your ears are made of). These are covered with thin plates called *scutes*.

But the leatherback's shell is different. Its shell is made up of cartilage and tiny bones, but covering these is a layer of leathery skin.



The leatherback is the biggest of all the sea turtles.

SUITED FOR THE SEA

3 Sea turtles breathe air with lungs, just as you can do. But they can hold their breath a lot longer than you ever could. The green sea turtle is the champ. It can stay underwater for as long as five hours!

4 To swim, sea turtles use their strong, paddle-shaped front flippers. Their hind flippers help with steering.

5 But sea turtles are more than just great swimmers. Some of them are great divers. The leatherback can dive more than a thousand feet deep, looking for food. That's the length of three football fields. And its deepest dives can be three times deeper than that!

CHOW TIME

6 Did someone mention food? Depending on the species, sea turtles can be animal-eaters, plant-eaters, or both. They don't even have teeth, but their beaks can give clues as to what they eat.

7 The sharp, strong beak of the loggerhead turtle, for example, is great for crushing the shells of crabs and shrimp. A hawksbill's narrow, pointed beak helps it pull prey such as sponges from tight spaces in a coral reef.

8 A leatherback has a soft, delicate beak—just the thing for eating squishy foods such as jellyfish. And the green sea turtle's jagged-edged beak is great for snipping sea grasses and scraping algae off coral and rocks.

NESTING TIME

9 Sea turtles spend almost their entire lives in the water. But when it's nesting time, the females come ashore to lay their eggs. They often return to the same beaches where they themselves hatched.

10 In most species, a female sea turtle comes ashore at night. She crawls clumsily along the sand. Next, she uses her flippers to dig a nest. Depending on the species, she lays from 50 to 200 round, white eggs. Then she covers them up with sand and lumbers back into the sea.

11 Later, the baby turtles hatch from the eggs and dig their way out of the nest. They crawl down to the shoreline and then disappear into the waves.

TURTLE TROUBLES

12 Sea turtles have been around for millions of years. But these days they face their share of troubles. Many get caught in fishing nets or tangled in fishing lines. Turtles are also harmed by pollution, litter, and oil spills. Lights along the streets and on buildings near the beach can cause problems, too. Newly hatched babies can become lost and crawl toward the artificial light instead of the ocean where they belong.

HOPE FOR THE FUTURE

13 The good news is that lots of people are trying hard to help sea turtles. Many laws have been passed to protect them. In some places, for example, beach communities are required to turn off outside lights at night during nesting season. And to keep eggs safe from predators, pollution, and other

dangers, people sometimes carefully dig them up and move them to “nurseries” protected by high fences.

- 14 Thanks to conservation efforts like these, sea turtle numbers are actually going up in some places. With a little luck, these ancient reptiles will be flapping through the sea for another hundred million years!

Why does the information in paragraph 5 belong under the heading “Suited for the Sea”? Use **two** details from the passage to support your response.

MEASURES CCLS: RI.3.5:

RI.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

HOW THIS QUESTION MEASURES RI.3.5:

This question measures RI.3.5 because it asks students to explain why information is relevant to the heading it is under.

CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:

Students who can explain why paragraph 5 belongs under its heading demonstrate an understanding of how a heading functions in an informational passage. The paragraph shows that the leatherback sea turtle's ability to dive makes it well-suited for living in the sea. Students will recognize how both the general statement concerning the turtle's ability to dive and the specifics about how deep those dives can be are relevant to the question of whether these turtles are suited for the sea. Finally, responses that receive full credit will have used two examples to support a valid inference about the relationship between the heading and the information in the paragraph.

There is no single "correct" response, but rather responses that are defensible based on the Short-Response (2-Point) Holistic Rubric, and responses that are not. Student responses are evaluated on the relevance, accuracy, and sufficiency of details selected from the text and the organization of details in a logical manner. Student responses should include relevant inferences and conclusions. Responses should be in complete sentences where errors, if present, do not impact readability.

HOW TO HELP STUDENTS MASTER RI.3.5:

To help students succeed with questions measuring RI.3.5, instruction can focus on building their capacity to determine how a heading relates to the information that follows it. Students can practice this skill by identifying a connection between a heading and a specific detail in grade-level complex texts.

[See Short-Response \(2-point\) Holistic Rubric](#), suggested sample student responses, and scoring: two 2-pt responses, two 1-pt responses, one 0-pt response.

Why does the information in paragraph 5 belong under the heading “Suited for the Sea”? Use **two** details from the passage to support your response.

The information in paragraph 5 belongs under "Suited for the Sea" because it's saying that sea turtles are not only great swimmers, but they're also great divers. For example, it said that the leatherback can dive more than a thousand feet deep just looking for food. That's the length of 3 football fields!

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to identify why the information in paragraph 5 belongs under the heading “Suited for the Sea” (*because it's saying that sea turtles are not only great swimmers, but they're also great divers*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*the leatherback can dive more than a thousand feet deep and That's the length of 3 football feilds*). This response includes complete sentences where errors do not impact readability.

Why does the information in paragraph 5 belong under the heading “Suited for the Sea”? Use **two** details from the passage to support your response.

It belongs under the heading because it tells that they are made for living in water. Some sea turtles are great divers. The leatherback can dive more than a thousand feet deep looking for food. And its deepest dives can be three times deeper than that.

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to identify why the information in paragraph 5 belongs under the heading “Suited for the Sea” (*because it tells that they are made for living in water*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Some sea turtles are great divers and The leatherback can dive more than a thousand feet deep looking for food*). This response includes complete sentences where errors do not impact readability.

Why does the information in paragraph 5 belong under the heading “Suited for the Sea”? Use **two** details from the passage to support your response.

The leathback can dive more than a thousand feet deep, looking for food. That's the length of three football fields.

Score Point 1 (out of 2 points)

This response is a mostly literal recounting of details from the text (*The leathback can dive more than a thousand feet deep, looking for food and the length of three football fields*). While the response provides some information from the text, no valid inference and/or claim is present. This response includes complete sentences where errors do not impact readability.

Why does the information in paragraph 5 belong under the heading “Suited for the Sea”? Use **two** details from the passage to support your response.

It says they are great swimmers and divers.

Score Point 1 (out of 2 points)

This response is a mostly literal recounting of details from the text as required by the prompt (*It says they are great swimmers and divers*).

Why does the information in paragraph 5 belong under the heading “Suited for the Sea”? Use **two** details from the passage to support your response.

The information in paragraph 5 belongs under the heading, “Suited for the Sea”, because sea turtles use their “strong paddle shaped front flippers”. Also, they use their “hind flippers”.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*use their “strong paddle shaped front flippers”*).

MEASURES CCLS: RI.3.3:

RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

HOW THIS QUESTION MEASURES RI.3.3:

This question measures RI.3.3 because it asks students to show their understanding of the relationship between concepts by describing their similarities and differences. To answer this question, students must be able to identify similarities and differences between two kinds of turtles, and then describe these points of comparison using evidence from the text.

CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:

Students who receive full credit describe how the two kinds of turtles are both similar and different based on how the text describes each. These students draw on the sections of the passage about the turtles' shells, suitability for the sea, and eating; each section begins with general information that applies to both leatherback and green sea turtles. The remaining information in these sections describes differences between the two kinds of turtles. Finally, essays receiving full credit must include grade-appropriate attention to organization, conventions, and vocabulary.

There is no single "correct" response, but rather responses that sufficiently and clearly develop the topic based on four overarching criteria in the Extended-Response (4-Point) Holistic Rubric, and responses that do not. Student responses are evaluated on the relevance, accuracy, and sufficiency of details selected from the text and the organization of details in a logical manner. Student responses should include an introductory and concluding comment and relevant inferences and conclusions. Responses should be in complete sentences where errors, if present, do not impact readability.

HOW TO HELP STUDENTS MASTER RI.3.3:

To help students succeed with questions measuring RI.3.3, instruction can focus on identifying the similarities and differences between two things that are being compared. Further, instruction should focus on how to organize a description of these similarities and differences in a logical way.

See Extended-Response (4-point) Holistic Rubric, suggested sample student responses, and scoring: two 4-pt responses, two 3-pt responses, two 2-pt responses, two 1-pt responses, one 0-pt response.

The author provides many details about how sea turtles are similar to and different from each other. How is a leatherback sea turtle similar to a green sea turtle? How are they different from each other? Use details from the passage to support your response.

In your response, be sure to

- explain how a leatherback sea turtle is similar to a green sea turtle
- explain how a leatherback sea turtle is different from a green sea turtle
- use details from the passage to support your response

The leatherback sea turtle and the green sea turtle are similar and different in many ways.

The leatherback and the green sea turtle both breathe through lungs. They both are great swimmers and divers. They can hold their breath under water more than you can. To swim the sea turtles use their super strong paddle-shaped front flippers. Their hind flippers help with steering.

They are both very different too!

The leatherback has a soft beak. Just the thing for eating squishy foods like jellyfish.

The green sea turtle has

a jagged-edged beak which is great for snipping sea grasses and scraping algae off coral and rocks. The green sea turtle can stay underwater for 5 hours! The leatherback can dive more than a thousand feet deep. The shell of the green sea turtle is made of bone and cartilage. The leatherback's shell is made cartilage and tiny bones, but covering these is a layer of leathery skin. Green sea turtles and leatherback's are different and similar in many ways.

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*The leatherback sea turtle and the green sea turtle are similar and different in many ways*). The response demonstrates comprehension and analysis of the text (*both breath through lungs, both are great swimmers and divers, can hold their breath under water more than you can*). The topic is developed with relevant, well-chosen details throughout the essay (*The leatherback has a soft beak, The green sea turtle has a jagged-edged beak, can stay underwater for 5 hours, The leatherback can dive more than a thousand feet deep, shell of the green sea turtle is made of bone and cartilage, leatherback's shell is made cartilage and tiny bones*). Related information is clearly grouped together and ideas are skillfully connected using linking words (*In these, For example, Those are some*). The response provides a concluding statement that follows clearly from the information presented (*Green sea turtles and leatherback's are different and similar in many ways*). The response demonstrates grade-appropriate command of conventions, with few errors.

The author provides many details about how sea turtles are similar to and different from each other. How is a leatherback sea turtle similar to a green sea turtle? How are they different from each other? Use details from the passage to support your response.

In your response, be sure to

- explain how a leatherback sea turtle is similar to a green sea turtle
- explain how a leatherback sea turtle is different from a green sea turtle
- use details from the passage to support your response

In the text the leatherback sea turtle and the green sea turtle are alike and different.

The leatherback and the green sea turtle are alike in many ways, like they both spend almost their whole life in water. To swim they both use their flippers as paddles and back flippers to steer. These turtles both lay their eggs on beaches, usually where they were hatched.

The leatherback and green sea turtle are different in many ways, like the green sea turtle can hold its breath for as long as 5 hours, but the leatherback can't. A leatherback eats jellyfish and a green eats sea grasses and algae off of

the rocks. The leatherback can dive up to 1,000 feet when looking for food, and sometimes 31 more deep. The green sea turtles shell is made of bone and cartilage, but the leatherbacks is made of bone, cartilage, and a layer of leathery stuff on top of it.

The green sea turtle and the leatherback are alike and different in so many different ways.

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*In the text the leatherback seaturtle and the green sea turtle are alike and different*). The response demonstrates comprehension and analysis of the text (*they both spend almost their whole life in water, To swim they both use their flippers as pattles, both lay their eggs on beaches*). The topic is developed with relevant, well-chosen details throughout the essay (*The leatherback and green sea turtle are different in many ways; the green sea turtle can hold it's breath for as long as 5 hours, but the leather back can't; A leatherback eats jellyfish and a green eats sea grasses; The leatherback can dive up to 1,000 feet; the green sea turtles shell is made of bone and cartilage, but the leatherbacks is made of bone, cartilage, and a layer of leathery stuff*). Related information is clearly grouped together and ideas are skillfully connected using linking words (*are alike in many ways, These turtles both, but*). The response provides a concluding statement that follows clearly from the information presented (*The green sea turtle and the leatheback are alike and diffrent in so many different ways*). The response demonstrates grade-appropriate command of conventions, with few errors.

The author provides many details about how sea turtles are similar to and different from each other. How is a leatherback sea turtle similar to a green sea turtle? How are they different from each other? Use details from the passage to support your response.

In your response, be sure to

- explain how a leatherback sea turtle is similar to a green sea turtle
- explain how a leatherback sea turtle is different from a green sea turtle
- use details from the passage to support your response

A leatherback sea turtle is similar to a green sea turtle. One reason is that they are both great swimmers. because the story said "But sea turtles are more than great swimmers." Another reason is that they can't pull their body inside their shell because the story said "But a sea turtle can't pull into it's shell at all." Also "To swim sea turtles use thier strong paddle-like ^{front} flippers." That is how they are similar

Leatherback sea turtles
and green sea turtles
are different. A green
sea turtle can hold it's
breath longer because the
story said "The green sea
turtle is the champ. It
"The leatherback's shell is
different." Also "The
leatherback can dive
thousands of feet to find
food." That is how the two
sea turtles are different
can stay under water for 5 hours.

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*A leatherback sea turtle is similar to a green sea turtle*). The response demonstrates grade-appropriate comprehension of the text (*they are both great swimmers, they can't pull their body inside their shell, To swim sea turtles use thier strong paddle-like front flippers*). The topic is developed with relevant facts throughout (*A green sea turtle can hold it's breath longer, The leatherbacks shell is different, The leatherback can dive thousands of feet to find food*). Related information is generally grouped together and connected using linking words and phrases (*One reason is, But, Another reason is, Also*). The concluding statement follows from the topic and information presented (*That is how the two sea turtles are different*). The response demonstrates grade-appropriate command of conventions, with occasional errors (*said "But, Also "To, thier, said "The*) that do not hinder comprehension.

The author provides many details about how sea turtles are similar to and different from each other. How is a leatherback sea turtle similar to a green sea turtle? How are they different from each other? Use details from the passage to support your response.

In your response, be sure to

- explain how a leatherback sea turtle is similar to a green sea turtle
- explain how a leatherback sea turtle is different from a green sea turtle
- use details from the passage to support your response

First I will tell you about how the leatherback sea turtle is similar to a green sea turtle and how they are different. The leatherback sea turtle and the green sea turtle are similar because they both live underwater. For example, they both have beaks. They are different because they eat different foods. For example, the leatherback eat jelly fish. Also, the green sea turtle eats plants. This is how the leatherback sea and the green sea turtle are similar and different.

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*First I will tell you about how th leatherback sea turtle is similar t a green sea turtle and how they are differnt*). The response demonstrates grade-appropriate comprehension of the text (*The leatherback sea turtle and the green sea turtle are similar because they both live underwater and the both have beaks*). The topic is developed with relevant facts throughout the essay (*They are different because they eat different foods, the leatherback eat jelly fish, The green sea turtle eats plants*). Related information is generally grouped together and connected using linking words and phrases (*First, For example, This is how*). The concluding statement follows from the information presented (*This is how the leather back sea and the green sea turtle are similar and diffrent*). The response demonstrates grade-appropriate command of conventions, with occasional errors (*First I will, t, the both, diffrent*) that do not hinder comprehension.

The author provides many details about how sea turtles are similar to and different from each other. How is a leatherback sea turtle similar to a green sea turtle? How are they different from each other? Use details from the passage to support your response.

In your response, be sure to

- explain how a leatherback sea turtle is similar to a green sea turtle
- explain how a leatherback sea turtle is different from a green sea turtle
- use details from the passage to support your response

x In this essay, I would mostly
likely explain how leatherback sea turtle is
similar to a green sea turtle. Secondly,
I would explain how a leatherback sea
turtle^x is different from a green sea
turtle.

x The leatherback sea turtle is
similar to a green sea turtle
because, green turtle can breathe
underwater. The leatherback turtle too.

x The leatherback turtle is
different from the green sea
turtle because, The green sea turtle
can breathe underwater for 5

hours, because they are the champ.
They are also different because
the sea are large and the
green sea turtle is not.

x In this conclusion, I will
talk about what I learn from the
story. I learned that the green sea
turtle can breathe underwater for 5 hours
long! The sea turtles are the largest
turtle in the world. They can paddle
with their front flippers. Sea turtles are
great swimmers and divers.

Score Point 2 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*I would mostly likely explain how leatherback sea turtle is similar to a green sea turtle and I would explain how a leatherback sea turtle is different from a green sea turtle*). The response demonstrates a confused comprehension of the text (*green turtle can breathe underwater. The leatherback turtle too*). The topic is partially developed with some textual evidence (*The green sea turtle can breathe for 5 hours and They are also different because the sea are large and the green sea turtle is not*). Some attempt to group related information is demonstrated and the response inconsistently uses linking words to connect ideas (*Secondly and They are also*). The concluding statement follows generally from the topic (*The sea turtles are the largest turtle in the world. They can paddle with their front flippers. Sea turtles are great swimmers and divers*). The response demonstrates grade-appropriate command of conventions, with occasional errors (*likly, leatheback, the sea are large*) that do not hinder comprehension.

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The author provides many details about how sea turtles are similar to and different from each other. How is a leatherback sea turtle similar to a green sea turtle? How are they different from each other? Use details from the passage to support your response.

In your response, be sure to

- explain how a leatherback sea turtle is similar to a green sea turtle
- explain how a leatherback sea turtle is different from a green sea turtle
- use details from the passage to support your response

A leatherback sea turtle is similar to a green sea turtle by them both having lungs to breath with, them both live in the sea and they swimming. A leatherback sea turtle is differt from a green sea turtle by a leatherback sea turtle can dive 1,000 feet deep, its the biggest turtle ever and its shell is made of cartledge.

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*A leatherback sea turtle is similar to a green sea turtle*). The response demonstrates a confused comprehension of the text (*by them both having lungs to breath with, them both live in the sea and they swimming*). The topic is partially developed with some textual evidence (*a leatherback sea turtle can dive 1,000 feet deep, its the biggest turtle ever and it's shell is made of cartledge*). Some attempt to group related information is demonstrated through the inconsistent use of linking words to connect ideas (*and*). No concluding statement is provided. The response demonstrates an emerging command of conventions, with some errors (*them both live, and they swimming, differt*) that may hinder comprehension.

The author provides many details about how sea turtles are similar to and different from each other. How is a leatherback sea turtle similar to a green sea turtle? How are they different from each other? Use details from the passage to support your response.

In your response, be sure to

- explain how a leatherback sea turtle is similar to a green sea turtle
- explain how a leatherback sea turtle is different from a green sea turtle
- use details from the passage to support your response

The leather back is different from the green turtle because the leather back has a leather shell with some cartilage, a green sea turtle has a hard shell. A leather back is similar to a green turtle because they are both sea turtles, they both can't pull their head or limbs into their shell.

Score Point 1 (out of 4 points)

This response introduces a topic that follows generally from the task (*The Leather Back is different from the green turtle*). The response demonstrates an attempt to use minimal evidence (*the leather back has a leather shell with some cartilage, a green sea turtle has a hard shell and they are both sea turtles, they both can't pull their head or limbs into their shell*). The response exhibits little attempt at organization. The response demonstrates an emerging command of conventions, with some errors (*Leather back, similar, bcause*) that may hinder comprehension.

The author provides many details about how sea turtles are similar to and different from each other. How is a leatherback sea turtle similar to a green sea turtle? How are they different from each other? Use details from the passage to support your response.

In your response, be sure to

- explain how a leatherback sea turtle is similar to a green sea turtle
- explain how a leatherback sea turtle is different from a green sea turtle
- use details from the passage to support your response

They are different because the sea turtles is bigger than every turtle. What is similar that they both got a shell.

Score Point 1 (out of 4 points)

This response introduces a topic that follows generally from the task (*They are different*). The response demonstrates an attempt to use minimal evidence (*the sea turtles is bigger than every turtle and they both got a shell*). The response exhibits little attempt at organization. Language is minimal making assessment of conventions unreliable.

The author provides many details about how sea turtles are similar to and different from each other. How is a leatherback sea turtle similar to a green sea turtle? How are they different from each other? Use details from the passage to support your response.

In your response, be sure to

- explain how a leatherback sea turtle is similar to a green sea turtle
- explain how a leatherback sea turtle is different from a green sea turtle
- use details from the passage to support your response

The leatherback sea turtle & the green sea turtle are similar & their different

Score Point 0 (out of 4 points)

This response introduces a topic that follows generally from the task (*The leatherback sea turtle & the green sea turtle are similar & their different*). No evidence is provided. The response exhibits no evidence of organization. Language is minimal making assessment of conventions unreliable.

2-Point Rubric—Short Response

Score	Response Features
2 Point	<p>The features of a 2-point response are</p> <ul style="list-style-type: none"> • Valid inferences and/or claims from the text where required by the prompt • Evidence of analysis of the text where required by the prompt • Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt • Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt • Complete sentences where errors do not impact readability
1 Point	<p>The features of a 1-point response are</p> <ul style="list-style-type: none"> • A mostly literal recounting of events or details from the text as required by the prompt • Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt • Incomplete sentences or bullets
0 Point*	<p>The features of a 0-point response are</p> <ul style="list-style-type: none"> • A response that does not address any of the requirements of the prompt or is totally inaccurate • A response that is not written in English • A response that is unintelligible or indecipherable

• If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 1.

* Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).

New York State Grade 3 Expository Writing Evaluation Rubric

CRITERIA	CCLS	SCORE				0*
		4	3	2	1	
CONTENT AND ANALYSIS: the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text	W.2, R.1-9	Essays at this level: —clearly introduce a topic in a manner that follows logically from the task and purpose —demonstrate comprehension and analysis of the text	Essays at this level: —clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate comprehension of the text	Essays at this level: —introduce a topic in a manner that follows generally from the task and purpose —demonstrate a confused comprehension of the text	Essays at this level: —introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text	Essays at this level: —demonstrate a lack of comprehension of the text or task
		—develop the topic with relevant, well-chosen facts, definitions, and details throughout the essay	—develop the topic with relevant facts, definitions, and details throughout the essay	—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	—provide no evidence or provide evidence that is completely irrelevant
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided text to support analysis and reflection	W.2 R.1-8	—clearly and consistently group related information together	—generally group related information together	—exhibit some attempt to group related information together	—exhibit little attempt at organization	—exhibit no evidence of organization
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6	—skillfully connect ideas within categories of information using linking words and phrases	—connect ideas within categories of information using linking words and phrases	—inconsistently connect ideas using some linking words and phrases	—lack the use of linking words and phrases	—do not provide a concluding statement
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable

- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, or incoherent should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.
- * Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).