English Language Arts
&
Literacy in History/Social Studies,
Science and Technical Subjects
Introduction
The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (“the Standards”) are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

The present work, led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), builds on the foundation laid by states in their decades-long work on crafting high-quality education standards. The Standards also draw on the most important international models as well as research and input from numerous sources, including state departments of education, scholars, assessment developers, professional organizations, educators from kindergarten through college, and parents, students, and other members of the public. In their design and content, refined through successive drafts and numerous rounds of feedback, the Standards represent a synthesis of the best elements of standards-related work to date and an important advance over that previous work.

As specified by CCSSO and NGA, the Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first-century, globally competitive society. The Standards are intended to be a living work: as new and better evidence emerges, the Standards will be revised accordingly.

The Standards are an extension of a prior initiative led by CCSSO and NGA to develop College and Career Readiness (CCR) standards in reading, writing, speaking, listening, and language as well as in mathematics. The CCR Reading, Writing, and Speaking and Listening Standards, released in draft form in September 2009, serve, in revised form, as the backbone for the present document. Grade-specific K–12 standards in reading, writing, speaking, listening, and language translate the broad (and, for the earliest grades, seemingly distant) aims of the CCR standards into age- and attainment-appropriate terms.

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. States may incorporate these standards into their standards for those subjects or adopt them as content area literacy standards.

As a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

June 2, 2010
Key Design Considerations

CCR and grade-specific standards
The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCR and high school (grades 9–12) standards work in tandem to define the college and career readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college and career readiness assessments.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.

Grade levels for K–8; grade bands for 9–10 and 11–12
The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9–12 to allow schools, districts, and states flexibility in high school course design.

A focus on results rather than means
By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

An integrated model of literacy
Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

Research and media skills blended into the Standards as a whole
To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today’s curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

Shared responsibility for students’ literacy development
The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students’ literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.
Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

The Standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.
Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

<table>
<thead>
<tr>
<th>Grade</th>
<th>Literary</th>
<th>Informational</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>8</td>
<td>45%</td>
<td>55%</td>
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<tr>
<td>12</td>
<td>30%</td>
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The Standards aim to align instruction with this framework so that many more students than at present can meet the requirements of college and career readiness. In K–5, the Standards follow NAEP’s lead in balancing the reading of literature with the reading of informational texts, including texts in history/social studies, science, and technical subjects. In accord with NAEP’s growing emphasis on informational texts in the higher grades, the Standards demand that a significant amount of reading of informational texts take place in and outside the ELA classroom. Fulfilling the Standards for 6–12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes if the NAEP assessment framework is to be matched instructionally.

NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. The 2011 NAEP framework, like the Standards, cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the Standards concurs with NAEP’s shifting emphases: standards for grades 9–12 describe writing in all three forms, but, consistent with NAEP, the overwhelming focus of writing throughout high school should be on arguments and informative/explanatory texts.

Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

<table>
<thead>
<tr>
<th>Grade</th>
<th>To Persuade</th>
<th>To Explain</th>
<th>To Convey Experience</th>
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<tbody>
<tr>
<td>4</td>
<td>30%</td>
<td>35%</td>
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<td>8</td>
<td>35%</td>
<td>35%</td>
<td>30%</td>
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<tr>
<td>12</td>
<td>40%</td>
<td>40%</td>
<td>20%</td>
</tr>
</tbody>
</table>


It follows that writing assessments aligned with the Standards should adhere to the distribution of writing purposes across grades outlined by NAEP.

Focus and coherence in instruction and assessment

While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task. For example, when editing writing, students address Writing standard 5 (“Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach”) as well as Language standards 1–3 (which deal with conventions of standard English and knowledge of language). When drawing evidence from literary and informational texts per Writing standard 9, students are also

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1 The percentages on the table reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of student reading across the grade should be informational.

2 As with reading, the percentages in the table reflect the sum of student writing, not just writing in ELA settings.
demonstrating their comprehension skill in relation to specific standards in Reading. When discussing something they have read or written, students are also demonstrating their speaking and listening skills. The CCR anchor standards themselves provide another source of focus and coherence.

The same ten CCR anchor standards for Reading apply to both literary and informational texts, including texts in history/social studies, science, and technical subjects. The ten CCR anchor standards for Writing cover numerous text types and subject areas. This means that students can develop mutually reinforcing skills and exhibit mastery of standards for reading and writing across a range of texts and classrooms.
What is Not Covered by the Standards

The Standards should be recognized for what they are not as well as what they are. The most important intentional design limitations are as follows:

1. The Standards define what all students are expected to know and be able to do, not how teachers should teach. For instance, the use of play with young children is not specified by the Standards, but it is welcome as a valuable activity in its own right and as a way to help students meet the expectations in this document. Furthermore, while the Standards make references to some particular forms of content, including mythology, foundational U.S. documents, and Shakespeare, they do not—and, indeed, cannot—enumerate all or even most of the content that students should learn. The Standards must therefore be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in this document.

2. While the Standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of teachers and curriculum developers. The aim of the Standards is to articulate the fundamentals, not to set out an exhaustive list or a set of restrictions that limits what can be taught beyond what is specified herein.

3. The Standards do not define the nature of advanced work for students who meet the Standards prior to the end of high school. For those students, advanced work in such areas as literature, composition, language, and journalism should be available. This work should provide the next logical step up from the college and career readiness baseline established here.

4. The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.

5. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-high school lives. Each grade will include students who are still acquiring English. For those students, it is possible to meet the standards in reading, writing, speaking, and listening without displaying native-like control of conventions and vocabulary. The Standards should also be read as allowing for the widest possible range of students to participate fully from the outset and as permitting appropriate accommodations to ensure maximum participation of students with special education needs. For example, for students with disabilities reading should allow for the use of Braille, screen-reader technology, or other assistive devices, while writing should include the use of a scribe, computer, or speech-to-text technology. In a similar vein, speaking and listening should be interpreted broadly to include sign language.

6. While the ELA and content area literacy components described herein are critical to college and career readiness, they do not define the whole of such readiness. Students require a wide-ranging, rigorous academic preparation and, particularly in the early grades, attention to such matters as social, emotional, and physical development and approaches to learning. Similarly, the Standards define literacy expectations in history/social studies, science, and technical subjects, but literacy standards in other areas, such as mathematics and health education, modeled on those in this document are strongly encouraged to facilitate a comprehensive, schoolwide literacy program.
Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

They demonstrate independence.
Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker’s key points, request clarification, and ask relevant questions. They build on others’ ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

They build strong content knowledge.
Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

They respond to the varying demands of audience, task, purpose, and discipline.
Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

They comprehend as well as critique.
Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises and assess the veracity of claims and the soundness of reasoning. They value evidence. Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others’ use of evidence.

They value evidence.
Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises and assess the veracity of claims and the soundness of reasoning.

They use technology and digital media strategically and capably.
Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

They come to understand other perspectives and cultures.
Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and
cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.
How to Read This Document

Overall Document Organization
The Standards comprise three main sections: a comprehensive K–5 section and two content area–specific sections for grades 6–12, one for ELA and one for history/social studies, science, and technical subjects. Three appendices accompany the main document.

Each section is divided into strands. K–5 and 6–12 ELA have Reading, Writing, Speaking and Listening, and Language strands; the 6–12 history/social studies, science, and technical subjects section focuses on Reading and Writing. Each strand is headed by a strand-specific set of College and Career Readiness Anchor Standards that is identical across all grades and content areas.

Standards for each grade within K–8 and for grades 9–10 and 11–12 follow the CCR anchor standards in each strand. Each grade-specific standard (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.

Individual CCR anchor standards can be identified by their strand, CCR status, and number (R.CCR.6, for example). Individual grade-specific standards can be identified by their strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3 and W.5.1a stands for Writing, grade 5, standard 1a. Strand designations can be found in brackets alongside the full strand title.

Who is responsible for which portion of the Standards
A single K–5 section lists standards for reading, writing, speaking, listening, and language across the curriculum, reflecting the fact that most or all of the instruction students in these grades receive comes from one teacher. Grades 6–12 are covered in two content area–specific sections, the first for the English language arts teacher and the second for teachers of history/social studies, science, and technical subjects. Each section uses the same CCR anchor standards but also includes grade-specific standards tuned to the literacy requirements of the particular discipline(s).

Key Features of the Standards

Reading: Text complexity and the growth of comprehension
The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

Writing: Text types, responding to reading, and research
The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

Speaking and Listening: Flexible communication and collaboration
Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.
Language: Conventions, effective use, and vocabulary
The Language standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.
Standards for English Language Arts (K-6)
College and Career Readiness Anchor Standards for Reading

The K–6 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

* Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths and exposure to visual media from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.
Reading Standards for Literature K-6

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

<table>
<thead>
<tr>
<th>Kindergarteners:</th>
<th>Grade 1 students:</th>
<th>Grade 2 students:</th>
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<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. With prompting and support, ask and answer questions about key details in a text. <em>(RL.K.1) (DOK 1)</em></td>
<td>1. Ask and answer questions about key details in a text. <em>(RL.1.1) (DOK 1,2)</em></td>
<td>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <em>(RL.2.1) (DOK 1,2)</em></td>
</tr>
<tr>
<td>2. With prompting and support, retell familiar stories, including key details. <em>(RL.K.2) (DOK 1)</em></td>
<td>2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. <em>(RL.1.2) (DOK 1,2)</em></td>
<td>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <em>(RL.2.2) (DOK 2)</em></td>
</tr>
<tr>
<td>3. With prompting and support, identify characters, settings, and major events in a story. <em>(RL.K.3) (DOK 1)</em></td>
<td>3. Describe characters, settings, and major events in a story, using key details. <em>(RL.1.3) (DOK 1)</em></td>
<td>3. Describe how characters in a story respond to major events and challenges. <em>(RL.2.3) (DOK 2)</em></td>
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**Craft and Structure**

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<tbody>
<tr>
<td>4. Ask and answer questions about unknown words in a text. <em>(RL.K.4) (DOK 1,2)</em></td>
<td>4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. <em>(RL.1.4) (DOK 1,2)</em></td>
<td>4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. <em>(RL.2.4) (DOK 2)</em></td>
</tr>
<tr>
<td>5. Recognize common types of texts (e.g., storybooks, poems). <em>(RL.K.5) (DOK 1)</em></td>
<td>5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. <em>(RL.1.5) (DOK 2,3)</em></td>
<td>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. <em>(RL.2.5) (DOK 2)</em></td>
</tr>
<tr>
<td>Kindergarteners:</td>
<td>Grade 1 students:</td>
<td>Grade 2 students:</td>
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<tr>
<td><strong>6.</strong> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. <em>(RL.K.6) (DOK 1)</em></td>
<td><strong>6.</strong> Identify who is telling the story at various points in a text. <em>(RL.1.6) (DOK 2)</em></td>
<td><strong>6.</strong> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. <em>(RL.2.6) (DOK 2)</em></td>
</tr>
<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
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<td><strong>Integration of Knowledge and Ideas</strong></td>
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<tr>
<td><strong>7.</strong> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). <em>(RL.K.7) (DOK 2)</em></td>
<td><strong>7.</strong> Use illustrations and details in a story to describe its characters, setting, or events. <em>(RL.1.7) (DOK 2)</em></td>
<td><strong>7.</strong> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <em>(RL.2.7) (DOK 2)</em></td>
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<td><strong>8.</strong> (Not applicable to literature) <em>(RL.K.8)</em></td>
<td><strong>8.</strong> (Not applicable to literature) <em>(RL.1.8)</em></td>
<td><strong>8.</strong> (Not applicable to literature) <em>(RL.2.8)</em></td>
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<td><strong>9.</strong> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. <em>(RL.K.9) (DOK 2)</em></td>
<td><strong>9.</strong> Compare and contrast the adventures and experiences of characters in stories. <em>(RL.1.9) (DOK 2)</em></td>
<td><strong>9.</strong> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. <em>(RL.2.9) (DOK 3)</em></td>
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<td><strong>Range of Reading and Level of Text Complexity</strong></td>
<td><strong>Range of Reading and Level of Text Complexity</strong></td>
<td><strong>Range of Reading and Level of Text Complexity</strong></td>
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<tr>
<td><strong>10.</strong> Actively engage in group reading activities with purpose and understanding. <em>(RL.K.10) (DOK 1)</em></td>
<td><strong>10.</strong> With prompting and support, read prose and poetry of appropriate complexity for grade 1. <em>(RL.1.10) (DOK 1)</em></td>
<td><strong>10.</strong> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. <em>(RL.2.10) (DOK 2)</em></td>
</tr>
<tr>
<td>Key Ideas and Details</td>
<td>Grade 3 students:</td>
<td>Grade 4 students:</td>
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</tr>
<tr>
<td>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <em>(RL.3.1)</em> <em>(DOK 1,2,3)</em></td>
<td>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <em>(RL.4.1)</em> <em>(Ex. 2)</em> <em>(DOK 1,2,3)</em></td>
<td>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <em>(RL.5.1)</em> <em>(DOK 1,2,3)</em></td>
</tr>
<tr>
<td>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. <em>(RL.3.2)</em> <em>(Ex. 2)</em> <em>(DOK 2,3)</em></td>
<td>2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. <em>(RL.4.2)</em> <em>(Ex. 2)</em> <em>(DOK 2,3)</em></td>
<td>2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. <em>(RL.5.2)</em> <em>(DOK 2,3)</em></td>
</tr>
<tr>
<td>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. <em>(RL.3.3)</em> <em>(DOK 1,2,3)</em></td>
<td>3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). <em>(RL.4.3)</em> <em>(Ex. 2)</em> <em>(DOK 1,2,3)</em></td>
<td>3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). <em>(RL.5.3)</em> <em>(DOK 2,3)</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Craft and Structure</th>
<th>Grade 3 students:</th>
<th>Grade 4 students:</th>
<th>Grade 5 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. <em>(RL.3.4)</em> <em>(DOK 1,2,3)</em></td>
<td>4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). <em>(RL.4.4)</em> <em>(Ex. 3)</em> <em>(DOK 1,2,3)</em></td>
<td>4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. <em>(RL.5.4)</em> <em>(DOK 1,2,3)</em></td>
<td></td>
</tr>
<tr>
<td>5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza;</td>
<td>5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm,</td>
<td>5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or</td>
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</tr>
</tbody>
</table>

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18
### Grade 3 students:

Describe how each successive part builds on earlier sections. *(RL.3.5)* (DOK 1,2,3)

### Grade 4 students:

Describe how each successive part builds on earlier sections. *(RL.3.5)* (DOK 1,2,3)

Describe how each successive part builds on earlier sections. *(RL.4.5)* (DOK 1,2,3)

### Grade 5 students:

Describe how each successive part builds on earlier sections. *(RL.5.5)* (DOK 2,3)

### Integration of Knowledge and Ideas

6. Distinguish their own point of view from that of the narrator or those of the characters. *(RL.3.6)* (DOK 2,3)

6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. *(RL.4.6)* (DOK 3)

6. Describe how a narrator’s or speaker’s point of view influences how events are described. *(RL.5.6)* (DOK 2,3,4)

7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). *(RL.3.7)* (DOK 2,3)

7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. *(RL.4.7)* (DOK 2,3,4)

7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). *(RL.5.7)* (DOK 2,3,4)

8. (Not applicable to literature) *(RL.3.8)*

8. (Not applicable to literature) *(RL.4.8)*

8. (Not applicable to literature) *(RL.5.8)*

9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). *(RL.3.9)* (DOK 3,4)

9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. *(RL.4.9)* (DOK 3,4)

9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. *(RL.5.9)* (DOK 1,2)

### Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. *(RL.3.10)* (DOK 1,2)

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range. *(RL.4.10)* (DOK 1,2)

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. *(RL.5.10)* (DOK 1,2,3,4)
Grade 6 students:

**Key Ideas and Details**
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. *(RL.6.1) (DOK 1,2,3)*
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. *(RL.6.2) (DOK 2,3)*
3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. *(RL.6.3) (DOK 2,3)*

**Craft and Structure**
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. *(RL.6.4) (DOK 1,2,3)*
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. *(RL.6.5) (DOK 2,3)*
6. Explain how an author develops the point of view of the narrator or speaker in a text. *(RL.6.6) (DOK 2,3,4)*

**Integration of Knowledge and Ideas**
7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. *(RL.6.7) (DOK 3,4)*
8. (Not applicable to literature) *(RL.6.8)*
9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. *(RL.6.9) (DOK 3,4)*

**Range of Reading and Level of Text Complexity**
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. *(RL.6.10) (DOK 1,2)*
<table>
<thead>
<tr>
<th>Kindergarteners:</th>
<th>Grade 1 students:</th>
<th>Grade 2 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. With prompting and support, ask and answer questions about key details in a text. (RI.K.1) (DOK 1)</td>
<td>1. Ask and answer questions about key details in a text. (RI.1.1) (DOK 1,2)</td>
<td>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI.2.1) (DOK 1,2)</td>
</tr>
<tr>
<td>2. With prompting and support, identify the main topic and retell key details of a text. (RI.K.2) (DOK 1)</td>
<td>2. Identify the main topic and retell key details of a text. (RI.1.2) (DOK 1)</td>
<td>2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. (RI.2.2) (DOK 2)</td>
</tr>
<tr>
<td>3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.K.3) (DOK 2)</td>
<td>3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.1.3) (DOK 2)</td>
<td>3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (RI.2.3) (DOK 2)</td>
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<tr>
<td><strong>Craft and Structure</strong></td>
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<tr>
<td>4. With prompting and support, ask and answer questions about unknown words in a text. (RI.K.4) (DOK 1)</td>
<td>4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4) (DOK 1,2)</td>
<td>4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (RI.2.4) (DOK 2)</td>
</tr>
<tr>
<td>5. Identify the front cover, back cover, and title page of a book. (RI.K.5) (DOK 1)</td>
<td>5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (RI.1.5) (DOK 1)</td>
<td>5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (RI.2.5) (DOK 1)</td>
</tr>
<tr>
<td>6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (RI.K.6) (DOK 1)</td>
<td>6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (RI.K.6) (DOK 2)</td>
<td>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (RI.2.6) (DOK 2)</td>
</tr>
<tr>
<td>Kindergarteners:</td>
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<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
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</tr>
<tr>
<td>7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). (RI.K.7) (DOK 2)</td>
<td>7. Use the illustrations and details in a text to describe its key ideas. (RI.1.7) (DOK 2)</td>
<td>7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. (RI.2.7) (DOK 2)</td>
</tr>
<tr>
<td>8. With prompting and support, identify the reasons an author gives to support points in a text. (RI.K.8) (DOK 2)</td>
<td>8. Identify the reasons an author gives to support points in a text. (RI.1.8) (DOK 2)</td>
<td>8. Describe how reasons support specific points the author makes in a text. (RI.2.8) (DOK 2)</td>
</tr>
<tr>
<td>9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (RI.K.9) (DOK 2,3)</td>
<td>9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (RI.1.9) (DOK 3)</td>
<td>9. Compare and contrast the most important points presented by two texts on the same topic. (RI.2.9) (DOK 3)</td>
</tr>
<tr>
<td><strong>Range of Reading and Level of Text Complexity</strong></td>
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</tr>
<tr>
<td>10. Actively engage in group reading activities with purpose and understanding. (RI.K.10) (DOK 1,2)</td>
<td>10. With prompting and support, read informational texts appropriately complex for grade 1. (RI.1.10) (DOK 1)</td>
<td>10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.2.10) (DOK 2)</td>
</tr>
</tbody>
</table>
### Key Ideas and Details

<table>
<thead>
<tr>
<th>Grade 3 students:</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <em>(RI.3.1)</em> <em>(Ex. 2)</em> <em>(DOK 1,2,3)</em></td>
<td><strong>1.</strong> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <em>(RI.4.1)</em> <em>(DOK 1,2,3)</em></td>
<td><strong>1.</strong> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <em>(RI.5.1)</em> <em>(DOK 1,2,3)</em></td>
</tr>
<tr>
<td><strong>2.</strong> Determine the main idea of a text; recount the key details and explain how they support the main idea. <em>(RI.3.2)</em> <em>(DOK 1,2,3)</em></td>
<td><strong>2.</strong> Determine the main idea of a text and explain how it is supported by key details; summarize the text. <em>(RI.4.2)</em> <em>(Ex. 2)</em> <em>(DOK 2,3)</em></td>
<td><strong>2.</strong> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. <em>(RI.5.2)</em> <em>(DOK 2,3)</em></td>
</tr>
<tr>
<td><strong>3.</strong> 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. <em>(RI.3.3)</em> <em>(RI.3.3)</em> <em>(DOK 2,3)</em></td>
<td><strong>3.</strong> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. <em>(RI.4.3)</em> <em>(Ex. 2)</em> <em>(DOK 1,2,3)</em></td>
<td><strong>3.</strong> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. <em>(RI.5.3)</em> <em>(Ex. 2)</em> <em>(DOK 1,2,3)</em></td>
</tr>
</tbody>
</table>

### Craft and Structure

<table>
<thead>
<tr>
<th>Grade 3 students:</th>
<th>Grade 4 students:</th>
<th>Grade 5 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.</strong> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <em>grade 3 topic or subject area</em>. <em>(RI.3.4)</em> <em>(DOK 1,2,3)</em></td>
<td><strong>4.</strong> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <em>grade 4 topic or subject area</em>. <em>(RI.4.4)</em> <em>(DOK 1,2,3)</em></td>
<td><strong>4.</strong> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <em>grade 5 topic or subject area</em>. <em>(RI.5.4)</em> <em>(DOK 1,2,3)</em></td>
</tr>
<tr>
<td><strong>5.</strong> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. <em>(RI.3.5)</em> <em>(DOK 1,2)</em></td>
<td><strong>5.</strong> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. <em>(RI.4.5)</em> <em>(DOK 1,2,3)</em></td>
<td><strong>5.</strong> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. <em>(RI.5.5)</em> <em>(DOK 2,3,4)</em></td>
</tr>
<tr>
<td>Grade 3 students:</td>
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<tr>
<td>6. Distinguish their own point of view from that of the author of a text. <em>(RI.3.6) (DOK 2,3)</em></td>
<td>6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. <em>(RI.4.6) (DOK 3,4)</em></td>
<td>6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. <em>(RI.5.6) (DOK 2,3,4)</em></td>
</tr>
</tbody>
</table>

### Integration of Knowledge and Ideas

| 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). *(RI.3.7) (DOK 2,3)* | 7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. *(RI.4.7) (DOK 2,3)* | 7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. *(RI.5.7) (DOK 1,2,3)* |

| 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). *(RI.3.8) (DOK 2)* | 8. Explain how an author uses reasons and evidence to support particular points in a text. *(RI.4.8) (DOK 2,3)* | 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). *(RI.5.8) (DOK 2,3,4)* |

| 9. Compare and contrast the most important points and key details presented in two texts on the same topic. *(RI.3.9) (DOK 3)* | 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. *(RI.4.9) (DOK 3,4)* | 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. *(RI.5.9) (DOK 2,3,4)* |

### Range of Reading and Level of Text Complexity

| 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. *(RI.3.10) (DOK 1,2)* | 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. *(RI.4.10) (DOK 1,2)* | 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. *(RI.5.10) (DOK 1,2)* |
### Grade 6 students:

#### Key Ideas and Details

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. *(RI.6.1) (Ex. 2) (DOK 1,2,3)*

2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. *(RI.6.2) (Ex. 2) (DOK 2,3)*

3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). *(RI.6.3) (DOK 2,3,4)*

#### Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. *(RI.6.4) (DOK 1,2,3)*

5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. *(RI.6.5) (Ex. 2) (DOK 2,3)*

6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. *(RI.6.6) (DOK 2,3)*

#### Integration of Knowledge and Ideas

7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. *(RI.6.7) (DOK 3,4)*

8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. *(RI.6.8) (DOK 2,3)*

9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). *(RI.6.9) (DOK 3,4)*

#### Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. *(RI.6.10) (DOK 1,2)*
Reading Standards: Foundational Skills (K-5)

These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

<table>
<thead>
<tr>
<th>Kindergarteners:</th>
<th>Grade 1 students:</th>
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</thead>
<tbody>
<tr>
<td><strong>Print Concepts</strong></td>
<td></td>
</tr>
<tr>
<td>1. Demonstrate understanding of the organization and basic features of print.</td>
<td>1. Demonstrate understanding of the organization and basic features of print.</td>
</tr>
<tr>
<td>a. Follow words from left to right, top to bottom, and page by page.</td>
<td>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). <em>(RF.1.1) (DOK 1)</em></td>
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<tr>
<td>b. Recognize that spoken words are represented in written language by specific sequences of letters.</td>
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<tr>
<td>c. Understand that words are separated by spaces in print.</td>
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<tr>
<td>d. Recognize and name all upper- and lowercase letters of the alphabet. <em>(RF.K.1) (DOK 1)</em></td>
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<tr>
<td><strong>Phonological Awareness</strong></td>
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</tr>
<tr>
<td>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</td>
<td>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</td>
</tr>
<tr>
<td>a. Recognize and produce rhyming words.</td>
<td>a. Distinguish long from short vowel sounds in spoken single-syllable words.</td>
</tr>
<tr>
<td>b. Count, pronounce, blend, and segment syllables in spoken words.</td>
<td>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</td>
</tr>
<tr>
<td>c. Blend and segment onsets and rimes of single-syllable spoken words.</td>
<td>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</td>
</tr>
<tr>
<td>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/).</td>
<td>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). <em>(RF.1.2) (DOK 1)</em></td>
</tr>
<tr>
<td>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <em>(RF.K.2) (DOK 1)</em></td>
<td></td>
</tr>
</tbody>
</table>

* Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.
Reading Standards: Foundational Skills (K-6)

*Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.*

### Kindergarteners:  
**Phonics and Word Recognition**

3. Know and apply grade-level phonics and word analysis skills in decoding words.  
   a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.  
   b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.  
   c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).  
   d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. *(RF.K.3) (DOK 1)*

### Grade 1 students:  
**Phonics and Word Recognition**

3. Know and apply grade-level phonics and word analysis skills in decoding words.  
   a. Know the spelling-sound correspondences for common consonant digraphs.  
   b. Decode regularly spelled one-syllable words.  
   c. Know final -e and common vowel team conventions for representing long vowel sounds.  
   d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.  
   e. Decode two-syllable words following basic patterns by breaking the words into syllables.  
   f. Read words with inflectional endings.  
   g. Recognize and read grade-appropriate irregularly spelled words. *(RF.1.3) (DOK 1)*

### Grade 2 students:  
**Phonics and Word Recognition**

3. Know and apply grade-level phonics and word analysis skills in decoding words.  
   a. Distinguish long and short vowels when reading regularly spelled one-syllable words.  
   b. Know spelling-sound correspondences for additional common vowel teams.  
   c. Decode regularly spelled two-syllable words with long vowels.  
   d. Decode words with common prefixes and suffixes.  
   e. Identify words with inconsistent but common spelling-sound correspondences.  
   f. Recognize and read grade-appropriate irregularly spelled words. *(RF.2.3) (DOK 1)*

### Fluency

4. Read emergent-reader texts with purpose and understanding. *(RF.K.4) (DOK 1)*

4. Read with sufficient accuracy and fluency to support comprehension.  
   a. Read on-level text with purpose and understanding.  
   b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.  
   c. Use context to confirm or self-correct word recognition and understanding,
<table>
<thead>
<tr>
<th>Grade 3 students:</th>
<th>Grade 4 students:</th>
<th>Grade 5 students:</th>
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<tbody>
<tr>
<td><strong>Phonics and Word Recognition</strong></td>
<td><strong>Phonics and Word Recognition</strong></td>
<td><strong>Phonics and Word Recognition</strong></td>
</tr>
<tr>
<td>1. Know and apply grade-level phonics and word analysis skills in decoding words.</td>
<td>1. Know and apply grade-level phonics and word analysis skills in decoding words.</td>
<td>1. Know and apply grade-level phonics and word analysis skills in decoding words.</td>
</tr>
<tr>
<td>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</td>
<td>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (RF.4.3) (DOK 1)</td>
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<tr>
<td>b. Decode words with common Latin suffixes.</td>
<td>b. Decode words with common Latin suffixes.</td>
<td>b. Decode words with common Latin suffixes.</td>
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<tr>
<td>c. Decode multisyllable words.</td>
<td>c. Decode multisyllable words.</td>
<td>c. Decode multisyllable words.</td>
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<tr>
<td>d. Read grade-appropriate irregularly spelled words. (RF.3.3) (DOK 1)</td>
<td>d. Read grade-appropriate irregularly spelled words. (RF.3.3) (DOK 1)</td>
<td>d. Read grade-appropriate irregularly spelled words. (RF.3.3) (DOK 1)</td>
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<tr>
<td><strong>Fluency</strong></td>
<td><strong>Fluency</strong></td>
<td><strong>Fluency</strong></td>
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<tr>
<td>2. Read with sufficient accuracy and fluency to support comprehension.</td>
<td>2. Read with sufficient accuracy and fluency to support comprehension.</td>
<td>2. Read with sufficient accuracy and fluency to support comprehension.</td>
</tr>
<tr>
<td>b. Read on-level text with purpose and understanding.</td>
<td>b. Read on-level text with purpose and understanding.</td>
<td>b. Read on-level text with purpose and understanding.</td>
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<tr>
<td>c. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</td>
<td>c. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</td>
<td>c. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</td>
</tr>
<tr>
<td>d. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.3.4) (DOK 1,2)</td>
<td>d. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.3.4) (DOK 1,2)</td>
<td>d. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK 1,2)</td>
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</table>
College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on range and content of student writing

To build a foundation for college and career readiness, students need to use writing as a tool for learning and communicating to offer and support opinions, demonstrate understanding of the subjects they are studying, and convey real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.
Writing Standards K-6

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

<table>
<thead>
<tr>
<th>Kindergarteners:</th>
<th>Grade 1 students:</th>
<th>Grade 2 students:</th>
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<tbody>
<tr>
<td><strong>Text Types and Purposes</strong></td>
<td><strong>Text Types and Purposes</strong></td>
<td><strong>Text Types and Purposes</strong></td>
</tr>
<tr>
<td>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . ). (W.K.1) (DOK 1,2)</td>
<td>1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. (W.1.1) (DOK 2)</td>
<td>1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. (W.2.1) (DOK 2,3)</td>
</tr>
<tr>
<td>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (W.K.2) (DOK 1)</td>
<td>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (W.1.2) (DOK 2)</td>
<td>2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (W.2.2) (DOK 2,3)</td>
</tr>
<tr>
<td>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (W.K.3) (DOK 2,3)</td>
<td>3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (W.1.3) (DOK 2,3)</td>
<td>3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (W.2.3) (DOK 2,3)</td>
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</table>

**Production and Distribution of Writing**

4. (Begins in grade 3) (W.K.4) | 4. (Begins in grade 3) (W.1.4) | 4. (Begins in grade 3) (W.2.4) |
<p>| 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (W.K.5) (DOK 2,3) | 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (W.1.5) (DOK 2,3) | 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (W.2.5) (DOK 2,3) |</p>
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<tr>
<td>6.</td>
<td>With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. <strong>(W.K.6) (DOK 1,2)</strong></td>
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<td></td>
<td>Research to Build and Present Knowledge</td>
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<tr>
<td>7.</td>
<td>Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). <strong>(W.K.7) (DOK 2)</strong></td>
<td>7.</td>
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<tr>
<td>8.</td>
<td>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <strong>(W.K.8) (DOK 1,2)</strong></td>
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<tr>
<td>9.</td>
<td>(Begins in grade 4) <strong>(W.K.9)</strong></td>
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<td>Range of Writing</td>
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<tr>
<td>10.</td>
<td>(Begins in grade 3) <strong>(W.K.10)</strong></td>
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<td>Grade 3 students:</td>
<td>Grade 4 students:</td>
<td>Grade 5 students:</td>
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<tr>
<td><strong>Text Types and Purposes</strong></td>
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<td><strong>Text Types and Purposes</strong></td>
</tr>
<tr>
<td>1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</td>
<td>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</td>
<td>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</td>
</tr>
<tr>
<td>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</td>
<td>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</td>
<td>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</td>
</tr>
<tr>
<td>b. Provide reasons that support the opinion.</td>
<td>b. Provide reasons that are supported by facts and details.</td>
<td>b. Provide logically ordered reasons that are supported by facts and details.</td>
</tr>
<tr>
<td>c. Use linking words and phrases (e.g., <em>because, therefore, since, for example</em>) to connect opinion and reasons.</td>
<td>c. Link opinion and reasons using words and phrases (e.g., <em>for instance, in order to, in addition</em>).</td>
<td>c. Link opinion and reasons using words, phrases, and clauses (e.g., <em>consequently, specifically</em>).</td>
</tr>
<tr>
<td>d. Provide a concluding statement or section. (<a href="#">W.3.1</a>) (<a href="#">Ex. 2</a>) (<a href="#">DOK 3,4</a>)</td>
<td>d. Provide a concluding statement or section related to the opinion presented. (<a href="#">W.4.1</a>) (<a href="#">DOK 3,4</a>)</td>
<td>d. Provide a concluding statement or section related to the opinion presented. (<a href="#">W.5.1</a>) (<a href="#">Ex. 2</a>) (<a href="#">DOK 3,4</a>)</td>
</tr>
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<td>Grade 3 students:</td>
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<td>Grade 5 students:</td>
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<tr>
<td>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
<td>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
<td>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
</tr>
<tr>
<td>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</td>
<td>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</td>
<td>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</td>
</tr>
<tr>
<td>b. Develop the topic with facts, definitions, and details.</td>
<td>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</td>
<td>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</td>
</tr>
<tr>
<td>c. Use linking words and phrases (e.g., <em>also, another, and, more, but</em>) to connect ideas within categories of information.</td>
<td>c. Link ideas within categories of information using words and phrases (e.g., <em>another, for example, also, because</em>).</td>
<td>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <em>in contrast, especially</em>).</td>
</tr>
<tr>
<td>d. Provide a concluding statement or section. <em>(W.3.2) (Ex. 2) (DOK 3,4)</em></td>
<td>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
<td>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
</tr>
<tr>
<td>e. Provide a concluding statement or section related to the information or explanation presented. <em>(W.4.2) (Ex. 2) (DOK 3,4)</em></td>
<td>e. Provide a concluding statement or section related to the information or explanation presented. <em>(W.5.2) (Ex. 2) (Ex. 3) (DOK 3,4)</em></td>
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</tr>
</tbody>
</table>
### Grade 3 students:
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
   a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
   b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
   c. Use temporal words and phrases to signal event order.
   d. Provide a sense of closure. *(W.3.3)* *(DOK 3,4)*

### Grade 4 students:
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
   a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
   b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
   c. Use a variety of transitional words and phrases to manage the sequence of events.
   d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
   e. Provide a conclusion that follows from the narrated experiences or events. *(W.4.3)* *(Ex. 2)* *(Ex. 3)* *(DOK 3,4)*

### Grade 5 students:
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
   a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
   b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
   c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
   d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
   e. Provide a conclusion that follows from the narrated experiences or events. *(W.5.3)* *(DOK 3,4)*

### Production and Distribution of Writing
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above) *(W.3.4)* *(DOK 3,4)*

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) *(W.4.4)* *(DOK 3,4)*

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) *(W.5.4)* *(DOK 3,4)*
<table>
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<tr>
<th>Grade 3 students:</th>
<th>Grade 4 students:</th>
<th>Grade 5 students:</th>
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<tbody>
<tr>
<td>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3) (W.3.5) (DOK 1,2,3,4)</td>
<td>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4) (W.4.5) (DOK 1,2,3,4)</td>
<td>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5) (W.5.5) (DOK 1,2,3,4)</td>
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<tr>
<td>6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (W.3.6) (DOK 1,2)</td>
<td>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (W.4.6) (DOK 1,2)</td>
<td>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (W.5.6) (DOK 1,2)</td>
</tr>
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</table>

**Research to Build and Present Knowledge**

<p>| 7. Conduct short research projects that build knowledge about a topic. (W.3.7) (DOK 1,2,3,4) | 7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. (W.4.7) (DOK 3,4) | 7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7) (DOK 3,4) |
| 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (W.3.8) (Ex. 2) (Ex. 3) (Ex. 4) (Ex. 5) (DOK 1,2) | 8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (W.4.8) (Ex. 2) (Ex. 3) (Ex. 4) (DOK 1,2) | 8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (W.5.8) (Ex. 2) (Ex. 3) (Ex. 4) (DOK 1,2) |</p>
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<th>Grade 3 students:</th>
<th>Grade 4 students:</th>
<th>Grade 5 students:</th>
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</table>
| **9.** (Begins in grade 4) [W.3.9] | **9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.  
   a. Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].").  
   b. Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text") ([W.4.9] [Ex. 2] [Ex. 3] [DOK 2,3]) | **9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.  
   a. Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").  
   b. Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). ([W.5.9] [Ex. 2] [Ex. 3] [Ex. 4] [DOK 2,3]) |

**Range of Writing**

| **10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. ([W.3.10] [DOK 1,2,3,4]) | **10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. ([W.4.10] [DOK 1,2,3,4]) | **10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. ([W.5.10] [DOK 2,3,4]) |
Text Types and Purposes

1. Write arguments to support claims with clear reasons and relevant evidence.
   a. Introduce claim(s) and organize the reasons and evidence clearly.
   b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
   c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
   d. Establish and maintain a formal style.
   e. Provide a concluding statement or section that follows from the argument presented. (W.6.1) (Ex. 2) (Ex. 3) (DOK 3,4)

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
   a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
   c. Use appropriate transitions to clarify the relationships among ideas and concepts.
   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
   e. Establish and maintain a formal style.
   f. Provide a concluding statement or section that follows from the information or explanation presented. (W.6.2) (Ex. 2) (DOK 3,4)

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
   a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
   b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
   c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
   d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
   e. Provide a conclusion that follows from the narrated experiences or events. (W.6.3) (Ex. 2) (Ex. 3) (Ex. 4) (DOK 3,4)
## Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) *(W.6.4) (DOK 3,4)*

5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6) *(W.6.5) (DOK 1,2,3,4)*

6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. *(W.6.6) (DOK 1,2)*

## Research to Build and Present Knowledge

7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. *(W.6.7) (DOK 3,4)*

8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. *(W.6.8) (Ex. 2) (Ex. 3) (Ex. 4) (DOK 1,2,3,4)*

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
   a. Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). *(W.6.9) (DOK 2,3,4)*
   b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). *(W.6.9) (DOK 2,3,4)*

## Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. *(W.6.10) (DOK 1,2,3,4)*
College and Career Readiness Anchor Standards for Speaking and Listening
The K–6 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening
To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.
Speaking and Listening Standards K-6

The following standards for K–6 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. **Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.**

<table>
<thead>
<tr>
<th>Kindergarteners: Comprehension and Collaboration</th>
<th>Grade 1 students: Comprehension and Collaboration</th>
<th>Grade 2 students: Comprehension and Collaboration</th>
</tr>
</thead>
</table>
| 1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.  
   a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  
   b. Continue a conversation through multiple exchanges. *(SL.K.1) (DOK 2)* | 1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.  
   a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  
   b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.  
   c. Ask questions to clear up any confusion about the topics and texts under discussion. *(SL.1.1) (DOK 2,3)* | 1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.  
   a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  
   b. Build on others’ talk in conversations by linking their comments to the remarks of others.  
   c. Ask for clarification and further explanation as needed about the topics and texts under discussion. *(SL.2.1) (DOK 2,3)* |
<p>| 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. <em>(SL.K.2) (DOK 2)</em> | 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <em>(SL.1.2) (DOK 1,2)</em> | 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <em>(SL.2.2) (DOK 1,2)</em> |
| 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. <em>(SL.K.3) (DOK 2)</em> | 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. <em>(SL.1.3) (DOK 1,2)</em> | 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. <em>(SL.2.3) (DOK 2)</em> |</p>
<table>
<thead>
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<th></th>
<th><strong>Presentation of Knowledge and Ideas</strong></th>
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</thead>
<tbody>
<tr>
<td>4.</td>
<td>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <em>(SL.K.4) (DOK 1)</em></td>
<td>4.</td>
<td>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <em>(SL.1.4) (DOK 1,2)</em></td>
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<tr>
<td>4.</td>
<td></td>
<td>4.</td>
<td>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <em>(SL.2.4) (DOK 1,2)</em></td>
</tr>
<tr>
<td>5.</td>
<td>Add drawings or other visual displays to descriptions as desired to provide additional detail. <em>(SL.K.5) (DOK 2)</em></td>
<td>5.</td>
<td>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. <em>(SL.1.5) (DOK 2,3)</em></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>5.</td>
<td>Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. <em>(SL.2.5) (DOK 1,2)</em></td>
</tr>
<tr>
<td>6.</td>
<td>Speak audibly and express thoughts, feelings, and ideas clearly. <em>(SL.K.6) (DOK 1,2)</em></td>
<td>6.</td>
<td>Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations) <em>(SL.1.6) (DOK 1)</em></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td>6.</td>
<td>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 specific expectations) <em>(SL.2.6) (DOK 1,2)</em></td>
</tr>
<tr>
<td>Grade 3 students:</td>
<td>Grade 4 students:</td>
<td>Grade 5 students:</td>
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<tr>
<td><strong>Comprehension and Collaboration</strong></td>
<td><strong>Comprehension and Collaboration</strong></td>
<td><strong>Comprehension and Collaboration</strong></td>
<td></td>
</tr>
<tr>
<td>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</td>
<td>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</td>
<td>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</td>
<td></td>
</tr>
<tr>
<td>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</td>
<td>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</td>
<td>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</td>
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</tr>
<tr>
<td>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</td>
<td>b. Follow agreed-upon rules for discussions and carry out assigned roles.</td>
<td>b. Follow agreed-upon rules for discussions and carry out assigned roles.</td>
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<tr>
<td>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</td>
<td>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</td>
<td>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</td>
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</tr>
<tr>
<td>d. Explain their own ideas and understanding in light of the discussion.</td>
<td>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</td>
<td>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</td>
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</tr>
<tr>
<td>2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
<td>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
<td>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
<td></td>
</tr>
<tr>
<td>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</td>
<td>3. Identify the reasons and evidence a speaker provides to support particular points.</td>
<td>3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</td>
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</tr>
<tr>
<td>Grade 3 students:</td>
<td>Grade 4 students:</td>
<td>Grade 5 students:</td>
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<tr>
<td><strong>Presentation of Knowledge and Ideas</strong></td>
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<tr>
<td>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. <em>(SL.3.4)</em> <em>(DOK 1,2,3,4)</em></td>
<td>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. <em>(SL.4.4)</em> <em>(DOK 1,2,3)</em></td>
<td>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. <em>(SL.5.4)</em> <em>(DOK 1,2,3)</em></td>
<td></td>
</tr>
<tr>
<td>5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. <em>(SL.3.5)</em> <em>(DOK 2,3)</em></td>
<td>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. <em>(SL.4.5)</em> <em>(DOK 2,3)</em></td>
<td>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. <em>(SL.5.5)</em> <em>(DOK 2,3)</em></td>
<td></td>
</tr>
<tr>
<td>6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations) <em>(SL.3.6)</em> <em>(DOK 1,2)</em></td>
<td>6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations) <em>(SL.4.6)</em> <em>(DOK 1,2)</em></td>
<td>6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations) <em>(SL.5.6)</em> <em>(DOK 1,2)</em></td>
<td></td>
</tr>
</tbody>
</table>
Grade 6 students:

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
   a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
   b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
   c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
   d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (SL.6.1) (DOK 1,2,3)

2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (SL.6.2) (DOK 2,3,4)

3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (SL.6.3) (DOK 2,3)

4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (SL.6.4) (DOK 1,2,3)

5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. (SL.6.5) (DOK 2,3)

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations) (SL.6.6) (DOK 1,2)
College and Career Readiness Anchor Standards for Language

The K–6 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.
Language Standards K-6

The following standards for grades K–6 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page Error! Bookmark not defined. for a complete list and Appendix A for an example of how these skills develop in sophistication.

<table>
<thead>
<tr>
<th>Kindergarteners:</th>
<th>Grade 1 students:</th>
<th>Grade 2 students:</th>
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<tbody>
<tr>
<td><strong>Conventions of Standard English</strong></td>
<td><strong>Conventions of Standard English</strong></td>
<td><strong>Conventions of Standard English</strong></td>
</tr>
<tr>
<td>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td>a. Print many upper- and lowercase letters.</td>
<td>a. Print all upper- and lowercase letters.</td>
<td>a. Use collective nouns (e.g., group).</td>
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<tr>
<td>b. Use frequently occurring nouns and verbs.</td>
<td>b. Use common, proper, and possessive nouns.</td>
<td>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</td>
</tr>
<tr>
<td>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</td>
<td>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</td>
<td>c. Use reflexive pronouns (e.g., myself, ourselves).</td>
</tr>
<tr>
<td>d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</td>
<td>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</td>
<td>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</td>
</tr>
<tr>
<td>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</td>
<td>e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</td>
<td>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</td>
</tr>
<tr>
<td>f. Produce and expand complete sentences in shared language activities. (L.K.1) (DOK 1)</td>
<td>f. Use frequently occurring adjectives.</td>
<td>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). (L.2.1) (DOK 1,2)</td>
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<td>Kindergarteners:</td>
<td>Grade 1 students:</td>
<td>Grade 2 students:</td>
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<tr>
<td>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
<tr>
<td>a. Capitalize the first word in a sentence and the pronoun I.</td>
<td>a. Capitalize dates and names of people.</td>
<td>a. Capitalize holidays, product names, and geographic names.</td>
</tr>
<tr>
<td>b. Recognize and name end punctuation.</td>
<td>b. Use end punctuation for sentences.</td>
<td>b. Use commas in greetings and closings of letters.</td>
</tr>
<tr>
<td>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</td>
<td>c. Use commas in dates and to separate single words in a series.</td>
<td>c. Use an apostrophe to form contractions and frequently occurring possessives.</td>
</tr>
<tr>
<td>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (L.K.2) (DOK 1)</td>
<td>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</td>
<td>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</td>
</tr>
<tr>
<td></td>
<td>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.1.2) (DOK 1)</td>
<td>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (L.2.2) (DOK 1)</td>
</tr>
</tbody>
</table>

Knowledge of Language
<table>
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<tr>
<th>Kindergarteners:</th>
<th>Grade 1 students:</th>
<th>Grade 2 students:</th>
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</thead>
</table>
| 3. (Begins in grade 2) (L.K.3) | 3. (Begins in grade 2) (L.1.3) | 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
|                   |                   | f. Compare formal and informal uses of English. (L.2.3) (DOK 1) |

**Vocabulary Acquisition and Use**
<table>
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<tr>
<th>Kindergarteners:</th>
<th>Grade 1 students:</th>
<th>Grade 2 students:</th>
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</table>
| 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.  
  a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).  
  b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. *(L.K.4) (DOK 1,2)* | 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.  
  a. Use sentence-level context as a clue to the meaning of a word or phrase.  
  b. Use frequently occurring affixes as a clue to the meaning of a word.  
  c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*). *(L.1.4) (DOK 2)* | 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.  
  a. Use sentence-level context as a clue to the meaning of a word or phrase.  
  b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).  
  c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).  
  d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).  
  e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. *(L.2.4) (DOK 2)* |
<table>
<thead>
<tr>
<th>Kindergarteners:</th>
<th>Grade 1 students:</th>
<th>Grade 2 students:</th>
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<tbody>
<tr>
<td>5. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are <strong>colorful</strong>). d. Distinguish shades of meaning among verbs describing the same general action (e.g., <strong>walk, march, strut, prance</strong>) by acting out the meanings. <strong>(L.K.5) (DOK 1,2)</strong></td>
<td>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a <strong>duck</strong> is a bird that swims; a <strong>tiger</strong> is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are <strong>cozy</strong>). d. Distinguish shades of meaning among verbs differing in manner (e.g., <strong>look, peek, glance, stare, glare, scowl</strong>) and adjectives differing in intensity (e.g., <strong>large, gigantic</strong>) by defining or choosing them or by acting out the meanings. <strong>(L.1.5) (DOK 2)</strong></td>
<td>5. Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are <strong>spicy or juicy</strong>). b. Distinguish shades of meaning among closely related verbs (e.g., <strong>toss, throw, hurl</strong>) and closely related adjectives (e.g., <strong>thin, slender, skinny, scrawny</strong>). <strong>(L.2.5)</strong> (DOK 2)</td>
</tr>
<tr>
<td>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. <strong>(L.K.6) (DOK 1,2)</strong></td>
<td>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <strong>because</strong>). <strong>(L.1.6) (DOK 1,2)</strong></td>
<td>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <strong>When other kids are happy that makes me happy</strong>). <strong>(L.2.6) (DOK 2)</strong></td>
</tr>
</tbody>
</table>
**Grade 3 students:**

**Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
   b. Form and use regular and irregular plural nouns.
   c. Use abstract nouns (e.g., *childhood*).
   d. Form and use regular and irregular verbs.
   e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
   f. Ensure subject-verb and pronoun-antecedent agreement.*
   g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
   h. Use coordinating and subordinating conjunctions.
   i. Produce simple, compound, and complex sentences. *(L.3.1) (DOK 1,2)*

**Grade 4 students:**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
   b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
   c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
   d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
   e. Form and use prepositional phrases.
   f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
   g. Correctly use frequently confused words (e.g., *to, too, two; there, their*). *(L.4.1) (Ex. 2) (DOK 1,2)*

**Grade 5 students:**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
   b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
   c. Use verb tense to convey various times, sequences, states, and conditions.
   d. Recognize and correct inappropriate shifts in verb tense.*
   e. Use correlative conjunctions (e.g., *either/or, neither/nor*). *(L.5.1) (DOK 1,2)*
<table>
<thead>
<tr>
<th>Grade 3 students:</th>
<th>Grade 4 students:</th>
<th>Grade 5 students:</th>
</tr>
</thead>
</table>
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
  a. Capitalize appropriate words in titles.  
  b. Use commas in addresses.  
  c. Use commas and quotation marks in dialogue.  
  d. Form and use possessives.  
  e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).  
  f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.  
  g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (L.3.2) (Ex. 2) (DOK 1) | 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
  a. Use correct capitalization.  
  b. Use commas and quotation marks to mark direct speech and quotations from a text.  
  c. Use a comma before a coordinating conjunction in a compound sentence.  
  d. Spell grade-appropriate words correctly, consulting references as needed. (L.4.2) (Ex. 2) (DOK 1) | 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
  a. Use punctuation to separate items in a series.*  
  b. Use a comma to separate an introductory element from the rest of the sentence.  
  c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?).  
  d. Use underlining, quotation marks, or italics to indicate titles of works.  
  e. Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (Ex. 2) (DOK 1) |
| Knowledge of Language | 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
  a. Choose words and phrases for effect.*  
  b. Recognize and observe differences between the conventions of spoken and written standard English. (L.3.3) (DOK 2) | 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
  a. Choose words and phrases to convey ideas precisely.*  
  b. Choose punctuation for effect.*  
  c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3) (Ex. 2) (DOK 2) | 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
  a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  
  b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (L.5.3) (DOK 2,3,4) |
**Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
   a. Use sentence-level context as a clue to the meaning of a word or phrase.
   b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
   c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
   d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. *(L.3.4) (DOK 1,2,3)*

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
   a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
   b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
   c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. *(L.4.4) (Ex. 2) (DOK 1,2,3)*

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
   a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
   b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
   c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. *(L.5.4) (DOK 1,2,3)*
<table>
<thead>
<tr>
<th>Grade 3 students:</th>
<th>Grade 4 students:</th>
<th>Grade 5 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Demonstrate understanding of word relationships and nuances in word meanings.</td>
<td>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
<td>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
</tr>
<tr>
<td>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</td>
<td>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</td>
<td>a. Interpret figurative language, including similes and metaphors, in context.</td>
</tr>
<tr>
<td>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</td>
<td>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</td>
<td>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</td>
</tr>
<tr>
<td>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). (L.3.5) (Ex. 2) (DOK 1,2,3)</td>
<td>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (L.4.5) (Ex. 2) (Ex. 3) (Ex. 4) (DOK 1,2,3)</td>
<td>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5) (Ex. 2) (DOK 1,2,3)</td>
</tr>
<tr>
<td>6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). (L.3.6) (DOK 1,2)</td>
<td>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)</td>
<td>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)</td>
</tr>
</tbody>
</table>
### Grade 6 students:

#### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
   b. Use intensive pronouns (e.g., *myself, ourselves*).
   c. Recognize and correct inappropriate shifts in pronoun number and person.*
   d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
   e. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.* ((L.6.1) (DOK 1))

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
   b. Spell correctly. ((L.6.2) (DOK 1))

#### Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a. Vary sentence patterns for meaning, reader/listener interest, and style.*
   b. Maintain consistency in style and tone.* ((L.6.3) (DOK 2,3))

#### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
   a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
   b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).
   c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
   d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). ((L.6.4) (DOK 1,2))

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Interpret figures of speech (e.g., personification) in context.
   b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
   c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*). ((L.6.5) (Ex. 2) (DOK 1,2,3))
Grade 6 students:

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6.6) (Ex. 2) (DOK 1,2)
The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.</td>
<td></td>
</tr>
<tr>
<td>L.3.3a. Choose words and phrases for effect.</td>
<td></td>
</tr>
<tr>
<td>L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</td>
<td></td>
</tr>
<tr>
<td>L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).</td>
<td></td>
</tr>
<tr>
<td>L.4.3a. Choose words and phrases to convey ideas precisely.*</td>
<td></td>
</tr>
<tr>
<td>L.4.3b. Choose punctuation for effect.</td>
<td></td>
</tr>
<tr>
<td>L.5.1d. Recognize and correct inappropriate shifts in verb tense.</td>
<td></td>
</tr>
<tr>
<td>L.5.2a. Use punctuation to separate items in a series.†</td>
<td></td>
</tr>
<tr>
<td>L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.</td>
<td></td>
</tr>
<tr>
<td>L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</td>
<td></td>
</tr>
<tr>
<td>L.6.1e. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.</td>
<td></td>
</tr>
<tr>
<td>L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</td>
<td></td>
</tr>
<tr>
<td>L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡</td>
<td></td>
</tr>
<tr>
<td>L.6.3b. Maintain consistency in style and tone.</td>
<td></td>
</tr>
<tr>
<td>L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</td>
<td></td>
</tr>
<tr>
<td>L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</td>
<td></td>
</tr>
<tr>
<td>L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.</td>
<td></td>
</tr>
<tr>
<td>L.9–10.1a. Use parallel structure.</td>
<td></td>
</tr>
</tbody>
</table>
**Standard 10: Range, Quality, and Complexity of Student Reading K-5**

**Measuring Text Complexity: Three Factors**

- **Qualitative evaluation of the text:** Levels of meaning, structure, language conventionality and clarity, and knowledge demands
- **Quantitative evaluation of the text:** Readability measures and other scores of text complexity
- **Matching reader to text and task:** Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

**Range of Text Types for K-5**

Students in K–5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

<table>
<thead>
<tr>
<th>Literature</th>
<th>Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stories</td>
<td>Literary Nonfiction and Historical, Scientific and Technical Text</td>
</tr>
<tr>
<td>Includes children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth</td>
<td>Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics</td>
</tr>
<tr>
<td>Dramas</td>
<td></td>
</tr>
<tr>
<td>Includes staged dialogue and brief familiar scenes</td>
<td></td>
</tr>
<tr>
<td>Poetry</td>
<td></td>
</tr>
<tr>
<td>Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem</td>
<td></td>
</tr>
<tr>
<td>Literature: Stories, Drama, Poetry</td>
<td>Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>K</strong></td>
<td>* Over in the Meadow* by John Langstaff (traditional) (c1800)* &lt;br&gt; * A Boy, a Dog, and a Frog* by Mercer Mayer (1967) &lt;br&gt; * Pancakes for Breakfast* by Tomie DePaola (1978) &lt;br&gt; * A Story, A Story* by Gail E. Haley (1970)* &lt;br&gt; * Kitten’s First Full Moon* by Kevin Henkes (2004)* &lt;br&gt; ** Over in the Meadow** by John Langstaff (traditional) (c1800) &lt;br&gt; ** A Boy, a Dog, and a Frog** by Mercer Mayer (1967) &lt;br&gt; ** Pancakes for Breakfast** by Tomie DePaola (1978) &lt;br&gt; ** A Story, A Story** by Gail E. Haley (1970) &lt;br&gt; ** Kitten’s First Full Moon** by Kevin Henkes (2004)</td>
</tr>
<tr>
<td><strong>2–3</strong></td>
<td>* A Tree Is a Plant* by Clyde Robert Bulla, illustrated by Stacey Schuett (1960)** &lt;br&gt; * Starfish* by Edith Thacher Hurd (1962) &lt;br&gt; * Follow the Water from Brook to Ocean* by Arthur Dorros (1991)** &lt;br&gt; * From Seed to Pumpkin* by Wendy Pfeffer, illustrated by James Graham Hale (2004)* &lt;br&gt; * How People Learned to Fly* by Fran Hodgkins and True Kelley (2007)* &lt;br&gt; ** Who Has Seen the Wind?** by Christina G. Rossetti (1893) &lt;br&gt; ** Charlotte’s Web** by E. B. White (1952)* &lt;br&gt; ** Sarah, Plain and Tall** by Patricia MacLachlan (1985) &lt;br&gt; ** Tops and Bottoms** by Janet Stevens (1995) &lt;br&gt; ** Poppleton in Winter** by Cynthia Rylant, illustrated by Mark Teague (2001)</td>
</tr>
</tbody>
</table>
Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a wide range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of K–5 text complexity, quality, and range) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth. On the next page is an example of progressions of texts building knowledge across grade levels.

Children at the kindergarten and grade 1 levels should be expected to read texts independently that have been specifically written to correlate to their reading level and their word knowledge. Many of the titles listed above are meant to supplement carefully structured independent reading with books to read along with a teacher or that are read aloud to students to build knowledge and cultivate a joy in reading.
Standard 10: Range, Quality, and Complexity of Student Reading 6-12

Measuring Text Complexity: Three Factors

**Qualitative evaluation of the text:** Levels of meaning, structure, language conventionality and clarity, and knowledge demands

**Quantitative evaluation of the text:** Readability measures and other scores of text complexity

**Matching reader to text and task:** Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Range of Text Types for 6-12
Students in 6-12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

<table>
<thead>
<tr>
<th>Literature</th>
<th>Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stories</td>
<td>Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels</td>
</tr>
<tr>
<td>Dramas</td>
<td>Includes one-act and multi-act plays, both in written form and on film</td>
</tr>
<tr>
<td>Poetry</td>
<td>Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics</td>
</tr>
<tr>
<td>Literary Nonfiction</td>
<td>Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience</td>
</tr>
</tbody>
</table>
# Texts Illustrating the Complexity, Quality, and Range of Student Reading 6–12

<table>
<thead>
<tr>
<th>Literature: Stories, Drama, Poetry</th>
<th>Informational Texts: Literary Nonfiction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6–8</strong></td>
<td></td>
</tr>
<tr>
<td>• <em>Little Women</em> by Louisa May Alcott (1869)</td>
<td>• “Letter on Thomas Jefferson” by John Adams (1776)</td>
</tr>
<tr>
<td>• <em>The Adventures of Tom Sawyer</em> by Mark Twain (1876)</td>
<td>• <em>Narrative of the Life of Frederick Douglass, an American Slave</em> by Frederick Douglass (1845)</td>
</tr>
<tr>
<td>• “The Road Not Taken” by Robert Frost (1915)</td>
<td>• “Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940” by Winston Churchill (1940)</td>
</tr>
<tr>
<td>• <em>The Dark Is Rising</em> by Susan Cooper (1973)</td>
<td>• <em>Harriet Tubman: Conductor on the Underground Railroad</em> by Ann Petry (1955)</td>
</tr>
<tr>
<td>• <em>Dragonwings</em> by Laurence Yep (1975)</td>
<td>• <em>Travels with Charley: In Search of America</em> by John Steinbeck (1962)</td>
</tr>
</tbody>
</table>
| • *Roll of Thunder, Hear My Cry* by Mildred Taylor (1976) | |}

| **9–10**                          |                                         |
|-----------------------------------|                                         |
| • *The Tragedy of Macbeth* by William Shakespeare (1592) | • “Speech to the Second Virginia Convention” by Patrick Henry (1775) |
| • “Ozymandias” by Percy Bysshe Shelley (1817) | • “Farewell Address” by George Washington (1796) |
| • “The Raven” by Edgar Allan Poe (1845) | • “Gettysburg Address” by Abraham Lincoln (1863) |
| • “The Gift of the Magi” by O. Henry (1906) | • “State of the Union Address” by Franklin Delano Roosevelt (1941) |
| • *The Grapes of Wrath* by John Steinbeck (1939) | • “Letter from Birmingham Jail” by Martin Luther King, Jr. (1964) |
| • *Fahrenheit 451* by Ray Bradbury (1953) | • “Hope, Despair and Memory” by Elie Wiesel (1997) |
| • *The Killer Angels* by Michael Shaara (1975) | |
Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of grades 6–12 text complexity, quality, and range) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth.
Staying on Topic Within a Grade and Across Grades:

How to Build Knowledge Systematically in English Language Arts K–5

Building knowledge systematically in English language arts is like giving children various pieces of a puzzle in each grade that, over time, will form one big picture. At a curricular or instructional level, texts—within and across grade levels—need to be selected around topics or themes that systematically develop the knowledge base of students. Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained period. The knowledge children have learned about particular topics in early grade levels should then be expanded and developed in subsequent grade levels to ensure an increasingly deeper understanding of these topics. Children in the upper elementary grades will generally be expected to read these texts independently and reflect on them in writing. However, children in the early grades (particularly K–2) should participate in rich, structured conversations with an adult in response to the written texts that are read aloud, orally comparing and contrasting as well as analyzing and synthesizing, in the manner called for by the Standards.

Preparation for reading complex informational texts should begin at the very earliest elementary school grades. What follows is one example that uses domain-specific nonfiction titles across grade levels to illustrate how curriculum designers and classroom teachers can infuse the English language arts block with rich, age-appropriate content knowledge and vocabulary in history/social studies, science, and the arts. Having students listen to informational read-alouds in the early grades helps lay the necessary foundation for students’ reading and understanding of increasingly complex texts on their own in subsequent grades.
### Exemplar Texts on a Topic Across Grades

<table>
<thead>
<tr>
<th>K</th>
<th>1</th>
<th>2–3</th>
<th>4–5</th>
</tr>
</thead>
</table>
Read the passage. Then answer the questions. (Questions #1-7)

**A Few New Neighbors** by Kerry McGee

One afternoon, Jessie spotted a tiny bird fluttering around Mrs. Baxter's front door. Mrs. Baxter had just moved into an apartment. *It's probably looking for somebody to fill the bird feeders,* Jessie thought. The bird perched on the edge of the wreath. Then it disappeared. Disappeared? Jessie ran over to Mrs. Baxter's door. Where had it gone? A jumble of sticks and grass stuck out from the middle of the wreath. Suddenly, Jessie understood. A nest! A bird's nest sat right in the middle of Mrs. Baxter's wreath. The bird poked its head out and looked at Jessie. Then it fluttered away.

Jessie crept up to the front door. Tucked inside the nest were four speckled blue eggs.

Jessie ran home to call Mrs. Baxter. “Guess who moved into your old wreath!” Jessie said. “A family of birds!”

Mrs. Baxter sounded just as excited as Jessie was. “Tell me what they look like. What color are the eggs?”

Jessie and Mrs. Baxter talked about the birds for a while. “They sound like house finches,” Mrs. Baxter said. “Keep an eye on them for me, will you?”

“I will,” Jessie said.

And she did. Jessie checked the nest whenever she could. Sometimes the mother finch was there. Other days, the red-headed papa was nearby. Jessie tried to notice everything so she could tell Mrs. Baxter.

One morning, Jessie saw a pink head poking out of the nest. Babies! Jessie strained her neck to get a better look.

Jessie told her dad about the baby birds at Mrs. Baxter’s house.

“That reminds me,” Dad said. “Mrs. Baxter has movers coming tomorrow to clear out the house. I told her I'd unlock the door for them.”

“But what about the nest?”

Dad shook his head. “We'll just have to tell the movers to be careful.”

Jessie thought about the movers tromping in and out, squeezing heavy boxes and furniture past the tiny nest. She thought about the door swinging and slamming all day long. It seemed risky.

The next morning, Jessie watched the moving truck pull up in front of Mrs. Baxter’s house.

Dad saw the truck, too, and came outside with the key.
Jessie jumped up. She ran ahead of the movers and Dad to Mrs. Baxter's front door. “Wait!” she shouted, spinning around to face them.

Behind her, the mama bird burst out of its nest. It landed in a tree. The movers looked at Jessie in surprise.

“You can’t use this door,” Jessie said, holding her arms out stiff.

“I'm sorry,” one of the movers said. “We have a job to do.”

Jessie didn't move. “There's a nest in the wreath,” Jessie explained. “If you open the door, it will fall.”

The other mover sighed. “Do you have any ideas?”

Jessie nodded. “I do have an idea. Dad, can I have the key?” As carefully as she could, Jessie unlocked the front door and eased it open. When it was just wide enough to slip through, she ducked into Mrs. Baxter's house. She'd been in there many times, so it didn't take her long to find the side door and unlock it from the inside.

“Got it!” Jessie called, running around to the front of the house. “The side door is open!”

One of the movers was peering into the wreath. “Hey,” he said. “There are babies in there.” He grinned at Jessie. “I bet that mama bird is glad you’re watching out for her babies.”

Jessie smiled as she and Dad thanked the movers for their help. Then she ran and disappeared into her own house. She couldn't wait to call Mrs. Baxter.

Source Used:
1. **A Few New Neighbors**
   Read the sentence and the directions that follow.

   Children and adults can work together.

   Write the two details that best support this conclusion.

   One afternoon, Jessie spotted a tiny bird fluttering around Mrs. Baxter's front door. Mrs. Baxter had just moved into an apartment.

   Jessie and Mrs. Baxter talked about the birds for a while. “They sound like house finches,” Mrs. Baxter said. “Keep an eye on them for me, will you?”

<table>
<thead>
<tr>
<th>Item #</th>
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<th>Claim</th>
<th>Target</th>
<th>DOK</th>
<th>Item: Standards</th>
<th>Evidence Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>RL-1</td>
<td>Key: Jessie and Mrs. Baxter talked about the birds for awhile; “Keep an eye on them…” The student will identify text evidence to support a GIVEN conclusion based on the text.</td>
</tr>
</tbody>
</table>

2. **A Few New Neighbors**
   This question has two parts. First, answer part A. Then, answer part B.

   **Part A:**

   Which sentence best describes the lesson of the passage?
   
   a. Animals should be protected.
   b. Birds should only nest in trees.
   c. Movers should listen to children.
   d. Children should stay away from birds.

   **Part B:**

   Which sentence from the passage best supports your answer in part A?
   
   a. “A bird's nest sat right in the middle of Mrs. Baxter's wreath.”
   b. “Jessie and Mrs. Baxter talked about the birds for a while.”
   c. “One morning, Jessie saw a pink head poking out of the nest.”
   d. “‘You can't use this door,’ Jessie said, holding her arms out stiff.”
### Item 3
**A Few New Neighbors**
Arrange the events from the passage in the order in which they happen. Number the sentences, 1 happens first and 5 happens last.

- _____ Jessie saw four speckled blue eggs in the nest.
- _____ Jessie calls Mrs. Baxter to tell her about the nest.
- _____ Jessie unlocked the side door to Mrs. Baxter’s house.
- _____ Mrs. Baxter moved from her house into an apartment.
- _____ The movers arrive to remove Mrs. Baxter’s belongings.

### Evidence Statement
Key: 4, 1, 2, 5, 3
The student will identify and sequence key events in a text.

### Item 4
**A Few New Neighbors**
Read the sentence from the passage.
A jumble of sticks and grass stuck out from the middle of the wreath.
What does the word jumble most likely mean?

- a. a tall pile of items
- b. a neat pile of items
- c. a small group of items
- d. a messy group of items

### Evidence Statement
Key: D
The student will determine the meaning of a word or phrase based on its context in a literary text.
5. **A Few New Neighbors**

What inference can be made about the author's message about animals? Include information from the passage to support your answer.

<table>
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<th>DOK</th>
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<td>1</td>
<td>4</td>
<td>3</td>
<td>RL-3</td>
<td>The student will make an inference about a literary text and identify details within the text that support that inference.</td>
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</table>

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<tr>
<th>Score</th>
<th>Rationale</th>
<th>Exemplar</th>
</tr>
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</table>
| 2     | A response:  
• Gives sufficient evidence of the ability to make a clear inference/conclusion  
• Includes specific examples/details that make clear reference to the text  
• Adequately explains inference/conclusion with clearly relevant information based on the text  
**Responses may include (but are not limited to):**  
• (inference) The author believes people should work together to help protect animals.  
• (inference) Jessie is a responsible/thoughtful/considerate/kind child because she looks after the birds.  
• (inference) All of the characters play a role in protecting the birds.  
• (support) Jessie tells her dad about the bird’s nest in Mrs. Baxter’s wreath.  
• (support) Jessie’s dad suggests that they ask the movers to be careful.  
• (support) Jessie decides to have the movers go in through the side door so as to not disturb the nest.  
• (support) Jessie carefully opens the front door so that she does not disturb the nest.  
• (support) One of the movers even makes a remark about the care that Jessie is giving to the baby birds.  
| The author believes that people should work together to help protect animals. Jessie, a young girl, and her dad talk about the possibility of the movers disturbing the bird’s nest in the wreath on Mrs. Baxter’s front door. Jessie’s dad suggests that they tell the movers to be careful. Jessie comes up with another plan to have the movers use a different door to take the items out of the house. One of the movers even says, “I bet that mama bird is glad you’re watching out for her babies.” The author uses this story to share the message that people working together can save the lives of animals. |
A response:
• Gives limited evidence of the ability to make an inference/conclusion
• Includes vague/limited examples/details that make reference to the text
• Explains inference/conclusion with vague/limited information based on the text **Responses may include those listed in the 2-point response.**

The author believes that people should work together. Jessie and her dad want to protect the baby birds in the wreath on Mrs. Baxter’s front door.

A response:
• Gives no evidence of the ability to make an inference/conclusion OR
• Gives an inference/conclusion but includes no examples or examples/details that make reference to the text OR
• Gives an inference/conclusion but includes no explanation or no relevant information from the text

The author believes that people should look out for their neighbors.

6. **A Few New Neighbors**

Why is including dialogue important to understanding the passage? Pick **three** choices.

a. It helps the reader understand Jessie's actions.
b. It helps the reader imagine the sounds made by the birds.
c. It helps the reader know the reason why Mrs. Baxter moved.
d. It helps the reader know how the movers feel about the birds.
e. It helps the reader imagine what Jessie will do after the movers leave.
f. It helps the reader understand Mrs. Baxter and Jessie's interest in the birds.

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<tr>
<th>Item #</th>
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<td>6</td>
<td>3</td>
<td>RL-5</td>
<td>Key: a, d, f</td>
</tr>
</tbody>
</table>

The student will analyze why the author structured elements within the text in a certain manner and the impact of that structure on meaning.

7. **A Few New Neighbors**

Read the sentence from the passage.

As carefully as she could, Jessie unlocked the front door and eased it open.
What does the phrase “eased it open” tell the reader about Jessie?

a. Jessie is quiet and shy.

b. Jessie is able to unlock the door.

c. Jessie is nervous to enter the house.

d. Jessie is a gentle and thoughtful person.

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<tr>
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<th>DOK</th>
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<td>3</td>
<td>1</td>
<td>7</td>
<td>3</td>
<td>L-5</td>
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</tbody>
</table>

Key: D
The student will interpret the literal and non-literal meanings of words and phrases used in context and analyze their use in the text.
What’s that in Your Backpack? By Mona Pease

Are you carrying a forest on your back? Of course not! But if you dig through your backpack, you will probably find many things that come from the forest. You might have books, pencils, and even a sweet candy treat, all from the forest. Is your pack feeling heavier yet?

Let’s explore some of these things and see how they get from the woods to your backpack.

Let’s start with the paper . . .

Papermaking begins in the forest, where trees are marked to be cut down. Once the trees are cut, the biggest branches are removed. The logs, as they are now called, are stacked in huge piles at the edge of the forest. A logging truck takes them to the paper mill. At the mill, the logs go through many steps to be made into paper. After the bark is removed, the wood is chipped, then cooked with chemicals. This turns the wood into a mushy pulp. Next, the pulp is washed, bleached, and drained. Then it is sprayed onto big screens to dry. The finished sheets of paper are put onto giant rolls. Some of these rolls of paper weigh as much as 50,000 pounds! Finally, the paper is lined, cut, or folded for people to use.

Let’s check back in that backpack . . .

Your pencils come from the forest, too. They are made from the wood of a cedar tree. At the pencil factory, cedar logs are sawed into chunky blocks, then sliced thin to make flat slats. Next, narrow grooves are cut into the slats to hold the graphite, which is the “lead” part you write with. After the graphite is set in place, two slats are glued together, sandwiching the graphite inside. Then the pencils are cut and painted. Finally, the eraser is added.

Now, what about that special treat you have? Mmm...maple sugar candy, made from the sap of sugar maple trees.

People who make maple syrup must read the signs of the season to know when to get to work. In the early spring, when daytime and nighttime temperatures are just right, the trees can be tapped. First, a small hole is drilled into the tree. Then the tap—a short tube—is placed into the hole. Sap drips through the tap into a bucket. When the bucket is full, the sap is taken to the sugarhouse. There, the sap is boiled and boiled until it thickens into syrup. If you boil the syrup even longer, it crystallizes (hardens) into maple sugar. Then, it is quickly put into molds to give it a pretty shape. Paper. Pencils. Candy. Your backpack is full. Can you believe that so many things you carry around every day come from forests?


8. **What’s that in Your Backpack?**
   Many items made from trees are used every day. Pick three details from the passage that best support this idea.

   a. Cedar trees are used to make pencils.
   b. Slats from a cedar tree are glued together.
c. Graphite, or lead, is used to make marks on paper.
d. A paper mill is where pulp is made from chipped wood.
e. Syrup from trees is used to make candy and other treats.
f. Trees that are cut down may be made into paper for books.

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<tr>
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<td>2</td>
<td>RI-1</td>
<td>Key: Cedar trees are used..., syrup from..., trees that are... The student will identify text evidence to support a GIVEN conclusion based on the text.</td>
</tr>
</tbody>
</table>

9. **What’s that in Your Backpack?**

Read the paragraph from the passage and the directions that follow.

Your pencils come from the forest, too. They are made from the wood of a cedar tree. At the pencil factory, cedar logs are sawed into chunky blocks, then sliced thin to make flat slats. Next, narrow grooves are cut into the slats to hold the graphite, which is the “lead” part you write with. After the graphite is set in place, two slats are glued together, sandwiching the graphite inside. Then the pencils are cut and painted. Finally, the eraser is added.

What is the main idea of the paragraph?

a. Cedar trees grow in a forest.
b. Factories make pencils from cedar wood.
c. Cedar slats are glued together with graphite in the middle.
d. Blocks of cedar are cut into thin, flat slats so that pencils can be made.

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<td>2</td>
<td>RI-2</td>
<td>Key: The student will identify a central idea in a text.</td>
</tr>
</tbody>
</table>

10. **What’s that in Your Backpack?**

The author uses a word that means placed one on top of another. Circle the word in the paragraph that is closest to that idea and write the answer below.

Papermaking begins in the forest, where trees are marked to be cut down. Once the trees are cut, the biggest branches are removed. The logs, as they are now called, are stacked in huge piles at the edge of the forest. A logging truck takes them to the paper mill. At the mill, the logs go through many steps to be made into paper. After the bark is removed, the wood is chipped, then cooked with chemicals. This turns the wood into a mushy pulp. Next, the pulp is washed, bleached, and drained. Then it is sprayed onto big screens to dry. The finished sheets of paper are put onto giant
rolls. Some of these rolls of paper weigh as much as 50,000 pounds! Finally, the paper is lined, cut, or folded for people to use.

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<td></td>
<td>The student will determine the meaning of a word based on its context in an informational text.</td>
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11. **What's That in Your Backpack**

This question has two parts. First, answer part A. Then, answer part B.

**Part A**

Circle the sentence that gives the **best** conclusion about the people who make maple syrup.

- a. They must protect trees.
- b. They must pay attention to nature.
- c. They must work outdoors all of the time.
- d. They must like the taste of maple syrup.

**Part B**

Choose the **two** sentences from the passage that **best** support your answer in part A.

People who make maple syrup must read the signs of the season to know when to get to work. In the early spring, when daytime and nighttime temperatures are just right, the trees can be tapped. First, a small hole is drilled into the tree. Then the tap—a short tube—is placed into the hole. Sap drips through the tap into a bucket. When the bucket is full, the sap is taken to the sugarhouse. There, the sap is boiled and boiled until it thickens into syrup.

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<td>11</td>
<td>3</td>
<td>RI-3</td>
<td>Part A: B.</td>
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<td></td>
<td>Part B: People who make..., In the early spring... The student will form a conclusion about an informational text and identify details within the text that support that conclusion.</td>
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</table>

12. **What’s that in Your Backpack?**

What inference can be made about why the author includes the backpack in the passage? Support your answer with details from the passage.

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<tr>
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<td>1</td>
<td>11</td>
<td>3</td>
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<td>The student will make an inference about an informational text and identify details within the text that support the inference.</td>
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<tr>
<td>Score</td>
<td>Rationale</td>
<td>Exemplar</td>
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</table>
| 2     | A response:  
• Gives sufficient evidence of the ability to make a clear inference/ conclusion  
• Includes specific examples/details that make clear reference to the text  
• Adequately explains inference/conclusion with clearly relevant information based on the text  
**Responses may include (but are not limited to):**  
• (inference) The author’s use of the backpack is to engage readers in something that they can relate to.  
• (inference) The author wants the reader to understand how regular types of items are made of wood.  
• (inference) The author’s purpose is to inform the reader about those backpack items and describe the processes of how they are made from trees.  
| The author included the backpack to help the reader understand how regular types of items that students use at school are made of wood. Chipped wood is made into mushy pulp, dried, and made into paper. Pencils are made from the wood of a cedar tree. Even maple sugar candy is made from the sap of a tree. All these examples help readers understand that everyday objects, or items kids take to school, are made from trees. |
| 1     | A response:  
• Gives limited evidence of the ability to make an inference/conclusion  
• Includes vague/limited examples/details that make reference to the text  
• Explains inference/conclusion with vague/limited information based on the text  
**Responses may include those listed in the 2-point response.**  
| The author uses a backpack in this passage because she wants us to think about the items we take to school. She wants us to know that paper and pencils are made from trees. |
| 0     | A response:  
• Gives no evidence of the ability to make an inference/conclusion OR  
• Gives an inference/conclusion but includes no examples or examples/details that make reference to the text OR  
• Gives an inference/conclusion but includes no explanation or no relevant information from the text  
| The author wanted the reader to think about how heavy a backpack can sometimes be. |
13. This question has two parts. First, answer part A. Then, answer part B.

Part A
Read the paragraph from the passage and the directions that follow.

People who make maple syrup must read the signs of the season to know when to get to work. In the early spring, when daytime and nighttime temperatures are just right, the trees can be tapped. First, a small hole is drilled into the tree. Then the tap—a short tube—is placed into the hole. Sap drips through the tap into a bucket. When the bucket is full, the sap is taken to the sugarhouse. There, the sap is boiled and boiled until it thickens into syrup. If you boil the syrup even longer, it crystallizes (hardens) into maple sugar. Then, it is quickly put into molds to give it a pretty shape. Paper. Pencils. Candy. Your backpack is full. Can you believe that so many things you carry around every day come from forests?

Choose the sentence that best describes what the information in the paragraph shows about the author’s point of view.

a. The author believes that making maple syrup is easy.
b. The author believes that maple syrup is best when it is boiled.
c. The author believes that making maple candy takes careful planning.
d. The author believes that making candy from maple syrup is a wise idea.

Part B
Which two sentences from the passage best support your answer in part A?

a. “People who make maple syrup must read the signs of the season to know when to get to work.”
b. “First, a small hole is drilled into the tree.”
c. “Sap drips through the tap into a bucket.”
d. “When the bucket is full, the sap is taken to the sugarhouse.”
e. “If you boil the syrup even longer, it crystallizes (hardens) into maple sugar.”
f. “Then, it is quickly put into molds to give it a pretty shape.”

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<th>Target</th>
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<td>Part A: C</td>
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<td></td>
<td></td>
<td>Part B: “People who make...”; “If you boil...”</td>
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<td></td>
<td></td>
<td>The student will analyze how information reveals the author’s point of view within a text.</td>
</tr>
</tbody>
</table>

14. What is the most likely reason the author used paragraph headings for each part of the passage?

a. to explain school supplies
b. to tell the reader about types of trees
c. to show items made from trees
d. to make the reader think about backpacks
### Item #14

**Grade:** 3  
**Claim:** 1  
**Target:** 13  
**DOK:** 3  
**Standards:** RI-5  
**Evidence Statement:** Key: C  
The student will analyze why the author structured elements within the text in a certain manner and the impact of that structure on meaning.

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15. Read the sentence from the passage.

After the graphite is set in place, two slats are glued together, **sandwiching the graphite inside**.

Why did the author use the phrase “sandwiching the graphite inside” in the sentence?

- a. to help the reader understand how we use a sandwich and a pencil  
- b. to help the reader understand how a pencil is different from a sandwich  
- c. to help the reader understand how an object is held in place between two items  
- d. to help the reader understand how different parts of an item may be made of different things

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16. A student is writing a story for class about a red-tailed hawk. Read the draft of the story and complete the task that follows.

1. “It’s so cool! Take a picture of it!” Dad responded.
2. I grabbed our camera. My plan was to sneak up on the hawk. However, a storm had left leaves all over the yard and it was hard to be quiet. I started snapping pictures.
3. Suddenly the hawk made a screeching sound and flew **over to a tree in the neighbor’s yard**.
4. “Look Dad, there it is!” I yelled. I had just spotted the red-tailed hawk. It had been flying over the field before landing in our tall pine tree.
5. I exclaimed, “C’mon Dad, let’s go look at the pictures!”

The first sentence of the story is not the best beginning. Move the groups of sentences so that the group that makes the **best** beginning comes first and rewrite the numbers below of the correct order.
17. Jason is writing a report for his teacher about keeping lizards as classroom pets. The student wants to revise the draft to have a better opening. Read the draft of the paragraph and complete the task that follows.

Lizards are easy to take care of. First, you need to find a small glass tank. You should place some twigs, some grass, some leaves, and plenty of food inside the tank. Lizards eat insects such as flies, worms, and crickets, which can be found easily. There is not as much cleaning to do for lizards as there is for hamsters or birds. Clean out the lizard’s tank each day by wiping up spills and removing uneaten food. You should wash out the tank with warm, soapy water weekly. Rinse and dry everything before putting your lizard back in the tank.

Choose the sentence that best introduces the topic of the student’s report.
   a. Leaves may be difficult to find during the winter.
   b. Goldfish bowls have to be cleaned every few days.
   c. You should think about how much room a pet needs when choosing one.
   d. You should think about what it takes to take care of a classroom pet when choosing one.

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18. A student is writing an opinion paper for class about serving flavored milk in school cafeterias. Read the draft of the essay and complete the task that follows.

Some people believe that schools should not serve flavored milk at lunch. According to them, students get too much sugar. It is true that flavored milk has more sugar than plain milk, but some students just will not drink plain milk. If that happens, they will not get the necessary vitamins. That can’t be good. Drinking flavored milk is certainly healthier than not drinking any milk at all.

The beginning of the student’s essay does not state her opinion. Write an opening paragraph that states the opinion and explains what the topic is about.
<table>
<thead>
<tr>
<th>Item #</th>
<th>Grade</th>
<th>Claim</th>
<th>Target</th>
<th>DOK</th>
<th>Standards</th>
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<td>6a</td>
<td>3</td>
<td>W-1.a</td>
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| 2     | The response:  
• introduces an opinion that adequately reflects the stimulus as a whole;  
• provides sufficient information to put the opinion about the topic into context for the teacher;  
• does more than list points/reasons to support opinion—not formulaic;  
• provides an adequate connection to the body paragraph. | Our school is deciding about whether or not flavored milk should be served in our cafeteria. I believe students should be allowed to choose flavored milk. It is true that flavored milk is not the best food for kids, but there are some good things to say about this drink. I believe that the good points about flavored milk are more important than any bad points.  
**Annotation:** This response provides a clear opinion, appropriate to the situation (school is deciding). While this response sets up a point/counterpoint (“it is true...but...”) although other 2 responses might choose other ways to organize support. The final line transitions nicely to the body paragraph. Note: Other “2” responses may not necessarily succeed with all the “2” criteria. |
| 1     | The response:  
• provides an opinion that partially reflects the stimulus as a whole;  
• provides partial or general information to put the opinion into context for the teacher;  
• may just list ideas—formulaic  
provides a limited connection to the body paragraph | I think flavored milk should be served in the cafeteria. Let me tell you why I think this.  
**Annotation:** The opinion (“should be served”) and context (“in the cafeteria”) are evident. There is, however, no sense of what the reasons are for the opinion, with a very limited and formulaic connection to the body (“let me tell you.”). Note: Other “1” responses could have different strengths/weaknesses based on rubric criteria but will be overall limited. |
19. Allison is writing a story for her teacher about a trip to a state park. Read the draft of the story and complete the task that follows.

My family went to a state park to see the sand hill cranes. Sandhill cranes are noisy creatures who stick close together in flocks. The birds are grayish with a touch of dark red on their forehead. Sandhill cranes live in marshes, which are low-lying areas often covered in water. My sister saw one crane eat a worm it found on the ground. We were amazed that the cranes got along with each other. The cranes threw their heads back and sang loudly. We liked watching the cranes dancing and leaping high in the air. My sister and I were thrilled to see how these cranes behaved.

The writer wants to replace the underlined word to make her meaning clearer. Which two words would make her word choice better?

- dusty
- lousy
- ugly
- muddy
- soggy
- sticky

20. Choose the sentence that contains a spelling error.

- a. He wanted to push his baby sister on the swing.
- b. The rowboat was tied to a tree by the pond near her school.
- c. The grass was too wet, so she walked the dogs on the sidewalk.
- d. His brother was at home sick, and he was unable to go to the park.
21. Which of the following sentences has an error in grammar usage?
   a. Brenda and Pam start a flower club.
   b. They want to plant red roses first.
   c. “I wishes we could grow blue roses,” Brenda says.
   d. Pam says, “Let’s try to grow red ones first.”

22. A student is writing a report about squirrels. Read the sentences from the source and the directions that follow.
The Virginia northern flying squirrel is a small animal that lives in the treetops of forests; however, it has an amazing ability. It is able to "fly," or glide, over 100 feet at a time. The squirrel's flying gift comes from a flap of skin that goes from the front leg to the back leg that allows the squirrel to glide distances of up to 135 feet! The squirrel can move across the treetops, gliding from branch to branch. When it gets to where it wants to land, it pulls back and slows down, preparing for a soft landing! When it is gliding, it uses its tail to help it change direction.
The parts of the student’s report are listed below. Where in the report should the student place the information from the source?
   a. Types of Squirrels
   b. Colors of Squirrels
   c. What Squirrels Eat
   d. Ways Squirrels Travel
23. A student is writing a research report about elephants. The student took notes and thought of three main ideas for her report. Check the box to show the main idea that each note best supports.

| Note 1: Elephants need 300 pounds of food every day. | Main Idea A: Where elephants are found | Main Idea B: What elephants eat | Main Idea C: What elephants look like |
| Note 2: An elephant has a long nose called a trunk. | | | |
| Note 3: Elephants like grass, leaves, and roots for their meals. | | | |
| Note 4: Elephants live in deserts and rainforests. | | | |

Item:

- Grades: 3-4
- DOK: 2

Evidence Statement:

- Key: Note 1 supports B, 2-C, 3-B, 4-A
- The student will locate information from a text source to support a central idea or key detail related to research.

24. A student is writing a report about how to build a tree house. Which source would most likely have information for the report?

a. *Tree House Fun*
   A book of games and activities that can be played in tree houses.

b. “Tree House Surprise”
   A magazine story about a group of children who find a tree house behind a neighbor's home.

c. [www.worldtreehouses.org](http://www.worldtreehouses.org)
   There are many different kinds of tree houses across the world. See photos of some of the most interesting ones.

d. [www.makeatreehouse.com](http://www.makeatreehouse.com)
   Learn how to make different kinds of tree houses. We give you lists of materials needed and directions.

Item:

- Grades: 3-4
- DOK: 2

Evidence Statement:

- Key: D
- The student will analyze digital and print sources in order to locate relevant information to support research.
G3 ELA Performance Task

Student Directions

Astronauts Informational Performance Task

Task:
Your class has been learning about different types of jobs to prepare for your school’s job week. Your teacher has asked each person to learn about a different job. You think being an astronaut must be an interesting job so you decide to learn about what it is like to be an astronaut. You have found two sources about being an astronaut.

After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and complete your research. You may click on the Global Notes button to take notes on the information you find in the sources as you read. You may also use scratch paper to take notes.

In Part 2, you will write an informational article using information you have read.

Directions for Beginning:
You will now review two sources. You can review either of the sources as often as you like.

Research Questions:
After reviewing the research sources, use the rest of the time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the information you have read and viewed, which should help you write your informational article.

You may click on the Global Notes button or refer back to your scratch paper to review your notes when you think it would be helpful. Answer the questions in the spaces below the items.

Both the Global Notes on the computer and your written notes on scratch paper will be available to you in Part 1 and Part 2 of the performance task.
Sources for Performance Task:
Source #1
You have found a source describing the type of training that astronauts receive in order to do their job.

What is an Astronaut? by Talia Yee

Have you ever thought about what it is like in space? Astronauts are people who go out into space. Being an astronaut is an exciting job. Astronauts who see Earth from space say that it is round, like a ball. While in space, astronauts can look down and see clouds, land, and water. Some can even see the moon up close. Astronauts get the chance to see more stars than you or I have ever seen.

Being an astronaut may be exciting, but it is not an easy job. A person who wants to be an astronaut has to study for years. There are many things an astronaut must learn to do before going into space for the first time.

Astronauts train for hundreds of hours. During their training, they learn about space. This type of training might include studying the stars and Earth. It is important that astronauts study space so that they understand what they will work with while in space. The astronauts also learn medical skills like basic first aid during their training. This training allows them to treat simple medical problems so that they can keep each other healthy and safe in space.

In their training, astronauts also learn what life is like on the International Space Station (ISS). The ISS is a large spacecraft that orbits the earth. The ISS is a place where astronauts do science experiments while in space. Astronauts also learn to eat, exercise, and do experiments while floating in the air. They also practice riding in special vehicles that are just for space. These vehicles bring supplies like food and fuel to the ISS. The vehicles are about the size of a pick-up truck with 12 wheels. Astronauts even take classes in scuba diving! When they’re walking underwater in their scuba suits, astronauts feel the same as they would feel walking in space. Lastly, astronauts must also learn how to work together as a team. This is important because as many as eight astronauts may be in one spacecraft. These astronauts have to learn how to live and work together in a space.

Each astronaut has a special job to do as part of the team. Some astronauts learn how to put things together so they become good at fixing things. This is important because if something on a space ship breaks, the astronauts must be able to fix it themselves. Some astronauts are pilots who know how to fly airplanes. These astronauts have to study how to fly and steer a spaceship. They train for many hours to learn how to turn it, how to make it go faster and slower, and how to guide it through space. Some astronauts are leaders and are in charge of all of the people on the ship. They make sure that everybody is doing the right job. Other astronauts learn mostly about science. Their job is to learn how living things change when they are in space.

Although each astronaut has a special job on the team, each of them has to learn how to work where there is no gravity. When they are in a spaceship that is moving around Earth, they can feel as though they do not weigh anything. They are able to float. Many astronauts say that it is fun to float...
around the inside of a spaceship. Objects in the spaceship can also float, so astronauts can lift and move heavy things easily.

Feeling weightless is fun, but being in space is work for astronauts. Astronauts must be healthy and eat right. They have to exercise and be in good shape. Astronauts have many adventures, but they work hard, too. *scuba diving: swimming under water with a special suit, air tank, and fins

Sources Used

European Space Agency (n.d.). Astronaut training. Retrieved from http://www.esa.int/esaKIDSen/SEM3RIWJD1E_LifeinSpace_0.html
Photograph of weightless astronaut (Image Number 4128R-4871), copyright by Superstock. Used by permission.
Life in Space by Aaron Higgins

Many people say they want to be an astronaut, but do they know what it's really like? When astronauts are in space, they feel weightless. They can float. This sounds like fun, but it is not that simple. The human body is used to being on Earth, but some people stay out in space for months. A lot of strange things happen to the body when it floats for that long.

Astronauts sometimes feel sick in space. It takes a few days for them to get used to feeling weightless and being able to float.

Being in space also changes how blood flows in the body. In space, more blood flows to the astronauts' heads so their faces get puffy and their necks get bigger. At the same time, less blood flows to their legs, making them skinny. They call this condition "bird legs."

The heart is a muscle that pumps blood around the body. The heart does not have to work as hard to pump blood in space. A muscle that does not work hard gets weaker and smaller. Astronauts' other muscles and their bones can also get weaker. This is because they do not have to work as hard to move the astronaut's body.

To help keep their muscles strong, astronauts have to do exercises when they are in space. They use big rubber bands attached to the walls of the space ship and hook them over their shoulders. Then they bend their knees and press against the rubber bands to make their legs stronger.

Even with regular exercise in space, astronauts come back feeling weak. It takes time for them to get back their Earth legs and learn how to live with gravity again.

Sources Used
1. Check the boxes to match each source with the idea or ideas that it supports. Some ideas may have more than one source selected.

<table>
<thead>
<tr>
<th>Astronauts feel weak when they come back from space.</th>
<th>Source #1: What is an Astronaut?</th>
<th>Source #2: Life in Space</th>
</tr>
</thead>
<tbody>
<tr>
<td>Since objects are also able to float in space, astronauts can easily lift things in space that are heavy on Earth.</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Astronauts have a special view of Earth from space.</td>
<td>☐</td>
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<th>Item #</th>
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<th>DOK</th>
<th>Evidence Statement</th>
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<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>W-8</td>
</tr>
</tbody>
</table>

Key: Source 2, 1, 1
The student will select evidence to support opinions based on evidence collected.

2. Which source most likely has the most useful information about the kinds of work that astronauts do while they are in space? Explain why this source most likely has the most useful information about the kinds of work that astronauts do while they are in space. Support your explanation with two details from the source.

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<td>3</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>W-8</td>
</tr>
</tbody>
</table>

The student will analyze digital and print sources in order to locate relevant information to support research.

3. Explain why it is hard to be an astronaut. Give two reasons, one from Source #1 and one from Source #2. For each reason, include the source title or number.

<table>
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<th>Evidence Statement</th>
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<tbody>
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<td>3</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>W-1b</td>
</tr>
</tbody>
</table>

The student will select evidence to support opinions based on evidence collected.

**Key Elements:**

Source #1 (What is an Astronaut?)
- A person who wants to be an astronaut has to study for years.
- There are many things an astronaut must learn to do before going into space for the first time.
• Astronauts train for hundreds of hours.
• Being in space is work for astronauts.
• Astronauts must be healthy and eat right.
• They have to exercise and be in good shape.
• Astronauts have many adventures, but they work hard, too.

Source #2 (Life in Space)
• They have many years of school and special training.
• A lot of strange things happen to the body when it feels weightless and floats for that long.
• Astronauts sometimes feel sick in space.
• Being in space also changes how blood flows in the body.
• Their faces get puffy and their necks get bigger.
• At the same time, less blood flows to their legs, making them skinny. They call this condition “bird legs.”
• The heart does not have to work as hard to pump blood in space. A muscle that does not work hard gets weaker and smaller.
• Astronauts’ other muscles and their bones can get weaker, too.
• Astronauts have to do exercises when they are in space.
• It takes time for them to get back their Earth legs and learn how to live with gravity again.

Rubric:

(2 points) Response is an evidence-based explanation that provides two pieces of evidence from different sources that support this claim and that explain how each example supports the claim. Student cites the source for each example.

(1 point) Response is an evidence-based explanation that provides two pieces of evidence from different sources that support this claim but doesn’t explain how each example supports the claim. Student cites the sources.

OR

Response is an evidence-based explanation that provides two pieces of evidence from a single source that supports this claim and that explains how that example supports the claim. Student cites the source.

OR

Response is an evidence-based explanation that provides only one piece of evidence from a single source that support this claim and that explains how that example supports the claim. Student cites the source.

OR

Response is an evidence-based explanation that provides two pieces of evidence from different sources that support this claim and that explain how each example supports the claim. Student does not cite sources.
(0 points) Response is an explanation that is incorrect, irrelevant, insufficient, or blank.

Exemplar:

(2 points) It is hard to be an astronaut because living in space is difficult on an astronaut’s body. Astronauts have to do many different things in order to keep themselves healthy. Source #1 says that astronauts must be healthy and eat right. This is important because if they do not stay healthy and eat right, they will not be able to correctly do their job. They can do this by exercising and by being in good shape. Source #2 says that being in space changes how blood flows in the body. Astronauts faces can get puffy and their necks can get bigger. This is hard on an astronaut because it changes their body. Astronauts must do special exercises so that their bodies do not become weak.

(1 point) It is hard to be an astronaut because living in space is difficult on an astronaut’s body. Astronauts have to do many different things in order to keep themselves healthy. Source #1 says that astronauts must be healthy and eat right. This is important because if they do not stay healthy and eat right, they will not be able to correctly do their job. They can do this by exercising and by being in good shape.

(0 points) It is hard to be an astronaut because they have to go to school for a long time, and being weightless messes up their bodies.

4. Student Directions Astronauts Informational Performance Task

Part 2

You will review your notes and sources, and plan, draft, revise, and edit your writing. You may use your notes and go back to the sources. Now read your assignment and the information about how your writing will be scored, then begin your work.

Your Assignment:

Your teacher is creating a bulletin board display in the school library to show what your class has learned about different types of jobs. You decide to write an informational article on astronauts. Your article will be read by other students, teachers, and parents.

Using more than one source, develop a main idea about being an astronaut. Choose the most important information from the sources to support your main idea. Then, write an informational article that is several paragraphs long. Clearly organize your article and support your main idea with details from the sources. Use your own words except when quoting directly from the sources. Be sure to give the source title or number when using details from the sources.

REMEMBER: A well-written informational article

- has a clear main idea. is well-organized and stays on the topic.
  - has an introduction and conclusion.
  - uses transitions.
  - uses details from the sources to support your main idea.
  - puts the information from the sources in your own words, except when using direct quotations from the sources.
  - gives the title or number of the source for the details or facts you included.
  - develops ideas clearly.
- uses clear language. follows rules of writing (spelling, punctuation, and grammar usage).
Now begin work on your informational article. Manage your time carefully so that you can
1. plan your informational article.
2. write your informational article.
3. revise and edit the final draft of your article.

For Part 2, you are being asked to write an informational article that is several paragraphs long. Write your response below. Remember to check your notes and your prewriting/planning as you write, and then revise and edit your informational article.

<table>
<thead>
<tr>
<th>Item #</th>
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<th>DOK</th>
<th>Item Standard</th>
<th>Evidence Statement</th>
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<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>W-2b</td>
<td>The student will write full informational texts on a topic, attending to purpose and audience; organize ideas by stating a focus (main idea); include structures and appropriate transitional strategies for coherence; include supporting details (from sources when appropriate to the assignment) and an appropriate conclusion.</td>
</tr>
<tr>
<td>Score</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NS</td>
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<tr>
<td><strong>Organization/Purpose</strong></td>
<td>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is sustained between and within paragraphs. The response is consistently and purposefully focused:</td>
<td>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</td>
<td>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:</td>
<td>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</td>
<td>Insufficient (includes copied text)</td>
<td></td>
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<tr>
<td></td>
<td>• controlling/main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience</td>
<td>• controlling/main idea of a topic is clear, and the focus is mostly maintained for the purpose and audience</td>
<td>• controlling/main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience</td>
<td>• controlling/main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience</td>
<td>In a language other than English</td>
<td></td>
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<tr>
<td></td>
<td>• consistent use of a variety of transitional strategies to clarify the relationships between and among ideas</td>
<td>• adequate use of transitional strategies with some variety to clarify the relationships between and among ideas</td>
<td>• inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak</td>
<td>• few or no transitional strategies are evident</td>
<td>Off-topic</td>
<td></td>
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<tr>
<td></td>
<td>• effective introduction and conclusion</td>
<td>• adequate introduction and conclusion</td>
<td>• uneven progression of ideas from beginning to end; adequate connections between and among ideas</td>
<td>• introduction and/or conclusion may be missing</td>
<td>Off-purpose</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety</td>
<td>• adequate progression of ideas from beginning to end; adequate connections between and among ideas</td>
<td>• frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression</td>
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</table>
Grade 4 ELA Practice Test
Read the passage. Then answer the questions. Coyote Tries to Steal the Honey (Questions #1-7)

At the beginning of the long days of summer, Coyote had seen Bear slowly walk up to a lonely tree that sat in an open field. The branches of this tree remained bare throughout the warm months. When the sun was high it cast shadows in the shapes of strange insects upon the grass. It was here the bees kept their treasure. They kept it buried in the base of this old hollow tree.

Coyote wore a smile as wide as the sky, for he knew what he had to do to have a taste of the bees’ sweet honey. He knew that Bear was able to simply take the honey from the base of the tree. The bees made angry noises, but that did not seem to bother Bear one bit. They swarmed around his big dark body as he sat and ate. When he was finished he shook them off, got up, and walked away. Coyote thought about this all summer. If he could just make a suit that looked like Bear’s, he would be able to dip his paw into the base of the tree and out would come sweet golden honey.

It took Coyote all morning to make the suit. He gathered large pieces of bark from the trees to make the arms and legs. He found thin vines to tie the different pieces of the suit together. Then he shredded smaller pieces of bark against a rock and mixed these with dried pine needles so it looked like fur.

Right before he went to visit the bees’ lonely tree he covered the solid parts of the suit in mud and added the fur. He put it on and walked into the open field. The parts hung loosely on his body. The sun was high in the sky. The shadows danced. Coyote could not see what he looked like, but he imagined his shadow matched that of Bear on the day he took the honey.

As he neared the hollow tree he heard a growing hum. He made a similar noise and he saw one or two bees land on his bear suit. As he drew closer there was more and more buzzing around him. Coyote could tell that the bees were not happy. He did not care one bit. He wanted a taste of the honey so badly.

It wasn’t until he attempted to put his paw down into the tree’s belly that he felt the first sting. It felt like when he had gotten stuck by the thorn bush while he tried to bury his nose in the sweet-smelling flowers. As his paw sank deeper into the tree and the buzz grew louder, Coyote began to feel more and more sharp pains. He yelped and drew his paw away, but the buzzing and pain just grew.

All thoughts of honey faded, and he fled. He was nothing more than a howling spot of darkness moving quickly across the field. A trail of angry bees followed him. The bear suit fell away as he ran. He made his way to the river and dove in. The bees had long stopped chasing him. The cool water soothed his stings, but Coyote knew for then and forever that honey was not for him.
1. **Coyote Tries to Steal the Honey**

Circle the sentence that best supports the inference that Coyote uses his imagination.

Coyote wore a smile as wide as the sky, for he knew what he had to do to have a taste of the bees’ sweet honey. He knew that Bear was able to simply take the honey from the base of the tree. The bees made angry noises, but that did not seem to bother Bear one bit. They swarmed around his big dark body as he sat and ate. When he was finished he shook them off, got up, and walked away. Coyote thought about this all summer. If he could just make a suit that looked like Bear’s, he would be able to dip his paw into the base of the tree and out would come sweet golden honey.

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<th>Item: Standards</th>
<th>Evidence Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>RL-1</td>
<td>Key: If he could make a suit... The student will identify text evidence to support a GIVEN inference based on the text.</td>
</tr>
</tbody>
</table>

2. **Coyote Tries to Steal the Honey**

Which sentence best describes the lesson that Coyote learns in this passage?

a. Coyote learns that he does not like the taste of honey after all.

b. Coyote learns about the skills bears use to get food in the wild.

c. Coyote learns how to make a bear suit out of materials in the forest.

d. Coyote learns that he should not try to take things that belong to others.

<table>
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<th>Evidence Statement</th>
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<tbody>
<tr>
<td>2</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>RL-2</td>
<td>Key: D The student will determine or summarize a theme of a text.</td>
</tr>
</tbody>
</table>

3. **Coyote Tries to Steal the Honey**

Read the sentences from the passage.

As he neared the hollow tree he heard a growing hum. He made a similar noise and he saw one or two bees land on his bear suit.

What does the use of the word **similar** suggest? Pick two choices.

a. Coyote was surprised and made an unusual sound.

b. The sound Coyote made was meant to calm the bees.

c. Coyote made a sound like a bear growling to tease the bees.

d. The sound Coyote made blended in with the sound of the bees.

e. The sound Coyote made was very loud to scare away the bees.
4. **Coyote Tries to Steal the Honey**

What conclusion can be drawn about the author’s point of view? Support your answer with details from the passage.

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<td>3</td>
<td>2</td>
<td>RL-4, L-4.d</td>
<td>Key: B, D The student will determine the meaning of a word based on its context in a literary text.</td>
</tr>
</tbody>
</table>

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<tr>
<th>Item #</th>
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<th>Claim</th>
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<th>Item: Standards</th>
<th>Evidence Statement</th>
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<tr>
<td>4</td>
<td>4</td>
<td>1</td>
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<td>RL-6</td>
<td>The student will form a conclusion about a literary text and identify details within the text that support that conclusion.</td>
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<th>Score</th>
<th>Rationale</th>
<th>Exemplar</th>
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| 2     | A response:  
• Gives sufficient evidence of the ability to make a clear inference/conclusion  
• Includes specific examples/details that make clear reference to the text  
• Adequately explains inference/conclusion with clearly relevant information based on the text  
Responses may include (but are not limited to):  
• (conclusion) Things may be harder than they seem.  
• (support) Bear can get honey from the tree easily.  
• (support) Coyote has problems getting the honey and is stung by bees.  
The author believes that not everything is as easy as it seems. In the story, Coyote watches Bear easily get honey from the base of tree. It looks easy enough to Coyote so he decides that if he looked like Bear he could get honey. He makes himself a bear suit and dips his paw into the hive. The bees begin to sting him and he runs away with the bees chasing him. When he jumps into the river to soothe the stings, Coyote decides he will never try to get honey again. What is easy for Bear to do is not easy for Coyote. |
5. **Coyote Tries to Steal the Honey**

This question has two parts. First, answer part A. Then, answer part B.

**Part A**

Select the statement that best explains how the characters' actions show their relationship in the passage.

a. The frightened bear stayed away from the coyote.

b. The bear and coyote worked together to get honey.

c. The coyote learned how to get honey by watching the bear.

d. The bear learned how to get honey by watching the coyote.

**Part B**

Circle all of the sentences from the passage that best support your answer in part A.

Coyote wore a smile as wide as the sky, for he knew what he had to do to have a taste of the bees' sweet honey. He knew that Bear was able to simply take the honey from the base of the tree. The bees made angry noises, but that did not seem to bother Bear one bit. They swarmed around his big dark body as he sat and ate. When he was finished he shook them off, got up, and walked away. Coyote thought about this all summer. If he could just make a suit that looked like Bear's, he would be able to dip his paw into the base of the tree and out would come sweet golden honey.
6. **Coyote Tries to Steal the Honey**

Read the paragraph from the passage.

At the beginning of the long days of summer, Coyote had seen Bear slowly walk up to a lonely tree that sat in an open field. The branches of this tree remained bare throughout the warm months. When the sun was high it cast shadows in the shapes of strange insects upon the grass. It was here the bees kept their treasure. They kept it buried in the base of this old hollow tree.

Why did the author choose to begin the passage with this paragraph? Pick three choices.

- to let the reader know that there is a river near the tree
- to let the reader know the season when the story takes place
- to let the reader know how the sun creates shadows in the summer
- to let the reader know that the bees stored their honey in the hollow tree
- to let the reader know that bees only make honey in the summer months
- to let the reader know that Coyote watched Bear go to the lonely tree all summer long

7. **Coyote Tries to Steal the Honey**

Read the sentence from the passage.

It wasn't until he attempted to put his paw down into **the tree's belly** that he felt the first sting.

What effect does the author create by using the phrase **the tree's belly**?

- The author creates a playful effect by saying that the tree is hollow.
- The author creates a humorous effect by comparing the tree to an animal or human.
- The author creates a serious effect by saying Coyote put his paw down into the tree.
- The author creates a surprising effect because the animal may be swallowed by the tree.
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<th>Item #</th>
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<tr>
<td>7</td>
<td>4</td>
<td>1</td>
<td>7</td>
<td>3</td>
<td>RL-4, L-5</td>
<td>Key: B The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning or tone.</td>
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</table>
The author creates a surprising effect because the animal may be swallowed by the tree.

**Man's First Flight** (Questions # 8-15)

by Kiera Downie

Orville and Wilbur Wright became famous when they flew their airplane, the *Wright Flyer*, into the pages of history. But humans had been flying for many years before that famous event. Hot air balloons were the first way humans flew. The idea for these balloons came from China over a thousand years ago. The Chinese made a lantern to use as a signal. It was a balloon made of paper, using a candle to both light it and carry it upward. It wasn't long before people began to think that if they could make a small balloon fly, they could make a big balloon fly, too—one big enough to hold a person.

Today, the hot air balloon design is the same as the balloons in China although the materials are a little different. We now make the balloons from nylon, a strong and flexible material. They are attached to large baskets that are made of wicker and big enough to carry people. Wicker is woven wood that is strong and lightweight. The strength helps the basket hold the passengers. The light weight makes it easy for the balloon to carry the basket.

The hot air balloon flies by a simple design. The balloon is filled with hot air. Hot air weighs less than cold air. So when the hot air is trapped inside of the balloon, the balloon's response is to rise up in the cooler air surrounding it.

In order to make sure the balloon continues to float, the air is heated by burners. The burners are filled with propane which is the same fuel used in outdoor gas grills. Just like a grill, the propane is lit and burns right beneath the opening at the bottom of the balloon. That flame heats the air inside the balloon and makes it rise into the air. The balloon's pilot must turn the burner on and off to heat the air. In this way, the pilot makes the balloon move up and down. But how does a hot air balloon move from side to side?

Hot air balloons travel on natural air currents. An air current is a flow of air over the earth. We feel air currents as wind on our faces. All around the world, air flows in different directions. These currents flow in layers above the earth. Sometimes one current will flow east, but the current above it will flow west. A hot air balloon pilot uses the burner to lift the balloon into different currents. The balloon moves east, west, north, or south depending on the current it's in.

Of course, a hot air balloon also has to land. To land, the pilot has to slowly cool the air inside. The pilot opens a flap at the top of the balloon. The flap lets in cool air and releases hot air from the balloon. As the air slowly cools, the balloon drops from the sky. It is important the pilot lets the cool air in slowly, or the balloon will fall too quickly. The balloon drifts downward and eventually comes to a stop on the ground.

Once the balloon lands, the pilot releases all of the remaining air. This is called deflation. When the balloon is deflated, it lays flat as a pancake on the ground, and the passengers can leave the basket.

Hot air balloons are difficult to pilot. They only move as fast as the air currents will carry them. Because of this, we don't fly balloons to work or school. However, hot air balloons are a wonderful way to see the earth from up in the clouds. It's strange to think that a simple idea for a lantern led to the modern use of hot air balloons. It's even more strange when you learn that the way balloons fly isn't much different from the way those lanterns flew.
8. **Man’s First Flight**

Which sentence from the passage supports the conclusion that the Chinese discovered that hot air is lighter than cold air?

- a. “Hot air balloons were the first way humans flew.”
- b. “The idea for these balloons came from China over a thousand years ago.”
- c. “The Chinese made a lantern to use as a signal.”
- d. “It was a balloon made of paper, using a candle to both light it and carry it upward.”

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<td>8</td>
<td>2</td>
<td>RI-1</td>
<td>Key: D</td>
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The student will identify text evidence to support a given conclusion based on the text.

9. **Man’s First Flight**

This question has two parts. First, answer part A. Then, answer part B.

**Part A**

Which sentence **best** describes the author’s main idea in paragraph 1?

- a. The hot air balloon was invented before the airplane.
- b. Human flight was the idea of Orville and Wilbur Wright.
- c. Human flight, which is important to history, is over a thousand years old.
- d. The hot air balloon, the first way humans flew, was based on ancient Chinese lanterns.

**Part B**

Which detail from the passage **best** supports your answer in part A?

- a. “…they flew their airplane, the *Wright Flyer*, into the pages of history.”
- b. “…humans had been flying for many years before that famous event.”
- c. “Hot air balloons are the first way humans flew.”
- d. “The idea for these balloons came from China, over a thousand years ago.”

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<td>Part B: 4</td>
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<td>The student will summarize the central idea in a text.</td>
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10. **Man's First Flight**

This question has two parts. First, answer part A. Then, answer part B.

**Part A**

Which conclusion about the author's purpose is supported by the passage?

a. to explain how a hot air balloon works  
b. to describe the history of human flight  
c. to explain how humans changed the way people flew  
d. to describe how the modern hot air balloon was created

**Part B**

Which sentence from the passage best supports your answer in part A?

a. “Orville and Wilbur Wright became famous when they flew their airplane, the *Wright Flyer*, into the pages of history.”  
b. “Today, the hot air balloon design is the same as the balloons in China although the materials are a little different.”  
c. “The hot air balloon flies by a simple design.”  
d. “However, hot air balloons are a wonderful way to see the earth from up in the clouds.”

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<th>Item: Standards</th>
<th>Evidence Statement</th>
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</table>
| 10     | 4     | 1     | 11     | 3   | RI-3            | Part A: A  
Part B: C  
The student will form a conclusion about an informational text and identify details within the text that supports that conclusion. |

11. **Man's First Flight**

What conclusion can be drawn about the types of building materials used when making a hot air balloon? Support your answer with details from the passage.

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<th>Evidence Statement</th>
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<td>11</td>
<td>4</td>
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<td>11</td>
<td>3</td>
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<td>The student will form a conclusion about an informational text and identify details within the text that support that conclusion.</td>
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| 2     | A response:  
• Gives sufficient evidence of the ability to make a clear inference/conclusion  
• Includes specific examples/details that make clear reference to the text  
• Adequately explains inference/conclusion with clearly relevant information based on the text  
**Responses may include (but are not limited to):**  
• (conclusion) Building materials are carefully selected and must meet certain criteria  
• (support) strong materials needed to build the basket and balloon  
• (support) flexible materials that can expand and contract and move with the wind  
• (support) lightweight materials that can lift off easily | The building materials for a hot air balloon are selected for certain reasons. They must be strong and lightweight. The basket, made out of wicker (woven wood) will carry people, so it must be strong, but it should be lightweight, which is why nylon (a strong and flexible material) is used to make the balloon. Propane burners are used to heat the air inside the balloon. These materials help the balloon to fly. |
| 1     | A response:  
• Gives limited evidence of the ability to make an inference/conclusion  
• Includes vague/limited examples/details that make reference to the text  
• Explains inference/conclusion with vague/limited information based on the text  
**Responses may include those listed in the 2-point response.** | The building materials for a hot air balloon must be strong enough to hold the people. |
| 0     | A response:  
• Gives no evidence of the ability to make an inference/conclusion  
OR  
• Gives an inference/conclusion but includes no examples or examples/details that make reference to the text  
OR  
• Gives an inference/conclusion but includes no explanation or no relevant information from the text | The baskets should not be lightweight or the people will fall through. |
12. **Man's First Flight**

Read the paragraphs from the passage.

In order to make sure the balloon continues to float, the air is heated by burners. The burners are filled with propane which is the same fuel used in outdoor gas grills. Just like a grill, the propane is lit and burns right beneath the opening at the bottom of the balloon. That flame heats the air inside the balloon and makes it rise into the air. The balloon's pilot must turn the burner on and off to heat the air. In this way, the pilot makes the balloon move up and down. But how does a hot air balloon move from side to side?

Hot air balloons travel on natural air currents. An air current is a flow of air over the earth. We feel air currents as wind on our faces. All around the world, air flows in different directions. These currents flow in layers above the earth. Sometimes one current will flow east, but the current above it will flow west. A hot air balloon pilot uses the burner to lift the balloon into different currents. The balloon moves east, west, north, or south depending on the current it's in.

How does the author's use of these paragraphs add to the reader's understanding of air movement? Make two choices.

- a. The paragraphs help the reader understand that moving air feels hot.
- b. The paragraphs help the reader understand how to move hot and cold air.
- c. The paragraphs help the reader understand the use of propane gas to move air.
- d. The paragraphs help the reader understand that hot air balloons travel on currents.
- e. The paragraphs help the reader understand how hard it is for the pilot to fly a balloon.
- f. The paragraphs help the reader understand the role the pilot plays in moving the balloon.

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<td>1</td>
<td>12</td>
<td>4</td>
<td>RI-3</td>
<td>Key: D, F</td>
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</table>

The student will analyze the interaction between elements within a text.

13. **Man's First Flight**

How is the second paragraph different from the ones that come after it in the passage?

- a. It describes the history of hot air balloons, while the other paragraphs describe how modern hot air balloons are made.
- b. It helps a reader understand why a hot air balloon can fly, while the other paragraphs help a reader understand how to fly one.
- c. It describes how hot air balloons carry passengers, while the other paragraphs describe how passengers get out of hot air balloons.
- d. It helps a reader understand the materials needed for building a hot air balloon, while the other paragraphs help a reader understand how to fly one.
14. **Man's First Flight**

Read the sentence from the passage.

When the balloon is deflated, it lays *flat as a pancake* on the ground, and the passengers can leave the basket.

Why does the author use the phrase “flat as a pancake”?

a. to help the reader understand how a balloon becomes flat
b. to help the reader understand what a flat pancake looks like
c. to help the reader understand what a deflated balloon looks like
d. to help the reader understand how a balloon lands on the ground

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15. **Man's First Flight**

Read the sentence from the passage.

The hot air balloon flies by a *simple design*. The balloon is filled with hot air. Hot air weighs less than cold air. So when the hot air is trapped inside of the balloon, the balloon's response is to rise up in the cooler air surrounding it.

How does the phrase “simple design” help the reader understand the author's thoughts about the design of a hot air balloon?

a. It shows that the author believes it is easy to fly a hot air balloon.
b. It shows that the author thinks that hot air balloons are easy to build.
c. It shows that the author believes the way a hot air balloon works is easy to understand.
d. It shows that the author thinks that it is easy to draw hot air balloons before they are built.
16. Liz is writing a story for her class about winning the county spelling bee. Liz wants to revise the story to include a better opening. Read the draft from her story and complete the task that follows.

For the last two years I have been the runner-up in the county-wide spelling bee. Both years I lost to Aaron Long, but I knew that this was my year. I was ready. I had won my school’s spelling bee, I had studied long lists of words, and my parents had been calling words out to me for weeks. It was a beautiful spring day, and I felt confident. This was going to be my lucky day. There was no doubt that I was going to win this contest.

Choose the best beginning sentences to introduce the story.

    a. Spelling bees are great contests. When I was in the fourth grade, I loved getting ready for them.
    b. Winning the county-wide spelling bee was important to me. Spelling was my best subject in school.
    c. Training for a spelling bee is a lot like training for a track meet. You have to work hard to be the best, and the training is hard.
    d. My mouth was dry as I walked into the high school auditorium. It was the day of the county-wide spelling bee, and I wanted to win.

17. A student is writing a report for her teacher about a recent class trip to a local museum. Read the draft of the report and complete the task that follows.

Our day at the children’s museum started on the first floor, which was about life on Earth. At an exhibit on Earth’s history, we dug for fossils in the Dinosaur Dig. Next was a nature display where we listened to bird songs and shook hands with a monkey.

The second floor was all about space. We got to visit a planetarium, a kind of theater that shows the night sky on a high, curved ceiling. We also learned how a telescope works. We viewed a group of
stars called the Milky Way. Looking at the stars helped us understand why someone would want to become an astronaut.

Write an introduction that clearly states the main idea of the report and sets up the information to come in the body of the report.

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<td>17</td>
<td>4</td>
<td>2</td>
<td>3a</td>
<td>3</td>
<td>W-2.a</td>
<td>(Organization) The student will use information provided in a stimulus to write organized informational/ explanatory text by a. Stating a focus (main idea)</td>
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<td>2</td>
<td>The response:</td>
<td>Our class took a trip to one of the most interesting places in our city—the children's museum. At this unusual museum kids can learn and have fun at the same time. We got to see subjects as different as dinosaurs and stars.</td>
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<td>• introduces an adequate statement of the main</td>
<td><strong>Annotation:</strong> The response has a controlling idea—children's museum is “interesting” (a very 4th grade kind of “controlling idea”) that does reflect the entirety of the stimulus and does add enough context for the reader to understand the stimulus (class trip). The reasons to illustrate “interesting” (“both fun and” educational, “different as dinosaurs and stars,”) lead smoothly into the body paragraph. Note: Other “2” responses may not cover all the “2” criteria as thoroughly or smoothly but will nonetheless cover most of them adequately.</td>
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<td>idea/controlling idea that reflects the stimulus as a whole</td>
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<td>• provides adequate information to put the main idea/controlling idea into context</td>
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<td>• does more than list points/reasons to support main idea/controlling idea—not formulaic</td>
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<td>• connects smoothly to the body paragraph</td>
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<td>1</td>
<td>The response:</td>
<td>Our class went to the children’s museum. We learned about fossils, stars, and monkeys. It was a great day.</td>
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<td>• provides a partial or limited introduction of the main idea/controlling idea that partially reflects or just restates the stimulus</td>
<td><strong>Annotation:</strong> The response generally introduces a main idea of going “to the children’s museum” although the reader has no sense of why (field trip?) or where (local?). The details are partial and listed with a limited attempt to connect to the body (it was a great day). Note: Other “1” level papers could have different strengths/weaknesses but all will have the sense of being limited.</td>
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<td>• may provide general and/or extraneous information to put the main idea/controlling idea into context</td>
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<td>• may list supporting points/reasons—formulaic</td>
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<td>• provides a limited and/or awkward connection to the body paragraph</td>
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<tr>
<td>0</td>
<td>The response:</td>
<td>We went on a really fun trip and saw cool stuff.</td>
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<td></td>
<td>• provides no introduction or an inadequate or inappropriate main idea/controlling idea based on the stimulus</td>
<td><strong>Annotation:</strong> While other “0” responses may list irrelevant information (“my family loves to go to the art museum” and/or have an unclear main idea (“field trips are fun”), this response provides an inadequate (minimal) introduction because the language is so vague. There is no context (where did they go) and there are no details (“cool stuff”) from the stimulus.</td>
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<td>• provides irrelevant or no information to put the main idea/controlling idea into context;</td>
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<td>• provides no connection to the body paragraph</td>
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18. A student has written the draft of an opinion letter to his principal about the school’s short recess periods. The student wants to revise the draft to add more support for his opinion. Read the draft of the letter and complete the task that follows.

Dear Principal Phillips,

I am writing to ask you to make our recess period longer. Twenty-five minutes is just not long enough for students to play. By the time we get outside, we have already lost about ten minutes of our time. What time is left does not allow us to play any active games, and we have to hurry back to class. Also, recess is the only time during the day that we can spend with our friends. Having a longer recess would make us better and happier students.

Sincerely,

Blake Hudson

Choose two sentences that would add the best support to the underlined opinion about recess.

a. Most students like to play games such as softball and volleyball.
b. If we had a longer recess, we would get more exercise and be healthier.
c. If we had a longer recess, some students could spend some of it studying.
d. In my brother’s high school, the physical education periods are one hour long.
e. Another problem is that the sports fields are not large enough for baseball and softball.
f. Students who have more time to be active will be able to think better when they are back in class.

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<th>Item: Standards</th>
<th>Evidence Statement</th>
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<td>6b</td>
<td>2</td>
<td>W-1.b</td>
<td>Key: B, F (Elaboration) The student will revise complex opinion text by identifying best use of elaboration techniques such as a. Developing the opinion with supporting evidence/reasons and elaboration</td>
</tr>
</tbody>
</table>

19. A student is writing a book report for his class about a book with a character who found a pony. Read the draft of a paragraph from the book report and complete the task that follows.

Alex lived out West and loved to take walks in the mountains and explore the canyons. One summer morning he took a walk down a pathway in a canyon behind the barn. He saw and heard a pony that seemed to need help. When Alex got closer to the pony, he saw that its hoof was caught under a rock. Alex went slowly down the path and spoke quietly to the pony. Alex was able to free the pony and take it home. Since his father could not find its owner, Alex was allowed to keep the pony.

The writer wants to replace the underlined words to make his meaning clearer. Which word would be a better choice?
20. A student is writing a story for class. She needs to correct the punctuation and grammar usage mistakes in her story. Read the paragraph from the draft of her story and complete the task that follows.

We was eating supper last night when we heard a huge crash from outside. What had happened? For about ten seconds, we all sat there wondering, and looking at each other. My dad stood up, and we followed him into the yard to see what had caused the loud noise. A giant branch had fallen off the oak tree next to the house. If it had dropped just three feet to the left, it would have crashed right through the roof!

Circle the two sentences that contain mistakes in punctuation or grammar usage.

21. Choose the sentence that is punctuated correctly.
   a. I gave the teacher my name and was told, “that I was not in the right class.”
   b. “I gave the teacher my name,” and was told that I was not in the right class.
   c. “I gave the teacher my name and was told, I do not believe you are in the right class.”
   d. I gave the teacher my name and was told, “I do not believe you are in the right class.”
22. A student made a plan for a research report. Read the plan and the directions that follow.

Research Report Plan

Topic: early American schools

Audience: students in social studies class

Purpose: to inform

Research Question: What were children taught in early American schools?

The student found a source for the research report. Read the source. Underline one sentence that has information that answers the research question.

In the early days of America, children had many jobs. Boys were expected to help their fathers with the farm work. Likewise, girls were expected to help their mothers with the housework. There wasn’t much time for school. Most children who had some time for learning went to a dame school. The name of the school came from the teachers who were called dames. These teachers showed children how to recognize the letters of the alphabet, how to spell, and how to do simple math. If a family could pay for it, some boys had additional schooling from a schoolmaster.

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<td>2</td>
<td>2</td>
<td>W-8, W-9</td>
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Key: These teachers showed children how to recognize the letters of the alphabet, how to spell, and how to do simple math. The student will locate information from a text source to support a central idea or subtopic related to research.

23. A student is writing a report about the California Gold Rush. She found a timeline. Read the timeline and the directions that follow.

Timeline of People Moving West

1804. The explorers Lewis and Clark journey down the Missouri River.

1848. Gold is discovered in California.

1860. Mail is carried between Missouri and California by the Pony Express.

1843. About 1000 people move to Oregon. This is the largest number to move west, so far.

1849–1850. More than 90,000 people move to California.
The student found a second source. Read the second source below. Then underline all of the sentences from the second source that support the information in the timeline.

In 1803, the United States bought a large piece of land from France. This was called the Louisiana Purchase. This made the United States much larger by adding land west of the Mississippi River. Later, gold was found at Sutter’s Mill in California. After that, more people began to journey west. People came from all over the world to California. Most of these people wanted to find gold.

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<td>23</td>
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<td>2</td>
<td>2</td>
<td>W-8, RI-7</td>
<td>Key: Later, gold was...; After that, more... The student will interpret information from a visual source to support a given purpose related to research tasks.</td>
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24. A student is writing a research report about hovercraft. She found a source. Read **Source 1** and the directions that follow.

**Source 1: Hovercraft by Jane Thomas**

In 1955, a British man put some cans and tubes together and made the first tiny hovercraft. Hovercraft look like a ship and can float over water, land, or even swamps. They work really well in places where the land is rocky, swampy, or icy because they can float as little as six inches or as much as seven feet into the air. Hovercraft float because they have big fans that are on the bottom of the craft. The big fans lift them off the ground. This makes hovercraft very useful in places that do not have many roads. In fact, hovercraft are the best way to travel when there are no roads to follow. They are even used to save people when they need help, like during a flood.

The student took notes about hovercraft. Select two notes that support the author's opinion in **Source 1**.

a. Hovercraft are used in many countries in the world.
b. Hovercraft are now being used to give tours in many cities.
c. People who love hovercraft can join clubs and take part in races.
d. Some hovercraft are so small that only one person can ride in them.
e. Hovercraft can help rescue teams get safely to areas where cars cannot travel.
f. By floating above rocks and waves, hovercraft offer a smooth ride for passengers.

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<td>W-9</td>
<td>Key: E, F The student will select evidence to support conjectures or opinions based on evidence collected and analyzed.</td>
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</table>
Grandma Ruth (Questions #25-28)

Last night I learned that my grandma was named after Babe Ruth, the greatest baseball player of all time. I learned this six hours too late.

Yesterday I wanted to work on throwing a baseball. I needed a baseball, since my brother wouldn’t let me borrow his. Unfortunately, I knew right where one was.

I tiptoed into my grandma’s bedroom. Sunlight from the late morning sun filtered in through the leaves of the dogwood tree outside the open window. I moved slowly through my favorite room in the house, which belonged to my favorite person in the world, my grandma.

I reached into the back of her closet and pulled out a shoebox full of old baseballs wrapped in tissue paper. I shoved my hand in and grabbed the first one I touched. I threw off the paper and ran out into the yard with our dog, Bowie, who would always play a game of catch with me.

We had a spectacular game of catch. By the end of our session I was throwing straight as an arrow and Bowie was bringing it back as fast as he could. It was perfect.

I went back into my grandma’s room and wrapped the ball back up in paper, just like I’d found it. Except now it looked dirty and used, like a good baseball should.

At dinner, though, I heard the story.

“Have I ever told you that I’m named after the greatest baseball player who ever lived?” Grandma asked suddenly.

James and I shook our heads. We leaned forward to listen. It isn’t often we hear new stories from her.

My grandmother stood up and walked into her bedroom. She came back with the shoebox in her hands. She sat down and started her story.

“So, your great-grandfather was the dentist for the Detroit Tigers back in the 1920s. His favorite player was Ty Cobb, the best player the Tigers have ever had. When Ty found out that your great-grandparents were going to have a baby, he brought your great-grandfather a big package full of baseballs signed by the best-known players of the time. He said, ‘Doc, you can have these under one condition: name your daughter Tyrina. After me.’ And my father, too excited to say no, agreed.

“When my mother heard about this she told my father to go to Ty Cobb and give him back the baseballs, because she had her own ideas for names. Ty just laughed when he heard this. He said to my father, ‘Doc, I’ll tell you what: keep the baseballs but name her after my good friend Babe Ruth.

“My father smiled and said, ‘I’ll see what I can do. Keep these for me until then.’

“It turned out my mother loved the name Ruth. That’s how I got my name and how my father got these: he let Ty Cobb name me after Babe Ruth.”

I tried to swallow but couldn’t. I hoped that she wasn’t going to say what I thought she was going to say. Then she said it.
“In this shoebox are the ten baseballs Ty Cobb gave my father. They are signed by some of the most famous ballplayers in history, including one that has one single signature on it: Babe Ruth’s.”

My grandma pulled the ball out, unwrapped it, and held it out for us to see. The ball was **scarred** almost beyond recognition. It had dog bite marks, dirt scuffs, and fraying seams. Right in the middle was a big signature in black ink that I had somehow overlooked. It was smudged now and faded, but it still clearly said “Babe Ruth.” I began to shake inside.

But my grandma just looked at the ball and smiled sweetly. She said softly, “Even though it doesn’t look like much, this ball has brought our family a lot of joy in its time. I remember when I was your age, Naomi, I almost rubbed the signature right off from tossing it up and down all the time. You see, I’ve always felt that a baseball should be used for a lot more than looking. My dad, your great-grandfather, used to say the same thing.”

She lowered her hand and gently tossed the ball toward Bowie, sleeping by the door. It rolled in a perfectly straight line and came to rest softly between the dog’s paws. A perfect throw.
25. **Grandma Ruth**

What does Naomi learn about Grandma Ruth? Use details from the text to support your answer. Write your answer in the space provided.

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<td>2</td>
<td>RL-2</td>
<td>This item asks students to consider a specific subsection of the text and the general topic of the section.</td>
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### Score Points

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<th>The response:</th>
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| 2    | - gives sufficient evidence of the ability to summarize a key idea in the text  
- includes specific summary information that makes clear reference to the text  
- adequately supports the summary with clearly relevant details from the text  |
| 1    | - gives limited evidence of the ability to summarize a key idea in the text  
- includes some summary information that makes reference to the text  
- supports the summary with limited details from the text  |
| 0    | - provides no evidence of the ability to summarize a key idea in the text  
- includes no relevant information from the text  |

26. **Grandma Ruth**

Read the sentences from the passage. Then answer the question.

“My grandma pulled the ball out, unwrapped it, and held it out for us to see. The ball was **scarred** almost beyond recognition. It had dog bite marks, dirt scuffs, and fraying seams. Right in the middle was a big signature in black ink that I had somehow overlooked. It was smudged now and faded, but it still clearly said ‘Babe Ruth.’ I began to shake inside.”

Circle two phrases from the paragraph that help you understand the meaning of **scarred**.
27. **Grandma Ruth**

Read this part of the text again.

“It turns out my mother loved the name Ruth. That’s how I got my name and how my father got these: he let Ty Cobb name me after Babe Ruth.”

I tried to swallow but couldn’t. I hoped that she wasn’t going to say what I thought she was going to say.

Then she said it.

“In this shoebox are the ten baseballs Ty Cobb gave my father. They are signed by some of the most famous ballplayers in history, including one that has one single signature on it: Babe Ruth’s.”

My grandma pulled the ball out, unwrapped it, and held it out for us to see. The ball was scarred almost beyond recognition. It had dog bite marks, dirt scuffs, and fraying seams. Right in the middle was a big signature in black ink that I had somehow overlooked. It was smudged now and faded, but it still clearly said “Babe Ruth.” I began to shake inside.

But my grandma just looked at the ball and smiled sweetly. She said softly, “Even though it doesn’t look like much, this ball has brought our family a lot of joy in its time. I remember when I was your age, Naomi, I almost rubbed the signature right off from tossing it up and down all the time. You see, I’ve always felt that a baseball should be used for a lot more than looking. My dad, your great-grandfather, used to say the same thing.”

Underline three sentences that show that Naomi is worried she has done something wrong.

28. The following is the beginning of a story that a student is writing for a class assignment. The story needs more details and an ending. Read the beginning of the story and then complete the task that follows.
Oliver’s Big Splash

Oliver was a dog that lived in a small town near a lake. He loved to play outside. Oliver liked to play fetch, but his favorite thing to do was to chase leaves. He loved chasing leaves so much that his favorite time of year was fall when the leaves fell off the trees.

One beautiful fall day, Oliver and his owner, Jeff, went for a walk around the lake. They were enjoying the sunshine and the lake when suddenly a dragonfly flew past. For a moment, Oliver forgot where he and Jeff were and what they were doing. All of a sudden there was a big splash.

Write an ending for the story by adding details to tell what happens next.

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<tr>
<td>28</td>
<td>4</td>
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<td>1</td>
<td>2</td>
<td>W-3a, W-3b, W-3c, W-3d, and/or W-3e</td>
<td>This item assesses students’ ability to add revisions to a text that are coherent and logical.</td>
</tr>
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</table>

Score Points

4  The Response:
- Clear and effective organizational structure, creating a sense of unity and completeness
- Introduction describes the reading and the conclusion goes beyond summary
- There is consistent usage of transitional strategies, providing connections among common ideas

3  The Response:
- Adequately sustained and generally focused
- There is evident organizational structure: the response moves from generalizations about the topic, followed by specific examples
- There is an adequate introduction that establishes an awareness of audience
- Although the conclusion is weak, it is present
- Varied transitional strategies adequately clarify relationships, reflecting an adequate progression of ideas and contributing to a sense of completeness
- This response moves into the 3 scoring category for purpose and organization

2  The Response:
- Adequately sustained and generally focused
- There is evident organizational structure: the response moves from generalizations about topic, followed by specific examples
- Although the ideas seem randomly added there is enough of a progression of task-appropriate ideas to move the response into a 2 scoring category for purpose and organization

1  The Response:
- Related to the topic, but little purpose-specific focus.
- There is little to no discernible organizational structure, and connections between ideas are unclear
- Merits a 1 for purpose and organization
- Lacks an introduction or conclusion, and there are few transitional strategies
G4 ELA Performance Task
Student Directions
Animals and Their Surroundings Informational Performance Task

Task:
Your school's science fair is taking place soon. Your class has decided to focus on doing science projects about animals. You become interested in learning more about where animals live. You have found three sources about this topic in the school library.

After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and complete your research. You may also use scratch paper to take notes.
In Part 2, you will write an informational article using information you have read.

Directions for Beginning:
You will now review several sources. You can review any of the sources as often as you like.

Research Questions:
After reviewing the research sources, use the rest of the time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the information you have read, which should help you write your informational article.

You may refer back to your scratch paper to review your notes when you think it would be helpful. Answer the questions in the spaces below the items.

Your written notes on scratch paper will be available to you in Part 1 and Part 2 of the performance task.
Sources for Performance Task
Source #1

You have found an article that describes how animals survive in different environments, the places where plants and animals live.

It's a Cold (Hot, Dry, Dark) Cruel World! by Dawn Baertlein

Living creatures survive in all types of environments. Each environment creates different challenges for animals that live there. Some living creatures survive at the bottom of the sea where it is dark as night and very cold. Other plants and animals live in dry, hot environments. People can use tools like flashlights or fans to help them survive. Animals and plants, however, must rely on nature to help them survive.

Near the South Pole, in Antarctica, it is very cold. It is usually about minus 57 degrees Fahrenheit. Water freezes at 32 degrees Fahrenheit, so Antarctica is much colder than ice. Scientists live at the South Pole, but they live in buildings with thick walls and heating. What do animals do?

Some animals have bodies that help them live in the cold. The icefish lives in water so cold that even in summer, chunks of ice continue to float in the water. How do icefish keep from freezing? The only way icefish can survive in this extreme environment is because they have a special substance in their blood that keeps ice crystals from forming inside their bodies.

Penguins have thick layers of fat or blubber to help them stay warm, but sometimes even that is not enough! Often penguins must rely on each other for survival. They cuddle up together as close as they can to share their body heat.

Another area that can be hard to live in is the dry, hot desert. People who live in the desert often wear special clothes to protect them from the heat. When they build homes they have air conditioners to keep them cool and to find water they dig wells that provide water from deep in the ground. How do animals survive in the hot, dry conditions?

Many desert animals come out only at night, when it’s cool. Snakes, lizards, mice, and squirrels live in burrows. During the day, they stay under the ground and out of the sun.

In the hot Sonoran Desert of Arizona, an owl lives in a nest that sits on a tall cactus. The cactus stems store water. Rain doesn’t fall often in the Sonoran Desert, but when it does, it falls quickly and heavily. Then the water quickly flows away. The cactus has roots that spread out only inches below the surface of the soil. The roots are like a big sponge, soaking up rainwater fast. Now the cactus can store water for months and the owl has a nice home high up in the cactus.

The ocean has very different challenges from those of the desert. The deepest parts of the ocean are very dark and cold because the sun’s rays are unable to shine through all of the layers of water. Some of the very deepest parts of the ocean have thermal vents on the ocean floor that are like little volcanoes under the sea. The water coming out of the vents is very hot. Crabs survive at the bottom of the sea by scurrying around the vents looking for food.
Arctic chill, desert sun, and cold, pitch-dark ocean—these are difficult conditions that would be hard for people to survive. But nature gives plants and animals the ability to live almost anywhere.

Sources Used
Photo of owl on cactus (Image 1598R-10034017), copyright by SuperStock. Used by permission.

Source #2
You have found an article from Appleseeds magazine that describes how some animals build their homes.
Animal Architects by Donna Henes
Everybody Needs a Home
Homes protect us from weather and keep us safe and comfortable. Animals are no exception.
Humans live in a wide variety of structures. Around the world, people have designed and built their homes to suit their particular needs and ways of life. Animals do the same.
In addition to making living places, people and animals both build other structures: bridges, dams, traps, and storage areas. These structures help people and animals survive.
People and animals both use different materials and methods for their constructions. They build with wood, weave with fibers and vines, dig into the earth, and mold out of mud.
From sky-high nests to elaborate [or fancy] tunnels, the amazing works of animal architects [or building designers] rival those of the greatest human engineers. Let's take a look at some.
Beavers build lodges along the banks of lakes and ponds. Using branches they chewed apart themselves, beavers begin by building a cone-shaped frame. Then they fill in the gaps with mud and leaves. The entrance to the lodge is always at the bottom, underwater, so beavers can come and go without being seen by predators.
In addition to their lodges, beavers build dams. Water builds up behind the dams, creating flooded areas that are ideal places for beavers to find food. The flooded areas also provide pools for other wildlife.
Termites build 20-foot-high mounds out of dirt and their own saliva. These giant structures are like small apartment buildings. Besides living areas, these towers have food storage areas, nurseries for "baby" termites, a special chamber for the king and queen, and even gardens. (A chamber is like a room.) . . .
Wombats dig huge underground burrows that can be 100 feet long. Wombat tunnels are elaborate, with many entrances, side tunnels, and resting chambers. Inside the burrow, sleeping nests are built on raised "platforms" to keep them dry in case of flooding. Often, several burrows are connected, creating structures so huge they can actually be seen from space! . . .
Bald eagles build massive nests, 4 to 5 feet across and 3 to 6 feet deep, high in tall trees. They use their beaks and amazingly strong talons [or claws] to break branches and twigs for nest material. Like beavers, eagles begin by building a stick frame. Then they weave in smaller branches and twigs for added strength and protection. Finally, eagles line their nests with grasses and other soft material to make them comfy. . . .

Take a look around you. [You may] find other examples of amazing animal architecture.

Sources Used
Photograph of termite mound (Image 4268R-11707), copyright by Superstock. Used by permission.
Photograph of wombat in burrow (Image 1889R-38764), copyright by SuperStock. Used by permission.
You have found an article that discusses plants and animals that live in the same place. The article describes how these plants and animals depend on each other to stay alive.

**Don’t Step in that Ecosystem!** by Courtney Duke

The next time you go out, take a careful look around. Maybe you see a small pond. Plants might be growing in the pond, birds might take baths in it and, if you’re lucky, the pond might even be a home to tadpoles.

Any place where plants and animals live and interact [work together] with nonliving things (like air, water, and soil) is called an ecosystem. The plants and animals in an ecosystem need each other to survive. It is important that there is a balance among all things in an ecosystem. A small change in any part of an ecosystem can have a big effect. For example, if the food that an animal eats can no longer be found, then that animal will either die or have to leave that ecosystem. When that animal is no longer a part of the ecosystem, then the rest of the living and nonliving parts of the ecosystem are affected because all parts of the ecosystem depend on each other.

All parts of an ecosystem are connected to each other. Think about an oak tree in the forest. It is a home to the bugs and birds that live in its bark and branches, and to the squirrels who make their nests in its trunk. The oak tree also provides food to other animals in the ecosystem. When its acorns are ripe, they fall to the forest floor. These rich nuts are good food for the mice and deer that eat them to fatten up for the winter. Mice save the acorns so that they have food in the winter months, and in the spring, hawks swoop down looking for a mouse meal. In a way, the oak tree helps the hawk find its food. This is an example of how the plants and animals in an ecosystem work together in order to survive.

Now think of the ocean. Imagine diving into the deep blue water. Near the surface, you see a rocky ridge of coral called a coral reef. The reef is home to many plants and animals. For example, sea plants move back and forth in the current, and fish come to feed or to hide from other living things that can harm them. Coral reefs, in fact, are home to about one-quarter of all the fish in the sea. Reefs also attract birds, whales, turtles, and seals. The number and many different types of animals that depend upon coral reefs make them one of the most important ecosystems in the world.

There are many different kinds of ecosystems, and they can be very small like a pond or very big like a coral reef ecosystem. Ecosystems are everywhere.

---

1ecosystem: an area where plants, animals, and other nonliving things live and depend on each other for survival

Sources Used

Part 1
1. Source #1 discusses what some animals do to survive in their environment. Explain how the information in Source #2 adds to the reader’s understanding of what some animals do to survive in their environment. Give two details from Source #2 to support your explanation.

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<td>W-9</td>
<td>The student will locate information from multiple text sources to support a central idea or subtopic related to research.</td>
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Key Elements:
Source #2 (Animal Architects)
• Homes protect us from weather and keep us safe and comfortable. Animals are no exception.
• The entrance to the lodge is always at the bottom, underwater, so beavers can come and go without being seen by predators.
• Water builds up behind the dams, creating flooded areas that are ideal places for beavers to find food. The flooded areas also provide pools for other wildlife.
• Besides living areas, these termite mounds have food storage areas, nurseries for “baby” termites, a special chamber for the king and queen, and even gardens.
• Inside wombat burrows, sleeping nests are built on raised “platforms” to keep them dry in case of flooding.
• Eagles line their nests with grasses and other soft material to make them comfy.

Rubric:
(2 points) Response is an evidence-based explanation that provides two pieces of evidence from the specified source that support this idea and that explain how each detail supports the idea.
(1 point) Response is an evidence-based explanation that provides two pieces of evidence from the specified source that support this idea but doesn’t explain how each detail supports the idea.
OR
Response is an evidence-based explanation that provides only one piece of evidence from the specified source that supports this idea and that explains how that detail supports the idea.
(0 points) Response is an explanation that is incorrect, irrelevant, insufficient, or blank.

Exemplar:
(2 points) The information from Source #2 adds to the reader’s understanding of what some animals do to survive in their environment by describing how some animals build their homes so they are kept safe and comfortable. The beaver builds a dam that creates flooded areas. The beaver is then able to easily find food in these flooded areas. This is important because the way that a beaver builds its home allows it to also find food. Another example is that bald eagles line their nests with grasses and other soft materials. Eagles do this in order to make their nests more comfortable.
(1 point) The information from Source #2 adds to the reader’s understanding of what some animals do to survive in their environment by describing how some animals build their homes so
that they are kept safe and comfortable. The beaver builds a dam that creates flooded areas. The beaver is then able to easily find food in these flooded areas. This is important because the way that a beaver builds its home allows it to also find food.

(0 points) Different kinds of animals build different kinds of homes.

2. Which source would most likely be the most helpful in understanding how plants and animals work and live together to allow the place where they live to continue to grow? Explain why this source is most likely the most helpful. Use two details from the source to support your explanation.

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<td>2</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>W-8</td>
<td>The student will analyze digital and print sources in order to locate relevant information to support research.</td>
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Key Elements:
Source #3 (Don’t Step in that Ecosystem!)
- Any place where plants, animals and other nonliving things (air, water, soil) live and interact together is an ecosystem. All living things are connected to each other in an ecosystem.
- Picture an oak tree in the forest. Bugs and birds make cozy homes in its bark and branches. Squirrels nest in its trunk.
- An oak tree grows acorns that mice and deer eat. A hawk comes down from the oak tree to eat the mouse.
- Some of the acorns will get covered in dirt, get watered from the rain, and grow another oak tree.
- A coral reef is home to many plants and animals.
- Fish come to eat or hide in sea plants.
- Coral reefs are home to one-quarter of all the fish in the sea. Reefs also attract birds, whales, turtles, and seals.
  - This makes the reef ecosystem one of the most important in the world.

Rubric:
(2 points) Response is an evidence-based explanation that correctly identifies the most helpful source AND includes two details from that source that support this evaluation and that explain why each detail supports the idea that it is the most helpful source.
(1 point) Response is an evidence-based explanation that correctly identifies the most helpful source AND includes one detail from that source that supports this evaluation and that explains why the detail supports the idea that it is the most helpful source. OR Response is an evidence-based explanation that correctly identifies the most helpful source AND includes two details from that source that support this evaluation but does not explain why each detail supports the
idea that it is the most helpful source. OR Response is an evidence-based explanation that does not identify a source or correctly identify the most helpful source but includes two details from the correct source and that explains why each detail supports the idea that it is the most helpful source.

(0 points) Response is an explanation that is incorrect, irrelevant, insufficient, or blank.

Exemplar:

(2 points) Source #3 is the most helpful source in understanding how plants and animals work and live together so that the place where they live can continue to grow. This source is the most helpful because it describes how plants and animals are connected and depend on one another for survival. For example, when an oak tree grows acorns, the acorns drop to the ground. Mice and deer come to eat the acorns. The oak tree also provides the hawk with a meal. A hawk that is nearby may see a mouse that is gathering the acorns, so the hawk comes down to eat the mouse. Because of the acorns that the oak tree made, mice, deer, and hawks are able to eat.

(1 point) Source #3 is the most helpful source in understanding how plants and animals work and live together so that the place where they live can continue to grow. This source is the most helpful because it describes how plants and animals are connected and depend on one another for survival. When an acorn drops from an oak tree, mice and deer come to eat the acorn. This is important because the mice and deer have something to eat.

(0 points) Source #2 is the most helpful source because it describes how animals build their homes. The source describes how beavers build dams underwater and bald eagles build big nests, high in the trees.

3. Check the boxes to match each source with the idea or ideas that it supports. Some ideas may have more than one source selected.

<table>
<thead>
<tr>
<th>Source #1: It's a Cold (Hot, Dry, Dark) Cruel World!</th>
<th>Source #2: Animal Architects</th>
<th>Source #3: Don't Step in that Ecosystem!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some animals have developed special body features that help them survive in the place where they live.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Animals and plants living together is important for their survival.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Animals create environments where they are protected from the weather and kept safe and comfortable.</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

Part 2

You will now review your notes and sources, and plan, draft, revise, and edit your writing. You may use your notes and go back to the sources. Now read your assignment and the information about how your writing will be scored, then begin your work.

<table>
<thead>
<tr>
<th>Item #</th>
<th>Grade</th>
<th>Claim</th>
<th>Target</th>
<th>DOK</th>
<th>Item Standard</th>
<th>Evidence Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>W-8</td>
<td>The student will select evidence to support opinions based on evidence collected.</td>
</tr>
</tbody>
</table>

Key Elements:
• Some animals have developed special body features that help them survive in the place where they live: Source #1
• Animals and plants living together is important for their survival: Source #3
• Animals create environments where they are protected from the weather and kept safe and comfortable: Source #2

4. **Animals and Their Surroundings Informational Performance Task**

Your teacher wants each student to write an informational article that will be displayed with your science fair project. You decide to write about animals and where they live. Your article will be read by other students, teachers, and parents.

Using more than one source, develop a main idea about animals and their surroundings. Choose the most important information from more than one source to support your main idea. Then, write an informational article about your main idea that is several paragraphs long. Clearly organize your article and support your main idea with details from the sources. Use your own words except when quoting directly from the sources. Be sure to give the source title or number when using details from the sources.

**REMEMBER: A well-written informational article**

• has a clear main idea.
• is well-organized and stays on the topic.
• has an introduction and conclusion.
• uses transitions.
• uses details from the sources to support your main idea.
• puts the information from the sources in your own words, except when using direct quotations from the sources.
• gives the title or number of the source for the details or facts you included.
• develops ideas clearly.
• uses clear language.
• follows rules of writing (spelling, punctuation, and grammar usage).

**Now begin work on your informational article.** Manage your time carefully so that you can

1. plan your informational article.
2. write your informational article.
3. revise and edit the final draft of your informational article.

For Part 2, you are being asked to write an informational article that is several paragraphs long. Please write your answer. Remember to check your notes and your pre-writing/planning as you write and then revise and edit your informational article.
<table>
<thead>
<tr>
<th>Item #</th>
<th>Grade</th>
<th>Claim</th>
<th>Target</th>
<th>DOK</th>
<th>Item Standard</th>
<th>Evidence Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>W-2b</td>
<td>The student will write full informational texts on a topic, attending to purpose and audience; organize ideas by stating a focus (main idea); include structures and appropriate transitional strategies for coherence; include supporting evidence (from sources when appropriate to the assignment) and elaboration; and develop an appropriate conclusion related to the information or explanation presented.</td>
</tr>
<tr>
<td>Score</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NS</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Organization/Purpose</td>
<td>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is sustained between and within paragraphs. The response is consistently and purposefully focused: • controlling/main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience • consistent use of a variety of transitional strategies to clarify the relationships between and among ideas • effective introduction and conclusion • logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety</td>
<td>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused: • controlling/main idea of a topic is clear, and the focus is mostly maintained for the purpose and audience • adequate use of transitional strategies with some variety to clarify the relationships between and among ideas • adequate introduction and conclusion • adequate progression of ideas from beginning to end; adequate connections between and among ideas</td>
<td>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus: • controlling/main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience • inconsistent use of transitional strategies and/or little variety • introduction or conclusion, if present, may be weak • uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas</td>
<td>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus: • controlling/main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience • few or no transitional strategies are evident • introduction and/or conclusion may be missing • frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NS</td>
<td>Insufficient (includes copied text)</td>
<td>In a language other than English</td>
<td>Off-topic</td>
<td>Off-purpose</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# 4-Point Informational Performance Task Writing Rubric (Grades 3-5)

<table>
<thead>
<tr>
<th>Score</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NS</th>
</tr>
</thead>
</table>
| **Organization/Purpose** | The response provides thorough elaboration of the support/evidence for the controlling/main idea that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language:  
- Comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific  
- Clear citations or attribution to source material  
- Effective use of a variety of elaborative techniques*  
- Vocabulary is clearly appropriate for the audience and purpose  
- Effective, appropriate style enhances content | The response provides adequate elaboration of the support/evidence for the controlling/main idea that includes the use of source material. The response adequately develops ideas, employing a mix of precise and more general language:  
- Adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general  
- Adequate use of citations or attribution to source material  
- Adequate use of some elaborative techniques*  
- Vocabulary is generally appropriate for the audience and purpose  
- Generally appropriate style is evident | The response provides uneven, cursory elaboration of the support/evidence for the controlling/main idea that includes uneven or limited use of source material. The response develops ideas unevenly, using simplistic language:  
- Some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied  
- Weak use of citations or attribution to source material  
- Weak or uneven use of elaborative techniques*; development may consist primarily of source summary  
- Vocabulary use is uneven or somewhat ineffective for the audience and purpose  
- Inconsistent or weak attempt to create appropriate style | The response provides minimal elaboration of the support/evidence for the controlling/main idea that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:  
- Evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied  
- Insufficient use of citation or attribution to source material  
- Weak or uneven use of elaborative techniques*  
- Vocabulary is limited or ineffective for the audience and purpose  
- Little or no evidence of appropriate style | Insufficient (includes copied text)  
- In a language other than English  
- Off-topic  
- Off-purpose |
<table>
<thead>
<tr>
<th>Score</th>
<th>2</th>
<th>1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conventions</td>
<td>The response demonstrates an adequate command of conventions:</td>
<td>The response demonstrates a partial command of conventions:</td>
<td>The response demonstrates little or no command of conventions:</td>
</tr>
<tr>
<td></td>
<td>• adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</td>
<td>• limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</td>
<td>• infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</td>
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<td>• Insufficient (includes copied text)</td>
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<td>• In a language other than English</td>
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<td>• Off-topic</td>
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<tr>
<td></td>
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<td></td>
<td>• Off-purpose</td>
</tr>
</tbody>
</table>

**Holistic Scoring:**

- **Variety:** A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling.
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.
Passage 1:
Marian's Revolution by Sudipta Bardhan-Quallen

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Photo credits for "Marian Anderson": Marian Anderson Collection, Rare Book and
Manuscript Library, University of Pennsylvania, Philadelphia, PA.

By 1939, Marian Anderson had performed for presidents and kings. She had been praised for having "a
voice ... one hears once in a hundred years." Despite her success, when Marian wanted to sing at
Constitution Hall that year, she was banned from doing so. The owner of the hall, an organization called
the Daughters of the American Revolution (DAR), felt that Marian couldn't be allowed to sing there
because she was African American.

Chosen by Music

That wasn't the first time Marian had been turned away because she was black. When she was 16
years old, she applied to music school. The clerk at the desk rudely sent her home because of her race.
Marian was shocked by the clerk's words. "I could not conceive of a person," Marian said, "surrounded
as she was with the joy that is music without having some sense of its beauty and understanding rub off
on her."

Marian Anderson sings to a crowd of 75,000 people at the Lincoln Memorial on April 10, 1939.
Because of segregation—the practice of keeping blacks and whites separate—the early 1900s were a difficult time for a young black woman to begin a professional singing career. But Marian was determined to sing. “It was something that just had to be done,” she remembered. “I don’t think I had much to say in choosing it. I think music chose me.”

In 1925, Marian won a voice contest in New York, and sang with the New York Philharmonic. Still, her chances to perform in the United States were limited. To build her career, Marian traveled to Europe in 1928, where she became very successful.

A World-Class Singer Faces Racism

By 1939, Marian was a world-class singer. She returned to the United States to continue her career. But back at home, she faced racism in many ways. Segregation was still common on trains and in hotels and restaurants. No amount of vocal talent could spare Marian from that.

Even concert halls were segregated, although usually that was limited to the audience. Because black performers often appeared on stage in segregated halls, Marian had no reason to think she would be turned away from Constitution Hall. She believed that musical skill would be the only factor that the DAR would consider.

At first, the DAR told Marian that the date she requested was not available. Then they told her that all of her alternate dates were booked. Eventually, the DAR upheld their policy that only white performers could appear in Constitution Hall.
A Voice for Civil Rights

When news of the DAR’s policy got out, many people were outraged. First Lady Eleanor Roosevelt resigned from the DAR. In a letter, she wrote: "I am in complete disagreement with the attitude taken in refusing Constitution Hall to a great artist .... You had an opportunity to lead in an enlightened way, and it seems to me your organization has failed."

Marian believed strongly in the civil rights movement. She knew firsthand the pain that racism caused. She understood that the way the controversy with the DAR was resolved would be a milestone for civil rights.

Despite public outcry, the DAR would not back down and let Marian sing. With Mrs. Roosevelt’s support, the Secretary of the Interior arranged a special concert for Marian, to be held at the Lincoln Memorial. Seventy-five thousand people attended. In many ways, Marian’s concert was considered to be America’s first civil rights rally. That night, she took a stand against discrimination and for equality. The first words she sang were: "My country, 'tis of thee, sweet land of liberty, of thee I sing."

The Open-Hearted Way

Marian realized that equality in the United States would be achieved when every person was willing to stand up for what is right. As a public figure, she felt a responsibility to set an example. After the 1939 incident, she did her part by turning down concerts for segregated audiences.

"The minute a person whose word means a great deal dares to take the openhearted and courageous way," she said, "many others follow."

As Marian’s career progressed, America changed. She performed in many prestigious locations, including Constitution Hall, where she sang after the DAR changed its policies. By 1954, segregation was declared unconstitutional. The Civil Rights Act was signed into law in 1964, the year Marian retired from performing. By then, many of the barriers she’d had to fight through were disappearing. Marian’s farewell tour began in front of an admiring crowd at Constitution Hall.

Eleanor Roosevelt honors singer Marian Anderson.
1. **Passage One**
   Why did Marian Anderson think she would be accepted to sing at Constitution Hall in 1939?
   a. Because she believed the DAR would consider only her musical skill
   b. Because she had sung at Constitution Hall before she went to Europe
   c. Because she thought that Eleanor Roosevelt would recommend her
   d. Because she knew that no other black singers had applied

<table>
<thead>
<tr>
<th>Item #</th>
<th>Grade</th>
<th>DOK</th>
<th>Item: Standards</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>2</td>
<td>RI-1, RI-3</td>
<td>A.</td>
</tr>
</tbody>
</table>

2. **Passage One**
   Why is “A Voice for Civil Rights” a good heading for the section that follows it on page 3-4? Use information from the article to support your answer.

<table>
<thead>
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<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>4</td>
<td>3</td>
<td>RI-1, RI-2, RI-5</td>
<td>See Below</td>
</tr>
</tbody>
</table>

**Full Comprehension**
Responses at this level explain why the heading is a good one for the section that follows it and use information from the article as support.

- “A Voice for Civil Rights” is a good heading because Marian’s concert was considered to be America’s first civil rights rally.
- I think this was a good title because it was about a singer that fought for freedom to sing.
- It is a good heading because Marian was singing and fighting for justice so everyone gets treated equally.
- “A Voice for Civil Rights” is a good heading because she sang for civil rights and no segregation.
- This is a good heading for the section because the first lady Eleanor Roosevelt wrote a letter to the DAR that states that she disagrees with their policies of segregation.

**Partial Comprehension**
Responses at this level provide some information about Marian Anderson/Eleanor Roosevelt related to civil rights OR the civil rights movement, but they do not explain why the heading is a good one for the section that follows.

- Marian believed strongly in the civil rights movement. She knew firsthand the pain that racism caused.
- “A Voice for Civil Rights” is a good heading because Marian had a great voice and Eleanor made it so she occult sing.
- It’s a good heading because Marian couldn’t get in without the civil rights help.
- When news of the DAR’s policy got out, many people were outraged.

OR

Responses explain why the heading is a good one for the section that follows it, but they fail to support the explanation with information from the article.

- Because she’s a singer and she wants civil rights for everyone.
- Marian was singing for the civil rights.
- I think it is a good heading because it talked about Marian’s voice and civil rights.

**Little or No Comprehension**
Responses at this level provide incorrect information, irrelevant details, or personal opinions. Responses may simply repeat the question.
3. **Passage One**

Explain why Marian Anderson’s career was important to the development of the civil rights movement in the United States. Use information from the article to support your answer.

<table>
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<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
<td>3</td>
<td>RI-1, RI-2, RI-3, W-2</td>
<td>See Below</td>
</tr>
</tbody>
</table>

**Extensive**

Responses at this level explain why Marian Anderson’s career was important to the development of the civil rights movement and use information from the article as support.

- Marian Anderson’s career was important to the development of the movement because her concert at the Lincoln Memorial was considered by many to be the first civil rights rally.
- It was important because if Marian Anderson sang it could be a legal right for other blacks to do things. Winning in Washington could have made a big change.
- Marian Anderson’s career was important to the development of the civil rights movement in the United States because she was a great singer that many people liked. People loved her singing, but some people didn’t like that she was African American. So some people wouldn’t let her sing, but she soon didn’t perform for crowds that were segregated, and after a while people stopped segregation.

**Essential**

Responses at this level mention a connection between Marian Anderson and the civil rights movement and use information from the article as support but do not discuss the importance of her career to the movement.

- Marian’s career was important because she fought a battle with constitution Hall.
- Marian Anderson believed blacks and whites should be able to sing in the same places, such as Constitution Hall.
- Marian’s career was important because she changed America by singing “My country tis of thee and sweet land of liberty, of thee I sing” at the Lincoln Memorial.

**OR**

Responses mention a connection between Marian Anderson’s career and the civil rights movement but do not support the connection with information from the article.

- Marian stood up for blacks and their rights, and the things she did help make sure there would be less discrimination in the future.
- It is important because if one black girl can achieve so much then other female and male black citizens can too. And just because they are black that does not mean that they can be treated differently.
- She wanted people to know that blacks can sing in the same place.
- Her career stopped a lot of segregation.

**Partial**

Responses at this level mention details from the article relating to Marian Anderson’s career or to civil rights, but they do not explain the importance of Anderson’s career to the civil rights movement.

- Although she was black, by 1939 Marian Anderson had performed for presidents and kings.
There was lots of discrimination at that time.
Marian wanted to be a singer.
Blacks should have the same rights as white people.
Because she loved to sing. She sang for the president and king. She had a concert at the Lincoln Memorial.

Unsatisfactory
Responses at this level provide incorrect information, irrelevant details, or personal opinions. Responses may simply repeat the question.

- Marian was the first lady of the United States.
- She used to have lots of friends.
- I think Marian is a good person.
- I think Marian Anderson’s career was important to the development of the civil rights movement in the United States.

4. Passage One
Why do you think Marian Anderson began her concert by singing the words, “My country, ’tis of thee, sweet land of liberty, of thee I sing”? Use information from the article to support your answer.

<table>
<thead>
<tr>
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<th>Item: Standards</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4</td>
<td>3</td>
<td>RI-1, RI-3</td>
<td>See Below</td>
</tr>
</tbody>
</table>

Full Comprehension
Responses at this level explain why Marian Anderson started the concert this way and connect the song to the civil rights movement and use information from the article as support.

- I think she began her concert like that so people could know that African American people live there too and they should be treated the same.
- Because she wanted for people to be treated with equality and to stand against discrimination for everyone.
- Because she wanted to show people that segregation was not right.

Partial Comprehension
Responses at this level provide a fact about Marian Anderson or the song, but they do not connect the song to the civil rights movement.

- Marian Anderson wanted to be a singer in Constitution Hall.
- Because it is a song that inspires us a lot.
- I think she started with those words because she loved her country and she wanted everyone to know it.
- She was singing about the whole U.S.A.
- Marian thought that all blacks should be free.

Little or No Comprehension
Responses at this level provide incorrect information, irrelevant details, or unsupported personal opinions. Responses may simply repeat the question.

- It was the first song she learned.
- Because Marian likes to sing and is a good singer.
- Because she thought that it would be good to start it like that.

5. Passage One
Why do you think the author begins and ends the article talking about Constitution Hall? Use information from the article to support your answer.

<table>
<thead>
<tr>
<th>Item #</th>
<th>Grade</th>
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<th>Item: Standards</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>RI-1, RI-2, RI-5, RI-8</td>
<td>See Below</td>
</tr>
</tbody>
</table>

**Full Comprehension**

Responses at this level explain why the author both begins and end the article talking about Constitution Hall and use information from the article as support.

- Because at the beginning of the story she was banned from singing at the Constitution Hall.
- At the end of the story, her farewell tour began in front of the Constitution Hall.
- At first she couldn’t sing there, but then at the end she ended up singing there.

**Partial Comprehension**

Responses at this level may provide information from the article about Marian Anderson and/or Constitution Hall but do not explain why the author both begins and ends the article talking about Constitution Hall.

- That the DAR refused to let her sing in the Hall.
- Because Marian sang in Constitution Hall in 1964.

OR

Responses provide generalizations related to Marian Anderson singing at Constitution Hall but do not explain why the author begins and ends the article talking about Constitution Hall.

- She really wanted to sing there.
- Because Constitution Hall was an important place in Marian Anderson’s life.

**Little or No Comprehension**

Responses at this level provide incorrect information, irrelevant details, or personal opinions. Responses may simply repeat the question.

- Because Marian started out singing at Constitution Hall.
- Because it is a historical landmark.
- I think because Marian is a good singer there.

6. **Passage One**

On page 4, the article says that Marian performed in many prestigious locations. This means that she sang in places that were

b. Far away from each other

c. Famous and important

d. Open to people of all races

e. Large and crowded

<table>
<thead>
<tr>
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<tbody>
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<td>6</td>
<td>4</td>
<td>2</td>
<td>RI-4, L-4</td>
<td>B</td>
</tr>
</tbody>
</table>
Willy found a sunny spot
on the porch and settled down
to peel the freshly roasted chestnuts. "Just
what I need to make a nice turkey stuffing," Ma had said
when Willy arrived home with them a few days back. He
was glad she hadn't asked where he'd found the chestnuts.
It was a story he wasn't anxious to tell...

Willy had taken a shortcut through the forest, hoping to
practice some tracking skills. Be sure to mark your trail,
Pa always said, so he'd been slicing curls of bark from tree
trunks. The fresh blazes glowed white in the gloom of the
forest. No fear of missing those on the way back, Willy
thought, folding down the blade of his jackknife.

He had just started to search the ground for animal
tracks when a squirrel bounded across his path. For a
frozen moment it stared up at him, and Willy noticed
its bulging cheeks. "I'll bet you've got a cache of nuts
somewhere, you little rascal."

The squirrel darted away, and Willy ran after it. Deeper
and deeper he plunged into the forest, his eyes on the
flicker of tail before him. Then, with a sudden leap, the
squirrel scampered up a tree and vanished. Willy collapsed
against the tree trunk, panting. Lost him!

Peering around, he felt the darkness of the forest press
down on him. No white blazes pointed the way back.
With a stab of alarm he realized he'd completely forgotten
Pa's warning. What will I do? Willy slumped onto a large
gnarled root. Shout? No use. Too far from home. Perhaps
someone will come along. He listened hard. Nothing but
eerie silence. Don't panic, he told himself. Don't panic.
But he'd heard about people being lost in the woods for
days, sometimes even...forever.

A rustle of leaves made him glance around. The
squirrel! They stared at each other, unblinking, for a
second. Then, with a flip of its tail, the squirrel
disappeared under a twisted root.

"I'll bet that's your hiding place." Willy was about to thrust his hand into the hole when he thought about the squirrel's sharp teeth. Instead he picked up a short stick. No angry scolding followed his probing, so he reached in. It was a cache of beechnuts. He could feel their three-sided shapes. And what was that? Something bigger. He drew out a handful. There, among the small, shiny beechnuts was one big chestnut. If there's one, there must be more. He felt around again. Yes, more big ones. Just what Ma needs for the turkey stuffing. Then he remembered—home. How was he going to find his way home?

There must be a way out. He peered into the darkness, hoping for any sign of the way he had come. Nothing. No—wait. A memory tugged at the back of his mind—just before the squirrel disappeared, his hand had brushed against smooth bark. Most of these trees had rough bark. But what if... Searching carefully, Willy spotted a smooth-barked tree. Underneath it on the forest floor were scuffed leaves. And there! Leading away was a line of scuffs. Leaves crunched by feet. Were these his own footprints? Yes! He could follow them back to the path.

"Hooray!" Willy shouted. Then he remembered the nuts. I'll come back for them. But, no, on second thought he didn't really want to come here again.

He pulled off his shirt, shivering in the chilly October air. It would make a good carrying sack. He'd run to keep himself warm.

He'd cleared the squirrel's hole right down to the bottom and was tying the shirt sleeves together to close the sack when a thought struck him. Opening the bulging shirt, he scooped out a handful of beechnuts and dropped them back into the hole.

"There," he said, in the general direction of the squirrel. "Now you can enjoy your harvest dinner, too."

---

7. **Passage 2**
   Why does Willy take a shortcut through the forest?
   a. He wants to get home before dark.
   b. He is chasing some squirrels.
   c. He wants to work on his tracking skills.
   d. He is in a hurry to climb a tree.

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<td>RL-1</td>
<td>C.</td>
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8. **Passage 2**
   How does Willy mark his path through the forest?
   a. By leaving a trail of nuts
   b. By cutting the bark of tree trunks
   c. By painting lines on trees
   d. By making piles of leaves

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9. **Passage 2**
   Explain why Willy gets lost in the forest.

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<td>RL-1, RL-3</td>
<td>See below</td>
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**Full Comprehension:** Responses at this level explain why Willy becomes lost.

- He forgets to mark his path while following a squirrel.
- He does not follow his father’s advice.

**Partial Comprehension**

Responses at this level explain an action related to Willy becoming lost but not the reason why he becomes lost.

- He follows a squirrel into the forest.

OR Responses describe conditions in the forest that lead to Willy’s getting lost.

- The forest was dark.
- There were so many trees in the forest.

**Little or No Comprehension**

Responses at this level provide irrelevant details or personal opinions or may simply repeat the question.

10. **Passage 2**
   What kind of person is Willy? Support your answer with information from the story.

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<td>10</td>
<td>4</td>
<td>3</td>
<td>RL-1, RL-3</td>
<td>See Below</td>
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</table>
Full Comprehension:
Responses at this level describe the kind of person Willy is and provide information from the story as support.
- Willy is brave. He gets over his panic about being lost in the woods and searches for the smooth-barked tree.
- Willy is resourceful because he is able to think back to the smooth-barked tree and then he finds his footsteps.
- Willy is not very careful. He chases the squirrel through the forest.
- Willy is a good person. He gives nuts back to the squirrel.

Partial Comprehension:
Responses at this level describe something Willy does but do not describe the kind of person Willy is.
- Willy took a shortcut to practice his tracking skills.

OR

Responses describe the kind of person Willy is but do not provide information from the story as support.
- He is very brave.

Little or No Comprehension
Responses at this level provide irrelevant details or personal opinions or may simply repeat the question.

11. Passage 2
On page 3, the author of the story says that Willy hears only “eerie silence.” This means that Willy
   a. Finds the silence strange and frightening
   b. Believes the silence will go away soon
   c. Wonders what causes the silence
   d. Feels alone in the silence

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A Cure for Carlott by Bart King

A boy stood on deck and sniffed the salty sea air as the ship pitched back and forth. The smell of the sea was familiar and comforting. The boy’s earliest memories were of being at sea with his father. They would fish for hours, just the two of them, surrounded by the blue waters of the Mediterranean Sea.

Now Enzio and his family were on a giant ship crossing the Atlantic. Also on board were hundreds of other people, mostly Italians like Enzio’s family. There were more people on board than lived in his entire village back home in Trevilla.

Enzio clattered down the iron steps to the steerage deck and dove into his bunk. He rested his head against his pillow. Trevilla wasn’t his home anymore. Gone was the fishing boat. Gone was the Mediterranean blue that he’d always taken for granted. Who knew what kind of home America would be?

One of the passengers was a girl named Carlotta. Her family was from Rome. Carlotta had been quick to tell him this on the first day of the voyage. “New York will not be so different from Rome,” Carlotta had said. “They are both great cities, but of course Rome is better. My father has already been to America twice. He is going to open a big department store downtown. My father had a successful business in Rome; all the wealthy ladies would buy from him.”

Carlotta loved to talk about herself, her family, and the rich and powerful people they knew. With so many hours to fill, Enzio did not mind. He noticed—but didn’t really mind—that she never asked about him or his family. Enzio was especially hungry for any details about America. He loved hearing Carlotta’s tales about life in a big city. It sounded exciting and a little scary.

Today, Carlotta was unusually quiet. Her face was pale, and she clutched her stomach with one hand and the ship’s rail with the other. “Up and down, up and down, will it never stop?” she groaned.

Enzio took Carlotta’s hand from the rail. He pressed his fingers on the inside of her wrist, an inch or so from the palm of her hand. “Press this place here, on your wrist,” Enzio said.

Carlotta looked at him miserably. Enzio could tell that only her illness kept her from arguing with him. How well he knew that look on her face. He’d seen it on the faces of many fishermen. He smiled encouragingly.

“That’s right. Keep pressing.”

An hour later, Carlotta found Enzio. She was still holding her fingers to her wrist. “I do feel better,” she admitted. “How did you know it would work? Is your father a doctor?” she asked.
Enzio explained that his father had come from a long line of fishermen who had passed down the remedy for seasickness. One of Enzio’s uncles always wore a braided wristband with a bead that pressed into his wrist.

Interested, Carlotta asked to hear more about Enzio’s family. He explained that they were sailing to meet his mother’s brothers. One was a successful stonemason in upstate New York. Another had helped construct the Brooklyn Bridge. Still another worked as a welder, joining the steel frames of the city’s rising skyscrapers.

Carlotta looked at Enzio with new respect. “Why didn’t you tell me any of this?”

Enzio shrugged. “You didn’t ask.”

Suddenly the blast of the ship’s horn startled them. Looking out the porthole, Carlotta shouted, “Look! The Statue of Liberty!”

They could hear the commotion of all the passengers talking at once. Soon the ship would dock at Ellis Island. Gazing out at the mighty but silent statue, Enzio wondered what marvelous things the statue might teach if only someone asked the right question.
1. **A Cure for Carlott**
Which sentences best support the idea that the sea is important to Enzio and his family? Select two options.

   a. “They would fish for hours, just the two of them, surrounded by the blue waters of the Mediterranean Sea.”
   b. “The boy’s earliest memories were of being at sea with his father.”
   c. “Now Enzio and his family were on a giant ship crossing the Atlantic.”
   d. “Gone was the fishing boat.”
   e. “Enzio explained that his father had come from a long line of fishermen who had passed down the remedy for seasickness.”
   f. “He explained that they were sailing to meet his mother’s brothers.

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<td>The student will identify text evidence to support a given inference based on the text.</td>
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2. **A Cure for Carlott**
Which statement best summarizes the central idea of the text?

   a. Traveling by ship is difficult and causes sickness.
   b. Carlotta feels very ill on the ship and Enzio knows how to help her.
   c. There are more people on the ship than live in the entire Italian village where Enzio is from.
   d. Traveling to an unfamiliar country is more interesting when the experiences are shared with a new friend.

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<td>The student will determine or summarize a theme or central idea of a text.</td>
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3. **A Cure for Carlott**
Read the sentence from the text. Then, answer the question.

A boy stood on deck and sniffed the salty sea air as the ship pitched back and forth.

What does the use of the word *pitched* suggest?

   a. sudden dip
   b. calm rocking
   c. jerking motion
   d. forward movement
4. **A Cure for Carlott**

This question has two parts. First, answer part A. Then, answer part B.

**Part A**

Which of these inferences about Enzio is supported in the text?

a. Enzio resented having to move to America.

b. Enzio felt confident about moving to America.

c. Enzio cared more about fishing than moving to America.

d. Enzio felt a sense of loss thinking about his move to America.

**Part B**

Which sentence from the text **best** supports your answer in part A? Select one option.

a. “The smell of the sea was familiar and comforting.”

b. “There were more people on board than lived in his entire village back home in Trevilla.”

c. “Enzio clattered down the iron steps to the steerage deck and dove into his bunk.”

d. “Gone was the Mediterranean blue that he’d always taken for granted.”

---

5. **A Cure for Carlott**

Which statements **best** describe how the text might be different if told from Carlotta's point of view at the beginning of the story? Select all that apply.

a. The story would include more details about Carlotta's family.

b. The story would include details about Carlotta's home in Italy.

c. The story would include more details about Carlotta being seasick on the ship.

d. The story would include more details about Enzio and Carlotta entering Ellis Island.

e. The story would include more details about Carlotta meeting Enzio for the first time.

f. The story would include more details about Carlotta and the sights in New York City.
6. **A Cure for Carlott**

Select the statement that best explains why the author chose to include the first two paragraphs.

a. to show that Enzio's family planned on fishing in a new country  

b. to explain that Enzio was comfortable sailing on ships with many people  

c. to compare Enzio's comfort with the sea to his discomfort traveling to a new country  

d. to suggest that Enzio noticed a difference in the size of ship and in the number of people on board

---

7. **A Cure for Carlott**

Read the sentence and answer the question.

Enzio was especially hungry for any details about America.

What effect does the author create by using the phrase "hungry for any details"? Select two options.

a. an empty feeling  

b. a sense of curiosity  

c. a longing for change  

d. a mood of uncertainty  

e. a feeling of anticipation  

f. an atmosphere of anxiety
New Homes for Hermit Crabs by Bart King

Hermit crabs are nature’s recyclers. Like many other crabs, the hermit crab eats waste. By living on sea scraps, hermit crabs help keep oceans and shores clean. Some hermit crabs hide in reefs or live in shallow waters, while others scuttle on the ocean floor. There are also hermit crabs that spend most of their lives ashore.

Unlike other crabs, the hermit crab has a thin outer shell over its soft tail. This makes the hermit crab easy prey for hungry predators. Hermit crabs stay safe by living in old seashells. A hermit crab is picky; it tries on many shells until it finds one that fits just right. The hermit crab backs into its new home and uses its tail and rear legs to grab onto the shell and carry it. If a predator shows up, the crab retreats into its shell and blocks the entrance with its strong claws.

During a lifetime, one hermit crab will inhabit many different seashells. As a hermit crab grows, the crab leaves its home, upgrading to a larger shell. In recent years, however, many hermit crabs have had trouble finding their perfect homes. What is the problem? There are not enough shells to go around!

One reason for the seashell shortage is that ocean water is not as clean as it once was. This has caused chemical changes to sea water. Some sea animals, like snails, are affected by these changes. Now there are fewer snails making shells. People visiting the beach often take shells home as souvenirs. This is another problem. Other people even take shells for their own pet hermit crabs! They do not realize that hermit crabs in the wild need those shells too.

The hermit crabs in the ocean have learned to adapt to the changing housing situation. Like the good recyclers they are, hermit crabs started moving into small bottles, plastic cups, and other ocean litter. None of these are very good choices for crabs.

Now people are working to solve this hermit crab housing shortage. They are teaching beach-goers to leave seashells where they belong—at the seashore! Some people even make fake seashells that they hope the hermit crabs will like. For example, a group called Project Shellter invited people who visited their Web site to create different designs for hermit crab shells.

These designers had a lot to consider. What kind of material should be used to build a seashell? The material must be light enough for the hermit crab to carry, but strong enough to protect the crab from predators. The fake shells could not contain glue or any other substance that might harm a hermit crab. Another challenge with building a hermit crab home was the opening to the shell. Too big would mean the crab would not feel safe. Too small would be uncomfortable, and the crab would not want to move in.

Project Shellter designs were tested on hermit crabs in two aquariums. That way, project leaders could watch the crabs to find out which shells were their favorites. The most popular of these new hermit crab homes are made of plastic, but they look like real seashells.

These artificial shells have two important purposes. First, people who own hermit crabs can give them to their pets. That keeps real seashells in the ocean, rather than in home aquariums. The Project Shellter shells are also placed in the wild for hermit crabs to find. Lucky hermit crabs can move into these new dream homes and leave those plastic cups behind.
8. **New Homes for Hermit Crabs**

Read the sentence and the directions that follow.
Chemical changes in the ocean waters have affected the production of seashells used by hermit crabs.

Underline the sentence from the paragraph that **best** shows this idea.

One reason for the seashell shortage is that ocean water is not as clean as it once was. This has caused chemical changes to sea water. Some sea animals, like snails, are affected by these changes. Now there are fewer snails making shells. People visiting the beach often take shells home as souvenirs. This is another problem. Other people even take shells for their own pet hermit crabs! They do not realize that hermit crabs in the wild need those shells too.

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<td>2</td>
<td>RI-1</td>
<td>Key: Now there are fewer snails making shells. The student will identify evidence (explicit details and/or implicit information) to support a GIVEN inference based on the text.</td>
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9. **New Homes for Hermit Crabs**

Read the paragraph and the directions that follow.
During a lifetime, one hermit crab will inhabit many different seashells. As a hermit crab grows, the crab leaves its home, upgrading to a larger shell. In recent years, however, many hermit crabs have had trouble finding their perfect homes. What is the problem? There are not enough shells to go around!

Which statement **best** describes the main idea of the paragraph?
   a. Moving around a lot is common for hermit crabs.
   b. Hermit crabs are larger today than they used to be.
   c. Hermit crabs are displeased with the remaining seashells in the ocean.
   d. As hermit crabs grow, fewer seashells are available for them to use as homes.

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<td>The student will determine or summarize a central idea or topic in a text.</td>
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</table>
10. **New Homes for Hermit Crabs**

The author uses a word that means “fake” in the text. Circle a word in the paragraph that **best** represents that idea.

These artificial shells have two important purposes. First, people who own hermit crabs can give them to their pets. That keeps real seashells in the ocean, rather than in home aquariums. The Project Shellter shells are also placed in the wild for hermit crabs to find. Lucky hermit crabs can move into these new dream homes and leave those plastic cups behind.

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11. **New Homes for Hermit Crabs**

What conclusion can be drawn about the author's point of view about litter? Support your answer with details from the text.

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149
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<tr>
<th>Score</th>
<th>Rationale</th>
<th>Exemplar</th>
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| **2** | A response:  
• Gives sufficient evidence of the ability to make a clear inference/conclusion  
• Includes specific examples/details that make clear reference to the text  
• Adequately explains inference/conclusion with clearly relevant information based on the text **Responses may include (but are not limited to):**  
• (conclusion) Hermit crabs without access to shells are leaving themselves open for attack by predators in the ocean.  
• (conclusion) People leave litter on beaches that ends up in the oceans.  
• (conclusion) Litter has a negative impact on/is a problem for/hurts many animals in the ocean.  
• (support) Hermit crabs are using small bottles, plastic cups, and other ocean litter as homes. “None of these are very good choices for crabs.”  
• (support) Hermit crabs can use the fake shells as homes instead of living in litter.  
• (support) The author explains that “the ocean water is not as clean as it once was.”  
The author believes that while hermit crabs are nature's recyclers, they may move into unsuitable homes such as small bottles, plastic cups, and other litter they find in the ocean. As people litter the oceans, hermit crabs often select this litter instead of the seashells they normally would move into for homes. By moving into unsuitable homes of trash and litter, they leave themselves open for attack by predators in the ocean. “None of these are very good choices for crabs,” expresses the author's disapproval of hermit crabs' attempts to use litter as homes and of people's choices to litter the oceans. | **1** | A response:  
• Gives limited evidence of the ability to make an inference/conclusion  
• Includes vague/limited examples/details that make reference to the text  
• Explains inference/conclusion with vague/limited information based on the text  
**Responses may include those listed in the 2 point response.**  
Hermit crabs use trash left by humans as new homes in the ocean. |
| **0** | A response:  
• Gives no evidence of the ability to make an inference/conclusion  
• Gives an inference/conclusion but includes no examples or no examples/details that make reference to the text  
• Gives an inference/conclusion but includes no explanation or no relevant information from the text  
Hermit crabs move into bigger homes as they grow. |
12. **New Homes for Hermit Crabs**

What conclusion can be drawn about the effects people have on hermit crabs? Support your answer with details from the text.

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<td>3</td>
<td>RI-3</td>
<td>The student will form a conclusion about an informational text and identify details within the text that support that conclusion.</td>
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**Score**

- **2**
  - A response:
    - Gives sufficient evidence of the ability to make a clear inference/conclusion
    - Includes specific examples/details that make clear reference to the text
    - Adequately explains inference/conclusion with clearly relevant information based on the text
  - Responses may include (but are not limited to):
    - (conclusion) People have a negative effect on hermit crabs.
    - (support) There is now a shortage of shells due to unclean ocean water.
    - (support) Littering harms animals.
    - (support) People take shells off the beaches for souvenirs and for their own pet hermit crabs.
    - (support) The ocean is not as clean as it used to be and now there changes to chemicals in ocean water.

- **1**
  - A response:
    - Gives limited evidence of the ability

**Exemplar**

People have a negative effect on hermit crabs for a few different reasons. First of all, people take shells off the beaches for souvenirs and for their own pet hermit crabs. Also, when looking for a new home, a hermit crab may try to use litter left behind by people. People have also caused pollution in the oceans waters, which has affected shells that hermit crabs need.

People cause more problems for hermit crabs than they solve. There are companies trying to
<table>
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<tr>
<th>to make an inference/conclusion</th>
<th>solve the seashell shortage problems by making artificial shells, but they wouldn't need to if people weren't stealing the homes of the hermit crabs in the first place.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Includes vague/limited examples/details that make reference to the text</td>
<td></td>
</tr>
<tr>
<td>• Explains inference/conclusion with vague/limited information based on the text</td>
<td></td>
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</table>

Responses may include those listed in the 2 point response

<table>
<thead>
<tr>
<th>A response:</th>
<th>People affect hermit crabs in positive ways when they keep them as pets in their homes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Gives no evidence of the ability to make an inference/conclusion</td>
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<tr>
<td>OR</td>
<td></td>
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<tr>
<td>• Gives an inference/conclusion but includes no examples or no examples/details that make reference to the text</td>
<td></td>
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<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>• Gives an inference/conclusion but includes no explanation or no relevant information from the text</td>
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</table>
13. **New Homes for Hermit Crabs**

This question has two parts. First, answer part A. Then, answer part B.

**Part A**

Read the paragraph from the text and the directions that follow.

One reason for the seashell shortage is that ocean water is not as clean as it once was. This has caused chemical changes to sea water. Some sea animals, like snails, are affected by these changes. Now there are fewer snails making shells. People visiting the beach often take shells home as souvenirs. This is another problem. Other people even take shells for their own pet hermit crabs! They do not realize that hermit crabs in the wild need those shells too.

Select the statement that best describes what the information in the paragraph shows about the author's point of view.

a. The author believes that people visiting beaches can cause harm without knowing it.
b. The author believes that there have been a lot of changes in the quality of water in the ocean.
c. The author believes that snail production needs to increase to provide more homes for hermit crabs.
d. The author believes that people visiting beaches often don't think about how taking seashells home with them adds to the shortage of seashells for hermit crabs.

**Part B**

Which sentence from the text best supports your answer in part A? Choose one option.

a. "One reason for the seashell shortage is that ocean water is not as clean as it once was."
b. "This has caused chemical changes to sea water."
c. "Now there are fewer snails making shells."
d. "People visiting the beach often take shells home as souvenirs."
e. "Other people even take shells for their own pet hermit crabs!"
f. "They do not realize that hermit crabs in the wild need those shells too."

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<th>Item: Standards</th>
<th>Evidence Statement</th>
</tr>
</thead>
</table>
| 13     | 5     | 1     | 12     | 3   | RI-3            | Part A: D
Part B: F
The student will analyze how conflicting information reveals the author's point of view within a text. |
14. **New Homes for Hermit Crabs**

What is the best reason the author chose to end the text with a summary?

a. to highlight the hermit crab's ability to adapt to the environment  
   b. to show how people can benefit both hermit crabs and the oceans  
   c. to help the reader understand why the hermit crab changes homes  
   d. to inform the reader about the damage humans have done to the ocean

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<tr>
<td>14</td>
<td>5</td>
<td>1</td>
<td>13</td>
<td>3</td>
<td>RI-5</td>
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Key: B
The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.

15. **New Homes for Hermit Crabs**

Read the sentence from the text.

Hermit crabs are nature's **recyclers**.

What does the use of the word **recyclers** suggest about the author's point of view?

a. It reminds readers how important it is to clean up ocean beaches.  
   b. It shows readers how to take care of litter when they are at the beach.  
   c. It shows how skilled sea creatures are at using what is available to them.  
   d. It shows how clean nature is on its own and suggests readers do the same.

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<td>15</td>
<td>5</td>
<td>1</td>
<td>14</td>
<td>3</td>
<td>L-5</td>
<td>Key: C</td>
</tr>
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The student will analyze the impact of word choice on reader interpretation of a text.
16. A student is writing a report for science class about ways to model good health. Read the introduction and the first sentence of the next paragraph of the draft. Then complete the task that follows.

Living a healthy life is one of the most important things a person can do, and this often means making the right choices. These choices can help determine how much energy a person has and even how long he or she lives.

What do we need to do to stay healthy?
The student took these notes from reliable sources.

- stay physically active with exercise
- stay away from sugary or fried foods
- eat healthy foods (fruits, vegetables, chicken, or fish)
- do physical activities during recess
- get plenty of rest

Use the student's notes to write a paragraph that adds more facts or concrete details to support the underlined sentence of the report.

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<tbody>
<tr>
<td>16</td>
<td>5</td>
<td>2</td>
<td>3a</td>
<td>3</td>
<td>W-2.b</td>
<td>(Elaboration) The student will use information provided in a stimulus to write well-developed informational/explanatory text by applying elaboration techniques such as a. Developing and elaborating the focus (main idea) with facts, definitions, concrete details, quotations, or other information/examples</td>
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<td>Score</td>
<td>Rationale</td>
<td>Exemplar</td>
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| 2     | The response:  
• provides adequate relevant points/reasons/details and/or evidence from the student notes supporting main idea/controlling idea  
• adequately elaborates ideas using precise words/language | Here are several simple things to do. Stay active to build muscles. It is easy to get exercise at school during recess or P.E. class, but after-school activities like running, walking, riding a bike, or playing a sport can also help out. Eat healthy foods to get vitamins and minerals. Also, do not eat too many sweets or fried foods. They may taste good, but they are horrible for the body. Get enough sleep to feel rested the next day. |
| 1     | The response:  
• provides or lists mostly general and/or limited points/reasons/details or evidence from the student notes supporting main idea/controlling idea. Some points/reasons/details may be extraneous or loosely related to the main idea.  
• partially elaborates ideas using general words/language | You should play at recess and go to P.E. class. Eat foods that are good for you, they will be good for your body. Don't eat junk food and get lots of sleep. |

**Annotation:** The response includes appropriate information from the student notes and connects, rather than restates, the information, drawing logical conclusions—logical conclusions (e.g., “they may taste good, but they are horrible for the body;” getting adequate rest “makes it easier to pay attention”). Note: other “2” responses may choose different details from student notes and still reflect the “2” criteria.

**Annotation:** This response briefly restates ideas from the notes with very general attempts to elaborate or connect the ideas (“they will be good for your body” restates/defines “healthy food”). The language is very general and repetitive (“good”). Note: Other “1” papers may have different strengths/weaknesses and still reflect the criteria for the partial or limited “1” response.
17. A student is writing a report about dolphins for a science assignment. Read the draft and complete the task that follows.

Dolphins are mammals that have adapted to live in the ocean. All mammals, including dolphins, share certain features. Since dolphins are mammals, they give birth to live babies. Like all mammals, dolphins produce milk for their young, are warm-blooded, and have hair. Cold-blooded animals cannot control their body temperature. Unlike fish, which have gills, dolphins breathe air using lungs. Young amphibians have gills. Dolphins must make trips to the ocean's surface to breathe. The blowhole on a dolphin's head acts as a "nose," making it easy for the dolphin to get air. Dolphins are among the few mammals that live entirely in the water.

The student needs to revise the draft to eliminate ideas that do not support the main. Circle two sentences that do not support the underlined main idea and so should be removed.

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<tbody>
<tr>
<td>17</td>
<td>5</td>
<td>2</td>
<td>3b</td>
<td>2</td>
<td>W-2.b</td>
<td>Key: Cold-blooded animals cannot...; young amphibians have gills... (Elaboration) The student will revise informational/explanatory text by identifying the best elaboration techniques such as c. deleting details that do not support the main idea</td>
</tr>
</tbody>
</table>
Dear Mrs. Johnson,

I am writing to make a suggestion that you allow us students to keep healthy snacks in our desks to eat whenever we want. During class, we are often hungry, and it distracts us from our work. If we could have a snack whenever we wanted one instead of just at snack time, I think we would be able to concentrate better on our assignments. In addition, healthy snacks are good brain food. Therefore, they would help us finish our work on time and get better grades. I know you might say that the room would be too messy with all of the snacking going on, but I bet that students would agree to clean up after themselves if they could have snacks when they wanted them.

Sincerely,
Tina Young

Which sentence is the best closing statement for this student’s letter?

a. Please allow us to bring snacks that are easy to clean up and keep in our desks until snack time.
b. Please think about requiring students to bring only healthy snacks to school for snack time so that they will get better grades.
c. Please consider my request to keep healthy snacks that are easy to clean up in our desks so that we can have them when we are hungry and focus on our work.
d. Please ask all of the students if they would like to bring something healthy for snack time every day so that they can focus on their work.

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<tbody>
<tr>
<td>18</td>
<td>5</td>
<td>2</td>
<td>6b</td>
<td>2</td>
<td>W-1.d</td>
<td>Key: C (Organization) The student will use information provided in a stimulus to revise organized informational/explanatory text by e. Developing an appropriate conclusion related to the opinion presented</td>
</tr>
</tbody>
</table>
19. Annie is writing a story for her class. Read the draft of the story and complete the task that follows.

After hiking for two hours, I longed to get back to the awesome nature center at the trail head. The dusty hiking trail was taking its toll as my body was beginning to bother me. The moist air of this summer day was leaving me breathless, and the pecking of the woodpeckers was on my last nerve. To add to my problems, I was having trouble avoiding the dangerous vines on the edge of the trail that the park ranger had warned us to avoid.

The writer wants to replace the underlined words to make her meaning more exact. Which two sets of words would make her word choices better?

- a. feel better, ugly
- b. ache, poisonous
- c. shake, suspicious
- d. throb, toxic
- e. feel strange, drooping
- f. improve, tangled

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<tbody>
<tr>
<td>19</td>
<td>5</td>
<td>2</td>
<td>8</td>
<td>2</td>
<td>W-2.d, W-3.d</td>
<td>Key: B, D The student will identify and use the best grade-appropriate and domain-specific vocabulary words to inform or explain to audience.</td>
</tr>
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</table>

20. A student wrote a sentence that contains errors in punctuation. Circle the two words that should be followed by a comma.

Mrs. Lacey stated “Although we had searched the entire room three times we never could find the missing stapler.”

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<tbody>
<tr>
<td>20</td>
<td>5</td>
<td>2</td>
<td>9</td>
<td>1</td>
<td>L-2</td>
<td>Key: stated, times The student will identify, edit to correct, and/or edit for correct use of 6. comma to separate an introductory element from the rest of a sentence. 20. commas and quotation marks to mark direct speech and quotations.</td>
</tr>
</tbody>
</table>
21. A student wrote a sentence that contains errors in punctuation. Circle the **three** words that should be followed by a comma.

Did Jonathan do anything exciting while he was on vacation? Yes he went bowling swimming biking, and dancing.

<table>
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<tr>
<td>21</td>
<td>5</td>
<td>2</td>
<td>9</td>
<td>1</td>
<td>L-1, L-2, L3b</td>
<td>Key: Yes, bowling, swimming To complete this task, students must be able to identify errors in punctuation to separate items in a series and in the use of a comma to set off the words yes and no.</td>
</tr>
</tbody>
</table>

22. A student is writing a research report about the Grand Canyon. Read the sentences from his report and the directions that follow.

Many animals live in the Grand Canyon. These animals need the Colorado River which runs at the bottom of the canyon. The river gives the animals water to drink and a place to swim. Because lots of plants grow near the river, plant-eating animals can easily locate food there. Many people travel to the river in the Grand Canyon hoping to see the many different types of animals who live there.

Select **all** of the sources that would **most likely** give the student more information about the ideas he has written.

a. [www.tripstothecanyon.com](http://www.tripstothecanyon.com)
   Visit the Grand Canyon with your family. There are many things you can see on your trip. Let us help you plan your trip now!

b. [www.canyonrivertravel.com](http://www.canyonrivertravel.com)
   There are many ways to explore the Grand Canyon. People can walk or ride a boat down the river. Families can even ride donkeys on the trails.

c. [www.grandcanyonform.com](http://www.grandcanyonform.com)
   How was the Grand Canyon made? The canyon was formed by the river that runs through the middle. See and learn about different types of rocks that are found in the Grand Canyon.

d. [www.animalpicturesEZ123.com](http://www.animalpicturesEZ123.com)
   Canyons are great places to take pictures of animals. Here are some tips on how to take pictures of animals.

e. [www.wildlifeofgrandcanyon.com](http://www.wildlifeofgrandcanyon.com)
Here is a list of the most common wildlife found within the Grand Canyon. Get facts about their homes, what they eat, and which ones to avoid.

f. www.grandcanyontrails2hike.com
   The Colorado River is a good place for food and water for many types of living things. Read all about how the river helps living things in the canyon.

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<tr>
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<th>Item: Standards</th>
<th>Evidence statement</th>
</tr>
</thead>
</table>
| 22     | 5     | 4     | 3      | 2   | W-8, RI-7      | Key: E, F
   The student will analyze digital and print sources in order to locate relevant information to support research. |

23. A student is writing a report about exploring the ocean. The student wrote the following opinion: Exploring oceans is important. He found a source. Read the source. Circle all of the sentences that support the opinion.

   Ocean researchers explore oceans and make many discoveries that are sometimes not planned. These researchers use specialized cameras and equipment to gather information. Once information is collected, the researchers record their findings. Their findings benefit living things in many ways. For example, sometimes research provides details about new sources of energy or food. At other times, research reveals how particular regions are being affected by specific climate changes. The findings of the researchers and the resources they use can create interest in the science fields.

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<th>Evidence Statement</th>
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</table>
| 23     | 5     | 4     | 4      | 2   | W-9, W-8       | Key: For example, sometimes research provides details about new sources of energy or food; other times, researcher reveals how particular regions are being affected by specific climate changes; the findings of researchers and the resources they use can create interest in the science field.
   The student will select evidence to support conjectures or opinions based on evidence collected and analyzed. |
24. A student is writing a research report about musical instruments. He wrote an opinion in the report. Read the opinion and the directions that follow.

There are many kinds of musical instruments, and it can be hard to choose which one to learn how to play. When deciding what instrument to learn how to play, people often consider the size of the instrument. Many young children play the violin because violins come in tiny sizes. The sound of an instrument is also important to consider when choosing an instrument. For example, some people like the trumpet for its very loud sound. However, the best instrument to learn how to play is the piano. A piano has keys that, when pressed down, play different notes.

The student took notes about musical instruments. Choose two notes that support the student's opinion.

a. It is difficult to bring a piano to a party to play.
b. It is very easy to play a song on the piano after just a few short lessons.
c. Some people say the human voice is the most beautiful instrument of all.
d. Many people enjoy listening to music, no matter what instruments are used.
e. Some piano students quit because they do not like to practice or do not have time for it.
f. Learning how to play the piano can help people learn how to play other instruments as well.

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<td>5</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>W-9, W-8</td>
<td>Key: 2, 6 The student will select evidence to support conjectures or opinions based on evidence collected and analyzed.</td>
</tr>
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G5 ELA Performance Task

Student Directions

Service Animals Opinion Performance Task

Task:
A person with a disability visited your class today to discuss how his trained service animal allows him to enjoy more independence and participate more fully in everyday activities. You and your classmates became interested in learning more about service animals. Your teacher took your class to the school library to look up more information about this topic. You have found three articles about service animals.

After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and complete your research. You may click on the Global Notes button to take notes on the information you find in the sources as you read. You may also use scratch paper to take notes.

In Part 2, you will write an opinion paper using information you have read.

Directions for Beginning:

You will now review several sources. You can review any of the sources as often as you like.

Research Questions:

After reviewing the research sources, use the rest of the time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the information you have read and viewed, which should help you write your opinion paper.

You may click on the Global Notes button or refer back to your scratch paper to look at your notes when you think it would be helpful. Answer the questions in the spaces below the items.

Both the Global Notes on the computer and your written notes on scratch paper will be available to you in Part 1 and Part 2 of the performance task.
Part 1

Sources for Performance Task:
Source #1

You have found a current article about capuchin monkeys on a website about service animals. The author is a veterinarian who writes articles for educational publications.

Monkey Helpers by Tamra Orr

An Unusual Set of Helping Hands

Every day people make countless moves that they tend to take for granted. They scratch their noses and pull on their backpacks. People grab something to eat and push up their glasses. They flip the pages of their textbooks and turn off their lights. For people living with injuries to the spinal cord, however, these basic movements are very difficult. For some, they are even impossible. For the past 35 years, more than 160 people with injuries to the spinal cord have found support from a very unusual set of helping hands: those of specially trained capuchin monkeys.

Capuchin monkeys are very small. Some weigh less than eight pounds, even when fully grown. They are also extremely smart. In the wild, they have shown the ability to pick up tools and use them to solve problems. Their hands can easily carry small tools. This makes it easier for them to handle modern items such as remotes and cell phones.

Although capuchin monkeys are smart and are able to handle small tools, not all types of monkeys are ideal to use as service animals. Some monkeys, such as howler monkeys, are too large or strong. Monkeys who have not been properly trained are also unreliable. They might behave in ways that are hard to predict. For example, a monkey could suddenly hurt a person if it got angry or frightened for some reason.

While some people believe capuchin monkeys are wonderful service animals, not everyone agrees. Capuchins are small, easy to train, and able to bond, or form close relationships, with humans. However, they are still, in the end, wild animals. April Truitt, director of the Primate Rescue Center in Kentucky, says that having a wild animal in your home may put both the animal and the owner at increased risk of getting injured. She points out that it is possible for capuchins to become violent suddenly and this can be a danger to their owners and others.

Long Before School Starts

Long before capuchin monkeys begin their training, they have already spent years around humans. Born in a Massachusetts zoo, they must live with foster families as long as twelve years before beginning their training on how to assist a person with a disability. During this time, they are taught how to share a house with humans. They get used to being around pets. They even learn basic tasks like how to take baths. This requires a great deal of time and effort.

Learning to Help

Capuchin monkeys learn how to assist people with disabilities at Helping Hands, otherwise known as the monkey college, in Boston, Massachusetts. This college is not quite like going to a traditional school.
Every day, for three to five years, capuchin monkeys learn new skills. Their lessons do not focus on reading and writing though. Days are spent learning how to load a DVD into a player and push play, or how to open and close microwave doors. This education takes time, patience, and money. The cost of educating just one monkey is close to $40,000. Finally, after up to five years of training, the animals finish school. Now the monkeys are ready to go and live with someone who needs them to help make life a little bit easier.

The Simple Things

Having a capuchin monkey in the house is not the same as having a dog or cat. Because of their training and their intelligence, these monkeys are able to do an amazing number of chores for the person who is disabled and cannot do them alone. Along with operating microwaves and DVD players, these service animals can also turn lights off and on for their new owners. They can open bottles and flip the pages of a book for their owner. They can even reach out and scratch an annoying itch.

Every year, Helping Hands places dozens of monkeys in homes of people with disabilities. The monkeys take good care of their owners. In return, the owners feel safer and more able to do tasks that so many others take for granted.

Sources Used
Source #2

You found an article about service animals in a 2002 issue of Click, a magazine for children.

Animals Helping People

A monkey who helps you drink out of a straw? A dog that opens the refrigerator door when you want a snack? A pony gentle enough to ride even if you cannot see? When people need extra care, special animals are there to help!

Seeing Eye dogs are trained to be the eyes for people who cannot see. All over the world, Seeing Eye dogs are hard at work—guiding, protecting, and loving their blind masters.

Horseback riding is good exercise. It also helps people feel happy and confident. Even riders who cannot see, or who have trouble moving their muscles, can have fun on a quiet, gentle, well-trained horse. Hearing dogs help people who are deaf or hard-of-hearing. These smart, friendly, energetic dogs are specially trained to let their owners know when the doorbell rings, the smoke alarm goes off, or the baby wakes up from a nap.

This boy needs both his hands and all his energy just to walk. Luckily, his assistance dog is there to carry his backpack. Assistance dogs are good helpers—and good friends!

... Assistance animals like this capuchin monkey are smart and nimble enough to help in lots of ways—they can turn the lights on and off, play a CD, or get their owners a cool drink!

This girl is part of a special program to help children with serious physical and learning difficulties. Swimming with dolphins helps the children relax—and who wouldn't love being around such wild and beautiful creatures!

Animals helping people. Click, 5(9), 21-23.
This article from a magazine about animal rights describes new service animal rules that are included as part of a federal law. The author is on staff at the magazine and has a legal background.

New Service Animal Rules by Clare Mishica

*New rules regarding service animals were added to the Americans with Disabilities Act (ADA) in March 2011. The ADA is a law that protects the rights of people with disabilities.*

*The new rules limit the kind of service animals that people with disabilities can have in public places. Now, only dogs and miniature horses are allowed in public places. The changes were meant to clear up confusion regarding service animals in public places. Business owners were unclear about the kind of service animals that were allowed in their businesses. They were also unclear about the amount of responsibility that they had for service animals that were brought into their businesses.*

A man has a large snake draped over his shoulders. He wants to enter a café for lunch and says the snake is a service animal that helps and comforts him. In the past, the law would have required the café to allow the man to bring his snake inside. This was because people were allowed to choose any service animal as helpers, including pigs, birds, and lizards! Before the new rule, any type of animal could have been considered a service animal. As long as the owner felt that the animal provided him/her assistance, then any type of animal could be used as a service animal. Once the new rules went into effect, the only service animals permitted in public places are dogs and miniature horses.

**What Made the Changes Necessary?**

The changes were needed to protect people from diseases. Different animals carry certain diseases. When animals go into public places, they might pass illnesses to humans. In addition, some animals are not trained to keep an area clean. For example, birds could leave droppings on a store floor. This creates an unhealthy setting for others.

Second, the law was changed to help business owners. In the past, businesses such as hotels had to accept all types of service animals, and that could create problems. For example, some animals are large or noisy. Others might cause damage or have special needs. Dogs and miniature horses, however, are tame. They have been used as pets for hundreds of years. They listen to commands. Both dogs and miniature horses are trained to guide the blind. These animals can be trusted by pet owners and business owners.

Some people prefer to use service animals other than dogs and miniature horses and this is still possible. The new rules limit only the kind of service animals permitted in public places. In private, people are able to choose other animals. Some people with disabilities use monkeys to help them do tasks in their homes. These monkeys have similar hand and finger control to humans, so they can perform more tasks than other animals.

Would you like to learn more about the federal rules for service animals? You can visit the Americans with Disabilities Act (ADA) website. It gives details and reasons for changes in the rules.

Sources Used

1. Check the boxes to match each source with the idea or ideas that it supports. Some ideas may have more than one source selected.

| People who own businesses have to consider the well-being of all of their guests. |
| Source #1: Monkey Helpers | Source #2: Animals Helping People | Source #3: New Service Animal Rules |
| Being smart and able to handle small objects makes certain animals more appropriate than other animals to assist people who have a disability. |

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<tr>
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<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>W-8</td>
<td>The student will select evidence to support opinions based on evidence collected.</td>
</tr>
</tbody>
</table>

**Key Elements:**
People who own businesses have to consider the well-being of all of their guests:
1. Source #3

Being smart and able to handle small objects makes certain animals more appropriate than other animals to assist people who have a disability:
1. Source #1
2. Source #2

2. The sources discuss how service animals help people. Explain what you have learned about how service animals help people. Use **one** detail from Source #1 and **one** detail from Source #2 to support your explanation. For each detail, include the source title or number.

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<tr>
<td>2</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>W-9</td>
<td>The student will locate information from multiple sources to support a central idea or subtopic related to research.</td>
</tr>
</tbody>
</table>
Key Elements:
Source #1 (Monkey Helpers)
• They can carry small tools such as remotes and cell phones.
• The monkeys learn how to load a DVD into a player and push play.
• They can open and close microwave doors.
• These monkeys are able to do an amazing number of chores for a person with a disability.
• The monkeys can turn lights on and off.
• They can open bottles and flip the pages of a book.
• They can scratch an annoying itch.
• The monkeys take good care of their owners.

Source #2 (Animals Helping People)
• A dog can open the refrigerator door when you want a snack.
• Seeing Eye dogs are trained to be the eyes for people who cannot see. All over the world, Seeing Eye dogs are hard at work—guiding, protecting, and loving their blind masters.
• Hearing dogs help people who are deaf or hard-of-hearing. These smart, friendly, energetic dogs are specially trained to let their owners know when the doorbell rings, or the smoke alarm goes off, or the baby wakes up from a nap.
• An assistance dog can carry a backpack.
• Assistance dogs are good helpers—and good friends!
• Capuchin monkeys can turn lights on and off, play a CD or get their owners a drink.
• Dolphins help children with physical and learning difficulties relax.

Rubric:
(2 points) Response is an evidence-based explanation that provides two pieces of evidence from different sources that support this idea and that explain how each detail supports the idea. Student cites the source for each detail.

(1 point) Response is an evidence-based explanation that provides two pieces of evidence from different sources that support this idea but doesn’t explain how each detail supports the idea. Student cites the sources.
OR
Response is an evidence-based explanation that provides two pieces of evidence from a single source that supports this idea and that explains how that detail supports the idea. Student cites the source.
OR
Response is an evidence-based explanation that provides only one piece of evidence from a single source that supports this idea and that explains how that detail supports the idea. Student cites the source.
OR
Response is an evidence-based explanation that provides two pieces of evidence from different sources that support this idea and that explain how each detail supports the idea. Student does not cite sources.

(0 points) Response is an explanation that is incorrect, irrelevant, insufficient, or blank.
Exemplar:

(2 points) Service animals are trained animals that help people with disabilities. These animals help their owners do certain tasks that their owners are not able to do for themselves. Source #1 says that capuchin monkeys learn how to load DVDs into players and push play and how to open and close microwave doors. Since these monkeys are trained to do such things, they are able to help their owners who may not be able to do these tasks on their own. Source #2 says that hearing dogs can help people at home by letting the owner know when the doorbell rings or when the smoke alarm goes off. This is important because if the owner is not able to hear, then the service animal could let the owner know when important sounds happen.

(1 point) Service animals are trained animals that help people with disabilities. These animals help their owners do certain tasks that the owner is not able to do for themselves. Source #1 says that capuchin monkeys learn how to load DVDs into players and push play and how to open and close microwave doors. Since these monkeys are trained to do such things, they are able to help their owners who may not be able to do these tasks on their own.

(0 points) Service animals help people in different ways.

3. Which source would **most likely** be the most helpful in understanding how a service animal is trained? Explain why this source is **most likely** the most helpful. Give at least **two** details from the source to support your answer.

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<td>5</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>W-9</td>
<td>The student will analyze digital and print sources in order to locate relevant information to support research.</td>
</tr>
</tbody>
</table>

4. **Student Directions: Service Animals Opinion Performance Task**

   **Part 2**

   You will now review your notes and sources, and plan, draft, revise, and edit your writing. You may use your notes and go back to the sources. Now read your assignment and the information about how your writing will be scored; then begin your work.

   **Your Assignment:**

   When your class returns from the library, your classmates begin to share what they learned about different types of service animals. They also begin to discuss the new rule that allows only dogs and miniature horses as service animals in public places. Some students agree with the rule, and some students disagree with the rule. Your teacher asks you to write a paper explaining your opinion about the new rule.

   In your paper, you will take a side as to whether you agree with the rule allowing only service dogs and miniature horses in public places, or whether you disagree with the rule. Your paper will be read by your teacher and your classmates. Make sure you clearly state your opinion and write several paragraphs supporting your opinion with reasons and details from the sources. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to give the source title or number for the details or facts you use.

   **REMEMBER:** A well-written opinion paper
• has a clear opinion.
• is well-organized and stays on the topic.
• has an introduction and conclusion.
• uses transitions.
• uses details or facts from the sources to support your opinion.
• puts the information from the sources in your own words, except when using direct quotations from the sources.
• gives the title or number of the source for the details or facts you included.
• develops ideas clearly.
• uses clear language.
• follows rules of writing (spelling, punctuation, and grammar usage).

Now begin work on your opinion paper. Manage your time carefully so that you can
1. plan your opinion paper.
2. write your opinion paper.
3. revise and edit the final draft of your opinion paper.

For Part 2, you are being asked to write an opinion paper that is several paragraphs long. Write your response below.

Remember to check your notes and your prewriting/planning as you write and then revise and edit your opinion paper.

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<td>4</td>
<td>5</td>
<td>2</td>
<td>7</td>
<td>4</td>
<td>W-1b</td>
<td>The student will write full opinion pieces about topics or sources, attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitions for coherence, develop supporting evidence/reasons (from sources when appropriate to the assignment) and elaboration, and develop an appropriate conclusion related to the opinion presented.</td>
</tr>
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</table>
## 4-Point Opinion Performance Task Writing Rubric (Grades 3-5)

<table>
<thead>
<tr>
<th>Score</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NS</th>
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</thead>
<tbody>
<tr>
<td><strong>Organization/Purpose</strong></td>
<td>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is sustained between and within paragraphs. The response is consistently and purposefully focused:</td>
<td>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</td>
<td>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:</td>
<td>The response has little or no discernible organizational structure. The response may be related to the opinion but may provide little or no focus:</td>
<td>• Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose</td>
</tr>
<tr>
<td></td>
<td>• opinion is introduced, clearly communicated, and the focus is strongly maintained for the purpose and audience • consistent use of a variety of transitional strategies to clarify the relationships between and among ideas • effective introduction and conclusion • logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety</td>
<td>• opinion is clear, and the focus is mostly maintained for the purpose and audience • adequate use of transitional strategies with some variety to clarify relationships between and among ideas • adequate introduction and conclusion • adequate progression of ideas from beginning to end; adequate connections between and among ideas</td>
<td>• opinion may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience • inconsistent use of transitional strategies and/or little variety • introduction or conclusion, if present, may be weak • uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas</td>
<td>• opinion may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience • few or no transitional strategies are evident • introduction and/or conclusion may be missing • frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression</td>
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<tr>
<td>Score</td>
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<tr>
<td>Evidence/Elaboration</td>
<td>The response provides thorough and convincing elaboration of the support/evidence for the opinion and supporting idea(s) that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language:</td>
<td>The response provides adequate elaboration of the support/evidence for the opinion and supporting idea(s) that includes the use of source material. The response adequately develops ideas, employing a mix of precise with more general language:</td>
<td>The response provides uneven, cursory elaboration of the support/evidence for the opinion and supporting idea(s) that includes partial or uneven use of source material. The response develops ideas unevenly, using simplistic language:</td>
<td>The response provides minimal elaboration of the support/evidence for the opinion and supporting idea(s) that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</td>
<td>• Insufficient (includes copied text)</td>
</tr>
<tr>
<td></td>
<td>• comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific</td>
<td>• adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general</td>
<td>• some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied</td>
<td>• evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied</td>
<td>• In a language other than English</td>
</tr>
<tr>
<td></td>
<td>• clear citations or attribution of source material</td>
<td>• adequate use of citations or attribution to source material</td>
<td>• weak use of citations or attribution to source material</td>
<td>• insufficient use of citations or attribution to source material</td>
<td>• Off-topic</td>
</tr>
<tr>
<td></td>
<td>• effective use of a variety of elaborative techniques*</td>
<td>• adequate use of some elaborative techniques*</td>
<td>• weak or uneven use of elaborative techniques*; development may consist primarily of source summary</td>
<td>• minimal, if any, use of elaborative techniques*</td>
<td>• Off-purpose</td>
</tr>
<tr>
<td></td>
<td>• vocabulary is clearly appropriate for the audience and purpose</td>
<td>• vocabulary is generally appropriate for the audience and purpose</td>
<td>• vocabulary use is uneven or somewhat ineffective for the audience and purpose</td>
<td>• inconsistent or weak attempt to create appropriate style</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• effective, appropriate style enhances content</td>
<td>• generally appropriate style is evident</td>
<td>• inconsistent or weak attempt to create appropriate style</td>
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*Elaborative techniques may include the use of personal experiences that support the opinion.

Holistic Scoring:
- **Variety:** A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling.
• **Severity**: Basic errors are more heavily weighted than higher-level errors.
• **Density**: The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.
Grade 6 ELA Practice Test

Read the text. Then answer the questions.

Fishy Weather Conditions By Phillip Cho (Questions #1-8)

Lajamanu, Australia, is a dry little town with 600 residents, sitting right on the edge of the Tanami desert. On a map, Lajamanu looks a lot closer to the center of Australia than any coast. On any given day, red dust blows down the streets, and a dry wind hurries weeds down the dirt roads. Not much happens that is new or unexpected, so imagine how amazed its residents were when live fish rained down on them from a dark gray cloud one afternoon.

That is exactly what happened in the remote Australian village. Raining fish, especially more than 300 miles from an ocean, seems like it must be an elaborate hoax. In some places, however, it happens so often that it doesn't even surprise residents any longer. In Yoro, Honduras, it happens so regularly that they have begun to predict the Lluvia de Peces, or Rain of Fishes, once or twice a year.

How do clouds make fish? The simple answer is that they don't. There is a particular weather phenomenon called a waterspout. A waterspout is just like a tornado, only it forms above oceans, lakes, or rivers. Like a tornado, a waterspout is shaped like a funnel and moves in a circle at high speeds. The speed creates a vacuum effect which causes the funnel to suck everything it passes upward into its highest, widest section. Some waterspouts are only a few feet tall, but others are over a hundred feet high! When they vacuum in the water, waterspouts tend to carry the fish with them, as well as frogs or other small plants or animals.

As these waterspouts reach land, they begin to dissipate, or lose momentum. But since warm air rises, the water and all of the things in it tend to move upward, into the atmosphere, in the form of clouds. When the clouds, carried by wind, travel rapidly over land, they become laden with too much weight, and it begins to rain. This is how the fish and frogs seem to fall from the sky.

Scientists couldn't figure it out at first. To make matters stranger still, the fish in Yoro were very much alive when they rained down to the ground, but they were all blind. In England, it rained fish, frogs, spiders, and snakes, and none were blind. In Lajamanu, Australia, the fish were not only alive, but some were large enough to eat. It was difficult to puzzle out, but the blind fish in Yoro gave them a place to start.

Scientists knew that some fish that lived in deep, underground caves with no light sources often lost their eyesight over generations of adaptation. They simply no longer needed to see. So when blind fish rained down on Yoro, scientists began to connect some dots. Clearly, these particular fish were pulled from an underground water source by force. The waterspout theory began to seem more and more possible.
It has rained fish on every continent, and each time, people have tried in various ways to explain this strange phenomenon. Historically, villagers thought the “fishes from the heavens” might be answers to prayers for food. Others proposed that flashfloods overran river banks and oceans, depositing the fish on the city streets. No scientist had actually seen the rain as it occurred, only the fish left on the ground. But in 1970, a National Geographic team happened to be in Yoro when the Rain of Fishes began. They recorded what was happening and made history by finally proving that the fish really did fall from the sky.

This huge breakthrough wasn't just a spot of good luck. It changed thousands of years of myths and legends into true stories and provided scientific explanations for how fish came to live in deep caves and isolated ponds. It explained ancient cave paintings and shed new light on how species have spread over time. It turned out to be a lot more than just a little fishy weather.
1. **Fishy Weather Conditions**
The author suggests that raining fish was a welcomed event to some people. Which sentence from the text best supports this inference?

a. “In some places, however, it happens so often that it doesn't even surprise residents any longer.”

b. “In Yoro, Honduras, it happens so regularly that they have begun to predict the Lluvia de Peces, or Rain of Fishes, once or twice a year.”

c. “In Lajamanu, Australia, the fish were not only alive, but some were large enough to eat.”

d. “It has rained fish on every continent, and each time, people have tried in various ways to explain this strange phenomenon.”

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<td>1</td>
<td>6</td>
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<td>8</td>
<td>2</td>
<td>RI-1</td>
<td>Key: C The student will identify explicit text evidence to support a GIVEN inference based on the text.</td>
</tr>
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</table>

2. **Fishy Weather Conditions**
Which statement best summarizes the central idea of the text?

a. Fish adapt to their environments, and in some cases lose certain abilities.

b. Animals raining from the sky is an unusual event that can be explained through science.

c. Scientists need to capture fish raining from the sky on film before the event is believable.

d. Animals live through varying weather conditions despite extreme changes to their environments.

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<td>2</td>
<td>6</td>
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<td>9</td>
<td>2</td>
<td>RI-2</td>
<td>Key: B The student will summarize a central idea in a text.</td>
</tr>
</tbody>
</table>

3. **Fishy Weather Conditions**
Read the paragraphs from the text. Then, answer the question.

Scientists couldn't figure it out at first. To make matters stranger still, the fish in Yoro were very much alive when they rained down to the ground, but they were all blind. In England, it rained fish, frogs, spiders, and snakes, and none were blind. In Lajamanu, Australia, the fish were not only alive, but some were large enough to eat. It was difficult to puzzle out, but the blind fish in Yoro gave them a place to start.
Scientists knew that some fish that lived in deep, underground caves with no light sources often lost their eyesight over generations of adaptation. They simply no longer needed to see. So when blind fish rained down on Yoro, scientists began to connect some dots. Clearly, these particular fish were pulled from an underground water source by force. The waterspout theory began to seem more and more possible.

Which statement best summarizes the central idea of the paragraphs?

a. Scientists were interested in knowing why the raining animals differed from place to place.
b. Details about animals affected by the unusual event led to an understanding of how it was happening.
c. The presence of unusual animals brought about the belief that the event was rare and due to special situations.
d. Understanding how animals change to match their environments helped scientists determine why particular events happened to them.

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<td>6</td>
<td>1</td>
<td>9</td>
<td>2</td>
<td>RI-2</td>
<td>Key: B The student will determine the central idea of a key paragraph in the text.</td>
</tr>
</tbody>
</table>

4. **Fishy Weather Conditions**

Read the paragraph from the text.

It has rained fish on every continent, and each time, people have tried in various ways to explain this strange phenomenon. Historically, villagers thought the “fishes from the heavens” might be answers to prayers for food. Others proposed that flashfloods overran river banks and oceans, depositing the fish on the city streets. No scientist had actually seen the rain as it occurred, only the fish left on the ground. But in 1970, a National Geographic team happened to be in Yoro when the Rain of Fishes began. They recorded what was happening and made history by finally proving that the fish really did fall from the sky.

What most likely did the author intend by mentioning some of the beliefs people had about raining fish at the beginning of the paragraph? Support your answer with evidence from the text.

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<td>4</td>
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<td>1</td>
<td>11</td>
<td>3</td>
<td>RI-8</td>
<td>The student will make an inference about an author’s intention and identify evidence within the text that supports the inference.</td>
</tr>
<tr>
<td>Score</td>
<td>Rationale</td>
<td>Exemplar</td>
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</table>
| 2     | A response:  
• Gives sufficient evidence of the ability to make a clear inference/conclusion  
• Includes specific examples/details that make clear reference to the text  
• Adequately explains inference/conclusion with clearly relevant information based on the text  
**Responses may include (but are not limited to):**  
• (conclusion) Author wanted to explain why people had different explanations about raining fish.  
• (support) the ideas about the meaning of the fish (gift from heaven, the result of heavy rainfall)  
• (support) National Geographic was present for the Rain of Fishes  
• (support) Filming the fish made stories believable | The author wanted to highlight how for years people had different explanations for why there were raining fish. Some people thought that they were fishes from the heavens, while others thought they came from flash floods. But since no scientists had seen raining fish, it was rather confusing. The mystery was solved when the National Geographic team saw the raining fish. |
| 1     | A response:  
• Gives limited evidence of the ability to make an inference/conclusion  
• Includes vague/limited examples/details that make reference to the text  
• Explains inference/conclusion with vague/limited information based on the text  
**Responses may include those listed in the 2 point response.** | The author wanted to show that many different people had different explanations for why there were raining fish, however because no one solved the problem, they didn’t know the exact reason. The mystery was solved in 1970. |
| 0     | A response:  
• Gives no evidence of the ability to make an inference/conclusion  
• Gives an inference/conclusion but includes no examples or no examples/details that make reference to the text  
**OR**  
• Gives an inference/conclusion but includes no explanation or no relevant information from the text | People have talked about seeing fish fall from the sky for a long time. |
5. **Fishy Weather Conditions**

This question has two parts. First, answer part A. Then, answer part B.

**Part A**

Circle the statement that **best** describes what the reference to tornadoes shows about waterspouts.

- a. A waterspout can cause destruction.
- b. A waterspout can carry items within it.
- c. A waterspout is difficult to catch on film.
- d. A waterspout is a unique weather system.

**Part B**

Underline the sentence from the text that **best** supports your answer in part A.

How do clouds make fish? The simple answer is that they don't. There is a particular weather phenomenon called a waterspout. A waterspout is just like a tornado, only it forms above oceans, lakes, or rivers. Like a tornado, a waterspout is shaped like a funnel and moves in a circle at high speeds. The speed creates a vacuum effect which causes the funnel to suck everything it passes upward into its highest, widest section. Some waterspouts are only a few feet tall, but others are over a hundred feet high!

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<td>5</td>
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<td>12</td>
<td>3</td>
<td>RI-3</td>
<td>Part A: B</td>
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<td>Part B: “The speed creates …” The student will analyze the interaction between ideas within a text.</td>
</tr>
</tbody>
</table>

6. **Fishy Weather Conditions**

Read the sentence from the text. Then, answer the question.

Lajamanu, Australia, is a dry little town with 600 residents, sitting right on the edge of the Tanami desert.

How does this sentence add to the confusion about raining fish as presented in the text?

- a. It helps the reader picture an area that would make raining fish an unusual event.
- b. It helps the reader consider whether there were raining fish in neighboring towns.
- c. It helps the reader know that raining fish was welcomed in the area.
- d. It helps the reader understand why few people knew about raining fish.

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<td>RI-5</td>
<td>Key: A</td>
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<td>The student will determine how structuring a text with a specific detail at its beginning impacts the meaning of the text.</td>
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</table>
7. **Fishy Weather Conditions**
   How does the last paragraph add to the central idea of the text? Select three options.
   a. It describes how species in the area changed over time.
   b. It illustrates the importance of finding the explanation behind the event.
   c. It explains how waterspouts came to be a center of scientific research.
   d. It identifies how the discovery cleared up many different scientific theories.
   e. It shows how the understanding of waterspouts affected other areas of science.

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<td>13</td>
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<td>RI-5</td>
<td>Key: B, D, E</td>
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The student will analyze why an author included certain elements in a text and analyze how that inclusion impacts meaning.

8. **Fishy Weather Conditions**
   Read the sentence from the text.
   This huge breakthrough wasn't just a spot of good luck.
   Which statement best describes what the phrase “wasn't just a spot of good luck” adds to the meaning of the text?
   a. It explains the idea that the raining fish could only be seen in certain places.
   b. It establishes that the scientists were fortunate to have made their discoveries.
   c. It reinforces the idea that hard work went into determining the cause for the raining fish.
   d. It suggests that the scientists relied heavily on random events to drive their investigation.

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<td>L-5.a</td>
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The student will interpret the use of literary devices.
It was final exam day—for my dog. And I was nervous.

It all started a few months ago when my mom and dad made a deal with me. After years of hearing me pester them about our need for a dog, they agreed to get one if I promised to care for it, train it, and love it.

“The dog will be your responsibility,” Dad warned, “—and not just when it’s convenient.”

Libby, a four-month-old yellow Labrador retriever, arrived shortly thereafter. She was a 30-pound ball of fur, claws, and teeth with an uncanny ability to jump, dig, and chew.

“I think she is part-kangaroo,” I said as she bounced up and down on her hind legs to greet me. She could also run like a racehorse. Each day after school I exercised Libby by taking her for long walks or by repeatedly throwing a tennis ball for her to chase down. When it was too wet to play outside, I lobbed an assortment of furry, squeaky toys up and down the stairs for her to retrieve. She never seemed to tire.

When Libby was six months old, Dad enrolled her in a puppy training class. I was to accompany them each Saturday for five weeks to learn how to train Libby to behave properly.

On the first day of dog school, Libby was as excited as I had ever seen her. She howled and whined and stood on her hind legs when she saw the other dogs in the class. Her tail wagged at about 100 miles an hour as she ran and greeted each of her canine classmates.

“If we could harness her tail’s energy,” my dad said, “I think she could generate enough power to light up a small city.”

Despite the distraction of having four potential playmates in the room, Libby breezed through her first class because we had already taught her to sit, lie down, and recognize her name. My homework was to reinforce these ideas throughout the week.

Weeks 2 and 3 were more difficult. We were tasked with training Libby to avoid jumping on people when she met them and to walk on a leash without tugging ahead. When she was introduced to these concepts in class, she responded the way she usually did: she leapt on every dog owner in the class and pulled me around the room like she was leading a team of Alaskan sled dogs.

“Dad, she’s not getting it,” I told him a few days later. “She’d rather greet people and lick them to death than stay down and get a treat.”

“You have to work with her more,” he told me. “She’ll come around.”
When I objected, saying I didn’t have enough time because of baseball practice and homework, my dad gave me his serious look. All he said was, “Remember our deal.”

That was enough for me. Our trainer said we were supposed to keep a “smile” in the leash when we walked, meaning there should be some slack between the owner and the dog. My leash was more of a tight-lipped grin. On our training treks down the street to the park, I frequently commanded Libby to “stop and sit” when she forged ahead. Libby would obediently sit and wait; then she would charge ahead. With so many starts and stops, our 15-minute walks stretched to half an hour.

I grudgingly missed a trip to the water park with my best friend for week 4, so I was not the happiest owner at the class. But the teacher said it was the most important class of the series because she was going to talk about the commands to “stay” and “come.”

“Teaching your dog to come when she is called can save her life,” she said. “If she takes off chasing something into a dangerous area, she has to respond to your call.”

She was right. I had seen Libby bolt across the street once while chasing a squirrel, and I was glad we lived on a quiet street with little traffic. So I worked extra hard on our homework that week.

Now, it was time for her fifth class—her final exam and, hopefully, her graduation. It seemed strange that I was so nervous for Libby’s final test. I wondered what would happen if she failed. Do dogs flunk?

When Libby’s turn came, she nailed the sit, lie down, and stay commands. When I told her to stay and I crossed the room, she waited patiently, ignoring the other dogs, tilting her head to one side, and fixing her eyes on mine until I told her to “come.” It was impressive. We made our way through the cones pretty well, too, with only a couple of brief “stops” needed when Libby pulled the leash ahead of me.

At the end, the teacher applauded. “I definitely think Libby gets the most improved award,” she announced.

I hugged Libby and gave her a jackpot: five sausage treats. “Way to go, Libs,” I said as she licked my cheek. I could smell the sausage all over my face, but I didn’t care. “I’m so proud of you.”

My dad put his hand on my shoulder and patted Libby on the head. “I’m proud of both of you.”

"Libby's Graduation" by M. G. Merfeld. Copyright © 2012 by CTB/McGraw-Hill.
9. **Libby’s Graduation**

Which detail from the text best supports the idea that the narrator is feeling discouraged?

a. The narrator says that Libby is not understanding the training.
b. The narrator says that Libby leaps on other dog owners during class.
c. The narrator is disappointed about missing a trip to the water park with a friend.
d. The narrator hears Libby howl and whine when she sees the other dogs in class.

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<td>RI-1</td>
<td>Key: A The student will identify text evidence to support a given inference based on the text.</td>
</tr>
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</table>

10. **Libby’s Graduation**

Which sentence from the text best summarizes the central idea of the text?

a. “It all started a few months ago when my mom and dad made a deal with me.”
b. “‘The dog will be your responsibility,' Dad warned, ‘—and not just when it’s convenient.’”
c. “She was a 30-pound ball of fur, claws, and teeth with an uncanny ability to jump, dig, and chew.”
d. “But the teacher said it was the most important class of the series because she was going to talk about the commands to 'stay' and 'come.'”

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<td>Key: B The student will summarize key ideas and events in a text.</td>
</tr>
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</table>

11. **Libby’s Graduation**

First, read the dictionary definition. Then, complete the task.

**(v)** I. to use for a practical purpose

Circle the word that **most closely** matches the definition provided.

On the first day of dog school, Libby was as excited as I had ever seen her. She howled and whined and stood on her hind legs when she saw the other dogs in the class. Her tail wagged at about 100 miles an hour as she ran and greeted each of her canine classmates.

“If we could harness her tail’s energy,” my dad said, “I think she could generate enough power to light up a small city.”
Despite the distraction of having four potential playmates in the room, Libby breezed through her first class because we had already taught her to sit, lie down, and recognize her name. My homework was to reinforce these ideas throughout the week.

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<td>The student will use resources to determine the correct meaning of an unknown word in a literary text.</td>
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12. **Libby’s Graduation**
What inference can be made about the narrator's feelings about Libby's successes? Support your answer with details from the text.

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<td>The student will form an inference about a literary text and identify details within the text that support that inference.</td>
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<td>Score</td>
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| 2     | A response:  
• Gives sufficient evidence of the ability to make a clear inference/conclusion  
• Includes specific examples/details that make clear reference to the text  
• Adequately explains inference/conclusion with clearly relevant information based on the text  
**Responses may include (but are not limited to):**  
• (inference) They are close.  
• (inference) They both have worked hard.  
• (inference) The dog has done well in obedience training school.  
• (inference) other inferences supported by the text.  
• (support) The narrator uses the word “nailed” to describe how Libby did on the test.  
• (support) “It was impressive” shows that the narrator is pleased with Libby’s accomplishments.  
• (support) The narrator hugged Libby to show her enthusiasm and pleasure about Libby’s accomplishments.  
• (support) The narrator gave Libby “the jackpot” of five sausage treats to show her pleasure about Libby’s accomplishments.  
• (support) The narrator says, “Way to go, Libs.”  
• (support) The narrator says, “I’m so proud of you.” | One inference that could be made about the narrator is that although it was hard work and a lot of responsibility, it was worth it to see Libby succeed. The narrator worked extra hard to train Libby to come when she was called so she wouldn’t go into the street. The narrator also gave up a trip to the water park so she wouldn’t miss a puppy training class. It was all worth it in the end because Libby not only graduated, but was named most improved. |
| 1     | A response:  
• Gives limited evidence of the ability to make an inference/conclusion  
• Includes vague/limited examples/details that make reference to the text  
• Explains inference/conclusion with vague/limited information based on the text  
**Responses may include those listed in the 2 point response.** | One inference is that the narrator is happy about her dog. Libby did a good job in puppy class, she learned to sit and stay. |
| 0     | A response:  
• Gives no evidence of the ability to make an inference/conclusion  
• Gives an inference/conclusion but includes no examples or no examples/details that make reference to the text  
• Gives an inference/conclusion but includes no explanation or no relevant information from the text | Libby is a great dog. |
13. **Libby’s Graduation**

This question has two parts. First, answer part A. Then, answer part B.

**Part A**

Read the paragraphs from the text.

I grudgingly missed a trip to the water park with my best friend for week 4, so I was not the happiest owner at the class. But the teacher said it was the most important class of the series because she was going to talk about the commands to “stay” and “come.”

“Teaching your dog to come when she is called can save her life,” she said. “If she takes off chasing something into a dangerous area, she has to respond to your call.”

She was right. I had seen Libby bolt across the street once while chasing a squirrel, and I was glad we lived on a quiet street with little traffic. So I worked extra hard on our homework that week.

Select the statement that **best** describes how the relationship between the narrator and Libby develops in the paragraphs.

- a. The narrator is disappointed about missing the trip to the water park until she realizes the importance of Libby's lesson.
- b. The narrator was nervous about missing the trip to the water park with her best friend and later becomes excited to know that Libby is learning an important skill.
- c. The narrator is unhappy that she is missing the trip to the water park with her best friend, which makes her regret having to take Libby to puppy training class.
- d. The narrator is angry that she is missing the trip to the water park with her best friend, but realizes she made the agreement with her father to take Libby to puppy training class.

**Part B**

Which sentences from the text **best** support your answer in part A? Select **three** options.

- a. “I grudgingly missed a trip to the water park with my best friend for week 4, so I was not the happiest owner at the class.”
- b. “But the teacher said it was the most important class of the series because she was going to talk about the commands to ‘stay’ and ‘come.’”
- c. “‘Teaching your dog to come when she is called can save her life,’ she said. ‘If she takes off chasing something into a dangerous area, she has to respond to your call.’”
- d. “She was right. I had seen Libby bolt across the street once while chasing a squirrel, and I was glad we lived on a quiet street with little traffic.”
- e. “So I worked extra hard on our homework that week.”
14. **Libby’s Graduation**  
Read the sentences from the text.

Our trainer said we were supposed to keep a "smile" in the leash when we walked, meaning there should be some slack between the owner and the dog. My leash was more of a **tight-lipped grin**. On our training treks down the street to the park, I frequently commanded Libby to “stop and sit” when she forged ahead.

What does the phrase "tight-lipped grin" suggest about the narrator's comfort level with her dog?

Select **two** choices.

a. The narrator is anxious with her dog.
b. The narrator is confident with how to teach her dog.
c. The narrator is confused about how to lead her dog.
d. The narrator feels a sense of pride in training her dog.
e. The narrator is cautious when holding the leash of her dog.
f. The narrator is excited to begin the important lesson with her dog.

15. **Libby’s Graduation**  
Read the sentences from the text and the question that follows.

Libby, a four-month-old yellow Labrador retriever, arrived shortly thereafter. She was a 30-pound ball of fur, claws, and teeth with an uncanny ability to jump, dig, and chew.

“I think she is **part-kangaroo,**” I said as she bounced up and down on her hind legs to greet me.
She could also run like a racehorse. Each day after school I exercised Libby by taking her for long walks or by repeatedly throwing a tennis ball for her to chase down. When it was too wet to play outside, I lobbed an assortment of furry, squeaky toys up and down the stairs for her to retrieve. She never seemed to tire.

What do the descriptions “part-kangaroo” and “run like a racehorse” suggest about Libby?

a. She does not behave well.
b. She is playful and attentive.
c. She does not act like a dog.
d. She is energetic and excitable.

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| 15     | 6     | 1     | 7      | 3   | RL-5           | Key: D
The student will analyze the impact of word choice on reader interpretation of meaning or tone. |

16. A student is writing a narrative for class about a speech contest. Read the draft of the narrative and complete the task that follows.

The big day had finally arrived. I had won the local speech contest and had advanced to the regional, representing Madison Middle School. Now it was the state competition. I waited backstage for the host to announce my name. Even though I had practiced much, I was extremely nervous. My heart was thumping, my mouth was dry, and my palms were sweating. “You’re ready for this,” I told myself. Still, picturing an audience of parents, teachers, and classmates made me want to totally disappear.

Patrick, my best friend, reminded me, “You’ll do great. You’re prepared. You’ve come this far.”

I nodded affirmatively. Patrick was right. I was ready for this, and besides, I won first place in the earlier contests. Yet, I pictured all eyes on me waiting for me to mess up. My heart was gradually sinking into my stomach.

“You can’t back out now,” I told myself as Mr. Nichols, the host, announced my name and the title of my speech, “My Hero.”

Patrick smiled and gave me a pat on the back. The next thing I knew, I was walking confidently across the stage to the microphone. Taking a deep breath, I greeted the audience and began my speech. I heard my voice, strong and steady. I told myself, “This is great. I feel prepared and have something to share with my audience.”

The time flew past. I delivered my conclusion and said a final “Thank you.
In one paragraph write an ending to the narrative that follows logically from the events or experiences in the narrative.

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<td>1a</td>
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<td>W-3.b</td>
<td>1. (Organization) The student will use information provided in a stimulus to write organized narratives that engage and orient the reader by e. providing closure that follows logically from the narrative</td>
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| 2     | The response:  
• provides an adequate transition from the “body of the story” to the ending/conclusion  
• provides an appropriate ending to the narrative that provides a sense of closure and/or follows logically from the events or experiences in the story | The audience began clapping, rising, and standing up saying, “Way to go, Eric.” gave the audience a final bow and walked backstage, feeling really good about my speech. From this experience, I learned that speaking on stage is an opportunity to share my thoughts with an audience. I also learned that having a good friend and practicing helped me be a better speaker. I was more prepared, sincere, and enthusiastic.  

**Annotation:** This response provides a logical ending, based on the experience as described in the stimulus. This response incorporates a “lesson learned,” which is appropriate and effective although not all “2” responses would include such reflection. |
| 1     | The response:  
• provides a limited and/or awkward transition from the “body of the story” to the ending or conclusion  
• provides a general or partial ending to the narrative about a speech contest that may provide a limited sense of closure and/or somewhat follow logically from the events or experiences in the story | I bowed and walked off stage. I know that having a good friend and practicing helped me be a better speaker.  

**Annotation:** The response offers a limited sense of closure (“walking off the stage” is self-evident, although it does transition from the stimulus). This response attempts to reflect on the experience, but the sense of closure is limited by the generality—“practice...worked,” which merely repeats an idea from the first paragraph of the stimulus). Note: Other “1” responses may have other rubric strengths/weaknesses but would be overall “limited.” |
17. A student wrote a narrative for a creative writing contest. Her teacher suggested that she add a transition sentence to connect the paragraphs below. Read the draft of the narrative and the directions that follow.

On the first day of middle school, Grace marched onto the school bus and slid into an empty seat. She wondered how many more times she would have to ride the bus without her best friend Alex. The noisy bus filled with laughter and the chirping sounds of chatter. The bus driver started the old, tired engine and, with a grumpy tone, told all the students to find a seat. Grace opened her book bag in search of her library book. Unable to locate the book, she sat back in her seat and tried to relax.

Her kindergarten teacher had smiled brightly and sung songs to the class every morning. He had made school exciting and Grace remembered enjoying every minute of her time in the bright, colorful classroom. She thought about meeting Alex at lunch on the first day of kindergarten. They had brought the same type of lunch box and, after a brief introduction, they had decided to swap sandwiches.

Select the best sentence to transition between the two paragraphs.

a. Grace began to daydream about her other teachers, friends, and favorite subjects.
b. Grace felt a sense of relief as she thought about all the books she had read.
c. Grace’s mind began to focus on her lunch as her stomach grumbled loudly.
d. Grace’s thoughts slowly led her back to another, happier first day of school.

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</table>
| 17     | 6     | 2     | 1b     | 2   | W-3.c          | Key: D (Organization) The student will revise narrative texts by identifying/choosing improved narrative elements such as d. Transition strategies to convey sequence, establish pacing, signal shifts in time or place.
A student is writing a letter to the school principal about summer homework. Read the draft of the letter and complete the task that follows. 

Students who attend this school have noticed an increase in the amount of summertime homework over the past few years. Teachers hope that by giving homework over the summer, they will help students retain the information they learned during the school year. Some studies show that students score lower on standardized tests at the end of summer vacation than they score on the same tests at the end of the previous school year. The reality is that unless students are engaged in the learning process, they most likely will not remember all that they have learned.

Nonetheless, students spend many hours doing homework during the school year, and some people feel that students deserve a break from this routine. Many students have other commitments during the summer that prevent them from committing to studying for hours each day. Even students without such commitments look forward to spending time outdoors when the weather is nice. These are strong reasons against assigning summer homework.

The student needs to add an introduction that clearly establishes the claim about summer homework. Choose the paragraph that would make the best introduction.

a. Some people feel that summertime homework is necessary for students to perform well in school. Research can be found, however, to support both the advantages and disadvantages of summertime homework. Both sides of the issue should be carefully studied before making a decision on the issue.

b. Students do not get to choose whether or not they want to have homework over the summer. Students should be able to help decide if summertime homework would be beneficial. Teachers and students should work together to decide on the type and amount of summertime homework.

c. Currently at our school, students are assigned summer homework by teachers. As a middle school student, I know the concerns that students have regarding this practice. I firmly believe that teachers should not give homework to students over the summer.

d. Summer assignments should not be worksheets. Sure, students are assigned summer homework by teachers. But reading books would be better than filling in worksheets.

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<td>(Organization)</td>
<td>(Organization) The student will revise arguments by identifying improved organizational elements such as establishing a clear claim.</td>
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19. A student is writing an article for her school newspaper about the Library of Congress. Read the draft of a paragraph from her article and answer the question that follows.
The Library of Congress is the world’s largest library. It celebrated its 200th birthday in 2000. It has 16 million books, art works, and CDs. The first library was in the Capitol Building in Washington, D.C. British troops burned the Capitol in 1814 and ruined many books. The library was then moved to a new place.

The writer wants to replace the underlined phrase to make her meaning more exact. Which word would make her word choice better?
- a. rearranged
- b. relocated
- c. switched
- d. transported

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<th>Item: Standards</th>
<th>Evidence Statement</th>
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<td>6</td>
<td>2</td>
<td>8</td>
<td>1</td>
<td>W-2.d</td>
<td>Key: B The student will identify and use the best academic or grade-level or below domain-specific (but not scientific or social studies) construct-relevant word(s)/phrase to convey the precise or intended meaning of a text especially with informational/explanatory writing.</td>
</tr>
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</table>

20. A student is writing an informational report about New York City for a geography class. The student needs to use words that are clear and specific in her report. Read the paragraph from the draft of the report and answer the question that follows.
New York City is often described as a “melting pot.” The term “melting pot” refers to a group of people of different cultures living in the same place. In a melting pot, different customs and traditions “melt” together and become more and more similar to each other. However, some people believe that the idea of a melting pot is not really right. In fact, people of different cultures often live side-by-side while keeping their own customs and traditions.

Which set of words best replaces the underlined phrases with more clear and specific language?
- a. organization, correct
- b. association, truthful
- c. community, accurate
- d. crowd, honest
<table>
<thead>
<tr>
<th>Item #</th>
<th>Grade</th>
<th>Claim</th>
<th>Target</th>
<th>DOK</th>
<th>Item: Standards</th>
<th>Evidence Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>6</td>
<td>2</td>
<td>8</td>
<td>2</td>
<td>W-2d, W-3d, L-3a, L-6</td>
<td>Key: C The student will identify and use the best word(s)/phrase to convey ideas in a text precisely.</td>
</tr>
</tbody>
</table>

21. A student has written an essay for his English class about his life before sixth grade. Read the draft of the essay, and complete the task that follows.

Growing up in Chicago, I always felt that one of the best things in life was going to my grandmother’s homestead. When I grew sick of the humid weather, I welcomed the trip to her northern Wisconsin farm, where cool breezes blew off Lake Superior. Grandma was a fabulous cook, and she wouldn't hear of going out for fast food. She always had a home-cooked meal—made from old family recipes featuring secret herbs and spices—waiting for us. We couldn't wait to get in the door. One thing she always had just for me was pumpkin cake with cream cheese frosting. It didn't matter what we were eating for dinner, we would have pumpkin cake for dessert. It was my grandma’s way of saying she loved me, and every time I eat pumpkin cake now, I think of that little farm and Grandma and the wonderful times we shared with her there.

Underline the two sentences that contain errors in spelling.

<table>
<thead>
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<th>Item: Standards</th>
<th>Evidence Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>6</td>
<td>2</td>
<td>9</td>
<td>1</td>
<td>L-2.b</td>
<td>Key: “Growing up in…” “She always had a home-cooked…” The student will identify and/or edit for correct spelling of words that are at or two grades below grade level, including frequently misspelled words.</td>
</tr>
</tbody>
</table>

22. A student is writing a report about sleep. Read both sources and the directions that follow.

**Source 1: “During Sleep” by Dr. Howard Dell**

If you are like some people, you may think that sleep is a process during which the body and brain shut off, but this is not the case. The body goes through a series of stages during sleep in which body and brain activity change. Most of these changes are not noticed nor remembered. However, sleep does usually follow a pattern.

Muscle activity and breathing slow in the initial stages of sleep. The body's temperature also decreases. Sometimes during sleep, the heart can begin to beat more quickly, blood
pressure can rise, and many muscles experience small movements. These changes often happen during dreams.

**Source 2:**

**What Happens While You Sleep**

<table>
<thead>
<tr>
<th>Sleep Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1 Light Sleep</td>
<td>The muscles relax, eye movement slows, and thoughts begin to fade. A person may be easily awakened.</td>
</tr>
<tr>
<td>Stage 2 Light Sleep</td>
<td>Eye movement stops, and a person can experience brief dreams. Body temperature begins dropping and heart rate slows.</td>
</tr>
<tr>
<td>Stage 3 Moderate-Deep Sleep</td>
<td>The body temperature lowers, and a person is difficult to awaken.</td>
</tr>
<tr>
<td>Stage 4 Deep Sleep</td>
<td>The brain uses less energy. The body temperature lowers more than in moderate-deep sleep. A person may sleepwalk.</td>
</tr>
<tr>
<td>REM Sleep (REM = rapid eye movement)</td>
<td>Most dreams occur during this stage. The brain uses energy as eyes move quickly, even though the eyelids are closed. Heart rate and blood pressure increase, but many of the large body muscles are inactive.</td>
</tr>
</tbody>
</table>

The student took notes about information in the sources. Select two notes that correctly paraphrase, or restate, information from both sources.

a. We dream several times each night.
b. People can be easily awakened from sleep.
c. We do not remember what happens during sleep.
d. People can sleepwalk during a stage of deep sleep.
e. Our bodies and brains continue to work during sleep.
f. During some stages of sleep, our bodies decrease in activity.

<table>
<thead>
<tr>
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<th>Item: Standards</th>
<th>Evidence Statement</th>
</tr>
</thead>
</table>
| 22     | 6     | 4     | 2      | 2   | W-8             | Key: E, F  
The student will analyze information within and among sources of information in order to integrate information that is paraphrased. |

23. A student is writing a research report about earthworms. Read the sentences from his report and the directions that follow.

Although native to Europe, earthworms are found underground throughout North America and western Asia. They do not live in deserts or regions where there is frost or permanent snow and ice because the ground is too hard. Typically only a few inches
long, earthworms have been known to grow to 14 inches in length. Earthworms' bodies are made up of ring-like sections called annuli. These sections are covered in setae, or small hairs, which the worm uses to move and dig tunnels. As the earthworm moves through the soil, their tunnels aerate, or add air to, the ground. An earthworm can eat up to one third of its body weight in a day. That would be equal to a 75-pound child eating 25 pounds of food in one day!

Which source would most likely give the student more information for the paragraph from his report?

a. www.moreaboutscience.com
   Purchase our videos about Milo the Earthworm and find out what adventures he has as he burrows through the ground.

b. www.scienceanimalxplore.com
   Here I discuss the different animals I find every week in my backyard and which ones are my favorites.

c. www.scienceundertheground.com
   You walk on top of the ground every day. Learn about what crawls and burrows in the dirt below you.

d. www.sciencemadefun4u.com
   Keep underground creatures from coming into your home in this exciting game.

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<tr>
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<td>6</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>W-8</td>
<td>Key: C The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.</td>
</tr>
</tbody>
</table>

24. A student is writing an argumentative report about the best way to improve the quality of life in her city. She found possible sources for her report. Read the sources and the directions that follow.

**Source 1: “Spending Money for the Town” by Ray Butler**

According to Mayor Greg Davidson, the city has received a grant of $100,000. This money is to be used to improve the quality of life here. He has received several suggestions. One is that the playgrounds of two parks should be improved. Another is that more trails for hiking and biking should be added. Those additions would help increase exercise. A number of young people have also suggested building a skateboard park.

**Source 2: “What Makes People Happy with Their City?” by Rosalie Davis**
A recent survey of residents of twenty cities showed some interesting findings. Those people who were most happy with life in their towns had several things in common. All of them had activity programs for children. The activities ranged from swimming and soccer to skating and art. Several of them also had drama and music programs. There were also activity programs for adults. Almost all of the towns included volunteer programs for both adults and children.

The student wrote down some claims to use in her report. Look at the claims on the table. Decide if the information in Source 1, Source 2, both sources, or neither source supports each claim. Check the box that appropriately describes each claim. There will be only one box selected for each claim.

<table>
<thead>
<tr>
<th>Claim</th>
<th>Source 1</th>
<th>Source 2</th>
<th>Both Sources</th>
<th>Neither Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Towns should build bike trails.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. Towns should solve pollution problems.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. Towns should provide opportunities in the arts.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. Towns should provide activities and equipment for children.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

25. Read the text and complete the task that follows it.

**Cell Phones in School—Yes or No?**

Cell phones are convenient and fun to have. However, there are arguments about whether or not they belong in schools. Parents, students, and teachers all have different points of view. Some say that to forbid them completely is to ignore some of the educational advantages of having cell phones in the classroom. On the other hand, cell phones can interrupt classroom activities and some uses are definitely unacceptable. Parents, students, and teachers need to think carefully about the effects of having cell phones in school.

Some of the reasons to support cell phones in school are as follows:

- Students can take pictures of class projects to e-mail or show to parents.
- Students can text-message missed assignments to friends that are absent.
- Many cell phones have calculators or Internet access that could be used for assignments.
• If students are slow to copy notes from the board, they can take pictures of the missed notes and view them later.
• During study halls, students can listen to music through cell phones.
• Parents can get in touch with their children and know where they are at all times.
• Students can contact parents in case of emergencies.

Some of the reasons to forbid cell phones in school are as follows:

• Students might send test answers to friends or use the Internet to cheat during an exam.
• Students might record teachers or other students without their knowledge. No one wants to be recorded without giving consent.
• Cell phones can interrupt classroom activities.
• Cell phones can be used to text during class as a way of passing notes and wasting time.

Based on what you read in the text, do you think cell phones should be allowed in schools? Using the lists provided in the text, write a paragraph arguing why your position is more reasonable than the opposing position.

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<tbody>
<tr>
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<td>6</td>
<td>2</td>
<td>6</td>
<td></td>
<td>W-1a, W-1b, W-1c, W-1d, and/or W-1e</td>
<td>This item asks students to use the information provided to write a brief text stating and supporting a position.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score Points</th>
<th>Organization</th>
<th>Evidence/Elaboration</th>
</tr>
</thead>
</table>
| 2            | The Response:  
  • Maintains consistent focus on the topic, purpose, or main idea  
  • Has a logical organizational pattern and conveys a sense of wholeness and completeness  
  • Provides transitions to connect ideas | The response:  
  • Provides appropriate and predominately specific details or evidence  
  • Uses appropriate word choices for the intended audience and purpose |
<table>
<thead>
<tr>
<th>Score</th>
<th>The response:</th>
<th>The response:</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>• Demonstrates some focus on the topic, purpose, or main idea</td>
<td>• Provides mostly general details and evidence, but may include extraneous or loosely related details</td>
</tr>
<tr>
<td></td>
<td>• Has a logical organizational pattern and conveys a sense of wholeness and completeness</td>
<td>• Has a limited and predictable vocabulary that may not be consistently appropriate for the intended audience and purpose</td>
</tr>
<tr>
<td></td>
<td>• Provides transitions to connect ideas</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>The response:</td>
<td>The response:</td>
</tr>
<tr>
<td></td>
<td>• Demonstrates little or no focus</td>
<td>• Includes few supporting details that may be vague, repetitive, or incorrect or that may interfere with the meaning of the text</td>
</tr>
<tr>
<td></td>
<td>• Has little evidence of an organizational pattern</td>
<td>• Has an inappropriate vocabulary for the intended audience and purpose</td>
</tr>
<tr>
<td></td>
<td>• Provides poorly utilized or no transitions</td>
<td></td>
</tr>
</tbody>
</table>
G6 ELA Performance Task
Robots Narrative Performance Task

Task:
Your school’s technology club is building a new website. The club sponsor is also your English teacher, and he has encouraged everyone to research a topic related to technology for an upcoming project. Since you saw a movie about robots recently, you want to know more about what real robots can do. During your research, you have found three articles about robots.

After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and complete your research. You may also use scratch paper to take notes.

In Part 2, you will write a story on a topic related to the sources.

Directions for Beginning:
You will now examine several sources. You can re-examine any of the sources as often as you like.

Research Questions:
After examining the research sources, use the rest of the time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the information you have read and viewed, which should help you write your story.

You may refer back to your scratch paper to review your notes when you think it would be helpful. Answer the questions in the spaces below the items.

Your written notes on scratch paper will be available to you in Part 1 and Part 2 of the performance task.
Part 1

Sources for Performance Task:

Source #1
The following is an article about several robots and the jobs they perform.

Meet the Robots
by Lucas Langley

If you think of robots as a thing of the future, think again. Robots do many jobs today. They work in mines and on farms, they help doctors and save lives, and even explore volcanoes. Here are some robots that are hard at work.

Gemini-Scout
Gemini-Scout is a remote-controlled robot that does search-and-rescue work in mines under the ground. The robot is less than two feet tall and has wheels which enable it to go up and down stairs and make tight turns—it can even roll through water! Gemini may be small, but it is strong and can easily carry food, water, and other supplies. In real emergencies, Gemini can even drag an injured person to safety.

Wherever it goes, Gemini-Scout constantly collects information. For example, it tests the air for gases and then tells miners when the air is safe. The robot also has a thermal camera, a special camera that locates heat energy to produce images that help it find miners who are trapped underground.

Once the robot finds the trapped miners, the miners can use the robot's two-way radio to talk with the rescue team.

This robot was built to be easy to use because its remote control operates like a remote control used for many video games. If you've ever played a video game, you would probably know how to use Gemini-Scout.

Dante 2
Although Dante 2 isn't saving lives directly like Gemini-Scout, its job is just as interesting and important. Dante 2's job is to climb into volcanoes to gather information for scientists. Like a spider, this robot has eight legs, which can help it climb the steep walls of the volcano while secured with a rope. Dante 2 is also built to survive extreme heat. When a volcano is too dangerous for scientists to enter, Dante 2 goes instead.

Once in the volcano, Dante 2 looks for vents, or holes, in the crater. Then the robot collects information about the gases that come out of the vents. In the past, scientists could not learn as much about volcanoes, but Dante 2 is changing that. Now scientists can study a volcano up close while remaining at a safe distance.
Mr. Gower

At first glance, Mr. Gower looks like a small metal cabinet on wheels, but its job is just as important as Dante 2 and Gemini-Scout. Mr. Gower is a robot that moves throughout a hospital, helping doctors and nurses bring medicine to patients. The body of the robot is a stack of locked drawers that store medicine. Nurses and doctors can unlock the drawers and get the medicine they need for their patients.

Mr. Gower can be programmed to go anywhere in the hospital. It can ride elevators, steer through hallways, and even move around things that get in the way. The robot is so strong that it can pull 500 pounds. Mr. Gower is battery powered, and after charging for only two hours, the robot can deliver medicine for twelve hours without stopping.

Not only does it work long days, but Mr. Gower can talk. It has been programmed to say hundreds of phrases like "Calling elevator" or "Your delivery is here." Mr. Gower reduces the amount of time doctors, pharmacists, and nurses spend walking around the hospital, allowing them to use their time to focus on other important tasks.

Agribots

Agribots may not save lives, but many farmers find them very useful. An agribot is a robot that picks fruit. It might pick berries, oranges, grapes, or apples. Agribots are not yet widely used, but farmers are very interested in what these robots can do. Because picking a strawberry is different than picking an apple, agribots come in all shapes and sizes. Some have giant arms that are towed behind trucks, while others are able to move around on their own. In Japan, there is a strawberry-picking robot that can sense the color of the berries. This helps the robot know when each berry is ripe.

At the Massachusetts Institute of Technology (MIT), scientists are working to grow cherry tomatoes with no human help at all! They have created a greenhouse full of plants that are cared for by small agribots. The agribots are like robot farmers. Every plant has sensors that tell the robots what the plant needs. If a plant is too dry, a robot will water it. When a robot senses that a tomato is ripe, it uses a mechanical arm to pick the tomato. Agribots may seem unusual now, but one day they may be common on farms.
No matter how large or small a robot's job, one thing is for certain—robots are here to stay. Because robots are dependable and tireless, they are valuable tools, and as technology advances, they will be capable of doing increasingly complex jobs.

References
Image of Dante 2 by NASA. In the public domain. Retrieved from http://www.nasa.gov/images/content/260941main_photographers-03.jpg

Source #2

The following is an article about robots at play.

Robots That Play Well with Others
by Lisa Langston

About 50 years ago, the author Isaac Asimov wrote a story called I, Robot. The story is set in the future, when robots take care of children. The main character loves her robot babysitter, Robbie. Unlike the child's parents, Robbie always has time to play. Robbie and the child have adventures together; Robbie is an endless source of fun!

When the story was written, it was only a fantasy. Now it is close to coming true because today robots can do all kinds of work. They assemble electronic gadgets, guide trains on tracks, and sort trash. Today's robots can play as well as work—robots sing, dance, and even play music. A Japanese robot can even play the piano with its two mechanical hands.

Many playful robots are made to copy animals too. Some robots play the way animals play while other robots play with animals. For example, moviemakers have designed huge robotic apes and dinosaurs to be in movies, but these kinds of robots aren't made only for movies. Robot animals can live with you. You can buy a robot pet, such as a dog, a seal, or even a dinosaur. These robot pets have a lot in common with real pets. They want your attention and you can teach them tricks. There is even a new version of a robot pet that has fake fur so you can pet your robot just like you pet your dog or cat. There is one difference, though—you don't need to take them outside or feed them!

Other robots help people play with live animals. One company, I-Pet Companion, has made a robot that lets people play with kittens, but from a distance. When you log on to the Internet, you can control the robotic pet from far away. The robot is put in a room full of kittens, and it drags a piece of string for the kittens to chase. When it's your turn, you can control the robot to pull the string this way or that way while the kittens jump after the string as you push the controls.
Some robots even play all by themselves. College students in Oregon have created robots that can play hockey or shuffleboard on their own. All year, the students work hard to design the robots. Then, the robots play the game without anyone controlling them. They grab the puck, turn, twist and compete to score, and as part of the final test, the robots must push the puck to the goal without being told what to do.

Even though there are no robots quite like Robbie, today's robots can still offer hours of fun. Who knows, maybe robots in the future will make Asimov's fantasy into a reality.

References

Source #3

Here is an article on self-driving cars from the National Public Radio website (NPR.com), published on February 17, 2012.

When the Car Is the Driver
by Steve Henn

This week the state of Nevada finalized new rules that will make it possible for robotic self-driving cars to receive their own special driving permits. It's not quite driver's licenses for robots—but it's close.

The other day I went for a spin in a robotic car. This car has an $80,000 cone-shaped laser mounted on its roof. There are radars on the front, back and sides. Detailed maps help it navigate.

Do people notice it's a self-driving car and gawk?
"We get a lot of thumbs up," says Anthony Levandowski, one of the leaders of Google's self-driving car project. "People drive by and then they wave. I wish they would keep their eyes on the road."

Levandowski is in the passenger seat with a laptop showing him what the car can see. Chris Urmson is behind the wheel. But his hands are in his lap and the steering wheel is gently turning back and forth, tracing the contours of California's busy Highway 85.

"And it can adjust the speed. If there is a particularly tight corner, it will slow down for that," Urmson says. "It adjusts speed to stay out of blind spots of other vehicles. It tries to match speed with traffic."

Urmson has been working on this technology for close to a decade. His first car managed to travel just 11 miles on a dusty road. Google's vehicle is a giant leap forward.
"When we got this on the freeway and it was doing 70 miles an hour and just smoothly
driving along the road, you could taste it—the technology," Urmson says. "You could really feel
the impact and how it's going to change people's lives. It was just amazing."

While he was talking, a motorcycle cut us off. The car saw the move coming, and we
hardly even noticed.

Google's fleet of robotic cars has driven more than 200,000 miles over highways and city
streets in California and Nevada. Google did this testing in kind of a legal limbo. These cars
aren't forbidden, but, "There was no permission granted for any of that to happen by anybody,"
says Steve Jurvetson, a venture capitalist and robotic car enthusiast.

"It's essential that there be a place to do tests," he says. "There's two ways to do it—the
seek-forgiveness strategy and the seek-permission strategy. Frankly, the 200,000 hours I think
that have been driven here in California—that's a seek-forgiveness strategy. Right?"

If anything [had gone] wrong, Google would have had a huge amount of explaining to
do. So last year, the company hired a lobbyist in Nevada.

"The state of Nevada is close [to California], it's a lot easier to pass laws there than it is in
California," Levandowski says.

He says Google convinced the state Legislature to pass a law making robotic cars
explicitly legal. But the Legislature went further than just creating a place to test these cars—it
ordered the Department of Motor Vehicles to create basically a driver's license for these robot
cars.

"I thought it was great," says Bruce Breslow, director of the Nevada DMV. "My
grandfather took me to the 1964 World's Fair in New York City many times. And they were
promising me the car of the future as an 8-year-old, and I thought to myself, this finally could be
it."

Starting March 1, companies will be able to apply to test self-driving cars on Nevada
roads.

"The test vehicles will be Nevada's first red license plate since the 1940s," Breslow says.
Think of it like a learner's permit—those bright red plates will let everyone know there's a
student robot driver behind the wheel.

"And eventually when these vehicles are sold, it will be the first ever neon green license
plate that the state of Nevada will ever issue—green meaning go, and the future's arrived,"
Breslow says.

Google says it will probably be years before cars like this go on sale. But Jurvetson, the
venture capitalist, says he's convinced this technology could save thousands of lives "today,
already, right now."

Robots are never distracted. They don't text or drink or get tired. They see things no
human can.

"That front radar catches [a signal that] bounces off the ground," Jurvetson says. . . .
[Therefore] no human will ever have the amount of information that these cars have when they
are driving."

While Nevada may be the first state to create a licensing system for self-driving cars, it
won't be the last; Hawaii, Florida and Oklahoma are already following suit. And Jurvetson says
one day we may be asking ourselves if humans should still be allowed to drive.

---

1 legal limbo: when the law isn't clear on a specific issue
2 venture capitalist: businessperson who invests money into startup or small companies
1. Explain what Source #1 and Source #3 say about how robots are able to save lives by paraphrasing the information while avoiding plagiarism.

<table>
<thead>
<tr>
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<td>W-8</td>
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**Evidence Statement**
The student will analyze information within and among multiple sources of information in order to integrate the information that is paraphrased while avoiding plagiarism.

**Key Elements:**
Source #1 (Meet the Robots)
- Gemini-Scout can test the air for gases, can find missing miners using a thermal camera, can be used to radio for help, and can even drag miners to safety.
- The Dante 2 goes into a volcano if it is too dangerous for people. Source #3 (When the Car Is the Driver)
- A motorcycle cut off the driverless car. The car saw the move coming, while the people in the car hardly noticed.
- Robots are never distracted. They don’t text or drink or get tired. They see things no human can.
- Google’s robot driver uses radar to detect a car in front of an 18-wheeler—something that the human eye can’t do.
- The robot driver has more information than a human driver because of numerous sensors.

**Rubric**
(2 points) Response provides an adequate explanation of what Source #1 and Source #3 say about how robots are able to save lives and appropriately paraphrases both sources involved while avoiding plagiarism.
(1 point) The response provides a limited/partial explanation of what Source #1 and Source #3 say about how robots are able to save lives and appropriately paraphrases both sources involved while avoiding plagiarism.
OR
The response provides an adequate explanation of what Source #1 and Source #3 say about how robots are able to save lives, but does not appropriately paraphrase all sources involved.
(0 points) Response is an explanation that is incorrect, irrelevant, insufficient, or blank.
Exemplar:
(2 points) Both Source #1 and Source #3 explain how robots are able to save lives. Source #1 says that the robot Dante 2 is able to enter volcanoes and gather information for scientists. This saves the lives of scientists by keeping them at a safe distance from the volcanoes they are researching. Source #3 describes cars that are driven by robots. Human drivers can make mistakes because they can only see what is in their line of site, but robot drivers use signals bouncing under another car to tell what cars are doing that aren’t in direct site. This saves lives because the robot drivers can avoid mistakes humans might make that could lead to accidents.
(1 point) Both Source #1 and Source #3 explain how robots are able to save lives. Source #1 says that the robot Dante 2 is able to enter volcanoes and gather information for scientists. Source #3 describes cars that are driven by robots. Human drivers can make mistakes because they can only see what is in their line of site, but robot drivers use signals bouncing under another car to tell what cars are doing that aren’t in direct site.
(0 points) Robots are useful because they can do things people can't do. For example, they can drive cars more safely than humans can.

2. Many robots are designed to do normal tasks that improve people's lives or jobs. Provide two pieces of evidence from different sources that support this idea and explain how each example supports the idea. Cite evidence for each piece of information and identify the source title or number.

<table>
<thead>
<tr>
<th>Item #</th>
<th>Grade</th>
<th>Claim</th>
<th>Target</th>
<th>DOK</th>
<th>Item Standard</th>
<th>Evidence Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>RST-1</td>
<td>The student will cite evidence to support analyses, arguments, or critiques.</td>
</tr>
</tbody>
</table>

**Key Elements:**
Source #1 (Meet the Robots)
- Mr. Gower delivers medicine to different hospital rooms, reducing the workload for doctors, pharmacists, and nurses.
- Agribots pick fruit when it is ripe.

Source #2 (Robots that Play Well with Others)
- Robots assemble electronics, guide trains, and sort trash.
- People can get robot pets to teach tricks to, and these pets don’t need to be fed or walked

Source #3 (When the Car Is the Driver)
- Self-driving cars would make driving easier and safer.

**Rubric:**
(2 points) Response is an evidence-based explanation that provides two pieces of evidence from different sources that support this idea and that explains how each example supports the idea. Student cites the source for each example.

(1 point) Response is an evidence-based explanation that provides two pieces of evidence from different sources that support this idea but doesn't explain how each example supports the idea. Student cites the sources.

OR

Response is an evidence-based explanation that provides two pieces of evidence from a single source that supports this idea and that explains how that example supports the idea. Student cites the source.

OR

Response is an evidence-based explanation that provides only one piece of evidence from a single source that support this idea and that explains how that example supports the idea. Student cites the source.

OR

Response is an evidence-based explanation that provides two pieces of evidence from different sources that support this idea and that explains how each example supports the idea. Student does not cite sources.

(0 points) Response is an explanation that is incorrect, irrelevant, insufficient, or blank.

Exemplar:

(2 points) Source #1 points out that Mr. Gower delivers medicine around the hospital. Almost any person can deliver medicine, but having Mr. Gower do this task saves nurses, doctors, and pharmacists time that they can then spend taking care of patients. Source #3 talks about how the robot driver can drive a car. People drive cars every day, but people can make mistakes or bad decisions. Google's robot driver uses sensors and radar to make driving easier and safer. Robots that perform everyday tasks can still improve people's lives.

(1 point) Source #1 points out that Mr. Gower delivers medicine around the hospital. Almost any person can deliver medicine, but having Mr. Gower do this task saves nurses, doctors, and pharmacists time that they can then spend taking care of patients. Even robots that perform everyday tasks can still improve people's lives.

(0 points) Even robots that perform everyday tasks can still improve people's lives.

3. Check the boxes to show the claim(s) that each source supports. Some sources will have more than one box selected.

<table>
<thead>
<tr>
<th>Source #1: Meet the Robots</th>
<th>Source #2: Robots That Play Well with Others</th>
<th>Source #3: When the Car Is the Driver</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robots are more reliable because they don't get tired.</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Robots could serve as a substitute pet when a person has an allergy to animals.</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Robots often save time and energy.</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
Key Elements:
Robots are more reliable because they don’t get tired.
1. Source #1
2. Source #3

Robots could serve as a substitute pet when a person has an allergy to animals.
1. Source #2

Robots often save time and energy.
1. Source #1

Rubric:
(1 point) 4 cells completed correctly
(0 points) Fewer than 4 cells completed correctly, any cell incorrect, or blank.

Part 2:
4. Student Directions Robots Narrative Performance Task
You will now review your notes and sources, and plan, draft, revise, and edit your writing. You may use your notes and refer to the sources. Now read your assignment and the information about how your writing will be scored; then begin your work.

Your Assignment:
Your technology club is ready to launch its website. Your English teacher is making the website into a class project. For your part in the project, you are assigned to write a story that is several paragraphs long about what happens when you get a robot of your own.

In your story, you have just received your new robot. You are excited to turn it on and see how it works. You press the button to turn on the robot. Write a story about what happens next. When writing your story, find ways to use information and details from the sources to improve your story. Make sure you develop your character(s), the setting, and the plot, using details, dialogue, and description where appropriate.

Narrative Story Scoring:
Your story will be scored using the following:
1. Organization/purpose: How effective was your plot, and did you maintain a logical sequence of events from beginning to end? How well did you establish and develop a setting, narrative, characters, and point of view? How well did you use a variety of transitions? How effective was your opening and closing for your audience and purpose?
2. Development/elaboration: How well did you develop your story using description, details, dialogue? How well did you use relevant details or information from the sources in your story?

3. Conventions: How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling?

Now begin work on your story. Manage your time carefully so that you can plan your multi-paragraph story. Write your multi-paragraph story. Revise and edit the final draft of your multi-paragraph story.

For Part 2, you are being asked to write a story that is several paragraphs long, so please be as thorough as possible. Write your response in the space provided. The box will expand as you type. Remember to check your notes and your prewriting/planning as you write and then revise and edit your story.

<table>
<thead>
<tr>
<th>Item #</th>
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<th>Evidence Statement</th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>W-3.a</td>
<td>The student will write longer narrative texts demonstrating narrative strategies, structures, and transitional strategies for coherence, closure, and authors’ craft—all appropriate to purpose (writing a speech; style or point of view in a short story).</td>
</tr>
<tr>
<td>Score</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NS</td>
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<tr>
<td><strong>Organization/Purpose</strong></td>
<td>The organization of the narrative, real or imagined, is fully sustained and the focus is clear and maintained throughout:</td>
<td>The organization of the narrative, real or imagined, is adequately sustained, and the focus is adequate and generally maintained:</td>
<td>The organization of the narrative, real or imagined, is somewhat sustained and may have an uneven focus:</td>
<td>The organization of the narrative, real or imagined, may be maintained but may provide little or no focus:</td>
<td>Insufficient (includes copied text)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• an effective plot helps to create a sense of unity and completeness</td>
<td>• an evident plot helps to create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected</td>
<td>• there may be an inconsistent plot, and/or flaws may be evident</td>
<td>• there is little or no discernible plot or there may just be a series of events</td>
<td>• In a language other than English</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• effectively establishes a setting, narrator/characters, and/or point of view*</td>
<td>• adequately establishes a setting, narrator/characters, and/or point of view*</td>
<td>• unevenly or minimally establishes a setting, narrator/characters, and/or point of view*</td>
<td>• few or no appropriate transitional strategies may be evident and may cause confusion</td>
<td>• Off-topic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• consistent use of a variety of transitional strategies to clarify the relationships between and among ideas; strong connection between and among ideas</td>
<td>• adequate use of a variety of transitional strategies to clarify the relationships between and among ideas</td>
<td>• uneven use of appropriate transitional strategies and/or little variety</td>
<td>• little or no organization of an event sequence; frequent extraneous ideas and/or a major drift may be evident</td>
<td>• Off-purpose</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• natural, logical sequence of events from beginning to end</td>
<td>• adequate sequence of events from beginning to end</td>
<td>• weak or uneven sequence of events</td>
<td>• opening and closure, if present, are weak</td>
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</tr>
<tr>
<td></td>
<td>• effective opening and closure for audience and purpose</td>
<td>• adequate opening and closure for audience and purpose</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

*point of view begins at grade 7
<table>
<thead>
<tr>
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<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NS</th>
</tr>
</thead>
</table>
| **Development/Elaboration** | The narrative, real or imagined, provides thorough, effective elaboration using relevant details, dialogue, and/or description:  
  - experiences, characters, setting and/or events are clearly developed  
  - connections to source materials may enhance the narrative  
  - effective use of a variety of narrative techniques that advance the story or illustrate the experience  
  - effective use of sensory, concrete, and figurative language that clearly advances the purpose  
  - effective, appropriate style enhances the narration | The narrative, real or imagined, provides adequate elaboration using details, dialogue, and/or description:  
  - experiences, characters, setting, and/or events are adequately developed  
  - connections to source materials may contribute to the narrative  
  - adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience  
  - adequate use of sensory, concrete, and figurative language that generally advances the purpose  
  - generally appropriate style is evident | The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue, and/or description:  
  - experiences, characters, setting, and/or events are unevenly developed  
  - connections to source materials may be ineffective, awkward, or vague but do not interfere with the narrative  
  - narrative techniques are uneven and inconsistent  
  - partial or weak use of sensory, concrete, and figurative language that may not advance the purpose  
  - inconsistent or weak attempt to create appropriate style | The narrative, real or imagined, provides minimal elaboration using few or no details, dialogue, and/or description:  
  - experiences, characters, setting, and/or events may be vague, lack clarity, or confusing  
  - connections to source materials, if evident, may detract from the narrative  
  - use of narrative techniques may be minimal, absent, incorrect, or irrelevant  
  - may have little or no use of sensory, concrete, or figurative language; language does not advance and may interfere with the purpose  
  - little or no evidence of appropriate style | Insufficient (includes copied text)  
  - In a language other than English  
  - Off-topic  
  - Off-purpose |
# 2-Point Narrative
Performance Task Writing Rubric (Grades 3-8)

<table>
<thead>
<tr>
<th>Score</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>NS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conventions</td>
<td>The response demonstrates an adequate command of conventions:</td>
<td>The response demonstrates a partial command of conventions:</td>
<td>The response demonstrates little or no command of conventions:</td>
<td>• Insufficient (includes copied text)</td>
</tr>
<tr>
<td></td>
<td>• adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</td>
<td>• limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</td>
<td>• infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Off-topic</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Off-purpose</td>
<td></td>
</tr>
</tbody>
</table>

**Holistic Scoring:**
- **Variety**: A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling
- **Severity**: Basic errors are more heavily weighted than higher-level errors.
- **Density**: The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.