



Our Students. Their Moment.

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

Released Questions with Annotations

August 2013



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

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With the adoption of the New York P-12 Common Core Learning Standards (CCLS) in ELA/Literacy and Mathematics, the Board of Regents signaled a shift in both instruction and assessment. In Spring 2013, New York State administered the first set of tests designed to assess student performance in accordance with the instructional shifts and the rigor demanded by the Common Core State Standards (CCSS). To aid in the transition to new tests, New York State released a number of resources during the 2012-2013 year, including test blueprints and specifications, and criteria for writing test questions. These resources can be found at <http://www.engageny.org/common-core-assessments>.

New York State administered the first ELA/Literacy and Mathematics Common Core tests in April 2013 and is now making a portion of the questions from those tests available for review and use. These released questions will help students, families, educators, and the public better understand how tests have changed to assess the instructional shifts demanded by the Common Core and to assess the rigor required to ensure that all students are on track to college and career readiness.

Annotated Questions Are Teaching Tools

The released questions are intended to help students, families, educators, and the public understand how the Common Core is different. The annotated questions will demonstrate the way the Common Core should drive instruction and how tests have changed to better assess student performance in accordance with the instructional shifts demanded by the Common Core. They are also intended to help educators identify how the rigor of the State tests can inform classroom instruction and local assessment. To this end, these annotated questions will include instructional suggestions for mastery of the Common Core Learning Standards. (Note that these suggestions are included in the multiple-choice question annotations and will be included in the constructed-response question annotations in a forthcoming addendum.)

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

Understanding ELA Annotated Questions

Multiple Choice

Multiple-choice questions are designed to assess Common Core Reading and Language Standards. They will ask students to analyze different aspects of a given text, including central idea, style elements, character and plot development, and vocabulary. Almost all questions, including vocabulary questions, will only be

answered correctly if the student comprehends and makes use of the whole passage. For multiple-choice questions, students will select the correct response from four answer choices.

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

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

The annotations accompanying the multiple-choice questions will also include instructional suggestions for mastery of the Common Core Learning Standard measured.

Short Response

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

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

The rubric used for evaluating short-response questions can be found at www.engageny.org/resource/test-guides-for-english-language-arts-and-mathematics.

Extended Response

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

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

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

The rubric used for evaluating extended responses can be found at www.engageny.org/resource/test-guides-for-english-language-arts-and-mathematics.

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

These Released Questions Do Not Comprise a Mini Test

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

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

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Copycat Elephants

by Michael Thai

What do elephants and parrots have in common?

- 1 You may have seen a talking parrot on a TV show, in a movie, or even in someone's home. The parrot has learned to copy sounds that people make. Birds are not the only animals that can copy the noises they hear. Dolphins, bats, and some apes also mimic sounds. Now we can add elephants to this list of copycats.
- 2 Dr. Joyce H. Poole is a zoologist. She studies the sounds of elephants. While she was in Kenya, she would hear strange noises made by Mlaika after sunset. Mlaika was a 10-year-old African elephant.
- 3 Mlaika lived near a highway. Dr. Poole says, "I could not tell the difference between Mlaika's call and the distant truck noise." She and other scientists studied Mlaika's sounds. It turned out that Mlaika was copying the sounds of the trucks driving by.

Chirping Elephants

- 4 "Mlaika was not the only copycat elephant," Dr. Poole says. Calimero is a 23-year-old male African elephant. He spent 18 years with two female Asian elephants. Asian elephants make chirping sounds to talk with one another. African elephants usually do not make chirping sounds. But Calimero now does. He is copying his Asian elephant friends.
- 5 Only a few other mammals, such as bats, dolphins, and humans, have learned to copy noises around them. Many of them seem to copy the sounds of friends to create a special bond.
- 6 Dr. Poole says that elephants, too, need to form bonds with their family and friends. She says, "They make sounds to communicate with each other. When they are separated, they use sound to keep in contact."

What is a mammal?

A mammal is an animal that has hair on its body and makes milk to feed its young.

- 7 Why would Mlaika copy trucks that she heard going by on the highway? Animals that are able to mimic sounds may enjoy practicing new sounds. When they are kept outside of their natural environment, they may copy unusual sounds. That may be why an elephant would copy the sound of a truck.
- 8 Parrots, dolphins, humans, and elephants show that being a copycat is one way that animals and people make new friends and keep old ones.

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Which detail about Mlaika helps explain the strange sounds she was making?

- A** She was an African elephant.
- B** She lived in Kenya.
- C** She lived near a highway.
- D** She was ten years old.

Key: C

MEASURES CCLS: RI.3.1

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

HOW THIS QUESTION MEASURES RI.3.1:

This question measures RI.3.1 because it asks students to use information in the text to answer a question that is central to understanding the article. A central understanding in this article is how elephants learn to copy the sounds surrounding them. To answer correctly, students must determine what the strange sounds are, why the elephants copy sounds, and the likely source of the sound being copied.

WHY CHOICE “C” IS CORRECT:

Students who choose “C” show an understanding of why Mlaika makes strange sounds. “C” is supported by 3 pieces of information in the passage. Immediately following the statement that Mlaika lived near a highway, Dr. Poole says, “I could not tell the difference between Mlaika’s call and the distant truck noise.” Then the article indicates, “Mlaika was copying the sounds of the trucks driving by.” Later, the first and last sentences in paragraph 7 repeat the idea that Mlaika was copying truck sounds. Since the strange sounds were “truck sounds,” then her location near a highway was the reason for those sounds.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen “A” because Mlaika was an African elephant, as was Calimero. Since they both are included in the article as examples of “copycat elephants,” students may conclude that the sounds they make are due to them being the same type of elephant. This conclusion however is contradicted by the fact that Calimero copied different sounds than Mlaika. Calimero copied Asian elephants and Mlaika copied the sound of trucks in the distance. As a result, this choice may offer some insight into her ability to copy sounds, but it does not explain the sounds she was making.

Choice B: Students may have chosen “B” because Mlaika did live in Kenya, and that is where Dr. Poole heard her making the sounds. Students who select this choice, however, may be taking two true statements (Mlaika was observed in Kenya and Mlaika made strange sounds) and making an unsupported connection. The article says that Dr. Poole was in Kenya, so that explains why she heard Mlaika’s sounds, but not why Mlaika was making them.

Choice D: Students may have chosen “D” because the article describes Mlaika as being 10 years old, and Calimero is said to be 23. Since they make different sounds, a student could incorrectly connect their age to the sounds they make. This is contradicted by the information in the article, which reinforces the idea in several places that animals copy nearby sounds. There is no connection, stated or implied, between the age of the elephants and the sounds they make.

HOW TO HELP STUDENTS MASTER RI.3.1

While all of the choices of this question contain details from the article which make them plausible, choice “C” provides support for the idea that elephants can copy sounds that they hear. To help student succeed with questions like this, instruction can focus on building students’ capacity to comprehend grade-level complex texts and how main ideas are supported with relevant details throughout a text. Students can practice finding textual details that support claims and other important ideas found in a text.

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Which paragraph in the article shows how people are **most** like the animals?

- A** paragraph 2
- B** paragraph 3
- C** paragraph 5
- D** paragraph 7

Key: C

MEASURES CCLS: RI.3.1

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

HOW THIS QUESTION MEASURES RI.3.1:

This question measures RI.3.1 because it asks students to identify the location of material in the text that compares people and animals. To answer correctly, students must determine what animals and humans have in common and where in the article this commonality is indicated.

WHY CHOICE "C" IS CORRECT:

Students who choose "C" show an understanding that paragraph 5 accurately compares humans to animals. The first sentence in paragraph 5 mentions humans as a mammal with the ability to copy sounds around them. This corresponds to the earlier information that shows that Mlaika and Calimero copy sounds. In addition, the first sentence includes bats and dolphins when talking about mammals that can copy sounds. The second sentence shows another similarity by stating, "many of them seem to copy the sounds of friends," which connects to the description of Calimero copying his "Asian elephant friends."

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen "A" may because paragraph 2 refers to Dr. Joyce H. Poole, who studies the sounds of animals. Students who choose "A" might incorrectly conclude that one individual is representative of all humans and confuse her observation of animals with behaving like them.

Choice B: Students may have chosen "B" because paragraph 3 provides evidence of the interaction between humans and an animal. "Other scientists" are mentioned, which broadens the scope of the interaction. The student who chooses this response recognizes that one individual is not sufficient evidence of a similarity, but ignores that the paragraph is about people's observations and not their characteristics.

Choice D: Students may have chosen "D" because paragraph 7 is entirely about Mlaika and the sounds she and other animals copy. Paragraph 7 does not state or imply any comparison between animals and humans. A student who selects this response demonstrates a loose understanding of the similarity, but does not correctly refer to the text as the basis for the comparison.

HOW TO HELP STUDENTS MASTER RI.3.1

While all of the choices of this question refer to paragraphs that include details either about humans and/or animals, only paragraph 5 accurately compares humans to animals. To help students succeed with questions like this, instruction can focus on building students' capacity to comprehend texts of grade-level complexity and understand any comparisons that are included in texts, while referring explicitly to the text as the basis for that understanding.

Which detail best supports the article's main idea?

- A** Parrots copy human sounds.
- B** People copy sounds and noises.
- C** Mlaika is one of the elephants that copy sounds.
- D** Dr. Joyce H. Poole studies mammals that copy sounds.

Key: C

MEASURES CCLS: RI.3.1; RI.3.2

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

RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

HOW THIS QUESTION MEASURES RI.3.1 and RI.3.2:

This question measures RI.3.1 and RI.3.2 because it asks students to correctly identify the main idea of the article in order to indicate a detail that supports it. To answer correctly, students must use a process that goes beyond basic comprehension to assess a deeper level of knowledge. Students must first determine the main idea of the article, elephants and their ability to copy sounds that they hear, in order to select a detail that supports it.

WHY CHOICE "C" IS CORRECT:

Students who choose "C" show an understanding of the main idea and are able to select a detail that supports it. Elephants and the sounds they make are discussed beginning with the title ("Copycat Elephants") and in all but one paragraph. Even paragraph 5, which does not mention an elephant, implies a comparison to the animal. As a result, the main idea must have to do with elephants and sounds. A closer reading reveals that the article focuses on how elephants copy sounds that they hear. Once this is determined, the only choice that contains a detail that supports that idea is choice "C" with its use of Mlaika as an example of this ability.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen "A" because parrots are the first animal mentioned in the article known for copying sounds. Not until the last paragraph are they mentioned again, and then only as one of a list of four animals. The article is about mammals that copy sounds, and focuses specifically on elephants. Since parrots are birds, they are used to introduce the unknown by comparing it to what is likely known.

Choice B: Students may have chosen "B" because people, as interested observers and known sound copiers, are referenced throughout the article. These references, however, are not central to the ideas in the text. In the case of Dr. Poole, the human is shown as the researcher of sounds. In other cases, humans are used to compare with the elephants who copy sounds.

Choice D: Students may have chosen "D" because Dr. Poole is used as an authority for information in the article, and as such, background is included to explain her credibility. It is possible that a student who selects this choice may be able to correctly identify the main idea, but unable to recognize support for it. It is also possible that the student might select this response because of incorrectly concluding that the focus of the article is Dr. Poole rather than the animals she studies.

HOW TO HELP STUDENTS MASTER RI.3.1 and RI.3.4:

While all of the choices of this question contain details found in the article, choice “C” provides the detail that best supports the main idea. To help students succeed with questions like this, instruction can focus on building students’ capacity to comprehend grade-level complex texts and developing the ability to go beyond correctly identifying a main idea and to correctly recognizing textual details that support a main idea.

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Read the sentence from paragraph 7.

When they are kept outside of their natural environment, they may copy unusual sounds.

What is the meaning of “environment” in this sentence?

- A** the work a person or animal does
- B** the place a person or animal lives
- C** the family a person or animal has
- D** the noise a person or animal makes

Key: B

MEASURES CCLS: RI.3.1; RI.3.4

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

RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

HOW THIS QUESTION MEASURES RI.3.1 and RI.3.4:

This question measures RI.3.4 because it asks students to determine the meaning of the scientific word “environment” as it relates to the article. The student must pay attention to context to ascertain the meaning, so the item also measures skills covered in RI.3.1. To answer correctly, students must analyze the context in order to determine a plausible meaning for the word “environment.”

WHY CHOICE “B” IS CORRECT:

Students who choose “B” show an understanding of the context clues pointing to a meaning of “place.” In the context of all of the information about Mlaika copying truck sounds, it is her location that is significant in determining the sounds she makes.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen “A” because the article refers to work being done by people, but in this sentence the reference is to the elephants. Structurally, “outside of” does not conform to the idea of work. In addition, the copying of unusual sounds would bear little relationship to the type of work being done.

Choice C: Students may have chosen “C” because the copying of unusual sounds could be related to being away from the family since we are not told why Calimero was with the Asian elephants in paragraph 4. Also, there is a mention of bonding with family in paragraph 6, but it also says that animals use the sounds they know to communicate with family when they are separated. This separation due to location or place is the main detail students need to focus on to correctly answer this question. Choice “C” ignores the context of the entire passage. In addition, the elephant in paragraph 7 is Mlaika, and there is no indication as to whether she is or is not with related animals.

Choice D: Students may have chosen “D,” because it mirrors the topic of the article. A sound, or noise, is an important element of both the passage and the sentence, but it makes little or no sense when the context of “outside of” is taken into consideration. The sentence reveals that a new sound is the result of a change in environment, so it is not likely to be a synonym for it.

HOW TO HELP STUDENTS MASTER RI.3.1 and RI.3.4:

While all of the choices of this question contain definitions that relate to the article in some way, choice “B” provides the only definition that correctly applies the article’s context for the word “environment.” To help students succeed with questions like this, instruction can focus on building students’ capacity to comprehend texts of grade-level complexity and using the context of an article to find the correct meaning of a word.

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Read the sentence from the article.

It turned out that Mlaika was copying the sounds of the trucks driving by. (paragraph 3)

How does paragraph 7 support this sentence?

- A** It gives a new example of Mlaika copying sounds.
- B** It shows how Mlaika enjoyed studying the trucks.
- C** It gives a possible reason for Mlaika copying sounds.
- D** It shows how Mlaika learned to make the truck sounds.

Key: C

MEASURES CCLS: RI.3.1; RI.3.8

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

RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

HOW THIS QUESTION MEASURES RI.3.1 AND RI.3.8:

This question measures RI.3.1 and RI.3.8 because it asks students to use explicit information from the text to discover the relationship between a cited sentence and a later paragraph. To answer correctly, students must comprehend both the sentence and the paragraph, and then determine the relationship between the two. In this case, the paragraph provides an explanation of why Mlaika copied the sounds of trucks on the highway.

WHY CHOICE “C” IS CORRECT:

Students who choose “C” show an understanding of the connection between paragraph 7 and the sentence from paragraph 3. Paragraph 7 says, “Why would Mlaika copy trucks . . . ?” which indicates an explanation for the sentence from paragraph 3. The paragraph goes on to give the reason and conditions under which something similar occurs. The final sentence gives further confirmation of “C” as the correct answer by adding, “That may be why an elephant would copy the sound of a truck.”

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen “A” because paragraph 7 does give new information about animals and the sounds they make, but this new information is not a new example of Mlaika’s sounds. The only noise that is ever mentioned in relation to Mlaika is her ability to copy the sound of a truck. Students who select this choice may confuse the new information about the copying of sounds by animals in general with a new example that specifically relates to Mlaika.

Choice B: Students may have chosen “B” because Mlaika may have enjoyed interacting with the sound of the trucks: the paragraph, however, provides no support for the conclusion that she enjoyed studying them. It could be tempting to assume that she chose trucks because of an innate interest in them, but there is no textual information supporting this. Paragraph 7 only says that, “animals . . . may enjoy practicing new sounds.” There is no indication of preference in their choice of new sounds to mimic.

Choice D: Students may have chosen “D” because there is an explanation involved. Instead of an explanation as to why she makes the sounds, however, this choice indicates that the paragraph tells how she learned to

make the sounds. Neither paragraph 7, nor elsewhere in the article, makes any attempt to explain how Mlaika (or any other animal) went about learning to make the sounds.

HOW TO HELP STUDENTS MASTER RI.3.1 AND RI.3.8:

While all of the choices of this question relate to Mlaika copying sounds, choice “C” is the only one that correctly identifies the connection between the sentence and paragraph 7. To help students succeed with questions like this, instruction can focus on building students’ capacity to comprehend grade-level complex texts and students identifying the connection between specific paragraphs and sentences within a text.

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Read the sentence from paragraph 6.

Dr. Poole says that elephants, too, need to form bonds with their family and friends.

Which action in the article **best** shows the forming of a “bond”?

- A** imitating a truck
- B** talking on television
- C** learning to chirp
- D** studying animal sounds

Key: C

MEASURES CCLS: L.3.4a; RI.3.1

L.3.4a: Use sentence-level context as a clue to the meaning of a word or phrase.

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

HOW THIS QUESTION MEASURES L.3.4a and RI.3.1:

This question measures L.3.4a because it is assessing the application of the understanding of a vocabulary word. To answer correctly, students must use the skills in RI.3.1, to analyze the context of the given sentence to determine the meaning of “bond.” Then students must determine when the passage shows a bond being formed. Although students are not directly asked for the meaning of “bond,” understanding that meaning is required in order to select the correct choice.

WHY CHOICE “C” IS CORRECT:

Students who choose “C” show an understanding that the description of Calimero’s chirping in paragraph 4 is indicative of forming a bond. Calimero spent 18 years with Asian elephants and began to copy their sounds. Paragraph 5 says that copying sounds can create a bond, which connects the two ideas for the student. In paragraph 4, the Asian elephants are referred to as his “friends,” which mirrors the relationship in the given sentence between “bonds” and “friends.”

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen “A” because the given sentence follows paragraph 5, which indicates that humans may copy in order to form bonds with friends; however, the passage does not support the idea that Mlaika views the trucks as potential “friends.” The trucks are in the distance, so she cannot see them, and paragraph 7 implies that she may just be intrigued with the newness of the sound.

Choice B: Students may have chosen “B” due to a misinterpretation of information in the article. While the passage mentions that “You may have seen a talking parrot on a TV show,” this does not relate to elephants, and even if it did, the relationship between performer and viewer does not fit the definition of a bond.

Choice D: Students may have chosen “D” because animal researchers often form a bond with their subjects, and the naming of the two elephants by the researchers could hint at a bond between the animals and the humans. Choice “D”, however, merely mentions the study of animal sounds. An understanding of the word’s meaning in context provides no support for connecting the two ideas, and there are no additional references in the passage which lead to that conclusion.

HOW TO HELP STUDENTS MASTER L.3.4a AND RI.3.1:

While all of the choices of this question except “B” are details discussed in the article, choice “C” best shows the application of a “bond” being formed because elephants “make chirping sounds to talk to one another.” To help students succeed with questions like this, instruction can focus on building students’ capacity to comprehend grade-level complex texts, as well as using context to determine the meaning of a word and then identifying a textual detail that demonstrates the meaning of that word.

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Directions

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Read this story. Then answer questions XX through XX.

Jump!

by Sara Matson

1 I rub the goose bumps on my arms as a kid struts to the end of the diving board. He gives a friend on the ground the thumbs-up and launches into a cannonball. *Boing! SPLASH!* He comes up laughing.

2 *See, Taylor? I tell myself. It's easy. Fun.*

3 Four kids to go until my turn. At the front of the line, a girl in a pink suit giggles with her friend.

4 "Go!" my little brother, Travis, yells to them.

5 "Let's jump together," Pink Girl tells her friend.

6 The gigglers reach the sixth rung of the ladder before the lifeguard whistles.

7 "Just one at a time!" she shouts.

8 Pink Girl goes on alone, slowly. Will she change her mind, like I did last week? Will the lifeguard have to help her down the ladder while everyone stares?

9 In front of me, Travis hops around like a monkey.

10 Pink Girl jumps, her hair shooting out like a parachute. *SPLASH!*

11 Three kids to go. Travis steps on my foot.

12 "Watch it!" I snap.

13 "Sorry." He moves away, just as Pink Girl's friend does a first-class belly flop.

14 My brother's face lights up. "Did you *see* that?"

15 I don't answer. Only two kids to go.

16 My stomach bubbles like a pot of oatmeal on the stove.

17 *You don't have to do this,* I tell myself.

18 *But next week is the pool party, my brain argues. You'll be the only one who can't go on the diving board.*

19 The board clunks, and a girl dives gracefully into the pool. Life is so unfair.

20 Travis is next. He scampers up the ladder and waves his skinny arms. "Watch this!"

21 I close my eyes, then open them just in time to see him hop off the end of the board. He pops out of the water, grinning. I can't help smiling, too. Nothing scares that kid.

22 The boy behind me taps my shoulder. *It's my turn.*

23 I count the rungs as I climb.

24 *One.*

25 *Two, three.*

26 *Four, five, six.*

27 *Seven, eight.*

28 *Nine.*

29 Blue water stretches out in front of me. Kids are shooting off the waterslide at the other end of the pool. A boy runs across the concrete. A lifeguard blows her whistle at him. Everywhere, everyone is moving. Except me.

30 "What are you waiting for?" demands a kid on the ground.

31 I step forward. The water looks so far away.

32 Then I see Travis standing by the lifeguard's chair, shivering. His eyes lock on mine. "You can do it!" he yells.

33 That's what I've always told him: When he was learning to tie his shoes. Or write his name. Or ride his bike without training wheels. *You can do it.*



34 I take a deep breath and step out into nothing. My body drops, my stomach rises. Then my toes slice the water and I plunge deep. I flap my arms and pull myself to the surface, where my face finds the sun.

I DID IT!

35 Travis is doing a happy dance.

36 I climb out, dripping. “Hey,” I say, like I’ve been doing this forever. “Let’s go again.”

munotes

As she waits her turn, how does Taylor feel about jumping off the diving board? Use **two** details from the story to support your answer.

MEASURES CCLS: RL.3.3

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

HOW THIS QUESTION MEASURES RL.3.3:

This question measures a student's mastery of RL.3.3 by asking the student to cite textual evidence to support a description of a character's feelings in a story. Students can demonstrate an understanding of the character's feelings by making an inference based on what she thinks, does, and how she relates to the other characters.

CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:

Students who can cite specific textual details to support description of Taylor's feelings during this part of the story demonstrate an understanding of the importance of the character's feelings to the sequence of events in the story. An essay that receives full credit may draw from a variety of details in the story that describe Taylor's feelings. It will reflect grade-appropriate attention to organization, conventions, and vocabulary.

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

SAMPLE STUDENT RESPONSES AND SCORES APPEAR ON THE FOLLOWING PAGES:

As she waits her turn, how does Taylor feel about jumping off the diving board? Use two details from the story to support your answer.

As Taylor waits her turn, she feels very nervous. She also feels very fearful because she gave up last time and had to have the life guard help her down the ladder while everyone stared. She was also nervous because she didn't want to be the only one at the pool party who can't go on the diving board.

Score Point 2 (out of 2 points)

This response makes valid inferences from the text to explain how Taylor feels about jumping off the diving board (*She feels very nervous and very fearful*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*because she gave up last time and had to have the Life guard help her down and she didn't want to be the only one at the pool party who can't go on the diving board*). This response includes complete sentences where errors do not impact readability.

As she waits her turn, how does Taylor feel about jumping off the diving board? Use **two** details from the story to support your answer.

When Taylor waits for her turn on the diving board she says her stomach feels like oatmeal bubbling on the stove. She is scared. I know this because she says she has goosebumps on her arm.

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to explain how Taylor feels about jumping off the diving board (*She is scared*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*her stomach feels like oatmeal bubbling on the stove and she has goosebumps on her arm*). This response includes complete sentences where errors do not impact readability.

As she waits her turn, how does Taylor feel about jumping off the diving board? Use **two** details from the story to support your answer.

Taylor feels scared
about jumping off the
diving because her
stomack feels like
oatmeal. Also because she
dose not know whets
going to happen.

Score Point 1 (out of 2 points)

This response makes a valid inference from the text to explain how Taylor feels about jumping off the diving board (*Taylor feels scared*); however, the response provides only one concrete detail from the text for support as required by the prompt (*because her stomack feels like oatmeal*).

As she waits her turn, how does Taylor feel about jumping off the diving board? Use **two** details from the story to support your answer.

Taylor feels very nervous to jump off the divingboard because she has never jumped off the divingboard before and Taylor has never jumped so high off before.

Score Point 1 (out of 2 points)

This response makes a valid inference from the text to explain how Taylor feels about jumping off the diving board (*Taylor feels very nervous*); however, the response provides only one concrete detail from the text for support as required by the prompt (*because she has never jumped off the divingboard before*).

As she waits her turn, how does Taylor feel about jumping off the diving board? Use **two** details from the story to support your answer.

he feel exciding and
he's hoping around like
a monkey also his
face was red,

munotes

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*he feel exciding and he's hoping around like a monkey also his face was red*).

Directions

303019P

Read this story. Then answer questions XX through XX.

Thomas and his grandfather are fishing off a pier for trout. They have been fishing for quite awhile.

Go Fish

by Mary Stolz

1 “How *long* do we have to be patient?” Thomas asked.

2 “As long as it takes,” said Grandfather.

3 This didn’t sound good. Thomas scowled, scratched his arm, his head, his ankle. He shifted from one leg to the other.

4 “Observe, Thomas, how quietly they wait—the pelicans and our friend the heron. They don’t wriggle and writhe, like some I could name.”

5 “They don’t have anything to do but wait.”

6 “Thomas, I’ve said it before and I say it again, you are a restless boy.”

7 “I know,” Thomas said. “Grandfather?”

8 “Yes, Thomas?”

9 “When you were a boy, were you restless?”

10 Grandfather tipped his head till his beard pointed at the sky. “I’ll cast my mind back.”

11 Thomas waited.

12 Grandfather lowered his chin, looked into Thomas’s eyes. “I was,” he said.

13 “Oh, good.”

14 Grandfather threw out their lines again, handed Thomas his pole. They went on being patient.

15 They’d had a few strikes, but each time the fish got the bait and Thomas and Grandfather got nothing.

16 “All part of the game,” Grandfather would say, calmly rebaiting.

17 Thomas landed a blowfish. It came out of the water already starting on its defense. Breathing deeply, it began to puff up, swelling until it looked like a bubblegum bubble with spines.

18 “Thinks he looks pretty fierce, doesn’t he, Grandfather?”

19 “He *does* look fierce, for a fellow his size.” Grandfather dropped the stiff little blown-up blowfish into the water, where it slimmed down and swam off as if nothing unusual had happened.

20 They caught a flounder.

21 Flounders are bottom fish, and mostly spend their lives buried in sand. Their eyes are on top of their heads, they are flat as plates, and the one they caught was too small to keep. Carefully, Grandfather slid it back into the water. Too bad. Flounder were good eating. Especially the way Grandfather prepared them.

22 Thinking about Grandfather’s cooking made Thomas’s mouth water.

23 “You’re a very good cook, Grandfather,” he said.

24 “True.”

25 “I’m getting kind of hungry.”

26 “So am I,” said Grandfather. He did not sound ready to quit.

27 Thomas sighed and moved his rod gently up and down.

28 They caught a ladyfish. These are not good eating.

29 Grandfather was about to toss it back when the heron darted forward and took it right from his hand, then tossed his head up and set about swallowing.

30 Thomas watched as the bony fish went down the bird’s long neck.

31 “I’m glad we don’t have to swallow whole fish that way,” he said.

32 “So am I,” said Grandfather.

33 Suddenly Thomas’s rod dipped. A fish flipped out of the water a long way off.

34 “Speckled trout,” said Grandfather. “A big one. Gently, now, Thomas. You don’t want him to throw the hook.”

35 “I’m trying,” Thomas said, turning the reel as slowly as he could. He

wished Grandfather would take over, but didn't ask.

36 Grandfather believed it was every man to his own fish.

37 Slowly, slowly, he reeled in his trout until it was close enough for Grandfather to scoop up with the net. He was willing to do that.

38 "By golly, Thomas!" he shouted. "Look at the size of him!"

39 Thomas, swelling like a blowfish, regarded his catch proudly. "He'll have to go in the book, won't he, Grandfather?"

40 "He certainly will. A page to himself, like the snook we caught."

41 "You caught."

42 "All right. I caught. But this is your fish, and you are the one to write him in the book."

43 "Oh, good," Thomas said happily.

44 "Now—let's go to it," said Grandfather. "This crowd of trout is here, and we have to strike before they take off...."

45 In the excitement, Thomas forgot to be tired.

46 Side by side, he and his grandfather caught fifteen trout and had to send only three of them back to sea—to grow bigger and maybe be caught another day.

47 Twelve good-sized fish. Grandfather would keep out enough for tonight and tomorrow's dinner, and freeze the rest for later eating.

48 Thomas swallowed hungrily, thinking about dinner.

49 "All right," Grandfather said at last. "Let's go home."

50 Collecting their gear, richer by twelve speckled trout, they clanked back up the beach.

Why is Thomas “swelling like a blowfish” in paragraph 39? Use **two** details from the story to support your response.

MEASURES CCLS: RL.3.4, RL.3.3

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

RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

HOW THIS QUESTION MEASURES RL.3.4 AND RL.3.3:

The question measures a student’s mastery of RL.3.3 and RL.3.4 by asking students to use textual evidence to apply the meaning of a figurative phrase to a description of the main character of the story. Although the student is not directly asked to explain the phrase, understanding is demonstrated by showing why the phrase describes Thomas. Students can demonstrate an understanding of the text by analyzing Thomas’s emotional response, as exemplified by the figurative language, and by supporting the response with textual details.

CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:

Students who can cite specific details to explain why Thomas is “swelling like a blowfish” will demonstrate an understanding of how the events in the story affect the main character. The story provides several actions and words from both Thomas and his grandfather that can support a variety of feelings that would lead to “swelling like a blowfish.” An essay that receives full credit will use any of these actions and words in support of an explanation for Thomas “swelling like a blowfish.” It will reflect grade-appropriate attention to organization, conventions, and vocabulary.

Some of the possible explanations for Thomas’s response, which can be supported with details, are feelings of

- pride
- excitement
- surprise
- accomplishment

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

SAMPLE STUDENT RESPONSES AND SCORES APPEAR ON THE FOLLOWING PAGES:

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Why is Thomas “swelling like a blowfish” in paragraph 39? Use **two** details from the story to support your response.

Thomas is swelling like a blowfish because he caught a fish. In the text it is said Thomas swelling like a blowfish, regarded his proudly catch. It also says "All right I caught. But this is your fish and you are the one to write him in the book. This tells me Thomas is swelling like a blowfish, because is proud of catching a fish."

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to explain why Thomas is “swelling like a blowfish” in paragraph 39 (*because he caught a fish*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*regarded his proudly catch and this is your fish and you are the one to write him in the book*). This response includes complete sentences where errors do not impact readability.

Why is Thomas “swelling like a blowfish” in paragraph 39? Use **two** details from the story to support your response.

Thomas was swelling like a blowfish because he caught a big trout and he was proud of it. Another reason why he was blushing was because he got a hole page to himself in the book.

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to explain why Thomas is “swelling like a blowfish” in paragraph 39 (*because...he was proud*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*he caught a big trout and he got a hole page to himself in the book*). This response includes complete sentences where errors do not impact readability.

Why is Thomas “swelling like a blowfish” in paragraph 39? Use **two** details from the story to support your response.

Thomas was swelling like a blowfish because I think he was proud of catching a big fish all by himself.

Score Point 1 (out of 2 points)

This response makes a valid inference from the text to explain why Thomas is “swelling like a blowfish” in paragraph 39 (*he was proud*); however, the response provides only one concrete detail from the text for support (*catching a big fish all by himself*).

Why is Thomas “swelling like a blowfish” in paragraph 39? Use **two** details from the story to support your response.

Thomas face is swelling because he is proud of himself and his grandfather is to.

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Score Point 1 (out of 2 points)

This response makes a valid inference from the text to explain why Thomas is “swelling like a blowfish” in paragraph 39 (*because he is proud of himself*); however, the response does not provide two concrete details from the text for support as required by the prompt.

Why is Thomas “swelling like a blowfish” in paragraph 39? Use **two** details from the story to support your response.

Thomas was feeling that
because Thomas was nervous
about catching the fish.

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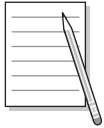
Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*Thomas was nervous about catching the fish*).

Thomas's mood changes from the beginning of the story to the end. How does Thomas feel at the beginning of the story? How does he feel at the end? Why does his mood change? Use details from the story to support your response.

In your response, be sure to

- explain how Thomas feels at the beginning of the story
- explain how Thomas feels at the end of the story
- explain why his mood changes
- use details from the story to support your response



Check your writing for correct spelling, grammar, capitalization, and punctuation.

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MEASURES CCLS RL.3.3 AND W.3.2:

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

W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

HOW THIS QUESTION MEASURES RL.3.3 AND W.3.2:

This question measures a student's mastery of RL.3.3 and W.3.2 by asking the student to create a coherent essay that uses textual details to describe the changes in a character's mood. Students can demonstrate an understanding of the text by linking the events of the story to Thomas's change in mood.

CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:

Students who can cite specific details to explain how and why Thomas's mood changes throughout the story demonstrate an understanding of a central point about the character and his relationship to the events. The story offers several indications of what Thomas is feeling throughout the sequence of events. An essay that receives full credit will use any of these relevant details to support an explanation of the character's change in mood. It will reflect grade-appropriate attention to organization, conventions, and vocabulary.

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

SAMPLE STUDENT RESPONSES AND SCORES APPEAR ON THE FOLLOWING PAGES:

Thomas's mood changes from the beginning of the story to the end. How does Thomas feel at the beginning of the story? How does he feel at the end? Why does his mood change? Use details from the story to support your response.

In your response, be sure to

- explain how Thomas feels at the beginning of the story
- explain how Thomas feels at the end of the story
- explain why his mood changes
- use details from the story to support your response

Thomas's mood changes from the beginning to the end of the story. At the beginning his mood was tired, impatient, and restless. That's because he didn't catch any fish and he didn't want to wait. When it came to the end of the story Thomas was proud, happy, and excited. That was because he caught a big trout fish. After he caught the trout fish he was excited and couldn't wait to catch some more. He forgot about how tired he was. His moods changed a lot in the story and I'll tell you why.

His moods changed because once he caught the fish grandfather said that he'll be in a fishing book and he'll even get a page of his own. See in the beginning he kept on waiting for the fish to catch his hook and it got tiring for him. But once he caught his fish he finally knew what it felt like to catch a fish. So then he sat side by side with his grandfather fishing fish. At the very end they caught fifteen fish and left with a smile on his face.

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*At the beginning his mood was tired, impatient, and restless*). The response demonstrates comprehension and analysis of the text (*When it came to the end of the story Thomas was proud, happy, and excited*). The topic is developed with relevant, well-chosen details throughout the essay (*in the beginning he kept on waiting for the fish to catch his hook and it got tiring for him and once he caught his fish he finally knew what it felt like to catch a fish*). Related information is clearly grouped together and ideas are skillfully connected using linking words (*But, So then, That's because, When it came*). The response provides a concluding statement that follows clearly from the information presented (*At the very end they caught fifteen fish and left with a smile on his face*). The response demonstrates grade-appropriate command of conventions, with few errors.

Thomas's mood changes from the beginning of the story to the end. How does Thomas feel at the beginning of the story? How does he feel at the end? Why does his mood change? Use details from the story to support your response.

In your response, be sure to

- explain how Thomas feels at the beginning of the story
- explain how Thomas feels at the end of the story
- explain why his mood changes
- use details from the story to support your response

Ⓡ In the beginning of the story Thomas was so restless ⓐ because he couldn't wait. ⓐ In the text it says that Thomas said, "How long do we have to be patient?" ⓐ Also, in the text it says that Thomas had to wait.

ⓔ This makes me think that in the beginning of the story he was restless.

Ⓡ In the end of the story Thomas felt joyful ⓐ because he caught a big fish. ⓐ In the text it says that Thomas got to write in the book about his fish.

© Also, in the text it said "By golly" look at the size of that one!" grandfather said. ^(E) This make me think that thomas now feels happy that he caught a big fish.

© Thomas changed by when ^(A) him and grandfather started to get more and more fish he wasn't feeling so down. Also he finally has something to write about and not his grandfather. ^(C) In the text his grandfather caught a big one yesterday. ^(E) This make me think that he changed because a lot of fish started to come.

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*In the beginning of the story Thomas was so restless*). The response demonstrates comprehension and analysis of the text (*In the end of the story Thomas felt joyful*). The topic is developed with relevant, well-chosen details throughout the essay (*Thomas said, "How long do we have to be patient?"; he caught a big fish; Thomas got to write in the book about his fish.*). Related information is clearly grouped together ("By golly look at the size of that one!" grandfather said. *This make me think that thomas now feels happy that he caught a big fish*). Ideas are skillfully connected using linking words (*In the beginning, This make me think, In the end of the story, In the text, Also*). A conclusion is given which clearly follows from the topic (*This make me think that he changed because a lot of fish started to come*). The response demonstrates grade-appropriate command of conventions, with occasional errors (*make me think, thomas, when him and grandfather*) that do not hinder comprehension.

Thomas's mood changes from the beginning of the story to the end. How does Thomas feel at the beginning of the story? How does he feel at the end? Why does his mood change? Use details from the story to support your response.

In your response, be sure to

- explain how Thomas feels at the beginning of the story
- explain how Thomas feels at the end of the story
- explain why his mood changes
- use details from the story to support your response

In the beginning of the story, Thomas feels impatient. He feels impatient because he is just sitting there waiting for a fish to go onto his hook while he is doing nothing but waiting. He is sad right now because there is not even one fish there, but after a little while, a fish comes! Then he realizes that it is too small, to take home, so he threw it back. At At the end of the story he felt more

happy because he caught a fish
big enough to take home! So he
got to write the fish down, and
he was proud of himself. His feelings
changed because at first he was
sad and now he is happy, and I'm
sure that he will remember this
moment forever.

Score Point 3 (out of 4 points)

This response clearly introduces a topic that follows from the task and purpose (*In the beginning of the story, Thomas feels impatient*). The response demonstrates grade-appropriate comprehension of the text (*At the end of the story he felt more happy*). The topic is developed with relevant facts throughout the essay (*he is just sitting there waiting for a fish, after a little while, a fish comes, realizes that it is too small, he caught a fish big enough to take home, he got to write the fish down, and he was proud of himself*). Related information is generally grouped together and connected using linking words and phrases (*In the beginning, Then he realizes, At the end, So he got*). The response demonstrates grade-appropriate command of conventions, with occasional errors (*realizes, too small, caught, moment*) that do not hinder comprehension.

Thomas's mood changes from the beginning of the story to the end. How does Thomas feel at the beginning of the story? How does he feel at the end? Why does his mood change? Use details from the story to support your response.

In your response, be sure to

- explain how Thomas feels at the beginning of the story
- explain how Thomas feels at the end of the story
- explain why his mood changes
- use details from the story to support your response

Thomas does not feel happy in the beginning of the story. Thomas is feeling impatient. He was feeling that way because they were not getting any fish. They were also there for quite awhile.

Thomas is all happy at the end of the story. He is so excited. He's excited because he caught a big fish. He was also happy because he got to write the fish in the book and it had its own page.

Score Point 3 (out of 4 points)

This response clearly introduces a topic that follows from the task and purpose (*Thomas does not feel happy in the beginning of the story*). The response demonstrates grade-appropriate comprehension of the text (*Thomas is feeling impatient* and *Thomas is all happy at the end of the story*). The topic is developed with relevant facts throughout the essay (*they were not getting any fish, He's excited because he caught a big fish, he got to write the fish in the book*). Related information is generally grouped together (*He is so excited. He's excited because he caught a big fish*). The response provides a concluding statement that follows generally from the topic (*He was also happy because he got to write the fish in the book and it had its own page*). The response demonstrates grade-appropriate command of conventions, with few errors.

Thomas's mood changes from the beginning of the story to the end. How does Thomas feel at the beginning of the story? How does he feel at the end? Why does his mood change? Use details from the story to support your response.

In your response, be sure to

- explain how Thomas feels at the beginning of the story
- explain how Thomas feels at the end of the story
- explain why his mood changes
- use details from the story to support your response

At the beginning of the story Thomas feels bored because he had bin waiting for a long time. Thomas feels happy at the end of the story because he finally caught a fish. Another way it is that at the beginning of the story he said that he was hungry, and at the end of the story he felt happy because he can eat. The mood changes because at the

beginning he felt bord because they
bin waiting a long time, at the
end of the story he feels happy
because he caught a fish with his
grandfather. Another way is that at
the end he can eat.

Score Point 2 (out of 4 points)

This response clearly introduces a topic that follows from the task and purpose (*At the beginning of the story Thomas feels bord*). The response demonstrates grade-appropriate comprehension of the text (*Thomas feels happy at the end of the story*). The topic is partially developed with some textual evidence (*because he caught a fish*). Some attempt to group related information is demonstrated through inconsistent use of linking words to connect ideas (*At the beginning, at the end, Another way, Another way*). The response demonstrates an emerging command of conventions, with some errors (*bord, bin, finlaly*) that may hinder comprehension.

Thomas's mood changes from the beginning of the story to the end. How does Thomas feel at the beginning of the story? How does he feel at the end? Why does his mood change? Use details from the story to support your response.

In your response, be sure to

- explain how Thomas feels at the beginning of the story
- explain how Thomas feels at the end of the story
- explain why his mood changes
- use details from the story to support your response

At the beginning of the story Thomas is restless. At the end of the story Thomas is happy. At the beginning of the story Thomas and Grandfather were not catching any fish. and at the end of the story they caught fifteen fish.

Score Point 2 (out of 4 points)

This response clearly introduces a topic that follows from the task and purpose (*At the beginning of the story Thomas is restless*). The response demonstrates grade-appropriate comprehension of the text (*At the end of the story Thomas is happy*). The topic is partially developed with some textual evidence (*were not catching any fish. and at the end of the story they caught fifteen fish*). Some attempt to group related information is demonstrated through inconsistent use of linking words to connect ideas (*At the beginning* and *At the end*). No concluding statement is provided. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension.

Thomas's mood changes from the beginning of the story to the end. How does Thomas feel at the beginning of the story? How does he feel at the end? Why does his mood change? Use details from the story to support your response.

In your response, be sure to

- explain how Thomas feels at the beginning of the story
- explain how Thomas feels at the end of the story
- explain why his mood changes
- use details from the story to support your response

At the beginning of the story Thomas was said because he was hungry and he was thinking of his grandpa's fish that he makes. At the end of the story Thomas feels excited because he gets to write a book about the fish and he gets to go home and eat grandpa's delicious fish. Thomas's mood changes because he gets happier that he gets to

write a book about his fish
that grandpa caught for him
and he also gets to eat.

Score Point 1 (out of 4 points)

This response introduces a topic that follows generally from the task but demonstrates little understanding of the text (*At the beginning of the story Thomas was said because he was hungry and he was thinking of his grandpas fish that he makes*). The response demonstrates an attempt to use minimal evidence (*At the end of the story Thomas feels excited because he gets to write a book about the fish and he gets to go home and eat grandpa's delicious fish*) to develop ideas but exhibits little attempt at organization. This response demonstrates an emerging command of conventions, with some errors (*was said, hungry, delicious, happier*) that may hinder comprehension.

Thomas's mood changes from the beginning of the story to the end. How does Thomas feel at the beginning of the story? How does he feel at the end? Why does his mood change? Use details from the story to support your response.

In your response, be sure to

- explain how Thomas feels at the beginning of the story
- explain how Thomas feels at the end of the story
- explain why his mood changes
- use details from the story to support your response

thomas how he felt
sad in the bening
thomas felt happy
in the End

Score Point 1 (out of 4 points)

This response introduces a topic that follows generally from the task (*thomas how he felt sad in the bening*). The response demonstrates an attempt to use minimal evidence (*Thomas feit happy in the End*). The response exhibits little attempt at organization. The response demonstrates a lack of command of conventions, with frequent errors (*thomas, feit, bening, End*) that hinder comprehension.

Thomas's mood changes from the beginning of the story to the end. How does Thomas feel at the beginning of the story? How does he feel at the end? Why does his mood change? Use details from the story to support your response.

In your response, be sure to

- explain how Thomas feels at the beginning of the story
- explain how Thomas feels at the end of the story
- explain why his mood changes
- use details from the story to support your response

Un happy because
He couldn't make
something. Happy because
he can make it now.
Because he couldn't
do something so the
end of the story he
was happy. I read the
passage to get my
answer. I said in
passage 43 I read that
and 31 to get my answer.

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the text and task (*unhappy because He couldn't make something*). The response provides evidence that is completely irrelevant (*I said in Passage 43 I read that and 31 to get my answer*). The response exhibits no organization. The response demonstrates a lack of command of conventions, with frequent errors (*unhappy, He, couldn't, Something*) that hinder comprehension.