

R1.1 The student uses strategies to decode or comprehend meaning of words in text.

1.1.1 (3rd Grade) Reading regularly spelled, multi-syllabic (three syllables) words using decoding skills, including knowledge of letter sound relationships (phonics), word structure (root or base word prefixes, suffixes, rhyming words, and language structure (word order, grammar)

Family Reunion

Sally was an only child, but she had a big family. Sally and her parents lived in Alaska. Most of her family lived in California. Last winter, Sally and her parents flew to California. Aunt Tracy met them at the airport.

“I’ve been waiting to meet you for a long time, Sally,” Aunt Tracy said. “There are lots of people here who have been waiting to meet you.”

Aunt Tracy seemed very nice, but Sally was a little worried about meeting a lot of new people. What would they have to talk about? Sally wondered. Her mother had grown up with six brothers and sisters, and they all had two or more children. Sally wondered if any of those children would think of her as part of the family. Having a big family was something Sally really knew nothing about.

“A family reunion is a lot of fun,” Aunt Tracy told Sally as they rode along. “And we picked a great spot to have a reunion. It’s in a beautiful park with a big picnic area. There will be a lot of things for you to do there.”

Sally wondered what children would be at the park. If there were any children her age, Sally was sure they already knew each other. She was excited about being part of a big family, but she was a little worried about fitting in.

When they arrived at the park, it was beautiful, just like Aunt Tracy had said. And there were a lot of people waiting to meet her. In just a few minutes, Sally had met more new people than she had met in a year. They felt like someone else’s family though, not hers. And most of them were grown-ups.

Sally looked around. There was a playground with a large swing set and sandbox. There was a large duck pond just beyond that.

“Come on, Sally, let’s walk to the duck pond,” Aunt Tracy said.

When they got to the pond, Sally saw a group of kids standing by the water. They were feeding bread to a mother duck and seven ducklings.

“Sally, these are your cousins,” Aunt Tracy said. “This is Jennie, and Robert, and Tanya, and Mark. Jennie and Mark are in third grade. Robert and Tanya are in fourth.”

Sally had no idea she had cousins her own age. This family reunion might be all right after all! Robert tore off a big chunk of bread and handed it to Sally. Before long, she found herself laughing and talking with the others as if she had known them forever.

Sally stayed at the pond with her cousins for a long time. She loved sitting in the sun watching the ducklings splash in the water. Robert was funny and made everyone laugh. Tanya,

Sally learned, was an only child just like she was. Tanya had met the others once before, but this was her first time being a part of a big family too!

Sally decided she liked being part of a big family. Her mother must have loved having six brothers and sisters. Sally and her mother would be staying with Aunt Tracy for a week. On Tuesday, the family would gather at her house for dinner. Sally could hardly wait for Tuesday. After all, by then it would have been three days since she had seen her cousins, and there would be so much for them to talk about!

The prefix “re-” helps the reader to know that the word reunion means

- A having a vacation.
- B meeting new people.
- C visiting a new place.
- D gathering together again.

Which word from the passage has a suffix?

- A wondered
- B already
- C playground
- D beyond

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Toothwalkers

Have you ever seen an ocean animal that looks like a huge seal with giant teeth? That animal is a walrus. Walruses are very large animals that can weigh over a ton. Walruses have two long, sharp front teeth called tusks. These tusks can grow as long as three feet. Walruses use their tusks as tools and as weapons.

Walruses like to rest in large groups on floating sea ice. They can use their tusks to dig into the edge of the floating ice and pull themselves out of the water. Because they use their tusks in this way, some native people call them “toothwalkers.”

Scientists have a special name for this behavior. They call it “hauling out.” Sometimes hundreds of walruses will haul out together onto a large ice pack. It is quite a sight to see!

It is quite a thing to hear, too. Walruses are very noisy animals. They make many different kinds of sounds to each other. When they are underwater, they make clicks and bell sounds. When they are on the ice, they bark, growl, and whistle. Scientists are not sure what the different sounds mean, but some sounds seem to warn others to stay back. Other sounds seem to be calls for help when a walrus is injured or stuck somewhere on the ice.

When walruses are not on the ice, they are in the water. They have four flippers and are very good swimmers. They usually eat animals that live on the sea floor. They can dive very deep to get food.

Walruses cannot see very well. Instead of looking for food with their eyes, they feel for food with their bushy whiskers. Their favorite food is clams. Sometimes walruses will spit water at the mud on the sea floor to uncover the clams. When they find clams, they suck them right out of their shells. Walruses also eat worms, snails, and other small animals.

There are many walruses in Alaskan waters. They spend winters in the Bering Sea. In the summer they move to the Chukchi Sea as they follow the ice pack. Native Alaskans like the Inuit use walruses in many ways. Walrus blubber can be used for food or fuel. Walrus skin is sometimes made into boats and clothes. Walrus tusks can be turned into tools. The tusks are also used in art. A kind of carving called scrimshaw is done on walrus tusks.

Scientists are studying walruses to learn more about these interesting animals. These funny-looking “toothwalkers” help make the seas of the North a very special place.

Read this sentence from the passage.

“Sometimes walruses will spit water at the mud on the sea floor to uncover the clams.”

What does the prefix “un-” mean in the word “uncover”?

- A** again
- B** before
- C** not
- D** with

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A Neighborhood in Bloom

“There, all done,” said Rabbit setting aside the shovel. “Now I can lie on my hammock and keep an eye on my yard from my new deck. Isn’t this lovely!”

“Hello neighbor! I noticed you outside today and thought you’d enjoy a spring bouquet of daffodils. I picked them from my garden,” said Mole.

“Thank you Mole. They are extraordinary!” said Rabbit.

“Would you like me to help you plant a few daffodil bulbs in your yard?” asked Mole. “They are easy to grow.”

“Me, grow flowers? No thanks. I prefer relaxing to digging in the dirt and getting my paws dirty. That’s why I’ve just dug up my yard, and I’m only planting grass. I want to have plenty of time to relax. Now it’s time for my nap. I must go,” said Rabbit.

“Enjoy your nap,” said Mole. “Soon these flowers will be stunning. I only wish I could make the rest of the neighborhood more beautiful,” Mole sighed.

With the summer sun’s warmth, the flowers began to grow tall and strong. Mole looked out the window. It was as if the flowers were waving back at Mole.

Rabbit watched the grass grow, and then paid to have it mowed.

When autumn arrived and each plant had scattered its own seeds, Mole covered up each flowerbed with the maple leaves of the forest. “Good night my dears. I will see you in the spring.”

In the winter, Mole read seed catalogs and dreamed of the garden. Rabbit stayed inside napping the days away.

One dark night, Mole walked over to Rabbit’s house and placed a seed catalog in Rabbit’s mailbox. Suddenly the porch lights came on.

“Who’s out there?” shouted Rabbit.

“No one. It’s just me, your neighbor Mole. I wanted you to see this lovely seed catalog. I thought you might be interested in planting a day lily. They grow like weeds, they’re not too difficult to care for, and they have little orange flowers,” said Mole.

“Mole, it’s midnight! Planting flowers is the last thing on my mind. Go to bed!” shouted Rabbit.

Mole returned home, sad but not defeated.

When spring came, Rabbit hung a bird feeder. Mole ran outside and pushed back the wet leaves that covered the garden. Tiny little green buds poked their heads out of the ground. Mole watched each plant become a flower with help from the sun and the rain.

One early summer day, Rabbit decided to go for a walk. As Rabbit stepped lightly into the yard, Rabbit saw something green and leafy with flowers stretching into the sky. “I did not plant seeds! Where did these flowers come from?” Rabbit wondered.

Rabbit scampered over to Mole’s house and rapped on the oak door. “Mole, come and see what is growing in my yard, except that I did not plant any flowers. You know I don’t like to get my paws dirty,” said Rabbit.

Mole and Rabbit walked back over to Rabbit’s house.

“Why, all of my flowers are growing in your yard. How can that be?” Mole asked in bewilderment.

“Do you think we have a mystery gardener in the neighborhood?” asked Rabbit. Mole went home to ponder Rabbit’s question.

Rabbit picked a cottony, overgrown dandelion and blew the fluffy seeds up into the air. Rabbit watched as the wind picked them up, carried them, and set them down in Mole’s yard. “The wind? The wind! That’s it! The wind picked up Mole’s seeds and carried them to my yard!” shouted Rabbit doing a little dance.

“What’s all the racket out here?” said Mole from his backyard.

“I know how the flowers got into my yard!” sang Rabbit.

“How?” said Mole.

Mole sat down next to Rabbit and explained exactly what had happened.

“Is that right?” asked Mole. “So, the more flowers I plant, the more seeds will get carried to the neighbors? Why, the whole neighborhood could be blooming in a few years!” said Mole beaming.

“Thank you, Mole, for sending me these lovely flowers. This is the kind of gardening I like to do, with as little work as possible. Now maybe you can show me how to keep my flower growing as beautifully as yours?” asked Rabbit.

“Why, sure!” said Mole.

“Then we could relax in my yard and enjoy the view!” The two friends linked arms and strolled happily to Rabbit’s house. They sat on the deck in Rabbit’s backyard enjoying the view.

What is the correct way to divide the word “bewilderment” into syllables?

- A be-wil-der-ment
- B be-wilder-ment
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Which words from the passage rhyme?

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Sally learned, was an only child just like she was. Tanya had met the others once before, but this was her first time being a part of a big family too!

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Key: D

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Key: A

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KEY

Key: A

What is the correct way to divide the word “bewilderment” into syllables?

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- B be-wilder-ment
- C bew-ild-erm-ent
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Key: A

Which words from the passage rhyme?

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1.1.2 (3rd Grade) Reading orally high-frequency words and abbreviations of proper nouns such as Dr., Mr., Mrs., and Ms.

Directions: Read the following passage aloud to your teacher.

While mining for gold in the Alaska wilderness, Jim Smith Jr. fell and broke his leg. Luckily, Dr. Jones was out walking his dog, Mrs. Norris. He rushed to young Jim's aid. After repairing Jim's leg, Dr. Jones sent a telegram to Jim's sweetheart, Ms. Abigail, to let her know he was OK.

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Teacher: Check correctly pronounced abbreviations.

_____ Jr.
_____ Dr.
_____ Mrs.
_____ Ms.

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1.1.3 (3rd Grade) Obtaining information using text features including pictures (illustrations for text) and visual clues (e.g. bolded or italicized text, chapter titles)

Directions: Look at the photograph and read the paragraph. Then read the sentences. If the sentence is correct, write the word *true* in the blank. If the sentence is not correct, write the word *false* in the blank.



My third-grade teacher asked us to write to pen pals from other countries. We wanted to learn about food and customs from many different places. My Russian pen pal sent me this picture when her family enjoyed a visit to a McDonald's restaurant near her home. I learned that even though we speak different languages, we like some of the same things!

- _____ The picture was taken outdoors.
- _____ The picture was taken in the winter.
- _____ The picture was taken in France.
- _____ The picture was taken by the author of the paragraph.

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Teacher:

- True** The picture was taken outdoors.
- False** The picture was taken in the winter.
- False** The picture was taken in France.
- False** The picture was taken by the author of the paragraph.

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1.1.4 (3rd Grade) Identifying words by using context clues (e.g., “canoe” in a story about fishing)

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It is quite a thing to hear, too. Walruses are very noisy animals. They make many different kinds of sounds to each other. When they are underwater, they make clicks and bell sounds. When they are on the ice, they bark, growl, and whistle. Scientists are not sure what the different sounds mean, but some sounds seem to warn others to stay back. Other sounds seem to be calls for help when a walrus is injured or stuck somewhere on the ice.

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Read this sentence from the passage.

“Other sounds seem to be calls for help when a walrus is injured or stuck somewhere on the ice.”

What does the word injured mean?

- A feeling lonely
- B showing off
- C excited
- D hurt

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- D hurt

R1.1 The student uses strategies to decode or comprehend meaning of words in text.

1.1.5 (3rd Grade) Self-monitoring and self-correcting while reading (e.g., sounding words out, adjusting reading pace)

Directions: Read the following passage aloud to your teacher.

The kids split up and walked among the rocks and boulders. It took only a few seconds for Dink to find animal tracks in the sand.

“Guys, over here!” he called.

Josh and Ruth Rose knelt next to Dink.

“They do look like pawprints,” Ruth Rose said, studying the sandy ground.

Josh put his own hand next to the pawprint. “Look how big these tracks are!” he said.

Ruth Rose pointed to some shoeprints. “Do you think these are the kidnappers’ prints?” she asked.

“Maybe,” Dink said. “But other people must come up here, too.”

The kids prowled among the rocks. They found animal tracks, but no more from humans.

Josh stopped in front of two rock slabs leaning against each other. Beneath the rocks, a burrow had been dug, leaving a mound of loose dirt.

The mother wolf was standing on top of a pile of boulders about one hundred yards away. She was watching the kids with her ears standing straight up.

Roy, Ron. (2005) *A to Z Mysteries, The White Wolf*. Scholastic Publishing.

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The mother wolf was standing on top of a pile of boulders about one hundred yards away. She was watching the kids with her ears standing straight up.

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Teacher:

As the student reads, mark each incorrectly pronounced word with a slash mark. If the student pauses, put a *P* above the word. If the student rereads, put an *R* above the word or phrase.

Count the words the student reads in one minute.

Count the errors.

Divide the words by the errors to find the Error Ratio.

The ratio should be 1:10 or above. The reader tends to lose comprehension when the error ratio is 1:9 or below.

Fluent third-grade readers should read 90 words per minute at a 98% accuracy rate.

R1.2 The student comprehends literal or inferred meaning from text.

1.2.1 (3rd Grade) Locating information explicitly stated in narrative and informational text to answer literal comprehension questions

Directions: Read the paragraph below and write short answers to the following questions.

Penguins are birds that live in Antarctica. Antarctica is usually covered with ice and snow. There are few trees. Penguins cannot fly, so they use their wings like flippers to help them swim in cold water. In the water they hunt for krill, squid, and small fish to eat. All animals that hunt penguins live in the sea, so they must swim fast.

What do penguins eat?

How do penguins use their wings?

Where do penguins live?

R1.2 The student comprehends literal or inferred meaning from text.

1.2.1 (3rd Grade) Locating information explicitly stated in narrative and informational text to answer literal comprehension questions

Directions: Read the paragraph below and write short answers to the following questions.

Penguins are birds that live in Antarctica. Antarctica is usually covered with ice and snow. There are few trees. Penguins cannot fly, so they use their wings like flippers to help them swim in cold water. In the water they hunt for krill, squid, and small fish to eat. All animals that hunt penguins live in the sea, so they must swim fast.

What do penguins eat?

How do penguins use their wings?

Where do penguins live?

Teacher:

What do penguins eat? **Krill, squid, and small fish**

How do penguins use their wings? **Like flippers**

Where do penguins live? **In Antarctica**

R1.2 The student comprehends literal or inferred meaning from text.

1.2.2 (3rd Grade) Self monitoring comprehension by making predictions or formulating questions while reading or rereading

Directions: Read the passage. Answer the questions that follow.

Penguins are birds that live in Antarctica. Antarctica is usually covered with ice and snow. There are few trees. Penguins cannot fly, so they use their wings like flippers to help them swim in cold water. In the water they hunt for krill, squid, and small fish to eat. All animals that hunt penguins live in the sea, so they must swim fast.

What is one prediction you could make about what would happen if a whale chased a penguin?

What is one question you might ask about penguins?

R1.2 The student comprehends literal or inferred meaning from text.

1.2.2 (3rd Grade) Self monitoring comprehension by making predictions or formulating questions while reading or rereading

Directions: Read the passage. Answer the questions that follow.

Penguins are birds that live in Antarctica. Antarctica is usually covered with ice and snow. There are few trees. Penguins cannot fly, so they use their wings like flippers to help them swim in cold water. In the water they hunt for krill, squid, and small fish to eat. All animals that hunt penguins live in the sea, so they must swim fast.

What is one prediction you could make about what would happen if a whale chased a penguin?

What is one question you might ask about penguins?

Teacher:

What is one prediction you could make about what would happen if a whale chased a penguin?

The whale would catch the penguin; the penguin would swim faster so the whale couldn't catch it; the penguin could climb on land or ice (any reasonable answer).

What is one question you might ask about penguins?

Any reasonable question, such as why penguins don't freeze or where penguins lay their eggs.

R1.2 The student comprehends literal or inferred meaning from text.

1.2.3 (3rd Grade) Making simple inferences (e.g., predicting logical outcomes)

Directions: Read the paragraph below and write a short answer to the following question.

Penguins are birds that live in Antarctica. Antarctica is usually covered with ice and snow. There are few trees. Penguins cannot fly, so they use their wings like flippers to help them swim in cold water. In the water they hunt for krill, squid, and small fish to eat. All animals that hunt penguins live in the sea, so they must swim fast.

Where do penguins have their babies, and why do they have them there?

R1.2 The student comprehends literal or inferred meaning from text.

1.2.3 (3rd Grade) Making simple inferences (e.g., predicting logical outcomes)

Directions: Read the paragraph below and write a short answer to the following question.

Penguins are birds that live in Antarctica. Antarctica is usually covered with ice and snow. There are few trees. Penguins cannot fly, so they use their wings like flippers to help them swim in cold water. In the water they hunt for krill, squid, and small fish to eat. All animals that hunt penguins live in the sea, so they must swim fast.

Where do penguins have their babies, and why do they have them there?

—

Teacher:

Where do penguins have their babies, and why do they have them there?

Penguins have their nests on ground, ice, or snow, because there aren't very many trees and penguins can't fly.

R1.2 The student comprehends literal or inferred meaning from text.

1.2.4 (3rd Grade) Drawing conclusions based on information presented in the text e.g., cause and effect, character motivation)

Directions: Read the paragraph below and write a short answer to the following question.

Penguins are birds that live in Antarctica. Antarctica is usually covered with ice and snow. There are few trees. Penguins cannot fly, so they use their wings like flippers to help them swim in cold water. In the water they hunt for krill, squid, and small fish to eat. All animals that hunt penguins live in the sea, so they must swim fast.

Why don't penguins have to fly?

R1.2 The student comprehends literal or inferred meaning from text.

1.2.4 (3rd Grade) Drawing conclusions based on information presented in the text e.g., cause and effect, character motivation)

Directions: Read the paragraph below and write a short answer to the following question.

Penguins are birds that live in Antarctica. Antarctica is usually covered with ice and snow. There are few trees. Penguins cannot fly, so they use their wings like flippers to help them swim in cold water. In the water they hunt for krill, squid, and small fish to eat. All animals that hunt penguins live in the sea, so they must swim fast.

Why don't penguins have to fly?

Teacher:

Why don't penguins have to fly?

All their enemies live in the sea; there are no trees to fly to (any reasonable answer).

R1.3 Read texts aloud with expression, demonstrating knowledge of punctuation and other conventions of print.

1.3.1 (3rd Grade) Reading orally with rhythm, flow, and expression, showing understanding of punctuation and other conventions of print

This is a local evaluation. Select grade-appropriate reading material during independent reading/reading conference times. We suggest that you model these strategies (e.g., sounding words out, adjusting reading pace, and fluency) during teacher read-aloud times.

The following are some fluency programs currently used throughout Alaska. Check with your local administration for district requirements:

- DIBELS
- Read Naturally
- DRA
- Scholastic

Running Records Vocabulary, sentence patterns, and pronunciation provide indispensable clues. Systematic running records provide evidence of how well children direct their knowledge of letters, sounds, and words to understand the messages in the text. (Running Records for Classroom Teachers, Marie Clay, Heinemann, 2000)

Teacher:

As the student reads, mark each incorrectly pronounced word with a slash mark. If the student pauses, put a *P* above the word. If the student rereads, put an *R* above the word or phrase.

Count the words the student reads in one minute.

Count the errors.

Divide the words by the errors to find the Error Ratio.

The ratio should be 1:10 or above. The reader tends to lose comprehension when the error ratio is 1:9 or below.

Fluent third-grade readers should read 90 words per minute at 98% accuracy rate.

	Expression and Volume	Phrasing	Smoothness	Pace
Advanced	<p>Reads with excellent expression and enthusiasm throughout the text.</p> <p>Varies expression and volume to match the author's intent of the passage</p>	<p>Consistently reads with awareness of the author's intentional use of punctuation to vary pace.</p> <p>Excellent phrasing, mostly in clause and sentence units, with adequate attention to expression</p>	<p>Error-free in delivery</p> <p>Consistently reads with quick self-correcting</p> <p>Resolves word and structure difficulties quickly</p>	<p>Consistently reads at conversational pace</p> <p>Appropriate rate throughout passage</p>
Proficient	<p>Makes text sound like natural language throughout the majority of the passage.</p> <p>Occasionally reads without expression</p> <p>Voice volume is generally appropriate throughout the passage</p>	<p>Reads with a mixture of run-ons, mid-sentence pauses for breath, and/or some choppiness</p> <p>Reasonable stress and intonation</p>	<p>Occasionally breaks smooth rhythm because of difficulties with specific words and or structures</p>	<p>Varies pace to match the author's intention</p>
Below Proficient	<p>Inconsistent expression, pronunciation, and/or flow</p> <p>Tends to read in a quiet voice</p>	<p>Reads in monotone without a sense of phrase boundaries</p>	<p>Makes frequent pauses, hesitations, false starts, sound outs, repetitions, and/or multiple attempts</p>	<p>Reads slowly with difficulty</p>

R1.4 The student restates/summarizes information.

1.4.1 (3rd Grade) Re-reading or dramatizing a story after reading it

Family Reunion

Sally was an only child, but she had a big family. Sally and her parents lived in Alaska. Most of her family lived in California. Last winter, Sally and her parents flew to California. Aunt Tracy met them at the airport.

“I’ve been waiting to meet you for a long time, Sally,” Aunt Tracy said. “There are lots of people here who have been waiting to meet you.”

Aunt Tracy seemed very nice, but Sally was a little worried about meeting a lot of new people. What would they have to talk about? Sally wondered. Her mother had grown up with six brothers and sisters, and they all had two or more children. Sally wondered if any of those children would think of her as part of the family. Having a big family was something Sally really knew nothing about.

“A family reunion is a lot of fun,” Aunt Tracy told Sally as they rode along. “And we picked a great spot to have a reunion. It’s in a beautiful park with a big picnic area. There will be a lot of things for you to do there.”

Sally wondered what children would be at the park. If there were any children her age, Sally was sure they already knew each other. She was excited about being part of a big family, but she was a little worried about fitting in.

When they arrived at the park, it was beautiful, just like Aunt Tracy had said. And there were a lot of people waiting to meet her. In just a few minutes, Sally had met more new people than she had met in a year. They felt like someone else’s family though, not hers. And most of them were grown-ups.

Sally looked around. There was a playground with a large swing set and sandbox. There was a large duck pond just beyond that.

“Come on, Sally, let’s walk to the duck pond,” Aunt Tracy said.

When they got to the pond, Sally saw a group of kids standing by the water. They were feeding bread to a mother duck and seven ducklings.

“Sally, these are your cousins,” Aunt Tracy said. “This is Jennie, and Robert, and Tanya, and Mark. Jennie and Mark are in third grade. Robert and Tanya are in fourth.”

Sally had no idea she had cousins her own age. This family reunion might be all right after all! Robert tore off a big chunk of bread and handed it to Sally. Before long, she found herself laughing and talking with the others as if she had known them forever.

Sally stayed at the pond with her cousins for a long time. She loved sitting in the sun watching the ducklings splash in the water. Robert was funny and made everyone laugh. Tanya, Sally learned, was an only child just like she was. Tanya had met the others once before, but this was her first time being a part of a big family too!

Sally decided she liked being part of a big family. Her mother must have loved having six brothers and sisters. Sally and her mother would be staying with Aunt Tracy for a week. On Tuesday, the family would gather at her house for dinner. Sally could hardly wait for Tuesday. After all, by then it would have been three days since she had seen her cousins, and there would be so much for them to talk about!

Key: Rubric

Describe what happens at the duck pond after Sally meets her cousins. Use two examples from the passage in your response.

Scoring Rubric:

- 2** The student response demonstrates a complete understanding of the task and uses relevant text-based information to support the response.
- Addresses the demands of the task.
 - Effectively uses text-based information.

Student response describes what happens at the duck pond and uses two examples from the passage in the response.

- 1** The student response demonstrates an incomplete understanding of the task.
- Addresses some part(s) of the task, which may include using text-based information to support the response.
 - The student response may be a relevant copy of the text without any interpretation.

Student response describes what happens at the duck pond and uses one example from the passage in the response.

- 0** The student response is completely incorrect, irrelevant to the question, or a copy of the prompt.

Details that describe what happened at the duck pond may include, but are not limited to:

Sally and her cousins sat in the sun and watched the ducklings.

Sally and her cousins talked and fed the duck.

Sally laughed at the jokes told by her cousin Robert.

Sally found out that Tanya was also an only child.

R1.4 The student restates/summarizes information.
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1.4.1 (3rd Grade) Re-reading or dramatizing a story after reading it

Toothwalkers

Have you ever seen an ocean animal that looks like a huge seal with giant teeth? That animal is a walrus. Walruses are very large animals that can weigh over a ton. Walruses have two long, sharp front teeth called tusks. These tusks can grow as long as three feet. Walruses use their tusks as tools and as weapons.

Walruses like to rest in large groups on floating sea ice. They can use their tusks to dig into the edge of the floating ice and pull themselves out of the water. Because they use their tusks in this way, some native people call them “toothwalkers.”

Scientists have a special name for this behavior. They call it “hauling out.” Sometimes hundreds of walruses will haul out together onto a large ice pack. It is quite a sight to see!

It is quite a thing to hear, too. Walruses are very noisy animals. They make many different kinds of sounds to each other. When they are underwater, they make clicks and bell sounds. When they are on the ice, they bark, growl, and whistle. Scientists are not sure what the different sounds mean, but some sounds seem to warn others to stay back. Other sounds seem to be calls for help when a walrus is injured or stuck somewhere on the ice.

When walruses are not on the ice, they are in the water. They have four flippers and are very good swimmers. They usually eat animals that live on the sea floor. They can dive very deep to get food.

Walruses cannot see very well. Instead of looking for food with their eyes, they feel for food with their bushy whiskers. Their favorite food is clams. Sometimes walruses will spit water at the mud on the sea floor to uncover the clams. When they find clams, they suck them right out of their shells. Walruses also eat worms, snails, and other small animals.

There are many walruses in Alaskan waters. They spend winters in the Bering Sea. In the summer they move to the Chukchi Sea as they follow the ice pack. Native Alaskans like the Inuit use walruses in many ways. Walrus blubber can be used for food or fuel. Walrus skin is sometimes made into boats and clothes. Walrus tusks can be turned into tools. The tusks are also used in art. A kind of carving called scrimshaw is done on walrus tusks.

Scientists are studying walruses to learn more about these interesting animals. These funny-looking “toothwalkers” help make the seas of the North a very special place.

Key: Rubric

According to the passage, what are four ways Native Alaskan use walruses?

Scoring Rubric:

- 4** The student response demonstrates a thorough understanding of the task and uses relevant text-based information to support the response.
- Addresses the demands of the task.
 - Effectively uses text-based information to clarify or extend understanding.

Student response identifies four passage-based ways Native Alaskans use walruses.

- 3** The student response demonstrates a general understanding of the task and uses relevant text-based information to support the response.
- Partially addresses the demands of the task.
 - Uses relevant text-based information to show understanding.

Student response identifies three passage-based ways Native Alaskans use walruses.

- 2** The student response demonstrates a limited understanding of the task.
- Limitedly addresses the demands of the task.
 - The response lacks development and may be a literal interpretation of text-based information.

Student response identifies two passage-based ways Native Alaskans use walruses.

- 1** The student response demonstrates a minimal understanding of the task and text.
- Minimally addresses the demands of the task.
 - Uses minimal text-based information to show minimal understanding of the text in relation to the task.
 - The student response may be a relevant copy of the text without any interpretation.

The student response identifies one passage-based way Native Alaskans use walruses.

- 0** The student response is completely incorrect, irrelevant to the question, or a copy of the prompt.

Passage-based ways that Native Alaskans use walrus may include, but are not limited to:

Native Alaskans use walrus blubber for food.

Native Alaskans use walrus blubber for fuel.

Walrus skin is used to make boats.

Walrus skin is used to make clothes.

Tools can be made from walrus tusks.

Walrus tusks can be used to make art.

R1.4 The student restates/summarizes information.

1.4.1 (3rd Grade) Re-reading or dramatizing a story after reading it

A Neighborhood in Bloom

“There, all done,” said Rabbit setting aside the shovel. “Now I can lie on my hammock and keep an eye on my yard from my new deck. Isn’t this lovely!”

“Hello neighbor! I noticed you outside today and thought you’d enjoy a spring bouquet of daffodils. I picked them from my garden,” said Mole.

“Thank you Mole. They are extraordinary!” said Rabbit.

“Would you like me to help you plant a few daffodil bulbs in your yard?” asked Mole. “They are easy to grow.”

“Me, grow flowers? No thanks. I prefer relaxing to digging in the dirt and getting my paws dirty. That’s why I’ve just dug up my yard, and I’m only planting grass. I want to have plenty of time to relax. Now it’s time for my nap. I must go,” said Rabbit.

“Enjoy your nap,” said Mole. “Soon these flowers will be stunning. I only wish I could make the rest of the neighborhood more beautiful,” Mole sighed.

With the summer sun’s warmth, the flowers began to grow tall and strong. Mole looked out the window. It was as if the flowers were waving back at Mole.

Rabbit watched the grass grow, and then paid to have it mowed.

When autumn arrived and each plant had scattered its own seeds, Mole covered up each flowerbed with the maple leaves of the forest. “Good night my dears. I will see you in the spring.”

In the winter, Mole read seed catalogs and dreamed of the garden. Rabbit stayed inside napping the days away.

One dark night, Mole walked over to Rabbit’s house and placed a seed catalog in Rabbit’s mailbox. Suddenly the porch lights came on.

“Who’s out there?” shouted Rabbit.

“No one. It’s just me, your neighbor Mole. I wanted you to see this lovely seed catalog. I thought you might be interested in planting a day lily. They grow like weeds, they’re not too difficult to care for, and they have little orange flowers,” said Mole.

“Mole, it’s midnight! Planting flowers is the last thing on my mind. Go to bed!” shouted Rabbit.

Mole returned home, sad but not defeated.

When spring came, Rabbit hung a bird feeder. Mole ran outside and pushed back the wet leaves that covered the garden. Tiny little green buds poked their heads out of the ground. Mole watched each plant become a flower with help from the sun and the rain.

One early summer day, Rabbit decided to go for a walk. As Rabbit stepped lightly into the yard, Rabbit saw something green and leafy with flowers stretching into the sky. “I did not plant seeds! Where did these flowers come from?” Rabbit wondered.

Rabbit scampered over to Mole’s house and rapped on the oak door. “Mole, come and see what is growing in my yard, except that I did not plant any flowers. You know I don’t like to get my paws dirty,” said Rabbit.

Mole and Rabbit walked back over to Rabbit’s house.

“Why, all of my flowers are growing in your yard. How can that be?” Mole asked in bewilderment.

“Do you think we have a mystery gardener in the neighborhood?” asked Rabbit. Mole went home to ponder Rabbit’s question.

Rabbit picked a cottony, overgrown dandelion and blew the fluffy seeds up into the air. Rabbit watched as the wind picked them up, carried them, and set them down in Mole’s yard. “The wind? The wind! That’s it! The wind picked up Mole’s seeds and carried them to my yard!” shouted Rabbit doing a little dance.

“What’s all the racket out here?” said Mole from his backyard.

“I know how the flowers got into my yard!” sang Rabbit.

“How?” said Mole.

Mole sat down next to Rabbit and explained exactly what had happened.

“Is that right?” asked Mole. “So, the more flowers I plant, the more seeds will get carried to the neighbors? Why, the whole neighborhood could be blooming in a few years!” said Mole beaming.

“Thank you, Mole, for sending me these lovely flowers. This is the kind of gardening I like to do, with as little work as possible. Now maybe you can show me how to keep my flower growing as beautifully as yours?” asked Rabbit.

“Why, sure!” said Mole.

“Then we could relax in my yard and enjoy the view!” The two friends linked arms and strolled happily to Rabbit’s house. They sat on the deck in Rabbit’s backyard enjoying the view.

Key: Rubric

In your own words, summarize the passage. Include four important events from the passage in your response.

Scoring Rubric:

- 4** The student response demonstrates a thorough understanding of the task and uses relevant text-based information to support the response.
- Addresses the demands of the task.
 - Effectively uses text-based information to clarify or extend understanding.

Student response thoroughly summarizes the passage using four important events from the passage.

- 3** The student response demonstrates a general understanding of the task and uses relevant text-based information to support the response.
- Partially addresses the demands of the task.
 - Uses relevant text-based information to show understanding.

Student response partially summarizes the passage using three important events from the passage.

- 2** The student response demonstrates a limited understanding of the task.
- Limitedly addresses the demands of the task.
 - The response lacks development and may be a literal interpretation of text-based information.

Student response limitedly summarizes the passage using two important events from the passage.

- 1** The student response demonstrates a minimal understanding of the task and text.
- Minimally addresses the demands of the task.
 - Uses minimal text-based information to show minimal understanding of the text in relation to the task.
 - The student response may be a relevant copy of the text without any interpretation.

Student response minimally summarizes the passage using one important event from the passage.

- 0** The student response is completely incorrect, irrelevant to the question, or a copy of the prompt.

Possible important events may include, but are not limited to:

Rabbit enjoys lying in his hammock keeping an eye on his yard.

Mole brings Rabbit a bouquet of flowers.

Mole asks Rabbit if he wants Mole to help him plant daffodils in his yard. Rabbit says, “No thanks.”

When autumn comes the plants from Mole’s yard spread their seeds.

Mole offers Rabbit a seed catalog.

In the spring Rabbit sees flowers growing in his yard.

Mole wonders how flowers could be growing in Rabbit’s yard without Rabbit planting them there.

Rabbit figures out that the wind has blown seeds from Mole’s yard into Rabbit’s yard.

Rabbit explains to Mole how the flowers came to be growing in his yard.

Mole and Rabbit become friends and enjoy the view of their yards together.

R1.4 The student restates/summarizes information.
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1.4.2 (3rd Grade) Restating information after reading a text or identifying accurate restatements

Family Reunion

Sally was an only child, but she had a big family. Sally and her parents lived in Alaska. Most of her family lived in California. Last winter, Sally and her parents flew to California. Aunt Tracy met them at the airport.

“I’ve been waiting to meet you for a long time, Sally,” Aunt Tracy said. “There are lots of people here who have been waiting to meet you.”

Aunt Tracy seemed very nice, but Sally was a little worried about meeting a lot of new people. What would they have to talk about? Sally wondered. Her mother had grown up with six brothers and sisters, and they all had two or more children. Sally wondered if any of those children would think of her as part of the family. Having a big family was something Sally really knew nothing about.

“A family reunion is a lot of fun,” Aunt Tracy told Sally as they rode along. “And we picked a great spot to have a reunion. It’s in a beautiful park with a big picnic area. There will be a lot of things for you to do there.”

Sally wondered what children would be at the park. If there were any children her age, Sally was sure they already knew each other. She was excited about being part of a big family, but she was a little worried about fitting in.

When they arrived at the park, it was beautiful, just like Aunt Tracy had said. And there were a lot of people waiting to meet her. In just a few minutes, Sally had met more new people than she had met in a year. They felt like someone else’s family though, not hers. And most of them were grown-ups.

Sally looked around. There was a playground with a large swing set and sandbox. There was a large duck pond just beyond that.

“Come on, Sally, let’s walk to the duck pond,” Aunt Tracy said.

When they got to the pond, Sally saw a group of kids standing by the water. They were feeding bread to a mother duck and seven ducklings.

“Sally, these are your cousins,” Aunt Tracy said. “This is Jennie, and Robert, and Tanya, and Mark. Jennie and Mark are in third grade. Robert and Tanya are in fourth.”

Sally had no idea she had cousins her own age. This family reunion might be all right after all! Robert tore off a big chunk of bread and handed it to Sally. Before long, she found herself laughing and talking with the others as if she had known them forever.

Sally stayed at the pond with her cousins for a long time. She loved sitting in the sun watching the ducklings splash in the water. Robert was funny and made everyone laugh. Tanya, Sally learned, was an only child just like she was. Tanya had met the others once before, but this was her first time being a part of a big family too!

Sally decided she liked being part of a big family. Her mother must have loved having six brothers and sisters. Sally and her mother would be staying with Aunt Tracy for a week. On Tuesday, the family would gather at her house for dinner. Sally could hardly wait for Tuesday. After all, by then it would have been three days since she had seen her cousins, and there would be so much for them to talk about!

Which sentence **best** describes Sally at the beginning of the passage?

- A She thinks the party will be a lot of fun.
- B She is nervous about meeting new people.
- C She is excited to be a part of a big family.
- D She feels uncomfortable talking to Aunt Tracy.

What are Sally's cousins doing at the pond when she arrives?

- A sitting in the sun
- B laughing at jokes
- C feeding the ducks
- D splashing in the water

Which sentence explains why Sally is looking forward to the family dinner on Tuesday?

- A She will see her cousins again.
- B She will meet more family members.
- C She will help make dinner.
- D She will get to feed the ducks again.

R1.4 The student restates/summarizes information.

1.4.2 (3rd Grade) Restating information after reading a text or identifying accurate restatements

Toothwalkers

Have you ever seen an ocean animal that looks like a huge seal with giant teeth? That animal is a walrus. Walruses are very large animals that can weigh over a ton. Walruses have two long, sharp front teeth called tusks. These tusks can grow as long as three feet. Walruses use their tusks as tools and as weapons.

Walruses like to rest in large groups on floating sea ice. They can use their tusks to dig into the edge of the floating ice and pull themselves out of the water. Because they use their tusks in this way, some native people call them “toothwalkers.”

Scientists have a special name for this behavior. They call it “hauling out.” Sometimes hundreds of walruses will haul out together onto a large ice pack. It is quite a sight to see!

It is quite a thing to hear, too. Walruses are very noisy animals. They make many different kinds of sounds to each other. When they are underwater, they make clicks and bell sounds. When they are on the ice, they bark, growl, and whistle. Scientists are not sure what the different sounds mean, but some sounds seem to warn others to stay back. Other sounds seem to be calls for help when a walrus is injured or stuck somewhere on the ice.

When walruses are not on the ice, they are in the water. They have four flippers and are very good swimmers. They usually eat animals that live on the sea floor. They can dive very deep to get food.

Walruses cannot see very well. Instead of looking for food with their eyes, they feel for food with their bushy whiskers. Their favorite food is clams. Sometimes walruses will spit water at the mud on the sea floor to uncover the clams. When they find clams, they suck them right out of their shells. Walruses also eat worms, snails, and other small animals.

There are many walruses in Alaskan waters. They spend winters in the Bering Sea. In the summer they move to the Chukchi Sea as they follow the ice pack. Native Alaskans like the Inuit use walruses in many ways. Walrus blubber can be used for food or fuel. Walrus skin is sometimes made into boats and clothes. Walrus tusks can be turned into tools. The tusks are also used in art. A kind of carving called scrimshaw is done on walrus tusks.

Scientists are studying walruses to learn more about these interesting animals. These funny-looking “toothwalkers” help make the seas of the North a very special place.

According to the passage, what does a walrus use its whiskers for?

- A as a tool
- B to feel for food
- C for protection
- D to dive deep into the water

R1.4 The student restates/summarizes information.
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1.4.2 (3rd Grade) Restating information after reading a text or identifying accurate restatements

A Neighborhood in Bloom

“There, all done,” said Rabbit setting aside the shovel. “Now I can lie on my hammock and keep an eye on my yard from my new deck. Isn’t this lovely!”

“Hello neighbor! I noticed you outside today and thought you’d enjoy a spring bouquet of daffodils. I picked them from my garden,” said Mole.

“Thank you Mole. They are extraordinary!” said Rabbit.

“Would you like me to help you plant a few daffodil bulbs in your yard?” asked Mole. “They are easy to grow.”

“Me, grow flowers? No thanks. I prefer relaxing to digging in the dirt and getting my paws dirty. That’s why I’ve just dug up my yard, and I’m only planting grass. I want to have plenty of time to relax. Now it’s time for my nap. I must go,” said Rabbit.

“Enjoy your nap,” said Mole. “Soon these flowers will be stunning. I only wish I could make the rest of the neighborhood more beautiful,” Mole sighed.

With the summer sun’s warmth, the flowers began to grow tall and strong. Mole looked out the window. It was as if the flowers were waving back at Mole.

Rabbit watched the grass grow, and then paid to have it mowed.

When autumn arrived and each plant had scattered its own seeds, Mole covered up each flowerbed with the maple leaves of the forest. “Good night my dears. I will see you in the spring.”

In the winter, Mole read seed catalogs and dreamed of the garden. Rabbit stayed inside napping the days away.

One dark night, Mole walked over to Rabbit’s house and placed a seed catalog in Rabbit’s mailbox. Suddenly the porch lights came on.

“Who’s out there?” shouted Rabbit.

“No one. It’s just me, your neighbor Mole. I wanted you to see this lovely seed catalog. I thought you might be interested in planting a day lily. They grow like weeds, they’re not too difficult to care for, and they have little orange flowers,” said Mole.

“Mole, it’s midnight! Planting flowers is the last thing on my mind. Go to bed!” shouted Rabbit.

Mole returned home, sad but not defeated.

When spring came, Rabbit hung a bird feeder. Mole ran outside and pushed back the wet leaves that covered the garden. Tiny little green buds poked their heads out of the ground. Mole watched each plant become a flower with help from the sun and the rain.

One early summer day, Rabbit decided to go for a walk. As Rabbit stepped lightly into the yard, Rabbit saw something green and leafy with flowers stretching into the sky. “I did not plant seeds! Where did these flowers come from?” Rabbit wondered.

Rabbit scampered over to Mole’s house and rapped on the oak door. “Mole, come and see what is growing in my yard, except that I did not plant any flowers. You know I don’t like to get my paws dirty,” said Rabbit.

Mole and Rabbit walked back over to Rabbit’s house.

“Why, all of my flowers are growing in your yard. How can that be?” Mole asked in bewilderment.

“Do you think we have a mystery gardener in the neighborhood?” asked Rabbit. Mole went home to ponder Rabbit’s question.

Rabbit picked a cottony, overgrown dandelion and blew the fluffy seeds up into the air. Rabbit watched as the wind picked them up, carried them, and set them down in Mole’s yard. “The wind? The wind! That’s it! The wind picked up Mole’s seeds and carried them to my yard!” shouted Rabbit doing a little dance.

“What’s all the racket out here?” said Mole from his backyard.

“I know how the flowers got into my yard!” sang Rabbit.

“How?” said Mole.

Mole sat down next to Rabbit and explained exactly what had happened.

“Is that right?” asked Mole. “So, the more flowers I plant, the more seeds will get carried to the neighbors? Why, the whole neighborhood could be blooming in a few years!” said Mole beaming.

“Thank you, Mole, for sending me these lovely flowers. This is the kind of gardening I like to do, with as little work as possible. Now maybe you can show me how to keep my flower growing as beautifully as yours?” asked Rabbit.

“Why, sure!” said Mole.

“Then we could relax in my yard and enjoy the view!” The two friends linked arms and strolled happily to Rabbit’s house. They sat on the deck in Rabbit’s backyard enjoying the view.

How do flowers end up growing in Rabbit’s yard?

- A Mole planted the flower seeds.
- B Rabbit planted the flower seeds.
- C The wind blew the flower seeds there.
- D The flower seeds were already in the ground.

What do Rabbit and Mole have in common?

- A** They both take pleasure in working hard.
- B** The both respect the beauty of flowers.
- C** They both enjoy reading seed catalogs.
- D** They both prefer to relax and nap.

KEY

R1.4 The student restates/summarizes information.

1.4.2 (3rd Grade) Restating information after reading a text or identifying accurate restatements

Family Reunion

Sally was an only child, but she had a big family. Sally and her parents lived in Alaska. Most of her family lived in California. Last winter, Sally and her parents flew to California. Aunt Tracy met them at the airport.

“I’ve been waiting to meet you for a long time, Sally,” Aunt Tracy said. “There are lots of people here who have been waiting to meet you.”

Aunt Tracy seemed very nice, but Sally was a little worried about meeting a lot of new people. What would they have to talk about? Sally wondered. Her mother had grown up with six brothers and sisters, and they all had two or more children. Sally wondered if any of those children would think of her as part of the family. Having a big family was something Sally really knew nothing about.

“A family reunion is a lot of fun,” Aunt Tracy told Sally as they rode along. “And we picked a great spot to have a reunion. It’s in a beautiful park with a big picnic area. There will be a lot of things for you to do there.”

Sally wondered what children would be at the park. If there were any children her age, Sally was sure they already knew each other. She was excited about being part of a big family, but she was a little worried about fitting in.

When they arrived at the park, it was beautiful, just like Aunt Tracy had said. And there were a lot of people waiting to meet her. In just a few minutes, Sally had met more new people than she had met in a year. They felt like someone else’s family though, not hers. And most of them were grown-ups.

Sally looked around. There was a playground with a large swing set and sandbox. There was a large duck pond just beyond that.

“Come on, Sally, let’s walk to the duck pond,” Aunt Tracy said.

When they got to the pond, Sally saw a group of kids standing by the water. They were feeding bread to a mother duck and seven ducklings.

“Sally, these are your cousins,” Aunt Tracy said. “This is Jennie, and Robert, and Tanya, and Mark. Jennie and Mark are in third grade. Robert and Tanya are in fourth.”

Sally had no idea she had cousins her own age. This family reunion might be all right after all! Robert tore off a big chunk of bread and handed it to Sally. Before long, she found herself laughing and talking with the others as if she had known them forever.

Sally stayed at the pond with her cousins for a long time. She loved sitting in the sun watching the ducklings splash in the water. Robert was funny and made everyone laugh. Tanya, Sally learned, was an only child just like she was. Tanya had met the others once before, but this was her first time being a part of a big family too!

KEY

Sally decided she liked being part of a big family. Her mother must have loved having six brothers and sisters. Sally and her mother would be staying with Aunt Tracy for a week. On Tuesday, the family would gather at her house for dinner. Sally could hardly wait for Tuesday. After all, by then it would have been three days since she had seen her cousins, and there would be so much for them to talk about!

Key: B

Which sentence **best** describes Sally at the beginning of the passage?

- A She thinks the party will be a lot of fun.
- B She is nervous about meeting new people.
- C She is excited to be a part of a big family.
- D She feels uncomfortable talking to Aunt Tracy.

Key: C

What are Sally's cousins doing at the pond when she arrives?

- A sitting in the sun
- B laughing at jokes
- C feeding the ducks
- D splashing in the water

KEY

Key: A

Which sentence explains why Sally is looking forward to the family dinner on Tuesday?

- A She will see her cousins again.
- B She will meet more family members.
- C She will help make dinner.
- D She will get to feed the ducks again.

KEY

R1.4 The student restates/summarizes information.

1.4.2 (3rd Grade) Restating information after reading a text or identifying accurate restatements

Toothwalkers

Have you ever seen an ocean animal that looks like a huge seal with giant teeth? That animal is a walrus. Walruses are very large animals that can weigh over a ton. Walruses have two long, sharp front teeth called tusks. These tusks can grow as long as three feet. Walruses use their tusks as tools and as weapons.

Walruses like to rest in large groups on floating sea ice. They can use their tusks to dig into the edge of the floating ice and pull themselves out of the water. Because they use their tusks in this way, some native people call them “toothwalkers.”

Scientists have a special name for this behavior. They call it “hauling out.” Sometimes hundreds of walruses will haul out together onto a large ice pack. It is quite a sight to see!

It is quite a thing to hear, too. Walruses are very noisy animals. They make many different kinds of sounds to each other. When they are underwater, they make clicks and bell sounds. When they are on the ice, they bark, growl, and whistle. Scientists are not sure what the different sounds mean, but some sounds seem to warn others to stay back. Other sounds seem to be calls for help when a walrus is injured or stuck somewhere on the ice.

When walruses are not on the ice, they are in the water. They have four flippers and are very good swimmers. They usually eat animals that live on the sea floor. They can dive very deep to get food.

Walruses cannot see very well. Instead of looking for food with their eyes, they feel for food with their bushy whiskers. Their favorite food is clams. Sometimes walruses will spit water at the mud on the sea floor to uncover the clams. When they find clams, they suck them right out of their shells. Walruses also eat worms, snails, and other small animals.

There are many walruses in Alaskan waters. They spend winters in the Bering Sea. In the summer they move to the Chukchi Sea as they follow the ice pack. Native Alaskans like the Inuit use walruses in many ways. Walrus blubber can be used for food or fuel. Walrus skin is sometimes made into boats and clothes. Walrus tusks can be turned into tools. The tusks are also used in art. A kind of carving called scrimshaw is done on walrus tusks.

Scientists are studying walruses to learn more about these interesting animals. These funny-looking “toothwalkers” help make the seas of the North a very special place.

KEY

Key: B

According to the passage, what does a walrus use its whiskers for?

- A as a tool
- B to feel for food**
- C for protection
- D to dive deep into the water

KEY

R1.4 The student restates/summarizes information.

1.4.2 (3rd Grade) Restating information after reading a text or identifying accurate restatements

A Neighborhood in Bloom

“There, all done,” said Rabbit setting aside the shovel. “Now I can lie on my hammock and keep an eye on my yard from my new deck. Isn’t this lovely!”

“Hello neighbor! I noticed you outside today and thought you’d enjoy a spring bouquet of daffodils. I picked them from my garden,” said Mole.

“Thank you Mole. They are extraordinary!” said Rabbit.

“Would you like me to help you plant a few daffodil bulbs in your yard?” asked Mole. “They are easy to grow.”

“Me, grow flowers? No thanks. I prefer relaxing to digging in the dirt and getting my paws dirty. That’s why I’ve just dug up my yard, and I’m only planting grass. I want to have plenty of time to relax. Now it’s time for my nap. I must go,” said Rabbit.

“Enjoy your nap,” said Mole. “Soon these flowers will be stunning. I only wish I could make the rest of the neighborhood more beautiful,” Mole sighed.

With the summer sun’s warmth, the flowers began to grow tall and strong. Mole looked out the window. It was as if the flowers were waving back at Mole.

Rabbit watched the grass grow, and then paid to have it mowed.

When autumn arrived and each plant had scattered its own seeds, Mole covered up each flowerbed with the maple leaves of the forest. “Good night my dears. I will see you in the spring.”

In the winter, Mole read seed catalogs and dreamed of the garden. Rabbit stayed inside napping the days away.

One dark night, Mole walked over to Rabbit’s house and placed a seed catalog in Rabbit’s mailbox. Suddenly the porch lights came on.

“Who’s out there?” shouted Rabbit.

“No one. It’s just me, your neighbor Mole. I wanted you to see this lovely seed catalog. I thought you might be interested in planting a day lily. They grow like weeds, they’re not too difficult to care for, and they have little orange flowers,” said Mole.

“Mole, it’s midnight! Planting flowers is the last thing on my mind. Go to bed!” shouted Rabbit.

Mole returned home, sad but not defeated.

When spring came, Rabbit hung a bird feeder. Mole ran outside and pushed back the wet leaves that covered the garden. Tiny little green buds poked their heads out of the ground. Mole watched each plant become a flower with help from the sun and the rain.

KEY

One early summer day, Rabbit decided to go for a walk. As Rabbit stepped lightly into the yard, Rabbit saw something green and leafy with flowers stretching into the sky. “I did not plant seeds! Where did these flowers come from?” Rabbit wondered.

Rabbit scampered over to Mole’s house and rapped on the oak door. “Mole, come and see what is growing in my yard, except that I did not plant any flowers. You know I don’t like to get my paws dirty,” said Rabbit.

Mole and Rabbit walked back over to Rabbit’s house.

“Why, all of my flowers are growing in your yard. How can that be?” Mole asked in bewilderment.

“Do you think we have a mystery gardener in the neighborhood?” asked Rabbit. Mole went home to ponder Rabbit’s question.

Rabbit picked a cottony, overgrown dandelion and blew the fluffy seeds up into the air. Rabbit watched as the wind picked them up, carried them, and set them down in Mole’s yard. “The wind? The wind! That’s it! The wind picked up Mole’s seeds and carried them to my yard!” shouted Rabbit doing a little dance.

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“How?” said Mole.

Mole sat down next to Rabbit and explained exactly what had happened.

“Is that right?” asked Mole. “So, the more flowers I plant, the more seeds will get carried to the neighbors? Why, the whole neighborhood could be blooming in a few years!” said Mole beaming.

“Thank you, Mole, for sending me these lovely flowers. This is the kind of gardening I like to do, with as little work as possible. Now maybe you can show me how to keep my flower growing as beautifully as yours?” asked Rabbit.

“Why, sure!” said Mole.

“Then we could relax in my yard and enjoy the view!” The two friends linked arms and strolled happily to Rabbit’s house. They sat on the deck in Rabbit’s backyard enjoying the view.

KEY

Key: C

How do flowers end up growing in Rabbit's yard?

- A Mole planted the flower seeds.
- B Rabbit planted the flower seeds.
- C The wind blew the flower seeds there.
- D The flower seeds were already in the ground.

Key: B

What do Rabbit and Mole have in common?

- A They both take pleasure in working hard.
- B The both respect the beauty of flowers.
- C They both enjoy reading seed catalogs.
- D They both prefer to relax and nap.

R1.5 The student demonstrates an understanding of main idea.

1.5.1 (3rd Grade) Identifying main idea or central concept in various types of text

Directions: Read the paragraph and the sentences that follow. Underline the main idea of this paragraph.

Penguins are birds that live in Antarctica. Antarctica is usually covered with ice and snow. There are few trees. Penguins cannot fly, so they use their wings like flippers to help them swim in cold water. In the water they hunt for krill, squid, and small fish to eat. All animals that hunt penguins live in the sea, so they must swim fast.

Penguins can't fly.

Penguins are different from most other birds.

Penguins live in Antarctica.

Penguins can swim.

Penguins have black and white feathers.

R1.5 The student demonstrates an understanding of main idea.

1.5.1 (3rd Grade) Identifying main idea or central concept in various types of text

Directions: Read the paragraph and the sentences that follow. Underline the main idea of this paragraph.

Penguins are birds that live in Antarctica. Antarctica is usually covered with ice and snow. There are few trees. Penguins cannot fly, so they use their wings like flippers to help them swim in cold water. In the water they hunt for krill, squid, and small fish to eat. All animals that hunt penguins live in the sea, so they must swim fast.

Penguins can't fly.
Penguins are different from most other birds.
Penguins live in Antarctica.
Penguins can swim.
Penguins have black and white feathers.

Teacher:

Penguins can't fly.
Penguins are different from most other birds.
Penguins live in Antarctica.
Penguins can swim.
Penguins have black and white feathers.

R1.6 The student follows written directions.

1.6.1 (3rd Grade) Completing a simple (1-2) step task by following written directions

Directions: Read the following list of directions and do what each asks:

In the center of a piece of paper, draw a triangle.
Write your last name in the triangle.

R1.6 The student follows written directions.

1.6.1 (3rd Grade) Completing a simple (1-2) step task by following written directions

Directions: Read the following list of directions and do what each asks:

In the center of a piece of paper, draw a triangle.
Write your last name in the triangle.

Teacher:

Proficient students will follow all directions.

R1.6 The student follows written directions.

1.6.2 (3rd Grade) Identifying the sequence of steps in simple directions

Directions: Read the following paragraph, and then answer the questions.

What is one kind of food that you like? Write the name of the food at the top of your paper. Write three sentences telling about the food you like and why you like it. Turn your paper in when you have finished.

What do you do first?

What do you do after writing the name of the food on your paper?

What is the last thing you do?

R1.6 The student follows written directions.

1.6.2 (3rd Grade) Identifying the sequence of steps in simple directions

Directions: Read the following paragraph, and then answer the questions.

What is one kind of food that you like? Write the name of the food at the top of your paper. Write three sentences telling about the food you like and why you like it. Turn your paper in when you have finished.

What do you do first?

What do you do after writing the name of the food on your paper?

What is the last thing you do?

Teacher:

What do you do first?

Write the name of the food at the top of your paper.

What do you do after writing the name of the food at the top of your paper?

Write three sentences telling about the food you like and why.

What is the last thing that you do?

Turn your paper in.

R1.7 The student analyzes content and structure of genre.

1.7.1 (3rd Grade) Distinguishing between fiction/non-fiction, prose/poetry, short story/drama

Directions: Read the statements. Underline *true* if the statement is true. Underline *false* if the statement is not correct..

The novel <u>Stone Fox</u> is an example of fiction.	True	False
The novel <u>Stone Fox</u> is an example of non-fiction.	True	False
“Sarah Cynthia Sylvia Stout” is an example of prose.	True	False
“Sarah Cynthia Sylvia Stout” is an example of poetry.	True	False
The play “White-Winged Boat” is an example of a short story.	True	False
The play “White-Winged Boat” is an example of a drama.	True	False

R1.7 The student analyzes content and structure of genre.

1.7.1 (3rd Grade) Distinguishing between fiction/non-fiction, prose/poetry, short story/drama

Directions: Read the statements. Underline *true* if the statement is true. Underline *false* if the statement is not correct..

The novel <u>Stone Fox</u> is an example of fiction.	True	False
The novel <u>Stone Fox</u> is an example of non-fiction.	True	False
“Sarah Cynthia Sylvia Stout” is an example of prose.	True	False
“Sarah Cynthia Sylvia Stout” is an example of poetry.	True	False
The play “White-Winged Boat” is an example of a short story.	True	False
The play “White-Winged Boat” is an example of a drama.	True	False

Teacher:

The novel <u>Stone Fox</u> is an example of fiction.	<u>True</u>	False
The novel <u>Stone Fox</u> is an example of non-fiction.	True	<u>False</u>
“Sarah Cynthia Sylvia Stout” is an example of prose.	True	<u>False</u>
“Sarah Cynthia Sylvia Stout” is an example of poetry.	<u>True</u>	False
The play “White-Winged Boat” is an example of a short story.	True	<u>False</u>
The play “White-Winged Boat” is an example of a drama.	<u>True</u>	False

R1.7 The student analyzes content and structure of genre.
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1.7.2 (3rd Grade) Identifying use of dialogue or rhyme, in common forms of text

Directions: Read the passage and the sentences that follow. Underline *true* if the statement is true. Underline *false* if the statement is not true.

On a cold, snowy, winter day my friends and I went to play outside. We each had our own idea about what would be fun snow day activity. “Let’s go sledding down the hill,” Lisa suggested.

“Do we have enough sleds for everyone?” asked Tony. Everyone began counting. One! Two! Three! Three sleds! Enough sleds for everyone. Our decision had been made. We were going sledding!

- | | | |
|---|------|-------|
| A. <i>On a cold, snowy, winter day my friends and I went to play outside.</i> | True | False |
| This is an example of dialogue from the paragraph above. | | |
| B. <i>“Let’s go sledding down the hill.” Lisa suggested.</i> | True | False |
| This is an example of dialogue from the paragraph above. | | |
| C. <i>One, Two, Three. Three sleds! Enough sleds for everyone.</i> | True | False |
| This is an example of dialogue from the paragraph above. | | |

R1.7 The student analyzes content and structure of genre.

1.7.2 (3rd Grade) Identifying use of dialogue or rhyme, in common forms of text

Select a paragraph from text used in your classroom to assess understanding of dialogue and/or rhyme.

Directions: Read the passage and the sentences that follow. Underline *true* if the statement is true. Underline *false* if the statement is not true.

On a cold, snowy, winter day my friends and I went to play outside. We each had our own idea about what would be fun snow day activity. “Let’s go sledding down the hill,” Lisa suggested.

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- A. *On a cold, snowy, winter day my friends and I went to play outside.* True False
This is an example of dialogue from the paragraph above.
- B. *“Let’s go sledding down the hill.” Lisa suggested.* True False
This is an example of dialogue from the paragraph above.
- C. *One, Two, Three. Three sleds! Enough sleds for everyone.* True False
This is an example of dialogue from the paragraph above.

Teacher:

- D. *On a cold, snowy, winter day my friends and I went to play outside.* True **False**
This is an example of dialogue from the paragraph above.
- E. *“Let’s go sledding down the hill.” Lisa suggested.* **True** False
This is an example of dialogue from the paragraph above.
- F. *One, Two, Three. Three sleds! Enough sleds for everyone.* True **False**
This is an example of dialogue from the paragraph above.

R1.8 The student analyzes literary elements and devices.

1.8.1 (3rd Grade) Identifying or describing problem and solution, main characters and setting in fiction

Directions: After reading the story, read the statements. If a statement is true, underline the word *true*. If a statement is not correct, underline *false*.

Gregory heard the clock strike. It was an hour till midnight. His birthday would soon be over.

He went to the door and looked out in the street.

“Shut the door,” said Aunt Grace.

“I thought I heard the car,” he said.

“Gregory,” said his aunt, “the cold air is coming in.”

He shut the door. He went back and sat by her on the sofa. His tablet and paints and brushes were out on the table, but he did not feel like painting. He sat there and tried to watch television with Aunt Grace.

It had to be a long day. So far it was his very worst birthday.

Bulla, Clyde Robert. (1987) *The Chalk Box Kid*. Scholastic.

- | | | |
|---|------|-------|
| A. The main character of the story is Aunt Grace. | True | False |
| B. Gregory is having one of his worst birthdays ever. | True | False |
| C. This story takes place in the car. | True | False |
| D. Gregory was afraid when he heard the clock strike. | True | False |

R1.8 The student analyzes literary elements and devices.

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- | | | |
|---|------|-------|
| E. The main character of the story is Aunt Grace. | True | False |
| F. Gregory is having one of his worst birthdays ever. | True | False |
| G. This story takes place in the car. | True | False |
| H. Gregory was afraid when he heard the clock strike. | True | False |

Teacher:

- | | | |
|---|--------------------|---------------------|
| A. The main character of the story is Aunt Grace. | True | <u>False</u> |
| B. Gregory is having one of his worst birthdays ever. | <u>True</u> | False |
| C. This story takes place in the car. | True | <u>False</u> |
| D. Gregory was afraid when he heard the clock strike. | True | <u>False</u> |

R1.9 The student analyzes content of text to differentiate fact and opinion.

1.9.1 (3rd Grade) Expressing own opinion about material read

Directions: Read the paragraph. What is your opinion? Should animals be kept in parks or pens? Use facts from the paragraph to support your opinion.

Keiko the whale went to live in a park when he was a baby. He was not healthy at the park. He was not a happy whale. Keiko was taken to Oregon to get better. People took care of him and helped him remember what it was like to be wild. Then Keiko went to a new home, a pen in the ocean. During this time, people learned a lot about how killer whales live. They were able to use that information to help other whales.

R1.9 The student analyzes content of text to differentiate fact and opinion.

1.9.1 (3rd Grade) Expressing own opinion about material read

Directions: Read the paragraph. What is your opinion? Should animals be kept in parks or pens? Use facts from the paragraph to support your opinion.

Keiko the whale went to live in a park when he was a baby. He was not healthy at the park. He was not a happy whale. Keiko was taken to Oregon to get better. People took care of him and helped him remember what it was like to be wild. Then Keiko went to a new home, a pen in the ocean. During this time, people learned a lot about how killer whales live. They were able to use that information to help other whales.

Teacher:

Advanced	Proficient	Below Proficient
States a clear opinion and supports it with at least three details from the text. Examples Yes, animals should be kept in parks so people can see them, people can learn about them, people can help them. or No, animals should not be kept in parks because Keiko was not happy, he was not healthy, it is cruel to keep animals away from their natural habitat (keep them from being wild)	States a clear opinion and supports it with at least two details from the text.	States opinion but only has one supporting detail or Doesn't state a clear position or support it with details

R1.10 The student connects themes.

1.10.1 (3rd Grade) Making connections between a text [and personal experiences (e.g., this reminds me of when I gave my favorite toy away), experiences of others, (e.g., sister helped in toy drive)] or other texts (e.g., the March sisters helped others in need)

Family Reunion

Sally was an only child, but she had a big family. Sally and her parents lived in Alaska. Most of her family lived in California. Last winter, Sally and her parents flew to California. Aunt Tracy met them at the airport.

“I’ve been waiting to meet you for a long time, Sally,” Aunt Tracy said. “There are lots of people here who have been waiting to meet you.”

Aunt Tracy seemed very nice, but Sally was a little worried about meeting a lot of new people. What would they have to talk about? Sally wondered. Her mother had grown up with six brothers and sisters, and they all had two or more children. Sally wondered if any of those children would think of her as part of the family. Having a big family was something Sally really knew nothing about.

“A family reunion is a lot of fun,” Aunt Tracy told Sally as they rode along. “And we picked a great spot to have a reunion. It’s in a beautiful park with a big picnic area. There will be a lot of things for you to do there.”

Sally wondered what children would be at the park. If there were any children her age, Sally was sure they already knew each other. She was excited about being part of a big family, but she was a little worried about fitting in.

When they arrived at the park, it was beautiful, just like Aunt Tracy had said. And there were a lot of people waiting to meet her. In just a few minutes, Sally had met more new people than she had met in a year. They felt like someone else’s family though, not hers. And most of them were grown-ups.

Sally looked around. There was a playground with a large swing set and sandbox. There was a large duck pond just beyond that.

“Come on, Sally, let’s walk to the duck pond,” Aunt Tracy said.

When they got to the pond, Sally saw a group of kids standing by the water. They were feeding bread to a mother duck and seven ducklings.

“Sally, these are your cousins,” Aunt Tracy said. “This is Jennie, and Robert, and Tanya, and Mark. Jennie and Mark are in third grade. Robert and Tanya are in fourth.”

Sally had no idea she had cousins her own age. This family reunion might be all right after all! Robert tore off a big chunk of bread and handed it to Sally. Before long, she found herself laughing and talking with the others as if she had known them forever.

Sally stayed at the pond with her cousins for a long time. She loved sitting in the sun watching the ducklings splash in the water. Robert was funny and made everyone laugh. Tanya,

Sally learned, was an only child just like she was. Tanya had met the others once before, but this was her first time being a part of a big family too!

Sally decided she liked being part of a big family. Her mother must have loved having six brothers and sisters. Sally and her mother would be staying with Aunt Tracy for a week. On Tuesday, the family would gather at her house for dinner. Sally could hardly wait for Tuesday. After all, by then it would have been three days since she had seen her cousins, and there would be so much for them to talk about!

Describe two activities you enjoy doing with a family member or a friend.

Scoring Rubric:

- 2** The student response demonstrates a complete understanding of the task and uses relevant information to support the response.
- Addresses the demands of the task.
 - Effectively uses information.

Student response describes two activities he/she enjoys doing with a family member or a friend.

- 1** The student response demonstrates an incomplete understanding of the task.
- Addresses some part(s) of the task, which may include using information to support the response.

Student response describes one activity he/she enjoys doing with a family member or a friend.
OR

Student response identifies one or two activities he/she enjoys doing with a family member or a friend without explicitly describing the activities.

- 0** The student response is completely incorrect, irrelevant to the question, or a copy of the prompt.

Possible responses may include, but are not limited to:

I like to walk outside with my grandma to see the animal tracks.

I like playing basketball with my neighbor after school.

I like playing games with my brother when he is sick.

I like drawing animal pictures with my friend using my markers I got as a present.

Any other reasonable response given by the student.

R1.10 The student connects themes.

1.10.1 (3rd Grade) Making connections between a text [and personal experiences (e.g., this reminds me of when I gave my favorite toy away), experiences of others, (e.g., sister helped in toy drive)] or other texts (e.g., the March sisters helped others in need)

Toothwalkers

Have you ever seen an ocean animal that looks like a huge seal with giant teeth? That animal is a walrus. Walruses are very large animals that can weigh over a ton. Walruses have two long, sharp front teeth called tusks. These tusks can grow as long as three feet. Walruses use their tusks as tools and as weapons.

Walruses like to rest in large groups on floating sea ice. They can use their tusks to dig into the edge of the floating ice and pull themselves out of the water. Because they use their tusks in this way, some native people call them “toothwalkers.”

Scientists have a special name for this behavior. They call it “hauling out.” Sometimes hundreds of walruses will haul out together onto a large ice pack. It is quite a sight to see!

It is quite a thing to hear, too. Walruses are very noisy animals. They make many different kinds of sounds to each other. When they are underwater, they make clicks and bell sounds. When they are on the ice, they bark, growl, and whistle. Scientists are not sure what the different sounds mean, but some sounds seem to warn others to stay back. Other sounds seem to be calls for help when a walrus is injured or stuck somewhere on the ice.

When walruses are not on the ice, they are in the water. They have four flippers and are very good swimmers. They usually eat animals that live on the sea floor. They can dive very deep to get food.

Walruses cannot see very well. Instead of looking for food with their eyes, they feel for food with their bushy whiskers. Their favorite food is clams. Sometimes walruses will spit water at the mud on the sea floor to uncover the clams. When they find clams, they suck them right out of their shells. Walruses also eat worms, snails, and other small animals.

There are many walruses in Alaskan waters. They spend winters in the Bering Sea. In the summer they move to the Chukchi Sea as they follow the ice pack. Native Alaskans like the Inuit use walruses in many ways. Walrus blubber can be used for food or fuel. Walrus skin is sometimes made into boats and clothes. Walrus tusks can be turned into tools. The tusks are also used in art. A kind of carving called scrimshaw is done on walrus tusks.

Scientists are studying walruses to learn more about these interesting animals. These funny-looking “toothwalkers” help make the seas of the North a very special place.

Based on information in the passage, walrus use their tusks in the same way people might use their

- A** arms.
- B** eyes.
- C** teeth.
- D** voice.

R1.10 The student connects themes.

1.10.1 (3rd Grade) Making connections between a text [and personal experiences (e.g., this reminds me of when I gave my favorite toy away), experiences of others, (e.g., sister helped in toy drive)] or other texts (e.g., the March sisters helped others in need)

A Neighborhood in Bloom

“There, all done,” said Rabbit setting aside the shovel. “Now I can lie on my hammock and keep an eye on my yard from my new deck. Isn’t this lovely!”

“Hello neighbor! I noticed you outside today and thought you’d enjoy a spring bouquet of daffodils. I picked them from my garden,” said Mole.

“Thank you Mole. They are extraordinary!” said Rabbit.

“Would you like me to help you plant a few daffodil bulbs in your yard?” asked Mole. “They are easy to grow.”

“Me, grow flowers? No thanks. I prefer relaxing to digging in the dirt and getting my paws dirty. That’s why I’ve just dug up my yard, and I’m only planting grass. I want to have plenty of time to relax. Now it’s time for my nap. I must go,” said Rabbit.

“Enjoy your nap,” said Mole. “Soon these flowers will be stunning. I only wish I could make the rest of the neighborhood more beautiful,” Mole sighed.

With the summer sun’s warmth, the flowers began to grow tall and strong. Mole looked out the window. It was as if the flowers were waving back at Mole.

Rabbit watched the grass grow, and then paid to have it mowed.

When autumn arrived and each plant had scattered its own seeds, Mole covered up each flowerbed with the maple leaves of the forest. “Good night my dears. I will see you in the spring.”

In the winter, Mole read seed catalogs and dreamed of the garden. Rabbit stayed inside napping the days away.

One dark night, Mole walked over to Rabbit’s house and placed a seed catalog in Rabbit’s mailbox. Suddenly the porch lights came on.

“Who’s out there?” shouted Rabbit.

“No one. It’s just me, your neighbor Mole. I wanted you to see this lovely seed catalog. I thought you might be interested in planting a day lily. They grow like weeds, they’re not too difficult to care for, and they have little orange flowers,” said Mole.

“Mole, it’s midnight! Planting flowers is the last thing on my mind. Go to bed!” shouted Rabbit.

Mole returned home, sad but not defeated.

When spring came, Rabbit hung a bird feeder. Mole ran outside and pushed back the wet leaves that covered the garden. Tiny little green buds poked their heads out of the ground. Mole watched each plant become a flower with help from the sun and the rain.

One early summer day, Rabbit decided to go for a walk. As Rabbit stepped lightly into the yard, Rabbit saw something green and leafy with flowers stretching into the sky. “I did not plant seeds! Where did these flowers come from?” Rabbit wondered.

Rabbit scampered over to Mole’s house and rapped on the oak door. “Mole, come and see what is growing in my yard, except that I did not plant any flowers. You know I don’t like to get my paws dirty,” said Rabbit.

Mole and Rabbit walked back over to Rabbit’s house.

“Why, all of my flowers are growing in your yard. How can that be?” Mole asked in bewilderment.

“Do you think we have a mystery gardener in the neighborhood?” asked Rabbit. Mole went home to ponder Rabbit’s question.

Rabbit picked a cottony, overgrown dandelion and blew the fluffy seeds up into the air. Rabbit watched as the wind picked them up, carried them, and set them down in Mole’s yard. “The wind? The wind! That’s it! The wind picked up Mole’s seeds and carried them to my yard!” shouted Rabbit doing a little dance.

“What’s all the racket out here?” said Mole from his backyard.

“I know how the flowers got into my yard!” sang Rabbit.

“How?” said Mole.

Mole sat down next to Rabbit and explained exactly what had happened.

“Is that right?” asked Mole. “So, the more flowers I plant, the more seeds will get carried to the neighbors? Why, the whole neighborhood could be blooming in a few years!” said Mole beaming.

“Thank you, Mole, for sending me these lovely flowers. This is the kind of gardening I like to do, with as little work as possible. Now maybe you can show me how to keep my flower growing as beautifully as yours?” asked Rabbit.

“Why, sure!” said Mole.

“Then we could relax in my yard and enjoy the view!” The two friends linked arms and strolled happily to Rabbit’s house. They sat on the deck in Rabbit’s backyard enjoying the view.

What lesson can the reader learn from this passage? Use one example from the passage to support your response.

Scoring Rubric:

- 2** The student response demonstrates a complete understanding of the task and uses relevant text-based information to support the response.
- Addresses the demands of the task.
 - Effectively uses text-based information.

Student response identifies a lesson that can be learned from the passage and uses one example from the passage in the response.

- 1** The student response demonstrates an incomplete understanding of the task.
- Addresses some part(s) of the task, which may include using text-based information to support the response.
 - The student response may be a relevant copy of the text without any interpretation.

Student response identifies a lesson that can be learned from the passage.

OR

Student response provides an example from the passage that implies a lesson that can be learned without explicitly stating the lesson.

- 0** The student response is completely incorrect, irrelevant to the question, or a copy of the prompt.

Possible lessons and examples may include, but are not limited to:

Hard work is rewarded.

- Rabbit tells Mole the daffodils are extraordinary.
- Mole offers to help Rabbit plant flowers so Rabbit has a beautiful yard, too.

You should be kind to others.

- Rabbit is excited about growing flowers in his own yard after he sees how beautiful they are and is encouraged by Mole.
- Mole offers to help Rabbit grow flowers.
- Mole wants to help Rabbit have flowers, so Mole puts a flower catalog in Rabbit's mailbox.
- Rabbit asks Mole to come over and enjoy the view from the deck.
- Rabbit compliments Mole on the extraordinary daffodils.

KEY

R1.10 The student connects themes.

1.10.1 (3rd Grade) Making connections between a text [and personal experiences (e.g., this reminds me of when I gave my favorite toy away), experiences of others, (e.g., sister helped in toy drive)] or other texts (e.g., the March sisters helped others in need)

Family Reunion

Sally was an only child, but she had a big family. Sally and her parents lived in Alaska. Most of her family lived in California. Last winter, Sally and her parents flew to California. Aunt Tracy met them at the airport.

“I’ve been waiting to meet you for a long time, Sally,” Aunt Tracy said. “There are lots of people here who have been waiting to meet you.”

Aunt Tracy seemed very nice, but Sally was a little worried about meeting a lot of new people. What would they have to talk about? Sally wondered. Her mother had grown up with six brothers and sisters, and they all had two or more children. Sally wondered if any of those children would think of her as part of the family. Having a big family was something Sally really knew nothing about.

“A family reunion is a lot of fun,” Aunt Tracy told Sally as they rode along. “And we picked a great spot to have a reunion. It’s in a beautiful park with a big picnic area. There will be a lot of things for you to do there.”

Sally wondered what children would be at the park. If there were any children her age, Sally was sure they already knew each other. She was excited about being part of a big family, but she was a little worried about fitting in.

When they arrived at the park, it was beautiful, just like Aunt Tracy had said. And there were a lot of people waiting to meet her. In just a few minutes, Sally had met more new people than she had met in a year. They felt like someone else’s family though, not hers. And most of them were grown-ups.

Sally looked around. There was a playground with a large swing set and sandbox. There was a large duck pond just beyond that.

“Come on, Sally, let’s walk to the duck pond,” Aunt Tracy said.

When they got to the pond, Sally saw a group of kids standing by the water. They were feeding bread to a mother duck and seven ducklings.

“Sally, these are your cousins,” Aunt Tracy said. “This is Jennie, and Robert, and Tanya, and Mark. Jennie and Mark are in third grade. Robert and Tanya are in fourth.”

Sally had no idea she had cousins her own age. This family reunion might be all right after all! Robert tore off a big chunk of bread and handed it to Sally. Before long, she found herself laughing and talking with the others as if she had known them forever.

Sally stayed at the pond with her cousins for a long time. She loved sitting in the sun watching the ducklings splash in the water. Robert was funny and made everyone laugh. Tanya,

KEY

Sally learned, was an only child just like she was. Tanya had met the others once before, but this was her first time being a part of a big family too!

Sally decided she liked being part of a big family. Her mother must have loved having six brothers and sisters. Sally and her mother would be staying with Aunt Tracy for a week. On Tuesday, the family would gather at her house for dinner. Sally could hardly wait for Tuesday. After all, by then it would have been three days since she had seen her cousins, and there would be so much for them to talk about!

Key: Rubric

Describe two activities you enjoy doing with a family member or a friend.

Scoring Rubric:

- 2** The student response demonstrates a complete understanding of the task and uses relevant information to support the response.
- Addresses the demands of the task.
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Student response describes two activities he/she enjoys doing with a family member or a friend.

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Any other reasonable response given by the student.

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Walruses like to rest in large groups on floating sea ice. They can use their tusks to dig into the edge of the floating ice and pull themselves out of the water. Because they use their tusks in this way, some native people call them “toothwalkers.”

Scientists have a special name for this behavior. They call it “hauling out.” Sometimes hundreds of walruses will haul out together onto a large ice pack. It is quite a sight to see!

It is quite a thing to hear, too. Walruses are very noisy animals. They make many different kinds of sounds to each other. When they are underwater, they make clicks and bell sounds. When they are on the ice, they bark, growl, and whistle. Scientists are not sure what the different sounds mean, but some sounds seem to warn others to stay back. Other sounds seem to be calls for help when a walrus is injured or stuck somewhere on the ice.

When walruses are not on the ice, they are in the water. They have four flippers and are very good swimmers. They usually eat animals that live on the sea floor. They can dive very deep to get food.

Walruses cannot see very well. Instead of looking for food with their eyes, they feel for food with their bushy whiskers. Their favorite food is clams. Sometimes walruses will spit water at the mud on the sea floor to uncover the clams. When they find clams, they suck them right out of their shells. Walruses also eat worms, snails, and other small animals.

There are many walruses in Alaskan waters. They spend winters in the Bering Sea. In the summer they move to the Chukchi Sea as they follow the ice pack. Native Alaskans like the Inuit use walruses in many ways. Walrus blubber can be used for food or fuel. Walrus skin is sometimes made into boats and clothes. Walrus tusks can be turned into tools. The tusks are also used in art. A kind of carving called scrimshaw is done on walrus tusks.

Scientists are studying walruses to learn more about these interesting animals. These funny-looking “toothwalkers” help make the seas of the North a very special place.

KEY

Key: A

Based on information in the passage, walrus use their tusks in the same way people might use their

- A** arms.
- B** eyes.
- C** teeth.
- D** voice.

KEY

R1.10 The student connects themes.

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A Neighborhood in Bloom

“There, all done,” said Rabbit setting aside the shovel. “Now I can lie on my hammock and keep an eye on my yard from my new deck. Isn’t this lovely!”

“Hello neighbor! I noticed you outside today and thought you’d enjoy a spring bouquet of daffodils. I picked them from my garden,” said Mole.

“Thank you Mole. They are extraordinary!” said Rabbit.

“Would you like me to help you plant a few daffodil bulbs in your yard?” asked Mole. “They are easy to grow.”

“Me, grow flowers? No thanks. I prefer relaxing to digging in the dirt and getting my paws dirty. That’s why I’ve just dug up my yard, and I’m only planting grass. I want to have plenty of time to relax. Now it’s time for my nap. I must go,” said Rabbit.

“Enjoy your nap,” said Mole. “Soon these flowers will be stunning. I only wish I could make the rest of the neighborhood more beautiful,” Mole sighed.

With the summer sun’s warmth, the flowers began to grow tall and strong. Mole looked out the window. It was as if the flowers were waving back at Mole.

Rabbit watched the grass grow, and then paid to have it mowed.

When autumn arrived and each plant had scattered its own seeds, Mole covered up each flowerbed with the maple leaves of the forest. “Good night my dears. I will see you in the spring.”

In the winter, Mole read seed catalogs and dreamed of the garden. Rabbit stayed inside napping the days away.

One dark night, Mole walked over to Rabbit’s house and placed a seed catalog in Rabbit’s mailbox. Suddenly the porch lights came on.

“Who’s out there?” shouted Rabbit.

“No one. It’s just me, your neighbor Mole. I wanted you to see this lovely seed catalog. I thought you might be interested in planting a day lily. They grow like weeds, they’re not too difficult to care for, and they have little orange flowers,” said Mole.

“Mole, it’s midnight! Planting flowers is the last thing on my mind. Go to bed!” shouted Rabbit.

Mole returned home, sad but not defeated.

KEY

When spring came, Rabbit hung a bird feeder. Mole ran outside and pushed back the wet leaves that covered the garden. Tiny little green buds poked their heads out of the ground. Mole watched each plant become a flower with help from the sun and the rain.

One early summer day, Rabbit decided to go for a walk. As Rabbit stepped lightly into the yard, Rabbit saw something green and leafy with flowers stretching into the sky. “I did not plant seeds! Where did these flowers come from?” Rabbit wondered.

Rabbit scampered over to Mole’s house and rapped on the oak door. “Mole, come and see what is growing in my yard, except that I did not plant any flowers. You know I don’t like to get my paws dirty,” said Rabbit.

Mole and Rabbit walked back over to Rabbit’s house.

“Why, all of my flowers are growing in your yard. How can that be?” Mole asked in bewilderment.

“Do you think we have a mystery gardener in the neighborhood?” asked Rabbit. Mole went home to ponder Rabbit’s question.

Rabbit picked a cottony, overgrown dandelion and blew the fluffy seeds up into the air. Rabbit watched as the wind picked them up, carried them, and set them down in Mole’s yard. “The wind? The wind! That’s it! The wind picked up Mole’s seeds and carried them to my yard!” shouted Rabbit doing a little dance.

“What’s all the racket out here?” said Mole from his backyard.

“I know how the flowers got into my yard!” sang Rabbit.

“How?” said Mole.

Mole sat down next to Rabbit and explained exactly what had happened.

“Is that right?” asked Mole. “So, the more flowers I plant, the more seeds will get carried to the neighbors? Why, the whole neighborhood could be blooming in a few years!” said Mole beaming.

“Thank you, Mole, for sending me these lovely flowers. This is the kind of gardening I like to do, with as little work as possible. Now maybe you can show me how to keep my flower growing as beautifully as yours?” asked Rabbit.

“Why, sure!” said Mole.

“Then we could relax in my yard and enjoy the view!” The two friends linked arms and strolled happily to Rabbit’s house. They sat on the deck in Rabbit’s backyard enjoying the view.

KEY

Key: Rubric

Short Constructed Response

What lesson can the reader learn from this passage? Use one example from the passage to support your response.

Scoring Rubric:

- 2** The student response demonstrates a complete understanding of the task and uses relevant text-based information to support the response.
- Addresses the demands of the task.
 - Effectively uses text-based information.

Student response identifies a lesson that can be learned from the passage and uses one example from the passage in the response.

- 1** The student response demonstrates an incomplete understanding of the task.
- Addresses some part(s) of the task, which may include using text-based information to support the response.
 - The student response may be a relevant copy of the text without any interpretation.

Student response identifies a lesson that can be learned from the passage.

OR

Student response provides an example from the passage that implies a lesson that can be learned without explicitly stating the lesson.

- 1** The student response is completely incorrect, irrelevant to the question, or a copy of the prompt.

KEY

Possible lessons and examples may include, but are not limited to:

Hard work is rewarded.

- Rabbit tells Mole the daffodils are extraordinary.
- Mole offers to help Rabbit plant flowers so Rabbit has a beautiful yard, too.

You should be kind to others.

- Rabbit is excited about growing flowers in his own yard after he sees how beautiful they are and is encouraged by Mole.
- Mole offers to help Rabbit grow flowers.
- Mole wants to help Rabbit have flowers, so Mole puts a flower catalog in Rabbit's mailbox.
- Rabbit asks Mole to come over and enjoy the view from the deck.
- Rabbit compliments Mole on the extraordinary daffodils.

R1.10 The student connects themes.

1.10.2 (3rd Grade) Locating details in text to illustrate relevant connections between [personal experience, experience of others, or local] other texts

Directions: Read the story. Underline an event or statement in the text with which you relate. Explain in writing how the text connects with a personal experience, an experience of someone else, or an experience that connects with another book.

“What’re you doing?” Corby yelled. He saw water in the bottom of the boat. The grating sound came again, followed by an ugly *crunch*.

“What do you think I’m doing?” Buck panted. “I’m trying to move us. We’ve hit a rock or something!”

Corby stared at the crack opening up at his feet. “How deep is the water here?” he asked hoarsely.

“How do I know?” Buck said. “I can’t swim.” There was a quiver in his voice.

The crunching and scraping went on.

“If there are rocks, maybe it’s shallow here,” Corby said. “Stop rowing. I’ll see if I can stand up.” He stepped over the side while Buck leaned the other way to keep the boat from tipping. To Corby’s relief, his toes touched rock right away – smooth, slippery, and solid. I was going to be all right!

Wright, Betty. (2000) *The Wish Master*. p. 60. New York: Scholastic.

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Teacher:

Advanced	Proficient	Below Proficient
	Underlines a statement and makes a reasonable connection	Does not underline a statement or make a reasonable connection

