

Directions: Answer the following question(s).

1 TEACHER READS:

Read and complete the task that follows.

Read the paragraph below.

Dolphins are a lot like whales, but they are much smaller. You can find dolphins all over the world. Dolphins can reason and have many thought processes. Dolphins can communicate with each other with certain sounds that they make. They can even recognize themselves in a mirror, as well as other dolphins that they know. Dolphins can work together to get food that they want to eat.

This paragraph is missing a thesis statement. Write the most appropriate thesis statement to begin the paragraph.

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Rubric: 2 Point(s)

2 A response:

- Gives sufficient evidence of the ability to understand an informational text and supplies a relevant and appropriate thesis statement
- Includes a thesis statement that is on topic

Dolphins are very intelligent animals.

1 A response:

- Gives some evidence of the ability to understand an informational text and supplies a somewhat relevant and vaguely appropriate thesis statement
- Thesis statement is not entirely on topic

Dolphins can do many things.

0 A response gets no credit if it provides no evidence of the ability to understand and write an appropriate and accurate thesis statement for a topic.

Let me tell you about dolphins.

Standards:

CCSS.LA.6.W.6.2.a

Directions: Read the passage below and answer the question(s) that follow.

Excerpt from The Adventures of Tom Sawyer

An adventurous and mischievous boy named Tom Sawyer lives in Missouri with his Aunt Polly and his half-brother Sid. After Tom's aunt finds out that Tom dirtied his clothes in a fight at school he is told he has to whitewash the fence on the weekend.

He [Tom] began to think of the fun he had planned for this day, and his sorrows multiplied. Soon the free boys would come tripping along on all sorts of delicious expeditions, and they would make a world of fun of him for having to work—the very thought of it burnt him like fire. He got out his worldly wealth and examined it—bits of toys, marbles, and trash; enough to buy an exchange of *work*, maybe, but not half enough to buy so much as half an hour of pure freedom. So he returned his straitened means to his pocket, and gave up the idea of trying to buy the boys. At this dark and hopeless moment an inspiration burst upon him! Nothing less than a great, magnificent inspiration.

He took up his brush and went tranquilly to work. Ben Rogers hove in sight presently—the very boy, of all boys, whose ridicule he had been dreading. Ben's gait was the hop-skip-and-jump—proof enough that his heart was light and his anticipations high. He was eating an apple, and giving a long, melodious whoop, at intervals, followed by a deep-toned ding-dong-dong, ding-dong-dong, for he was personating a steamboat. As he drew near, he slackened speed, took the middle of the street, leaned far over to starboard and rounded to ponderously and with laborious pomp and circumstance—for he was personating the Big Missouri, and considered himself to be drawing nine feet of water. He was boat and captain and engine-bells combined, so he had to imagine himself standing on his own hurricane-deck giving the orders and executing them.

Tom went on whitewashing—paid no attention to the steamboat. Ben stared a moment and then said: "Hi—YI! *you're* up a stump, ain't you!"

No answer. Tom surveyed his last touch with the eye of an artist, then he gave his brush another gentle sweep and surveyed the result, as before. Ben ranged up alongside of him. Tom's mouth watered for the apple, but he stuck to his work. Ben said:

"Hello, old chap, you got to work, hey?"

Tom wheeled suddenly and said:

"Why, it's you, Ben! I warn't noticing."

"Say—I'm going in a-swimming, I am. Don't you wish you could? But of course you'd druther work—wouldn't you? Course you would!"

Tom contemplated the boy a bit, and said:

"What do you call work?"

"Why, ain't *that* work?"

Tom resumed his whitewashing, and answered carelessly:

"Well, maybe it is, and maybe it ain't. All I know, is, it suits Tom Sawyer."

"Oh come, now, you don't mean to let on that you *like* it?"

The brush continued to move.

Directions: Read the passage below and answer the question(s) that follow.

"Like it? Well, I don't see why I oughtn't to like it. Does a boy get a chance to whitewash a fence every day?"

That put the thing in a new light. Ben stopped nibbling his apple. Tom swept his brush daintily back and forth—stepped back to note the effect—added a touch here and there—criticised the effect again—Ben watching every move and getting more and more interested, more and more absorbed. Presently he said:

"Say, Tom, let *me* whitewash a little."

Tom considered, was about to consent; but he altered his mind:

"No—no—I reckon it wouldn't hardly do, Ben. You see, Aunt Polly's awful particular about this fence—right here on the street, you know—but if it was the back fence I wouldn't mind and SHE wouldn't. Yes, she's awful particular about this fence; it's got to be done very careful; I reckon there ain't one boy in a thousand, maybe two thousand, that can do it the way it's got to be done."

"No—is that so? Oh come, now—lemme just try. Only just a little—I'd let you, if you was me, Tom."

"Ben, I'd like to, honest injun; but Aunt Polly—well, Jim wanted to do it, but she wouldn't let him; Sid wanted to do it, and she wouldn't let Sid. Now don't you see how I'm fixed? If you was to tackle this fence and anything was to happen to it—"

"Oh, shucks, I'll be just as careful. Now lemme try. Say—I'll give you the core of my apple."

"Well, here—No, Ben, now don't. I'm afeard—"

"I'll give you all of it!"

Tom gave up the brush with reluctance in his face, but alacrity in his heart. And while the late steamer Big Missouri worked and sweated in the sun, the retired artist sat on a barrel in the shade close by, dangled his legs, munched his apple, and planned the slaughter of more innocents. There was no lack of material; boys happened along every little while; they came to jeer, but remained to whitewash. By the time Ben was fagged out, Tom had traded the next chance to Billy Fisher for a kite, in good repair; and when he played out, Johnny Miller bought in for a dead rat and a string to swing it with—and so on, and so on, hour after hour. And when the middle of the afternoon came, from being a poor poverty-stricken boy in the morning, Tom was literally rolling in wealth.

Directions: Answer the following question(s) relating to the passage titled "Excerpt from The Adventures of Tom Sawyer".

2 TEACHER READS:

Read the question to yourself and select the best answer.

Which of the following excerpts from the text supports the idea that Tom Sawyer will likely have another boy do his work for him again?

- A. "Well, maybe it is, and maybe it ain't. All I know, is, it suits Tom Sawyer."
- B. Tom swept his brush daintily back and forth—stepped back to note the effect—added a touch here and there—criticised the effect again—Ben watching every move and getting more and more interested, more and more absorbed.
- C. There was no lack of material; boys happened along every little while; they came to jeer, but remained to whitewash.
- D. And when the middle of the afternoon came, from being a poor poverty-stricken boy in the morning, Tom was literally rolling in wealth.

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Correct: C

Standards:

CCSS.LA.6.RL.6.1

3 TEACHER READS:

Read and complete the task that follows.

Summarize in your own words the way that Tom Sawyer feels at the end of the passage. Support your answer with details from the passage.

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Rubric: 2 Point(s)

2 This response:

- Gives some evidence of the ability to summarize the character's feelings
- Includes some specific opinions that make reference to the text
- Adequately supports the summary with relevant details from the text

Tom feels accomplished and happy at the end of the passage. I think that he feels this way because the narrator mentions all of the new toys that Tom has. The passage supports this when it states, "Tom was literally rolling in wealth." Tom's actions also indicate that he is happy at the end of the story; the story mentions that he is relaxing on a barrel in the shade.

1 This response:

- Gives limited evidence of the ability to summarize the character's feelings
- Includes opinions, but they are not explicit or make only vague references to the text
- Includes some details, but the relevance of that detail to the text must be inferred

At the end of the story Tom feels happy because the story says that the boys worked for him.

0 A response gets no credit if it provides no evidence of the ability to summarize the character's feelings, includes no relevant information from the text, or is vague.

Tom feels happy.

Standards:

CCSS.LA.6.RL.6.2

Directions: Answer the following question(s) relating to the passage titled "Excerpt from The Adventures of Tom Sawyer".

4 TEACHER READS:

Read the question to yourself and select the best answer.

Tom really wanted Ben to whitewash the fence. Which of the following excerpts from the text *best* supports this statement?

- A. Soon the free boys would come tripping along on all sorts of delicious expeditions, and they would make a world of fun of him for having to work—the very thought of it burnt him like fire.
- B. So he returned his straitened means to his pocket, and gave up the idea of trying to buy the boys.
- C. "Well, maybe it is, and maybe it ain't. All I know, is, it suits Tom Sawyer."
- D. Tom gave up the brush with reluctance in his face, but alacrity in his heart.

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Correct: **D**

Standards:

CCSS.LA.6.RL.6.1

5 TEACHER READS:

Read and complete the task that follows.

Describe how Ben changes from the time when he first encounters Tom to how he acts at the end of the passage. Use details from the passage to support your response.

Master ID: 186671 Revision: 1

Rubric: 2 Point(s)

2 The response:

- Gives some evidence of the ability to show how the character develops over the course of the text
- Includes some specific opinions that make reference to the text
- Adequately supports the summary with relevant details from the text

When Ben first meets Tom in the passage he is making fun of Tom for having to work. He says to Tom that he is going to be going swimming and then tells Tom that he bets he wishes that he could go. By the end of the passage Ben seems to have changed his view on whitewashing and begs Tom to let him whitewash the fence. At the end of the passage Ben is now working rather than making fun of Tom for working.

1 The response:

- Gives limited evidence of the ability to show how the character develops over the course of the text
- Includes opinions, but they are not explicit or make only vague references to the text
- Includes some details, but the relevance of that detail to the text must be inferred

At the beginning Ben is mean because he is making fun of Tom, but by the end of the passage he is working instead of Tom.

0 A response receives no credit if it provides no evidence of the ability to show how the character develops over the course of the text, includes no relevant information from the text, or is vague.

Ben is mean and then he works for Tom.

Standards:

CCSS.LA.6.RL.6.2