

**New Paltz Central School District  
English Language Arts/Reading  
Fourth Grade**

**Test Taking As a Genre**

**Lessons for Part 3**

**Lesson 1**

The following activity asks students to synthesize information from two separate texts on the same topic and write a response. Activities like this can be done throughout the year and across the curriculum.

This activity is to be done following discussions, read alouds, or technology presentations on Martin Luther King Jr.

Following the above, tell the students that in order for them to better understand this history, they will be putting themselves in the place of a black child living in the south at the time that Martin Luther King was growing up there. Explain that this activity will also help them prepare for the State ELA test where they will have to write a response using details from two reading passages.

**Activity**

Students will independently read the poem *Merry-Go-Round* by Langston Hughes and a section from the book *If You Lived at the Time of Martin Luther King* by Ellen Levine (see attached). Students will then write a response to the following:

- Put yourself in the place of a black child living in the south in the 1950s when Martin Luther King was growing up.
- Write a letter to your friend living in the north, explaining what your life is like.
- In the letter, be sure to use details from *both* the poem *Merry-Go-Round* and the excerpt from *If You Lived at the Time of Martin Luther King*.

You might have students highlight what they used from the poem in one color and what they used from the excerpt in another.

Have students share their letters.

You might copy some good exemplars to put on the overhead.

## **Merry-Go-Round**

*Colored child at carnival:*

Where is the Jim Crow section  
On this merry-go-round, .  
Mister, cause I want to ride?  
Down South where I come from  
White and colored  
Can't sit side by side.  
Down South on the train  
There's a Jim Crow car.  
On the bus we're put in the back—  
But there ain't no back  
To a merry-go-round!  
Where's the horse  
For a kid that's black?

### ***What else was segregated?***

When Martin Luther King was growing up in the 1930s and 1940s, and into the 1950s, almost all public places in the South were segregated by law. If you walked out of your house or apartment, any place you could think of was probably segregated.

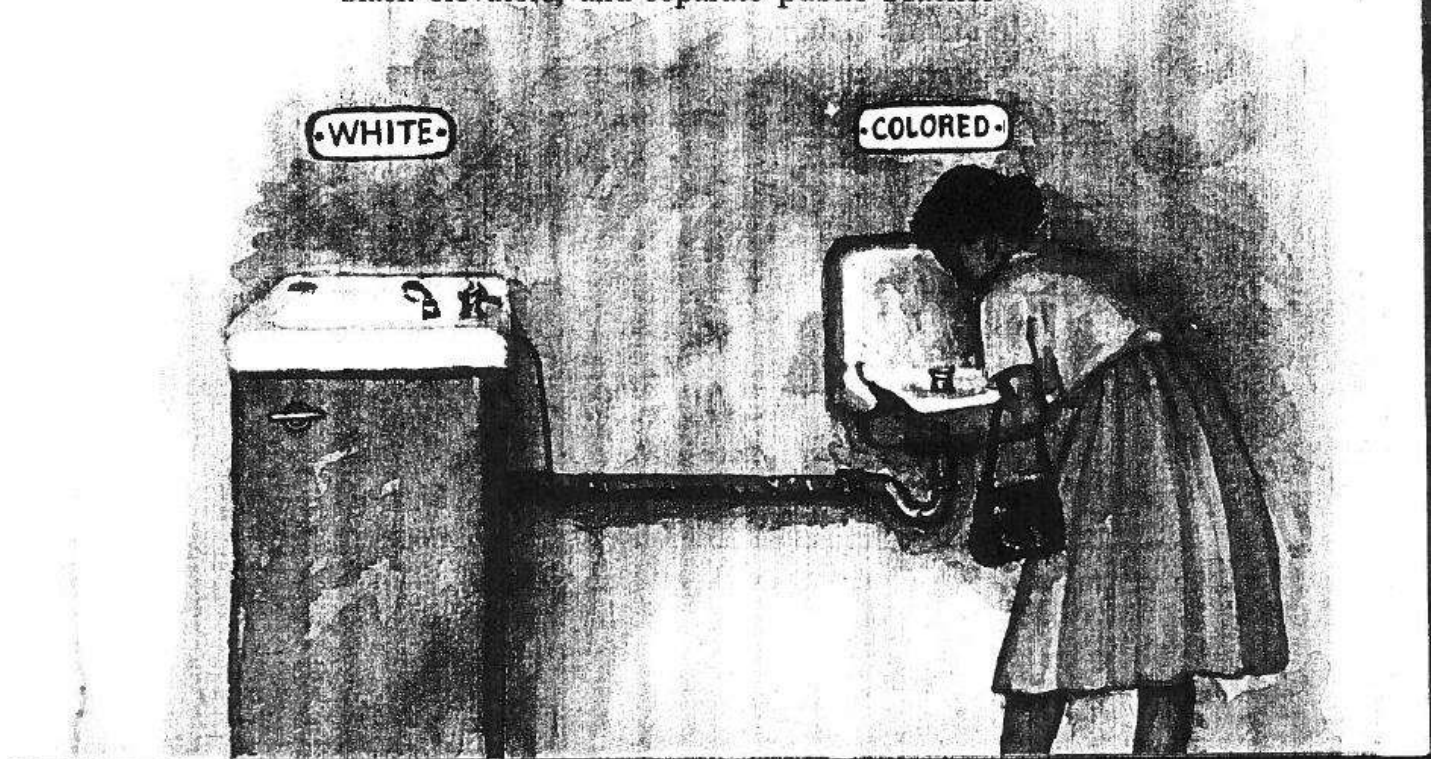
Everywhere you would see signs: WHITES ONLY, or COLORED ONLY, or NO NEGROES.

At the movies, black people had to sit in the back and usually upstairs. Sometimes they had to go to separate black theaters.

When you went to the doctor or dentist, whites waited in one room; blacks had to wait in a separate,

smaller room. Blacks and whites sat at separate lunch counters and went to separate restrooms. They even had to drink at separate water fountains.

There were white restaurants and black restaurants, white hotels and black hotels, white elevators and black elevators, and separate public beaches.



## **Lesson 2**

This is designed to be the students' first encounter with Part 3 of a sample test (see attached). Please note that the same activity can be done with any sample test you choose.

Explain to the students that you will be going over Part 3 of a test given in a past year and that you will be guiding them through it in order to acquaint them with what is required. Tell them on another day they will be trying one on their own.

Before you begin the activity, have the students look through the test as you point out the structural elements.

### **Activity**

- Do a shared reading of the first text, making sure students are following along closely as you read.
- Students will turn and talk to the person sitting next to them to generally share their thinking about the story.
- After a couple of minutes, call their attention to the first constructed response and read the instructions to them.
- Students will talk to their partner about their ideas.
- Have a few students share their responses and write one or two down on an overhead or SMART Board.
- Follow the steps above for the second text.
- Read the instructions for the final extended response, pointing out the importance of the bullets.
- Give students as much time as they need to talk to their partner about their ideas for each bullet.
- Have a few students share their ideas.
- Model on an overhead or SMART Board how you would write a response.
  - Model your thinking aloud as you decide on the details to include for each bullet.
  - Model how to add writer's voice to make it less dry.\*
- When done, go back to highlight the details you used from each text.

\* You might choose to do this on another day where you take the response you've written without voice and demonstrate how to add it.



# Inside Outside Dogs

*by Susan McLaren*

Where I live, on the coast of the Caribbean, the climate is tropical, which means it's either hot or hotter. Our house has coconut trees, mango trees, and two dogs.

Pepper is small and delicate. She has short, black hair and dainty, graceful legs. Her tall ears and small face make her look like a fruit bat. She's very smart and never causes trouble. Pepper is the inside dog.

Sandy is my other dog. Sandy is very friendly but she isn't as smart as Pepper. Although she is still very young, she is already four times as big as Pepper and has thick, brown fur. She looks like a pretty wolf on short, stumpy legs. Sandy is the outside dog. I want them both inside, but I have to admit that Sandy doesn't behave well.

When you walk by, she turns circles in front of you and makes you trip. When you sit down, she lies on your feet; if you are barefoot, she licks your toes. ("Yuk, Sandy, that tickles!") And when people aren't watching, she tips over the wastebasket and makes a mess.

On hot days, Sandy digs holes in the shady garden and crawls in to cool off. Pepper naps in the air conditioning, curled up on a red sofa pillow. "Oh, my sweet Peppers!" Mom says, and Pepper gets a kiss. At night, Pepper sleeps on a quilt at the foot of my bed. Sandy stays outside to watch the house and bark if anything happens.

Last week I tried to sneak Sandy inside. She came in like a bullet train. She ran so fast that she slipped and bumped the mop bucket. Water sloshed and the mop tipped, knocking a bag of soap powder all over the wet floor.

"Get that dog out!" Mom yelled.

Sandy didn't want to go. She crouched down to make herself small, hoping we wouldn't see her. But Mom grabbed her collar and dragged her outside.



"I'm sorry, Sandy," I told her. "But you did it again. Why can't you just behave like Pepper does?"

That night it started to rain. Sandy sat outside the backdoor, looking at us with sad, brown eyes. Pepper sat on her red cushion and barked.

"Mom, Pepper wants Sandy to come inside, too. Pl-e-e-e-ase!"

Mom looked at Sandy, getting wetter by the minute. "Okay, just while it rains."

I grabbed an old towel and ran to the door to get Sandy. Then a funny thing happened. Sandy walked in quietly, looking almost embarrassed. She sat still while I dried her with the towel. Then she crawled over and lay down next to Pepper with her head on her paws, looking at Mom.

Mom looked at Sandy. Then she looked at me.

"Okay, okay," she said, reading the question in my eyes. "We'll work with Sandy. We will try to train her to be good, like she is tonight."

"Yippee! Sandy, did you hear that?" I threw my arms around Sandy. She lay still, watching Mom, but her tail went *thump, thump, thump*. I think she knew she had been given her chance.



***Go On***

- 32** Using details from the story, complete the chart below with **two** reasons that someone might want to have Pepper as a pet and **two** reasons that someone might want to have Sandy as a pet.

Pepper	Sandy
1)	1)
2)	2)



- 33** How do you know that the person telling the story “Inside Outside Dogs” cares about the dogs? Use details from the story to support your answer.

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***Go On***

# Training Your Puppy

by Holly Beckstead



It is important that a puppy is well-trained. It needs to learn to listen and to obey you as it grows into an adult dog. You can begin teaching your puppy some simple commands when it is about two months old. Here are two simple commands you can teach your puppy.

## *Teaching Your Puppy to Sit*

This is one of the first commands your puppy should learn. It helps to put you in control and is a useful command if your puppy wants to jump on people or wander off on a walk. Follow these steps to teach your puppy to sit.

1. Hold your puppy's collar with your right hand.
2. Put your left hand on your puppy's back, near its shoulders.
3. Command your puppy to sit with a firm but kind voice. **DO NOT REPEAT THIS COMMAND.**
4. Run your left hand gently down your puppy's back, pushing it gently into a sitting position. It may sit on your hand. This is okay.
5. Reward your puppy by saying, "Good!" in a happy voice. **DO NOT PET YOUR PUPPY.** This will distract it from the training.
6. Remove your hands and allow the puppy to stand.

## *Teaching Your Puppy to Come*

This command will keep your puppy safe. It is important that you make coming to you a happy experience for your puppy.

1. Take your puppy to a safe place where it can be off the leash. A fenced backyard works well.
2. Walk away from your puppy and crouch down.

3. Show your puppy a favorite toy and call to it in a welcoming, happy voice.
4. Reward your puppy with lots of praise, hugs, and pats.

If you take the time and care to train your puppy in the beginning you will be glad you did. It will make your lives together much happier. And your parents, friends, and neighbors will thank you, too, for your well-behaved puppy.

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- 34** Here are the two commands described in "Training Your Puppy." Circle the one command you think would be harder to teach a puppy.

**Teach your puppy to sit.**

**Teach your puppy to come.**

Give **two** examples from the article to support your choice.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

***Go On***

35

Think of Mom in “Inside Outside Dogs.” Explain how the information in “Training Your Puppy” would be helpful to Mom. What steps should she use to change the way Sandy behaves? Be sure to include details from **both** the story and the article in your answer.

In your answer, be sure to

- explain why Mom has a problem with the way Sandy behaves
- explain how the information in the article would be helpful to Mom
- tell what steps Mom should use to change the way Sandy behaves
- use details from **both** the story and the article in your answer



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

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**Go On**

### **Lesson 3**

You may choose to do this over two days.

In this lesson the students will independently do Part 3 of the fourth grade 2010 ELA test. Before they begin, they will be shown the general rubric and when done, they will be shown the rubric specific to this 2010 test so that they may score their own work as well as samples presented to them.

Before beginning the activity remind the students of the work they did in lesson 2 and tell them that today they will be working independently in order to continue to prepare them for the actual test. Tell them for this first independent practice they will be given as much time as they need, but that eventually they will be practicing within the given time.

#### Activity

- Hand each student a general rubric (attached). Go over it, interpreting the boxes using less difficult language when necessary.
- Students take the test (if doing this over two days, end day 1 here).
- Hand each student a specific rubric (attached). Go over it.
- Put up overheads of exemplars (attached).
- Students will score them referring to the specific rubric as they do so.
- Have some students share the scores they gave and their reasoning behind them.
- Do the same with several exemplars.
- Students will score their own work.

In the next day or two go over the tests individually with students, complimenting what they did well and when needed, asking where they could have added more detail.

In cases where punctuation and/or spelling is an issue have them make corrections. In cases where more detail is necessary, have them add it using arrows or through a rewrite.

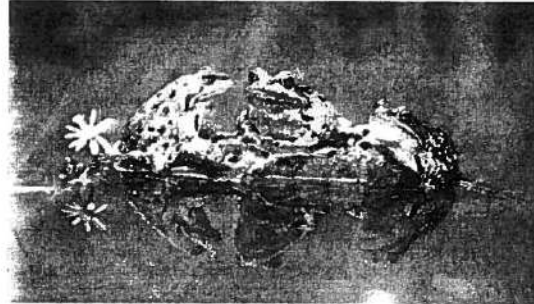
**Reading/Writing Task: "From Tadpole to Frog" and "Butterfly House" (Questions 32, 33, 34, 35)**

Quality	4 Responses at this level:	3 Responses at this level:	2 Responses at this level:	1 Responses at this level:
Overall	fulfill all or most requirements of the tasks and demonstrate a thorough understanding of both passages. The student demonstrates an understanding of how creatures change and grow and supports that understanding with details from the texts. The student shows an insightful interpretation of both passages and makes connections beyond them, using accurate text-based examples to fully support the responses.	fulfill some requirements of the tasks and demonstrate a predominantly literal understanding of both passages. The student makes some connections, but the responses may be brief with little elaboration. The student uses some relevant text-based examples to support an understanding of how creatures change and grow but may only include support from one of the texts.	fulfill some requirements of the tasks but demonstrate some misunderstanding of both passages or reflect gaps in the student's understanding of the passages. The student makes some connections, but the connections may be weak. The student may provide some relevant text-based examples to support the responses but may also provide some inaccurate information.	fulfill few requirements of the tasks and demonstrate that the student has understood only sections of the passages. The student makes few or no relevant connections but may include a few accurate text-based examples as support.
Graphic Organizer (Question 32)	are complete and accurate. The student lists events from the passage in the correct sequence.	are essentially complete and accurate.	may be incomplete or contain inaccuracies.	may reveal some confusion about the sequence of events in the passage.
Short Response (Question 33)	include text-based details to describe how the girl and her grandpa make the house special for the butterfly.	include a description of how the girl and her grandpa make the house special for the butterfly. Responses include details from the passage but may be less than fully elaborated or have less than thorough text-based support.	may be somewhat brief and general.	may indicate that the student has some confusion.
Short Response (Question 34)	include text-based details to explain how the girl feels at the end of the passage and why she feels that way.	include an explanation of how the girl feels at the end of the passage and why. Responses include details from the passage but may be less than fully elaborated or have less than thorough text-based support.	may be incomplete or contain redundancies. The student may insufficiently support an explanation of how the girl feels at the end of the passage and why.	may indicate that the student has some confusion.
Extended Response (Question 35)	are logical, well organized, focused, and fluent, with a sense of engagement or voice. The student uses details from both passages to thoroughly describe how the girl would take care of a tadpole and explain whether it would be more interesting to care for a tadpole or a butterfly.	are generally focused, organized, and readable but may contain some minor inaccuracies or irrelevant information. The student may concentrate more on describing how the girl would take care of a tadpole than explaining whether it would be more interesting to take care of one of the creatures, or vice versa.	may be incomplete or indicate that the student has some confusion. The student may attempt to describe how the girl would take care of a tadpole without explaining whether it would be more interesting to take care of a tadpole or a butterfly. The response may not include much information from either passage.	may be repetitive, show little organization, or indicate that the student has focused on minor details of the texts that do not describe or only minimally describe how creatures change and grow. The student may simply retell the passages.

**SCORE POINT 0** = The responses are completely incorrect, irrelevant, or incoherent.

# From Tadpole to Frog

by Kathleen Weidner Zoehfeld



In the spring, you may see frog eggs in the still water of a pond. Each egg is a ball of clear jelly with a small, dark center.

Hundreds of eggs stick together in a clump called frog spawn. Inside the eggs, tiny tadpoles are growing. At first, they look like small, dark specks. In a few days, little heads and tails take shape. Soon, the tadpoles are big enough to wiggle out of their eggs. After feeding on the jelly of their eggs for a while, the tadpoles wave their tails and swim away. Gills on the outside of a tadpole's body help it breathe underwater.

The tadpole's main job is to eat and grow. Many of the tadpoles will be eaten by hungry bugs, fish, or turtles. But a few escape. They will grow to be frogs.

Tadpoles do not look much like the frogs they will become! A tadpole has a strong tail for swimming. The tadpole has a hard mouth. It uses its mouth to scrape soft plants from the rocks and pebbles in the pond.

After a few weeks, the tadpole has grown two hind legs. And the tadpole's gills have moved inside its body.

Lungs are beginning to form inside the tadpole's body, too. Now and then, it swims up. The tadpole puts its head out of the water. It takes little breaths of air. As the tadpole's lungs grow stronger, its gills shrink away.

Two front legs begin to grow where its gills once were. By the time it is about two months old, the tadpole's mouth has become wider. The tadpole starts to eat small bugs.

For a few more weeks, the tadpole's tail shrinks and shrinks. Now the tadpole's strong legs and its webbed feet help it swim. The tadpole has changed into a small frog!

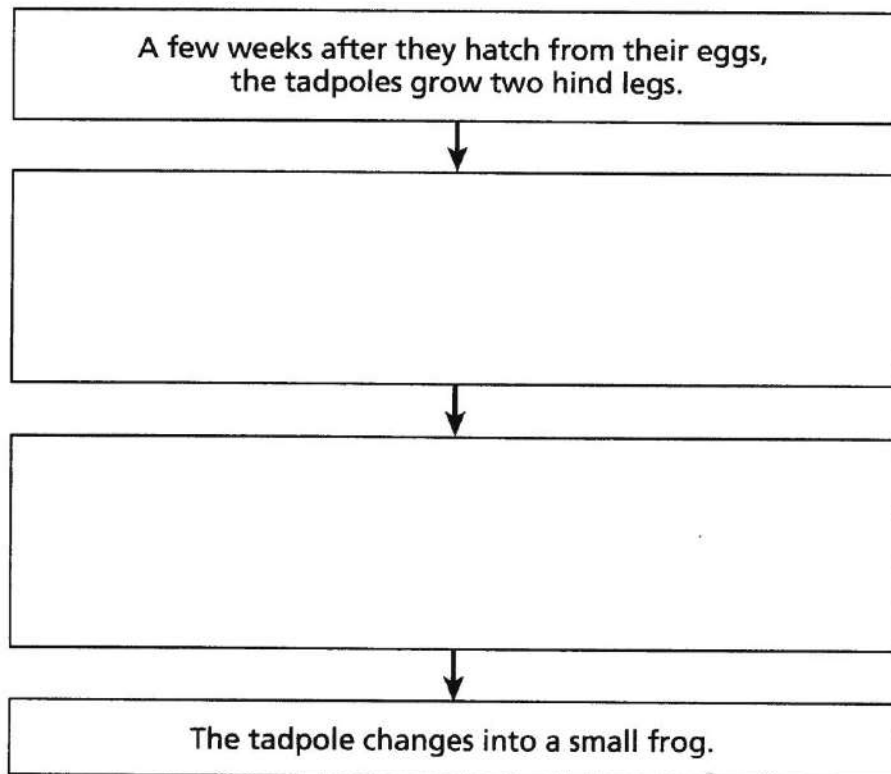
Soon the little frog will leave the pond. The frog spends much of its time out of the water. But it likes to stay wet, so it does not go far.

The little frog catches bugs and worms. It swallows them in its wide mouth. The frog eats and grows. It gets a little bigger every day. After about two or three years, the frog is fully grown.

Every spring there will be new frog eggs in the pond.

- 32** The chart below shows part of what happens in the passage "From Tadpole to Frog." Complete the chart with events from the passage in the order in which they occur.

**WHAT HAPPENS IN "FROM TADPOLE TO FROG"**



***Go On***



# Butterfly House

*by Eve Bunting*  
*illustrated by Greg Shed*

When I was just a little girl I saw a small black creature like a tiny worm, and saved it from a greedy jay who wanted it for lunch.

I carried it inside, safe on its wide green leaf. My grandpa said it was a larva and soon would be a butterfly.

We laid the larva carefully on thistle leaves inside an empty jar, put in a twig for it to climb—then made a lid of soft white paper all stuck around with glue.

My grandpa knew exactly what to do. "I raised a butterfly myself," he said, "when I was just your age."

How strange to think my grandpa once was young like me. "We would have been best friends if I'd been there back then," I said.

My grandpa smiled. "It worked out anyhow. We're best friends now."

Up in his room we found a box. I cut a window in its side, then covered it with screen. Soon I could look inside and see my larva looking back at me.

What would she see? A human face so big and scary, strange and starey? What would she think?

"I want it pretty till she goes," I said.

And so Grandpa and I drew flowers on colored paper. Cone flowers, purple-blue, and marigolds, lantana, bright as flame, and thistles, too.

We wedged a garden twig inside the box for her to walk on, so her wings could dry once she became a butterfly.

My grandpa knows the flowers butterflies like best.

The ones where they can rest and drink the sweet, clear nectar.



We glued the painted flowers inside the box so it was bright with color. Made a sky above, the lid all blue with small white cotton clouds, and green with tops of trees that seemed to sway in soundless air.

I made a curve of rainbow like a hug to keep her safe while she was there. We set the jar inside and closed the painted lid. Through the screened window I could see the garden house. A place of flowers and space and waiting stillness.

Each day I put out leaves for food and watched my larva change.

My grandpa knew when it was time to gently pull away the paper top she hung from. I taped it to the wall inside her house and let her be. She would hang free inside the chrysalis that kept her hidden from the world.

chrysalis = cocoon

Inside that magic place she grew, transformed herself, came out, drooped, limp and slack, with crumpled wings. She was a butterfly, all spotted, orange, black, and brown as if someone had shaken paints and let the drops fall down.

"Our Painted Lady," Grandpa said. "It's time."

He meant that it was time for her to leave for her new life. I swallowed tears. From the beginning I had known today would come. Now it was here.

My grandpa took my hand. "Cry if you like," he said. "We understand."

We carried out the box and raised the lid. I watched her falter as she felt the first warm touch of sun, saw trees, felt breezes brush across her wings. She rose, then rested on the fig tree branch. I saw her fly.

"Good-bye."

**Go On**

- 33** In the passage “Butterfly House,” the girl wants the butterfly to be happy in the house until it flies away. How do the girl and her grandpa make the house special for the butterfly? Use details from the passage to support your answer.

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- 34** How does the girl in “Butterfly House” feel at the end of the passage? Why does she feel that way? Use details from the passage to support your answer.

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***Go On***

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Book 3

Page 7

35

Imagine if the girl in “Butterfly House” had found a tadpole instead of a butterfly. What would the girl have done to take care of a tadpole? Do you think it would be more interesting to take care of a tadpole or a butterfly? Use details from **both** passages to support your answer.

In your answer, be sure to

- describe how the girl would take care of a tadpole
- explain whether you think it would be more interesting to take care of a tadpole or a butterfly
- use details from **both** passages to support your answer



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

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***Go On***

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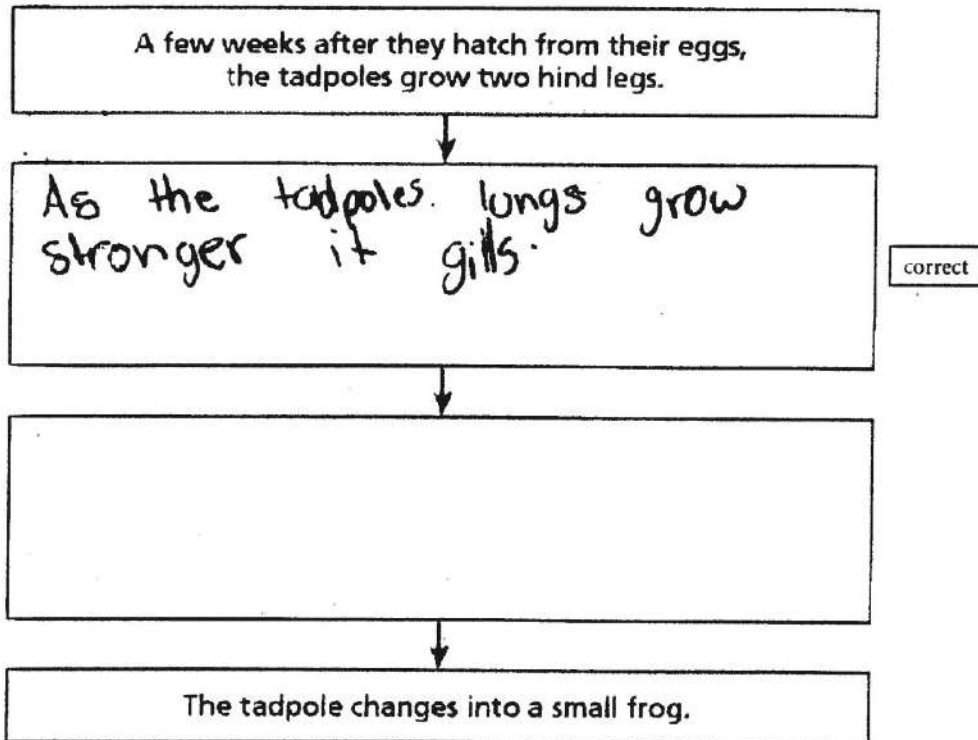
**Grade 4 English Language Arts Rubric Chart**  
**Reading/Writing (Questions 32, 33, 34, 35)**

	4	3	2	1
<b>Quality</b> <i>Meaning:</i> The extent to which the response exhibits understanding and interpretation of the task and text(s)	<b>Responses at this level:</b> <i>Taken as a whole:</i> <ul style="list-style-type: none"> <li>fulfill all or most requirements of the tasks</li> <li>address the theme or key elements of the text</li> <li>show an insightful interpretation of the text</li> <li>make connections beyond the text</li> </ul>	<b>Responses at this level:</b> <i>Taken as a whole:</i> <ul style="list-style-type: none"> <li>fulfill some requirements of the tasks</li> <li>address many key elements of the text</li> <li>show a predominantly literal interpretation of the text</li> <li>make some connections</li> </ul>	<b>Responses at this level:</b> <i>Taken as a whole:</i> <ul style="list-style-type: none"> <li>fulfill some requirements of the tasks</li> <li>address basic elements of the text, but the connections may be weak</li> <li>show some misunderstanding of the text or reflect gaps in the student's understanding of the text as a whole</li> </ul>	<b>Responses at this level:</b> <i>Taken as a whole:</i> <ul style="list-style-type: none"> <li>fulfill few requirements of the tasks</li> <li>miss basic elements of the text</li> <li>show evidence that the student understood only parts of the text</li> <li>make few, if any, relevant connections</li> </ul>
<b>Development:</b> The extent to which ideas are elaborated, using specific and relevant evidence from the text(s)	<b>Responses at this level:</b> <i>Taken as a whole:</i> <ul style="list-style-type: none"> <li>develop ideas fully with thorough elaboration</li> <li>make effective use of relevant and accurate examples from the text</li> </ul>	<b>Responses at this level:</b> <i>Taken as a whole:</i> <ul style="list-style-type: none"> <li>may be brief, with little elaboration, but are sufficiently developed to answer the questions</li> <li>provide some relevant examples and details from the text</li> <li>may include some minor inaccuracies</li> </ul>	<b>Responses at this level:</b> <i>Taken as a whole:</i> <ul style="list-style-type: none"> <li>may begin to answer the questions but are not sufficiently developed</li> <li>may provide some relevant text-based examples and details</li> <li>may include some inaccurate information</li> </ul>	<b>Responses at this level:</b> <i>Taken as a whole:</i> <ul style="list-style-type: none"> <li>may include a few accurate details</li> </ul>
<b>Organization:</b> The extent to which the response exhibits direction, shape, and coherence	<b>Responses at this level:</b> <i>The extended response:</i> <ul style="list-style-type: none"> <li>establishes and maintains a clear focus</li> <li>shows a logical, coherent sequence of ideas through the use of appropriate transitions or other devices</li> </ul>	<b>Responses at this level:</b> <i>The extended response:</i> <ul style="list-style-type: none"> <li>is generally focused, though may include some irrelevant details</li> <li>shows a clear attempt at organization</li> </ul>	<b>Responses at this level:</b> <i>The extended response:</i> <ul style="list-style-type: none"> <li>may attempt to establish a focus</li> <li>shows some attempt at organization</li> <li>may include some irrelevant details</li> </ul>	<b>Responses at this level:</b> <i>The extended response:</i> <ul style="list-style-type: none"> <li>may focus on minor details or lack a focus</li> <li>shows little or no organization</li> </ul>
<b>Language Use:</b> The extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety	<b>Responses at this level:</b> <i>The extended response:</i> <ul style="list-style-type: none"> <li>is fluent and easy to read, with vivid language and a sense of engagement or voice</li> <li>is stylistically sophisticated, using varied sentence structure and challenging vocabulary</li> </ul>	<b>Responses at this level:</b> <i>The extended response:</i> <ul style="list-style-type: none"> <li>is readable, with some sense of engagement or voice</li> <li>uses some sentence variety and basic vocabulary</li> </ul>	<b>Responses at this level:</b> <i>The extended response:</i> <ul style="list-style-type: none"> <li>is mostly readable, but with little sense of engagement or voice</li> <li>uses only simple sentences and basic vocabulary</li> </ul>	<b>Responses at this level:</b> <i>The extended response:</i> <ul style="list-style-type: none"> <li>is often repetitive, with little or no sense of engagement or voice</li> <li>uses minimal vocabulary</li> </ul>

**SCORE POINT 0** = The responses are completely incorrect, irrelevant, or incoherent.

- 32** The chart below shows part of what happens in the passage "From Tadpole to Frog." Complete the chart with events from the passage in the order in which they occur.

**WHAT HAPPENS IN "FROM TADPOLE TO FROG"**



This graphic organizer is partially complete. The student has provided one text-based event in the correct order ("lungs grow stronger").

**Reading Anchor Cluster 8A**



- 33** In the passage "Butterfly House," the girl wants the butterfly to be happy in the house until it flies away. How do the girl and her grandpa make the house special for the butterfly? Use details from the passage to support your answer.

text detail

They could glued and  
painted flavors inside  
the box.

This response is brief but accurate. The student has provided text-based details to describe how the girl and her grandpa make the house special for the butterfly ("glued and painted flavors inside the box").

**Reading Anchor Cluster 8B**

**Page 56**

- 34** How does the girl in "Butterfly House" feel at the end of the passage? Why does she feel that way? Use details from the passage to support your answer.

The girl feels at  
the end sad because  
the house felt and  
the butterfly flew.

text detail

This response is brief but accurate. The student has provided a text-based detail to describe how the girl feels at the end of the passage and why ("sad"/"the butterfly flew").

Reading Anchor Cluster 8C

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Imagine if the girl in "Butterfly House" had found a tadpole instead of a butterfly. What would the girl have done to take care of a tadpole? Do you think it would be more interesting to take care of a tadpole or a butterfly? Use details from both passages to support your answer.

In your answer, be sure to

- describe how the girl would take care of a tadpole
- explain whether you think it would be more interesting to take care of a tadpole or a butterfly
- use details from both passages to support your answer



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

text detail

The girl will take care  
of the tadpole by doing  
a speacial house for  
the tadpole

This extended response includes a very brief description of how the girl would take care of a tadpole ("doing a speacial house"). The student does not state which creature would be more interesting to take care of, and there are no specific details from either passage. The response demonstrates little focus, organization, or development of ideas. It has no sense of voice and uses minimal vocabulary.

Cluster Score = 1 out of 4 points

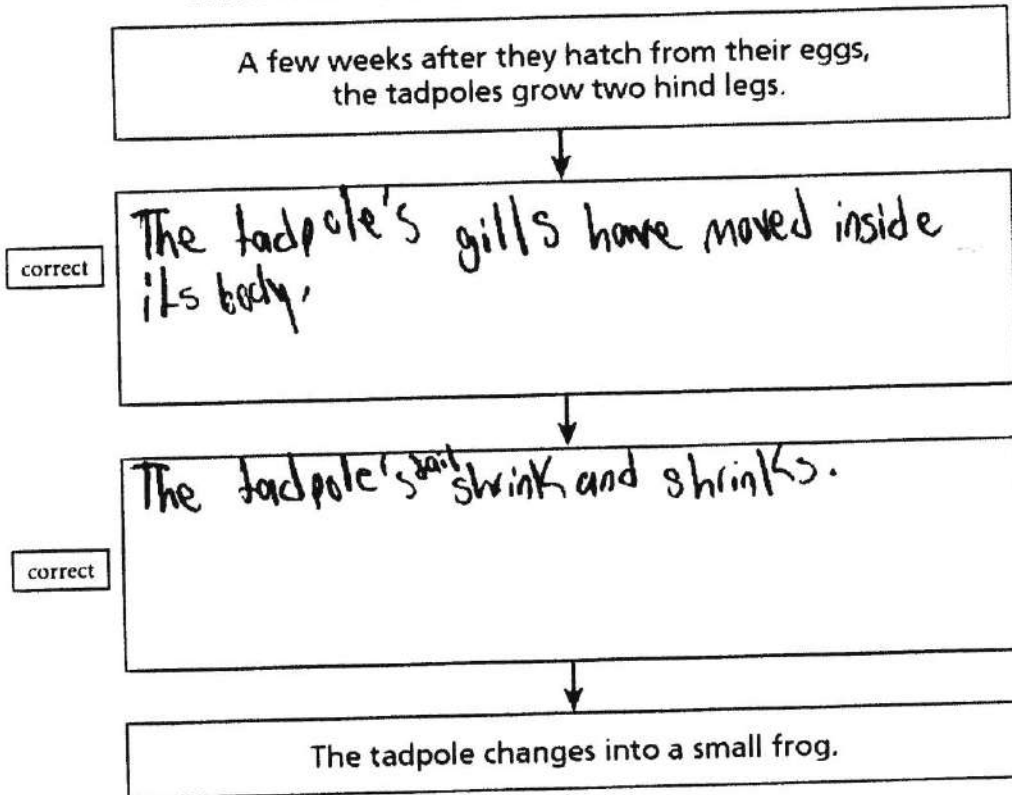
Taken as a whole, the responses fulfill few requirements of the tasks. The responses indicate that the student understood only sections of the passages. The responses lack details and make no relevant connections. However, there is still enough correct information provided to give it a cluster score of 1 point.

Reading Anchor Cluster 8D

Page 58

- 32 The chart below shows part of what happens in the passage "From Tadpole to Frog." Complete the chart with events from the passage in the order in which they occur.

### WHAT HAPPENS IN "FROM TADPOLE TO FROG"



This graphic organizer is complete and accurate. The student has provided text-based events in the correct order ("gills have moved inside"; "tail shrink and shrinks").

Reading Anchor Cluster 7A

Page 50

- 33** In the passage "Butterfly House," the girl wants the butterfly to be happy in the house until it flies away. How do the girl and her grandpa make the house special for the butterfly? Use details from the passage to support your answer.

She went to get a jar and twig so she  
could put it in the jar so it could climb.  
She found a box and cut a window in its  
side. And she drew flowers. She put the  
flowers in the box. And she also made a  
sky in the box.

text detail

text detail

text detail

This response is complete and accurate. The student has provided text-based details to describe how the girl and her grandpa make the house special for the butterfly ("went to get ... twig so she could put it in the jar so it could climb"; "found a box and cut a window in its side"; "drew flowers"; "made a sky in the box").

- 34** How does the girl in "Butterfly House" feel at the end of the passage? Why does she feel that way? Use details from the passage to support your answer.

text detail

The girl felt sad because she let the butterfly go.

This response is brief but accurate. The student has provided text-based details to describe how the girl feels at the end of the passage and why ("sad"/"she let the butterfly go").

35

Imagine if the girl in "Butterfly House" had found a tadpole instead of a butterfly. What would the girl have done to take care of a tadpole? Do you think it would be more interesting to take care of a tadpole or a butterfly? Use details from **both** passages to support your answer.

In your answer, be sure to

- describe how the girl would take care of a tadpole
- explain whether you think it would be more interesting to take care of a tadpole or a butterfly
- use details from **both** passages to support your answer



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

The girl will make a home for the tadpole with water until it turns into a frog. I would be more interesting to take care of a butterfly.

The girl let the butterfly go.

When a tadpole is strong it turns into a frog.

Reading Anchor Cluster 7D

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This extended response includes a brief and general description of how the girl would take care of a tadpole ("make a home for the tadpole with water"). The student has also stated that having a tadpole would be more interesting than a butterfly but provides no support. The response attempts to establish focus and organization. It is readable with little sense of voice and includes no specific text-based details.

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**Cluster Score = 2 out of 4 points**

Taken as a whole, the responses fulfill some requirements of the tasks. The student has addressed basic elements of both passages, but the connections are weak. The responses reflect gaps in the student's understanding of how creatures grow and change.

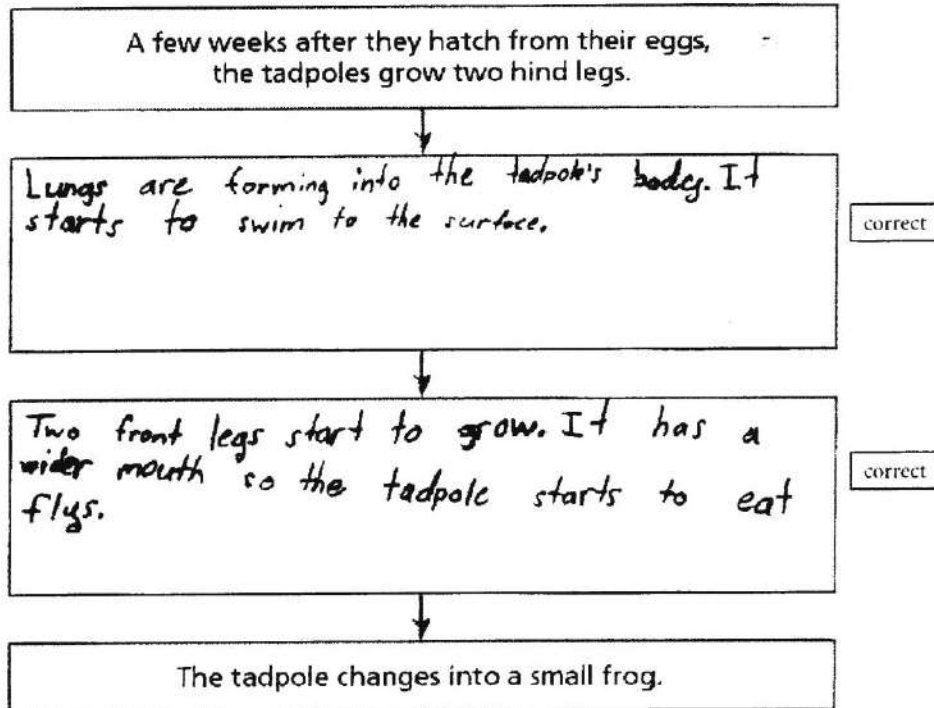
**Reading Anchor Cluster 7D**

**Page 54**



- 32 The chart below shows part of what happens in the passage "From Tadpole to Frog." Complete the chart with events from the passage in the order in which they occur.

**WHAT HAPPENS IN "FROM TADPOLE TO FROG"**



This graphic organizer is complete and accurate. The student has provided several text-based events in the correct order ("Lungs are forming"; "It starts to swim to the surface"; "Two front legs start to grow"; "It has a wider mouth").

- 33** In the passage "Butterfly House," the girl wants the butterfly to be happy in the house until it flies away. How do the girl and her grandpa make the house special for the butterfly? Use details from the passage to support your answer.

text detail

The girl and her grandpa made the house special for the butterfly. They made it special by decorating the house with drawn flowers.

text detail

text detail

They also put in a garden twig so it can walk on it. The girl put out a leaf everyday so it can eat.

This response is complete and accurate. The student has provided text-based details to describe how the girl and her grandpa make the house special for the butterfly ("decorating the house with drawn flowers"; "put in a garden twig"; "put out a leaf everyday so it can eat").

**Reading Anchor Cluster 2B**

**Page 24**

- 34** How does the girl in "Butterfly House" feel at the end of the passage? Why does she feel that way? Use details from the passage to support your answer.

At the end of the passage, the girl feels sad. She feels sad because she has to let the butterfly she cared for go. The butterfly flew and landed on a fig tree branch.

text detail

text detail

This response is complete and accurate. The student has provided text-based details to describe how the girl feels at the end of the passage and why ("sad"/ "she has to let the butterfly she cared for go").

**Reading Anchor Cluster 2C**

**Page 25**

35

Imagine if the girl in "Butterfly House" had found a tadpole instead of a butterfly. What would the girl have done to take care of a tadpole? Do you think it would be more interesting to take care of a tadpole or a butterfly? Use details from both passages to support your answer.

In your answer, be sure to

- / describe how the girl would take care of a tadpole
- / explain whether you think it would be more interesting to take care of a tadpole or a butterfly
- / use details from both passages to support your answer



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

text detail

text detail

text detail

The girl would've taken care of tadpole if she got one instead of a butterfly. Instead of a box, she would get a tank. She would feed it small, soft plants and as it grows, she would feed it insects. Put a rock in the tank so when the tadpole grows, it can stand on the rock.

I think it will be more interesting to take care of a

Reading Anchor Cluster 2D

tadpole. It will be able to stay with us longer. Tadpoles eat many different kinds of food. They go through many different kinds of changes.

text detail

text detail

text detail

Tadpoles have gills but no lungs. But, when they grow, they develop lungs but lose their gills. They eat by scraping the soft plants off rocks.

In "The Butterfly House", the girl rescues a larva. she takes care of it and decorates its box until the butterfly flies away.



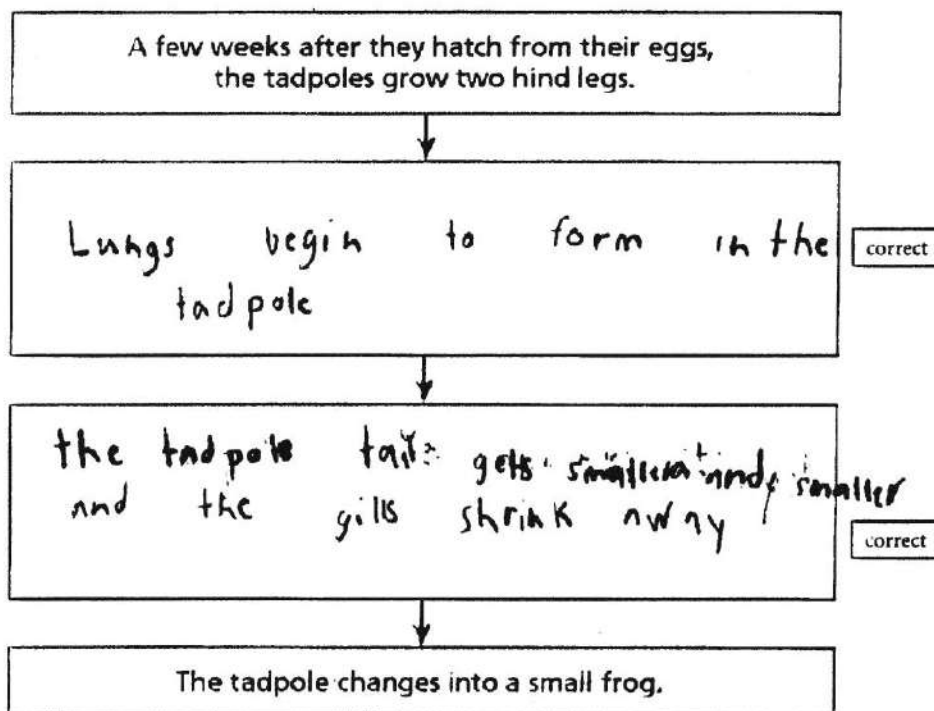
In this extended response, the student has used text-based details to describe how the girl would take care of a tadpole ("get a tank"; "feed it small, soft plants"; "feed it insects"). The student has also provided a general explanation for why having a tadpole would be more interesting than a butterfly ("It will be able to stay with us longer"). The response is generally focused and shows a clear attempt at organization. It is readable with some sense of voice and includes text-based details from both passages.

**Cluster Score = 3 out of 4 points**

Taken as a whole, the responses fulfill some of the requirements of the tasks. The student has addressed many key elements and shown a predominantly literal interpretation of both passages. Although some responses are less than thorough, they are sufficiently developed to demonstrate that the student has a clear understanding of how creatures grow and change.

- 32 The chart below shows part of what happens in the passage "From Tadpole to Frog." Complete the chart with events from the passage in the order in which they occur.

**WHAT HAPPENS IN "FROM TADPOLE TO FROG"**



This graphic organizer is complete and accurate. The student has provided several text-based events in the correct order ("Lungs begin to form"; "the tadpole tail gets smaller and smaller and the gills shrink away").

Reading Anchor Cluster 1A



- 33** In the passage "Butterfly House," the girl wants the butterfly to be happy in the house until it flies away. How do the girl and her grandpa make the house special for the butterfly? Use details from the passage to support your answer.

In the story the girl and her  
granpa make the house special by  
making colored flowers, drawing a  
rainbow and making clouds with  
cotton balls, so the butterfly feels  
like she is at home.

text detail

text detail

This response is complete and accurate. The student has provided text-based details to describe how the girl and her grandpa make the house special for the butterfly ("making colored flowers, drawing a rainbow"; "making clouds with cotton balls").

**Reading Anchor Cluster 1B**

**Page 18**

- 34** How does the girl in "Butterfly House" feel at the end of the passage? Why does she feel that way? Use details from the passage to support your answer.

In the end the girl feels sad  
because, after taking care of the  
butterfly, and saving it from getting  
eaten, she has to let it fly  
away

text detail

text detail

This response is complete and accurate. The student has provided text-based details to describe how the girl feels at the end of the passage and why ("sad"/"after taking care of the butterfly ... she has to let it fly away").

Reading Anchor Cluster 1C

Page 19

35

Imagine if the girl in "Butterfly House" had found a tadpole instead of a butterfly. What would the girl have done to take care of a tadpole? Do you think it would be more interesting to take care of a tadpole or a butterfly? Use details from both passages to support your answer.

In your answer, be sure to

- ✓ describe how the girl would take care of a tadpole
- ✓ explain whether you think it would be more interesting to take care of a tadpole or a butterfly
- use details from both passages to support your answer



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

If the girl had found a tadpole instead of a butterfly these are things you have to know. First, you have to feed it plants that grow in ponds. Second, you have to keep it in water. Third, don't put fish or turtles in the water with it. Fourth, when it turns into a small frog feed it bugs. Last in about two or three years the frog is full grown.

text detail

text detail

text detail

text detail

Reading Anchor Cluster 1D

Page 20

I think it would be better  
to have a tadpole than a butterfly  
because with a tadpole you can  
see the stages when it gets its  
hind legs and lose its gills and  
its tail. But with a butterfly you  
can watch the larva get bigger but  
you can't see the butterfly get its  
wings and everything else it grows  
inside its chrysalis. That's why I  
think the tadpole is better to watch  
grow.

text detail

text detail

text detail

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In this extended response, the student has used several text-based details to describe how the girl would take care of a tadpole (“feed it plants that grow in ponds”; “keep it in water”; “dont put fish or turtls in the water with it”). The student has also explained why having a tadpole would be more interesting than a butterfly (“with a tadpole you can see ... when it gets its hind legs and lose its gills and its tail”; “you cant see the butterfly get its wings and everything else it grows inside its chrysalis”). The response establishes and maintains a clear focus. It is organized, fluent, and easy to read, and it has a sense of voice. There are text-based details from both passages.

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**Cluster Score = 4 out of 4 points**

Taken as a whole, the responses fulfill all the requirements of the tasks. The student has addressed the key elements of both passages with several text-based details. The responses demonstrate that the student has a thorough understanding of how creatures grow and change.

**Reading Anchor Cluster 1D**

**Page 22**