

Grade 2



COUNTDOWN TO COMMON CORE ASSESSMENT

**English
Language
Arts**

**PARCC
Performance-Based
Assessments**

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Countdown to Common Core Assessment: PARCC ELA Performance-Based Assessments

Countdown to Common Core Assessment: PARCC ELA Performance-Based Assessments is an integral part of a complete assessment program aligned to the Common Core State Standards.

Overview of Performance-Based Assessments

The Performance-Based Assessments provide an opportunity for students to encounter the types of performance assessments being created by the Partnership for Assessment of Readiness for College and Careers (PARCC). The advances in assessment featured in these tests include items that require higher order thinking skills. Students must support their responses with text evidence.

The passages and stimulus texts in the Performance-Based Assessments reflect the increased text complexity and rigor required by the Common Core State Standards. Additionally, they provide students with scenarios that establish an authentic purpose for reading and writing.

Task Types

Each Performance-Based Assessment comprises three distinct tasks. Multiple standards are assessed within each task: comprehension, vocabulary, genre writing, use of English Language conventions. The passages and items in each task build toward the goal of the final writing topic.

The **Literary Analysis** and **Research Simulation** tasks use multiple stimuli to assess student integration of knowledge and skills; passages and video can be featured. Students then write across texts to show their understanding of key elements underpinning the multiple sources.

The **Narrative Writing** task uses a single stimulus passage. Students are asked to complete or further develop the passage.

Item Types

The Performance-Based Assessments employ a range of item types to measure student understanding. **Evidence-Based Selected Response (EBSR)** items generally have two distinct parts. In Part A, students answer a text-based question; in Part B, they support their answer with evidence from the text. **Technology-Enhanced Constructed Response (TECR)** items have students use interactive techniques, such as drag-and-drop, matching, sorting, and highlighting, to identify text evidence. **Prose Constructed Response (PCR)** items ask students to craft written essays in response to a variety of stimulus texts.

Administering and Scoring the Performance-Based Assessments

Each task in the Performance-Based Assessment should be administered separately. For planning purposes, allow 50 minutes for the Literary Analysis task, 60 minutes for the Research Simulation task, and 40 minutes for the Narrative Writing task.

NOTE: These tests are intended to familiarize students with the types of tasks they may encounter on the PARCC assessments. The test scores will provide you with a general idea of how well students have mastered the various tasks; the scores are *not* intended to be used for classroom grading purposes.

Scoring the EBSRs and TECRs

Each EBSR and TECR item is worth 2 points.

Score two-part items as follows:

- 2 points if both Part A and Part B are correct
- 1 point if Part A is correct and Part B is incorrect or partially correct
- 0 points if Part A is incorrect, even if Part B is correct

Score one-part items as follows:

- 2 points if correct
- 1 point if partially correct
- 0 points if incorrect

Scoring the PCRs

Score the PCRs holistically on a 13-point scale. Point values are broken down as follows:

- 2 points for addressing the relevant reading comprehension standards [R]
- 7 points for addressing the relevant writing standards [W]
- 4 points for addressing the relevant language conventions standards [L]

A scoring rubric is provided to help you score the PCRs.

Answer Keys

In addition to the responses to the test items, the Answer Keys identify item types and CCSS correlations. You can copy the Answer Keys and use them to track each student's scores.

Literary Analysis Task 1

Today you will read a story called “A New Best Friend” about a boy and a horse. You will also read a story called “The Broken Plate” about a brother and his sister. As you read, think about the characters in each story. You will be asked to write about them at the end of the task.

Read the story “A New Best Friend” and answer the questions that follow.

A New Best Friend

1 Tom stood at the split-rail fence with his father. They both had one boot up on the lower rail and their cowboy hats tipped back on their heads.

2 “Do you see one that you like?” asked his dad.

3 “Not yet,” said Tom. His eyes searched the horses in the pen. Some were black. Some were brown. One had white spots on him and a long tail. It was a difficult decision.

4 Tom’s dad was a horse trainer, and Tom knew a lot about horses. Now that he was eight, his dad had said that he was finally ready for his first horse. He was very excited. But he was also nervous. Tom knew it sounded silly, but he wanted to find a horse that would be his best friend.

5 Tom looked up and down the pen. Suddenly, a group of horses walked away. Only one remained. It stayed close to the far end of the pen. Tom thought it looked skinny and frightened. He walked down the length of the pen to get a better look at it. He did not notice that his father was watching him.

6 Slowly, Tom walked up to the young horse. It was scared, but it seemed to like Tom, too. It allowed Tom to touch its neck and stroke it gently.

7 His dad and the seller suddenly appeared next to him. “This one is for sale half-price,” said the seller with a bright smile.

8 Tom looked at the horse’s mouth. He looked at its feet. He ran his hand over its back. “It looks hungry, but I think it’s healthy. What do you think, Dad?”

9 “Well, you know it’s not the best one here.”

10 “I know,” said Tom. He rested his hand on the horse’s neck, and it closed its eyes. “But I think it’s the best one for me.”

11 Tom’s dad looked closely at his son and then slowly smiled. “It’s a fine choice, then. I’m proud of you, son.” Then he turned to talk to the seller.

12 Tom’s heart leaped at the thought that this skinny, frightened, wonderful horse would really be his. He wanted to shout out as loud as he could. Instead, he leaned in close and whispered, “We’re going to be best friends, you and I.”

Name: _____ Date: _____

1 **Part A:** What does the word **pen** mean as it is used in paragraph 5?

- Ⓐ a large space with a fence around it
- Ⓑ something to write with
- Ⓒ a certain type of animal
- Ⓓ a box used to keep something safe

Part B: Which detail helps you know what **pen** means?

- Ⓐ Tom stands near it.
- Ⓑ The horses are in it.
- Ⓒ Tom is wearing boots.
- Ⓓ The horse seller smiles.

2 Part A: How does Tom’s dad feel about his decision?

- Ⓐ He agrees but is not happy.
- Ⓑ He does not know what Tom wants.
- Ⓒ He wants Tom to change his decision.
- Ⓓ He thinks it is a good decision.

Part B: Read paragraphs 11 and 12 below. Underline **two** sentences that show how Tom’s dad feels.

Tom’s dad looked closely at his son and then slowly smiled. “It’s a fine choice, then. I’m proud of you, son.” Then he turned to talk to the seller.

Tom’s heart leaped at the thought that this skinny, frightened, wonderful horse would really be his. He wanted to shout out as loud as he could. Instead, he leaned in close and whispered, “We’re going to be best friends, you and I.”

3 Part A: What is the main message of this story?

- Ⓐ Sometimes the right choice is not what you expect.
- Ⓑ Everyone deserves a second chance.
- Ⓒ You will not always make the right decision.
- Ⓓ It takes hard work to get what you want.

Part B: Select the sentence from the story that tells about the main message.

- Ⓐ "Tom stood at the split-rail fence with his father."
(Paragraph 1)
- Ⓑ "It stayed close to the far end of the pen."
(Paragraph 5)
- Ⓒ "'This one is for sale half-price,' said the seller with a bright smile." (Paragraph 7)
- Ⓓ "'Well, you know it's not the best one here.'"
(Paragraph 9)

Read the story “The Broken Plate” and answer the questions that follow.

The Broken Plate

1 “Shen!” Min called from the front door. “Come and see the plate I made at school.”

2 Min pulled out a white plate that had a sailboat painted on it. Min was proud of her plate.

3 Min held the plate high as her little brother ran into the room. Shen could be very clumsy!

4 “Be careful, Shen. Why don’t you get Dad so we can show him together?”

5 Shen ran off to find Dad while Min put the plate on the table. Then Dad and Shen came back to look at it. Before she could stop Shen, he picked it up. In the blink of an eye, the plate slipped out of Shen’s hands and crashed to the floor!

6 “Oh, no!” said Min as she covered her mouth with her hands.

7 “Oh, Min, I’m so sorry. It was an accident,” said Dad. “Shen didn’t mean to drop it.”

8 Min looked at Shen and saw that he was about to cry. Suddenly, she was not so upset anymore.

9 “It’s okay, Shen. I can make another one tomorrow,” she said.

As Shen ran to get a broom, Dad gave Min a hug. “You are a wonderful artist,” he said, “but you are an even *better* sister. I’m so proud of you!”

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- 4 **Part A:** What does the word **upset** mean in the sentence below?

Suddenly, she was not so upset anymore.

- Ⓐ lonely
- Ⓑ foolish
- Ⓒ unhappy
- Ⓓ rude

Part B: Which sentence from the story helps to show what **upset** means?

- Ⓐ "Min held the plate high as her little brother ran into the room." (Paragraph 3)
- Ⓑ "In the blink of an eye, the plate slipped out of Shen's hands and crashed to the floor!" (Paragraph 5)
- Ⓒ "'Oh, no!' said Min as she covered her mouth with her hands." (Paragraph 6)
- Ⓓ "'You are a wonderful artist,' he said, 'but you are an even *better* sister.'" (Paragraph 10)

Name: _____ Date: _____

- 5** Put the details from the story in order. Write the number 1, 2, 3, or 4 next to each detail in the chart.

_____	Shen breaks the plate.
_____	Min shows Shen her plate.
_____	Min tells Shen she can make a new plate.
_____	Min tells Shen to be careful with the plate.

- 6 Part A:** Look at the picture in the story. Which part of the story does the picture show?

- (A)** when Min paints the plate
- (B)** when Shen breaks the plate
- (C)** when Dad says he is proud of Min
- (D)** when Shen goes to get a broom

Part B: What does the picture help to explain?

- (A)** how Min feels about the plate
- (B)** how Min painted the plate
- (C)** how Dad feels about Min
- (D)** how Dad solves Min's problem

Name: _____ Date: _____

7 The main characters in “A New Best Friend” and “The Broken Plate” are kind to others. Tell how Tom and Min are kind. Describe what each character does, and tell why it is kind. Be sure to:

- Use details from both stories.
- Tell what Tom and Min do that shows how they are kind.

Use the space below to plan your writing. Write your final copy on a separate sheet of paper.



Research Simulation Task 1

Today you will learn about rockets and how they work. You will read the article “Rocket Science 101.” Then you will read the passage “Balloon Rocket.” You will gather information and answer questions. Then you will write about how rockets work.

Read the article “Rocket Science 101” and answer the questions that follow.

Rocket Science 101

Have you ever heard the saying, “It’s not rocket science!”? People say this because they think rocket science is really hard. Actually, the basics of rocket science are not hard to understand at all!

Rockets are based on the following law of science:

For every action, there is an equal and opposite reaction.

This law of motion was created by Isaac Newton, a famous scientist in history.

What does it mean?

The law explains that for every act of force, there is an equal, opposite force. Think about a cannon when it fires. It pushes out a cannonball very fast. As a result, the cannon moves backwards with the same force. This also happens with a balloon filled with air. When the air is released, the balloon moves in the opposite direction. It stops when all the air is out.

A rocket works in a similar way. For a rocket to lift up into the air, it must push out fuel through its **nozzle**. The nozzle is the opening at the bottom of the rocket. The fuel is pushed out very fast. It has a lot of force, or **thrust**. This thrust creates an opposite reaction. It causes the rocket to go in the opposite direction—up into the sky!

The more fuel a rocket burns, the more thrust it creates. Rocket fuel is forced out at 5,000-10,000 miles per hour. That is fast! It pushes the rocket upwards.

Rockets are often big because they need to be able to carry a large amount of fuel. They need all of this fuel to lift them up off the ground. They also need to be able to push up through the sky. That means that they must keep burning fuel until they are very high up in the sky. Newton's law works in the air just like it does on the ground. As long as the rocket is forcing out fuel, the thrust will continue to push it up.

So what did we learn?

1. A rocket forces fuel out of its nozzle.
2. This creates thrust.
3. Thrust pushes the rocket up.
4. As long as the rocket creates thrust, it will rise.
5. Rocket science really isn't that hard after all!

- 1 Part A:** What does the word **released** mean in the sentences below?

This also happens with a balloon filled with air. When the air is released, the balloon moves in the opposite direction.

- Ⓐ let go
- Ⓑ cooled
- Ⓒ heated
- Ⓓ filled up

Part B: Which sentence from the article helps to explain what **released** means?

- Ⓐ "Think about a cannon when it fires."
- Ⓑ "It stops when all the air is out."
- Ⓒ "A rocket works in a similar way."
- Ⓓ "Thrust pushes the rocket up."

2 Part A: What happens when there is an act of force in one direction?

- Ⓐ There is a need for a nozzle.
- Ⓑ There is not enough thrust given.
- Ⓒ There is nothing to stop the force.
- Ⓓ There is a force in the opposite direction.

Part B: According to the article “Rocket Science 101,” what is an example of this law of science?

- Ⓐ a rocket pushing up into the sky
- Ⓑ a rocket burning fuel
- Ⓒ a balloon filling with air
- Ⓓ a balloon floating in the air

Name: _____ Date: _____

- 3 Select the sentence from the section called **So what did we learn?** that tells what a rocket needs to create thrust. Write the sentence on the line below.

- 4 Based on the information in “Rocket Science 101,” tell how rockets use force to lift off the ground. Remember to use details from the article to support your ideas.

Use the space below to plan your writing. Write your final copy on a separate sheet of paper.

Read the passage “Balloon Rocket” and answer the questions that follow.

Balloon Rocket

You can make your own rocket right at home. All you need is just a few simple materials and a friend to help you.

Materials

- A piece of string about 10 feet long
- A drinking straw
- Tape
- A round balloon

Here’s What You Do:

1. Tie one end of the string to a doorknob.
2. Blow up the balloon and let the air out. Do this two or three times. This will stretch out the balloon.
3. Blow up the balloon and hold the opening closed with your fingers. Do not tie the opening because you will need to let the air out later.
4. While holding the balloon closed, ask your friend to tape the straw to the balloon. Make sure the opening of the straw lines up with the opening of the balloon.
5. Have your friend pull the open end of the string through the opening in the straw. Continue to hold the balloon closed.
6. Then pull the end of the string so that it is taut. Let the balloon go! Watch as the balloon rocket shoots down the string toward the doorknob.

Name: _____ Date: _____

5 Part A: The word **taut** is used at the end of the passage. What does **taut** mean?

- Ⓐ clean
- Ⓑ rough
- Ⓒ short
- Ⓓ tight

Part B: Which phrase from “Balloon Rocket” helps to explain the meaning of **taut**?

- Ⓐ “hold the balloon”
- Ⓑ “pull the end”
- Ⓒ “the balloon rocket”
- Ⓓ “toward the doorknob”

- 6 Put the sentences below in the correct order. Write each sentence in the correct box.

Blow up the balloon.
Let the balloon go.
Stretch out the balloon.

Step 1

Tie the string to a doorknob.



Step 2



Step 3



Step 4

Tape the straw to the balloon.



Step 5

Pull the string through the straw.



Step 6

GO ON →

7 Part A: What is the passage “Balloon Rocket” about?

- Ⓐ blowing up a balloon
- Ⓑ building a model rocket
- Ⓒ showing how a rocket works
- Ⓓ flying a balloon in the sky

Part B: Which detail supports the main idea of the passage?

- Ⓐ The string is tied to a doorknob.
- Ⓑ The balloon slides down the string.
- Ⓒ Tape is used on the balloon.
- Ⓓ A friend is needed to help.

Name: _____ Date: _____

8 You have read two texts about rockets. Both tell about how rockets work. The two texts are:

- “Rocket Science 101”
- “Balloon Rocket”

Think about the way each author describes the way rockets work.

Tell how a balloon can be like a rocket. Use the words **nozzle** and **thrust** in your description. Remember to use details from both texts to support your ideas.

Use the space below to plan your writing. Write your final copy on a separate sheet of paper.



Narrative Writing Task 1

Today you will read a fable from *Childhood's Favorites and Fairy Stories* called "The Sea, the Fox, and the Wolf." As you read, pay close attention to what happens in the story. Then you will answer questions that will help you prepare to write a narrative story.

Read "The Sea, the Fox, and the Wolf" and answer the questions that follow.

The Sea, the Fox, and the Wolf

1 A fox that lived by the seashore once met a wolf that had never seen the sea. The wolf said, "What is the sea?"

2 "It is a great piece of water by my **dwelling**," said the fox.

3 "Is it under your control?" asked the wolf.

4 "Certainly," said the fox.

5 "Will you show me the sea, then?" said the wolf.

6 "With pleasure," said the fox. So the fox led the wolf to the sea and said to the waves, "Now go back." They went back! "Now come up." And they came up! Then the fox said to the waves, "My friend, the wolf, has come to see you, so you will come up and go back until I bid you stop." And the wolf saw, with wonder, the waves coming up and going back.

7 He said to the fox, "May I go into the sea?"

8 "As far as you like. Don't be afraid, for, at a word, the sea would go or come as I bid, and as you have already seen."

9 But the sea carried the wolf far from shore. What do you think happened next?

Glossary

dwelling: home

Name: _____ Date: _____

1 Part A: What does the word **bid** mean in paragraph 6?

- Ⓐ order
- Ⓑ beg
- Ⓒ show
- Ⓓ answer

Part B: Which paragraph from the fable helps to explain the meaning of **bid**?

- Ⓐ paragraph 1
- Ⓑ paragraph 2
- Ⓒ paragraph 3
- Ⓓ paragraph 5

2 Part A: What is the **best** summary of the fable?

- Ⓐ A fox makes a wolf think he controls the sea. The wolf goes out to the sea. He does not know he is in danger because he believes the fox.
- Ⓑ A fox tells a wolf about the sea. The wolf likes the sea. He knows it is not safe, but he wants to swim in it anyway.
- Ⓒ A fox and a wolf go to the sea. The fox makes up a story about the sea. The wolf does not believe it.
- Ⓓ A fox and a wolf have different ideas about the sea. The fox does not think it is safe, but the wolf does.

Part B: Which detail should be added to the summary of the fable?

- Ⓐ The fox calls the sea a large piece of water.
- Ⓑ The sea carries the wolf far from shore.
- Ⓒ The fox leads the way down to the sea.
- Ⓓ The wolf likes to watch the waves.

Name: _____ Date: _____

- 3** Select **one** word that describes the fox and **one** word that describes the wolf. Write the words in the chart.

Trusting	Helpful	Thankful	Tricky
Fox		Wolf	
_____		_____	

- 4** **Part A:** What is the main lesson of the fable?

- (A)** Friends can help you when you are in need.
- (B)** Do not believe everything you hear.
- (C)** Try to be a good friend to others.
- (D)** Do not try to be anything other than yourself.

Part B: Which sentence from the fable shows how the wolf learns this lesson?

- (A)** "The wolf said, 'What is the sea?'" (Paragraph 1)
- (B)** "'Is it under your control?' asked the wolf." (Paragraph 3)
- (C)** "'Will you show me the sea, then?' said the wolf." (Paragraph 5)
- (D)** "He said to the fox, 'May I go into the sea?'" (Paragraph 7)

Name: _____ Date: _____

5 Part A: How is the fox different from the wolf?

- Ⓐ The fox does not like the sea.
- Ⓑ The fox wants to swim in the sea.
- Ⓒ The fox can control the waves.
- Ⓓ The fox knows more about the sea.

Part B: How do the animals feel at the end of the fable?

- Ⓐ The fox is worried, but the wolf is angry.
- Ⓑ The fox is sad, but the wolf is excited.
- Ⓒ The fox is happy, but the wolf is scared.
- Ⓓ The fox is surprised, but the wolf is bored.

Name: _____ Date: _____

- 6** In the fable, the fox tells the wolf that he controls the sea, even though he does not. Think about what happens and how the characters act. The fable ends with the wolf being carried out to sea.

Write a story that continues where the fable ends. Be sure to use what you have learned about the characters to tell what happens next.

Use the space below to plan your writing. Write your story on a separate sheet of paper.



Literary Analysis Task 2

Today you will read two fairy tales. The stories are called “Diamonds and Toads” and “Mother Hulda.” As you read, think about how the stories are alike and how they are different. You will be asked to write about them at the end of the task.

Read the story “Diamonds and Toads” and answer the questions that follow.

Diamonds and Toads

a fairy tale from France

1 Once upon a time there was a widow who had two daughters. The older daughter was just like her mother. She had a bad temper and was very lazy. The younger daughter was the opposite of her mother and sister. She was very sweet and willing to help others. The widow loved her older daughter very much. But she was unkind toward her younger daughter. As a result, she made her younger daughter do all the work in the house.

2 One of this daughter’s jobs was to walk to the well that was more than a mile down the road. Every day she brought a pitcher and filled it with water from the fountain there. One day, there was an old woman waiting at the well.

3 “Dearie, would you be so kind as to give me a drink from your pitcher?” asked the woman.

4 The girl passed the pitcher to the woman and let her drink from it.

5 The woman smiled when she was done. “Thank you,” she said.
6 “I will reward you for this kindness. From now on, when you
7 speak you will have flowers and jewels come out of your mouth.”

8 And so it was true, for the old woman was really a fairy
9 who put a spell on the girl.

10 When the girl returned home, the widow asked her why she
11 had been gone so long. The girl started to explain. Suddenly,
12 roses, pearls, and diamonds fell from her mouth!

13 The widow was shocked to hear the girl’s story. She
immediately called her older daughter and told her to go down
to the well.

“Be sure to give the woman a drink of water,” she told her
favorite.

“I don’t want to go!” said the girl. “It’s so far away, and I was
just about to take a nap.”

But the widow forced her daughter to go. The girl was
grumbling when she arrived at the well. Suddenly, the fairy
appeared to her as a lady in fine clothes.

“Oh, I see that you are the high
and mighty woman that I should
give water to,” said the girl. “Is
there a reason why you cannot get
the water yourself?”

The fairy told the rude, lazy
girl that she wanted nothing from
her, but she would give her
something to remember her
actions. And from that day on,
whenever the girl spoke, snakes
and toads fell from her mouth!



- 1 Part A:** What is the meaning of **grumbling** in the sentence below?

The girl was grumbling when she arrived at the well.

- Ⓐ singing a tune softly
- Ⓑ having trouble walking
- Ⓒ hurrying to arrive on time
- Ⓓ speaking in a low, unhappy voice

Part B: Select a sentence from the story that helps you know what **grumbling** means.

- Ⓐ "Suddenly, roses, pearls, and diamonds fell from her mouth!" (Paragraph 7)
- Ⓑ "The widow was shocked to hear the girl's story." (Paragraph 8)
- Ⓒ "'Be sure to give the woman a drink of water,' she told her favorite." (Paragraph 9)
- Ⓓ "It's so far away, and I was just about to take a nap." (Paragraph 10)

2 **Part A:** Look at the picture at the end of “Diamonds and Toads.” Which event from the story does the picture show?

- Ⓐ when the widow sends her younger daughter to the well
- Ⓑ when the younger daughter meets the woman at the well
- Ⓒ when the widow sends her older daughter to the well
- Ⓓ when the older daughter meets the woman at the well

Part B: Which paragraph from the story tells what happens in the picture?

- Ⓐ paragraph 1
- Ⓑ paragraph 2
- Ⓒ paragraph 7
- Ⓓ paragraph 10

Name: _____ Date: _____

- 3** Show the correct order of the events in “Diamonds and Toads.” Write the number 1, 2, 3, or 4 on the line next to each sentence.

_____ The younger daughter goes to the well.

_____ The woman rewards the daughter for her kindness.

_____ The daughter returns home.

_____ She gives the woman a drink of water.

Read the story “Mother Hulda” and answer the questions that follow.

Mother Hulda

a fairy tale from Germany

- 1 Once upon a time there was a widow. She had a daughter and a stepdaughter. The widow loved her daughter very much. But, sadly, she did not love her stepdaughter. In fact, she made her stepdaughter work hard every day.
- 2 One day, the stepdaughter was spinning thread outside next to a well. She pierced her finger. As she washed away the blood, she dropped the spinning needle in the well.
- 3 Fearing what her stepmother would say, the girl jumped in the well after the needle. Strangely, she did not hurt herself. In fact, she found that inside the well was a whole other world! There, she met Mother Hulda. The girl helped this old woman in different ways. She baked some bread, picked apples, and did other chores. Mother Hulda rewarded the girl by sending her home at the end of the day covered in gold.
- 4 When the widow heard her stepdaughter’s story, she called her daughter and told her to jump in the well also. But the girl was lazy, and she did not help Mother Hulda with any chores. Mother Hulda rewarded this laziness in a different way. When the girl returned home she was covered in tar!

4 **Part A:** What does the word **pierced** mean in paragraph 2?

- Ⓐ hurt
- Ⓑ lifted
- Ⓒ cleaned
- Ⓓ took

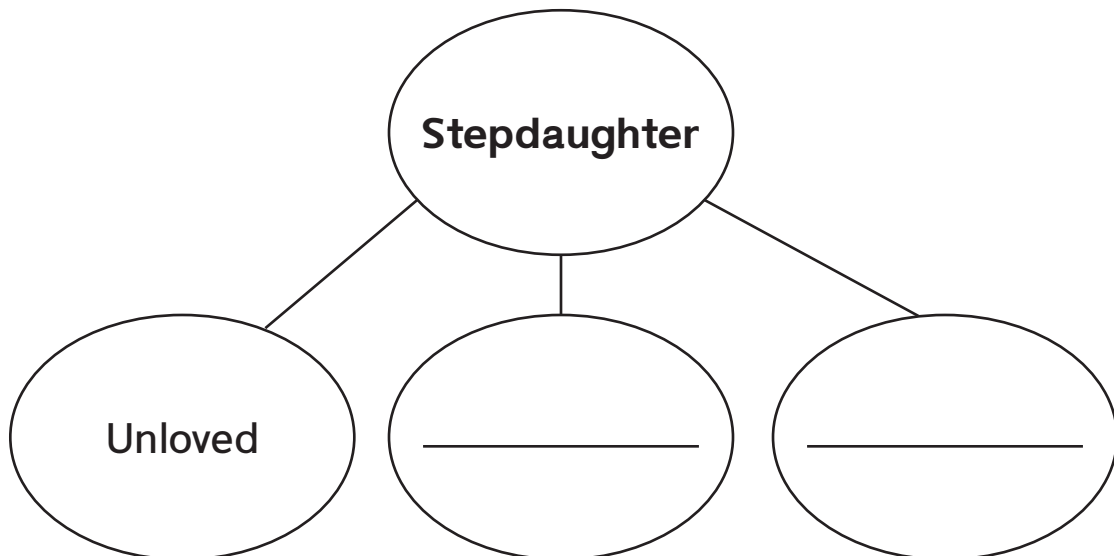
Part B: Which phrase from paragraph 2 helps to show what **pierced** means?

- Ⓐ “stepdaughter was spinning”
- Ⓑ “outside next to a well”
- Ⓒ “she washed away the blood”
- Ⓓ “the spinning needle in the well”

Name: _____ Date: _____

- 5 Select **two** words from the box below that describe the stepdaughter in "Mother Hulda." Write one word on each empty line in the web.

Afraid
Lazy
Helpful
Angry



6 Part A: What is a theme of the story “Mother Hulda”?

- Ⓐ Always try your best.
- Ⓑ Never speak to strangers.
- Ⓒ Remember who your friends are.
- Ⓓ Good deeds will be rewarded.

Part B: Which action in the story helps to show this theme?

- Ⓐ The widow has a daughter and a stepdaughter.
- Ⓑ The stepdaughter jumps into the well.
- Ⓒ The stepdaughter is covered in gold.
- Ⓓ The widow sends her daughter down the well.

Name: _____ Date: _____

7 “Diamonds and Toads” and “Mother Hulda” are fairy tales from two different countries. Tell how their plots are the same and how they are different. Be sure to:

- Use details from both fairy tales.
- Describe ways that the two stories are the same.
- Describe ways that the two stories are different.

Use the space below to plan your writing. Write your final copy on a separate sheet of paper.



Research Simulation Task 2

Today you will learn about the Sioux Indian nation. You will read the article “Life in a Sioux Tribe.” Then you will read the passage “A Home for the Sioux.” You will gather information and answer questions. Then you will write about what you have learned.

Read the article “Life in a Sioux Tribe” and answer the questions that follow.

Life in a Sioux Tribe

1 The Sioux (SOO) are an Indian nation that used to live all across the Great Plains. This is the open land in the middle part of the United States. The Sioux still live in that area today. They are tied to the land by their history.

Hunting and Gathering

2 In the past, the Sioux were known to be great hunters. They grew some vegetables and picked berries. Their main food source, though, was buffalo meat. They rode horses to chase the buffalo. Then they threw spears and shot arrows.

3 The members of the tribe would use every part of the buffalo. They would eat what they could. They would also make clothing and blankets out of buffalo **hides**.

4 Buffalo were so important that the Sioux followed the herds as they traveled. For this reason, the Sioux built homes that were temporary. They had tipis that they could raise and take down quickly.

Men, Women, and Children

5 The men did the hunting and protected the tribe from danger. A man could become a chief, who was thought to be very wise. A chief made decisions for the tribe.

6 The women took care of the home. They did the cooking and cleaning, and they raised the children. Sioux mothers carried their babies on their backs in wooden holders called “cradleboards.” The women also built and took down the tipis every time the tribe moved. They carried the heavy poles all on their own. Sioux women had to be very strong.

7 Sioux children were a lot like kids today. They had to help their families. The boys went hunting and fishing. The girls helped at home. Both boys and girls had many chores. But they also found time to play. They had dolls and other toys, and boys liked to play a game that was a lot like lacrosse.

Sharing Their Culture

8 Both men and women showed their tribe’s beliefs in different ways. They created jewelry with beads and played music. They also told their children stories. These stories were passed down through generations. They kept the Sioux culture alive.

9 The Sioux lead different lives today. They wear modern clothes. They drive cars and have jobs. They buy their food and live in houses. The Sioux still celebrate their past, though. They still tell stories to their children. They never forget who they are and where they came from.

Glossary

hides: skins of animals

Name: _____ Date: _____

- 1 Circle **three** details from the article “Life in a Sioux Tribe” that help to show what **temporary** means in paragraph 4.

Details
important
followed the herds
traveled
built homes
take down quickly

2 Part A: Which information is found under the heading **Hunting and Gathering**?

- Ⓐ who did the hunting
- Ⓑ why buffalo were important
- Ⓒ what decisions the chief made
- Ⓓ where the tribes traveled

Part B: Which sentence in paragraph 2 gives this information?

- Ⓐ "In the past, the Sioux were known to be great hunters."
- Ⓑ "They grew some vegetables and picked berries."
- Ⓒ "Their main food source, though, was buffalo meat."
- Ⓓ "Then they threw spears and shot arrows."

Name: _____ Date: _____

3 Part A: Who built the tipis when the tribe moved?

- Ⓐ the women
- Ⓑ the men
- Ⓒ the chief
- Ⓓ the children

Part B: Why were they in charge of building the tipis?

- Ⓐ The men were hunters and protected the tribe.
- Ⓑ The women took care of the home.
- Ⓒ The children had many chores.
- Ⓓ The chief was seen as wise.

Name: _____ Date: _____

- 4** Describe the Sioux as they were in the past and as they are today. Tell how they are different now from how they used to be. Tell how they are the same. Use details from the article “Life in a Sioux Tribe” to support your ideas.

Use the space below to plan your writing. Write your final copy on a separate sheet of paper.

Read the passage “A Home for the Sioux” and answer the questions that follow.

A Home for the Sioux

- 1 The Sioux had to be able to move quickly to follow buffalo on the Great Plains. They needed homes that did not take long to build. They also needed to be able to bring their homes with them. So they built tipis.
- 2 A tipi was easy to set up and lighter than other types of homes. It was made of wood poles and buffalo hide. The poles were found in the forest. They were stripped of bark and dried. Three main support poles were used to build a tipi. First, these three poles were tied together at the top and spread wide at the bottom. The tipi looked like an upside-down ice cream cone. Then, more poles were used to fill out the circle of the tipi.
- 3 Once the poles were set up, the buffalo hides were placed around them and pinned closed. It could take up to 20 buffalo hides to cover a tipi. Then, the hides were pinned to the ground so that they did not flap up. Finally, the Sioux added an inside lining of buffalo hide. This helped to keep the family warm and dry.
- 4 Tipis were the best homes for the Sioux. They were easy to build. They could be taken down quickly. And they could be carried from one place to another.

Name: _____ Date: _____

5 **Part A:** What does the word **flap** mean as it is used in paragraph 3?

- Ⓐ lift
- Ⓑ build
- Ⓒ break
- Ⓓ show

Part B: Which word in paragraph 3 helps to explain the meaning of **flap**?

- Ⓐ set
- Ⓑ closed
- Ⓒ up
- Ⓓ inside

Name: _____ Date: _____

6 Part A: What was the first step in building a tipi?

- Ⓐ The inside lining was added to the tipi.
- Ⓑ Buffalo hides were used to cover the tipi.
- Ⓒ Poles were used to fill out the circle.
- Ⓓ Three support poles were set up.

Part B: Which detail tells how this first step was done?

- Ⓐ by letting the poles dry out
- Ⓑ by tying the poles together at the top
- Ⓒ by pinning the buffalo hides together
- Ⓓ by pinning the buffalo hides to the ground

7 Part A: What is the main idea of the passage “A Home for the Sioux”?

- Ⓐ A tipi was a good home for the Sioux.
- Ⓑ A tipi was not very easy to build.
- Ⓒ A tipi was used for different reasons.
- Ⓓ A tipi was only one type of home for the Sioux.

Part B: Underline **one** sentence from paragraphs 1 and 2 below that supports the main idea.

The Sioux had to be able to move quickly to follow buffalo on the Great Plains. They needed homes that did not take long to build. They also needed to be able to bring their homes with them. So they built tipis.

A tipi was easy to set up and lighter than other types of homes. It was made of wood poles and buffalo hide. The poles were found in the forest.

Name: _____ Date: _____

8 You have read two texts about the Sioux. Both tell about their lives and their homes. The two texts are:

- “Life in a Sioux Tribe”
- “A Home for the Sioux”

Think about how each author describes the tipi and how the tipi fit into Sioux life in the past.

Tell why the tipi was an important part of daily life for the Sioux. Explain why they chose it as a home. Remember to use details from both texts to support your ideas.

Use the space below to plan your writing. Write your final copy on a separate sheet of paper.



Narrative Writing Task 2

Today you will read a story about a woodchuck. The story comes from a book called *The Adventures of Johnny Chuck*. As you read, pay close attention to what happens in the story and how the characters feel. You will then answer questions that will help you write your own story.

Read the story from *The Adventures of Johnny Chuck* and answer the questions that follow.

In this story, Jimmy Skunk is trying to make Johnny Chuck feel better.

from *The Adventures of Johnny Chuck*

by Thornton W. Burgess

1 Jimmy Skunk was feeling very good-natured himself. He
had just had a fine breakfast of fat beetles and he was at peace
with all the world. So he sat down beside Johnny Chuck and
began to talk, just as if Johnny Chuck was his usual good-
natured self.

2 “It’s a fine day,” said Jimmy Skunk.

3 Johnny Chuck just sniffed.

4 “You’re looking very fine,” said Jimmy.

5 Johnny just scowled.

6 “I think you’ve got the best place on the Green Meadows for
a house,” said Jimmy, pretending to admire the view.

7 Johnny scowled harder than ever.

8 “And such a splendid house!” said Jimmy. “I wish I had one like it.”

9 “I’m glad you like it! You can have the old thing!” snapped Johnny Chuck.

10 “What’s that?” demanded Jimmy Skunk, opening his eyes very wide.

11 “I said that you can have it. I’m going to move,” replied Johnny Chuck.

12 Now he really hadn’t thought of moving until that very minute. And he didn’t know why he had said it. But he had said it, and because he is an **obstinate** little fellow he stuck to it.

13 “When can I move in?” asked Jimmy Skunk, his eyes twinkling.

Glossary

obstinate: stubborn

1 Part A: What does the word **splendid** mean in paragraph 8?

- Ⓐ strong
- Ⓑ necessary
- Ⓒ strange
- Ⓓ wonderful

Part B: Which sentence from the story helps to show the meaning of **splendid**?

- Ⓐ "Johnny Chuck just sniffed." (Paragraph 3)
- Ⓑ "Johnny scowled harder than ever." (Paragraph 7)
- Ⓒ "'I wish I had one like it.'" (Paragraph 8)
- Ⓓ "I said that you can have it." (Paragraph 11)

Name: _____ Date: _____

- 2** Use the events from the story to fill in the Summary chart. Write the events in the correct order.

Events
Johnny Chuck says that Jimmy Skunk can have his house.
Jimmy Skunk says hello to Johnny Chuck.
Jimmy Skunk says he likes Johnny Chuck's house.

Summary
1. _____ _____
2. _____ _____
3. _____ _____

Name: _____ Date: _____

3 **Part A:** Which word **best** describes Johnny Chuck in the story?

- Ⓐ grumpy
- Ⓑ unsure
- Ⓒ playful
- Ⓓ thoughtful

Part B: Which detail supports this description of Johnny Chuck?

- Ⓐ He disagrees a lot with Jimmy Skunk.
- Ⓑ He is glad that Jimmy likes his house.
- Ⓒ He thinks of moving out of his house.
- Ⓓ He lives in Green Meadows.

4 Part A: How does Jimmy Skunk tease Johnny Chuck?

- Ⓐ He tells Johnny that he lives in Green Meadows.
- Ⓑ He pretends to want to live in Johnny's house.
- Ⓒ He comes to Johnny's house to say hello.
- Ⓓ He is surprised when Johnny gives him his house.

Part B: Which phrase from the story shows that Jimmy is teasing?

- Ⓐ "looking very fine" (Paragraph 4)
- Ⓑ "best place on the Green Meadows" (Paragraph 6)
- Ⓒ "the old thing" (Paragraph 9)
- Ⓓ "opening his eyes very wide" (Paragraph 10)

Name: _____ Date: _____

5 Part A: What happens to Johnny Chuck at the end of the story?

- Ⓐ He builds a new home.
- Ⓑ He makes a new friend.
- Ⓒ He gives his house away.
- Ⓓ He leaves Green Meadows.

Part B: What is the story's main message?

- Ⓐ Be careful what you say.
- Ⓑ Everyone makes mistakes.
- Ⓒ Life is full of surprises.
- Ⓓ Ask for help when you need it.

Name: _____ Date: _____

- 6 In the story, Jimmy Skunk is very happy and friendly. Write a story about Jimmy and another animal friend. Tell what Jimmy Skunk says and does when he meets his friend. Be sure to:

- Tell about a new friend that Jimmy meets.
- Tell what Jimmy says and does.
- Use what you already have learned about Jimmy in the story from *The Adventures of Johnny Chuck*.

Use the space below to plan your writing. Write your story on a separate sheet of paper.



Literary Analysis Task 3

Today you will read a folktale called “The Stonecutter” about a man who wants more than he has. You will also read a fable called “The Sparrow and the Eagle” about two very different birds. As you read, think about the lesson each story teaches. You will be asked to write about the lesson at the end of the task.

Read the folktale “The Stonecutter” and answer the questions that follow.

The Stonecutter

adapted from a Japanese folktale

- 1 There was once a young stonecutter. He worked hard every day. From morning until night he cut small stones from rock.
- 2 The stonecutter received little money for his work. His wife and child were always hungry. As a result, he became very upset and cried out into the woods in anger.
- 3 “Why can’t I be rich?” he asked the trees above him. “Oh, how I wish I could lie at home all day and make money for doing nothing.”
- 4 A woodland fairy heard the stonecutter’s wish and granted it for him. The stonecutter immediately found himself on a soft couch in a large home. He could not believe his luck!
- 5 Looking out his window, he happened to see the king passing by with his **attendants**. The king looked very proud and important. One of his men held a shade over his head as they traveled past.

6 “How I wish I could be as important as that king,” said the
stonecutter as he continued to watch the group pass by.

7 Once again, the fairy heard the stonecutter and granted his
wish. In an instant, he became the king. Above his head was the
same shade. But still he was not happy. He looked over his land
as the new king and saw that the heat had dried up all the crops
in the fields.

8 “If only I were the sun,” mumbled the stonecutter as he
looked up at the sky. “I would have the power to decide how
hot I wanted to make the land. I would save the crops from
dying.”

9 Immediately, he found himself in the sky. And so he shined
down on the land. But then a cloud floated past and blocked his
light. The stonecutter believed the cloud was more powerful
and wished to be a cloud that rained on all of the earth. He was
happy because he was able to make plants grow. He could
change the way the earth looked and decide what happened to
it. Still, he found that he could not move a single rock with all
the rain in the world.

10 “How I wish I were a stonecutter again,” he said. “If only I
had the power to cut a rock into stones. Surely that must be the
greatest power in the world.”

11 And so the fairy returned the stonecutter to his original
body. He was poor again and had to work hard, but he had
never been happier in his life.

Glossary

attendants: workers who help or look after someone
important

1 **Part A:** What is the meaning of **original** in paragraph 11?

- Ⓐ new
- Ⓑ stronger
- Ⓒ first
- Ⓓ older

Part B: Which phrase from paragraph 11 helps to show what **original** means?

- Ⓐ “And so the fairy”
- Ⓑ “He was poor again”
- Ⓒ “he had never”
- Ⓓ “happier in his life”

2 **Part A:** Which **best** describes the fairy in the story “The Stonecutter”?

- Ⓐ She plays a trick on the stonecutter.
- Ⓑ She tries to help the stonecutter.
- Ⓒ She is confused about what to do.
- Ⓓ She wants to make her own wishes.

Part B: Based on her actions in the story, what would the fairy probably do if the stonecutter wished to become a rock?

- Ⓐ fly away
- Ⓑ make him a fairy
- Ⓒ get another fairy
- Ⓓ turn him into a rock

Name: _____ Date: _____

- 3 Read the summary of the story “The Stonecutter” in the box below. Underline the **three** sentences that belong in the summary. Select only the sentences that give important details.

There was once a stonecutter who wanted more. He spoke to the trees above him. A fairy kept granting his wishes to be more powerful. One time he was in the sky. Finally, he was happy with being exactly who he was.

Read the fable “The Sparrow and the Eagle” and answer the questions that follow.

The Sparrow and the Eagle

adapted from *The Arabian Nights*

1 There was once a Sparrow who was resting near a flock of sheep. Suddenly, an Eagle dove down and snatched a newborn lamb in his claws. He pulled the lamb up into the sky and flew away with it.

2 The Sparrow watched the Eagle in awe. He thought about what a fine meal the Eagle had just caught for himself. The Sparrow puffed out his chest. “I will do as the Eagle has done,” he said in a determined voice.

3 The Sparrow believed that he could do such a deed. And so he flapped his little wings and flew over the flock. He saw a large, fat ram lying in the field. The Sparrow dove down and landed on the ram. He dug his little claws into the ram’s wool. But try as he might, he did not have the strength to lift the ram into the air. Instead, he became tangled in the wool.

4 The shepherd saw what happened. He went to the Sparrow and untangled him from the ram’s wool.

5 “This is what happens when little Sparrows try to be great Eagles,” laughed the shepherd. Then he let the frightened bird go.

6 And the Sparrow never attempted to be an Eagle again.

Name: _____ Date: _____

- 4 Look at the words below. Write one word on each line in the chart to show what the words **snatched**, **puffed**, and **attempted** mean in the story.

tried	grabbed	pushed
-------	---------	--------

snatched	puffed	attempted
_____	_____	_____

Name: _____ Date: _____

5 Part A: What does the shepherd do when he sees the Sparrow tangled in the ram’s wool?

- Ⓐ He helps the Sparrow.
- Ⓑ He finds the Eagle.
- Ⓒ He chases the ram away.
- Ⓓ He picks up a newborn lamb.

Part B: Which paragraph from “The Sparrow and the Eagle” explains what the shepherd does?

- Ⓐ paragraph 1
- Ⓑ paragraph 2
- Ⓒ paragraph 3
- Ⓓ paragraph 4

Name: _____ Date: _____

6 **Part A:** How does the Sparrow feel at the beginning of the story?

- ☐ (A) unsure
- ☐ (B) brave
- ☐ (C) careful
- ☐ (D) angry

Part B: How does the Sparrow feel at the end of the story?

- ☐ (A) wise
- ☐ (B) confused
- ☐ (C) afraid
- ☐ (D) powerful

Name: _____ Date: _____

7 In both “The Stonecutter” and “The Sparrow and the Eagle,” the main characters try to be something they are not. Tell about the lesson that both characters learn. Be sure to:

- Use details from both stories.
- Describe how each story has a similar lesson.

Use the space below to plan your writing. Write your final copy on a separate sheet of paper.



Research Simulation Task 3

Today you will learn about the tropical rain forest. You will read the article “Tiger, Monkey, or Frog?” Then you will watch a video titled “A Different World.” You will gather information and answer questions. Then you will write about the rain forest.

Read the article “Tiger, Monkey, or Frog?” and answer the questions that follow.

Tiger, Monkey, or Frog?



The tiger-legged monkey tree frog looks like a tiger and acts like a monkey.

- 1 Deep in the tropical rain forest, there is an animal with a serious problem. It does not know if it is a tiger, a monkey, or a frog! With a name like “tiger-legged monkey tree frog,” the poor thing must be very confused.
- 2 Actually, this little animal is quite aware that it is a frog. But why does it have such a name?

GO ON →

3 The first part of its name is easy to understand. “Tiger-
legged” is used to describe the orange and black coloring on
its legs.

4 The second part of the name is not so obvious. Why would a
frog be called a monkey? The answer is in its feet. These frogs
live in a world of trees. As a result, they need to be able to
climb to get away from predators and to catch insects that are
prey. This frog has a toe that acts like a thumb. It can grab thin
branches of trees. In this way, the frog can grasp and pull itself
up a tree, instead of hopping.

5 Because of its thumb-like toe and the way it moves, the frog
acts similar to a monkey. This is the most likely reason why
“monkey” is included in its long name.

6 With all this name-calling, the tiger-legged monkey tree frog
might not think it’s a frog at all. It has an interesting way of
laying eggs that is different from most other frogs. It does not
lay its eggs in water. Instead, the frog climbs a tree (like a
monkey) and sticks its eggs to a leaf hanging over water. When
the tadpoles come out of the eggs, they fall to the water below.
That is where they begin to grow and change into frogs.

7 What happens if a predator comes to eat the eggs before
they hatch? That is no problem for this tree frog! The tadpoles
seem to be able to sense when they are in danger. They can
respond by hatching early. Often, the tadpoles fall to the water
just in time to save themselves.

8 The tiger-legged monkey tree frog is a little frog with a big
name. It may seem to act strangely for a frog. But this little
creature knows exactly what it is doing. It has become very
skilled at staying alive in the tropical rain forest.

1 Part A: What does the word **grasp** mean in paragraph 4?

- Ⓐ stop
- Ⓑ hide
- Ⓒ watch
- Ⓓ hold

Part B: Which words from the paragraph help to show what **grasp** means?

- Ⓐ “to get away from”
- Ⓑ “catch insects”
- Ⓒ “pull itself up”
- Ⓓ “instead of hopping”

2 Part A: How does the tree frog protect itself when it is a tadpole?

- Ⓐ It hatches early if there is danger.
- Ⓑ It climbs the tree's thin branches.
- Ⓒ It hides from predators.
- Ⓓ It stays with other tadpoles.

Part B: Underline a sentence from paragraph 7 that explains how that act helps to keep the tadpole alive.

What if a predator comes to eat the eggs before they hatch? That is no problem for this tree frog! The tadpoles seem to be able to sense when they are in danger. They can respond by hatching early. Often, the tadpoles fall to the water just in time to save themselves.

Name: _____ Date: _____

3 Part A: What information is found in the caption of the photo?

- Ⓐ how the frog looks and acts
- Ⓑ where the frog is born
- Ⓒ what the frog likes to eat
- Ⓓ why the frog lives in trees

Part B: Which paragraph in “Tiger, Monkey, or Frog?” gives information similar to the caption?

- Ⓐ paragraph 1
- Ⓑ paragraph 2
- Ⓒ paragraph 5
- Ⓓ paragraph 7

Name: _____ Date: _____

- 4 Based on the information in the article, tell how the tiger-legged monkey tree frog got its name. Remember to use details from the article to support your ideas.

Use the space below to plan your writing. Write your final copy on a separate sheet of paper.

Now watch the video titled “A Different World” and answer the questions that follow.

www.mheonline.com/Countdown2CCSS

A Different World

What is life like in a tropical rain forest? This video will make you feel like you are there!

Video Script



A Tropical Rain Forest

Photo: McGraw-Hill Education

Copyright © McGraw-Hill Education

- 1 The tropical rain forest is an amazing place. It is filled with a wide variety of plants and animals. Tropical rain forests are different from any other place in the world.
- 2 These rain forests are found in warm places. They are also found in places where it rains a lot. The ground is wet, and water seems to be everywhere. It runs over waterfalls. It fills up little pools.
- 3 The rain causes many green plants to grow. There are tall trees that grow until they seem to disappear into the sky.

GO ON →

4 All of these plants attract insects and small animals. Some of these animals are so small that you have to look carefully to find them. You might see a spider spinning a web. You might see a butterfly drinking nectar from a flower.

5 These insects and small animals attract larger animals, such as birds and monkeys. Many of these animals like to hide in the trees and hunt their prey. Even the jaguar, a large cat, likes to hunt from the cover of the trees.

6 The rain forest is certainly a different world of plants and animals.

- 5** **Part A:** What does the word **cover** mean in the sentence below?

Even the jaguar, a large cat, likes to hunt from the cover of the trees.

- Ⓐ something that keeps you dry
- Ⓑ something that holds you back
- Ⓒ something that keeps you out of sight
- Ⓓ something that holds you up in the air

Part B: What is the jaguar doing in the **cover** of the trees?

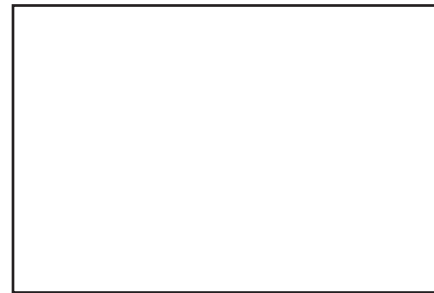
- Ⓐ climbing
- Ⓑ hiding
- Ⓒ sleeping
- Ⓓ running

Name: _____ Date: _____

- 6 Based on the information in the video “A Different World,” draw a line from each picture to the box in the food chain where it belongs.



PLANTS



INSECTS



SMALL ANIMALS



LARGE ANIMALS



GO ON →

Name: _____ Date: _____

7 **Part A:** What is the main idea of the video “A Different World”?

- Ⓐ Many animals live in the tropical rain forest.
- Ⓑ The tropical rain forest is an unusual place.
- Ⓒ Rain is very important in the tropical rain forest.
- Ⓓ The tropical rain forest has a lot of different plants.

Part B: How does the video show this idea?

- Ⓐ by describing the weather there
- Ⓑ by explaining how tall the trees grow there
- Ⓒ by explaining how much it rains there
- Ⓓ by describing the plants and animals there

Name: _____ Date: _____

8 You have read an article and watched a video about life in the tropical rain forest. The two sources are:

- “Tiger, Monkey, or Frog?”
- “A Different World”

Think about how the article and the video describe life in the rain forest.

Tell what life is like in the rain forest. Explain why it is an interesting place. Remember to use details from both the article and the video to support your ideas.

Use the space below to plan your writing. Write your final copy on a separate sheet of paper.



Narrative Writing Task 3

Today you will read an article called “A One-Room School.” It tells about schools from our country’s past. As you read the text, you will gather information. Then you will answer questions about schools from the past that will help you write a narrative description.

Read the article “A One-Room School” and answer the questions that follow.

A One-Room School

1 Hundreds of years ago, schools were very different from how they are today. In the 1800s, families were moving out west. They wanted to own land and start new lives.

2 Kids still went to school every day. The school did not have different grades. In fact, it had only one room. All the students were taught together in that room. It was done this way because there were fewer kids to teach. Students from four to 18 years old were all taught by one teacher. The older kids helped to teach the younger kids.

3 When the teacher rang the bell, all the kids went inside. They hung up their coats on nails by the **wash basin**. Then they found their bench or desk and sat down to learn.

4 The teacher wrote on the blackboard, if there was one. The students used **slates** and chalk. They did not have a lot of books to read.

5

As more people moved out west, cities began to take shape. Schools started to have classrooms and grades. But for many years, the one-room schoolhouse was used to teach kids. It was very different from how you are taught today.

Glossary

wash basin: a bowl or bucket filled with water; it often had soap and a towel next to it

slates: small boards for writing with chalk

1 **Part A:** What does the phrase **take shape** mean in paragraph 5?

- Ⓐ lose people
- Ⓑ get larger
- Ⓒ go away
- Ⓓ look old

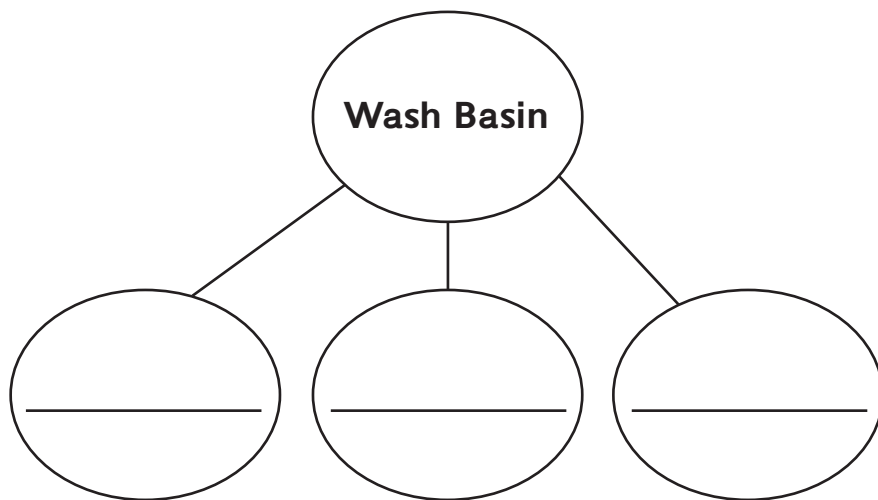
Part B: Which detail from paragraph 5 helps to show what **take shape** means?

- Ⓐ “more people moved out west”
- Ⓑ “Schools started to have”
- Ⓒ “But for many years”
- Ⓓ “different from how you are taught”

Name: _____ Date: _____

- 2 Select **three** words from the glossary at the end of the article to describe a wash basin. Write one word in each oval of the web.

Words
Soap
Boards
Chalk
Bowl
Towel



Name: _____ Date: _____

3 Part A: According to the article, why did families move west?

- Ⓐ to build cities
- Ⓑ to become teachers
- Ⓒ to own their land
- Ⓓ to send their kids to school

Part B: Which paragraph from the article helps to explain why families moved?

- Ⓐ paragraph 1
- Ⓑ paragraph 2
- Ⓒ paragraph 4
- Ⓓ paragraph 5

Name: _____ Date: _____

4 Part A: What is the main idea of the article?

- Ⓐ Schools today have only one room.
- Ⓑ Kids have always gone to school every day.
- Ⓒ There were fewer kids to teach in the West.
- Ⓓ School used to be very different.

Part B: How does paragraph 2 support the main idea?

- Ⓐ It tells how students and teachers helped each other learn.
- Ⓑ It tells how students were taught in classrooms.
- Ⓒ It tells how there was one teacher for all students in the school.
- Ⓓ It tells how the older students knew more than the younger ones.

5 Part A: Why did the author write the article?

- Ⓐ to tell a story that takes place in school
- Ⓑ to give details about schools in the past
- Ⓒ to compare schools around the world
- Ⓓ to give an opinion about schools

Part B: How does the sentence below support the author's purpose?

When the teacher rang the bell, all the kids went inside.

- Ⓐ It is a fact from history.
- Ⓑ It shows how the author feels.
- Ⓒ It makes the article fun to read.
- Ⓓ It creates an interesting story.

Name: _____ Date: _____

6 Your class is studying life in the Old West. You have to tell your class what school was like for kids. Use the article “A One-Room School” to describe what school was like. Make sure you:

- Use details from the article to help you describe what school was like.
- Tell in the correct order what students did.
- Let readers know what it felt like to learn in a one-room school.

Use the space below to plan your writing. Write your final copy on a separate sheet of paper.



Literary Analysis Task 1 Answer Key				
Item	Type	Answer	CCSS	Score
1A	EBSR	A	RL.2.4, L.2.4a	/2
1B		B	RL.2.4, L.2.4a	
2A	TECR	D	RL.2.1, RL.2.3	/2
2B		Any two of the following: Tom's dad looked closely at his son and then slowly smiled. "It's a fine choice, then." "I'm proud of you, son."	RL.2.1, RL.2.3	
3A	EBSR	A	RL.2.1, RL.2.2	/2
3B		D	RL.2.1, RL.2.2	
4A	EBSR	C	RL.2.4, L.2.4a	/2
4B		C	RL.2.4, L.2.4a	
5	TECR	Order of details: 3,1,4,2	RL.2.1, RL.2.2	/2
6A	EBSR	B	RL.2.1, RL.2.7	/2
6B		A	RL.2.1, RL.2.7	
7	PCR	See below	RL.2.1, RL.2.3 W.2.8 L.2.1, L.2.2, L.2.6	/2 [R] /7 [W] /4 [L]
Total Score				/25

7 A top response will include a description of the following key points:

- Tom chooses a horse that does not look so nice as the other horses. He sees that the horse is skinny and frightened and needs care. He is kind to the horse because he wants to buy it and take care of it.
- Min is upset when Shen breaks her plate, but she does not yell or act badly toward Shen. She sees that Shen is upset and about to cry. Min is kind to her younger brother because his feelings mean more to her than the plate does.

Research Simulation Task 1 Answer Key				
Item	Type	Answer	CCSS	Score
1A	EBSR	A	RI.2.4, L.2.4a	/2
1B		B	RI.2.4, L.2.4a	
2A	EBSR	D	RI.2.1, RI.2.3	/2
2B		A	RI.2.1, RI.2.3	
3	TECR	1. A rocket forces fuel out of its nozzle.	RI.2.1, RI.2.5	/2
4	PCR	See below	RI.2.1, RI.2.2 W.2.2, W.2.7, W.2.8 L.2.1, L.2.2, L.2.3, L.2.6	/2 [R] /7 [W] /4 [L]
5A	EBSR	D	RI.2.4, L.2.4a	/2
5B		B	RI.2.4, L.2.4a	
6	TECR	Step 2: Stretch out the balloon. Step 3: Blow up the balloon. Step 6: Let the balloon go.	RI.2.1, RI.2.5	/2
7A	EBSR	C	RI.2.1, RI.2.2	/2
7B		B	RI.2.1, RI.2.2	
8	PCR	See below	RI.2.1, RI.2.3, RI.2.9 W.2.2, W.2.7, W.2.8 L.2.1, L.2.2, L.2.3, L.2.6	/2 [R] /7 [W] /4 [L]
Total Score				/38

4 A top response will include a description of the following key points:

- Rockets burn fuel at fast speeds to push the fuel out of the nozzle with a lot of force.
- This force creates an opposite force that pushes up against the rocket.
- This opposite force is equal to the rocket's force. It can lift the rocket off the ground.
- The essay will include details from the article to support points.

8 A top response will include a description of the following key points:

- The essay will describe the balloon experiment to explain how a balloon can be like a rocket.
- It will use the words **nozzle** and **thrust** as well as related concepts from the first article to compare a balloon to a rocket.
- The essay will include details from both passages to support points.

Narrative Writing Task 1 Answer Key				
Item	Type	Answer	CCSS	Score
1A	EBSR	A	RL.2.4, L.2.4a	/2
1B		C	RL.2.4, L.2.4a	
2A	EBSR	A	RL.2.1, RL.2.2	/2
2B		B	RL.2.1, RL.2.2	
3	TECR	Fox: Tricky Wolf: Trusting	RL.2.1, RL.2.3	/2
4A	EBSR	B	RL.2.1, RL.2.2	/2
4B		D	RL.2.1, RL.2.2	
5A	EBSR	D	RL.2.1, RL.2.6	/2
5B		C	RL.2.1, RL.2.6	
6	PCR	See below	RL.2.1 W.2.3, W.2.8 L.2.1, L.2.2, L.2.6	/2 [R] /7 [W] /4 [L]
Total Score				/23

6 A top response will include a narrative story with the following key points:

- The story addresses the problem of the wolf being carried out to sea.
- The fox and the wolf behave in ways similar to how they are described in the fable.
- The story ends in an understandable way that is compatible with the earlier details in the fable, showing that the wolf has learned not to believe everything that someone says.

Literary Analysis Task 2 Answer Key				
Item	Type	Answer	CCSS	Score
1A	EBSR	D	RL.2.4, L.2.4a	/2
1B		D	RL.2.4, L.2.4a	
2A	EBSR	B	RL.2.1, RL.2.7	/2
2B		B	RL.2.1, RL.2.7	
3	TECR	Order of sentences: 1, 3, 4, 2	RL.2.1, RL.2.2	/2
4A	EBSR	A	RL.2.4, L.2.4a	/2
4B		C	RL.2.4, L.2.4a	
5	TECR	Afraid Helpful	RL.2.1, RL.2.3	/2
6A	EBSR	D	RL.2.1, RL.2.2	/2
6B		C	RL.2.1, RL.2.2	
7	PCR	See below	RL.2.1, RL.2.9 W.2.8 L.2.1, L.2.2, L.2.6	/2 [R] /7 [W] /4 [L]
Total Score				/25

7 A top response will include a description of the following key points:

- Both fairy tales tell about a good daughter and a lazy daughter that the mother favors. The good daughter is kind to another, while the lazy daughter is not. As a result, the good daughter is rewarded and the lazy daughter is punished. Both fairy tales have examples of magic and end happily for the good daughter.
- In “Diamonds and Toads,” the good daughter gives water to an old woman who is really a fairy. She is given the gift of flowers and jewels as a reward. Her lazy sister is given snakes and toads.
- In “Mother Hulda,” the good stepdaughter jumps down a well and helps Mother Hulda do her chores. She is covered in gold as a reward for her good deeds. Her lazy sister is covered in tar.

Research Simulation Task 2 Answer Key				
Item	Type	Answer	CCSS	Score
1	TECR	followed the herds traveled take down quickly	RI.2.4, L.2.4a	/2
2A	EBSR	B	RI.2.1, RI.2.5	/2
2B		C	RI.2.1, RI.2.5	
3A	EBSR	A	RI.2.1, RI.2.3	/2
3B		B	RI.2.1, RI.2.3	
4	PCR	See below	RI.2.1, RI.2.2 W.2.2, W.2.7, W.2.8 L.2.1, L.2.2, L.2.3, L.2.6	/2 [R] /7 [W] /4 [L]
5A	EBSR	A	RI.2.4, L.2.4a	/2
5B		C	RI.2.4, L.2.4a	
6A	EBSR	D	RI.2.1, RI.2.3	/2
6B		B	RI.2.1, RI.2.3	
7A	TECR	A	RI.2.1, RI.2.3	/2
7B		They needed homes that did not take long to build. OR They also needed to be able to bring their homes with them. OR A tipi was easy to set up and lighter than other types of homes.	RI.2.1, RI.2.3	
8	PCR	See below	RI.2.1, RI.2.3, RI.2.9 W.2.2, W.2.7, W.2.8 L.2.1, L.2.2, L.2.3, L.2.6	/2 [R] /7 [W] /4 [L]
Total Score				/38

4 A top response will include a description of the following key points:

- The Sioux are different today because they are more modern (cars, houses, clothes, jobs, buy food, etc.).
- The Sioux are still the same because they believe in their culture and pass down their beliefs to their children. They still tell traditional stories so their children know their history.
- The essay will include details from the article to support points.

8 A top response will include a description of the following key points:

- The essay will describe how the tipi fit into Sioux life as a temporary home that was easy to set up and take down to follow the buffalo herds.
- The essay will include information about how the women built and carried the tipis.
- The essay will include details from both articles to support points.

Narrative Writing Task 2 Answer Key				
Item	Type	Answer	CCSS	Score
1A	EBSR	D	RL.2.4, L.2.4a	/2
1B		C	RL.2.4, L.2.4a	
2	TECR	1. Jimmy Skunk says hello to Johnny Chuck. 2. Jimmy Skunk says he likes Johnny Chuck's house. 3. Johnny Chuck says that Jimmy Skunk can have his house.	RL.2.1, RL.2.2	/2
3A	EBSR	A	RL.2.1, RL.2.3	/2
3B		A	RL.2.1, RL.2.3	
4A	EBSR	B	RL.2.1, RL.2.3	/2
4B		D	RL.2.1, RL.2.3	
5A	EBSR	C	RL.2.1, RL.2.2	/2
5B		A	RL.2.1, RL.2.2	
6	PCR	See below	RL.2.1 W.2.3, W.2.8 L.2.1, L.2.2, L.2.6	/2 [R] /7 [W] /4 [L]
Total Score				/23

- 6 A top response will include a narrative story with the following key points:
- Jimmy Skunk meets a new friend.
 - Jimmy behaves and talks in a happy, teasing way similar to the way he acts in *The Adventures of Johnny Chuck*.
 - The story is compatible with the details in *The Adventures of Johnny Chuck*.

Literary Analysis Task 3 Answer Key				
Item	Type	Answer	CCSS	Score
1A	EBSR	C	RL.2.4, L.2.4a	/2
1B		B	RL.2.4, L.2.4a	
2A	EBSR	B	RL.2.1, RL.2.3	/2
2B		D	RL.2.1, RL.2.3	
3	TECR	There was once a stonecutter who wanted more. A fairy kept granting his wishes to be more powerful. Finally, he was happy with being exactly who he was.	RL.2.1, RL.2.2	/2
4	TECR	snatched: grabbed puffed: pushed attempted: tried	RL.2.4, L.2.4a	/2
5A	EBSR	A	RL.2.1, RL.2.2	/2
5B		D	RL.2.1, RL.2.2	
6A	EBSR	B	RL.2.1, RL.2.3	/2
6B		C	RL.2.1, RL.2.3	
7	PCR	See below	RL.2.1, RL.2.2 W.2.2, W.2.8 L.2.1, L.2.2, L.2.3, L.2.6	/2 [R] /7 [W] /4 [L]
Total Score				/25

7 A top response will include a description of the following key points:

- Both stories teach the lesson that you should not try to be something you are not.
- In “The Stonecutter,” the man keeps trying to be more and more powerful. In the end, he learns that he was already powerful in his own way as a stonecutter.
- In “The Sparrow and the Eagle,” the Sparrow sees a powerful Eagle lift a newborn lamb and thinks he can do the same. He is much smaller and weaker, and he learns that he cannot do what the Eagle can do.

Research Simulation Task 3 Answer Key

Item	Type	Answer	CCSS	Score
1A	EBSR	D	RI.2.4, L.2.4a	/2
1B		C	RI.2.4, L.2.4a	
2A	TECR	A	RI.2.1, RI.2.3	/2
2B		The tadpoles seem to be able to sense when they are in danger. OR Often, the tadpoles fall to the water just in time to save themselves.	RI.2.1, RI.2.3	
3A	EBSR	A	RI.2.1, RI.2.5	/2
3B		C	RI.2.1, RI.2.5	
4	PCR	See below	RI.2.1, RI.2.2 W.2.2, W.2.7, W.2.8 L.2.1, L.2.2, L.2.3, L.2.6	/2 [R] /7 [W] /4 [L]
5A	EBSR	C	RI.2.4, L.2.4a	/2
5B		B	RI.2.4, L.2.4a	
6	TECR	Plants: flower Insects: butterfly Small Animals: gecko Larger Animals: jaguar	RI.2.1, RI.2.3	/2
7A	EBSR	B	RI.2.1, RI.2.2	/2
7B		D	RI.2.1, RI.2.2	
8	PCR	See below	RI.2.1, RI.2.7, RI.2.9 W.2.2, W.2.7, W.2.8 L.2.1, L.2.2, L.2.3, L.2.6	/2 [R] /7 [W] /4 [L]
Total Score				/38

4 A top response will include a description of the following key points:

- The tree frog looks a little like a tiger and acts like a monkey.
- Its legs are orange with black stripes, similar to the coloring on a tiger.
- It has a thumb-like toe that it uses to climb trees instead of hopping, similar to the actions of a monkey.
- The essay will include details from the article to support points.

8 A top response will include a description of the following key points:

- The rain forest is wet and hot with many green plants. It has a large variety of animals, too. Some of the animals are unusual and have adapted to life in the rain forest.
- The tiger-legged monkey tree frog and other animals from the video should be used as support for the response.
- The essay will include details from both sources to support points.

Narrative Writing Task 3 Answer Key				
Item	Type	Answer	CCSS	Score
1A	EBSR	B	RI.2.4, L.2.4a	/2
1B		A	RI.2.4, L.2.4a	
2	TECR	Soap Bowl Towel	RI.2.1, RI.2.5	/2
3A	EBSR	C	RI.2.1, RI.2.3	/2
3B		A	RI.2.1, RI.2.3	
4A	EBSR	D	RI.2.1, RI.2.2	/2
4B		C	RI.2.1, RI.2.2	
5A	EBSR	B	RI.2.1, RI.2.6	/2
5B		A	RI.2.1, RI.2.6	
6	PCR	See below	RI.2.1, RI.2.3 W.2.3, W.2.8 L.2.1, L.2.2, L.2.3, L.2.6	/2 [R] /7 [W] /4 [L]
Total Score				/23

6 A top response will include a description of the following key points:

- All students were taught together in one room, regardless of age.
- Students went to school when the teacher rang the bell.
- The teacher may have used a blackboard, and the students wrote on slates with chalk.
- There were not a lot of books.
- Older students helped to teach the younger students.

PROSE CONSTRUCTED RESPONSE SCORING RUBRIC

Score	READING Comprehension	WRITING Development of Ideas	WRITING Organization	WRITING Clarity	WRITING Language and Conventions
4	[not applicable]	[not applicable]	[not applicable]	[not applicable]	The response shows strong command of standard English conventions with minor errors that do not impact meaning.
3	[not applicable]	The response addresses the prompt effectively, develops the topic or narrative logically, and is appropriate to the task and audience.	[not applicable]	[not applicable]	The response shows command of standard English conventions with a few errors that may impact meaning.
2	The response uses text evidence to support an accurate analysis of the text and shows a full understanding of the ideas in the text.	The response addresses the prompt, develops the topic or narrative, and is mostly appropriate to the task and audience.	The response is clear and cohesive and has a strong introduction and conclusion.	The response uses language well and includes concrete words, sensory details, transitions, and/or domain-specific vocabulary.	The response shows inconsistent command of standard English conventions with errors that interfere with meaning.
1	The response analyzes the text somewhat accurately and shows a limited understanding of the ideas in the text.	The response minimally addresses the prompt, does not develop the topic or narrative logically, and may not be appropriate to the task and audience.	The response is sometimes unclear and may lack a real introduction and conclusion.	The response lacks clarity, with limited use of details, transitions, and/or domain-specific vocabulary.	The response shows slight command of standard English conventions with numerous errors that interfere with meaning.
0	The response analyzes the text inaccurately or not at all and shows little to no understanding.	The response does not address the prompt.	The response is unclear and incoherent.	The response lacks details, transitions, and/or domain-specific vocabulary.	The response shows little or no command of standard English conventions with consistent errors.